

A STUDY ON THE PROBLEMS FACED BY B.Ed. COLLEGES AND COOPERATING SCHOOLS IN RELATION TO INTERNSHIP

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DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**



Supervisor

DR. NEIZO-Ü MERO
Asst. Professor
Department of Education,
Nagaland University

Research Scholar

TIALILA LONGCHAR
Regd. No. 799/2018 w.e.f 3/8/2016

**DEPARTMENT OF EDUCATION
NAGALAND UNIVERISTY, KOHIMA CAMPUS, MERIEMA
KOHIMA, NAGALAND
2022**

**NAGALAND****UNIVERSITY****(A central University Established by the Act of Parliament, 35/1989)****Department of Education****School of Humanities & Education****Kohima Campus, Meriema, Kohima-797004**

Supervisor's Certificate

This is to certify that Tialila Longchar bearing registration number 799/2018 w.e.f 3/8/2016, Ph.D. scholar of the Department of Education, Nagaland University, Kohima Campus, Meriema, Nagaland has worked under my supervision. Her study entitled “A study on the problems faced by B.Ed. colleges and cooperating schools in relation to Internship” is her genuine work. The data collected by her is original. It is also certified that the work has not been submitted for any degree either in part or full to this university or any other institution. The thesis is ready and fit for submission and may be placed before the examiners for consideration of award of the Degree of Doctor of Philosophy (Ph.D.) in Education in this University.

Place:

Date:

Dr. NEIZO-Ü MERO

Supervisor.

Assistant Professor.

Department of Education,

Nagaland University.

DECLARATION BY THE CANDIDATE

I, Tialila Longchar, research scholar bearing Regd. No. 99/2018 w.e.f 3/8/2016, under Department of Education, Nagaland University, declare that this Thesis entitled as, “A Study on the Problems faced by B.Ed. Colleges and Cooperating Schools in Relation to Internship” is a research work conducted by me under the supervision of Dr. Neizo-ü Mero, Assistant Professor, Department of Education, Nagaland University. Data have been collected by me personally and is genuine. The Thesis has not been submitted earlier to this University or to any other University or Institute for the award of any degree.

This Thesis is submitted to Nagaland University for the degree of Doctor of Philosophy in Education.

TIALILA LONGCHAR

Ph.D Scholar

Regd. No. 799/2018 w.e.f 3/8/2016

Prof. Buno Liegise
Head
Department of Education,
Nagaland University

Dr. NEIZO-Ü MERO
Assistant Professor.
Department of Education,
Nagaland University



नागालैण्ड विश्वविद्यालय NAGALAND UNIVERSITY

(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केंद्रीय विश्वविद्यालय)

(A Central University established by the Act of Parliament No.35 of 1989)

मुख्यालय : लुमामी, जुन्हेबोटो (नागालैण्ड), पिन कोड – 798627

Headquarters: Lumami, Dist: Zunheboto, (Nagaland), Pin Code-798 627

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Name of Research Scholar/Student	Tialila Longchar
Ph.D. Registration Number	Regd. No. 799/2018 w.e.f 3/8/2016
Title of Ph. D Thesis	A Study on the Problems Faced by B.Ed. Colleges and Cooperating Schools in Relation to Internship
Name & Institutional Address of the Supervisor and Co-Supervisor	Dr. Neizo-ü Mero Asst. Professor, Nagaland University, Kohima Campus, Meriema-797004 Kohima District, Nagaland State, India.
Name of the Department and School	Department of Education School of Humanities and Education
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“Not by might and power, but by my spirit”, says the Lord Almighty. Zechariah 4:6

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Senior Research Fellowship (UGC)
Department of Education
Nagaland University.

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ABBREVIATION

B.Ed.	Bachelor of Education
CBSE	Central Board of School Education
CTE	College of Teacher Education
DIET	District Institute of Education and Training
JTTI	Junior Teacher Training Institutes
NBSE	Nagaland Board of School Education
NCTE	National Council of Teacher Education
NEHU	North Eastern Hill University
NEP	National Educational Policy
NPE	National Policy of Education
NU	Nagaland University
SCERT	State Council of Educational Research and Training
SCTE	State college of Teacher Education
SIE	State Institute of Education
SSLC	Secondary School Leaving Certificate
UGTT	Under Graduate Teacher Training

CHAPTER -1

INTRODUCTION

CHAPTER -1

1.1 INTRODUCTION

The National Education Policy 2020 states “Teacher preparation is an activity that require multidisciplinary perspectives and knowledge, formation of dispositions and values and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos and traditions including tribal traditions, while also being well versed in the latest advances in education and pedagogy”. The role of a good teacher is as important as the importance of education. A teacher’s duty is more than just conveying the knowledge of the textbooks to the students but includes guiding and counseling the students, organizing curricular activities, participating in community programmes and diagnosing remedial measures to student’s problems together with activities which are intrinsic to teaching and learning. Teacher education plays one of the main roles in the total education system since it prepares the key element of education, which is “the teacher”. The significance of teacher education is that it directly or indirectly promotes the wealth and welfare of the country.

