

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature means a broad inclusion, orderly identification, information related to the research problems. It includes the information and documents like articles, books, dissertations, abstracts, reviews and other research reports etc. related to research problems. Review of related literature needs to minimize unplanned repetition of research topic or problems (Gay & Mills & Airasian, 2019). This chapter includes the studies that were conducted at the international, national and regional levels on practice teaching as well as internship related activities. The present literature is focus on the following heads:

- *Studies related to teacher education*
- *Studies related to internship program*
- *Experiences during teaching practice and internship*
- *Challenges faced during teaching practice and internship*

2.1 Studies conducted at the international levels

- *Studies related to teacher education*

Carrillo and Flores (2020) in this study explained about online teaching-learning practice of teacher education during covid-19. Descriptive analysis and content analysis was used here. They explained about social, cognitive and teaching presence. They found the need for a complete view of the pedagogy of online instruction that put together knowledge to support teaching and learning. **Waters and Russell (2016)** conducted a study on perception of pre-service teachers towards virtual internship experience being an online instructor. The research has collected data using semi structure interview schedule on six participants. The finding shows that virtual internship practice was usefulness. **Ünver (2014)** conducted a case study on connections of theory and practice in Teacher Education. Through observation the

researcher has collected the data. The result disclosed that the performance of the methods course moderately provided to the student-teachers for connecting theory and practice. The result also shows that the methods courses are helpful in improving reflective thinking and the teaching performances of student- teachers. **Grossman (2009)** completed a study on redefining teaching, re-imagining teacher education. The article explained that teacher education needs to develop a set of practice so that it will help the teachers to build up knowledge, skills and professional identity in this profession. **Bezzina (2008)** explained in their article about partnerships between schools and teacher education institutes. They discussed that this partnership gives a scope to student-teachers to become a skillful and knowledgeable teacher by practicing in schools. **Korthagen (2006)** explained about the fundamental principles for teacher education programs and practices. The study highlighted about seven fundamental principles to create a difference of teacher education programs.

- *Studies related to internship program*

Hajazi and Bakhtiari (2021) conducted a comparative study of internship programme in teacher education of Iran, Australia and Singapore. Purposive sampling method has used by the researchers. The study found that There some similarities and dissimilarity among three countries regarding full-time internships. The study shows that there are some similar contents of internship programme like no restraint of internship training to the classroom and school background, selection and arrange course content based on predefined goals, school practice and teaching. It also found that there are differences between the teacher education programs of Singapore/Australia and Iran regarding amount of internship units and performance.

Hora et al. (2021) explored about online internship during Covid 19 pandemic in 2020-2021. They have conducted case study to collect the results. Due to this pandemic internship activity, structures have become online. They collected data through interview from the student-teachers regarding online internship held during this covid 19 outbreak. The result found that participation of student-teachers in internship during this pandemic was very low and satisfaction level of participation was also very low.

Amin (2020) done a study on the implementation of the internship as a coursework in teaching and learning vocational education. The key points of the present study are to investigate the implementation of an internship programme as one of the pedagogical approaches and assessment methods and to identify the effectiveness of the internship approach as coursework and to analyze the perceptions of students on the implementation of the internship approach as coursework in the teaching and learning process. The finding shows that the students acquire many benefits. Apart from that there are some problems faced by students during the internship programme such as transportation to the construction site, tight lecture schedule, insufficient financial allowance, insufficient time etc.

Miniurova and Belousova (2020) conducted a study on pedagogical internship as a tool of teacher professional formation. The main objective of this study was to recognize the effectiveness of the developed internship program for the professional competencies of future teaches. The result explains that both experts and students recorded the maximum dynamics in the development of general professional competencies.

Theelen (2020) has explained in their study about virtual internships in blended environments to prepare pre service teachers. The aim of this study was to investigate if PSTs' professional anxiety could be reduced using virtual internships. They find that no significant difference between the pre- and post-test scores on PSTs' professional anxiety. The study depicts that both virtual internships were satisfied with the content and the tasks in the internship and no significant differences were found in professional anxiety, who were PSTs with some previous teaching experience. It concludes that virtual internships can be helpful resources for teacher education.

Özkaral and Bozyiğit (2020) aimed in this study about social studies and geography student-teachers about COVID-19 and online education processes. They have followed qualitative research method using open ended questionnaire. They found that final year student-teachers were affected from this online process as they were unable to attained offline internship completely due to the pandemic. There were some problems faced like lack of sufficient internet access and connection etc.

Tindowen (2019) conducted a study on pre-service teachers' evaluation on their

student internship program. The main objective of this study was to evaluate the implementation of the student internship program in the teacher education department. This is a descriptive method of research. Descriptive statistics like frequency and percentage were used to analyze the data. The finding shows internship program is the best path for students to relate the theoretical knowledge in the real classroom situations. There are some challenges and issues like discipline related work, relationship with cooperating teachers and supervisors etc. faced by the pre-service teachers' though they have also gain positive experiences during their internship.

Karunaratne and Perera (2019) did a study on perception on the effectiveness of internship programme. The major aim of this study is to identify existing weaknesses in the industrial training internship programme. Structured questionnaire and semi structured interviews have used here. The study revealed about develops self-confidence, develop social interaction skill, and aspire future education and career.

Filiz and Durnali (2019) explained the views of pre-service teachers at an internship. The objective of the study was to determine the strengths and weaknesses of the pedagogical formation training. Interview technique used here. The result shows that practice of internship programme is useful for teaching in future but they find some disadvantages of the programme like time period of the course is short, crowded classes, teaching staff has negative effects on the students, not satisfied with its overall quality.

Dorkhi (2018) has done a revise on internship curriculum keeping in mind the main purpose that internship needs in all professions as well as the importance of this curriculum in teacher's training. The article highlights the shortcomings and positive points, implementation of this curriculum in University of Farhangian and compares the standards of this curriculum in the teacher training of advanced countries. The study found that this curriculum is helpful in attaining the teaching competencies still it needs to improve.

Ali and Muhammad (2018) have conducted a case study on role of Internship as an Activity Based Learning. Main purpose of the study was to look at the outcome of internship in professional development and personality development of the students.

Through open ended semi-structured data has been collected. They found that internship on professional development involves profession selection, trained connections, industryexperience, team work and introduction to real world confronts.

Kim and Jang (2015) examined in their study regarding use of technology combination for teaching during internship. Total 102 sample including male, and female has taken for this study. They found from this study that active engagement and enjoyment are there after using Web 2.0 technology by pre-service teachers. It can increase enthusiasm, capability and efficiency among students.

Donkoh (2015) carried out a student internship. The purpose of the study was to investigate the perception of final year students on the student internship programme already they have completed. 209 students selected as sample using purposive sampling technique. The result reveals that students agreed about they gained adequate instructional skills with the help of mentors. The study concluded that the interns did not experience severe challenges during internship. They also agreed that internship for one semester was not enough.

Chiang (2015) carried out a case study on internship determinants. The purpose of this paper is to study the determinants of student internship from the viewpoints of college students in Taiwan and what are the differences between local and foreign students during internships? Both local and foreign students get some incentives to join internships. The findings point out that financial determinant, credit points, and salary are the most important factors when they face an internship decision. They emphasize the importance of financial determinants.

Javanbakht (2014) did a study on the attitude of teachers and students towards Internship. The aim of the study was to identify problems of internship courses and to offer its solutions for improving it. Both qualitative and quantitative data has been analyzed using descriptive statistics. The results showed some sort of problems such as lack of knowledge in learning theories, no innovative pedagogy, lack of communication between teacher- educators and student-teachers to discuss their problem during internship, lack of physical facilities to apply new pedagogy etc.

Maertz et al. (2014) did research on building successful internships. The main purpose of their study was to seek answers to questions like ‘What kinds of

internships are possible?’ The study showed there were many benefits like job-related profit, career-related settlement, and networking/job market remuneration etc.

Heeralal (2014) explained about student teachers’ perspectives of qualities of good mentor teachers, qualities of mentor teachers like knowledgeable, experienced, honest, respectful, fair, controlling, flexible, understanding, accommodating, strict, autocratic, organized and sympathetic. The finding shows that there are some qualities students’ notices as good such as knowledgeable, experienced, and honest. On the other hand, they would not like their mentors to have, for example, controlling etc.

