

CHAPTER IV

RESULTS AND DISCUSSIONS

4.0 Introduction

The researcher has described the methodology of the study in the previous chapter. This present chapter deals with the analysis and interpretation and discussion of the findings. The study was conducted to evaluate the school internship program of teacher education institutions in Assam. For this purpose, the researcher has used questionnaires and interview schedules. The researcher collected all the data from different teacher education institutions and internship schools in Assam. The analysis and interpretation of data have been done objective-wise. The various objectives of the study are- i) To study the implementation procedure of school internship as per NCTE norms and standards of 2014 regulation, ii) to find the various components of school internship in teacher education institutions, iii) to study the issues and challenges in implementing school internship program, iv) to give suggestions for effective implementation of school internship program in teacher training institutions. Responses to questionnaires and interviews were described, tabulated, and counted into percentages.

Analysis of Data

Assam is a state in North-East India. Assam has various universities to offer opportunities for upcoming students who want to be a teacher. There are many TEIs under two state universities of Assam, namely Gauhati University and Dibrugarh University. The researcher has studied the school internship program of B.Ed. courses provided by different TEIs under two state universities of Assam.

Table No 4.1: Number of TEIs under Sample Universities

Sl.No.	Name of the University	Number of TEIs
1	Gauhati University	05
2	Dibrugarh University	02

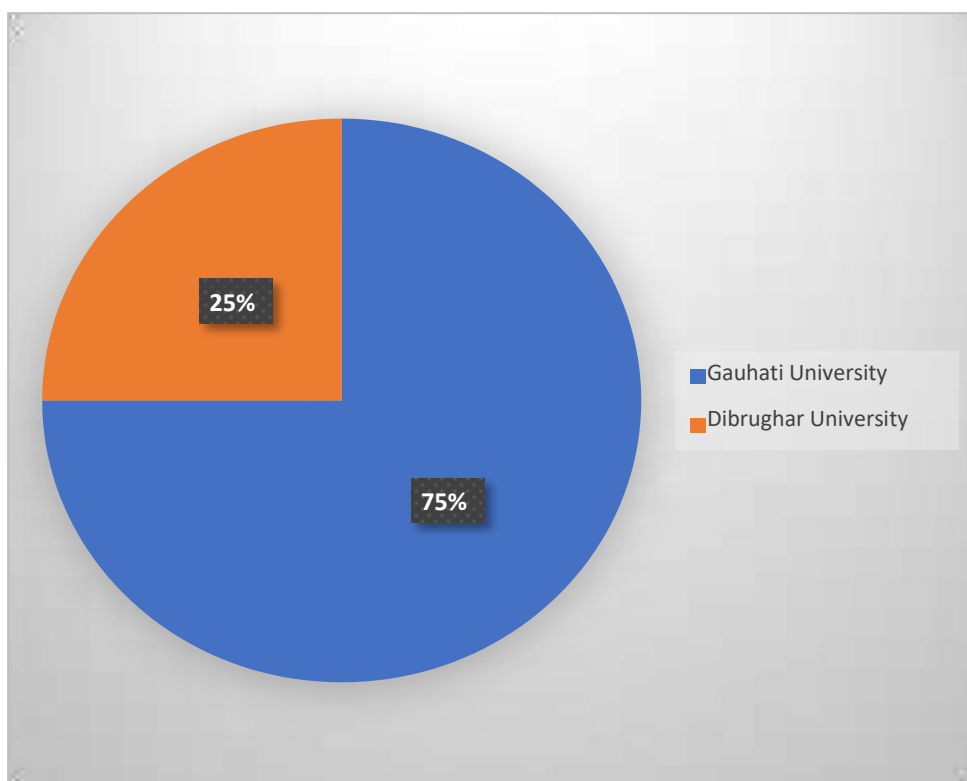


Figure No 4.1: Graphical representation of number of TEIs under sample universities

The data was collected from different data sources. There are

1. Questionnaires (student-teachers and teacher-educators)
2. Interviews (principals and headmasters)

The following is the complete data analysis per the objectives of the study

OBJECTIVE 1

Objective No 1

To study the Implementation Procedure of School Internship as per NCTE Norms and Standards of 2014 Regulation.

To organize the school internship programme, the TEIs must follow the framework and guidelines given by the NCTE. To fulfil this objective, the researcher has collected data from student- teachers and teacher-educators with the help of an open-ended questionnaire. The researcher has also collected data from principals of B.Ed. colleges and headmasters/mistress of internship schools. All the collected data of the responded have been analyzed separately. However, some of the items have asked to both teacher-educators and student-teachers which have been analyzed in the same tables. Based on the framework and guidelines, the collected data have been analyzed under the following categories-

- 1) **Objectives of Internship**
- 2) **Approval and Sending Letters to Internship Schools.**
- 3) **Duration**
- 4) **Type and Number of Schools**
- 5) **Internship Materials**
- 6) **Orientation**
- 7) **Supervision**
- 8) **Co-operation**
- 9) **Assessments**

Data Collected from the Teacher-Educators

Collected data from the teacher-educators have been categorized in the following way.

1) Objectives of Internship

As per NCTE framework and guidelines, a school internship in a B.Ed. course aims to provide an opportunity for student-teachers to connect theoretical and pedagogical

knowledge with practical experience in teaching. It is predictable that after the internship, the student-teacher will be ready to take up the responsibilities of a teacher independently.

Under this category there are three questions. The responded can put tick marks morethan one option.

Table No 4.2: Percentages of Teacher-Educators Responses on Objectives of School Internship Program according to NCTE Framework and Guideline

Descriptions	Responses of Teacher-Educators	
	Frequency	Percentages
What are the objectives of your internship programme according to NCTE framework and guidelines?		
a) To make a good teacher	32	64%
b) To be ready to take up the responsibilities of a teacher independently	12	26%
c) To get the practical knowledge	43	86%
d) Any other	0	0%

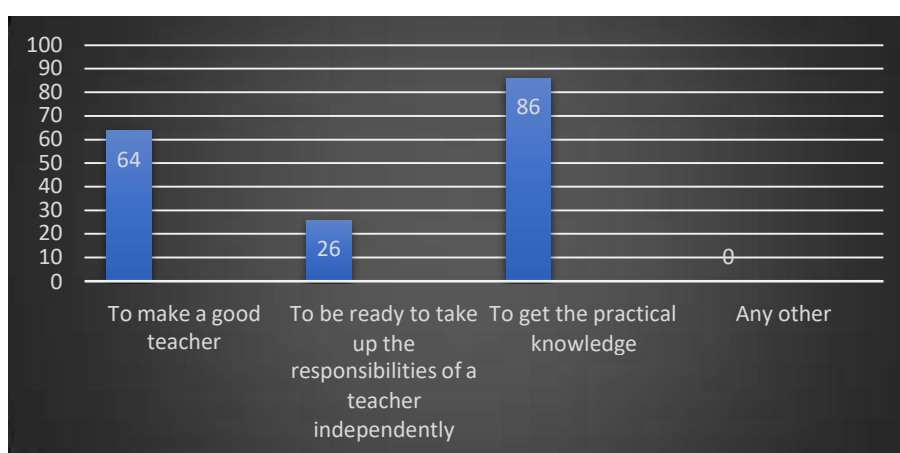


Figure No: 4.2: Graphical representation of percentages of teacher-educators' responses on objectives of school internship program according to NCTE framework and guideline

Interpretation

From the Table and Figure No 4.2, it has come to know that 26% of the teacher-educators replied that the objectives of the school internship program according to NCTE framework and guidelines are too ready to take up the responsibilities of a teacher independently. Moreover, 64% of the teacher-educators said that making a good teacher is the objective of the school internship program. However, 86% of the teacher-educators replied that to get practical knowledge is the objective of the school internship program according to the NCTE framework and guidelines. None of the respondents has written any other objectives.

Table No 4.3 Percentages of Teacher-Educators Responses Regarding the Norms and Standards Prescribed by NCTE

Description	Responses	Percentage
Is the Teacher Education Institution following the norms and standards prescribed by NCTE regarding school internship?	Yes	100%
	No	0%

Interpretation

Table No 4.3 shows that all the respondents said that their institutions follow the norms and standards prescribed by NCTE regarding school internship.

Table No 4.4 Percentages of Teacher-Educators Responses Regarding Modification of Curriculum of B.Ed. Program done by the TEIs

Description	Responses	Percentage
Did the TEIs modify the curriculum of B.Ed. programme as per NCTE regulation 2014? If yes, please mention points of modifications	Yes	0%
	No	100%

Table No 4.4 shows that all the responded said that TEIs did not modify the curriculum of B.Ed. programme as per NCTE regulation 2014. All the responded said that only affiliated universities modified the wherever necessary.

2) Approval and Sending Letters to Internship Schools

The TEIs must get the approval from district education authorities and TEIs need to get connected with schools as per NCTE norms. Under this category there are two questions. The researcher has asked questions related to approval and sending letters to internship schools to the responded.

Table No 4.5: Percentage of Teacher-Educator Responses Regarding Approval from District Education Authorities

Description	Responses	Percentage
Do the district education authorities approve the school arrangement for internship?	Yes	84%
	No	16%

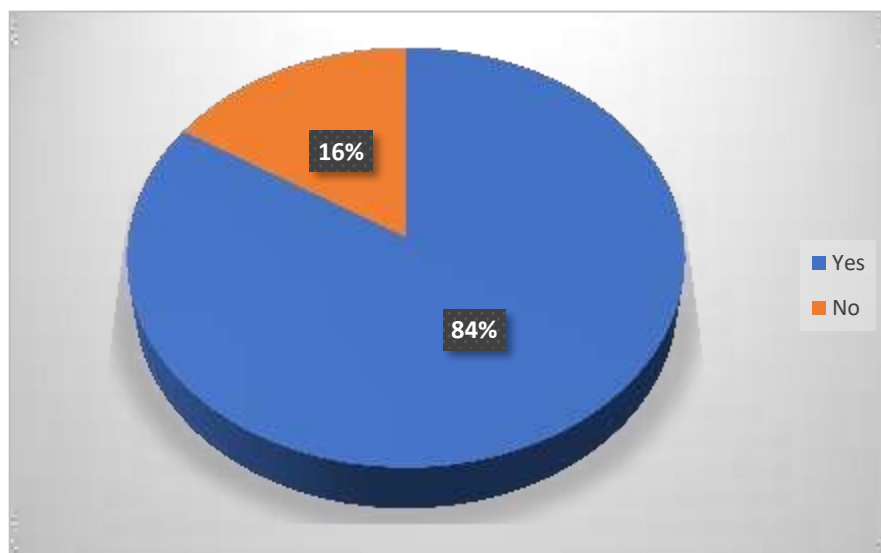


Figure No 4.3: Graphical representation of the percentage of teacher-educators' responses regarding approval from district education authorities

Interpretation

Table No. 4.5 and Figure No 4.3 shows that 84% of the teacher-educators said that they got approval from district education authorities for the internship program. On the other hand, 16% of the teacher-educators said that they did not get approval from district education authorities for the internship program.

Table No 4.6: Percentage of Teacher-Educators Responses Regarding Sending the list of Student-Teacher's Names to the Schools

Description	Responses	Percentage
Does the principal of TEIs send the names of the student-teachers to the school?	Yes	100%
	No	0%

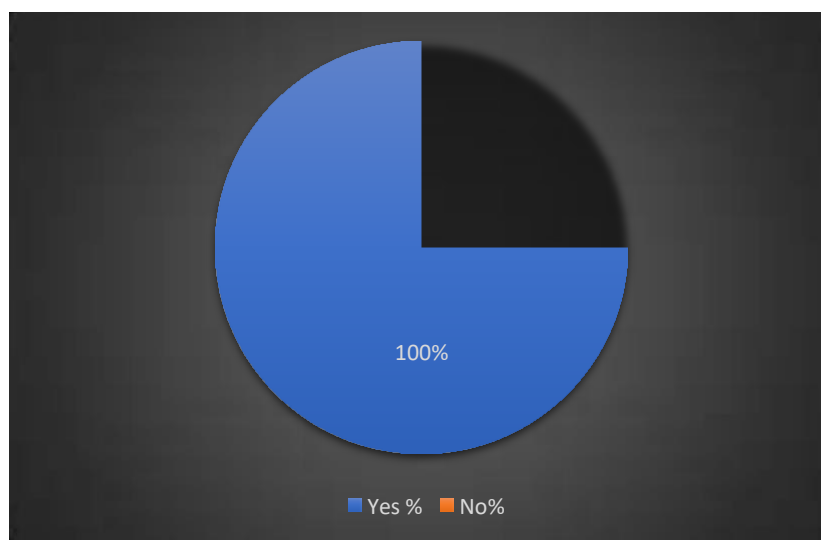


Figure No 4.4: Graphical representation of the percentage of teacher-educators' responses regarding sending the list of student-teachers names to the schools

Interpretation

Table 4.6 and Figure No 4.4 show that all (100%) of the teacher-educators stated that the principal sends the names of the student-teachers to the school.

3) Number of Schools

As per NCTE regulation, TEIs must get approval from 5 to 10 schools for internship.

Under this category there is one question related to the number of approval of schools.

Table No 4.7: The percentage of Teacher-Educators Responses on the Number of Schools has been approved

Descriptions	Responses	
	(Number of Response) Frequency	Percentage
How many schools have been approved by the district education authorities for internship?		
a) 5-10 Schools	50	100%
b) More than 10	0	0
c) Less than 5	0	0

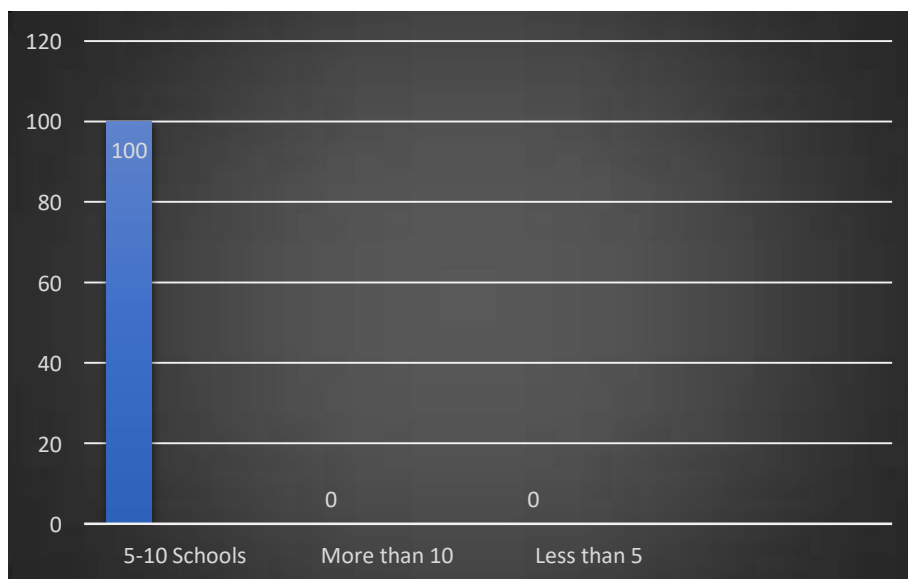


Figure No 4.5: Graphical representation of the percentage of teacher-educator responses in number of schools have been approved

Interpretation

Table 4.7 and Figure No 4.5 depict, 100% of the teacher-educators agreed that the district education authorities approved 5 to 10 schools for the internship program.

4) Internship Materials

As per NCTE guideline, TEIs must provide extra material for additional activities. Internship materials include an internship handbook, lesson planning format, guidelines for school-based activities, the format of evaluation procedure, and audio/video of model teaching. Under this category there are two questions.

Table No 4.8: Percentage of Teacher-Educators responses on the Provision of Materials for School Internship from the Affiliating University

Description	Responses	Percentage
Are the institution being provided any material for school internship from the affiliating university?	Yes	100%
	No	0%

Interpretation

Table No 4.8 shows that all the teacher-educators agreed that they were being provided material for school internship from the affiliating universities.

Table No 4.9: Percentage of Teacher-Educators Responses on the Type of Materials for School Internship Received from the Affiliating University

Descriptions	Responses of teacher-educators	
	(Number of Responses) Frequency	Percentages
a) Internship Handbook	0	0%
b) Material for Orientation	10	20%
c) Evaluation Pattern/criteria	40	80%
d) Any other	0	0%

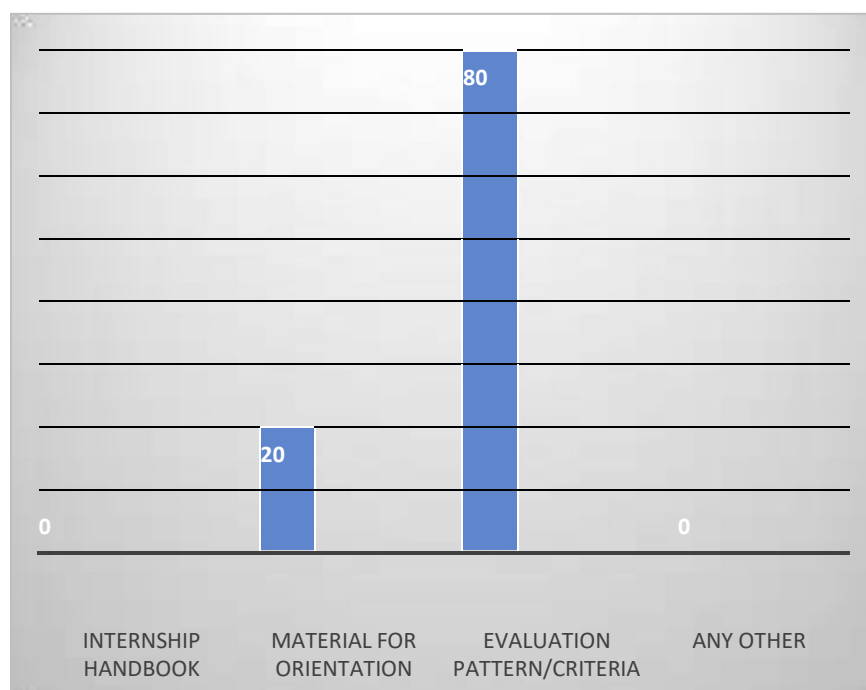


Figure No- 4.6: Graphical representation of the percentage of teacher-educators' responses on type of materials for internship from the affiliating university

Interpretation

Table 4.9 and Figure No 4.6 show that 80% of the teacher-educators agreed they were provided material regarding evaluation patterns and criteria for school internship from

the affiliating universities. However, 10% of the teacher-educators said that they received material for orientation for internship.

5) Orientation

Orientation for internship includes the preparation of teaching aids, various internship activities, and methods used for orientation. As per NCTE regulation, the TEIs must organize orientation cum consultation meeting with the school principals and mentor teachers. Under this category there are five questions. Based on the regulation, the researcher has asked the following questions to the teacher-educators.

Table No 4.10: Percentage of Teacher-Educators Responses on the Organization of Orientation Program

Description	Responses	Percentage
Did the institution conduct orientation programme before sending student-teachers to internship school?	Yes	87%
	No	13%

Interpretation

Table No 4.10 depicts that 87% of the teacher-educators agreed that the teacher-education institution conducted an orientation program before sending student-teachers to internship schools. However, 13% of the teacher-educators said that teacher-education institutions did not conduct an orientation program before sending student-teachers to internship schools.

Table No 4.11: Percentage of Teacher-Educators Responses on Attendance of Mentor Teachers in the Orientation Program

Description	Responses	Percentage
Did the mentor teachers attend the orientation of internship programme organized by the TEIs?	Yes	0%
	No	100%

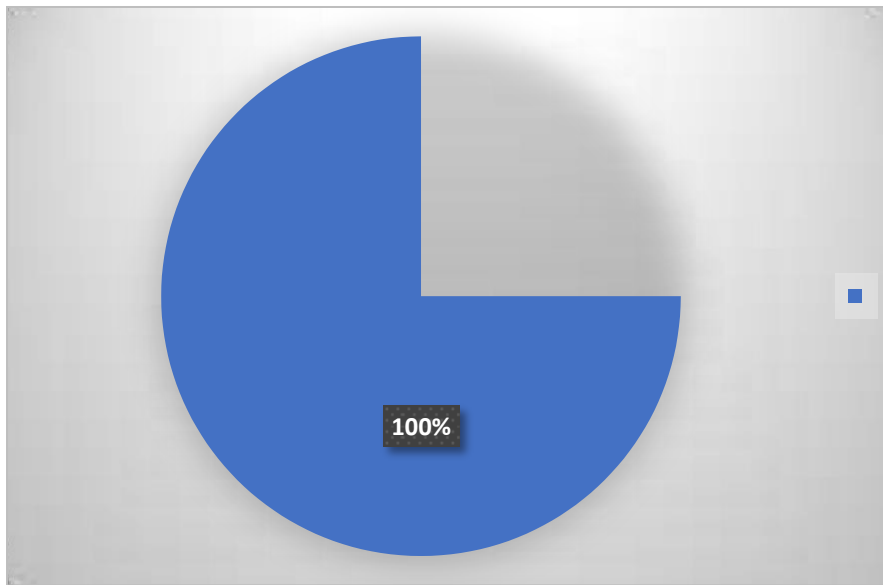


Figure No: 4.7: Graphical representation of percentage of the teacher-educators' responses on attendance of mentor teachers in the orientation program

Interpretation

Table 4.11 and Figure No 4.7 shows that all the respondents said that the mentor teachers didnot attend the orientation of the internship program organized by the TEIs.

Table No 4.12: Percentage of Teacher-Educators Responses regarding Organization of Training Program on Preparation of Teaching Aids

Description	Responses	Percentage
Do the TEIs organize training programme on how to develop teaching aids before sending the student-teachers for internship?	Yes	12%
	No	88%

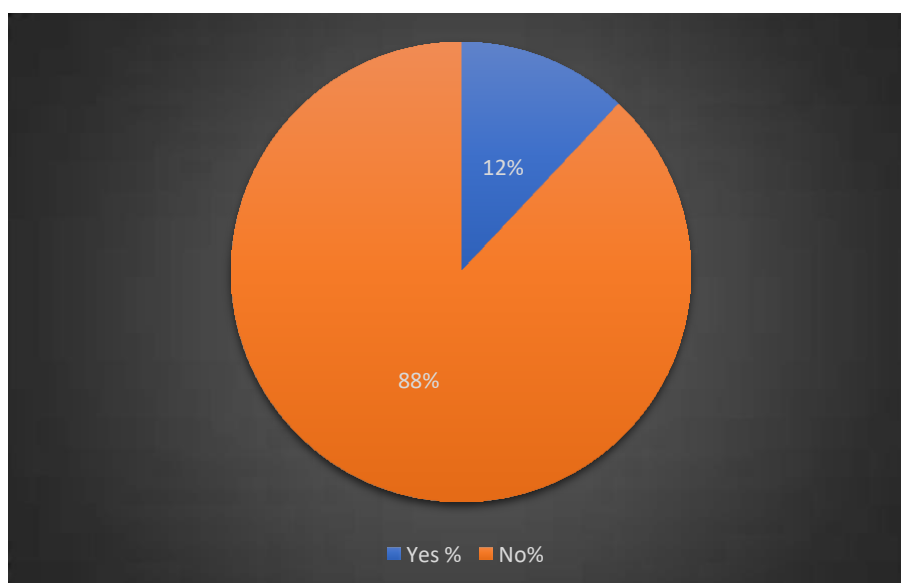


Figure No: 4.8: Graphical representation of the percentage of teacher-educators' responses regarding organization of training program on preparation of teaching aids

Interpretation

Table 4.12 and Figure No 4.8 shows that 88% of the teacher-educators stated the TEIs did not organize training programs on preparing teaching aids before sending the student-teachers for internship. The rest of the teacher-educators (12%) said that TEIs organized the training program to prepare teaching aids before sending the student-teachers for internship.

Table No 4.13: Percentage of Teacher-Educators Responses Regarding Methods Used for Orienting the Student-Teachers for the Internship

Descriptions	Responses	
	(Number of Responses) Frequency	Percentages
Which of the following methods is used to orient the student-teachers for practice teaching as well as for whole internship? (You can put tick marks more than one options)		
a) Through Lecture Method	39	78%
b) Lecture-Demonstration	19	38%
c) Demonstration	0	0%
d) Workshop	04	08%
e) Power point presentation	09	18%
f) Discussion	34	68%
g) If any other	0	0%

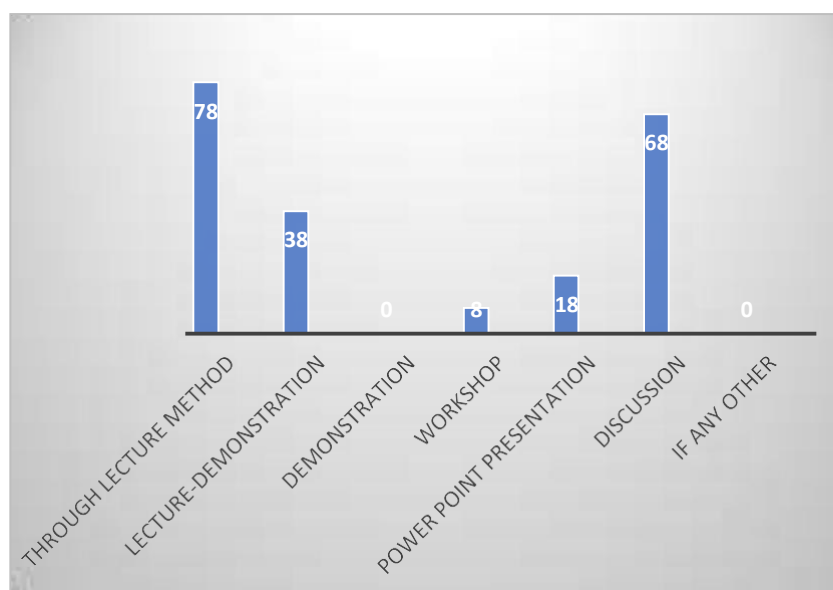


Figure No 4.9: Graphical representation of the percentage of teacher-educators' responses on the method used to orient the student-teachers for internship

Interpretation

Table No 4.13 and Figure No 4.9 shows that 78% of the teacher-educators used the lecture method, and 68% used the discussion method to orient the student-teachers. On the other hand, only 18% of the teacher-educators used power point presentations, and 8% used the workshop to orient the student-teachers for practice teaching and the internship.

