

CHAPTER V

SUMMARY, EDUCATIONAL IMPLICATION, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSION

5.0 Summary

5.1 Introduction

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

5.1.1 Meaning of Teacher Education

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

National Policy on Education or NEP 1986 (As modified in 1992) with National Policy on Education 1968 emphasized the importance of teacher education and its components like pre-service and in-service trainees. The teacher is the key to the socio-cultural reflection of a society. Keeping in mind the needs of the community and society, teachers can create new methods of

communication. Teachers have to take responsibility for formulating and implementing educational programs.

The report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India (2012) highlighted various issues like the quality of beginner

teachers, quality of school curriculum, teacher education curriculum, new pedagogical exercise for the lively classroom, the role of teacher educator and his/her competency, capabilities and responsibilities to make the quality of the interns. According to this report, "the quality of teacher education depends on the quality of entrants to the teacher education programs." In terms of Reference (ToRs), (b) and (e) of the commission visualized both the pre-service and in-service improving quality of teacher education and norms for teacher performance and audit. Various commissions and committees, like the Education Commission (1964-66) and the National Commission on Teachers (1983-85), recommended internships in teacher education. Mohan (2016) has written in her book about various innovative components of teacher education. Internship is one of the components of teacher education. After the implementation of NCTE Regulation 2014, TEIs have been renovated and redesigned to build up the skilled competencies of student teachers. The B.Ed. program has shifted from one year to a two-year course (Sahoo & Sharma, 2018).

Sing (2017) said that the Kothari Commission has a great role in building teacher education as the foremost learning course. Based on problems, observation and various recommendations on teacher education, the Kothari Commission emphasized formulating teaching as a dignified profession. Kothari Commission tried to make teacher education a self-regulating subject to remove the gap between theory and practice. The teacher must relate to the community, and he/she has to be up to date with this shifting world of technology regarding various aspects related to the learning process, like new teaching practices, curriculum, and time duration. Based on the recommendation of the Kothari Commission, the Resolution on NEP (1968) has determined a whole modification of educational structure due to the need

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

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

5.1.2 Meaning of Internship and School Internship Programme

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

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

Internship synonyms exist, such as practice teaching (Barui, 2012). The internship integrates theory and practice, planning and delivering the lessons in teaching. The internship program provides a scope for the student-teacher to

understand the various aspects of school and helps to improve teaching skills in real situations (Parveen, 2012; Jogan 2019). There are different types of internship programs: cooperative internships, paid and unpaid internships, independent and college-sponsored internships etc. (Bukaliya, 2012).

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

5.1.3 Rationale of the Study

According to NCTE regulation (2009), the B.Ed. program was one academic year, and student-teachers had to develop skills or practice teaching or fieldwork in nearby secondary

schools for at least forty days. The NCTE regulation (2014) prescribed these activities into a broad component by the term Engagement with Field. This 'Field Engagement' is for 20 weeks, and these 20 weeks are also divided into two parts. Four weeks in the first year and 16 weeks in the program's second year. The duration of 16 weeks is further divided into 14 weeks for school internship and two weeks for community engagement.

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

Draft National Education Policy (2019) has highlighted that by 2030, all B.Ed. programs must incorporate strong practical training for student-teachers in

local schools, irrespective of their period. Every B.Ed. program has to connect with 10-15 local schools. So that student-teachers can continue their internship.

According to Justice J.S Verma Commission (2012), many stand-alone Teacher Education Institutions (TEIs) are offering B.Ed. programs all over the country, mainly for commercial purposes, which may affect the quality of education. Moreover studies have been done on reflection of trainee teachers on school exposure programme (Jogan, 2018), reflection of instructional technology interns on the school-university internship experience (Tocci, 2016), problems during teaching practice (Azeem, 2011), identity development during the teaching internship (Nghia and Tai, 2017), integration of theory and practice during practicum (Allen and Wright, 2014), effectiveness of a school internship (Jogan, 2019), relationship between internship programmes and employment marketability (Prajapati, 2012), status of implementation of project work (Kumari, 2012), technology integration during practice teaching (Shih-Hsiung Liu, 2012), study on practice teaching programme (Srinivas, 2015), comparative study on curriculum (Barui, 2012), influence of teaching experience (Vidhyanathan, 2015), problems faced by the natural science student teachers during practice teaching (Aniruddhan, 2005), student perception towards internship programme (Otara, 2014) and others.