Qazi (2008) studied the perception about implementation of teaching practice in real classroom and the major purpose of this study was to examine the difference between the objectives of B.Ed. programme with its actual classroom execution. Phenomenological method was used. 120 student-teachers have selected as sample using simple random sample technique. They found that ineffective implementation of teaching practice.

Clare and Clive (2003) carried out a study on the internship component of a teacher education program and its opportunities for learning. The objectives are “(a) to find out what distinctive learning occurred during the internship; (b) to determine which features of the internship supported such learning; (c) to explore the distinctive problems of the internship; (d) on the basis of the foregoing, to assess whether the internship should be continued; and (e) to determine how, if it were continued, the internship might be improved.” Qualitative research has been done by using open ended interview questions on 12 interns selected purposively as sample. As a result, found that the interns gained various types of learning and aspects of the internship as well as encountered some problems of internship.

- *Experiences during teaching practice and internship*

Dahri (2021) examined the teaching practice unit of the teacher training program. The major objectives of the study were describing the nature of teaching practice preparation and to find out the difference on perception teaching practice (TP) experiences. A stratified random sampling and Simple random sampling techniques used to select a total 106 samples. The result reveals that two groups of both Arts and

B.Ed. Science students had differences of perceptions on TP preparation and TP in general. The study concludes that they have mixed perceptions regarding the teaching practice preparation and actual teaching practice.

Rufai (2021) examined the impact of teacher educators' professionalism on student teachers' learning. One of the objectives was to articulate the effect of teacher educator's knowledge on student teaching. Using semi-structured interviews and observations the data has collected. The study discloses examples of miss education by some of the teacher educators involved in teaching professional education courses that may create the student teachers' pedagogical misconceptions.

Iqbal (2021) written in their article about the possible contributors to lesson plans and propose a policy for effective lesson plans. A mini-experiment and survey were also conducted for this study. With the help of constructivism theory, Gagne's 9 events of learning, and formative assessment they have carried out the research. The results show that most respondents agreed about the learning outcome and lesson plan has strong association. All most majority of the respondents agreed with all the statements given to them.

Vukić (2020) conducted on students' perspective of internship in vocational higher education. The aim of this study is to determine students' satisfaction, experience and attitude toward internship. This survey was conducted on 189 respondents. They used descriptive statistics techniques, non-parametric tests such as Mann-Whitney U Test, Kruskal-Wallis H Test and Spearman's Rho etc. As a result, they depict that the majority of students were given employment opportunities during internship. They found that the respondents are satisfied with the mentor's assessments and less satisfied with the school support during internship.

Okoro (2019) did a comparative study of teaching practice outputs in public and private secondary schools. Through stratified random sampling technique, a total of 144 samples has selected for this study. The study found the performance of public school (68.76%) is higher than that for private school (59.12%). It concluded that there are some problems faced with teaching practice exercise.

Retnawati et al. (2018) found in their study that teacher trainees have good ability to carry out the teaching practice, but they have to work on to get better classroom

management. They completed a qualitative study using a phenomenology approach. They used open ended questionnaire to fulfil the aim of the study that is related to readiness of the teachers' trainees divided into sub themes like practice teaching of students, the students' ability during teaching practices, the barrier faced during the teaching practices etc.

Aglazor (2017) also studied about the major elements involved in the teaching practice mainly three dramatis personae such as supervisor, host teacher and aspiring teachers. The study said that host teacher has an imperative role to shape the aspiring teacher's professional growth and development. The study also explains the role of teaching practice in teacher education. According to the study, through the teaching practice aspiring teachers can develops taking daily responsibilities, communication plan, semester teaching plan, presentation of plans etc._The findings show the complete aim of teaching practice is to provide aspiring teachers with thought-provoking and appropriate field experiences. It will help them to improve the necessary skills and professional identity to become effective teachers. It also shows the teaching practice program is well-structured to connect the gap between theory and practice and to appraise the proficiency of aspirant teachers.

Miricescu and Tabusca (2017) also presented about situation of school practice and internships in Romania. They found from the responds that some of them was extremely satisfied and very satisfied. Lack of experience take part a big role in not getting a proper job in our country after graduation.

Msangya et al. (2016) conducted a study on teaching experience. The major objective of this study is to look at the experiences of student-teachers as a tool of learning. A large sample was taken for this study, and they used a semi structure questionnaire. The result showed in their study that there were some challenges that arise like the mismatch of the teaching practice period, lack of monetary support, assessment problems, inadequate support, disciplinary problems etc.

Uygun and Akıncı (2015) conducted a comparative study to know school experience and teaching practice activities and courses in Turkey and England. Descriptive analysis has been done. They find that activities carried out in England consist of performances which are based on training, extend to the educational

process, planned by different institutions.

Toom et al. (2015) conducted study on patterns of reflection in student teachers. The paper is based on theoretical ideas. The method consists of video-recorded lessons, stimulated recall interviews, reflective discussions and portfolio writing. The samples of the study were eight student teachers (six females, two males). The study highlights the basic structure of student teachers' reflective thinking. The study found that student-teachers can concerns realistic issues on teaching.

Mudzielwana and Maphosa (2014) carried out a case study to establish teacher-trainees experiences of being observed teaching while on teaching practice. Qualitative research paradigm has been adopted here. Purposefully 25 participants selected as sample. The study explained that teacher-trainees experienced both positive and negative experiences of being observed teaching such as nervousness, lack of confidence, fear of making mistakes, excitement, and unawareness of expectations from mentor/supervisor, sense of improvement over time etc.

Endeley (2014) did a study on teaching practice in Cameroon. The aim of this study was to find out the effectiveness of the teaching practice model by using descriptive survey method. Randomly 400 students from final year 300 students from second year, who had teaching practice experience, had taken as participants. The researcher used a closed- ended questionnaire and the items analyzed using descriptive statistics. As a result, found that supervision and duration of practice teaching is necessary to improve.

Odio (2014) had completed a study on influence of the internship on students' career decision making. They used a longitudinal approach and qualitative analysis to fulfill the objective of this study. Purposively participants were chosen. They find that internship plays the foremost part in shaping students' career path. Still, some of the student's uncertain regard their future. There were some stresses faced by the students like lack of clear or sufficient instructions, unclear how to accomplish their tasks, uncertainty etc.

Danner (2014) examined student-teacher's perceptions of the source of teaching practice related anxieties. The data has been gathered from 277 undergraduate students with the help of a questionnaire. The result gives an idea that anxiety is an

actuality student teachers face during teaching practice irrespective of gender and year in programme. Also, the finding shows that student teachers did not differ in their perceptions of the sources of teaching practice related anxieties.

Chiang (2014) aimed in this study to study the evaluation on internship decision from the students' view. Survey states that all the senior students including female had joined in the internship course for the first time. The study suggests a Multiple-Criteria-Decision- Making evaluation model on the internship decision from the college students' view in Taiwan. The study evaluated some dimensions of student internship such as enterprise factors, financial factors, school factors, non-financial factors etc. The result shows incentives provided by the enterprise and school does matter.

Matoti and Odora (2013) also investigated student teachers' perceptions of their experiences of teaching practice. This is a quantitative, descriptive research design. A self-constructed questionnaire was administered on 48 students both male and female. They found that student teachers were satisfied with their school experience. Their confidence level in teaching was high. They also find some weakness of student teachers' in managing a few areas like use of teaching aids and the use of different assessment techniques.

Silva and Teixeira (2013) also conducted to a study on internship experiences of students. Qualitative study has been done using semi structured interview schedule. The result shows that internship experiences help the students to build up the confidence in career adaptability.

Mannathoko (2013) has investigated about how practice teaching prepared student-teachers to teach Creative art. Qualitative case study had done here. Both male and female having teaching experiences has participated in this study. The study revealed that there was a lack of assistance from the supervisor, inadequate planning of student-teachers to expand them as eminence trained during the teaching practice. With the help of a qualitative case study, the researcher found that the tutors of them were not subject specialists and there was lack of assistance for the trainees during the practice teaching period.

Komba and Kira (2013) has investigated in his article that how the practice

teaching arranged by the universities and the effectiveness of teaching practice in improving student teachers' teaching skills. Taking 191 student teachers as sample this study has conducted qualitatively. As a result, they found that the duration for practice teaching was less for the trainees, inactive supervisors. Majority of the responded said that they were

not much helped from this teaching practice. Therefore, the authority needs to improve the procedures for trainees.