Table No 4.14: Percentage of Teacher-Educator Responses on Tasks that given Orientation to Student-Teachers in the TEIs

Descriptions	Responses	
	(Number of Responses) Frequency	Percentage
For which components did teacher-educator give orientation to student-teachers in the institution? (You can put tick marks more than one options)		
a) Preparing lesson plans	48	96%
b) Preparing unit plans	42	84%
c) Preparing teaching aids	6	12%
d) Microteaching	12	24%
e) Preparation of question papers	24	48%
f) Classroom management	12	24%
g) Action research/case study	08	16%
h) Administration of achievement test	22	44%
i) If any other	0	0%

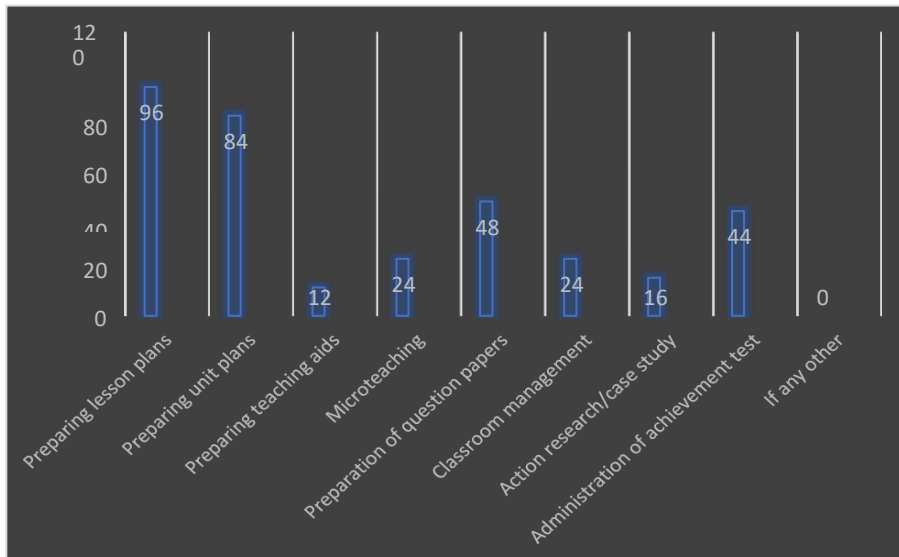


Figure No 4.10: Graphical representation of percentage of teacher-educator responses on tasks that given orientation to student-teachers in TEIs

Interpretation

Table 4.14 and Figure No 4.10 show that 96% of the teacher-educators said they give orientation on preparing lesson plans, 84% of the teacher-educators said they give orientation on preparing unit plans and 16% disclosed that orientation programs conduct action research/case study-related tasks. Similarly, 12% of the teacher-educators highlighted that the institution organizes orientation on preparing teaching aids and 24% said about micro-teaching for the student-teachers. Similarly, 24% of the teacher-educators agreed that they organized an orientation on classroom management.

6. Supervision

Regarding supervision there are six questions. The teacher-educators were asked the following questions.

Table No 4.15 Percentage of Teacher-Educators Responses on Supervision Training for School Internship form the Affiliated University

Description	Responses	Percentage
Did the teacher-educators get supervision training for school internship form the affiliated university?	Yes	0%
	No	100%

Interpretation

Table No 4.15 shows that all the teacher-educators said that teacher-educators did not get supervision training for school internship form the affiliated university.

Table No 4.16 Percentage of Teacher-Educators Responses on Teacher-Educators Visit in a Week in Internship School for Supervising the Student-Teachers

Descriptions	Responses	
How many times teacher-educators visit in a week in internship school for supervising the student-teachers?	(Number of Responses)	Percentage
	Frequency	
a) Once in a week	5	10%
b) Twice in a week	12	24%
c) Thrice in a week	29	58%
d) Everyday	4	8%

From Table No 4.16, it has been found that 58% of the teacher-educators visit thrice in a week in the internship school for supervising the student-teachers. Moreover, 24% of the teacher-educators visit twice in a week and 10% of the teacher-educators visit once in a week. However, only 8% of the teacher-educators visit every day in a week in the internship school for supervising the student-teachers.

Table No 4.17 Percentage of Teacher-Educators Responses on Specific Format of Supervision of Classroom Teaching

Description	Responses	Percentage
Is there any specific format of supervision of classroom teaching?	Yes	0%
	No	100%
If yes, please mention criteria of supervision.		

Interpretation

Table No 4.17 shows that all the teacher-educators said that there is no specific format of supervision of classroom teaching.

Table No 4.18 Percentage of Teacher-Educators Responses on Observation of Lessons Taught by the Student-Teachers in Classroom in a Day

Descriptions	Response	
How many lessons do the teacher-educators observe in classroom in during internship?	(Number of Responses) Frequency	Percentage
a) One	4	08%
b) Two	28	56%
c) Three	11	22%
d) More than three	7	14%

Interpretation

Table No 4.18 shows that 56% of the teacher-educators observe two lessons taught by the student-teachers in classroom in a day during internship. However, 22% of the teacher-educators observe three lessons and 14% of the teacher-educators said that they observe more than three lessons in classroom in a day during internship. On the other hand, only 8% of the teacher-educators observe one lesson taught by the student-teachers in classroom in a day during internship.

Table No 4.19: Percentage of Teacher-Educators Responses on Number of Supervised Teachers for the Internship Programme

Description	Responses	Percentage
Do the teacher-educators think that number of supervised teachers is less for the internship programme?	Yes	68%
	No	32%

Interpretation

Table No 4.19 shows that 68% of the teacher-educators revealed that the number of supervised teachers is less for the internship programme. On the other hand, 32% of the teacher-educators revealed that the number of supervised teachers is not less for the internship programme.

Table No 4.20: Percentage of Teacher-Educators Responses Regarding Guidance Provided for the Student-Teachers

Description	Responses	Percentage
Do the teacher-educators think guidance provided to student-teachers was sufficient for them?	Yes	34%
	No	66%

Interpretation

Table No 4.20 shows that 66% of the teacher-educators revealed that guidance provided to student-teachers was not sufficient for the student-teachers. On the other hand, 34% of the teacher-educators revealed that guidance provided to student-teachers was sufficient for them.

6. Co-operation

Under this category there are two questions. The teacher-educators were asked the following questions.

Table No 4.21: Percentage of Teacher-Educators Responses on Co-operation from Internship Schools

Description	Responses	Percentage
Did the TEIs get co-operation from the internship school for planning activities?	Yes	56%
	No	44%

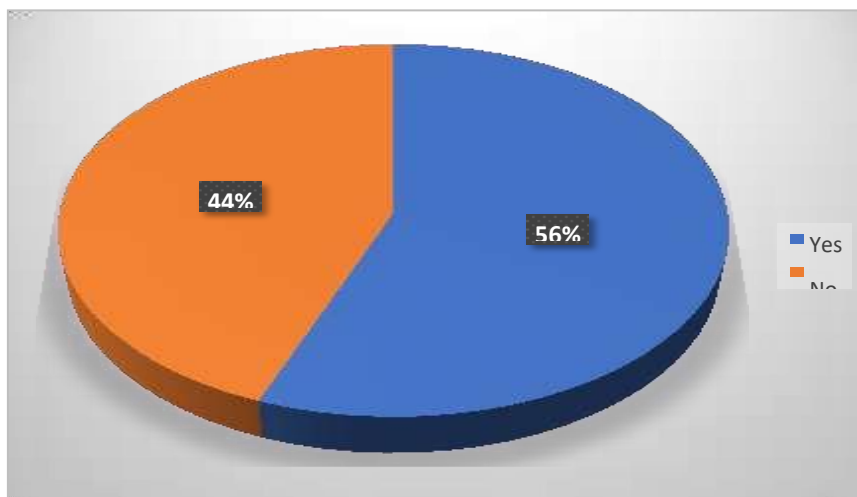


Figure No: 4.11: Graphical representation of percentage of teacher-educators' responses on co-operation from internship school

Interpretation

Table No 4.21 and figure No 4.11 reveals that 56% of the teacher-educators specified that they got co-operation from selected internship school for planning activities. On the other hand, 44% of the teacher-educators did not receive co-operation from internship schools for planning activities.

Table No 4.22: Percentage of Teacher-Educator Responses on Communication with School Mentor Teachers

Description	Responses	Percentage
Was there proper communication with the school mentor teachers regarding internship activities?	Yes	55%
	No	45%

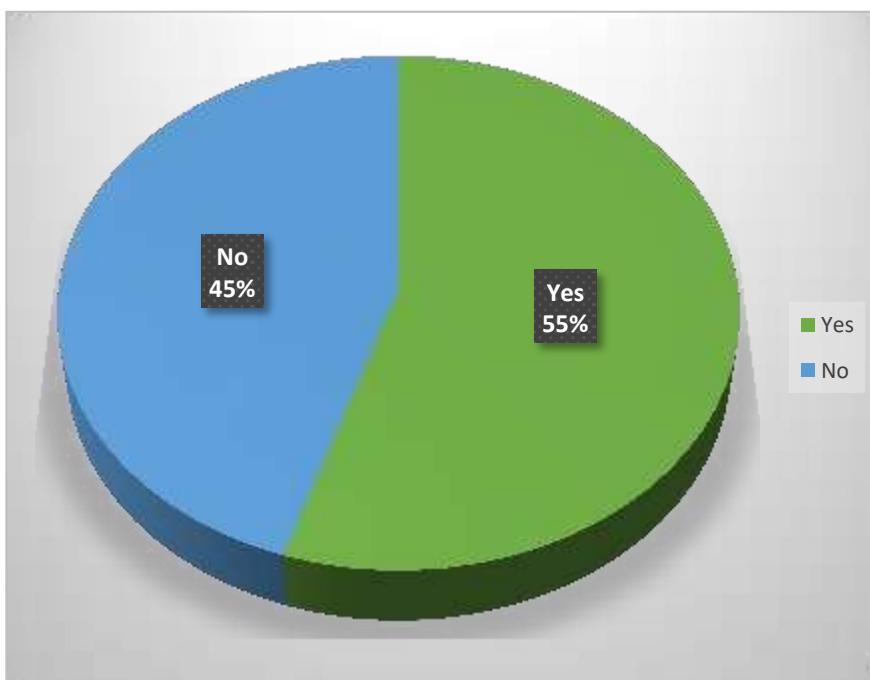


Figure No 4.12: Graphical representation of Teacher-Educator responses on communication with school mentor teachers

Interpretation

Table No 4.22 and Figure No 4.12 disclose that 55% of the teacher-educators expressed that they had proper communication with the school mentor teachers regarding internship activities. However, 45% of the teacher-educators revealed improper communication regarding internship activities with the school mentor teachers.

6. Assessments

Under this category there are two questions which have been asked to the teachers-educators of B.Ed. colleges. The respondents can choose more than one option.

Table No 4.23: Percentage of Teacher-Educator Responses Regarding Assessment of Student-Teachers Performance during School Internship

Descriptions	Responses	
	(Number of Response Frequency)	Percentage
What is your opinion about the assessment of student-teachers performance during school internship?		
a) Student-teachers' performance should be assessed jointly by the TEI faculty, school principal and mentor teachers.	43	86%
b) Student-teachers' performance should be assessed by the TEI faculty only	0	0%
c) Student-teachers' performance should be assessed based on NCTE guidelines.	31	62%
d) If any other	0	0%

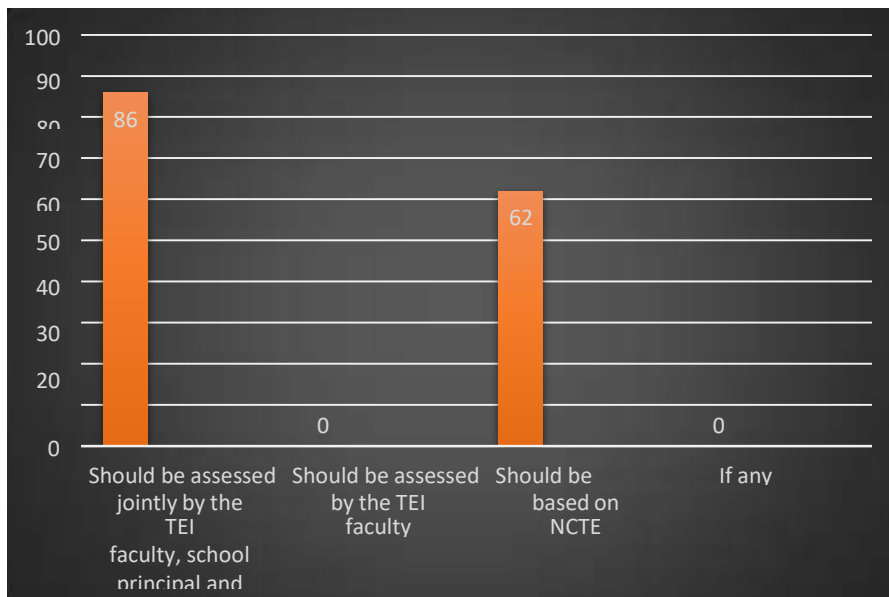


Figure No 4.13: Graphical representation of percentage of teacher-educator responses regarding assessment of student-teachers performance during school internship

Interpretation

Table No 4.23 and Figure No 4.13 shows that 86% of the teacher-educators expressed that student-teacher performance should be assessed jointly by the TEIs faculty, school principal and mentor teachers. Moreover, 62% of the teacher-educators stated that student-teachers' performance should be assessed based on NCTE guidelines.

Table No 4.24: Percentage of Teacher-Educators Responses on Provision for Improvement after Assessments

Description	Responses of teacher-educators	Percentage
Is there any provision to improve the school internship performance after final assessments?	Yes	0%
	No	100%

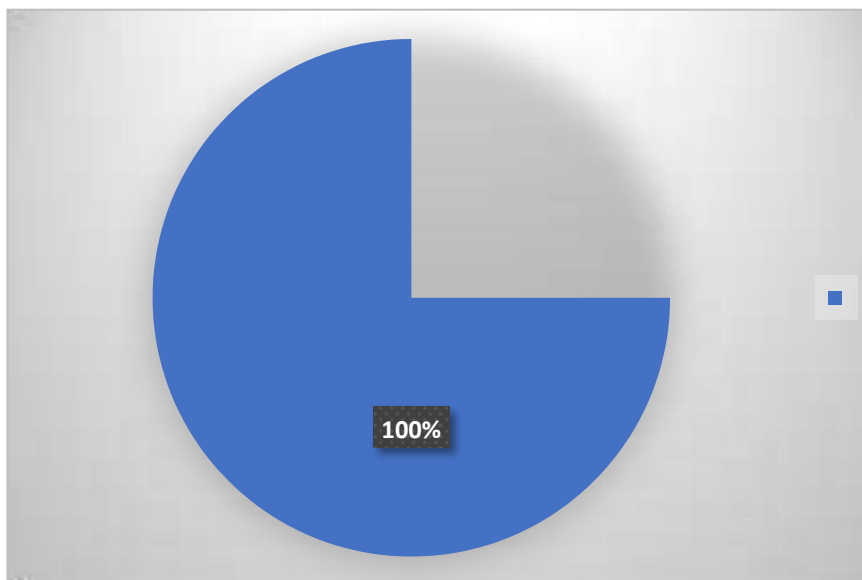


Figure No: 4.14: Graphical representation of percentage of teacher-educators' responses on provision for improvement after assessments

Interpretation

Table No 4.24 and Figure No 4.14 disclose that all the teacher-educators expressed that there was no provision for improving school internship performance after assessments.

To fulfill the first objective of this study, the researcher has also collected data from the student-teachers. The collected data has been summarized into the following categories-

- 1) **Objectives of Internship**
- 2) **Duration**
- 3) **Type of Schools**
- 4) **Internship Materials**
- 5) **Orientation**
- 6) **Supervision**
- 7) **Co-operation**
- 8) **Assessments**

1) **Objectives of Internship**

Under this category there are three questions. The student-teachers were asked questions regarding objectives and importance of internship. This are-

Table No 4.25: Percentage of Student-Teachers Responses on Formulation of Objectives of School Internship

Description	Responses of student-teachers	Percentage
Do the objectives of school internship formulated properly?	Yes	36.75%
	No	63.25%

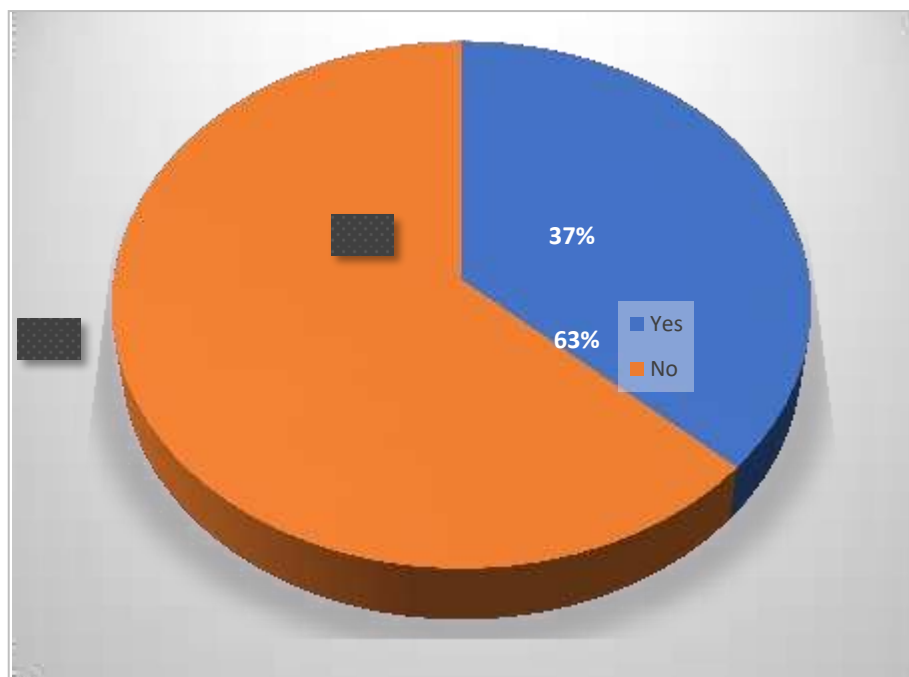


Figure No: 4.15: Graphical representation of percentage of student-teacher responses on formulation of objectives of school internship

Interpretation

Table 4.25 and Figure No 4.15 show that 63.25% of the student-teachers said that the objectives of school internships were not formulated properly. However, the rest of the student-teachers (36.75%) replied that the objectives of school internships were formulated properly.

Table No 4.26: Percentages of Student-Teachers Responses on the Importance of School Internship

Description	Responses of student-teachers	Percentage
Do the school internship is a necessary component in B.Ed. course?	Yes	77.75%
	No	22.25%

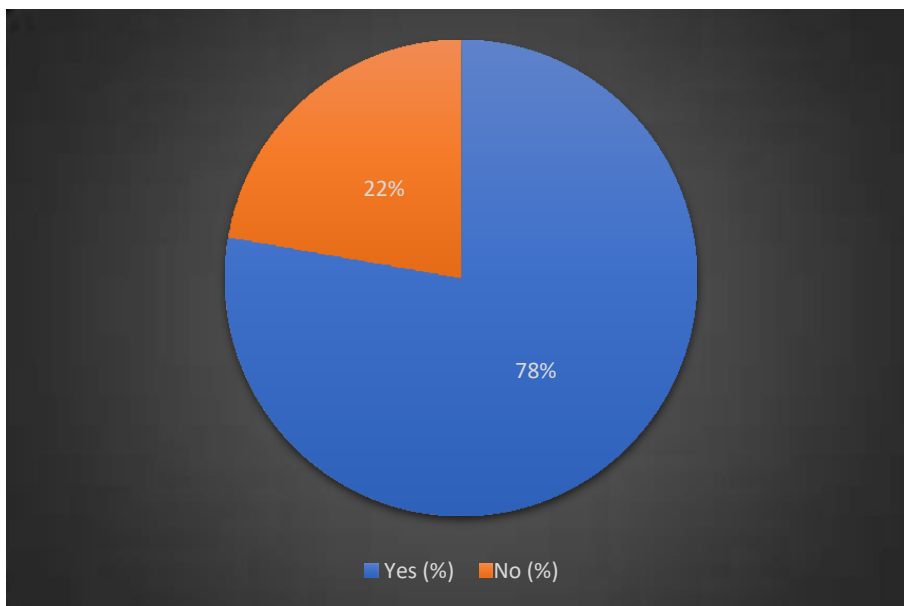


Figure No 4.16: Graphical representation of percentage of student-teachers' responses on the importance of school internship

Interpretation

Table No 4.26 and Figure No 4.16 show that 77.75% of the student-teachers said that school internship is a necessary component in B.Ed. course. On the other hand, 22.25% of the student-teachers said that school internship is not a necessary component in B.Ed. course.

Table No 4.27: Percentages of Student-Teacher Responses on Reasons of Importance of School Internship

Reason of importance of school internship	Responses of student-teachers	
	Yes	No
a) To improve pedagogical and content knowledge	24.25%	75.75%
b) To develop teaching skills	89%	11%

c) To communicate with students from different IQ and Socio-economic backgrounds	51%	49%
d) To develop the ability to connect theoretical knowledge in the real world of teaching	77.75%	22.25%
e) To increase positive attitudes toward the teaching profession	68.75%	31.25%

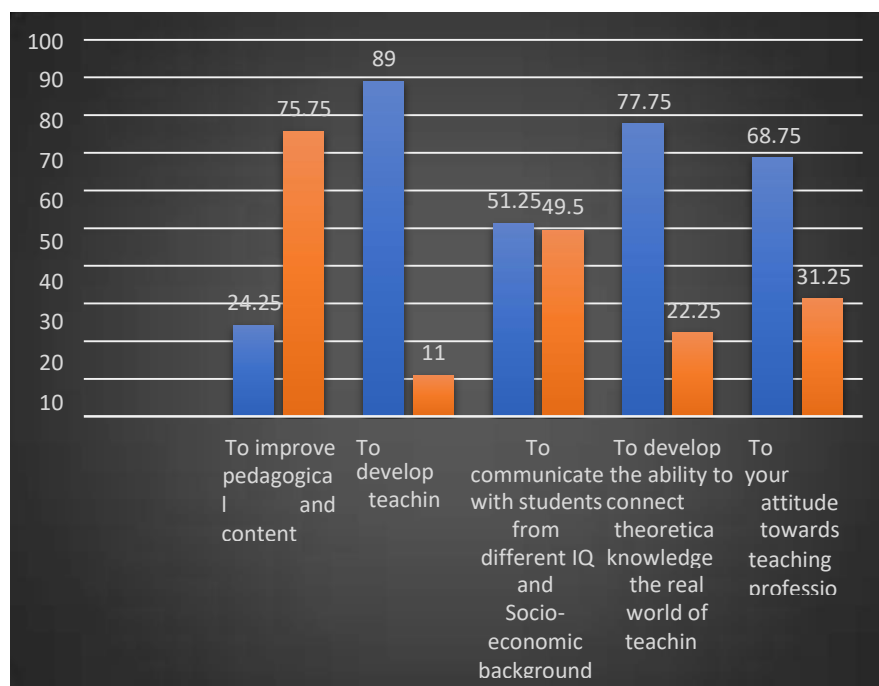


Figure No 4.17: Graphical representation of percentage of student-teacher responses regarding reasons of importance of school internship program

Interpretation

Table No 4.27 and Figure No 4.17 show, 89% of the student-teachers said to develop teaching skills is the reason of importance of school internship. However, 77.75% of the student-teachers said that connecting theoretical knowledge in the real world of teaching is the reason of importance of school internship. 68.75% of the student-teachers said that to increase their positive attitude towards the teaching profession, 51% of the student-teachers replied that to communicate with students from different IQ and socio-economic backgrounds and 24.25% of the student-teachers said that to improve pedagogical and content knowledge is the reason of importance of school internship.

Data Collected from Student-Teachers

1) Types of Schools

Under this category there is one question. Student-teachers were asked about the types of schools to collect data for the first objective.

Table No 4.28: Percentages of Student-Teacher Responses on Type of Schools for Internship

Descriptions	Responses	
	(Number of Responses of student-teachers) Frequency	Percentage
What type(s) of schools did the Student-teachers go for internship?		
a) Government schools	350	87.5%
b) Private schools	50	12.5%
c) Both schools	0	0%
d) If any other	0	0%

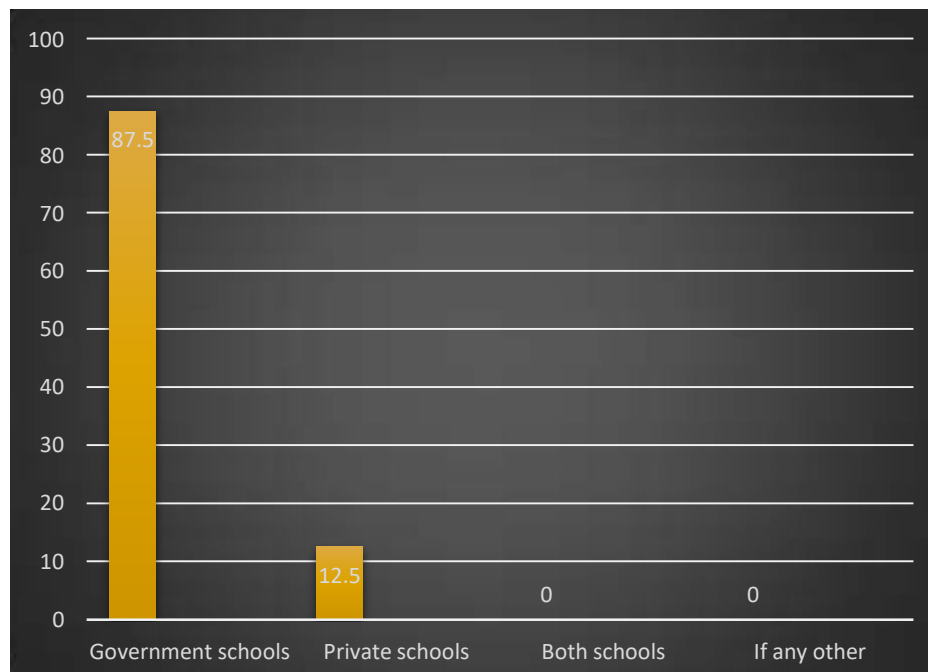


Figure No 4.18: Graphical representation of the percentage of student-teacher responses on the type of schools for internship

Interpretation

Table 4.28 and Figure No 4.18 shows that most (87.5%) of the student-teachers go to government schools and 12.5% go to private schools. None of the student-teachers go to both types of schools for internship.

2) Internship Materials

Under this category there are four questions. Student-teachers were asked regarding internship materials. The following are the responses they have given.

Table No 4.29: Percentages of Student-Teacher Responses on NCTE Guidelines and Framework of School Internship

Description	Responses of student-teachers	Percentage
Did the student-teacher get any school internship guidelines and framework from the TEIs?	Yes	12.25%
	No	87.75%

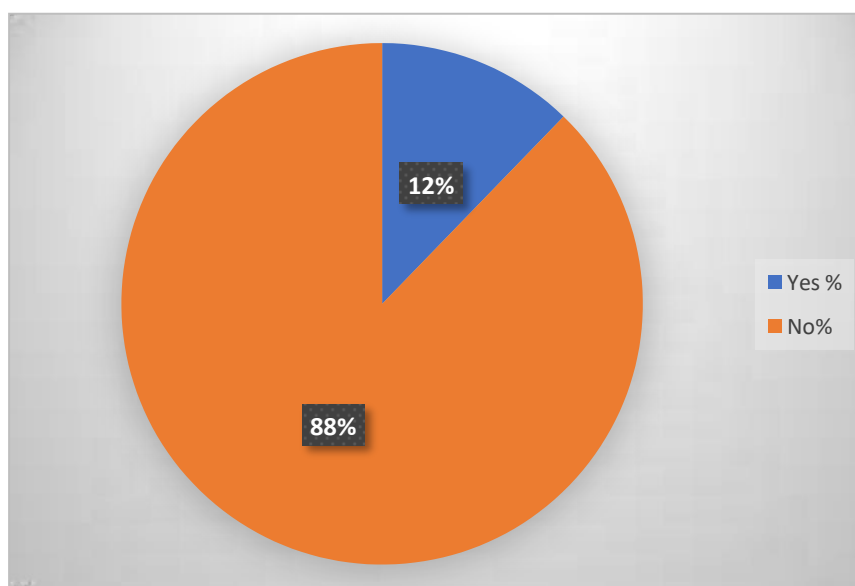


Figure No 4.19: Graphical representation of percentage of student-teacher responses on the availability of school internship guidelines and framework

Interpretation

Table 4.29 and Figure No 4.19 depicts that majority (87.75%) of the student-teachers opined that they did not receive the school internship guideline and framework. On the other hand, the rest of the student-teachers (12.25%) agreed that they have received the internship guideline and framework.