After a review of different studies, many questions come to mind, like how does B.Ed. College organize internships in Assam? Are we following the guidelines given by the authority on internship? What are the various components of a school internship in a B.Ed. program? What are the challenges mainly faced by the student-teachers? (Otara, 2014). The researcher did not find any study on the implementation procedure of school internship and its various components, issues and challenges (Otara, 2014) that emerged during the implementation of school internship in the B.Ed. program in Assam. This is important to find out students' views towards the mandatory internship program, its experiences and the questions like what inconveniences are influenced by the internship program. The internship has various benefits that help the interns develop professional skills such as interpersonal communication, problem-solving, professional interviewing, verbal

presentation etc. (James, 2018). Therefore, the researcher wants to study the most important part of the pre-service training course, i.e., the school internship of the B.Ed. program. Thus, the researcher raises issues such as the implementation procedure of school internship and studies its various components, issues and challenges that emerged during the implementation of school internship in the B.Ed. program in Assam.

5.1.4 Statement of the Problem

The present study is entitled **Evaluation of School Internship Programme of Teacher Education Institutions in Assam.**

5.1.5 Operational Definition of

the Term Used

School Internship

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

Teacher Education Institutions or TEIs

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

Components

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

Student-Teachers

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

Internship Schools

These refer to those schools where student-teachers went for their internship program in Assam in the academic Year 2020-22.

5.1.6 Research Questions

Following are the research questions for this study

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

5.1.7 Objectives of the Study

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

5.1.8 Delimitation of the Study

1. The study is confined only to a two-year B.Ed. Programme run by Gauhati University and Dibrugarh University of Assam.
2. The study is delimited on 7 Teacher Education Institutions of Assam.

3. The study covered only a sample under two state universities, Gauhati University and Dibrugarh University of Assam.
4. Evaluation of school Internship is studied in terms of its implementation procedure, components and challenges during the internship.

5.2 Review of Related Literature

Chapter two covers the details of review of related literature. The review in this study has been categorized into main heads under two levels such as in international studies and in national studies. The studies are related to teacher educations, school internship of B.Ed. course, practice teaching, challenges and problems faced during the school internship programme.

Chapter three of the present study deals with the research methodology of the study. For this study, the researcher has used a Descriptive Survey research design. The study is both qualitative and quantitative in nature. Qualitative research helps the researcher to better understand the nature, information and process of the program. A survey is an instrument to collect data that details one or more features of a definite population (Gay, L et al, 2019, p. 192). Survey research designs are processed in quantitative research where the researcher runs a study on a sample or a population of individuals to explain the population's attitude, opinions, behaviors or features.

The data has been collected with the help of open-ended questionnaires and a semi structured interview schedule.

5.3 Population

The population of this present study consists of all the private and government B.Ed. colleges (46) affiliating under state universities of Assam. It also includes all the student-teachers, teacher educators, principals of B.Ed. colleges headmasters/headmistresses of internship schools in Assam.

5.4 Sample & Sampling Technique

For the present study, the researcher followed the random sampling technique to draw the sample. For the present study, the researcher followed a proportional stratified random sampling technique to select B.Ed. colleges as the sample. Only a two-year B.Ed. program has been selected for this study. The research stratifies the total number of (46) B.Ed. colleges into two strata, private (40) and government (6) B.Ed. colleges. The researcher randomly selected 07 private and 01 governments from each stratum B.Ed. colleges.

For this study, 400 student-teachers, 50 teacher-educators and 7 principals from the B.Ed. colleges and 14 headmasters/mistress from internship schools have taken as sample for this present study.

5.5 Tool used for the study

Four tools were developed by the researcher for data collection of the present study. These are

Tool I: Open ended questionnaire for student-teachers: This tool is prepared by the researcher to know to implementation, components, issue, challenges of school internship and suggestion for school internship program.

Tool II: Open ended questionnaire for teacher-educators: This tool is also prepared by the researcher to know to implementation, components, challenges of school internship and suggestion for school internship program.