Uçar (2012) has done a study on teaching practice. The study was completed using qualitative research design. The purpose of the study was whether the process of teaching practice attains its aim or not. The data was collected from 145 participants, administrators of practice schools, 86 mentors and 37 mentees with the help of face-to-face interviews and group discussions. The finding shows that that participant of the practice teaching process faced some problems related to duration and schedule of the practice, communications, practical problems etc.

Caires et al. (2012) tried to study experiences, their feelings, cognitions and perceptions of student-teaches using some major dimensions regarding teaching practice. The result showed that they faced some kind of unfavorable experiences like stress, sense of weariness and „vulnerability“ during teaching practice.

Green and Farazmand (2012) have written in their study about experiential learning. The main purpose of this study was to examine learning outcomes of live case courses from students who had previous internship experiences. They found in their study that previous internship experiences perk up live-case course projects learning outcomes.

Kirbulut and Bektas (2011) investigated in the study about experiences of teaching practice of prospective teachers. Phenomenological method used here. Using semi-structured interview data has collected from the samples. The study concluded that the importance of lesson plan preparation, importance of dialog with their mentors etc.

Akcan and Tatar (2010) completed a study on nature of feedback given student teachers during their practice teaching experience. They have conducted an exploratory case study. The responds of the study were 52, English student teachers,

four supervisors and 30 cooperating teachers from 10 primary and secondary schools located in Istanbul. They collected data with the help of field notes, formal classroom observations of student teachers, written evaluation sheets done by cooperating teachers and supervisors, self- evaluation reports, journals and video recordings. They started the data collection process during spring semesters of the 2005–06. The study found on giving feedback as a reflective practice, content of the university supervisor feedback, content of the cooperating teacher feedback.

Kiggundu and Nayimuli (2009) had conducted the study keeping the main aim as to know about student-teachers experiences during teaching practice as well as perception towards teaching profession. The qualitative method has followed using semi-structured interviews. They found that few mentors successfully completed the guiding process to the student-teachers. Student-teachers faced some problems during that practice teaching period, and it has led somewhere their negative attitude towards teaching profession.

McKinney (2008) carried out a study on internship experience. The objective was to find the differences after completing a traditional internship experience for urban schoolteaching. The researcher used descriptive statistics like t-test for data analyses. The findings showed that there is no significant difference between pre- and post-test scores.

Poulou (2007) conducted a study on student-teachers' concerns about teaching practice. The aim of this study was to make out the reflective topics and to draw out student- teachers' fear, worries, viewpoint and feelings which conquered their teaching practice. The information had collected during eighth semester of teaching practice from 52 females and 7 males. The study concluded saying about worries and suggestions of student-teachers' learning experiences of their teaching practice, developing effective teaching placements. The study said that the teaching process helped the students to know the practical aspects of the profession and it helps the student-teachers to develop their personal and professional identity.

McKinney and Finke (2004) did a study on internship experience for student interns. The aim of this study was to determine if there was a difference in the internship experience between student interns placed in either an urban professional development school or an urban non-professional development school. 59 student

interns participated in this study. They used descriptive statistics, and a multivariate analysis of variance to analysis the survey data. The finding shows that there was not a significant difference in the internship school setting.

Robert et al. (2004) explored in their study about development of 23 beginning teachers during school internship along with some dimension such as relationship with students, professional commitment, sense of responsibility, emotional state, dominating concerns etc. They portrayed teaching is volatile, composite duty and interns faced some issues during internship.

Ngidi and Sibaya (2003) studied anxieties experienced by student teachers during the practice teaching. The aims of the study were to determine whether there is any relationship between student teachers' personality factors and anxiety levels regarding practice teaching related factors. Volunteer participants have chosen for this study. They have taken two weeks of lesson observation in schools. As a result, they found that student teachers did not differ in the way they experience anxiety from practice-teaching- related factors.

- *Challenges faced during teaching practice and internship*

Kamukwema and Neumbo (2021) also tried to find out challenges that student teachers experience while going for school-based studies in teaching in terms preparing lesson planning, assessment, and selecting inappropriate method of teaching, classroom size, facilities and learners' attitude. The objective also includes the positive aspects the student teachers experience about school-based studies. Case study research design has used by them. The study found that preparing five lessons per day, formulate lesson objectives, managing overcrowded classes, using unsuitable teaching methods, de motivated to make their own teaching-learning materials, lack of appropriate understanding to deal with learners' attitude etc. was some challenge for the student- teachers.

Bunyami (2021) did a study on the pre-service teachers' internship program during the pandemic. The purpose of this research is to determine issues and challenges faced by pre-service teachers during online internship program. They used qualitative analysis method. The finding shows that 42% of the participants had bad experiences in conducting online teaching. They faced problems like lack of good

internet connections, some students had no smart phones to join, and student's participation is less. 24% of the participants said that students 'motivation, interest and attitude were important factors for students' involvement in learning online.

Bhatt (2021) conducted a study on practice teaching announcement by the supervisor to the teacher trainees. Using simple random sampling technique, a large sample has selected. Questionnaire and interview protocol has used for this study. The practiceteaching observations by the supervisor includes eleven sets of skill. The result of the study explained that general remarks by supervisors.

Aldabbus (2020) also done a study to find out the challenges encountered by student teachers in practicing teaching and the possible suggestions to overcome these challenges. A qualitative case study has been conducted. With the help of open-ended questions and semi- structured interviews data were collected from twelve student teachers and four supervisors. The finding reveals some kind of challenges related to schools faced by the student teachers like discouragement to use new strategies for teaching, faced difficulty to maintain between quantity and quality of teaching, interference from the side of the schoolteacher in teaching sometimes. Moreover, the finding also depicts several challenges related to supervisors like not receiving constructive feedback from their supervisors, giving inappropriate comments while guiding them. On the other hand, study also find some challenges related to student teachers like facing difficulty in preparing a well-organized lesson plan, lack of classroom management, the student teachers lost control over their students and the class etc.

Yikealo and Karvinen (2018) explored the strengths and challenges of the teaching practice program and how this program is planned in the College of Education. The study also tried to focus the readiness of student-teachers to the practice as well as their maturity for the teaching profession. A qualitative study was conducted taking 104 participants. The findings disclose that teaching practice is a short time program, though cooperating teachers and supervisors are involved actively in this program. Moreover, most of the student-teachers considered practice teaching take part an immense role to prepare them for the teaching profession.

Anthony (2018) assessed challenges faced by the student-teachers during teaching practice. The main purpose of this study was to identify the classroom management challenges, to assess the practicing school environmental challenges, and to find out instructional challenges faced by student-teachers during teaching practice period. Using purposive sampling technique 160 student-teachers including both male and female has selected for this study. They find that all the respondents agreed about controlling large size classes and pupils' sitting arrangement is a challenge for the student-teachers during practice teaching. Apart from that they also explored some other challenged faced by the student-teachers like lack of accommodation for the student-teachers, lack of science laboratory and inadequately equipped ICT laboratory and libraries, lack of friendly relationship between the supervisor and the student-teachers, non-availability of subject matter textbooks for pupils, female student-teachers come across sexual harassment by some school-based mentors and supervisors during teaching practice.

Baskan and Ayda (2018) had done a case study on problems of teacher training programme. Using interview technique qualitative study has done. Content analysis is used for data analysis. They find some biggest problems in teacher training like scarcity of pedagogical formation education, appointing teachers for political gains, in-service training not being planned etc.

Parishani and Khoroshi (2016) carried out a study on challenges and opportunities of internship. Mainly this study looked at the challenges and opportunities of the internship course at Farhangian University from the perspective of students. The study is descriptive analytic research in nature. Semi-structured interviews have conducted with the passed- out students. The study found that the internship course has some problems mainly regarding curriculum and implementations such as the course is very time consuming, not flexible, lack of proper cooperation by the teachers, professors, long distance between the school and the university, the teachers' lack of motivation, lack of proper collaboration etc.

Koross (2016) conducted this study to investigate the student-teachers experiences and challenges faced by students-teachers during teaching practice. The objective also includes the impact on their perception of the teaching profession. Using questionnaires survey design has drawn. Randomly 100 samples have been selected

to collect the data. The study concluded that practice teaching is very helpful, and it provides an opportunity to develop their professional capability. The finding also shows that they faced some kind of challenges including geographical challenges like walking for a long distance to the school, administrative issues, supervision problems, financial challenges etc.