Table No 4.30: Percentages of Student-Teachers Responses on Materials Received Regarding School Internship

Description	Responses of student-teachers	Percentage
Did the student-teacher get the materials for school internship after orientation?	Yes	51.5%
	No	48.5%

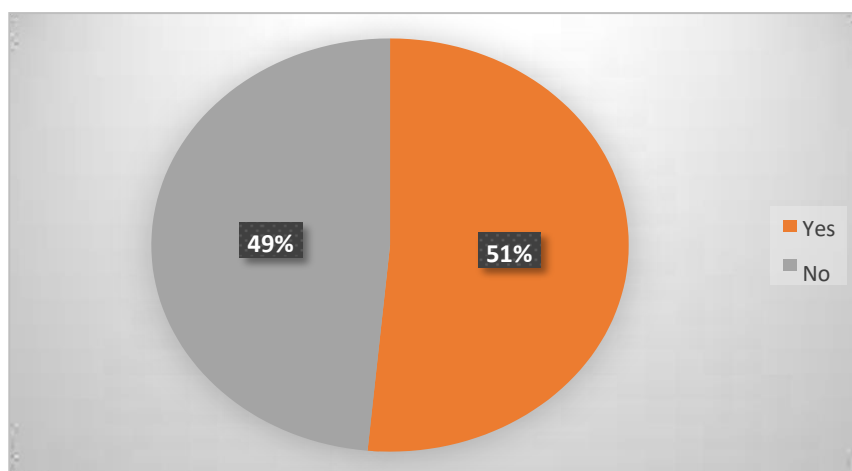


Figure No 4.20: Graphical representation of the percentage of student-teacher responses on materials received after orientation

Interpretation

Table 4.30 and Figure No 4.20 show that 51.5% of the student-teachers agreed that they received materials regarding school internship after orientation. However, 48.5% of the student-teachers agreed that they did not receive materials regarding school internship after orientation.

Table No 4.31: Percentages of Student-Teachers Responses on Types of Materials Received after Orientation in the Internship

Type of materials	Responses of student-teachers	
	Frequency	Percentage
a) Internship handbook	0	0%
b) Model lesson plans	302	75.5%
c) Guideline for school-based activities	30	7.5%
d) Format of evaluation procedure	33	8.25%
e) Audio/video of model teaching	35	8.75%

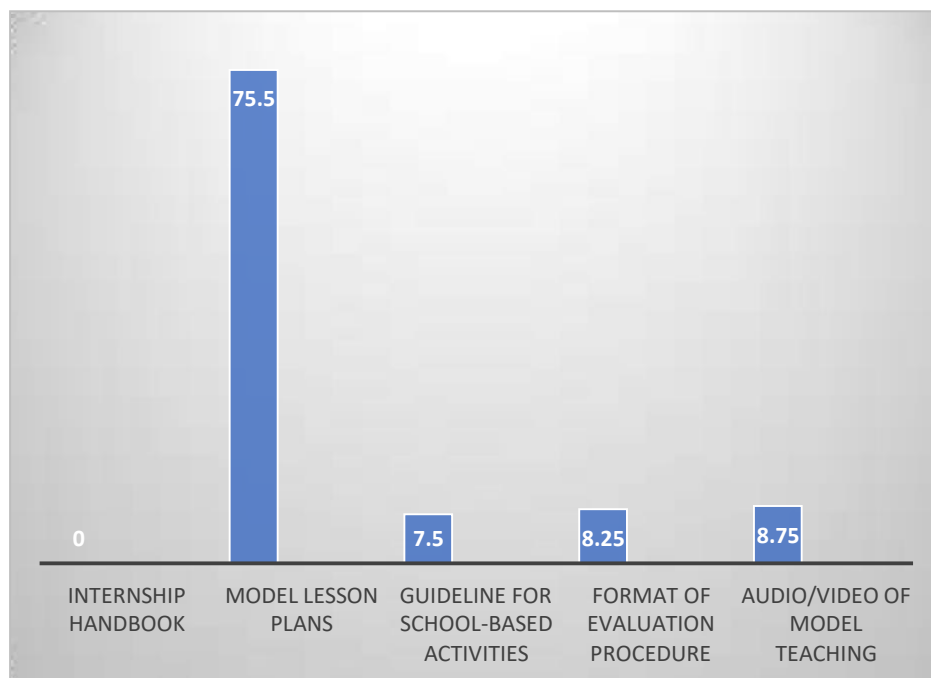


Figure No 4.21: Graphical representation of the percentage of student-teacher responses on types of materials received after orientation in the internship

Interpretation

Table 4.31 and Figure No 4.21 show that 75.5% of the student-teachers said they received model lesson plans, and 8.25% received the format of evaluation procedure. On the other hand, only 7.5% of the student-teachers received guidelines for school-based activities.

Table No 4.32: Percentages of Student-Teachers' Responses on Watching the Videos of Skilled and Experienced Teachers

Description	Responses of student-teachers	Percentage
Have the student-teachers watched the videos of skilled and experienced teacher's before going to internship program?	Yes	10.25%
	No	89.75%

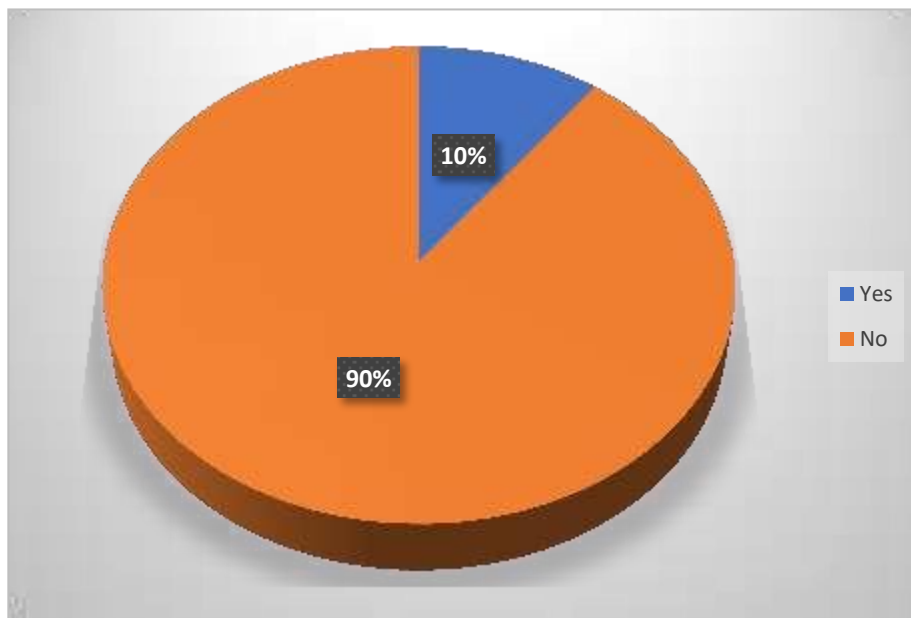


Figure No: 4.22: Graphical representation of the percentage of student-teacher responses on watching the videos of skilled and experienced teachers

Interpretation

Table 4.32 and Figure No 4.22 showed that only 10.25% of the student-teachers watched the videos of skilled and experienced teachers before going to internship program. The rest of the 89.75% of the student-teachers have not watched the videos of skilled and experienced teachers before going to internship program.

2) Orientation

Under this category there are six questions. The student-teachers were asked the questions

regarding orientation. Following are the responses received from them.

Table No 4.33: Percentages of Student-Teacher Responses on Information about Rules and Regulations of Internship

Descriptions	Response	
Who let the student-teachers know about the rules and regulation of school internship?	(Number of Responses) Frequency	Percentages
a) Principal of TEI	98	24.5%
b) Teacher- Educators	302	75.5%
c) Head of the school	0	0%
d) If any other	0	0%

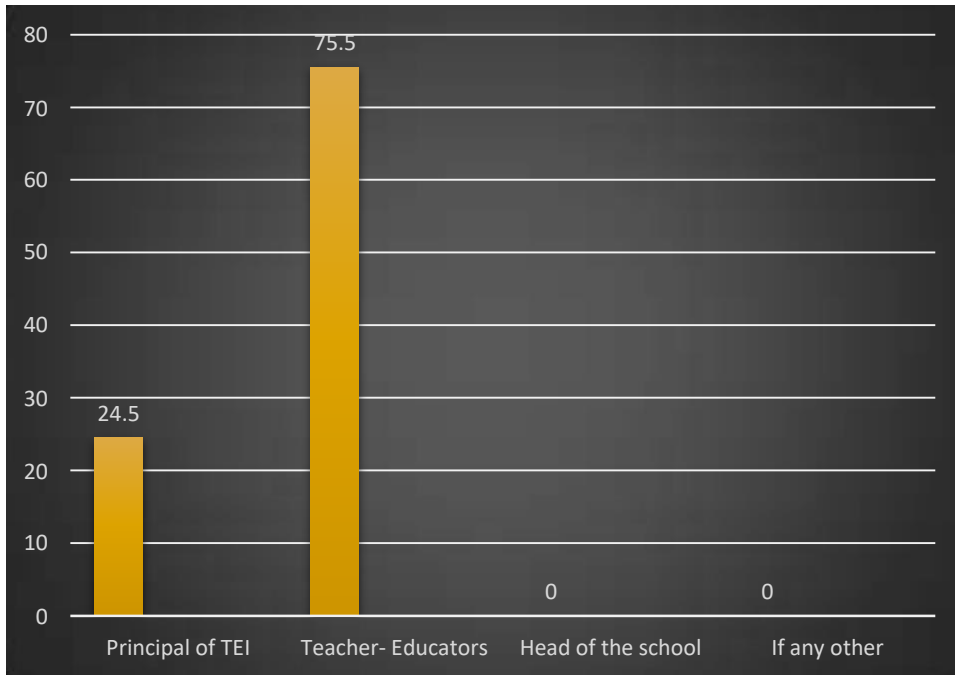


Figure No: 4.23: Graphical representation of the percentage of Student-Teacher responses on information about rules and regulations of internship

Interpretation

Table 4.33 and Figure No 4.23 depicts that 75.5% of student-teachers said they were informed about the rules and regulations of school internships by the teacher-educators, and 24.5% said that the principal of TEIs was informed about the rules and regulations of school internships.

Table No 4.34: Percentages of Student-Teacher Responses on the Organization of Orientation Program for Internship

Description	Responses of student-teachers	Percentage
Did the TEIs conduct orientation programme on how to carry out internship activities?	Yes	51.25%
	No	48.75%

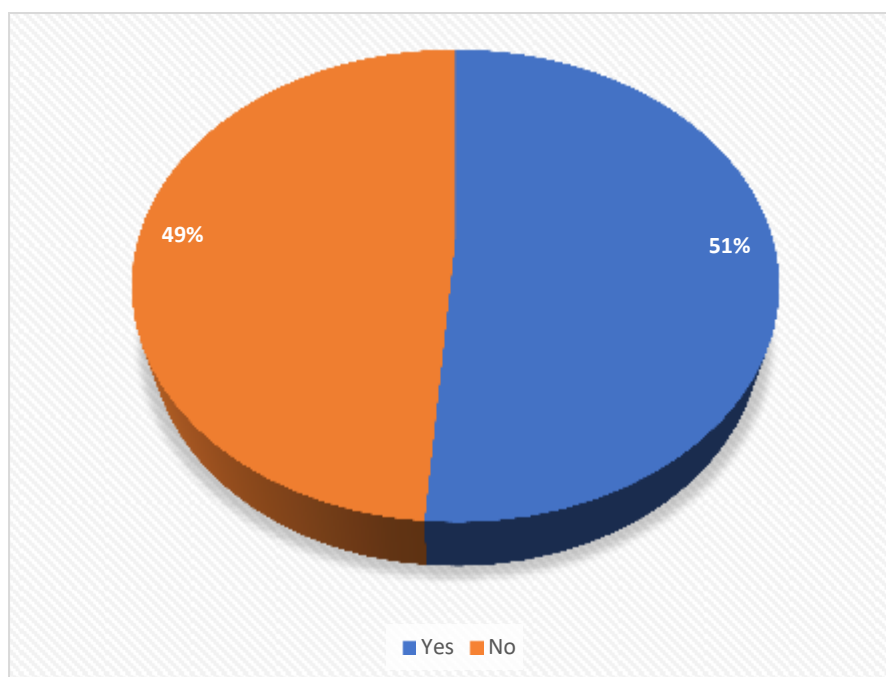


Figure No: 4.24: Graphical representation of the percentage of student-teacher responses on the organization of orientation program for internship

Interpretation: Table 4.34 and Figure No 4.24 shows that 51.25 % of the student-teachers agreed that the institution conducted an orientation program on how to carry out internship activities. On the other hand, 48.75% of the responded said that the institution conducted an orientation program on how to carry out internship activities.

Table No 4.35: Percentages of Student-Teacher responses on the Organization of Activities of the Orientation Program during the Internship

For which of the following activities orientation programme is conducted for internship. (You can put tick mark more than one options)	Responses of student-teachers	
	Frequency	Percentage
Activities of the orientation program		
a) Preparation of lesson plans	377	94.25%
b) Preparation of teaching aids	201	50.25%
c) Textbook analysis	165	41.25%
d) Conduction of Action Research/case study	198	49.5%
e) Brainstorming sessions	0	0%

Interpretation

Table No 4.35 shows that, 94.25% of the student-teachers said that the institution conducted an orientation program on how to prepare lesson plans, 50.25% of the student-teachers answered that orientation program conducted on the preparation of teaching aids. However, 49.5% of the student-teachers supported conducting action research/case studies. However, 41.25% of the student-teachers said that orientation programme is conducted for textbook analysis during internship. On the other hand, none of the student- teachers reacted that the institution conducted an orientation program on brainstorming sessions.

Table No 4.36: Percentages of Student-Teacher responses on Practice of TeachingSkills in Micro-Teaching before going to Internship

Description	Responses of student-teachers	Percentage
Do the student-teacher practice micro teaching before going to practice teaching?	Yes	87.25%
	No	12.75%

Interpretation

Table No 4.36 shows that 87.25% of the student-teachers said they had practiced micro- teaching before going to internship. However, 12.75% of the student-teachers said that they did not practice properly the skills micro-teaching before going to internship.

Table No 4.37: Percentages of Student-Teacher Responses Regarding Teaching Skills Practiced during Micro-Teaching before going to Internship

Descriptions	Responses of student-teachers	
	Frequency	Percentage
Which of the skills have the student-teachers practiced properly during micro teaching? (You can put tick mark more than one options).		
a) Introducing a lesson	349	87.25%
b) Questioning	116	29%
c) Explaining	351	87.75%
d) Illustration with example	181	45.25%
e) Use of Teaching Aids	171	42.75%
f) Pacing of the lesson	55	13.75%
g) Stimulus variation	65	16.25%
h) Evaluation of pupil progress	111	27.75%
i) Giving assignment	198	49.5%
j) Closure	301	75.25%

Interpretation

Table No 4.37 shows that 87.25% of the student-teachers practiced skills like introducing a lesson properly, 87.75% practiced properly explaining in the classroom during teaching, and 75.25% followed the closure. Moreover, 42.75% of the students-teachers practiced proper use of teaching aids. On the other hand, only 29% of the student-teachers practiced proper questioning skills, 13.75% did pacing of the lesson and 16.25% of the student-teachers practiced proper stimulus variation skills during micro- teaching.

Table No 4.38: Percentages of Student-Teacher Responses on Audio-Visual Aids used for Orientation during Internship

What of the following aids uses in your institutions for the orientation of internship? (Please put tick mark).	Responses of student-teachers	
	Frequency	Percentages
a) Audio-visual aids	110	27.5%
b) Only audio aids	35	8.75%
c) Only visual aids	255	63.75%
d) If any other	0	0%

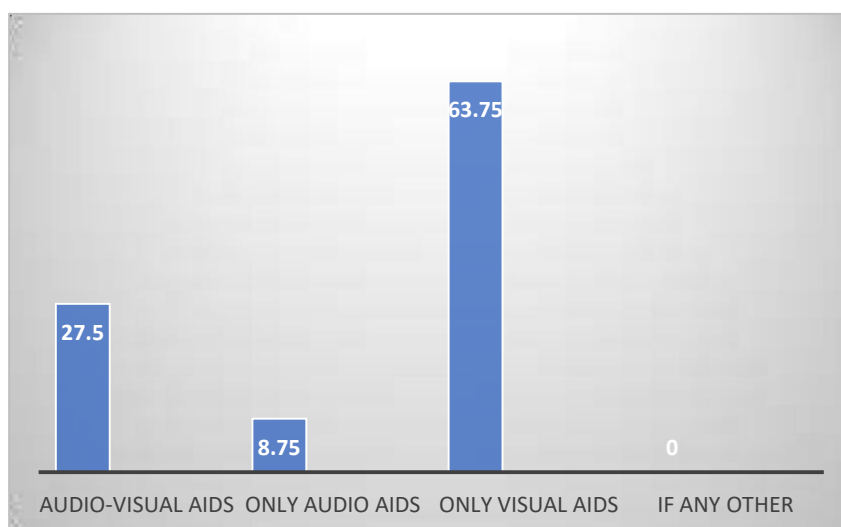


Figure No: 4.25: Graphical representation of the percentage of student-teacher responses on audio-visual aids used for orientation during the internship

Interpretation

Table No 4.38 and Figure No 4.25 shows that 27.5% of the student-teachers agreed that their institutions use audio-visual aids for orientation. On the other hand, 47.5% of the student-teachers said that their institutions use only visual aids for orientation during internships.

3) Supervision

As per NCTE regulation, student-teachers must work in the selected schools as full-time teachers under the school principals and mentor teachers' guidance and supervision. Apart from curricular and co-curricular activities, the student-teachers must provide opportunities to participate observe and contribute to the activities of the schools.

Under this category there are nine questions. Student-teachers were asked about supervision. The following are the responses they have given.

Table No 4.39: Percentages of Student-Teacher Responses on the Number of Supervised Teachers

Description	Responses of student-teachers	Percentage
Do the number of supervised teachers is less for internship program?	Yes	93.75%
	No	6.25%

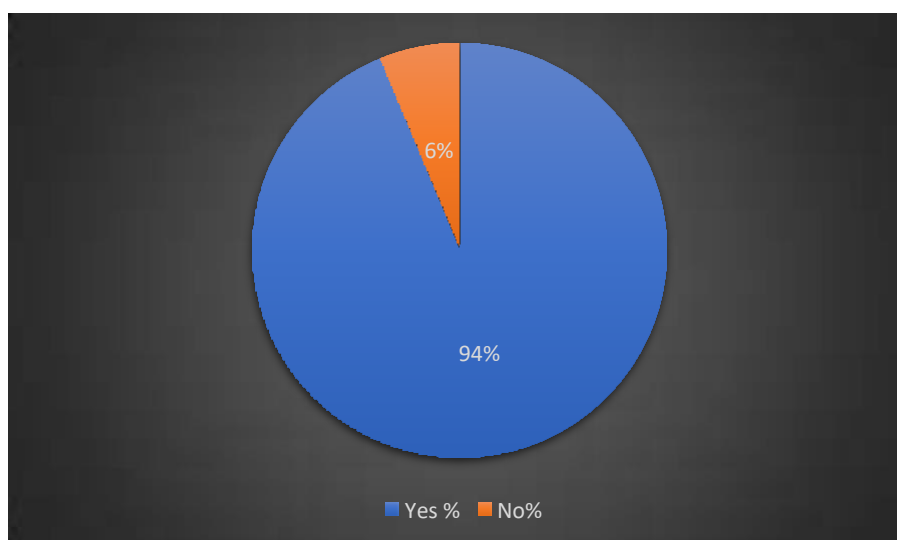


Figure No: 4.26: Graphical representation of the percentage of student-teacher responses on the number of supervised teachers

Interpretation: Table 4.39 and Figure No 4.26 show that 93.75% of the student-teachers agreed that the number of supervised teachers is less for the supervision in the internship program. At the same time, 6.25% of the student-teachers agreed that supervised teachers are sufficient.

Table No 4.40: Percentages of Student-Teacher Responses that Received on Immediate Feedback after the Classroom Teaching

Description	Responses of student-teachers	Percentage
Did the student-teachers get immediate feedback after the classroom teaching from the supervisor of the institution?	Yes	22.5%
	No	77.5%

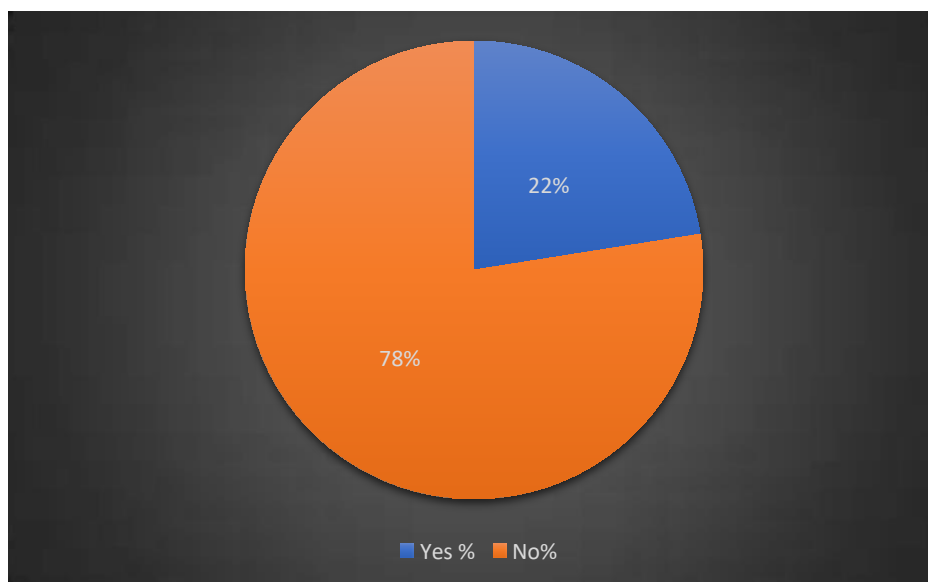


Figure No: 4.27: Graphical representation of the percentage of student-teacher responses on feedback after the classroom teaching

Interpretation

Table 4.40 and Figure No 4.27 shows that 77.5 % of the student-teachers revealed that they did not receive immediate feedback after the classroom teaching from the supervisor of the institution, 22.5% of the student-teachers disclosed that they received immediate feedback after the classroom teaching from the supervisor of the institution.

Table No 4.41: Percentages of Student-Teacher Responses on Availability of Mentor-Teachers

Description	Responses of student-teachers	Percentage
Do the student-teachers have mentor-teachers in the school for supervision?	Yes	23%
	No	77%

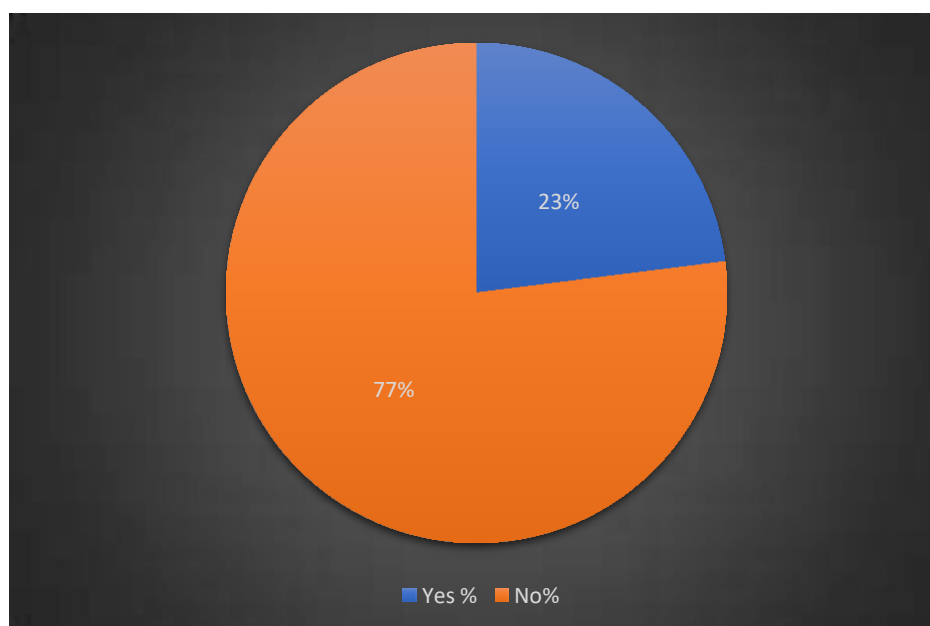


Figure No: 4.28: Graphical representation of the percentage of student-teacher responses on the availability of mentor-teachers

Interpretation

Table 4.41 and Figure No 4.28 show that the majority (77%) of the student-teachers reported there were unavailability of mentor teachers in the school for supervision. On the other hand, 23 % of the student-teachers disclose that they had mentor teachers in school for supervision in the internship school.

Table No 4.42: Percentages of Student-Teacher Responses on Observation by the Mentor Teachers

Description	Responses of student-teachers	Percentage
Did the mentor teachers observe the class when student-teachers teach pupils in school?	Yes	21.25%
	No	78.75%

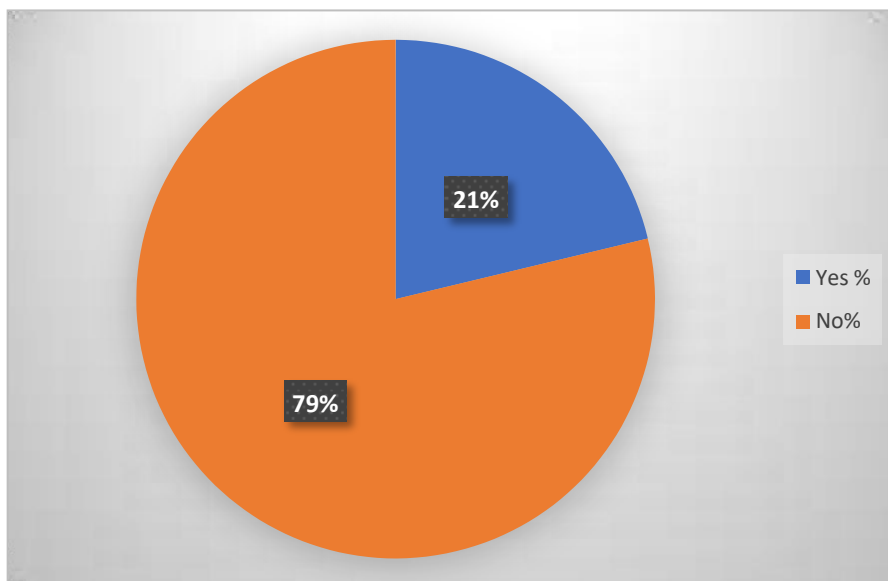


Figure No: 4.29: Graphical representation of the percentage of student-teacher responses on observation by the mentor teachers

Interpretation

Table No 4.42 and Figure No 4.29 show that 78.75% of the student-teachers reveal that the mentor teachers did not observe their class during classroom teaching. However, 21.25 % of the student-teachers agreed that mentor teachers observe their class during classroom teaching.