Tool III: Interview schedule for the principal of TEIs: The researcher has developed an interview schedule for the principal of Teacher Education Institutions.

Tool IV: Interview schedule for headmaster of internship schools: The researcher has also developed an interview schedule for the

headmasters/headmistress of Teacher Education Institutions.

5.6 Major Findings of the Study

5.6.1 Major Findings of the

Objective no- 1

Data collected from the

Teacher-Educators

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

1) Objectives of Internship

- The result shows that 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. On the other hand, 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.
- The finding shows that all the responded said that the TEIs follow the norms and standards prescribed by NCTE regarding school internship.
- All the responded said that TEIs did not modify the curriculum of B.Ed. programme as per NCTE regulation 2014. All the teacher-educators said that only affiliated universities modified them wherever necessary.

2) Approval and Sending Letters to Internship Schools

- Major finding of the study 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 took approval from district education authorities for the

internship program.

- The finding shows that all the teacher-educators stated that the principal sends the names of the student-teachers to the school.

3) Number of Schools

- It has been found that all the teacher-educators agreed that the district education authorities approved 5 to 10 schools for the internship program.

4) Internship Materials

- The study found that all the teacher-educators agreed that they were being provided material for school internship from the affiliating universities.
- It has been also found that 80% of the teacher-educators agreed they were provided material regarding evaluation patterns and criteria for schoolinternship from the affiliating universities. However, 10% of the teacher- educators said that they received material for orientation for internship.

5) Orientation

- It was found that 87% of the teacher-educators agreed that the teacher- education institutions 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.
- All the teacher-educators said that the mentor teachers did not attend the orientation of the internship program organized by the TEIs.
- In has been found that 88% of the teacher-educators stated that 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 organize the training program to prepare teaching aidsbefore sending the student-teachers for internship.

- It has been found 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 PowerPoint presentations, and 08% used the workshop to orient the student-teachers for practice teaching and the whole internship.
- It has been found that 96% of the teacher-educators said they give orientation on preparing lesson 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 also agreed that they organized an orientation on classroom management.

6) Supervision

- The study found that all the teacher-educators said that teacher-educators did not get supervision training for school internship form the affiliated university.
- The major finding shows that 58% of the teacher-educators visit thrice in aweek in the internship school for supervising the student-teachers. However, only 8% of the teacher-educators visit every day in a week in theinternship school for supervising the student-teachers.
- It has been found that all the teacher-educators said there is no specific format of supervision of classroom teaching.
- The study shows that 56% of the teacher-educators observe two lessons taught by the student-teachers in classroom in a day during internship. On the other hand, only 8% of the teacher-educators observe two lessonstaught by the student-teachers in classroom in a day during internship.
- The result 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.

- 66% of the teacher-educators revealed that guidance provided to student- teachers was not sufficient for them. On the other hand, 34% of the teacher-educators revealed that guidance provided to student-teachers was sufficient for the student-teachers.

7) Cooperation

- It has been observed that 56% of the teacher-educators specified that they got cooperation from selected internship schools for planning activities. On the other hand, 44% of the teacher-educators did not receive cooperation from internship schools for planning activities.
- The findings show 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.

8) Assessments

- The result 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.
- All the teacher-educators expressed that there was no provision for improving school internship performance after assessments.

Data received from Student-Teachers

1) Objectives of Internship

- It has been found 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.
- The study found 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.
- The result found that 89% of the student-teachers said developing teaching skills is the reason for the importance of school internship. However, only 24.25% of the student-teachers said that improving pedagogical and content knowledge is the reason for importance of school internship.

2) Types and Number of Schools

- The study found that most (87.5%) of the student-teachers go to government schools and 12.5% go to private schools. None of the student-teachers goes to both types of schools for internship.

3) Internship Materials

- The result found that the majority (87.75%) of the student-teachers opined that they did not receive the institution's school internship guideline and framework. On the other hand, the rest of the student-teachers (12.25%)

agreed that they have received the institution's school internship guideline and framework.

- It has been found 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.
- The study shows 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.

4) Orientation

- The findings shows that 75.5% of student-teachers said that 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.
- The result 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.
- The present study shows that 94.25% of the student-teachers said that the institution conducted an orientation program on how to prepare lesson plans. 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.
- It is observed 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.