Ngwaru (2013) also conducted a study on experiences, opportunities and challenges faced by the student teachers during practice teaching. This is a qualitative research study. Utilizing document analysis and focus group discussions the study has completed. The result shows that there were quite a few challenges faced by the student teachers.

Bukaliya (2012) conducted a study on the potential benefits and challenges of internship programmes. Research question were what institutional benefits are and how do students benefit for the internship programmes in ODL? What challenges are faced by the interns? Mixed methods approach has used. Questionnaires and interviews were conducted for data collection. A total of 75 students have selected by using simple random sampling technique for this study. As a result, found that minimum respondents state that internships have no benefit at all to an ODL student.

Karsenti and Collin (2010) highlighted in their study about teaching challenges come across during the internship. The main aim of the study was to know how ICT helps the teacher trainees to prevail over the challenges faced during the internship. Taking a large sample, the researcher collected the data using questionnaire. Lastly, they discussed that there were some problems faced like classroom management, planning, evaluations and they found some potential benefits like motivation using ICT during internship to minimize the challenges.

Tok (2010) studies was to find out teacher candidate's problems about teaching skills during the practice teaching. The researcher has done qualitative study using 40 samples for this study. The study found that some problems about planning, subject matter knowledge, time management etc.

Paker (2000) studied the problems faced by the student-teachers during practice teaching. A total of 60 student-teachers were randomly selected for this study. Questionnaires are used to collect data. As a result, found that lack of supervision by

the mentor or supervisor, lack of constructive feedback and issue regarding giving feedback by the mentor towards classroom management, time management etc., and lack of mentor teacher's training.

2.2 *Studies conducted at the national levels*

- *Studies related to teacher education*

Kundu (2021) aimed in this study to find out the attitude of stakeholders towards implementation of the four-year integrated B.Ed. programme. Using descriptive survey method this study has completed. With the help of the Purposive sampling method 230 samples were selected for this study. The study found that this programme is good regarding accomplishing educational objectives, building up enough information, skills and unlike capabilities.

Parvin (2021) has aimed in this article to study the problems and concerns of teacher education. She found several problems like lack of adequate physical infrastructure, the ratio between demand and supply of teachers, low standard methods of teaching, conventional curriculum, setback of supervision, too little empirical research, proceeds orientation of education, stress among teachers due to excessive workload, rising class sizes, poor management, workplace singling out, lack of job safety etc.

Albina (2020) also conducted a comparative study on Pre-Service teachers „practice teaching with and without ethnographic lens. She has done a qualitative ethnographic case study. She collected data through in-depth interview and Observation of classroom teaching, the communication between teacher and students, the gain level of teaching competencies, student s behavior in the classroom, classroom management etc. As a result, she found that pre-service teachers „teaching practice with ethnographic lens have high and positive impact on student „s behavior in the classroom, classroom culture classroom management etc.

Gupta and Rakwal (2020) aimed in their study to assess the perceptions of teacher trainees towards the two-year teacher education programme in terms of duration, pedagogy, curriculum and innovation. Using random sampling 200 samples has participated in this study. The study is descriptive in nature. A questionnaire „Teacher Trainees Perception Assessment Questionnaire“ has developed to fulfill the

objective of the study. The study set up that teacher trainees are in favor regarding the duration of the programme and it is not wastage of their time according to the teacher trainees.

Hoque et al. (2020) also conducted a study about perception of teacher-educators. The main objective of this study was to assess the perception of the B.Ed. teachers. Descriptive survey method has been used. Randomly 150 teachers have selected. Both descriptive and inferential statistics are used. The finding shows that mixed types of perceptions teachers have towards teacher education programme. They agreed mostly for positive impact of secondary teacher education programme.

Das and Gogoi (2020) did a comparative study on B. Ed curriculum of two university of Assam. One of the objectives of this study was to analyses and compare the existing two-year NCTE curriculum framework for two-year B.Ed. programme concerning the features of the internship programme, to study the views of the teacher educators on it and to study the problems faced by the teacher educators during the course. Descriptive research method was followed. Using incidental sampling technique, they selected 24 teacher educators. A questionnaire was developed for the data collection. They find that the engagement with the field and school is directly mentioned under each course. Both the universities clearly stated about the initial school experience/ internship (I) under the features of the internship programme.

Gupta and Rakwal (2020) have completed a study on perceptions of trainees towards two-year B.Ed. programme. They included major four areas in the tool to fulfill the objective of the study like curriculum, duration, pedagogical aspects and innovation. As a result, they found that trainees had a positive perception towards these areas of B.Ed. programme. The findings show that the student-teachers had overall positive perceptions towards the duration, pedagogical aspects, curriculum, and innovativeness of the two-year program. There were significant differences in perceptions between students from private vs. government colleges, as well as between B.Ed. and M.Ed. students.

Azmi and Kader (2020) have done study on effectiveness of two-year B.Ed. course for development of professional capacities among prospective teachers. Taking 66 student- teachers the researcher has conducted a descriptive survey. Percentage

analysis is used for data analysis. The study concluded that most of the student-teachers agreed that two-year B.Ed. course helps in improving professional capacities and this curriculum has engagement with the field works.

Tochhawng and Hnamte (2020) did a comparative study on Curricular Structure of B.Ed. course between two universities. A semester is committed to internship programme. Both the Mizoram University and Northeastern Hill University followed the NCTE guideline 2014. This article showed the slight differences in conducting internship for student-teachers.

Sharma and Parey (2019) highlighted in this study about new policies of NCTE and the future of teacher education in India. The article shows that there are some kinds of quality issues such as lack of mastery over subject, shortages of suitable facility in teacher education colleges, less chances for professional development; grant received from the government is fewer etc.

Sahoo and Sharma (2018) also did study on perception of student-teachers towards reform of Teacher Education Programmes. The sample consists of 200 students. Questionnaire has used as a tool for this study. Descriptively the data analyzed. The findings show majority of students have positive opinion regarding time duration as a whole restructuring of teacher education programme is favorable. The study also highlighted areas like timetable, duration, teaching strategies, activities, evaluation etc. of the course. Findings also show that most of the student-teachers had favorable views towards duration and reforms in teacher education course as per NCTE regulation 2014.

Srivastava (2017) explained in her article about two-year B.Ed. course and school internship. She has written about all the activities of internship that have to do by the student-teachers during the B.Ed. course.

Adhikary (2017) conducted a study to investigate the perception of the teacher trainees towards the new two-year B.Ed. programme. A questionnaire and secondary source of data was used to collect the data for this study. The result showed most of the students have negative perception regarding economic aspects like admission fee is too high and duration of the programme. The trainees depicted a kind of diverse perception towards the course.

Ahmed and Sharma (2017) did a descriptive study on restore of pre-service teacher education. They studied about the increase duration of B.Ed. course by the NCTE 2014 regulation. With the help of a self-made open-ended questionnaire, the researchers had collected data regarding perception, benefits and issues practised by 60 student- teachers during B.Ed. course. They used purposive sampling technique to select sample. The study reveals that both positive and negative sides are there for increasing period of B.Ed. course prescribed by the NCTE.

Kaur (2017) wrote in his article about the impact of NCTE teacher education programme. Descriptive survey method has been used for this present. Finding shows that after the establishment of NCTE various facilities like classrooms, computer laboratory, girls' common room, hostel, seminar room, multipurpose hall etc. have been increased in teacher education programme.

Dhawan and Verma (2017) attempted to study the quality of the curriculum and practiceteaching of B.Ed. programme of Garhwal University, the Central University. The major objectives of the study were to analyze the practice teaching programme and the curriculum of B.Ed. programme. Normative survey method has been adopted. They concluded that the curriculum of the practice teaching should be changed, and duration should be increased.

Deka (2016) did a study on issues in teacher education in Kamrup district of Assam. The objectives of the study were to problems of present system of teacher education and to study views of teacher educators and teacher trainees. Descriptive survey has been done using questionnaire and interview. A total of 90 teacher trainee and teacher educators with the help of judgement sampling method. The finding depicts that they find some main hurdles like not enough staff, untrained teacher educators and lack of financial resource etc. Respondents agreed that they were not satisfied with quality of teacher education institutions and programmes.