Table No 4.43: Percentages of Student-Teachers Responses on Pedagogy Teacher Assigned as per the Method Subject

Description	Responses of student-teachers	Percentage
Did the student-teachers get pedagogy teacher as per the method subject?	Yes	74.5%
	No	25.5%

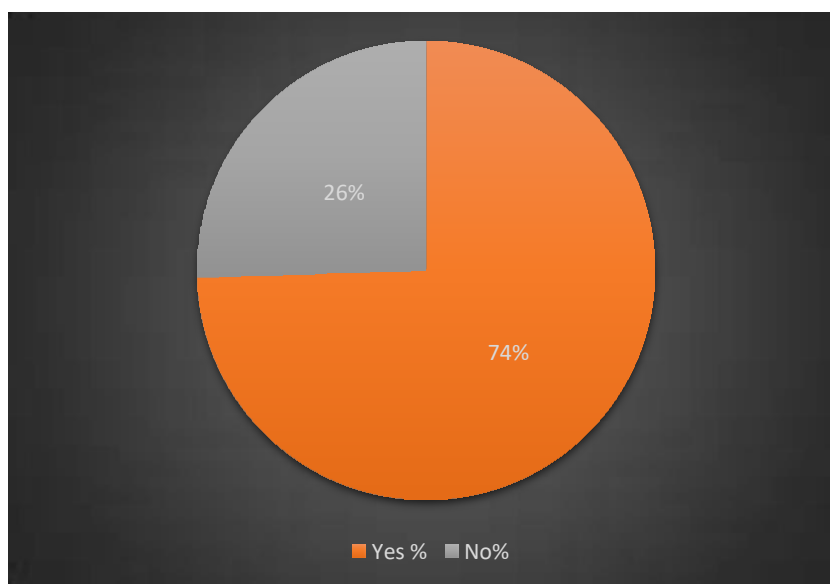


Figure No: 4.30: Graphical representation of the percentage of student-teachers responses on pedagogy teacher assigned as per the method subject

Interpretation

According to Table 4.43 and Figure No 4.30, 74.5% of the student-teachers disagreed regarding the pedagogy teacher assigned as per the method subject. On the other hand, 25.5% of the student-teachers agreed that pedagogy teachers were assigned as per the method subject.

Table No 4.44: Percentages of Student-Teacher Responses on Guidance and Supervision Received from whom regarding Lesson Plans

Who guide and supervised the lessonplans? (Please put tick mark)	Responses of student-teachers	
	Frequency	Percentages
a) Only Pedagogy teachers	256	64%
b) All the teacher- educators/Assigned teacher-educators	112	28%
c) Internship coordinator	32	08%
d) None of the teachers	0	0%

Interpretation

Table No 4.44 shows that 64% of the student-teachers reveal that their lesson plans are guided and supervised by only pedagogy teachers, 28% of the student-teachers said by all the teacher-educators/assigned teacher-educators and 8% of the student-teachers revealed that internship coordinator guided and supervised their lesson plans.

Table No 4. 45: Percentages of Student-Teacher Responses on the Number of days Teacher-Educators visited in a week during Internship School for Supervising the Student-Teachers

How many times teacher-educator's visit in a week in internship school for supervising the student-teachers?	Response of student-teachers	
	Frequency	Percentage
a) Once in a week	70	17.5%
b) Twice in a week	187	46.75%
c) Thrice in a week	102	25.5%
d) More than thrice	41	10.25%

Interpretation

Table No 4.45 shows that 46.75% of the student-teachers revealed that teacher-educators visited twice a week, 25.5% of the student-teachers said thrice a week, and 10.25% of the student-teachers disclosed that teacher-educators visited more than thrice in a week in internship school for supervising the student-teachers.

Table No 4.46: Percentages of Student-Teacher Responses on the Number of Classes the Teacher Educators Observed Daily

How many classes the teacher educators observe in a day during internship?	Responses of student-teachers	
	Frequency	Percentage
a) One class	278	69.5%
b) Two class	110	27.5%
c) Three class	12	3%
d) More than three	0	0%

Interpretation

Table No 4.46 shows that 69.5% of the student-teachers reveal that one class teacher educator observed in a day. In contrast, only 3% of the student-teachers say that three class teacher educators observed in a day. None of the responded said that the teacher-educators observe class more than three times a day during internship.

Table No 4.47: Percentages of Student-Teacher Responses Regarding Guidance Provided by the Supervisor

Description	Responses of student-teachers	Percentage
Do the student-teachers think guidance provided by the supervisor was sufficient for you?	Yes	28%
	No	72%

Interpretation

Table No 4.47 shows that 72% of the student-teachers reveal that guidance provided by the supervisor was not sufficient for them. However, 28% of the student-teachers reveal that guidance provided by the supervisor was sufficient for them during internship.

4) Co-Operation during the Internship

Under this category there are three questions. Student-teachers were asked about co-operation from school and teacher education institutions during the internship. The following are the responses they have given.

Table No 4.48: Percentages of Student-Teachers Responses on Gender Disparity Regarding Internship Activities

Description	Responses of student-teachers	Percentage
Did the school make gender disparity with you regarding internship activities?	Yes	19.75%
	No	80.25%

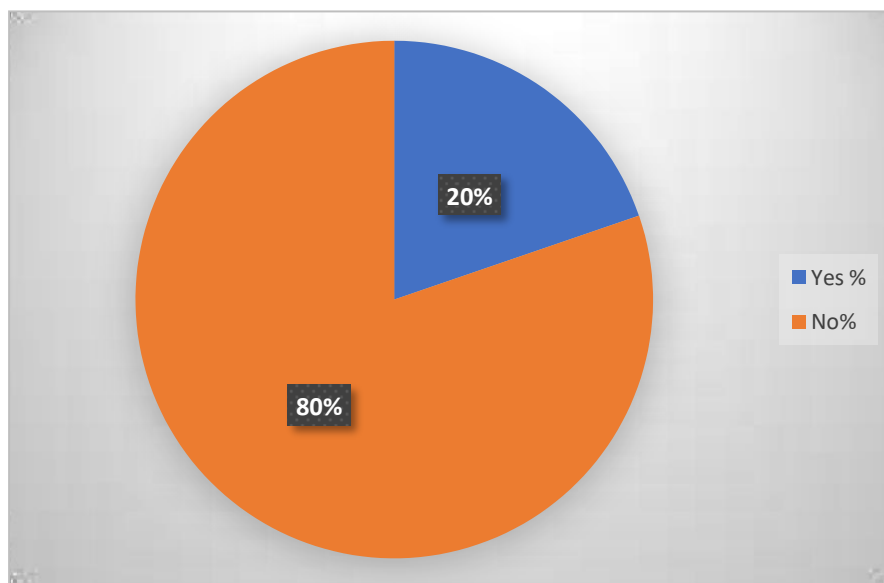


Figure No 4.31: Graphical representation of the percentage of student-teacher responses on gender disparity regarding internship activities

Interpretation

According to Table 4.48 and Figure No 4.31, it has been observed that 80.25% of the student-teachers said that schoolteachers had not done gender disparity regarding internship activities. However, 19.75% of the student-teachers said that schoolteachers made gender disparity regarding internship activities.

Table No 4.49: Percentages of Student-Teacher Responses on Received Co-operation from the Headmaster/ Headmistress of the Internship School

Were the headmaster/ headmistress of the internship school cooperative with the student-teachers in terms of (You can put tick mark more than one options).	Responses of student-teachers	
	Frequency	Percentages
a) Allotting the classes	334	83.5%
b) Managing the timetable	291	72.75%
c) Managing the students	301	75.25%
d) Providing lab facility	19	4.75%
e) Organizing school-based activities	211	52.75%

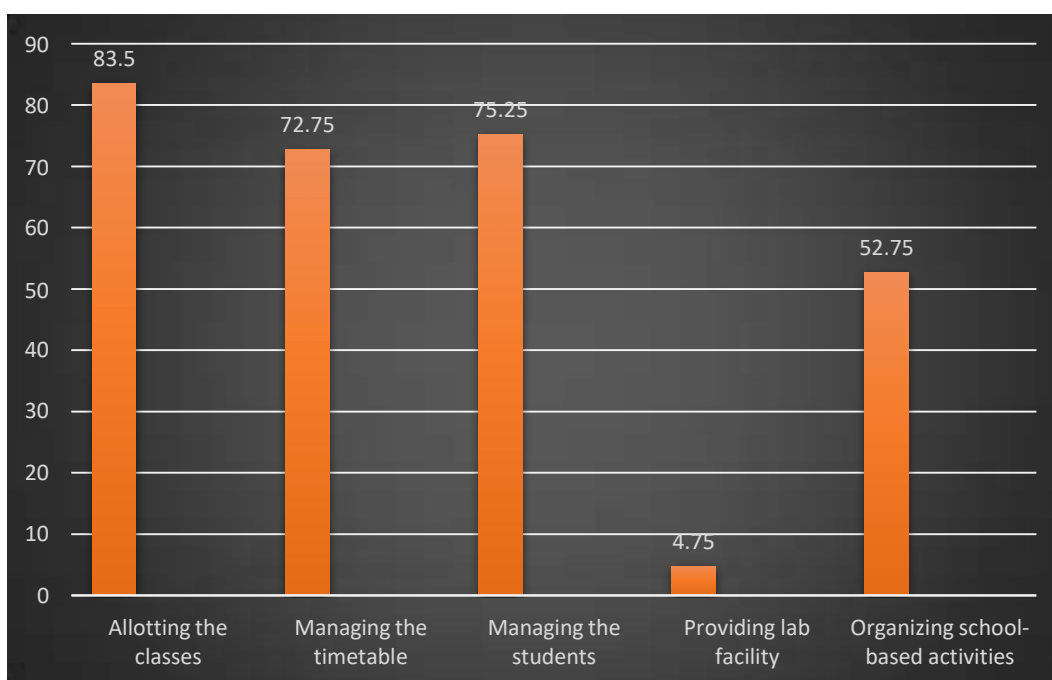


Figure No 4.32: Graphical representation of the percentage of student-teacher responses on received co-operation from the Headmaster/ Headmistress of the Internship School

Interpretation

Table No 4.49 and Figure No 4.32 shows that, 83.5% of the student-teachers received co- operation from the head of the internship school in terms of allotting the classes, 75.25% of the student-teachers received co-operation for managing the students, 72.75% of the student-teachers received co-operation for managing the timetable, and 52.75 of the student-teachers received co-operation from the head of the internship school. On the other hand, 4.75% of the student-teachers received co-operation from the head of the internship school.

Table No 4.50: Percentages of Student-Teacher Responses on Encouragement by theRegular Teachers to Organize Activities

Description	Responses of student-teachers	Percentage
Have you been encouraged by the regular teachers to organize different activities in school?	Yes	24.75%
	No	75.25%

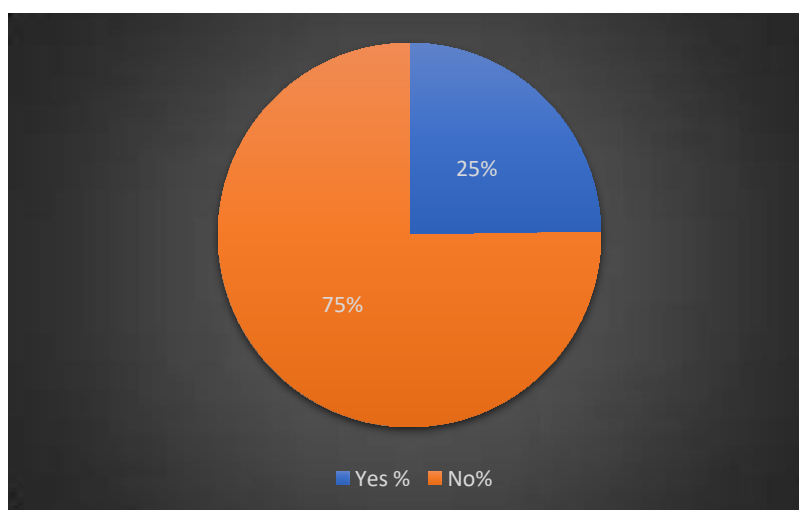


Figure No: 4.33: Graphical representation of the percentage of student-teacher responses on encouragement by the regular teachers to organize activities

Interpretation

Table 4.50 and Figure No 4.33 disclose that 75.25% of the student-teachers expressed that they were not encouraged by the regular teachers to organize different activities in school. However, 24.75% of the student-teachers expressed that they were not encouraged by the regular teachers to organize different activities in school.

5) Assessment of Internship

As per NCTE regulation, the student-teacher's performance regarding tasks should be done jointly by the teacher education faculty, school principals and mentor teachers. TEIs must provide evaluation guidelines to the schools.

There are three questions under this category. The following are the responses have received from the student teachers.

Table No 4.51: Percentages of Student-Teacher Responses on Assessment Criteria followed in Teacher Education Institutions for Internship

Which of the following assessment criteria followed in Teacher Education Institution for internship?	Responses of student-teachers	
	Frequency	Percentages
a) External	0	0%
b) Internal	0	0%
c) Both	400	100%

Interpretation

Table No 4.51 shows that all the student-teachers said that they have both external and internal assessment criteria followed in Teacher Education Institutions for internship.

Table No 4.52: Percentages of Student-Teacher Responses on Provisions to ImproveSchool Internship Performance after Assessments

Descriptions	Responses of student-teachers	Percentage
Is there any provision to improve the school internship performance after assessments?	Yes	0%
	No	100%

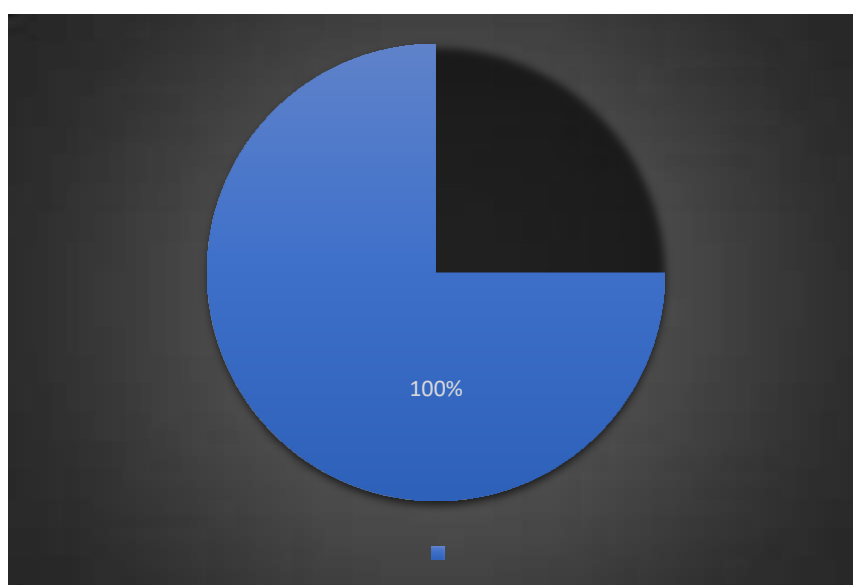


Figure No: 4.34: Graphical representation of the percentage of student-teacher responses on provisions to improve school internship performance after assessments

Interpretation

Table 4.52 and Figure No 4.34 show that according to all the student-teachers, there are no provisions to improve school internship performance after assessments.

Table No. 4.53: Percentages of Student-Teachers Responses on Biasness during the Assessment

Description	Responses of student-teachers	Percentage
Was there any biasness on the part of the evaluator in the assessment during internship?	Yes	30%
	No	70%

Interpretation

Table No 4.53 shows that according to 70% of the student-teachers, there was no bias on the part of the evaluator in the assessment. However, 30% of the student-teachers said there was bias on the part of the evaluator in the assessment.

Data Collected from Both Student-Teachers and Teacher-Educators

There are some questions asked to both the student-teachers and teacher-educators and their responses have been analyzed in the same tables. This are-

1) Duration

As Per the NCTE norms, the "Field Engagement" duration should be 20 weeks in a recognized secondary school. It has been divided into two parts. Four weeks in the first year and 16 weeks to be organized in the second year (3rd sem) of the Two-Year B.Ed. Program. Engagement of 16 weeks is additionally divided into 14 weeks of school internship and two weeks of engagement with school and community. Regarding duration, the researcher has asked student-teachers and teacher-educators.

Table No 4.1.54: Percentage of Student-Teachers and Teacher-Educators on Duration of School Internship

Descriptions	Responses of student-teachers		Responses of teacher-educators	
	Do the 16 weeks of school internship is optimum for B.Ed. course?	Yes	96.25%	Yes
No		3.75%	No	34%

Interpretation

According to Table No 4.54, it has come to be found that 96.25% of the student-teachers agreed that 16 weeks of school internship is optimum for the B.Ed. course. However, only 3.75% of the student-teachers refused that the 16 weeks of school internship are optimum for a B.Ed. course.

Table No 4.54 also displays that 66% of the teacher-educators accounted that the duration of 16 weeks internship is sufficient for this training program. Still, 34% of the teacher-educators expressed that 16 weeks of internship duration is insufficient to fulfill the objectives of the study.

2) Types of Schools

As per NCTE guidelines, there should be a requirement of internship schools at ten schools per 100 student-teachers and 5 schools per 50 student-teachers. Student-teachers must gain experience working in varied backgrounds by completing internships in schools located in urban, rural and tribal areas. 80% of the time in government and 20% in private schools should be utilized during internship.

Table No 4.55: Percentage of Student-Teachers and Teacher-Educators on Location of Schools for Internship

What type (s) of schools did the student-teachers go for school internship?	Responses of student-teachers		Responses of teacher-educators	
	Frequency	Percentage	Frequency	Percentage
a) Urban area	281	70.25%	33	66%
b) Rural area	105	26.25%	17	34%
c) Tribal area school	14	3.5%	0	0%
d) If any other	0	0%	0	0%

Interpretation

Table 4.55 shows that 70.25% of the student-teachers said that internship schools fall under urban areas and 26.25% said that they fall under rural areas. On the other hand, only 3.5% of the student-teachers go to tribal area schools for internships. No student-teachers were gone through both areas.

Similarly, Table No 4.55 shows teacher-educators expressed that about 66% of schools fall under urban schools and 34% go to rural area schools. On the other hand, none of the teacher-educators said they go to tribal area schools for internship.

3) Internship Materials

As per NCTE guidelines, TEIs must provide extra material for additional activities. Internship materials include the internship handbook, format for lesson planning, guidelines for school-based activities, the format of the evaluation procedure, and audio/video of model teaching.

Table No 4.56: Percentages of Student-Teachers and Teacher-Educators on the Format for Preparing Lesson Plans

Description	Responses of student-teachers		Responses of teacher-educators	
	Has the teacher-educator given any format for preparing lesson plans during internship?	Yes	89%	Yes
No		11%	No	0%

Interpretation

Table No 4.56 shows that 89% of the student-teachers highlighted that the teacher-educators had given them a format for preparing lesson plans during the internship. However, 11% of the student-teachers denied giving format by the teacher educators for preparing lesson plans during the internship.

Table No 4.56 also exposes that all the teacher-educators specified that they had given format to the student-teachers for preparing lesson plans during the internship.

Table No 4.57: Percentage of Student-Teachers and Teacher-Educators on Provision for Audio and Video Equipment to Record Skills

Descriptions	Responses of student-teachers		Responses of teacher-educators	
	Before going to internship, have the student-teachers been provided any audio and video equipment to record the skills for self-evaluation?	Yes	7.5%	Yes
No		92.5%	No	82%

Interpretation

According to Table No. 4.57, most of the student-teachers (92.5%) agreed that they were not provided with any audio and video equipment to record their skills for self-evaluation. However, only 7.5% replied that they had been provided audio and video equipment to record skills for self-evaluation.

Similarly, most of the teacher-educators (82%) agreed that there is no provision for audio and video equipment to record skills for their self-evaluation. However, only 18% replied that they had been provided audio and video equipment to record their skills for self-evaluation.

4) Supervision

The student-teachers and teacher-educators were asked regarding supervision to fulfill the first objective of this study.

Table No 4.58: Percentage of Student-Teachers and Teacher-Educators on Ratio of Supervisor versus Student-Teachers for a Particular Pedagogy Subject

Descriptions	Responses of student-teachers		Responses of teacher-educators	
	Frequency	Percentage	Frequency	Percentage
What is the ratio of mentors versus student-teachers for a particular pedagogy subject?				
a) 1:3 /1:4	0	0%	0	0%
b) 1:5/1:6	0	12.5%	39	78%
c) If any other	1:25/ 1:30	87.5%	1:10/1:15	22%

Interpretation

Table No 4.58 shows that 12.5% of the student-teachers said that ratio of supervisor versus student-teachers for a particular pedagogy subject is 1:5/1:6. On the other hand, Table No 4.58 also shows that 78% of the teacher-educators replied that ratio of supervisor versus student-teachers for a particular pedagogy subject is 1:5/1:6.

However, none of the responded agreed about the ratio of supervisor versus student-teachers for a particular pedagogy subject was 1:3 /1:4.

Moreover, it is observed that in open ended questions 87.5% of the respondents disclose the ratio of supervisor versus student-teachers for a particular pedagogy subject was 1:25/ 1:30. It shows that fewer faculty supervise a greater number of student-teachers. Similarly, in open ended questions, 22% of the teacher-educators have written their opinion that sometimes they have crossed the ratio from 1:5/1:6 to 1:10/1: 15.

5) Assessment Tools

The same question was asked to both student-teachers and teacher-educators. The following are the responses received from both the student-teachers and teacher-educators regarding assessment tools to fulfill the first objective of this study.

Table No 4.59: Percentage of Student-Teachers and Teacher-Educators familiarized with the various Assessment Tools

Descriptions	Responses of student-teachers		Responses of teacher-educators	
	Are the student-teachers familiarized with the various assessment tools like rating scales, observation schedule etc. for assessing the performance of student teachers?	Yes	12.5%	Yes
No		87.5%	No	15%

Interpretation

In Table No 4.59, 87.5% of the student-teachers were unfamiliar with the various assessment tools for assessing their performance. On the other hand, 12.5% of the student-teachers agreed that they were familiar with the various assessment tools or criteria for assessing their performance of them.

However, 15% of the teacher-educators said that student-teachers were unfamiliar with the various assessment tools for assessing performance. On the other hand, 85% of the teacher-educators expressed that student-teachers were familiar with the various assessment tools or criteria for assessing performance.

Data Collected from the Principals through Interviews

For the implementation procedure questions were asked to the principals of TEIs through semi-structured interviews and the questions were related to the procedure, orientation, supervision, co-operation and assessment of internship. The researcher has presented the data from the interviews as follows-

- The study reveals that all the responded said that the institution follows the norms and standards prescribed by NCTE regarding school internship and highlighted that only affiliated universities modify a few activities based on the regional ground.
- The findings show that all the responded said that they affiliating university provided us criteria of evaluation for the school internship.
- It is also observed all the responded said that they arranged 5-10 schools for student-teachers for internship.
- The study also reveals that all the principals of TEIs responded that student-teachers are not paid for the internship.
- All the responded said that the institutions did not arrange orientation for the teacher- educators regarding internship program.
- The study shows that 58% of the responded said that the coordinator was taking responsibility of organizing internship programme. 38% of the responded said that the teachers related to the pedagogy organized the program.
- All the responded said that they organize orientation programme for student-teachers before going to internship schools.
- It has been found that 48% of the responded said that they have enough

supervisor teachers to guide the student-teachers during internship period. On the other hand, 52% of the responded said that they have not enough supervisor teachers to guide the student-teachers during internship period.

- The study reveals that 65% of the respondents said that they get sufficient co-operation from the selected schools. However, 35% of the principals said that they find difficulties in making them convince internship program.
- All the responded highlighted mainly that regarding assessment student-teachers have both external and internal examinations and mentor teachers and school headmasters were not given detailed guidelines for the evaluation of student teachers.

Data Collected from the Headmasters through Interviews

For the second objective, the interview was also conducted with the headmasters/mistress of internship schools through semi-structured interviews and the questions were related to the procedure, orientation, and supervisor, availability of physical facilities and assessment of internship. The data found as follows-

- The study shows that all the responded said that TEIs send the names of the student- teachers to the school. However, only 48% of the responded said that TEIs send the name of the supervising professor who guides the student-teachers during internship.
- The study found that all the responded said that school did not have separate internship calendar. They synchronized internship activities with the academic calendar of the school.
- From the findings it has been shown that 90% of the headmasters said that mentor teachers were not given orientation regarding the responsibilities of a mentor teacher. However, 10% said that some directions were given to the regarding the responsibilities of a mentor teachers.
- The study shows that 70% of the headmasters said that the academic activities of the school get hampered because student-teachers have their different kind of list of activities in school during internship. On the other hand, 30% of the headmasters said that academic activities of the school did not get hampered due to internship programme.

- It has been found that 68% of the headmasters said that school did not have

enough eligible teachers for mentoring the student-teachers. The rest of the responded (32%) said that school has enough eligible teachers for mentoring the student-teachers.

- All the responded said that student-teachers were given scope for organization and participation of various school-based activities during internship.
- All the responded said that student-teachers were not provided transportation facilities from the schools and student-teachers were also not paid for the internship program.
- The study shows that 68% of the responded said that seating room, library and drinking water facilities are available for student-teachers in the school. However, 32% of the responded said that apart from seating room, library and drinking water facilities they have also ICT facilities and laboratory facility for the student-teachers in the school.

Discussions

As the study found that the institution follows the norms and standards prescribed by NCTE regarding school internship and (87.5%) of the student-teachers go to government schools. Sharma & Chahal (2020) supported the study that the internship program in B.Ed. was largely implemented as per NCTE guidelines, but interns were only placed in government/semi-government schools. Hence, Najmuddeen & Areekkuzhiyil (2019) said that there is a disconnect between the NCTE guidelines and the actual implementation of the school internship program by the teacher education institutes and schools. Tochwawng & Hnamte, (2020) supported the universities follow the NCTE curriculum framework but have made some adjustments in their implementation. Anees (2022) supported that the school internship program provides pre-service teachers the break to learn how to set truthful goals for student learning and teaching practices. Ray (2018) also support that internship programs offer student-teachers with practical and real-world experience. It's also allowing them to assimilate theory and practice. Internship programs help student-teachers develop key teaching skills and recognize the roles and responsibilities in teaching profession. Thangavel and Prakash (2021) also supported in their study about importance of school internship as innovative and best practices for the enlargement of teacher education. According to them, school internship is practical work experience which in necessary in occupation field. The present study found that 96% of the teacher-educators

said they give orientation on preparing lesson plans, 12% of the teacher-educators highlighted that the institution organizes orientation on preparing teaching aids and 24% said about micro-teaching for the student-teachers. Paramanik, (2019) supported in the study that orientation is necessary to know use of TLMs, time management, developed self-confidence, how to conduct school activities, data analysis process, use of ICT and about peer observation etc. Yeptho,(2021) discussed in the study that most of the responded agreed about practice of micro teaching skills in their institution before internship and practicing micro teaching skills helps them to boost student-teachers confidence for the real classroom. However, the study also shows that a few of the respondents were not sure about proper feedback given by the supervisors. Longchar, (2022) supported in the study that majority of the responded said that orientation conducted regarding school's rules and regulation with teacher trainees of B.Ed. course before going to the internship as well as most of the responded supported that internship will help school students.

The present study found that majority of the student-teachers agreed that the number of supervised teachers is less for the supervision in the internship program and reveal that guidance provided by the supervisor was not sufficient for them. Hence, the absence of a clear definition regarding the ratio of supervisor-interns (NCTE, 2014) may create an imbalance in the allotment of interns under a supervisor. If one supervisor guides more interns, then the capacity of the supervisor may create a negative relationship between the self-efficacy and burnout of the supervisor (Gholami, 2019). Claudius et al., (2013) supported that supervisors need to be friendly by discussing the strengths and weaknesses of students after practicing teaching. Poor supervision leads to ineffective teaching practices. Otara, (2014) supported that due to insufficient information and less time for discussion between interns and supervisors regarding internship activities, the quality of supervision can be decreased. Tialila (2022), in this study, shows that 16% of the respondents depict a smaller number of faculty guiding to a larger number of teacher trainees to supervise. This study's result also shows that the number of social science pedagogy student-teachers was larger. That is why the social science supervisor finds it over workload. When a supervisee reveals confidential information, the supervisory connection may be damaged. Moreover, training of supervisors is necessary because apart from supervising the interns, they have other academic/non-academic activities as faculty in the department. They need enough preparation and professional maturity to manage and give the interns sufficient time (Norem, 2000). In-situ and continuing supervision is

demanded by the students for effective internship experience (Hite and Bellizzi 1986).