- The result 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. On the other hand, 13.75% did pacing of the lesson during micro-teaching.
- The study found 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.

5) Supervision

- It has been found 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.
- The result found 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.
- 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.
- (78.75%) majority 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.

- It has been found that 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.
- The study found 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 08% of the student-teachers revealed that internship coordinator guided and supervised their lesson plans.
- The result also shows that 46.75% of the student-teachers revealed that teacher-educators visited twice a week. On the other hand, 10.25% of the student-teachers disclosed that teacher-educators visited more than trice in a week in internship school for supervising the student-teachers.
- 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.
- It has been found that 72% of the student-teachers reveal that the 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.

6) Cooperation during the Internship

- The majority of the student-teachers (80.25%) said that school teachers had not done gender disparity regarding internship activities. However, 19.75% of the student-

teachers said that school teachers experience gender disparity regarding internship activities.

- The study found that 83.5% of the student-teachers received cooperation from the head of the internship school in terms of allotting the classes. On the other hand, 4.75% of the student-teachers received cooperation from the head of the internship school.
- It has been observed 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.

7) Assessment of Internship

- All the student-teachers said that they have both external and internal assessment criteria followed in Teacher Education Institution for internship.
- The study found that all the student-teachers, there are no provisions to improve school internship performance after assessments.
- The result also shows that for 70% of the student-teachers, there is no bias on the part of the evaluator in the assessment. However, 30% of the student- teachers said there is bias on the part of the evaluator in the assessment.

Data received from both Student-Teachers and Teacher-Educators

1) Duration

- The study 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.

- On the other hand, 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 fulfil this training program's objectives.

2) Types and Number of Schools

- The major finding shows that 70.25% of the student-teachers said that internship schools fall under urban areas. On the other hand, only 3.5% of the student-teachers go to tribal area schools for internship. No student- teachers were gone through both areas.
- Similarly, 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 internships.

3) Internship Materials

- The study found 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.
- All the teacher-educators specified that they had given format to the student- teachers for preparing lesson plans during the internship.
- 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. Still, only 18% replied that they

had been provided audio and video equipment to record their skills for self-evaluation.

4) Supervision

- It has been found 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, 78 % of the teacher-educators replied that ratio of supervisor versus student-teachers for a particular pedagogy subject is 1:5/1:6.
- The study shows 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 findings show that 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.
- It has been found that 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 Interviews with the Principals of TEIs

- The study reveals that 100% of the responded that the institution follows the norms and standards prescribed by NCTE regarding school internship and also highlighted that affiliated universities modify a few

activities based on the regional ground.

- It is also observed 100% of 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.
- The study shows that 58% of the responded said that the coordinator was taking responsibility for organizing the internship programme. 38% of the responded said that the teachers related to 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 sufficient number of supervisor teachers to guide the student-teachers during internship period. On the other hand, 52% of the responded said that they have not sufficient number of supervisor teachers to guide the student-teachers during internship period.
- The study reveals that 65% of the responded said that 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

Data Collected from Interviews with the Headmasters of Internship Schools

- The study shows that all the responded said that TEIs send the names of the student-teachers to the school. However, 48% of the responded said that TEIs also send the name of the supervising professor who guides the student-teachers during internship.
- 90% of the headmasters said that mentor teachers were not given orientation regarding the responsibilities of a mentor teacher. However, 10% said that some verbal directions were given to them 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 head masters said that academic activities of the school did not get hampered due to internship programme.

- It has been found that 68% of the head masters said that school did not have sufficient number of eligible teachers for mentoring the student-teachers. Rest of the responded (32%) said that school have sufficient number of 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.

5.6.2 Major Findings of the Objective No 2

1) Lesson Planning

- The study found 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.
- 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 for each method subject.
- It has been observed 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.

2) Teaching Learning Materials

- The result found 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.
- 89% of the student-teachers reveal that using teaching aids brings the students' attention in the classroom. The rest of the 11% student-teachers said that using teaching aids does not bring the students' attention in the classroom.

3) Classroom Activities

- The findings show that 98.75% of the student-teachers agreed that they have to do case study/action research. On the other hand, only 52.75% of the student-teachers agreed that they observed student union activities in school during internship program.
- The study found that 09% of the student-teachers reveal that they used the roleplay method, 6.25% of the student-teachers express that they used the story telling 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.
- It has been found 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.
- The shows 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.