Swain and Borah (2015) highlighted in their study about Teacher Education in Assam. The article highlighted that teacher education institutions are facing many problems due to inadequate infrastructural facilities, lack of teaching-learning materials, laboratory equipment and qualified staff.

Barua (2015) conducted a study on perception of teacher trainees regarding learning

enhancement of B. Ed programme. The major objective of this study was to find out and compare the perception of teacher trainees of Public and Private-Funded Institutions in respect to some key areas. Using questionnaire, the data has collected from 974 teacher trainees as sample for this study. The result found that there was significant difference in the perception of teacher trainees on the other hand; trainees of Public-Funded Institutions had more favorable perception than trainees of Private-Funded Institutions.

Sain and Kaware (2014) also explained in their study about challenges and quality of teacher education in India. The paper emphasis the teaching society, initial teacher education organization, curriculum, induction of beginning teachers, quality assurance and teacher policy of teacher education.

Allen and Wright (2014) made a study on the integration of theory and practice during practicum in the in the pre-service teacher education. Mixed method has used in this study. The main purpose of the study was to know the factors and hinder in integration of theory and practice during practicum. Through purposive sampling technique the researcher has selected 265 students of the Faculty of Education's graduate-level entry Master of Teaching programme. Follow-up interviews, open and closed ended questions were used for data collection analysis and quantitative and qualitative data analysis was used. Simple percentage and mean were calculated for statistical part of this study. An interpretive approach was used in this study. Main finding shows the beliefs of the student-teacher towards theory and practice has impact on their practicum experiences and participants expressed that highly valuable practical experience with theory knowledge.

Chennat (2014) explained in this article about practical perceptive of the internship programme of pre-service teacher education programme in India with put in from a conceptual understanding of the of pre-service teacher education programme in other countries like Canada, Finland. The study focused on the challenges faced by the teacher education institutions such as school related challenges, internship tasks related, supervisor, school teacher, time, mask related, difference between perceptions, etc. The study highlights that internship programme in India can improve in India with reference to other countries mentioned in the article keeping mind the socio cultural and educational contexts of the country.

Salam and Khan (2013) have discussed in their study about teacher education at school level in Assam. The aim of this paper is to know the status of the teacher education system in Assam. The study discussed some general objectives of teacher education like to develop competence, understanding, interests, attitudes and skills etc. among teachers. They also draw attention to some of the clear defects of teacher education program such as defective courses of studies, faulty methods of teaching, absence of professional attitude, isolation of teacher education department, poor academic background of student teachers, lack of proper facilities, inadequate empirical research, insufficient financial grants etc.

Claudius et al. (2013) are being a central element of teacher education; practice teaching helps to gain actual teaching-learning experience. In their study effectiveness of teaching Practice in improving student teachers’ teaching skills found that eight weeks of duration was inadequate to improve teaching skills and effective practice teaching, guidance, supervision was hopeless, poor. Student-teachers were less benefited from practice teaching though proper authority to maintain quality of teacher education.

Akbar (2013) did a study on beliefs and practices of teacher educators. The major aim of this study was to examine the gaps between teaching beliefs and teaching practices of teacher educators teaching new curriculum of B.Ed. (Hons) and ADE in universities and affiliated colleges in Punjab. They have used a mixed method approach. They have used observation and interviews for data collection. As a result, they found that most of the teacher-educators conviction preparation of lesson plan, writing objectives of the lesson and sharing these with students etc. are essential for an educator.

Sharma (2013) evaluated in his study curriculum transaction procedures. The objectives were to make the content analysis of curriculum to study the curriculum transaction procedures of secondary teachers and study the availability and utilization of some selected resource centers. He used rubrics and self-developed questionnaires as tools. Content analysis, descriptive survey method and Flanders’ Interaction Analysis Technique of classroom observation have been used. The researcher has selected 34 Colleges randomly including 22 Subject Experts and 214

Teacher Educators for this study. As statistical techniques he has followed range, mean, frequency, standard deviation, counts and percentages. Both qualitative and quantitative data analysis has done by him. As finding it shows that in teacher training colleges have inadequacies in the curriculum or course- framework its transactional procedures.

Barui (2012) has done a comparative study of the secondary teacher education curriculum in West Bengal and Assam. The objectives were to examine the prescribed curriculum, to ascertain the status of implementation of B. Ed of the curriculum and instructional materials of Assam and West Bengal, to study the evaluation procedure, to study problems faced while implementing recommended curriculum by the institutions and the teacher educators. She used the survey method including both qualitative and quantitative data analysis. Teachers' information, interview schedule, college information, official records, questionnaire, problem check list has followed as tools for the present study. With the help of stratified random sampling technique, she has selected 16 Secondary Teacher Education Colleges from both Assam and West Bengal and 103 teacher educators as sample. The major finding shows that the curriculum of B.Ed. is not enough and un-revised for a long period and NCTE prescribed curriculum is not implemented properly in both the states.

Dwivedi (2012) did a study on issues and challenges of teacher education in India. The main purpose of this paper is to offer an overview of teacher education problems and issues and challenges in teacher education. The article highlighted about problems of teacher education like defects of selection procedure, short duration of the course, incompetency of student teachers, supervision of teaching, lack of subject knowledge, poor academic background of student-teachers, lack of proper facilities, inadequate empirical research, lack of up-to-date books and materials etc.

Desai (2012) too carried out about problems of teacher education in India. The study discussed some of problems of teacher education such as fault of selection procedure, short duration, lack of adequate opportunities for student teachers to increase capability, shortcoming relating to papers, barrier in the development of pedagogical skills etc.

Santhakumari (2012) attempted a study on the perception of teacher educators on the practical aspects of secondary teacher education in relation to gender, subject, and locality, nature of institution, experience, and educational qualification and to analyze the perception of teacher educators towards the various practical components. For this present study, the researcher used normative survey method studies which explain and interpret what exists at present. The researcher has used stratified random sampling technique to select the sample and interview technique has been used to take the views of teacher educators on the components of various practical aspects of secondary teacher education. The finding shows that there is no significant difference in perception of practical aspects between male and female teacher educators, but females have a higher level of perception.

Yadav (2011) did a comparative study the different issues of pre-service teacher education programme in India, Sri Lanka, Bangladesh and Pakistan. A questionnaire has been developed to collect the data. It concluded that the course is more theoretical than practice. The respondents of a few countries uttered that length of the B.Ed. course should increase into two years.

- *Studies related to internship program*

Soy (2021) has reflected the covid19 impact on internship programme. The aim of this study was to find out the impact of Covid-19 on internship programs on professional development of the students. Descriptive survey method has used. With the help of purposive sampling technique sample has selected. The result showed that the majority of the student-teachers said that covid19 pandemic has badly affected the internship programme for improving professional skills.

Sahoo and Rautaray (2021) explored the use of social media in teaching and learning process during school internship programme. Purposively 24 students were selected to collect data. They found that participants used various social media sites like YouTube, Wikipedia, Blogs, Google plus, Google Scholar in teaching-learning process during internship of B.Ed. programme. It helps the students to Increasing the participation and collaboration, students' engagement etc.

Sharma (2020) also conducted a study on the importance of internship program in teacher's training programmes like B.Ed. and D.E L.Ed. The objective was a

comparative study of the entire situation of school in the school-based training program. She used both the primary and secondary sources of data. The study concluded that internship experience is meaningful to improve self-confidence knowledge among student-teachers regarding teaching profession.

Paramanik (2020) did a case study on the organization of school internships in secondary teacher education institutions. An in-depth case study has been done using purposive sampling method. The researcher has conducted thirty interviews of student-teachers, four focus

group discussions with student-teachers and nineteen school teachers and eight teacher educators were also interviewed. The study mainly found that majority of the student teachers used TLMs during presentation of lesson. The student teachers mainly follow lecture-cum-discussion method.

Jogan (2019) conducted a study on the effectiveness of school internship programs. The main objectives of the study were to study the internship program and evaluate the impact of this program on the interns. Again, to find out the constraints faced by the trainee teachers during internship and to understand the process of internship program in detail. Descriptive survey method has been used. With the help of purposive sampling technique all the B.Ed. trainee teachers have taken as sample. Self-developed questionnaire used by her. Simply percentage has calculated for statistical analysis. The findings showed teacher trainees were highly satisfied with the proper implementation of the program.