In this present study the majority of the student-teachers agreed that 16 weeks of school internship is optimum for the B.Ed. course. Yeptho, (2021) also supported that there are a few responded who wants less duration of internship and there are few responded who wants more duration of internship. In the present study most of the headmasters said that the academic activities of the school get hampered because student-teachers have their different kind of list of activities in school during internship. Bajaj and Sangha (2017) supported that there are various kinds of challenges faced in implementing a two-year B. Ed course, such as overload of papers and time restrictions, challenges related to teaching pedagogy, each core paper has some of the field works, overlapping of the field works, unavailability of books, lack of teacher's content knowledge, lack of institutional arrangements, difficulties in evaluation, lack of ICT arrangements. According to Claudius et al. (2013), practice teaching helps to gain actual teaching-learning experience as a central element of teacher education. Their study on the effectiveness of teaching practice in improving student teachers' teaching skills found that eight weeks was inadequate to improve teaching skills, and effective practice teaching, guidance, and supervision were hopeless and poor. Student teachers benefited less from practice teaching as they need proper authority to maintain the quality of teacher education.

Objective No. 2

To find out the various Components of School Internship in Teacher Education Institutions.

To fulfill the second objective, the researcher has collected data from student-teachers and teacher-educators with the help of an open-ended questionnaire. The researcher has analyzed and interpreted the data collected from student-teachers and teacher-educators separately.

Data collected from Student-Teachers

The responded has put multiple tick marks in some of questions, some of the questions were in yes/no type and some of the questions were open in the questionnaire. On the basis of nature of the questions, the researcher has done frequency and percentages. Based on the collected data, the researcher has divided it into five components. These are-

1. Lesson Planning
2. Teaching Learning Materials
3. Classroom Activities
4. Research Works
5. Community Works



Chart No 4.2.1: Components of the School Internship Programme

Component 1: Lesson Planning

Under this component there are three questions. The responses of each question have been analyzed separately as follows-

Table No 4.2.1: Percentages of Student-Teachers Responses on Format for Preparing Lesson Plans

Description	Responses	Percentage
Have the teacher-educators given any format to student-teachers for preparing lesson plans during internship?	Yes	87.5%
	No	12.5%

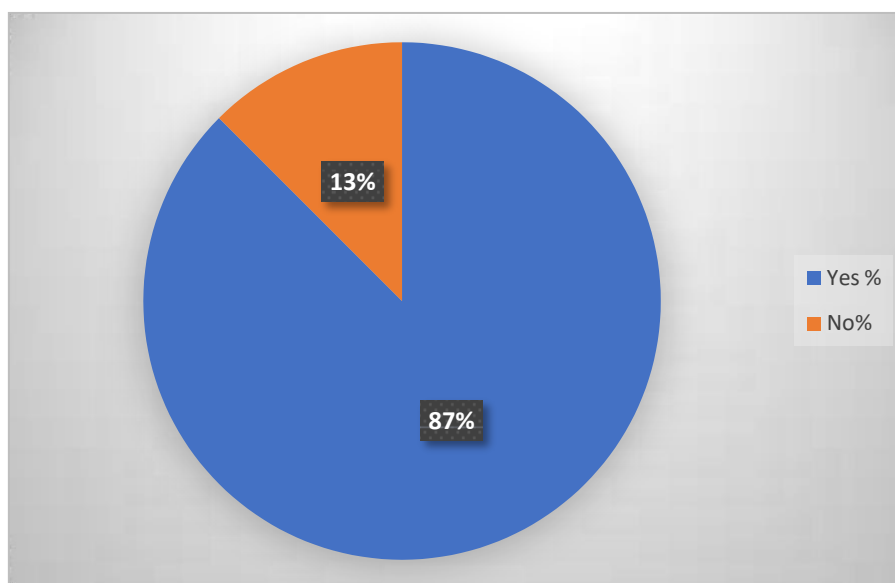


Figure No:4.2.1: Graphical representation of percentages of student-teachers' responses on format for preparing lesson plans

Interpretation

Table No 4.2.1 and Figure No 4.2.1 show that 87.5% of the student-teachers agreed that they were given a format for preparing lesson plans during the internship by the teacher-educators. At the same time, 12.5% of the student-teachers expressed that they did not get the format for preparing lesson plans during the internship.

Table No 4.2.2: Percentages of Student-Teachers Response Regarding Lesson Plans

Description	Responses of student-teachers	
	Frequency	Percentage
How many lessons plans the student-teachers have to prepare for each method subject during practice teaching?		
a) 10 for each method subject	300	75%
b) 15 for each method subject	0	0%
c) 20 for each method subject	100	25%
d) Specify if any other	0	0%

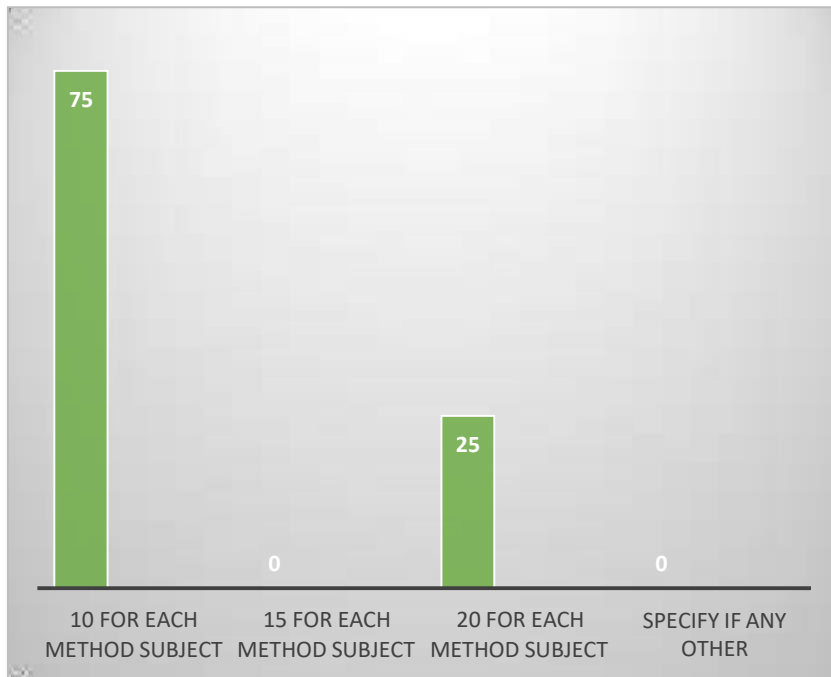


Figure No:4.2.2: Graphical representation of percentages of student-teachers response regarding lesson plans

Interpretation

Table No 4.2.2 and Figure No 4.2.2 show that 75% of the student-teachers replied that they must prepare 10 for each method subject. On the other hand, 25% of the student-teachers agreed that they had prepared 20 lesson plans for each method subject during practice teaching.

Table No 4.2.3: Percentages of Student-Teachers Responses on the Preparation of Unit Plans for Classroom Teaching

Description	Responses	Percentage
Did the student-teachers prepare unit plans for classroom teaching?	Yes	2.25%
	No	97.75%

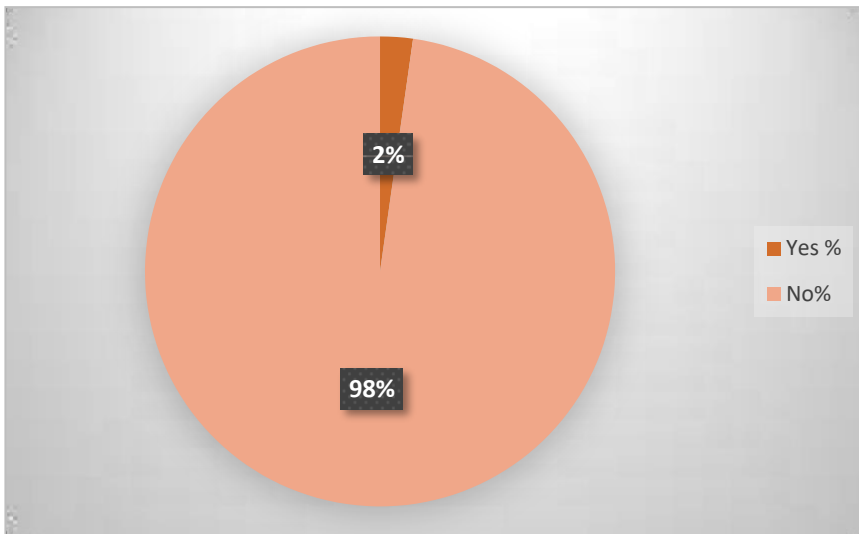


Figure No: 4.2.3: Graphical representation of percentages of student-teachers responses on preparation of unit plans for classroom teaching

Interpretation

Table No 4.2.3 and Figure No 4.2.3 show that 97.75% of the student-teachers reacted that they did not prepare unit plans for classroom teaching during the internship. However, 2.25 % of the student-teachers said that they prepared unit plans for classroom teaching.

Component 2: Teaching Learning Materials

Under this component there are two questions. The responses of each question have been analyzed and interpreted separately as follows-

Table No 4.2.4: Percentages of Student-Teachers Response Regarding Development of Teaching Learning Materials (TLMs) for Teaching

Descriptions	Responses student-teachers	
	Frequency	Percentage
a) Audio TLMs	15	3.75%
b) Video TLMs	05	1.25%
c) Audio-Visual TLMs	11	2.75%
d) Visual TLMs	369	92.25%

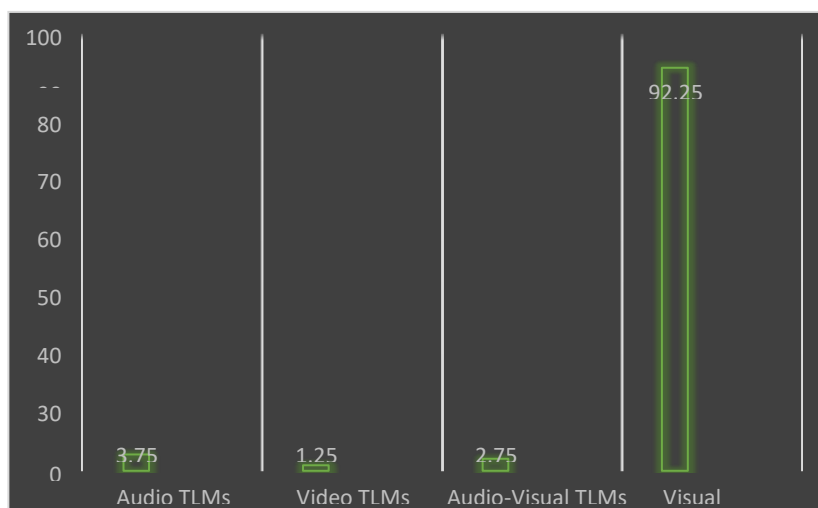


Figure No 4.2.4: Graphical representation of percentages of student-teachers responses on the development of Teaching Learning Materials (TLMs)

Interpretation

Table No 4.2.4 and Figure No 4.2.4 shows that most (92.25%) of the student-teachers developed visual TLMs for practice teaching. On the other hand, only 3.75% of the student-teachers used audio TLMs, and 2.75% used audio-visual TLMs for practice teaching in the classroom. Apart from the above interpretation, the student-teachers also expressed their opinion additionally regarding the names of TLMs which they have prepared.

Some of the responded mention name of the TLMs as per their pedagogy such as pictures of volcanoes, geographical map of India, Bohag Biday, Layers of atmosphere, various events of Sepoy Mutiny, the circle of geometry, portrait of Mangal Pabdey,

cottage industry, the satras of the circle, rectangle, cube, diagram of the food chain, diagram of the heart, the different parts of the flower, monuments of Assam, vocabulary chart, Map of Assam, Model, 3-Dimensional model, etc. Moreover, a few students expressed that they prepared TLM “based on their topics”.

Table No 4.2.5: Percentages of Student-Teachers responses regarding Pupils Attention in the Classroom while using Teaching Aids

Description	Responses	Percentage
Do the use of teaching aids brings the pupils’ attention in the classroom?	Yes	89%
	No	11%

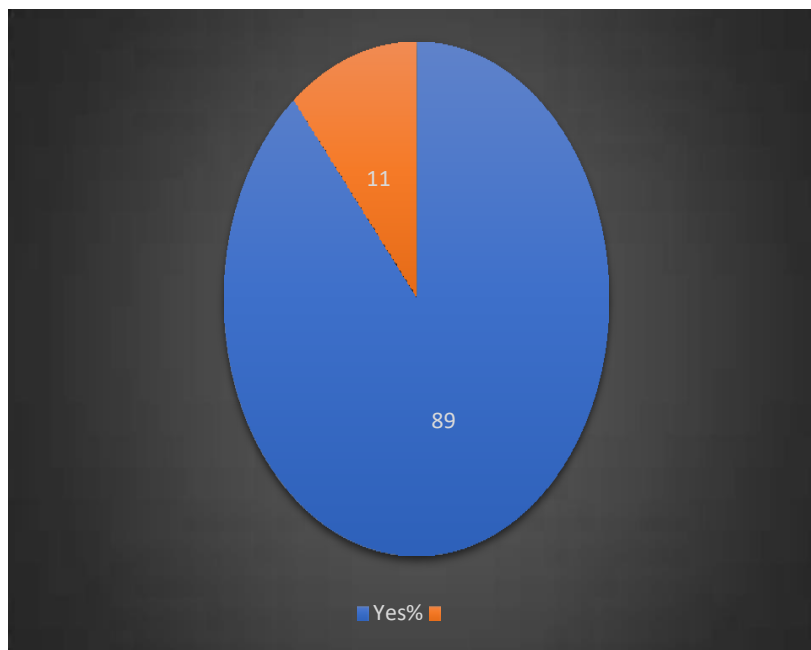


Figure No: 4.2.5: Graphical representation of percentages of student-teachers responses regarding pupils' attention in the classroom while using teaching aids

Interpretation

Table No 4.2.5 and Figure No 4.2.5 show that 89% of the student-teachers reveal that using teaching aids brings the students' attention in the classroom. The rest of the 11% of student-teachers said that using teaching aids does not bring the students' attention in the classroom.

Component 3: Classroom Activities

There are nine questions asked to the student-teachers under this component. The responses of each question have been analyzed and interpreted separately. In these questions the respondent can put multiple tick marks. The researcher has used here frequency and percentage and graphical representation.

Table No 4.2.6: Percentages of Student-Teachers Responses Regarding the Activities Performed during the Internship

Which activities have the student-teachers done during the internship period? (Student-teachers can put tick marks morethan one options)	Responses of Student-Teachers	
	Frequency	Percentage
a) Maintenance of school diary	300	75%
b) Analysis of syllabus and textbook	300	75%
c) Writing lesson plans	395	98.75%
d) Case study/action research	395	98.75%
e) Conducting achievement test	360	90%
f) Observation of student unionactivities	211	52.75%
g) If any other	0	0%

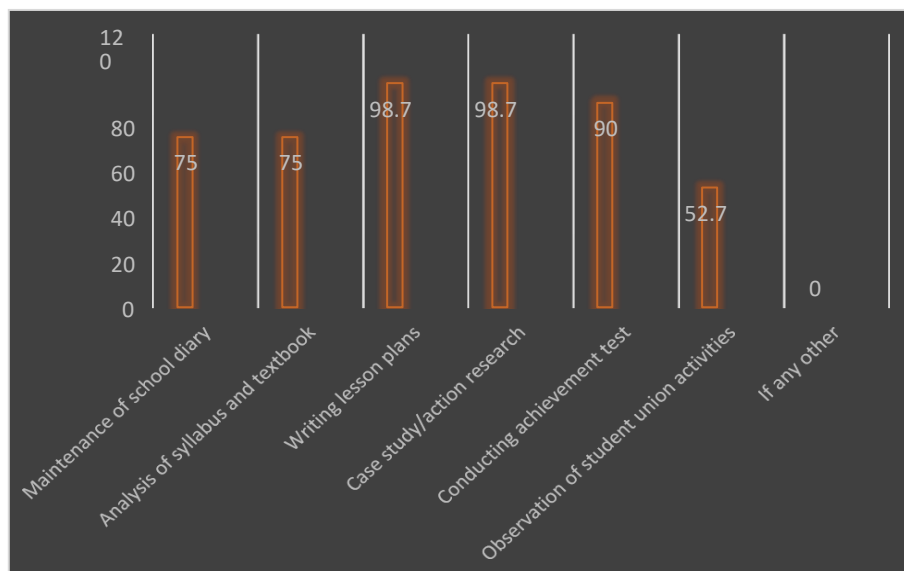


Figure No: 4.2.6: Graphical representation of percentages of student-teachers responses regarding the activities performed during the internship

Interpretation

From Table No 4.2.6 and Figure No 4.2.6, it has been found that 98.75% of the student- teachers agreed that they have to do case study/action research and lesson plans, and 90% of the student-teachers agreed that they have to conduct achievement tests. However, 75% of the student-teachers agreed to maintain a school diary and analyze the syllabus and textbook. On the other hand, only 52.75% of the student-teachers agreed that they observed student union activities in school during internship program.

Table No 4.2.7: Percentages of Student-Teachers Responses Regarding Applying Innovative Teaching Methods/Techniques for pupils in the Internship School

What are innovative teaching methods did the student-teachers apply for pupils during internship?	Responses of Student-Teachers
Teaching Methods/techniques	Percentage
Roleplay	09%
Storytelling	6.25%
Essay writing	5.75%
Lecture cum demonstration	79%

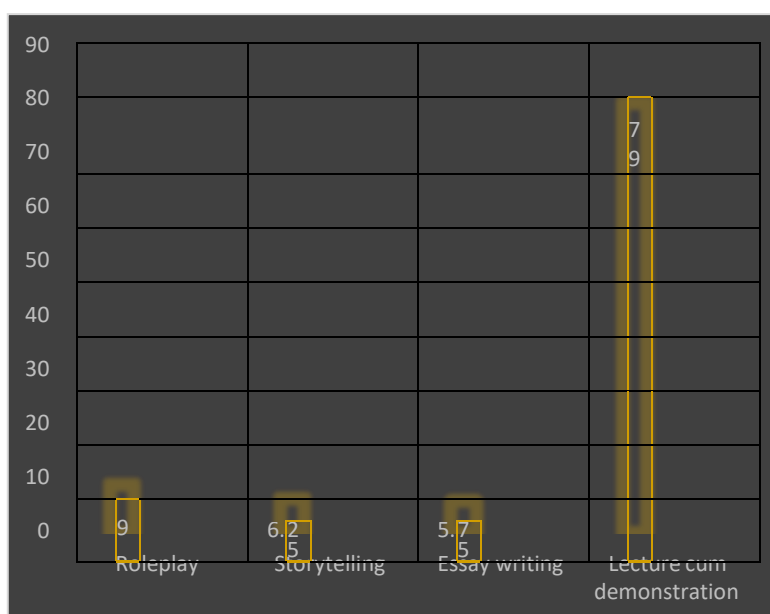


Figure No 4.2.7: Graphical representation of percentages of student-teachers responses regarding applying innovative teaching methods/techniques for pupils in the internship school

Interpretation

Table No 4.2.7 and Figure No 4.2.7 shows that only 09% of the student-teachers reveal that they used the role play method, 6.25% of the student-teachers express that they used the storytelling method, and 5.75% of the student-teachers reveals that they applied the essay writing method for pupils in school during the internship program. Majority of the student-teachers have written that they used lecture cum demonstration method during internship.

Table No 4.2.8: Percentages of Student-Teachers Responses on Observation of Classroom Teaching of Peer Student-Teachers

Description	Responses	Percentage
Do the student-teachers observe classroom teaching of peer student-teachers?	Yes	75%
	No	25%

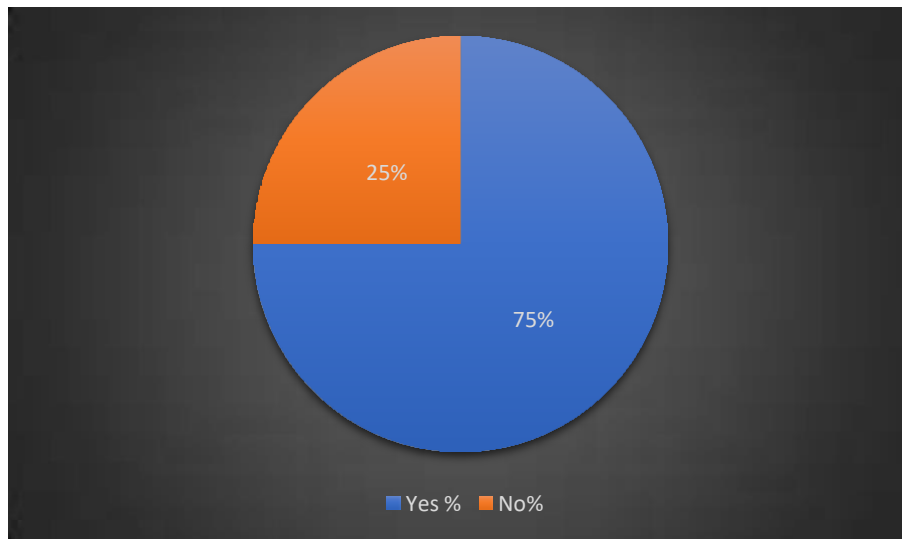


Figure No: 4.2.8: Graphical representation of percentages of student-teachers responses on observation of classroom teaching of peer student-teachers

Interpretation

Table No 4.2.8 and Figure No 4.2.8 shows that 75% of the student-teachers observed the classes of peer student-teachers. On the other hand, 25% of the student-teachers said that they did not observe the classroom teaching of peer student-teachers during internship.

Table No 4.2.9: Percentages of Student-Teachers Responses on Taking Other Classes Besides the Method Subjects

Description	Responses	Percentage
Have the student-teachers got any classes besides the method subjects?	Yes	44.25%
	No	55.75%

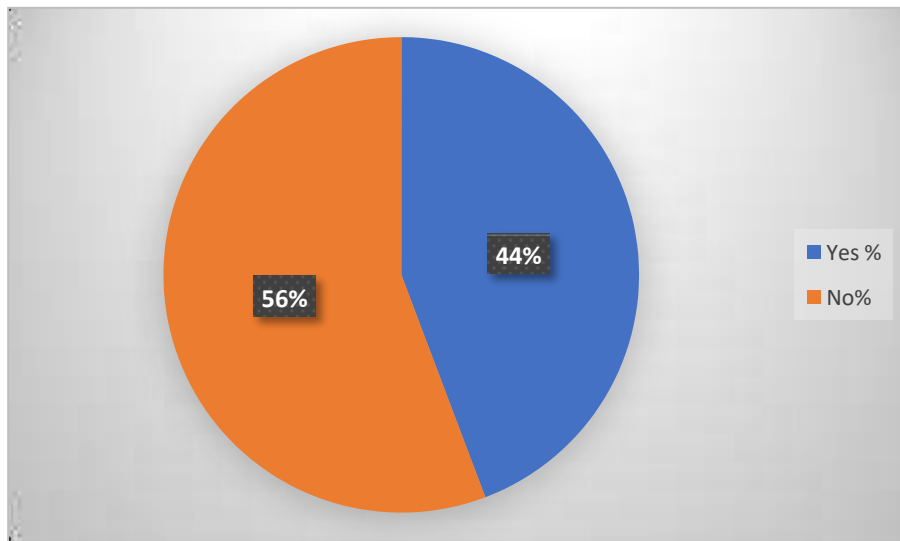


Figure No: 4.2.9: Graphical representation of percentages of student-teachers responses on taking other classes besides the method subjects

Interpretation

Table No 4.2.9 and Figure No 4.2.9 show that 44.25 % of the student-teachers supported that they have taken classes besides their method subjects. However, 55.75% of the student-teachers did not take classes besides the method subjects during internship program.

Table No 4.2.10: Percentages of Student-Teachers Responses on Preparation of Diagnostic Test in School

Description	Responses	Percentage
Did the student-teachers prepare any diagnostic test in the school?	Yes	13.75%
	No	86.25%

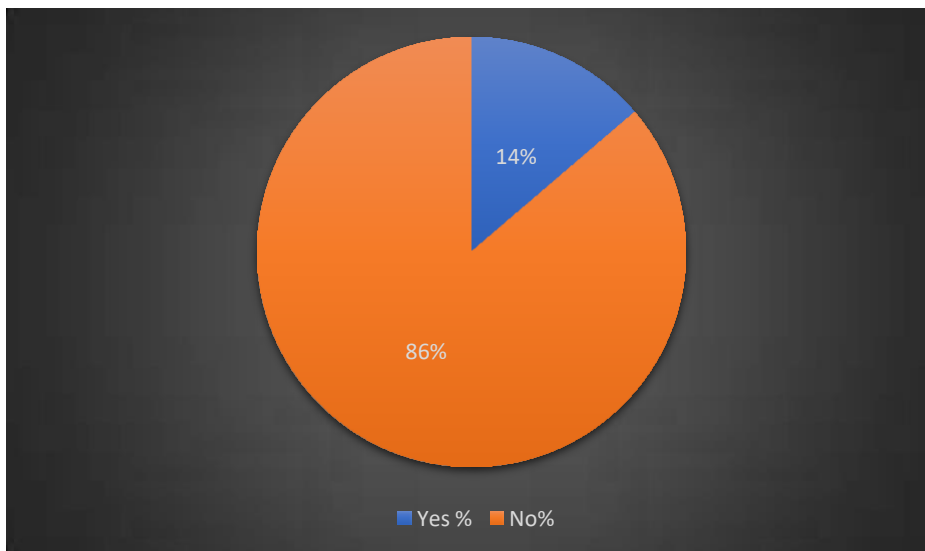


Figure No: 4.2.10: Graphical representation of percentages of student-teachers responses on preparation of diagnostic test in school

Interpretation

Table No 4.2.10 and Figure No 4.2.10 shows that 86.25% of the student-teachers did not prepare diagnostic tests in school. On the other hand, 13.75% of the student-teachers prepared diagnostic tests in school for the students during internship program.

Table No 4.2.11: Percentages of Student-Teachers Responses on Preparations of Question Papers for Assessment of Pupils in the School

Description	Responses	Percentage
Did the student-teachers prepare question papers for assessment of the pupils in school?	Yes	68%
	No	32%

Interpretation

Table No 4.2.11 found that 68% of the student-teachers said that they prepare question papers for assessment of the pupils in school. On the other hand, 32% of the student-teachers said that they did not prepare question papers for assessment of the pupils in school.