- The finding 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.
- It has been 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.
- It also found that 75% of the student-teachers reveal 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.
- The result found that 53.75% shows that apart from classroom activities, they organize co-curricular activities in school. However, 46.25% of the student- teachers they did not organize co-curricular activities in school during the internship program.
- Most (53.75%) of the student-teachers organize co-curricular activities such as games & sports and 13.75% of the student-teachers organize quizzes for the pupils in internship schools.

4) Research Activities

- It has been found 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.
- The study also found that 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.

- It has been shown that 91.25% of the student-teachers agreed that they conduct action research projects during internship. However, 8.75% of the student- teachers said they did not conduct action research project.
- The findings show 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, only 3.75% of the student-teachers have conducted action research on grammatical mistakes in English subject.

5) Community activities

- The study shows that 75.25% of the student-teachers said they conduct community activities in a group. However, 24.75% of the student-teachers conducted the conducting community work individually.
- The major findings show that 42% of the student-teachers say that they organized health and related activities and 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."
- The findings of this study revealed that 63.75% of the student-teachers expressed 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 internships.

Data collected from Teacher-Educators

1) Classroom Activities

- It has been found all the teacher-educators agreed that student-teachers have to do case study/action research and lesson plans.

On the other hand, only 30% of the teacher-educators agreed that student-teachers observed student union activities in school.

- The result shows that 82.75% of the teacher-educators agreed that they had given student-teacher guidance. Moreover, 17.25% of the teacher-educators said they had guided student-teachers on how to prepare a question paper and other assessment tools during the internship.
- It was found 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.

2) Research and community activities

- The findings also reveal that 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.
- The study found 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.
- It has been found 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.

5.6.3 Major Finding of the Objective No 3

Data collected from Student-Teachers

Responses to Pedagogical Challenges

1) 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 said 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."*
- It was found 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 shows 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 maths 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 feels 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 another 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."*

4) Preparation of TLMs and Technology Integration

- It has been found that 70% of the student-teachers faced problems while preparing teaching aids during internships.
- However, 50% of the student-teachers said they had to spend money preparing TLM.
- 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"*.
- 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."*

5) Guidance and Cooperation

- 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".

- One of the student-teacher also said that *"micro-teaching was not implemented properly due to shortage of time."*

6) School-Based Activities

- The major finding of the study 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 myself 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 lesson plans. Moreover, one student-teacher also expressed additionally that *we have to 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".*
- 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.*
- The result found that 91.25% of the student-teachers replied that there was unavailability of classes for teaching. Besides, 25.25% of the student-teachers received interference from senior school teachers regarding class timetables.

7) Responses to Facilities Issues

- It has been found 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.
- The result shows that 75.5% of the student-teachers described unavailability of textbooks in schools.
- Moreover, 58% of the student-teachers faced problems with transportation during the internship.

8) Responses to Psychological Challenges

- 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 cooperation from their peer student-teachers.
- However, 20% of the student-teachers find a lack of interest from the schoolteachers in participating in activities conducted by the trainee teachers.
- It has been found that 10% of the student-teachers expressed that due to health-related issues like illness and head pain. They faced problems during the internship.
- The study found that 95.25% of the student-teachers disclosed that the institution did not conduct meetings related to problems faced by the student-teachers. 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.
- It was found 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

1) Guidance

- It was found that 48% of the teacher-educators replied that they faced problems while guiding students in practice teaching.

- On the other hand, 30% of the teacher-educators faced problems while guiding students in developing TLMs.
- 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 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 its 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

- The study reveals that 52% of the teacher-educators also highlighted that student-teachers faced challenges while preparing of 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 Principals through Interviews

- It was observed that 70% of the principals said that schools find difficulties managing their timetable for internship. Because already they have a school academic calendar. These are the major challenges

the TEIs face for internship.

- The study 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 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 Headmasters through Interviews

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."*

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 drinking water 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"*.

5.6.4 Major Findings no of the Objective No 4

Data collected from Student-Teachers

1) Nature and Planning of Internship

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 has suggested some similar statement. 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 Programmes.