Najmuddeen and Areekkuzhiyil (2019) conducted a study on role of mentors and supervisors during internship. Using purposeful sampling technique, the researcher has taken 15 teacher-educators as samples. The finding shows that samples teacher educator was not aware about the NCTE guidelines for school internship published in the year 2016.

Rai (2018) has highlighted in his article about internship programme and role, responsibilities of NCTE, role and responsibilities of Teacher Education Institutions, role and responsibilities of internship schools. He has written in his article that during internship student-teachers have to complete a variety of works like classroom teaching, classroom management, organized school based and community-based

activities. Using secondary sources of data, he has explained about the internship programme of two-year B.Ed. course which is sifted from a one year to two-year course.

Kumar and Thapa (2018) conducted a study keeping in mind the perception of student-teachers towards internship, benefits and challenges of internship programme of B.Ed. course. Descriptive survey has been done using simple random sampling technique. The result showed that 36.15% of the male and female student-teachers were in favor of internship. On the other hand, 66.15% of student-teachers were not in favor of the 20 weeks internship program. The study found some benefits as well as challenges of the internship programme.

Chowdhury (2018) conducted an article on implementation and challenges of extended curriculum of two-year B.Ed. course. She has written on changing state of internship and problems may occurred during internship like lack of cooperation from school staff, medium of instructions, unplanned timetable, irregular supervision, Adjustment problems and lack of seriousness on reflection writing.

Jogan (2018) made a study on reflection of trainee teachers on school exposure programme. The objectives of this present study were to identify the role and management of the department, to find out the problems and challenges and its suggestion for improvement and skills of teaching during the school exposure programme. The internship, resilience and negotiations of professional practices were found to be significant.

Ivanova (2017) carried out a study on school-based internship for the teacher trainees. The objective of this study was to evaluate and compare the usefulness of internships for the trainees before and after the teacher training course. Using questionnaires, interview and observations methods and data was collected from the samples. The result found that internship had great effect to become a teacher. It is necessary for future teachers.

Khan (2017) had done a study on experiences of student-teachers and teacher educators regarding implementation of theory, classes, curricular activities, and internship during 2-year B.Ed. course. Using purposive sampling technique, the researcher had done descriptive survey method. The results revealed that more unfavorable experiences of B.Ed. students and teacher educators mainly in internship programme in two-year B.Ed. program. On the other hand, some of them had moderate experiences during the course. As a result, found that extended internship is hard to implement.

Kumar (2016) investigated in his study the attitude of pupil teachers towards internship. He has used a self-made attitude scale to collect data on 80 samples. As a result, he found that there are significant differences between and there are no significant differences between attitude of pupil teachers towards internship in respect to their qualification and Stream and qualification.

Tocci (2016) conducted a study entitled, Reflection of instructional technology interns on the school-university internship experience: An interpretative case study of pre service teacher interns. The main research questions of the study were that i) what are the experiences of pre services teacher instructional technology interns at the conclusion of a school university internship programme? ii) What factors influence technology integration by instructional technology interns? This study was an interpretive case study which is qualitative in nature. The researcher has used the ISTE classroom observation tool which was collected from International Society for Technology in Education (ISTE) and post observation interviews and End –of–programme interviews. The researcher found positive experiences of use of technology in their future classroom.

Nagarathna and Kamath (2016) conducted a comparative study on implementation of internship of two different universities. The objective of this study was to find the practice of writing unit plans in secondary teacher education colleges, to find the number of unit plans and to know about writing, assessment and uses of writing the reflective journals during internship. The study revealed that the majority of the students prepared unit plans from both universities. The study revealed majority of the student teachers expressed that preparation of unit plans have helped in writing lesson plans and helpsto solve problems in the classroom.

Otara (2014) studied on classroom experiences, level of mentor's and supervisor's supervision, benefits of the internship program for the internees in university of Rwanda College of Education. He found internship was favorable for professional development, positive attitude of interns towards benefits from internship and found dissatisfaction of interns due to lack of proper supervision from mentors and supervisors during internship.

Parveen (2012) conducted a study on internship in education. The main objectives of the study were to evaluate the effectiveness of internship program, to identify the problems and challenges that faced during the internship program and suggestion for its improvement. This study also studied the perceptions and experiences of principals of the schools. The researcher has used descriptive survey type and both qualitative and quantitative mode of data collection. A total of 80 student-teachers and 5 principals were selected as samples for this study. Questionnaire and interview schedule for principals were developed by the researcher. The finding shows that for student-teachers internship is an effective way and it has a positive side for student-teachers in teaching profession.

Kumari (2012) studied the present implementation status of project work at higher secondary level school. The main objectives of the study were to study the set criteria, the practice implementation of project work, to study the students' opinion about the project work and to judge the present practice in the context of set criteria for implementation of the project work. Descriptive survey has followed in this study. She used questionnaires as a tool for data collection and used both qualitative and quantitative analysis of data. Frequency and percentages were calculated for the statistical part of this study.

- *Experiences during teaching practice and internship*

Das et. al (2020) conducted a study on COVID-19 pandemic-induced teaching-learning experiences. Cross-sectional study was done using snowball sampling method. This is an online survey developed through Google forms. Five questionnaires planned for teachers, parents, and primary, secondary, and tertiary levels students of the education system in Assam. The finding shows that the majority of the respondents COVID-19 pandemic has influenced their access to education. They faced some challenges receiving education like lack personal

interaction with the teachers and classmates, poor network connectivity at home, online classes exhausting, spending more money on internet subscription etc. Some of the respondents find online learning was a stressful experience. On the other hand, rest of the respondents the whole online learning experience as average.

Barman (2020) also did a study on problems faced by the teachers in secondary level. One of the objectives was to study the problems faced by the teachers at secondary level. She found that here is a lack of Infrastructure facilities, no separate common room for women teachers, low participation of the parents, students came from poor economic background, broke attention, pitiful attendance, addiction on smoking etc. problem faced by the teachers at secondary school.

Najmuddeen and Areekkuzhiyil (2020) did a study on school internship experiences of two visually challenged student teachers. The aim of the study was to gain an in depth understanding of the lived experiences of visually challenged student teachers during internship and analyze how internship affects the way they teach, learn, and live. Visually challenged student teachers were interviewed for this study purpose. Phenomenological research design has been used. The study is qualitative in nature. They analyzed the collected data with the help of analysis framework and finding includes into a few major themes such as lack of freedom, limited mentoring, adaptive instructional and assessment strategies, technological experiences, and relationship dynamics.

Mala et al. (2020) highlighted in their study about impact of internship on regular studies of undergraduate students. The study analyzed the positive and negative aspects of internships of students. A total of 319 respondents have selected using convenient sampling technique. The study was descriptive in nature. They concluded that very a small number of students had chosen for internship program. They find that it helps to develop practical knowledge in the workplace.

Das and Chowdhury (2019) carried out a study on practice teaching of B. Ed students. The objectives are to determine the level of supervision given to internees by supervisors and mentors, examine the problems, issues and activities of teacher trainees in practice teaching and to establish benefits of the internship program to internees. 300 samples have selected with the help of stratified random sampling.

They find that well quality researcher has selected 50 trainee teachers through simple random sampling technique. Self-developed questionnaire was used by the researcher for the data collection. The findings highlighted that this type of program has a positive impact on the trainee teachers.

James (2018) did a study on a qualitative and quantitative study of required internships from the students' perspective. Mixed method has been used in this study. The major purpose of the study was to study regarding the students' perception of benefits from a mandatory internship and its policy, level of satisfaction of experiences. Total 374 Participants had selected from current and former students of the Equine Science and Management (ESMA) Program. For quantitative data analysis the researcher has used SPSS software and for qualitative purpose NVivo software was used. This study found that maximum students had beneficial experiences from mandatory internship programme and also supported requiring internships policy. The finding showed the significant relationships between the primary reason of participating internship, benefits from it, contribution towards their career skills and job.

Nagarathna (2018) carried out a study aiming the objectives of the study were i) to make a documentary analysis of the internship ii) to analyze the extent to which intended curriculum of internship is implemented in different universities iii) to compare the existing Internship practices in different universities. The findings concluded that school internship duration and number of lessons differ from one zone to another. Action Research activities are not mandatory in all the four universities.