Table No 4.2.12: Percentages of Student-Teachers Responses on Taking Remedial Teaching

Description	Responses	Percentage
Did the student-teachers taking any remedial teaching?	Yes	25%
	No	75%

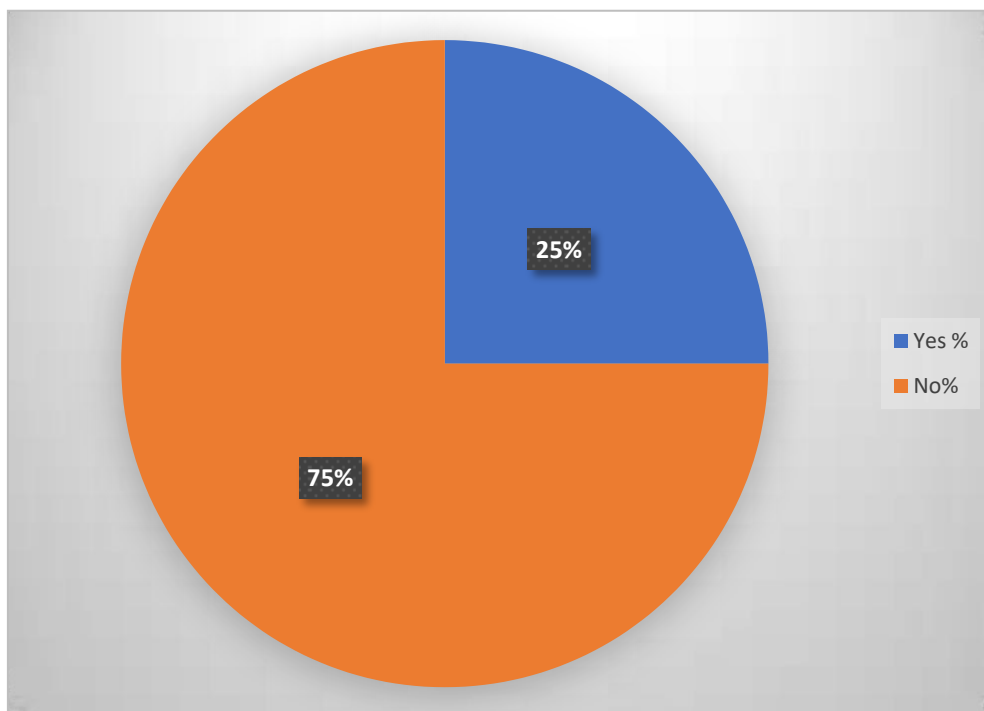


Figure No: 4.2.11: Graphical representation of percentages of student-teachers responses on taking remedial teaching

Interpretation

Table No 4.2.12 and figure no 4.2.11 depicts that 75% of the student-teachers reveals that they did not take remedial teaching class for students in school. However, 25% of the student-teachers carried remedial teaching classes for students in school during internship program.

Table No 4.2.13: Percentages of Student-Teachers Responses Regarding Organization of Co-Curricular Activities in School

Description	Responses of student-teachers	
	Apart from classroom activities, did the student-teachers organize any other co-curricular activities of school during period of internship?	Yes
No		46.25%

Interpretation

Table No 4.2.13 shows that 53.75% shows that apart from classroom activities, the student- teachers organized co-curricular activities in school. However, 46.25% of the students- teachers they did not organize co-curricular activities in school during the internship program.

Table No 4.2.14: Percentages of Student-Teachers Responses Regarding Name of the of Co-Curricular Activities

Name of the activities (Student- teachers can put tick marks more than one options)	Frequency	Percentage
Talent search competitions	150	37.5%
Discussion on topics of current Importance	85	21.25%
Games & sports	215	53.75%
Quizzes	55	13.75%
Parent- teachers meeting	71	17.75%
If any other	Judges of the different events organized in the schools.	09%

Interpretation

Table No 4.2.14 shows that 53.75% of the student-teachers organized co-curricular activities such as games & sports, 37.5% of the student-teachers conducted talent search competitions. 21.25% of the student-teachers conducted discussion on topics of current importance. On the other hand, 13.75% of the student-teachers organize quizzes for the pupils in internship schools. Apart from the activities, 09% of the student-teachers disclosed that they were the judges of the different events organized in the schools.

Component 4: Research Activities

Under this component there are four questions. The responses of each question have been analyzed separately as follows-

Table No 4.2.15: Percentages of Student-Teachers Responses Regarding Guidance to Complete the Research Work

Who guide the student-teachers to complete the research work during the internship?	Responses of student-Teachers	
	Frequency	Percentage
a) Mentor teacher	0	0%
b) Teacher Educator	385	96.25%
c) Both	26	6.5%
d) If anyone else	0	0%

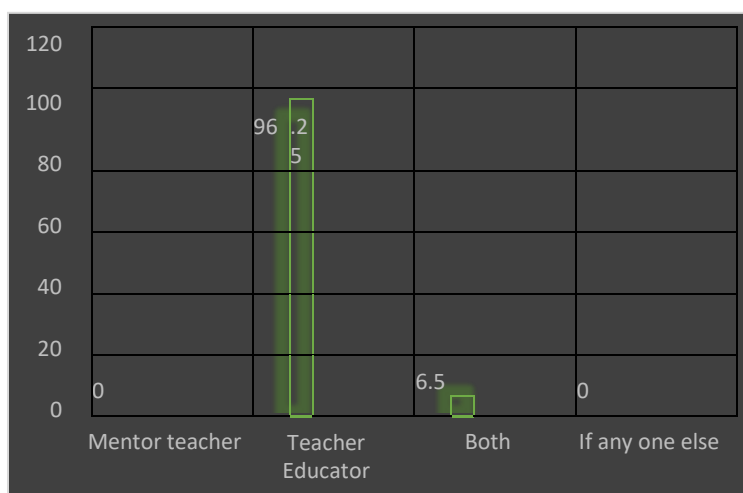


Figure No: 4.2.12: Graphical representation of percentages of student-teachers responses regarding guidance to complete the research work

Interpretation

Table No 4.2.15 and Figure No 4.13 shows that 96.25% of the student-teachers said the teacher educators guided them to complete the research. However, 6.5% of the student-teachers replied that both the mentor teacher and teacher educator guided them in their research work during internship program.

Table No 4.2.16: Percentages of Student-Teachers Responses Regarding Needs of Research Works in Internship

Descriptions	Responses of student-teachers	
	Do the research works like case study, action research is needed for the student-teachers during internship?	Yes
No		75.5%

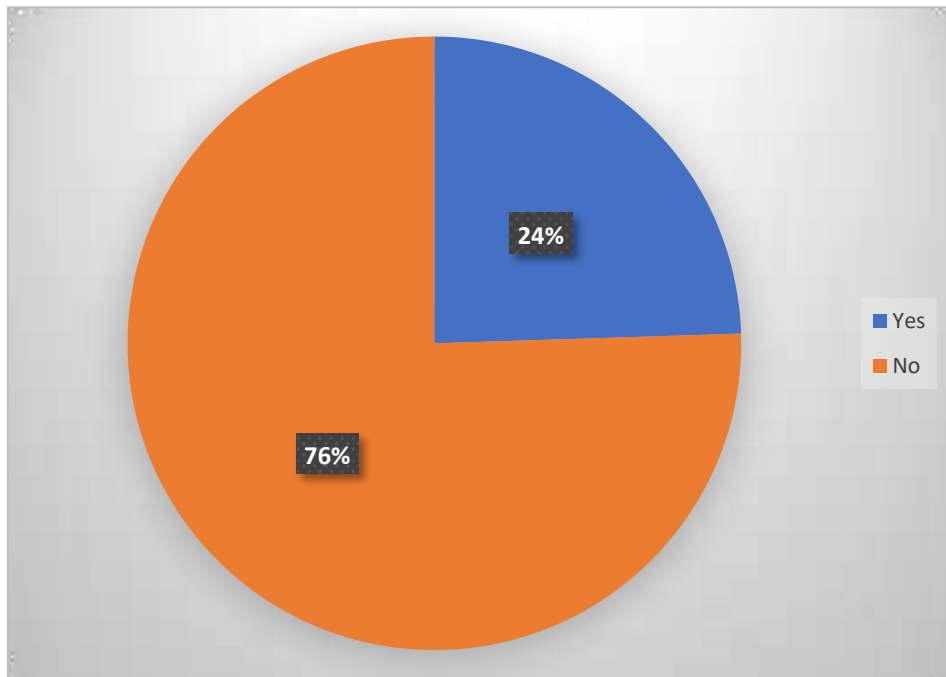


Figure No: 4.2.13: Graphical representation of percentages of student-teachers responses on needs of research works in internship

Interpretation

Table No 4.2.16 and Figure No 4.2.13 show that only 24.5% of the student-teachers agreed that they need research works like case study action research in the internship. However, according to 75.5% of the student-teachers, there was no need for research works like case studies or action research in the internship program.

Table No 4.2.17: Percentages of Student-Teachers Responses on Conducting Action Research during the Internship

Description	Responses of student-teachers	
	Did the student-teachers conduct action research project?	Yes
No		8.75%

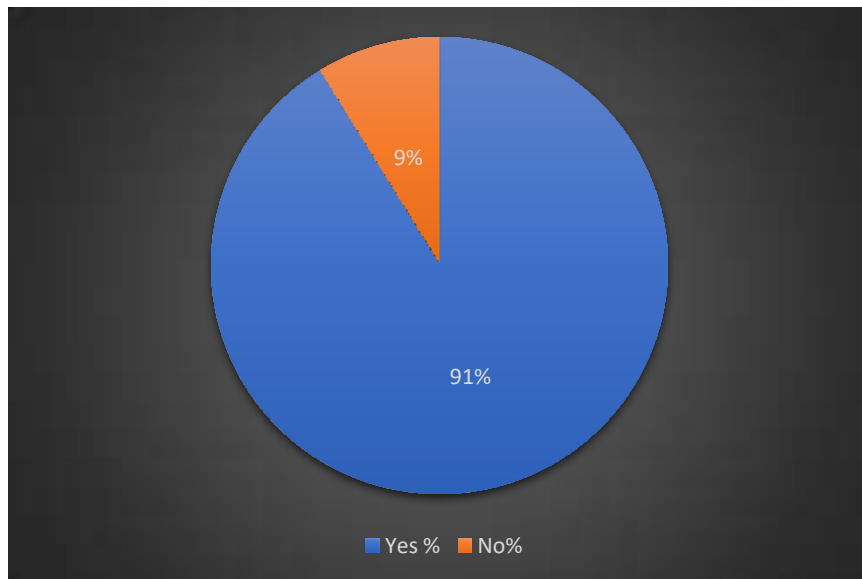


Figure No: 4.2.14: Graphical representation of percentages of student-teachers responses on conducting action research during the internship

Interpretation

Table 4.2.17 shows that 91.25% of the student-teachers agreed that they conduct action research project during internship. However, 8.75% of the student-teachers said they did not conduct action research projects.

Table No 4.2.18: Percentages of Student-Teacher Responses Regarding Title of Action Research in the Internship

Title of the action research project	Frequency	Percentage
Indiscipline among the class VII students/VIII	65	16.25%
Problems faced by students while solving mathematics problems	20	05%
The tobacco problem of students from class VI	25	6.25%
Problem of language	10	2.5%
Spelling mistakes in English	35	8.75%
Grammatical mistakes in English subject	15	3.75%
Inattentiveness in classrooms	45	11.25%
Lack of attendance in classroom	20	05%
Lack of interest in Geography	15	3.75%
Slow writing	35	8.75%
Homework issue	55	13.75%
Difference between use of TLMs and without use of TLMs in classroom/ TLMs	60	15%

Interpretation

Table No 4.2.18 depicts that 15% of the student-teachers have conducted action research on TLM topics and the difference between the use of TLMs and without the use of TLMs in the classroom. However, 13.75% of the student-teachers had conducted homework issues, and 11.25% had conducted action research on inattentiveness in classrooms. The rest of the respondents (student-teacher) had taken on different topics like indiscipline among the class VII students/VIII (7.5%), problems faced by students while solving mathematics problems (05%), and grammatical mistakes in English subject (3.75%).

Component 5: Community Activities

Under this component there are three questions. The responses of each question have been analyzed separately as follows-

Table No 4.2.19: Percentages of Student-Teachers Responses on the Nature of Conducting Community Work

Description	Responses of student-teachers	
	Frequency	Percentage
How did the student-teachers conduct community work?		
a) In group	301	75.25%
b) Individually	99	24.75%

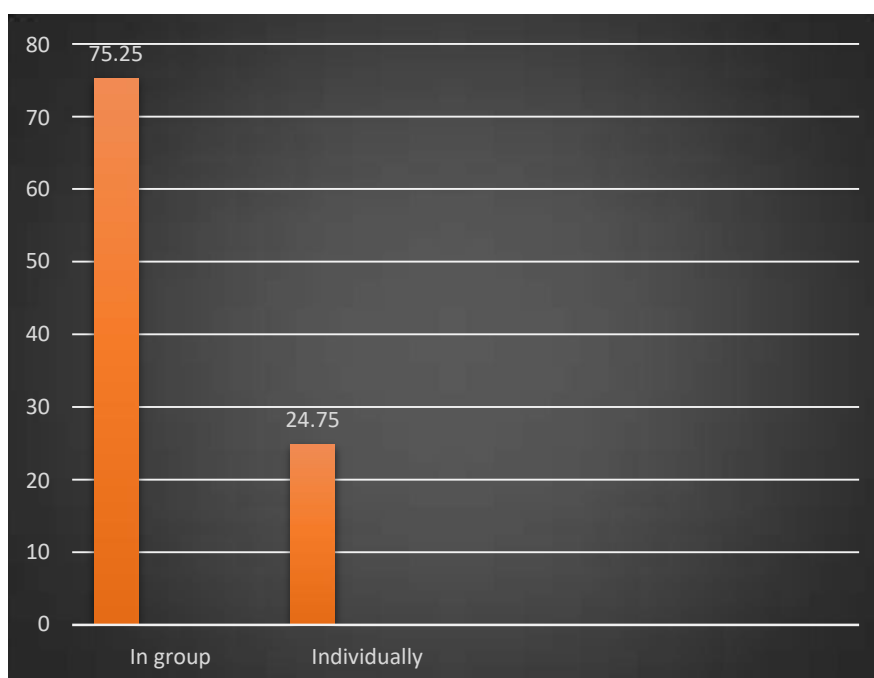


Figure No: 4.2.15: Graphical representation of percentages of student-teachers responses on the nature of conducting community work

Interpretation

Table No 4.2.19 and figure No 4.2.15 show that 75.25% of the student-teachers said they conducted community activities in a group. However, 24.75% of the student-teachers conducted the conducting community work individually.

Table No 4.2.20: Percentages of Student-Teachers Responses on Topics Related to Community Activities Organized during the Internship

Which of the community activities have the student-teachers organized during internship period?	Responses of Student-Teachers	
	Frequency	Percentage
a) Environmental issues	130	32.5%
b) Literacy activities	81	20.25%
c) Health & Hygiene	168	42%
d) Social issues	21	5.25%
e) None of these	0	0%

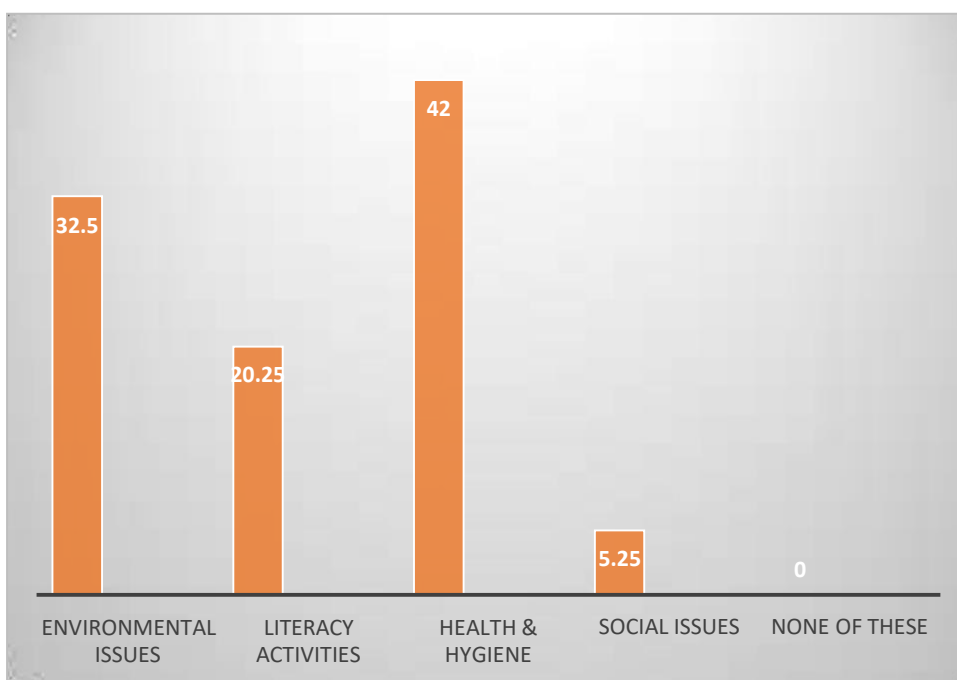


Figure No: 4.2.16: Graphical representation of percentages of student-teachers responses on topics related to community activities organized during the internship

Interpretation

Table No 4.2.20 and figure No 4.2.16 depict that 42% of the student-teachers say that they organized health and related activities, 32.5% of the student-teachers show that they organized activities like environmental issues, 20.25% of the student-teachers depict that they organized literacy activities. However, 5.25% of the student-teachers conducted social issues-related activities as community activities.

Besides, 20% of the student-teachers display that they have done cleaning of the classrooms in TEIs as "Sram Dan." However, one of the student-teachers said, "we teach some students who are uncomfortable taking Assamese language." On the other hand, one of the student-teachers said, "we have to plantation drive, ways of keeping oneself clean, cleaning of the areas of the community, poster making on these." Three of the student-teachers number expressed similarly like they met with some girls to spread awareness on sexual harassment. One of the student-teacher said about the "10 days' workshop on sexual harassment and child abuse." One of the another student-teachers replied that they do plantation and tea gardening. Apart from all these, there are some activities that they have conducted for community engagement such as role play, rally on child rights, awareness program on Green and clean, making a pad, sanitation, cleanliness drive, developing Reading, Writing Arithmetic skills of the students, adult literacy program, field trip, socio-economic survey.

Table No 4.2.21: Percentages of Student-Teachers response on the Necessity of Community-Based Activities

Description	Responses of student-teachers	
Do other community-based activities are necessary to be part of the school internship programme?	Yes	63.75%
	No	36.25%

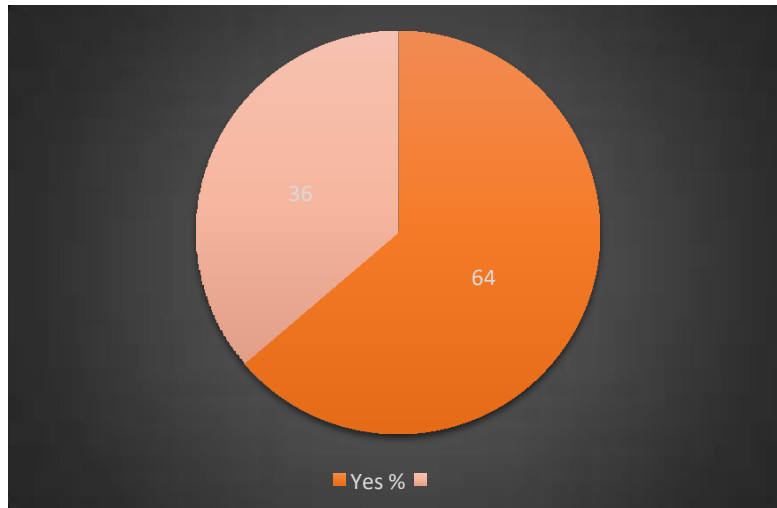


Figure No: 4.2.17: Graphical representation of percentages of student-teachers responses on the necessity of community-based activities

Interpretation

Table No 4.2.21 and figure No 4.2.17 show that 63.75% of the student-teachers reveal that community-based activities are necessary. On the other hand, 36.25% of the student-teachers exposed that community-based activities are not necessary during school internship.

Data collected from Teacher-Educators

The data has been collected from the teacher-educators under the components such as classroom activities, research and community activities. This has been done to clearly understand the tasks during the internship.

Component 1: Classroom Activities

The researcher has asked the teacher-educators regarding some classroom activities completed by the student-teachers during the internship.

Table No 4.2.22: Percentages of Teacher-Educators responses regarding the Activities performed by the student-teachers during the Internship

What are the activities a student-teachers must perform during internship? (Student-teachers can put tick marks in more than one options)	Responses of Teacher-Educators	
	Frequency	Percentage
a) Maintenance of school diary	30	60%
b) Analysis of syllabus and textbook	45	90%
c) Writing lesson plans	50	100%
d) Case study/action research	50	100%
e) Conducting achievement test	44	88%
f) Observation of student union activities	15	30%
g) If any other	0	0%

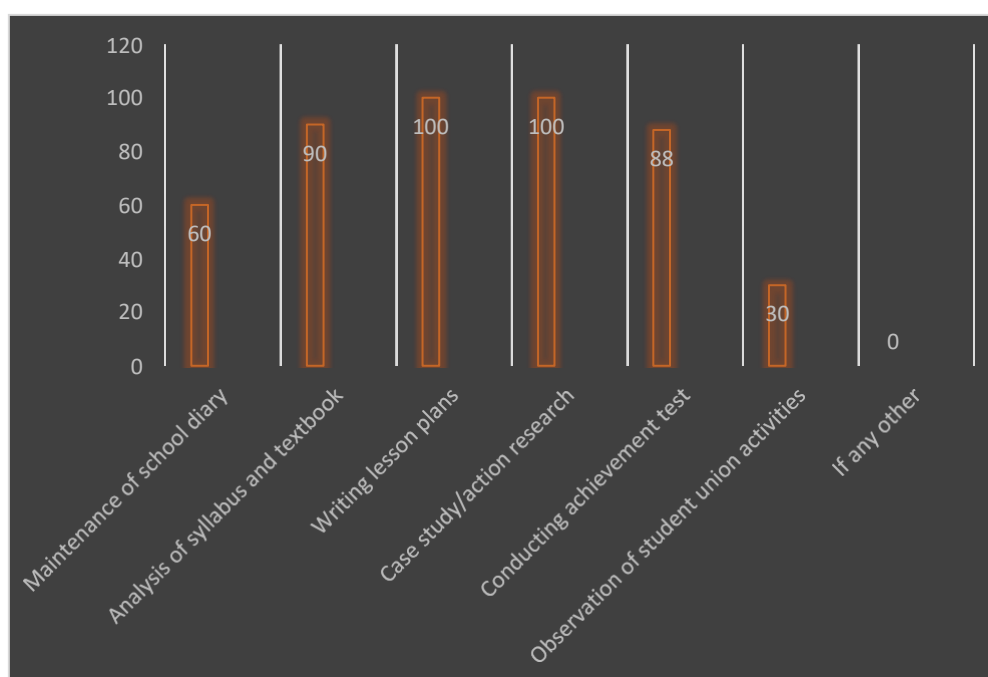


Figure No: 4.2.18: Graphical representation of percentages of teacher-educators responses regarding the activities performed by the student-teachers during the internship

Interpretation

From Table No 4.2.22 and Figure No 4.2.18, it has been found that 100% of the teacher-educators agreed that they must do case study/action research and lesson plans, and 88% of the teacher-educators agreed that they have to conduct achievement tests. However, 60% of the teacher-educators agreed to maintain a school diary and 90% said about analyzing the syllabus and textbook. On the other hand, only 30% of the teacher-educators agreed that they observed student union activities in school.

Table No 4.2.23: Percentages of Teacher-Educators Responses on Guidance to Prepare a Question Paper and other Assessment Tools

Description	Responses of teacher-Educators	
Did the teacher-educators guide the student-teachers regarding preparation a question paper and other assessment tools?	Yes	82.75%
	No	17.25%

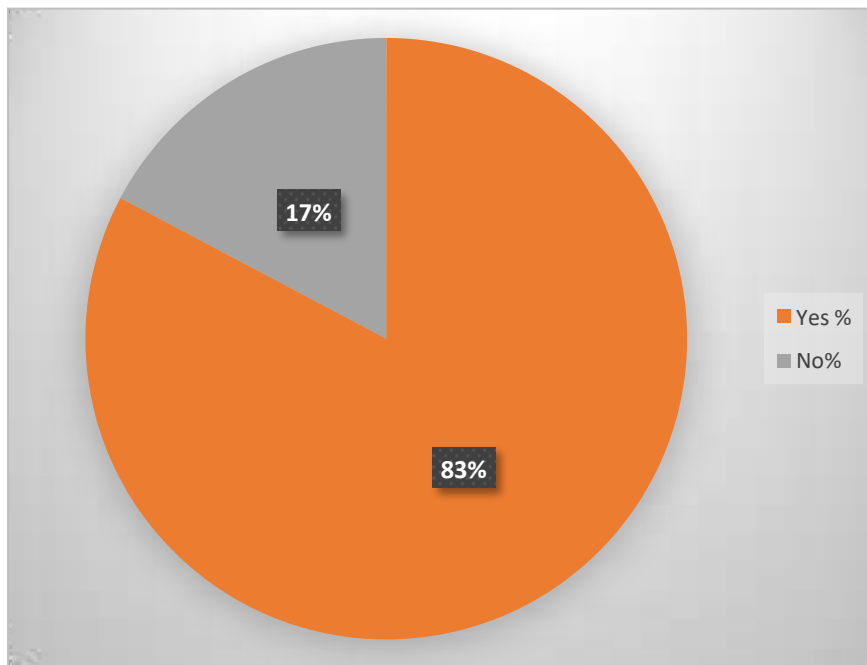


Figure No: 4.2.19: Graphical representation of percentages of teacher-educators responses on guidance given to prepare a question paper and other assessment tools

Interpretation

According to Table No 4.2.23 and Figure No 4.2.19 it has been shown that 82.75% of the teacher-educators agreed that they had given guidance to the student-teachers. Moreover, 17.25% of the teacher-educators said they had not guided student-teachers on how to prepare a question paper and other assessment tools during the internship.

Table No 4.2.24: Percentages of Teacher-Educators Responses on the Format for Preparing of Diagnostic Test

Description	Responses of teacher-educators	
	Did the teacher-educators provide any format for how to prepare a diagnostic test?	Yes
	No	12%

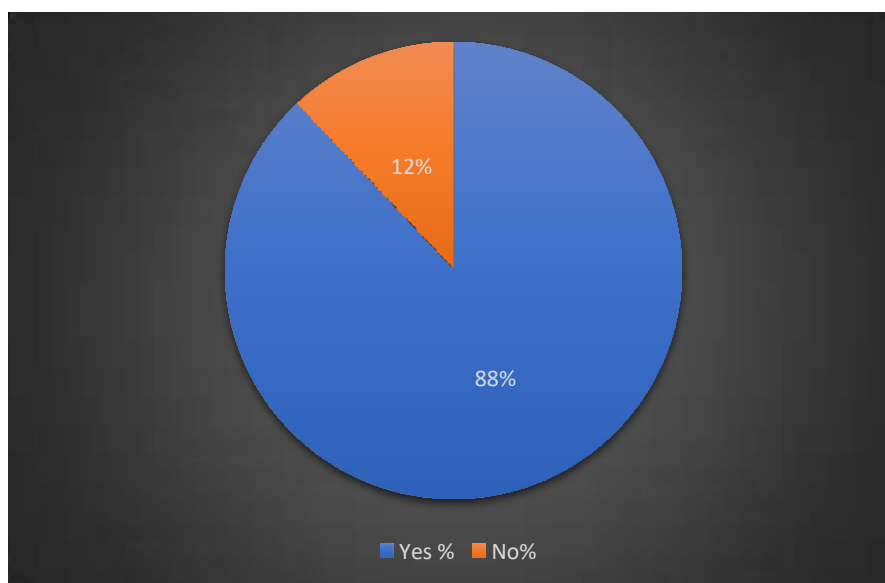


Figure No:4.2.20: Graphical representation of percentages of teacher-educators responses on the format for preparing of diagnostic test

Interpretation

Table No 4.2.24 and Figure No 4.2.20 show that 88% of the teacher-educators expressed that they have given format for preparing the diagnostic test. On the other

hand, 12% of the teacher-educators have not given a format for preparing diagnostic tests to the student-teachers.