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 for 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 are 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 know 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.

a) 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.*"

b) 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.

7) 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.

8) 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 responded said that we must increase the resources for science laboratories in our schools.

Data collected from Teacher Educators

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 are 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 Headmasters of Internship Schools

a) Clear Objectives

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

b) 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."*

c) Inclusive

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

d) 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.

e) 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.

f) 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.

g) 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.

h) 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 teaching aids.

i) 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.

j) 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.

Suggestions Collected from Principals of TEIs through Interview

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 university.

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.

5.7 Educational Implications of the Study

5.7.1 Recommendations for Policy Makers

- The present study would be remarkable support for the policymakers of preservice Teacher Education course mainly for the internship programme and practice teaching.
- The present study would be useful for the authority of Teacher Education Institutions to take different kinds of measures to overcome problems and challenges faced by different stakeholders.
- The present study provides an understanding about the implementation procedure of school internship in Assam for the policy makers and administrators.
- The study would help the policy makers to find out the gap between internship schools and TEIs and to know about the importance of collaboration and cooperation between internship schools and TEIs for smooth functioning of the programme.

5.7.2 Recommendations for Teacher-Educators

- The findings of the study assist the teacher-educators in discussing the problems faced by the student-teachers and try to solve the problems and challenges faced by them.
- The study would help the teacher-educators to look into issues related to supervision and to develop lesson plans, appropriate TLMs and research works.
- The present study would be helpful for teacher-educators regarding evaluation format and immediate feedback for student-teachers.
- The findings of the study would also assist in planning a proper internship programme and provide student-teachers opportunities to fulfill their teaching objectives smoothly.

- The findings of the study would also be helpful to build the relationship between student-teachers and teacher-educators to share their problems, opinions, experience and understanding for smooth functioning of the internship programme.

5.7.3 Recommendations for Co-operating School Teachers

- The study would be helpful for the co-operating school, governing body of the schools to be involved in the internship process. Because co-operation and support are necessary for the TEIs to successful completion of the internship programme.
- The study would help the cooperating schools to conduct training, orientation classes on classroom management, new school environment, as well as hands on teaching experience with students of various ages, behaviors.
- The finding of the study helps the school teachers to schedule their annual lesson plan keeping in mind internship activities for the student-teachers.

5.8 Suggestions for the Further Research

- Similar study on school internship can be done for student-teachers in different levels such as in D.El.Ed and integrated TEIs.
- Comparative studies can be done regarding school internship of B.Ed. course between different TEIs of various countries.
- A comparative study also be done on challenges and problems faced by the pre- service and in service teacher trainees.
- More studies and conferences, seminars; workshops should be conducted for the administrators, teacher-educators or supervisors to implement the internship in a better way.
- The research study can be conducted on some other matters of TEIs like practical examinations, method of teaching, evaluation procedure etc.
- The study would support the researchers to conduct the future studies on the issues raised by the present study.

5.9 Conclusion

NCTE regulation 2014 has developed a proper framework for the successful implementation of the school internship programme. It is expected from the findings of this present study provides lots of information regarding implementation, components and challenges during school internship which will help the respective authorities for smooth functioning the programme. As B.Ed. course shifted from one year to two-year course which is indeed enough for the teacher trainees to make them as a skillful teacher. To get practical experience of the real teacher school internship is an inseparable programme in two-year B.Ed. course. School internship program is practical concept in teacher education institutions. It constitutes of various components such as classroom teaching classroom related activities, school-based and community-based activities. The findings of this study clearly show that duration of internship in B.Ed. course for the student- teachers is sufficient. During this internship STs has gone through different kinds of activities, practice, challenge to fulfil the objectives of the course. Yet through this school internship programme they had learnt an ample amount of practical experience, student- teachers developed their various teaching skill, they were able to minimize their fear, nervousness as beginner teachers Although authority of TEIs, teacher-educators, internship schools have to cope up different strategies to improve and more successful implementation of this internship programme. The policy makers and authorities of the TEIs have to incorporate the suggestion for the successful completion of the internship programme in pre service teacher education. Finally, Teacher Education Institutions as well as internship and practical activities are necessary for the overall development of thenovice teachers.