Rai (2018) has highlighted in his article about internship programme and role, responsibilities of NCTE, role and responsibilities of Teacher Education Institutions, role and responsibilities of internship schools. He has written in his article that during internship student-teachers have to complete a variety of works like classroom teaching, classroom management, organized school based and community-based activities. Using a secondary source of data, he explained the internship programme of a two-year B.Ed. course which is sifted from one year to two-year course.

Huu and Ngoc (2017) made a study on identity development of perspective

teachers” during the teaching internship. The main research question was how a teacher’s identity developed during teaching internship. 20 in-depth interviews have been done at the end of the internship programme by the researcher. The present article highlighted only two narratives among the 20 collected regarding beginner teachers” identity development in a regional university in Vietnam. The prospective teacher’s commitment with the training is not available from trainees, not to attend school regularly, less use of innovative teaching methods, unable to adjust the school environment etc.

Patel (2018) did a study on perceptions, experiences of internship and challenges faced during the internship period. Using random sampling technique, 100 student-teachers have taken as sample for this study. The result showed the majority of the students gained confidence after internship experience. On the other hand, the study that some challenges are faced by the trainees during internship periods such as internship school is far from their residence area, many lesson plans has to prepare, research works, classroom management etc.

Mutende (2017) analyzed the influence supervision practices on the teaching practice performance of B.Ed. Science students. A total of 95 samples has taken for this study. Descriptive survey design has been used. The study found that there is a positive correlation between the supervision practices and the teaching practice performance of the students. It concludes that supervision and evaluations of school-based teaching practice offer practical experiences.

Lamanauskas (2016) conducted research on mentor and student activity and experience during internship. They used a self-prepared questionnaire. 77 students took part in the research. Using content analysis qualitative data has processed. They find the majority of the students point out about a huge mentor support during the internship rest of the mention the intricate support of the mentor. Mentors have a very central importance in the pedagogical internship results.

Winslow (2016) compared in their study about the effect of two internship structures on supervision experience and learning. The purpose of this study was to evaluate their effectiveness in influencing interns” experience, beliefs, and knowledge of supervision. This is a quasi-experimental study. 30 graduate students

have taken as participants. They find that internship structure did not affect beliefs about the importance of supervision. The result also reveals that internship structure affected knowledge of instructional supervision.

Dasar (2015) also studied about the issues, predicaments of practice teaching. The study has highlighted that student teachers were anxious regarding some areas such as while preparing lesson plans, while managing classrooms, due to heavy workload etc.

Gupta (2015) also conducted a study on internship experience and perceptions of students towards it. The objectives of the study were also to identify the challenges faced by the student-teachers. The researcher used random sampling technique and selected 80 samples for this study.

Srinivas (2015) did study practice teaching programme in teacher education institutions of Osmania University. The objectives of the study were to study about the process of practice teaching, transactional process of the prepared lesson plan, feedback mechanism followed, and to study the problems faced by school Headmaster or Headmistress during the period of practice teaching. Descriptive survey method used by him. Multi-stage sampling technique adopted for this study. The major finding reveals that the majority of the student teachers attended the workshop and supported that teacher educators conducted workshop on teaching aids before going to do practice teaching. The finding also highlights that the majority of the teacher educators have given orientation on macro teaching lesson plan regarding home assignment, introduction of the lesson, presentation of a lesson and recapitulation of a lesson.

Kagoda and Sentongo (2015) in their study mainly highlighted the perception and attitude of practicing teachers and administrators toward the teacher trainees. The data has been collected using questionnaires and focus group discussion. They found that teacher trainers are adequately trained to use proper methods of teaching like professional teachers.

Cheong et al. (2014) ported in their study about internship experience among students. Purposively sample has selected for this study. In depths interviews has conducted for data collection. This in-depth interview found three main themes like

learning and knowledge is beyond the classroom. The participant learnt from the internship experience which is beyond textbook knowledge.

Ahmad (2014) aimed to find out supervisors' views about supervision during Practice Teaching Programme of B.Ed. students and to find out the average number of pupil- teachers supervised per day by the supervisor during practice teaching. The researcher has used a survey research method. The data has collected from 90 respondents including both male and female. Self-developed tools such as 'Supervisor views Sheet' have been used to collect data for this study. The finding shows that 80% of supervisors verified lesson plans carefully of the student-teachers during practice teaching. It reveals that most of the (58%) supervisors observe that they were satisfied with the general process of supervision of practice teaching.

Ranjan (2013) also conducted a study on practice teaching programme. The main objective of this study was to study the student-teachers experiences during practice teaching programme. Qualitative research approach has been adopted for the study. He has used both semi structured interviews and focused group discussion. He explores that practice teaching offers firsthand experiences of teaching to student-teachers. He also explains that according to some respondents there was lack of good relationship between teacher educators and student teachers. The result also explores some difficulties faced by the student-teachers during practice teaching programme like inappropriate timing of the practice teaching, not generally respected by other staff members etc.

Azeem (2011) did study on problems of prospective teachers during teaching practice. The objectives covered to know the preliminary arrangements made by the supervisors for the students, to collect the information about the assistance of the supervisors, headmistresses and concerned class teachers to prospective teachers, to enlist the problems faced during teaching practice, the need of teaching practice in different subject and to show the suggestion for future studies. Descriptive survey research has been done by the researcher. The total population was B.Ed. students of Lahore. 100 students were selected as samples through convenient sampling technique. A closed ended questionnaire has been developed by the researcher for this present study. Simply percentage was used for data analysis.

Plessis (2010) aimed in their study to focus the views of student teachers on teaching

practice at schools. With the help of semi-structured interviews data was collected from 16 participants. They find that the Participants stated positively on ideas of material using in classroom settings like case studies. The results also pointed out some downbeat aspects like guidelines on lesson plans are insufficient, lack of clarification of terminology used etc.

Dalai (2008) has investigated the climate of teacher training institutions on internship programme. She used a self-developed questionnaire to find the status of internship programme. Descriptive statistics ha used here. She has taken 300 students-teachers as samples. Most of the students-teachers said average institutional climate condition and some of them also have poor climate condition.

- *Challenges faced during teaching practice and internship*

Bhatt (2021) explored in this paper about the difficulties facing by the forthcoming teachers. Semi-structured survey questionnaire and interview protocol has been used here. The data has used here both qualitative and quantitative in nature. The study results concluded that every single one teaching skills are not offered the same consideration.

Chaturvedi et al. (2021) has written in their article on teaching practice through digital learning during Covid-19. The objective of the study was to understand the challenges while adopting technology by both students and faculties during COVID 19. This paper was a cross-sectional analysis. The authors have done content analysis from selected papers. They concluded that the pandemic applied numerous changes towards blended learning in the education system at an ample level.

Alam (2021) discussed in his study about problems faced by the teacher trainee due to the worldwide covid-19 pandemic in the academic year 2020 and 2021. Due to the virus the institutions had shut down for long months. The study explains that in those situation teacher-trainees have also faced problems completing the internship properly. They have used online methods for teaching.

Gupta (2020) has explained in her study about the role and challenges of internship of B.Ed. programme. She discussed the role of teacher trainee colleges and problems faced by the trainee during internship in school. She has concluded that there are

some demerits such as no role for teachers, fixed duration for internship, lacks supervision in proper implementation of internship programme.

Das and Chowdhury (2019) also studied about issues and problems of practice teaching during internship. 300 students have taken as sample. They have conducted mixed type methodology using analytical study of documents, survey questionnaire, interview, observation and secondary sources. They discussed that there was lack of teaching quality, less attendances in schools, lack of subject knowledge, lack of teaching skills, not using lesson plans every class etc. from student-teacher's side.

Banu and Maheshwari (2019) did research on problems faced by the student-teachers during B.Ed. course. The survey was conducted using questionnaire on 180 samples. The results depicted that majority of the student -teachers were not satisfied by the facilities provided by the government institutions. The study mentioned there were many problems faced by the student-teachers during the B.Ed. course.

Patel (2019) carried out a study on perception and experience of internship and problem faced by the teacher trainees during internship. 100 samples have taken using random sample technique. The researcher used an open-ended questionnaire and semi-structured interviews. The study found that practical experience and long-time hands-on practice helps the trainees to understand the classroom teaching. As result, the study showed a sort of challenges faced by the student-teachers such as bulky number of lessons needs to prepare, transportation problems, conducting action research, management of the classroom etc.