Components 2: Research and Community Activities

Under this component teacher-educators were asked the following questions such as-

Table No 4.2.25: Percentages of Teacher-Educators Responses Regarding Needs of Research Works in Internship

Description	Responses of teacher-educators	
Do the research works like case study, action research is needed for student-teachers to improve their skills?	Yes	72%
	No	28%

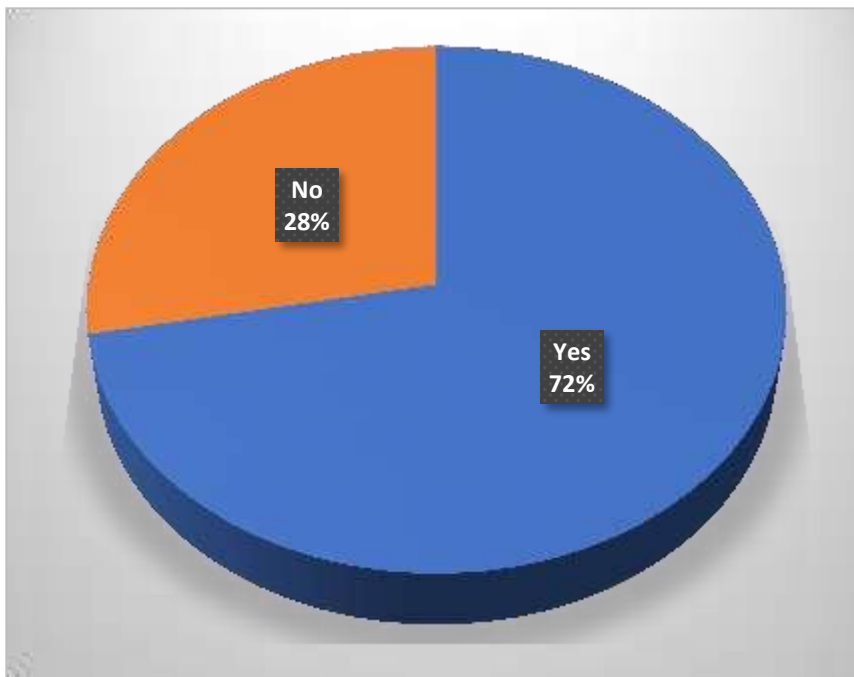


Figure No: 4.2.21: Graphical representation of percentages of teacher-educators responses on needs of research works in internship

Interpretation

Table No 4.2.25 and Figure No 4.2.21 show that only 72% of the teacher-educators agreed that they need research works like case study action research in the internship. However, according to 28% of the teacher-educators, there was no need for research works like case studies or action research in the internship program.

Table No 4.2.26: Percentages of Teacher-Educators Responses on Provided Guidance for Conducting Research Activities

Description	Responses of teacher-educators			
	Yes	Percentage	No	Percentage
Did the teacher-educators provide any guideline for conducting following research activities such as				
a) Case study of child	03	06%	0	0%
b) Action research project	47	94%	0	0%

Interpretation

Table No 4.2.26 shows that 94% of the teacher-educators agreed that they had provided guidance for conducting research activities such as action research projects, and 06% of the teacher-educators had given guidance regarding the case study of the child during the internship program.

Table No 4.2.27: Percentages of Teacher-Educators Responses Regarding Giving Suggestions on Topics for Community Works

Description	Responses of teacher-educators	
	Yes	Percentage
Did the teacher-educator suggest topics undertaking for community works?	No	22%
	Yes	78%

Interpretation

Table No 4.2.27 shows that 78% of the teacher-educators suggest topics for community work. However, 22% of the teacher-educators did not suggest topics to student-teachers for undertaking community works during internship.

Discussion

The present study found that 75% of the student-teachers need to prepare lesson plans, 92.25% of the student-teachers developed visual TLMs for practice teaching and 98.75% of the student-teachers agreed that they must do case study/action research, majority of the prepared diagnostic tests, action research and organize co-curricular activities during internship. Patel (2018) supported that student-teachers prepared charts, assignments, diagnostic tests, question papers, and teaching aids, as well as prepared action research proposals. Anees, (2022) also supported that classroom observation helps to prepare forthcoming teachers to observe several characteristics of teaching such as teaching methods, use of teaching-learning materials, teaching strategies, co-curricular activities, presentation of micro-teaching skills, remedial measures etc. According to Adams et al. (2020) classroom management is necessary to handle the rising topic during the internship period of the student-teacher. Paramanik (2019) found in the study that during the internship, different activities completed by the student-teachers such as the development of lesson plans, content analysis, development and use of TLMs, student assessment, monitoring student learning, clarifying student's doubts, home assignments, development of various teaching skills, organization of co-curricular activities. Practice-oriented courses and components of the program are more fruitful and valuable to make teaching successful. It helps interns to share ideas and experiences (Smith et al., 2019). Effective teaching materials for essay writing in language materials for illustration can improve students' performance (Fidelia 2015). Most of the students expanded their knowledge, got better methods of teaching planning, and increased their competence to be more creative after getting internship experiences (Jogan, 2019). The present study found that 44.25 % of the student-teachers said that they have taken

classes besides their method subjects. Longchar, (2022) supported that 67% of schools give the trainees to take extra classes. The study also supported that 53% of the principals responded said that trainees take remedial classes to the students. Yeptho, (2021) also supported that trainees have conducted list of activities such as participated in staff meeting, conducting morning assembly, participated in social work, students' class test and exams etc.

NCTE 2014 regulation has highlighted different activities or tasks that must be practiced and completed by the student-teachers to be independent and responsible teachers. The tasks include writing lesson plans, lesson plans, teaching-learning materials, classroom activities, research, and community work. Das and Gogoi (2020) also found in their study regarding video recording and peer evaluation among the student-teachers during the evaluation of practice teaching under Tezpur University in Assam. It is also found from this study that the institution conducts different orientation programs or workshops on preparation of TLMs, blueprint, action research, lesson plans and case study, etc. for the proper implementation of the practical tasks during internship. Apart from these they also organize innovative co-curricular activities such as street play for awareness on recent topics, problem related to community etc.

OBJECTIVE NO 3

Objective No 3

To Study the Issues and Challenges faced during the School Internship Program. The collected data is summarized respondent-wise.

Data collected from Student-Teachers

The following data collected from the student-teachers regarding issues and challenges faced during the school internship program. The data collected from the survey is organized into three themes such as.



Chart No 4.3.1: Issues and Challenges faced during the School Internship Program

4.3.0 : Pedagogical Challenges

4.3.1 Responses to Pedagogical Challenges

To investigate the pedagogical challenges during the internship, the researcher has reached out to the student-teachers using an open-ended questionnaire. In the open-ended questions, student-teachers were asked to write some major challenges that they have faced during internship. The participants have highlighted various challenges and most of them have written about the same challenges faced by them during the internship. Based on all the open and closed ended items the researcher has divided the data related to pedagogical challenges were divided into sub-themes. These are- i) Classroom Management ii) Time Management, iii) Lesson Planning, iv) Preparation of TLMs, v) Guidance and Cooperation vi) School-Based Activities.

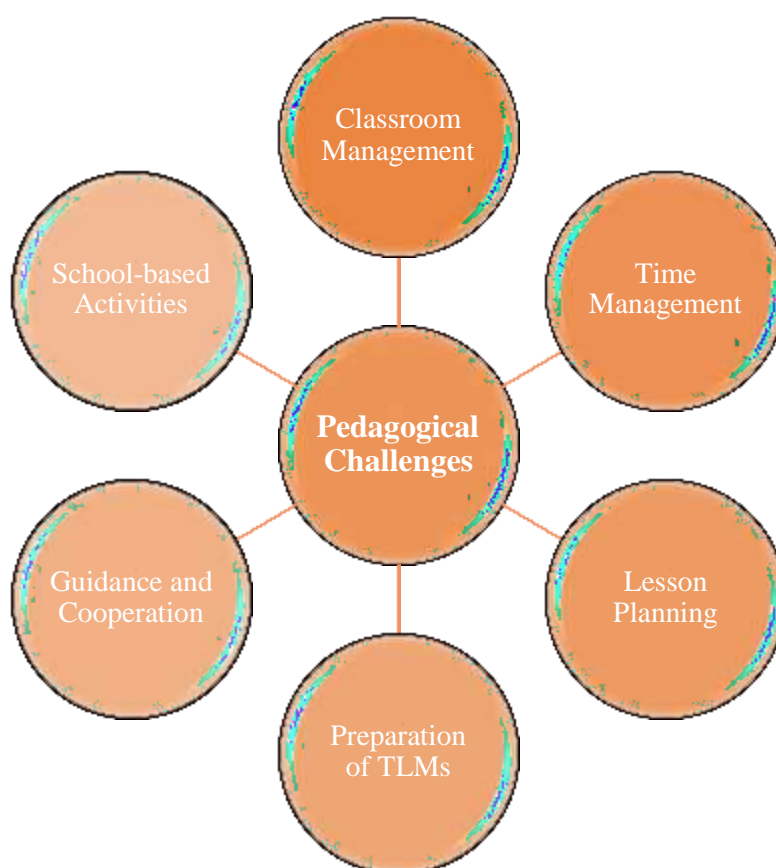


Chart No 4.3.2: Different sub-themes related to Pedagogical Challenges

1) Classroom Management

One of the major pedagogical challenges the student-teachers faced during internships is classroom management.

- The study shows that 70 % of the student-teachers expressed that attracting students to learn in the classroom is difficult.
- It has been found that 65% of the student-teachers faced the problem of indiscipline pupils in the classroom.
- However, 40 % of the student-teachers said pupils did not bring textbooks.
- One of the student-teachers expressed that “*it was difficult to take class between 90-105 students in a single class. Various problems were there regarding the classroom. In this school, the pupil-teacher ratio is very high.*”

Table No 4.3.1: Percentages of Student-Teacher Responses on Problems Faced while Teaching in the Classroom

Did the student-teachers face challenges while teaching such as-	Responses of student-teachers	
a) Classroom management	Yes	87.5%
	No	12.5%
b) Apply innovative teaching methods in the classroom	Yes	21%
	No	79%

Table No 4.3.1 shows that 87.5% of the student-teachers agreed they faced problems while managing classroom teaching. However, 12.5% of the student-teachers did not face problems while managing the classroom teaching. The result also depicts that 21% of the student- teachers apply innovative teaching methods in the classroom. However, 79% of the student- teachers did not apply innovative teaching methods in the classroom.

2) Time Management

- It has been found that 60% of the student-teachers could not manage time during internship.
- Another student-teacher explained regarding time management that *"I made a proper list for my work and organized some time for course activities."*
- However, 60% of the student-teachers said they were overloaded with different work. It is observed that they must struggle to balance activities of school and internship responsibilities. Due to limited supervision, student-teachers may struggle to effectively manage time to complete their tasks.
- The study shows that 50% of the student-teachers expressed that they faced too much work pressure, like extra classes and many assignments.

3) Lesson Planning

- It has also been found that 30% of the student-teachers replied that it was difficult to make lesson plans and TLMs daily for both math and science as they must maintain other activities.
- Regarding lesson planning one of the student-teachers said that *"sometimes following lesson plan in the actual classroom is not effective. It was difficult to execute the plan properly. Pupils feel bored"*.
- One of the student-teachers said that *"Making lesson planning is too time consuming. But it is helpful for us to take the class systematically."*
- One of the other student-teachers also said that *"We also find challenges to prepare lesson plans due to lack of resources like textbooks, reference materials, and other teaching aids."* It has been observed that inadequate topic knowledge, a lack of clarity regarding learning outcomes, limited understanding of teaching strategies and a lack of classroom experience all contribute to the challenges that B.Ed. Student-teachers have while preparing lessons.

4) Preparation of TLMs

Teaching aids are essential for classrooms. Learning resources, often known as teaching materials, are essential for teachers. Student-teachers must make different teaching and learning tools based on their lesson plans.

- It has been found that 70% of the student-teachers faced problems while preparing teaching aids during internships. It can be costly to produce educational materials, especially if unique tools are required.
- However, 50% of the student-teachers said they had to spend money preparing TLMs.
- One student-teacher said, "*There was no use of audio-visual aids in the TEIs during orientations. But they only had to prepare two digital lesson plans*". It could be difficult for B.Ed. Students incorporate technology into their lessons. Therefore, it can be necessary to acquire new abilities around educational technology use.

Table No 4.3.2: Percentages of Student-Teachers Responses to Challenges Faced while using ICT in the Classroom

Did the student-teachers face challenges while teaching in classroom such as-	Responses of student-teachers	
		Yes
Use of ICT in classroom teaching	No	15%

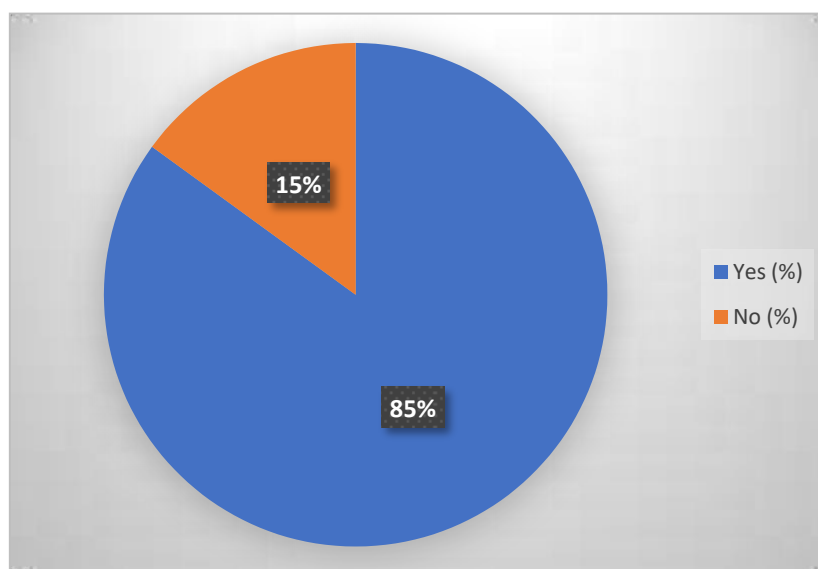


Figure No: 4.3.1: Graphical representation of the percentage of student-teacher responses on problems faced while using ICT in the classroom

The study shows that 85% of the student-teachers faced problems using ICT in the classroom. One student-teacher said, *"There are some issues with using ICT in classrooms while teaching, such as problems with the projector and poor Wi-Fi connectivity."* On the other hand, 15% of the student-teachers said they did not face problems while using ICT in the classroom.

5) Guidance and Cooperation

Some of the statements are quoted here in data interpretation to maintain the authenticity of the actual data.

- It was found that 55% of the student-teachers said the orientation program was not properly organized in the Teacher Education Institutions.
- One student-teacher replied, *"There was no proper guidance during orientation for method subject. The orientation was general for all it was. The institution's principal guided and oriented all students"*. The guidance provided to them was not sufficient. They want more. Due to a lack of proper communication between the student-teachers and their supervisor, they might face challenges. Sometimes, due to the supervisor's busy schedule or lack of interest.
- One of the student-teachers also said that *"micro-teaching was not implemented properly due to shortage of time."*

6) School-Based Activities

Student-teachers were asked questions related to school-based activities to find out the challenges they have faced during internship. Apart from putting tick marks in many options of the questions, there is another option such as "if any other". If the student- teachers want they can also write additionally their own opinion.

Table No 4.3.3: Percentages of Student-Teacher Responses on Challenges faced while Organizing following School-Based Activities

Did the student-teachers face challenges while organizing the following school-based activities? Please put tick marks in the activity. (Student- teachers can put tick marks more than one options)	Responses of student-teachers	
	Frequency	Percentage
a) Analysis of school syllabus and textbooks	111	27.75%
b) Observation of classroom teaching of peer students	22	5.5%
c) Preparation of lesson plans	211	52.75%
d) Development of teaching-learning resources	321	80.25%
e) Preparation of question papers and othertools	103	25.75%
f) Conducting case study and action research	167	41.75%
g) Organization of parent teachers' meeting	201	50.25%
h) Conducting community works	100	25%

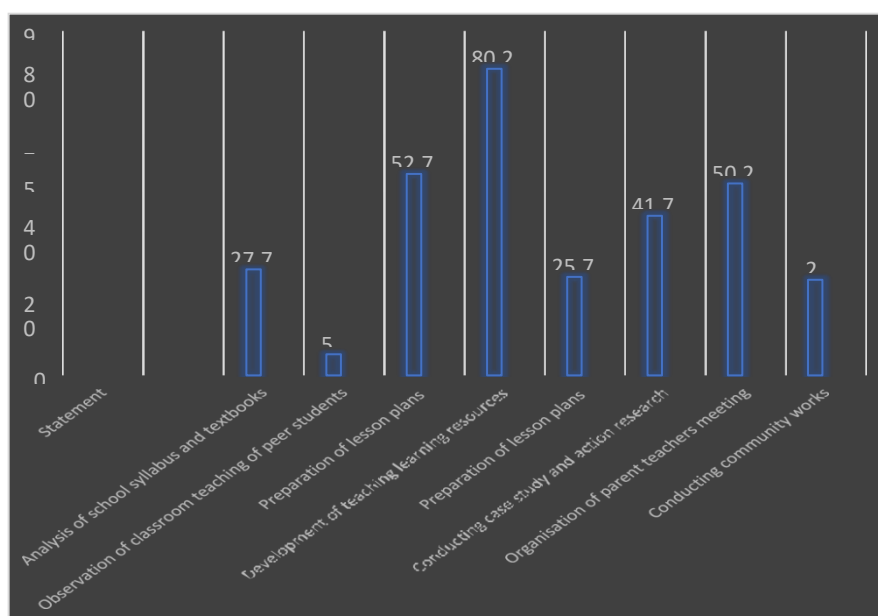


Figure No: 4.3.2: Graphical representation of the percentage of student-teacher responses on Challenges faced while organizing the school-based activities

Table No 4.3.3 and Figure No 4.3.2 shows that 80.25% of the student-teachers stated they face problems while developing teaching-learning resources. One student-teacher revealed that *during the development of TLMs, I must spend money from myself to buy different stationeries.*

Another student-teacher also revealed the similar statement that *“I spend money from my selves to buy stationeries while preparing TLMs. Besides, one student-teacher expressed that “it takes time and effort to make more TLMs”.*

According to 52.75% of the student-teachers, they faced problems while preparing lessonplans. Moreover, one student-teacher also expressed additionally that *we must write so*

many lesson plans, and we have to explain it more. One of the student-teachers also expressed that *“I find it too difficult to write so many lesson plans”.*

It has been found that 50.25% of the student-teachers replied that they face problems while organizing parent-teacher meetings. Besides, two of the student-teachers also said the similar statement that *I feel lack of cooperation from the school teachers.* Moreover, another student-teacher *said that “get lack of cooperation from parents for organizing theparent-teacher meeting”.*

The result shows that 41.75% of the student-teachers expressed that they faced problems while conducting case studies and action research. Two of the student-teachers disclosed similar points such as *for research activities, I need more guidance.*

Table No 4.3.4: Percentages of Student-Teachers Responses on Challenges faced Regarding Cooperation

Description	Responses of student-teachers	
	Frequency	Percentage
Regarding cooperation, what kind of challenges did you face during internship in school? (Student-teachers can put tick marks more than one options)		
a) Lack of cooperation from teacher-educators while writing lesson plans	198	49.5%
b) Lack of cooperation from mentor teachers in school during teaching	255	63.75%
c) Interference of senior school teachers regarding class timetable	101	25.25%
d) Unavailability of classes for teaching	365	91.25%

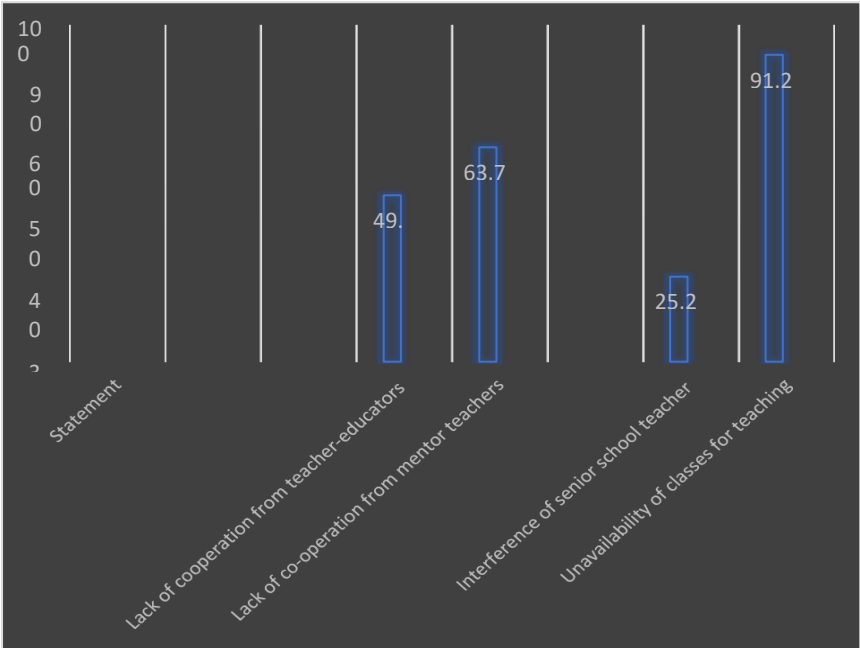


Figure No: 4.3.3: Graphical representation of the percentage of student-teacher responses on challenges faced regarding cooperation

Table No 4.3.4 and Figure No 4.3.3 shows that 91.25% of the student-teachers replied that there was unavailability of classes for teaching. 63.75% of the student-teachers agreed that there was a lack of cooperation from mentor teachers during teaching. Moreover, 49.5% of the student- teachers disclosed that they faced a lack of cooperation from teacher-educators while writing lesson plans. Besides, 25.25% of the student-teachers received interference from senior school teachers regarding class timetables.

4.3.0 : Facilities Issues

The researcher has collected data from student-teachers through an open-ended questionnaire. The questions related to the availability of facilities. The responses are discussed below.

4.3.1 Facilities issues faced by the student-teachers

The main issues faced by the student-teachers in internship school are shown in table 4.3.4.

Table No 4.3.5: Percentages of Student-Teachers Responses on Availability of Infrastructural and other Facilities in Internship School

Which of the following facilities are available for student-teachers in the internship school?	Responses of student-teachers	
	Yes	No
a) Availability of textbooks	24.5%	75.5%
b) Availability of separate common room for student-teachers	7.5%	92.5%
c) Availability of proper drinking waterfacilities	77.75%	22.25%
d) Availability of Canteen	6.25%	93.75%
e) Availability of separate toilet facilities aremale and female/others	87.5%	12.5%
f) ICT facilities	05%	95%
g) Laboratories	22.5%	77.5%
h) Multipurpose Hall	15%	85%

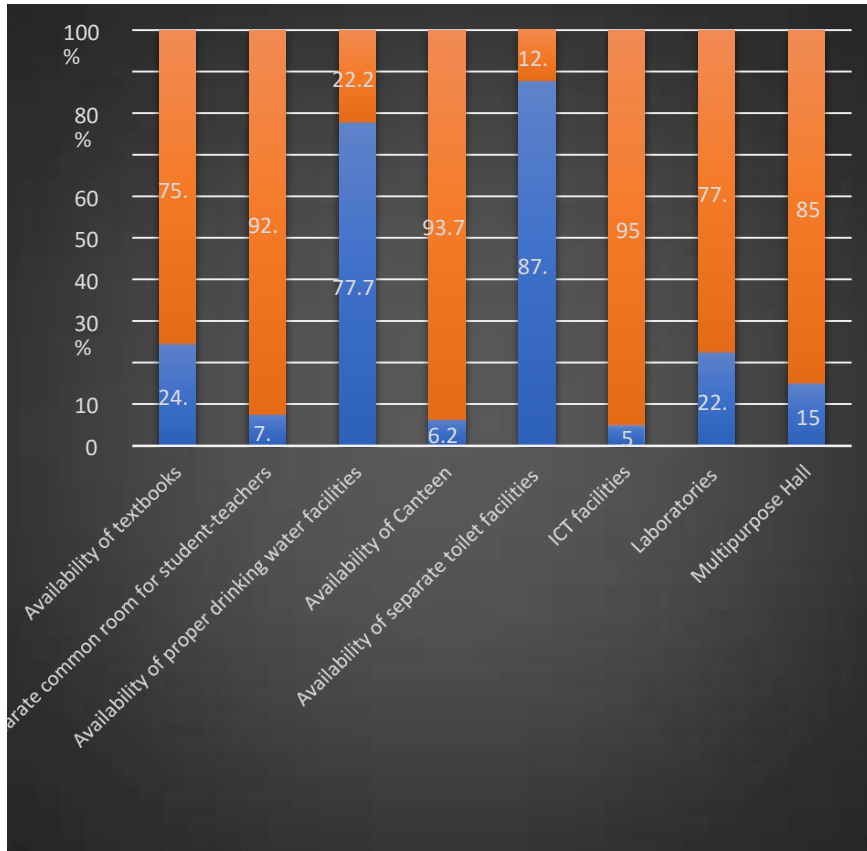


Figure No: 4.3.4: Graphical representation of the percentage of student-teacher responses on availability of infrastructural and other facilities in internship school

Table No 4.3.5 and Figure No 4.3.4 show that 92.5% of the student-teachers portray that there is no availability of separate common room for student-teachers. It has been found that 93.75% of the student-teachers expressed that there is no facility for the canteen in schools, and 75.5% of the student-teachers described unavailability of textbooks in schools. However, 87.5% of the student-teachers revealed the availability of separate toilet facilities for males and females/others, and 77.75% disclosed that proper drinking water facilities were available in internship schools. Moreover, 58% of the student-teachers faced problems with transportation during the internship.

4.3.0: Psychological Challenges

The researcher used an open-ended questionnaire to gather information from student-teachers about the psychological challenges that student-teachers face throughout their internship experiences in schools.

4.3.1. Psychological Challenges

It is observed that various major challenges are faced during school internship programs by the student-teachers, teacher-educators and administrators regarding orientations, supervision, cooperation, and classroom-related activities.

- The result shows that 24.5% of the student-teachers felt nervous while delivering in a large classroom.
- Besides, 40% of the student-teachers said that they get less co-operation from their peer student-teachers.
- However, 20% of the student-teachers find a lack of interest of the school teachers in participating in activities conducted by the trainee teachers.
- It has been found that 10% of the student-teachers expressed that it was due to health-related issues like illness and head pain. They faced problems during the internship.

Table No 4.3.6: Percentages of Student-Teachers Responses on Conducting Meetings for Student-Teachers during Internship

Description	Responses of student-teachers	
Does the institution conduct meeting in between internship related to challenges faced by the student-teachers?	Yes	4.75%
	No	95.25%

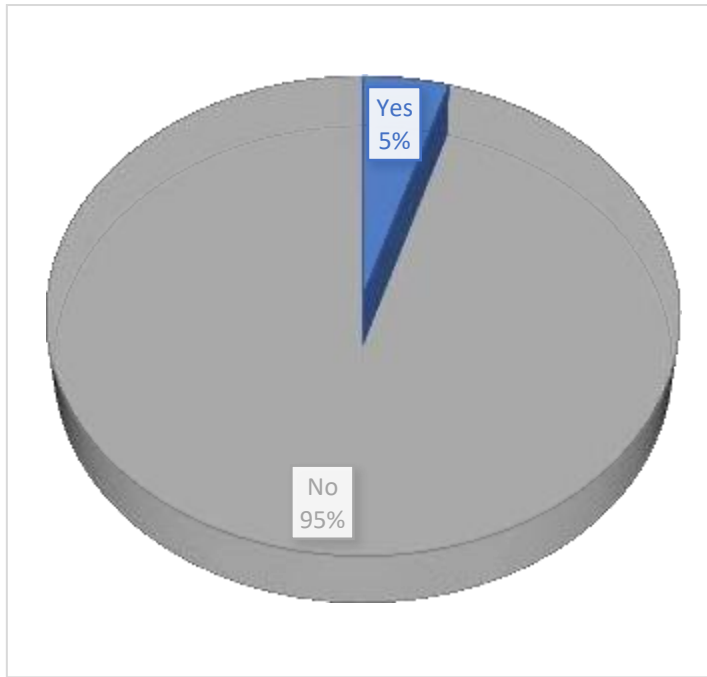


Figure No: 4.3.5: Graphical representation of the percentage of student-teacher responses on conducting meetings for student-teachers during the internship

It is shown that in Table No 4.3.6 and Figure No 4.3.5 that 95.25% of the student-teachers disclosed that the institution did not conduct meetings related to problems faced by the student- teachers during the internship. On the other hand, 4.75% of the student-teachers disclosed that the institution conducts meetings related to problems faced by the student-teachers during the internship.