Das and Roy (2019) were also tried to find out the problems faced by the students in two years B.Ed. programme in various dimensions in Teacher Training Institutions. Using questionnaires, they have collected data. They found some problems like unavailable Smart Classrooms, classroom for daily class, students' negative attitude towards the administration of B.Ed. College etc.

Nadaf and Nisar (2018) did also a study on issues and challenges of teacher education. Keeping the aim of this paper they highlighted some problems of teacher education like short duration, defects in concerning papers, poor selection method, incompetency of pupil-teacher, isolation of teacher's education department, lack of

occupational perception, and lack of proper facilities etc.

Baskan and Ayda (2018) explained in their article about the problems of teacher trainers. The major aim of this study was to set up the problems in training teachers. The qualitative research has been conducted using open-ended and semi-structured questions developed by the authors. The result showed that there are some problems that occurred like inconvenience of supervision, the shortage of relevance lessons in the teacher training system, appointing teachers for political interests etc.

Salviana et. al (2018) conducted this study to inspect the constraints faced by student teachers during their teaching internship programs. The random sampling technique is used to select the samples. It concludes that class participation, class management, instructional methods, emotional issues, adjusting to students and quality of supervision were the main constraints.

Khetavat and Sarvankar (2017) also highlighted problems faced by the student-teachers of practice teaching in schools during internship. The major objective of the study was to Know about difficulties faced by student teacher in internship. They have used survey method. As a result, they found that some problems like lack of cooperation from school, lack of command over micro skill, lack of communication with students, management of students and time etc.

Chavan and Khandagale (2017) aimed in their study on status and challenges of two-year internship programme. A semi structure questionnaire and interview schedule has used for data collection. The results showed that all student-teachers faced challenges like students lack of attention in classroom, class room managements, insufficient time for teaching with innovative technique etc.

Anisha (2017) aimed a study on issues and challenges facing by the educators. She explained in her study that there are some biggest challenges for teachers like role in the school management has changed for teachers, difficulties in classroom management, behavior problems of students, quality of student learning etc.

Rani (2017) has written in this article about problems and solutions of teacher education. The article highlighted some major problems like monitor of teacher-education institutions, deficiencies in selection procedure, deficient in curriculum of

the teaching subject, deficient in facilities for student–teacher, lack of facilities for professional development, problems of practice teaching, problem of supervision of teaching, incompetency of students and teachers etc. The article suggested that should be a planning unit in each State Education Department, there should be refresher courses, seminars, summer institutes and research symposia should be organized by the institutions. She shows some of the difficulties such as problem to monitor of teacher- education institutions, deficiencies in selection procedure, problems of practice teaching, lack of facilities for professional development, problem of supervision of teaching, deficient in facilities for student –teacher, defects in concerning papers, poor academic background of student-teachers, lack of subject knowledge, damaging financial condition etc.

Tamizhanban (2016) conducted a study on problems of B.Ed. students during their teaching practice programme. The objectives of this study are to find out the various problems of teaching practice, to find out the level of problems of teaching practice, level of different personality traits of students, level of co-operation competition disposition of students, level of self-monitoring of B.Ed. students, to find out the different personality traits of B.Ed. students, to find out the significant difference between the problem scores, between the personality traits scores, difference between the cooperation competition disposition scores , difference between the self-monitoring scores with respect to various sub samples. The finding shows the level of problems regarding teaching practice is average regarding physical problems, academic problems, social problems and administrative problems. With respect to various sub variables, the problems regarding teaching practice are average.

Mishra (2015) also carried out a study on internship of two-year B.Ed. curriculum. He highlighted in his study about the model framework developed and implemented by Mizoram University. According to his article 16 weeks of internship consist of three phases such as Pre-internship, Internship and Post-internship.

Panda and Nath (2014) did a study on problems of student teachers during internship programme and about its issues and concerns. This is a cross-sectional descriptive research study. The main objectives are to explore problems of student teachers and to compare the problems of student teachers of internship programme year wise as well as method wise. Through various strategies the problems can be

minimized. There were many problems and challenges faced by the student-teachers during internship such as pedagogical, social, psychological including more problems like preparing lesson plans, using teaching aids, communication problems, selecting method of teaching, classroom as well as time management, designing activities, unavailability of periods, lack of co-operation from school/staff/non-teaching, nervousness, fear, health issues other several personal problems.

Aniruddhan (2005) had done an investigation on problems faced during practice teaching by the natural science student teachers. The objectives of this study were to find out the level of problems and its opinions and suggestions from natural science teacher trainees regarding practice teaching and to find out the facilities for the trainees during teaching practice. Observation, questionnaire, unstructured interview and problem inventory have been used as tools for data collection. She has used percentage, Mean, SD, "t" Test, ANOVA and Pearson's product moment correlation coefficient for statistical analysis. The result found that general natural Science trainees faced problems in preparing lesson plans.

2.3 Research Gap:

The above literature review discussed the topics related to teacher education, school internship and teaching practice. School internship has emerged as a new component in the field of teacher training institutions. Thus, there are a great number of studies about teacher education, practice teaching and internship in different countries, each of which emphasizes a different side of this area. According to the review of the relevant literature, only a small number of practical studies have been carried out in India about the school internship and its challenges faced by the student-teachers during teaching practice and more precisely, there has been no research carried out that concentrations specifically implementation of School internship and the challenges faced by the student-teachers in Assam.

It has been observed from the literatures that many studies have been conducted on teacher-education, school internship, practice teaching. Some of the studies like Hajazi and Bakhtiari (2021), Kamukwema and Neumbo (2021), Bunyami, M et.al. (2021), Aldabbus (2020), Ali and Muhammad (2018), Parvin (2021), Alam (2021),

Gupta (2020), Gupta and Rakwal (2020), Das and Roy (2019), Banu and Maheshwari (2019), ,Nadaf and Nisar (2018), Rani (2017) , Chavan and Khandagale (2017), Anisha (2017), Tamizhanban (2016), Mishra (2015), Panda and Nath (2014) Aniruddhan (2005) have found problems and challenges; implementation of the internship programme and Soy (2021), Sahoo and Rautaray (2021), Sharma (2020), Paramanik (2020), Barman (2020), Jogan (2019), Das and Chowdhury (2019), Patel (2018), Kagoda and Sentongo (2015), Srinivas (2015), Dasar (2015), Ranjan (2013), Azeem (2011), Plessis (2010), Dalai (2008) on teaching practice and internship still has to improve.

All above mentioned literature also demonstrated the teacher education and school internship and its related themes. There are different studies carried out in India as well as various countries of the world. The reviews have helped the researcher to develop an insight into the topic. With the help of these reviews the researcher can understand and formulate the research questions, select appropriate methods, analysis technique and finalizing the report for the study. Arrangements of all the reviews on several areas have drawn an overall understating of teacher education and school internship. Initially, reviews related to international studies presented a wide-ranging overview of the pre-service teachers' internship program, its implementation, challenges that student teachers experience while going for school-based studies, teacher educators' professionalism, a policy for effective lesson plans, views and perceptions on the effectiveness of internship programme, internship curriculum, comparative study of internship programme, problems of teacher training programme. The implementation of internship programme in teacher education institutions is the foundation that underpins to be an effective and skillful aspiring teacher. However, none of the current research is sweeping enough to incorporate the outlooks of entire internship programme. It is essential to carry out comprehensive research on internships.

The conclusions can be drawn based on the limited review of the relevant literature and the identified research gaps that several of the studies were carried out in other countries as well as only a few studies being carried out in an Indian context, and no broad and comprehensive research being discovered in Assam. Moreover, the existing review suggests that very fewer studies on these two aspects, namely implementation and components of school internship programme have been

conducted in India, and more specifically in the region of North-East India. After conducting a survey of the relevant literature, it became clear that there are no standardized tools accessible for evaluating implementation, its component of school internship and challenges faced during the programme. This study tries to offer an answer to another essential topic by investigating the implementation, components and challenges faced during the school internship programme. It has been observed that many of the studies offer some information rather than a complete view. Therefore, the present study has been carried out to look at a rounded view of the school internship programme of teacher education institution education in Assam.