Table No 4.3.7: Percentages of Student-Teachers Responses on Stipend for the Student-Teachers during Internship

Description	Responses	
	Yes	No
The student-teachers should get a stipend for the Internship	95%	05%

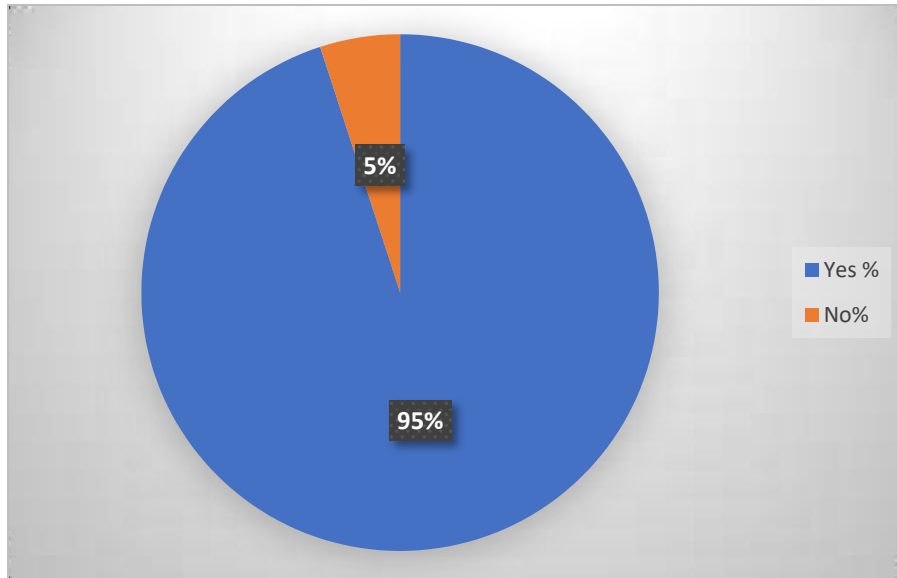


Figure No: 4.3.6: Graphical representation of the percentage of student-teachers responses on stipend for the student-teachers during internship

Table No 4.3.7 and Figure No 4.3.6 show that 95% of the student-teachers disclosed that they want a stipend for internship program. On the other hand, only 5% of the student- teachers said that they did not want a stipend for internship program.

Data collected from Teacher-Educators

For the fulfillment of third objective, the following data has been collected from teacher- educators regarding issues and challenges faced during the school internship program. The data collected from the teacher-educators is summarized into three themes such as-

1) Guidance

Teacher educators were asked question regarding challenges faced while giving guidance to student-teachers.

Table No 4.3.8: Percentages of Teacher-Educators Responses on Challenges Face while Guiding Student-Teachers to conduct the following Activities

Did teacher-educators face challenges while guiding student-teachers for conducting following activities? Please put tick marks in the activity. (Teacher-educators can put tick marks more than one options)	Responses of Teacher-Educators	
	Frequency	Percentage
a) During orientation	16	32
b) Developing TLMs	15	30
c) During practice teaching	24	48
d) Research work	11	22
e) Community works	21	42

Table No 4.3.8 shows that 48% of the teacher-educators replied that they faced problems while guiding students in practice teaching. The table also shows that 42% of the teacher-educators faced problems while guiding students in community work. 32% of the teacher-educators faced problems while guiding them during orientation. On the other hand, 30% of the teacher-educators faced problems while guiding students in developing TLMs.

Table No 4.3.9: Percentages of Teacher-Educators Responses on Conducting Meetings for Student-Teachers during Internship

Description	Responses of teacher-Educators	
		Yes
Does the institution conduct meeting in between internship related to challenges faced by the student-teachers?	No	80%

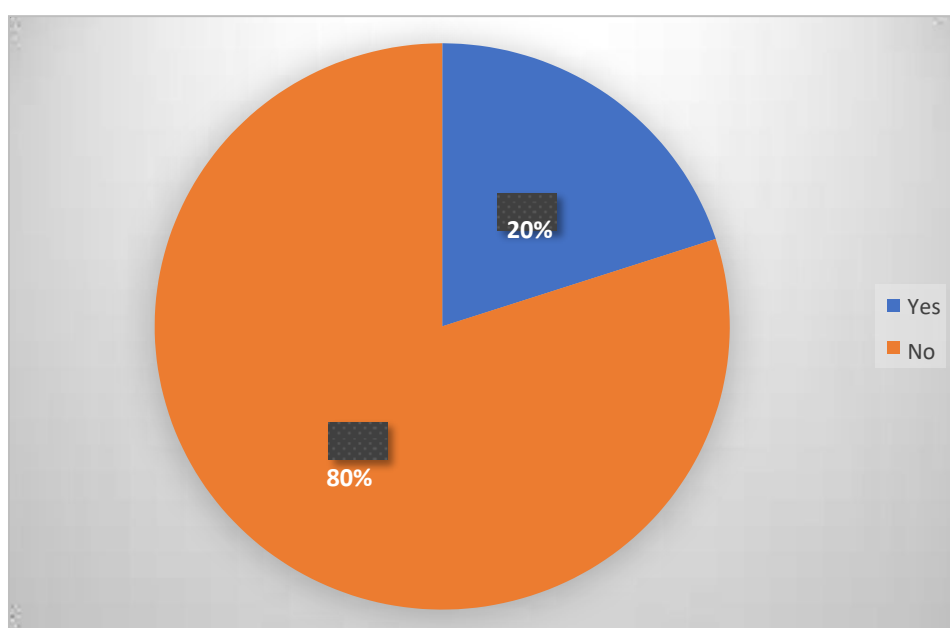


Figure No: 4.3.7: Graphical representation of the percentage of teacher-educators responses on conducting meetings for student-teachers during the internship

From Table 4.3.8 and Figure No 4.3.7 it is shown that the majority (80%) of the teacher-educators said that they did not conduct meetings related to problems faced by the student-teachers. On the other hand, 20% of the teacher-educators agreed that they conduct meetings related to problems faced by the student-teachers during the internship.

2) Classroom Management

The study found one of the major challenges is classroom management. The teacher-educators expressed their opinions in the open-ended questions.

- The study shows that 48% of the teacher-educators said that adapting to a new school environment is difficult, especially regarding time management.
- Moreover, one of the teacher-educators said that *“one of the major problems the student-teachers faced during practice teaching is classroom management problem. They find it’s very difficult to manage the different IQs of students in the classroom.”*
- One of the other teacher-educators also said the similar statement that *“it’s a bit problematic to manage the diverse IQs of students in the classroom”*.

3) Preparation of TLMs

Another challenge highlighted by the teacher-educators is about preparation of TLMs.

- The study reveals that 52% of the teacher-educators also highlighted that student-teachers faced challenges while preparing various TLMs for teaching.
- Additionally, one of the teacher-educators said that said, *“It is difficult for student-teachers to meet diverse needs of the students through teaching aids because they are sometimes unable to balance between creating visually attractive teaching aids.”*

Data collected from the Principals through Interviews

The following are the responses collected from the principals through interviews. Regarding challenges, the responded replied to their different opinions.

- It was observed that 70% of the principals said that schools find difficulties managing their timetable for internship. Because already schools have their academic calendar. These are the major challenges the TEIs face for internship.
- However, the study also found that 30% of the principals stated that there is no supervision training for teacher-educators from the affiliating university.

- It has been found that additionally one of the principals explained that *"As per GU B.Ed. course, internship is for four months. It is a long period. We have 100 STs intake capacity. We must allow each student-teacher in the different schools. There are three B.Ed. colleges in Nagaon town, and each college has to send them for internship in some allotted particular schools. We face some problems due to this reason."*
- The study shows that one of the other principals said, *"sometimes we must shift the student-teachers to another school. Student-teachers do not get the class in that selected school due to lack of cooperation from that school."*

Data collected from the Headmasters through Interviews

The following is the data from the headmasters regarding issues and challenges faced during the school internship program.

1) Time Management

It is observed that 85.71 % of the headmasters expressed that they must arrange the timetable for student-teachers with their routine. It is not easy to manage for the schools.

2) Classroom Management

- It has been found that 6% of the headmasters said that student-teachers were unable to complete the school syllabus on time.
- One of the headmasters said, *"student-teachers were very poor in classroom management, and it creates trouble in the classroom."*
- Another headmaster said, *"using different methods in the classroom takes more time. Therefore, student-teachers find difficulties in covering the syllabus for the pupils."* Internships in schools can be a great learning experience. However, time management can be difficult for student teachers because, within the limited time, student teachers must complete teaching responsibilities and multiple tasks such as developing and implementing lesson plans, giving lectures, attending meetings and evaluating student work.

Student teachers can have extracurricular activities and other outside commitments that must be balanced with their internship requirements.

3) Facilities Issues

- On the other hand, headmaster said that *"we provide a separate room for the student- teachers. We have a common teacher's room. All the student-teachers have to sit near regular teachers."*
- On the other hand, one of the headmasters said similarly that *we have a sufficient number of textbooks in our school as well as we have other facilities like canteen, proper drinkingwater for our staff.*

4) Psychological Challenges

- Regarding psychological challenges one headmaster said that *"some student-teachers were absent at school due to problems like health, illness"*.
- Another one headmaster said that *"student-teachers were regular during the internship. Sometimes, due to their illness, they were absent from school"*.

Discussion

The present study found that 87.5% of the student-teachers agreed that they were unable to manage the classroom while teaching and majority of the student-teachers could not manage time and find difficulty while preparing TLMs and lesson plans. Kamukwema & Neumbo (2021) supported that student teachers faced challenges while preparing lesson planning, selecting appropriate teaching methods, dealing with large class sizes, lack of teaching and learning materials, and find challenge to manage student behavior etc. Sharma & Chahal (2020) also supported that the interns faced challenges like transportation issues, safety concerns, and lack of support from school teachers during internship program. Bonia & Singh (2022) also supported that in there are lots of problems such as lack of appropriate infrastructure, consistent maintenance, lack of proper ICT facilities and available competent staff etc. in TEIs in Assam. Mitra, S (2015) supported that student teachers face challenges in classroom management, mostly in government-aided schools with socioeconomically different pupil populations. Patel (2018) also supported that student - teachers faced

different challenges such as in classroom management, long distances to practice schools, preparing a large number of lesson plans, interacting with school students, lack of cooperation from government school teachers, and insufficient assets and infrastructure in practice schools during internship. Jogan (2019) found in his study that student-teachers faced internship limitations. It is observed from the Das and Gogoi (2020) study that during the implementation of a two-year B.Ed. course, both the Assam University and Tezpur University also faced problems such as teacher-educators did not use video recording and reshooting during the internship to provide feedback and comment to the student-teachers, lack of sufficient time evaluating the answer scripts by the teacher-educators, non-availability of numbers of secondary schools for internship program. According to Tialila L's (2022) study, 16% of the teacher-educators exposed that fewer faculty leads to too many student-teachers during the internship. 32% of the teacher-educators represented that, at the same time, many student-teachers are taking classes in school. That is why they always find problems observing properly, and 04% of the teacher-educators said they were supervising without a travel allowance. According to this study, 25% of the respondents also revealed that B.Ed. colleges did not conduct feedback sessions with the teacher trainees. Paramanik,(2019) also supported in the study that they get less feedback from the supervisors and cooperative teachers. Yeptho, (2021) also found problems that inadequate supervision by the supervisor and school teachers were not cooperative. The study also supported that a few responded said that writing lesson plan is hard and not interesting.

The social, psychological, and pedagogical problems can distract the objectives of teacher training programs (Panda and Nayak, 2014). Teaching is challenging, difficult and changeable (Bullough et al., 2006) from time to time since the interns have done well during the internship where the mentor occupies a positive and strong role in interns' development. Proper commitments and gender issues might be important factors in attracting the teaching profession

(Moses et al., 2016). Timor (2017) supported the study to understand the internship process, renamed as 'journey' and its features and difficulties, both positive and negative instants of the internship. Novice teachers' dropout rate may increase due to

a lack of emotional sides like support, appreciation, not being paid, and work positions (Zimmerman, 2013). There are many countries in the U.S. (13.8%), Canada (16%), Australia (25%), like teachers leave their profession because of reasons (Timor, 2017). Nagarathna (2018) mentioned in their study that 20-25% of the student teachers disclose about lack of corporation from the practicing school teachers, unavailability of classes, guidance and supervision provided by the teacher-educators was not sufficient. Due to inappropriate sleeping timetable, shortage of sleeping hours due to the over mental workload such as limited time frame, performance, physical stress, effort, tension which is a result of anxiety, depression, anger, interpersonal sensitivity (Ozkan, Ozdevecioglu, Kaya, and Özs, 2015) using mobile phones, other electronic devices that can change and may create negative effect in work schedules (Patten, Kircher, Östlund, & Nilsson, 2004), girls during menstrual periods faced weakness, pain or uneasiness or mood swings, frequently changing sanitary pads, maintaining hygiene, use of hygienic products, cleanliness practices during menses, marital status which is directly related to their health (Farid, 2016) and other issues like menstrual myths, parental negative attitude towards menstrual period, limitations on taking bath, restrictions to consume food and drinks during periods, sources of guidance, family income, challenges in schools like insufficient separate lavatory for girls, water supply, not enough places for resting etc. (Sommer, Ackatia-armah, Connolly, and Smiles, 2015). Longchar, (2022) said in the study that facilities like drinking water were not provided by 20% of the internship schools. Najmuddeen, (2021) supported that there was no ICT facilities in one of the classroom to show the content for the pupils. However, 27% of the practicing schools have not provided laboratory equipment to the trainees. The study also supported that principal face problems while giving assessment to the trainee. Paramanik, (2019) found in the study that wrong and confusing guidance was given to them in the action research project during internship. Kushwaha, (2018) explained about supervisor's feedback on their lesson plan and subject supervisor's evaluate regular classroom teaching of the interns.

OBJECTIVE 4

Objective 4

To Seek Suggestions from the Respondents for the Smooth Functioning of the School Internship Programme.

The researcher has collected data from student-teachers and teacher-educators through an open-ended questionnaire. To fulfill this objective, suggestions also taken from the headmasters of internship schools and the principals of TEIs. The collected data is summarized separately respondent-wise.

Data collected from Student-Teachers

The following data collected from the student-teachers regarding suggestions for smooth functioning of the school internship programme. In the open-ended questions student-teachers have written their suggestions. There are various suggestions received from the student-teachers. Most of the suggestions are like other responded and some of the student-teachers have written many suggestions. Based on the collected data, the researcher has summarized the data into certain themes. The researcher has also presented the data in percentages. The themes are-

- **Nature and Planning of Internship**
- **Orientation**
- **Cooperation from Internship School**
- **Tasks/ Activities of Internship**
- **Feedback**
- **Improvement of Infrastructure Facilities**

1) Nature and Planning of Internship

Each of the respondents has given their suggestions in different categories. The following are the suggestions collected from the student-teachers, which are summarized into sub-themes such as a) Clear guidelines, b) Clear objectives, c) Nature and duration, d) Collaborative partnerships, e) Flexibility, f) Supervision.

a) Clear Guidelines

The study shows that 29% of the student-teachers said regarding clear guidelines that they need clear guidelines for each activity of the internship program.

b) Clear Objectives

It has been found that 54% of the student-teachers said that the objectives of the internship should be very clear.

c) Nature and Duration

- It has been found that 75% of the student-teachers have replied that internships should be paid for student-teachers.
- One of the student-teachers said, "*method of teaching and a more creative approach to education is needed in teaching and teacher training.*"
- The results show that 60% of the student-teachers replied that more emphasis should be given to practical knowledge rather than a load of paperwork.
- One of the student-teachers stated that "*the internship program should be six months long*".

d) Flexibility

The study shows that 72% of the student-teachers have suggested flexible work schedules and responsibilities during the internship.

e) Supervision of Internship

- It has been found that 89% of the student-teachers answered that there should be proper supervision for making teaching aids.
- One of the student-teachers highlighted that "*it should not be biased while guiding the student-teachers.*"
- The study also reveals that 56% of the student-teachers said that the individual attention of the supervisor for each student-teacher is necessary.
- The study shows that 55% of the student-teachers explained that the monitoring system should be improved.

2) Orientation

Regarding orientation, student-teachers have suggested some similar statements. The researcher has categorized the data into some sub themes such as a) Introduction of the school b) Micro teaching c) Clarify the student-teacher responsibilities and d) Training Programs.

a) Introduction of the School

- It has been found that 60% of the student-teachers expressed that there should be a proper introduction class to the school's mission, vision and goals.
- The result also shows that 12% of the student-teachers said they needed to introduce themselves to the school campus and main staff members before starting the internship program.

b) Micro Teaching

The study reveals that 65% of the student-teachers revealed that each teaching skill should be equally important for practicing during micro-teaching in TEIs.

c) Clarify the Student-Teachers Responsibilities

The study shows that 54% of the student-teachers said that during orientation, they must properly clarify all the internship's rules, responsibilities and tasks.

d) Training Programs

The study reveals that 78.75% of the student-teachers have suggested that teacher-educators should arrange separate orientation programs on the training of preparing TLMs for class, low-cost TLMs, and lesson plans, and on action research.

e) Inclusive

It has come to know that 85% of the student-teachers need training in how to deal with below-average students in classrooms should be taught.

3) Cooperation from Internship School

Institutional Arrangements and Cooperation

- The result of this study suggested that 23.75% of the student-teachers are exposed that there is need for the institutional arrangement and cooperation between TEIs and internship schools.
- It has been found that 15% of the student-teachers disclose that there should be proper cooperation from the mentor-teachers in schools.
- The result shows that 07% of the student-teachers should not be interface of

senior teachers in managing the table during the internship. They should only guide the student-teachers.

4) Tasks/ Activities of Internship

- The study revealed that 78.75% of the student-teachers said that the number of activities should be minimized for internship.
- It has come to be found that 77.5 % of the student-teachers expressed that the number of lesson plans should be reduced.
- It has been found that 12% of the student-teachers expressed that there should be the same lesson plan format for all TEIs.
- The result also shows that 40% of the student-teachers said there should be fewer extra classes during the internship.
- It has been found that 73.75% of the student-teachers suggested that more emphasis should be given to practical knowledge rather than a load of paperwork.

5) Feedback

- The study found that 52.5% of the student-teachers suggested that teacher-educators should provide feedback and comments to the student-teachers on all the activities they completed during the internship. So that they correct and improve it.

6) Improvement of Infrastructure Facilities

Responses from the respondents regarding infrastructure facilities are given below.

Some respondents have made major suggestions to address the challenges of lack of resources and infrastructure.

- **Size of the Classroom**

It has been found that 36% of the student-teachers said that the classroom size should be large. One of the respondents replied that "*smart classrooms and other ICT facilities should be included in school.*"

- **ICT Arrangements**

It has been observed that 27.5 % of the student-teachers have suggested that there should be proper ICT arrangements in Teacher Education Institutions as well as internship schools.

- **Availability of Books and Materials:** It has been found that 62.5% of the student-teachers suggested that there should be proper orientation material and good-quality books for action research in the TEIs and internship schools.
- **Laboratory Equipment:** The study shows that 6.26% of the student-teachers expressed that schools should have proper laboratory equipment for science subjects. Moreover, one of the respondents said that we must increase the resources for science laboratories in our schools.

Data collected from Teacher-Educators

Some of the respondents have given more than one suggestion regarding smooth functioning of internship program. Based on the collected data, the researcher has categorized the data into certain themes. These are-

a) Nature and Duration

- The study revealed that 36% of the teacher-educators supported that internships should be paid for student-teachers.

b) Uniformity

- It is observed that 04% of the teacher-educators stated that there should be uniformity in conducting school internships in Assam.
- The study depicts that 36% of the teacher-educators supported TA for the student-teachers and teacher-educators during the internship period.

c) Tasks/ Activities of Internship

- It has been found that 11% of the teacher-educators suggested that student-teachers should try to manage time to give notes and conduct tests and remedial classes in schools.
- It has been found that 10% of the teacher-educators disclose that school teachers can show interest in participating in student-teacher activities.
- The study shows that 35% of the teacher-educators suggested that the mentor teachers should help the trainees during data collection for their action research works in school.

d) Facilities

The following is the data found regarding facilities.

- It has been observed that 15% of teacher-educators said there should be ICT facilities in classrooms, like projectors and Wi-Fi connectivity.

- The result shows that 20% of the teacher-educators expressed that there should be transportation facilities for the student-teachers during the internship.
- The findings of the study depict that 25% of the teacher-educators expressed that school textbooks should be available in internship schools for the trainees.
- Moreover, it has been found that 10% of the teacher-educators said there should be a common room available for student-teachers in schools.

e) Assessment

- It has been observed that 40% of the teacher-educators highlighted that all the TEIs should have a common criterion for assessing and evaluating the internship.

Suggestions Collected from Principals of TEIs through Interview

Some of the respondents have given more than one suggestion regarding smooth functioning of internship program. Based on the collected data from the principals, the researcher has categorized the data into certain themes. These are-

a) Professionalism

- The study shows 57.14% of the principals opined that student-teachers should follow a professional attitude during the internship period.
- One of the principals said that *student-teachers should dress nicely, show up on time, and treat other students, teachers, and staff with care.*

b) Ethical Guidelines

- One of the principals said that *ethical guidelines are important during the internship program.*

c) Collaborative Partnerships

- One of the principals expressed that *there should be a collaboration between the school and TEIs regarding different internship activities.*

d) Supervision of Internship

- It was found that 30% of the principals expressed that there should be supervision training for teacher-educators from the affiliating universities.

e) Cooperation

- All the principals expressed that internship schools should cooperate fully with the TEIs for the internship program.

f) Parent-Teacher Communication

- The study's findings show that 29% of the principals said that student-teachers must communicate with the parents to update them about their child's progress and the learning process.

Suggestions collected from Headmasters of Internship Schools through Interviews

Some of the respondents have given more than one suggestion regarding smooth functioning of internship program. Based on the collected data, the researcher has categorized the data into certain themes. These are-

1) Clear Objectives

- All the headmasters agreed that there should be clear objectives in the trainee's mind regarding the internship program.

2) Clear Guidelines

- One of the headmasters said that *"there should be clear guidelines for school internship regarding roles and responsibilities of the interns, mentors, and the school administration."*

3) Inclusive

- One of the headmasters said, *"student-teachers should be trained to deal with children with special needs."*

4) Arrangements and Cooperation

- One of the headmistresses said that *"all the student-teachers should take their classes seriously. A few were taking classes casually just to complete their internship program"*.
- The result shows that 35.71% of the headmasters said that TEIs could invite the teachers from the internship schools after completing their internship program to share the experience during this period.

5) Stay Updated

- The result of the study shows that 42.85% of the headteachers said that student-teachers should keep updating themselves with the use of different teaching methods in the classroom.

6) Adaptableness and Flexibility

- It has been found that 20% of the head teachers describe that student- teachers should be flexible and ready to deal with changes that might come up in the classroom.

7) Professional Ethics

- It has been found that 42.85% of the headmasters also said that student-teachers should know about professional ethics and try to be role models for the school students.

8) Involvement with Students

- It has been also found that 10% of the headmasters expressed that student-teachers can build a positive and supportive learning environment with the school students.
- The study found that 10% of the headmasters also suggested that student-teachers should try to complete the school syllabus on time.
- It has been found that 42.85% of the headmasters stated that there should be a teaching aid exhibition for school students organized by the student-teachers. So that school students can get knowledge of different teachingaids.

9) Supervision

- It has been found that 28.57% of the headmasters disclosed that teacher-educators should visit the school and supervise the student-teachers' activities regularly. Teacher-educators could encourage them to do their classes properly.

10) Evaluation

- The result shows that 10% of the headmasters also advised that they should learn how to effectively evaluate student's learning by the several assessment methods.

Discussions

The present study found that 72% of the student-teachers said there should be flexibility in work schedules and responsibilities during the internship and there should be proper ICT arrangements in Teacher Education Institutions as well as internship schools. Mondal & Baidya (2024) supported the necessity to develop skilled, proficient, flexible, innovative, creative, and technology-savvy teacher-educators. It expects that teacher education program will be centered on technology, novelty, sustainability, and principles. The present study reveals that 56% of the student-teachers said the individual attention of the supervisor for each student-teacher is necessary. The present study also found that 23.75% of the student-teachers said that there are need for the institutional arrangement and cooperation between TEIs and internship schools. Salviana et.al. (2021) also supported in their study that student-teachers felt that the supervision from the faculty supervisor needed to be improved. Nagarathna (2018) also supported in their study that there should be dedicated, disciplined teacher-educators and proper provision for regular feedback. Moreover, Student-teachers need to develop their knowledge skills about pupils of primary to secondary level schools. Students-teachers have to communicate both with the school environment and teacher education institutions. Therefore, they should be able to address their problems in front of the authorities (Bezzina, Lorist and Velzen (2014). The present study found that 15% of teacher-educators said there should be ICT facilities in classrooms; like projectors and Wi-Fi connectivity and 20% of the teacher-educators expressed that there should be transportation facilities for the student-teachers during the internship. Improvement of the B.Ed. program and internship, Das and Gogoi (2020) supported in their study that teacher educators should give encouragement and awareness to the student-teachers regarding the objectives of NCTE/NCERT. The study also describes that there should be proper ICT facilities, such as smart board Wi-Fi connectivity, for proper implementation of the B.Ed. curriculum. The present study found that that there should be uniformity in conducting school internships in Assam. In the study, Tialila (2022) also supported that internships at B.Ed. colleges should be gone uniformly in the state. This study also supported that there should be a common criterion for assessing and evaluating the internship in the state. The study also suggested TA for the supervisors during the internship. The study also found that there should be an improved interrelationship

between practicing schools and B.Ed. Colleges. The present study found that 89% of the student-teachers answered that there should be proper supervision and 52.5% of the student-teachers suggested that teacher-educators should provide feedback and comments to the student-teachers on all the activities.

Internships can provide student-teachers with job-related, career-related benefits. It can lead to cost savings for employers in occupation and selection (Maertz et al. 2013). Hence, Bubnys, R (2019) supported that cooperation and sharing experiences with various stakeholders helped students improve better self-confidence in the future professional field. The present study found that student-teachers needed orientation; they must properly clarify all the internship's rules, responsibilities and tasks. Bubnys (2019) has also revealed that cooperation with family members, university teachers, social pedagogues, and teachers may lead to self-confidence of them. One of the respondents said in this present study that there should be a collaboration between the school and TEIs regarding different internship activities. Bezzina et al. (2014) supported that partnerships between teacher education institutes and schools and experiences of participants help to minimize the gap between theory and practice and boost the professional development and improvement of the teacher trainees. Sharma & Chahal (2020) also supported that the internship program helped to develop different core skills and qualities among the B.Ed. students. Longchar, (2022) supported that about duration of the internship should be short. Patel (2018) also supported in the study that internship program provided an opportunity to improve teaching skills, confidence of student-teachers and helped to improve classroom management capacity for effective teaching outlooks.