The 12th Five year Plan of the Government of India recommends that there is a need to improve the quality of teachers, their motivation and accountability. This will ensure that the quality of schools will improve leading to effective development of human capabilities in our country. Delivering good quality education to the community of teachers is not merely a question of providing a good curriculum document and some good materials but a question of helping each individual, each institution and then a network of institutions understand and adopt them according to their own respective contexts. The NCTE regulations 2014 have assigned 20 weeks school internship for the B.Ed. programme, which is covered in the two year B.Ed. course. This encompasses classroom teaching, classroom management and organization of school-based and community based activities other than teaching. Practicing/ Cooperating schools have a big role to play in the success of the teacher education system; the school’s readiness to host the school internship and give out the required facilities in terms of number of lessons, co-curricular activities and guidance will drastically help in the smooth and successful running of the B.Ed. programme.

In recent years many schools of education have gone lengths to incorporate new understandings of teaching and learning in the curriculum for the prospective teachers. Emphasis on learning theories, learning strategies and cognition has been added to assist in

deepening appreciation for content pedagogy and constructivist teaching strategies. Also, in order to develop a reflective and problem solving teaching, prospective teachers are introduced to longer period of internship at practicing schools and made to develop school-based inquiry and learn about student experiences so as to build an empirical understanding of learners and a capacity to analyze and reflect on their practice. An important side of the current teacher education program includes efforts to extend the concept of mentoring in more systematic ways within structured school settings. Teacher trainees are expected to develop the ability to apply knowledge appropriately in different contexts while handling the demands that simultaneously require attention in a classroom. Learning to manage the different personalities and needs of the entire students in a class and also prioritizing completion of goals does not happen automatically or easily; these skills have to be developed.

The preparation of good teachers rests upon the specialization of the subjects to be taught, the professional knowledge and skills and understanding of educational process and teaching skills. In order to keep pace with the changing times there arise a need to reform teaching techniques of instruction and class management.

1.2 OVERVIEW OF NAGALAND

Nagaland became the 16th state of India on 1st December 1963. If India is a country that boasts of “unity in diversity”, then the North-East is its most visible embodiment. The state has a distinct character both in terms of its social composition as well as its developmental history. Among the North Eastern states, Nagaland stands out as a land of diverse tribes, system of governance, cultures, sheer colour and variety. As its 17 tribes hold their festivals each calendar month of the year, Nagaland is often referred to as the “land of festivals”. The state is predominately rural with 82.86% percent of the population living in villages, generally situated on high hilltops or slopes overlooking verdant valleys. The major strength that contemporary Naga society has inherited is the ‘social capital’ that has stemmed out of traditional institutions and practices. There is strong social bonding and community spirit, and absence of caste and social discrimination.

The State has initiated the unique concept of Communitisation of public institutions and services in order to build partnership between Government and the people through delegation of management responsibilities to the community so that the performance of the

public utilities improves. The Nagaland experience of Communitisation is the first in the world. Thus, with the introduction of Village councils the Village Development Boards, and Communitisation of essential services in the areas of health, education, power, rural tourism, rural water supply etc., the Government is gradually reserving for itself the role of facilitator and enabler.

Nagaland is one of the 'seven sisters' of the North-East. The state consists of 12 districts. The state is bounded by Assam in the West, Myanmar on the East, Manipur in the south and Arunachal Pradesh and part of Assam in the North. It lies between 25°6' and 27°4' northern latitudes and between 93°20' and 95°15' eastern longitudes. The state covers an area of 16,579 square kilometers with a population of 1,980,602 as per the 2011 Census of India. Literacy rate in Nagaland has seen upward trend and is 79.55 percent as per 2011 population census. (According to <http://www.census2011.co.in/census/state/nagaland>).

1.3 EMERGENCE AND PROGRESS OF TEACHER EDUCATION IN INDIA

Teaching is universally considered as one of the noblest professions. And to become an efficient and eminent teacher one has to not only rely on inherent qualities but certain skills have to be acquired. Teaching technically is a learned activity and this can be seen throughout history dating back to the Vedas where an individual was selected and then trained and it was only when he had passed through the recognized curriculum and has fulfilled all the duties of a Brahmachari that he was allowed to become a teacher. It was during the Medieval period, that the concept of teacher training originated in the form of indigenous technique called "Monitorial System". Hence it can be acknowledged that in India, the method of teacher preparation was mostly imitation of what the old teachers practiced and the monitorial system was popularly practiced and was the method of preparing the future teachers.

With the coming of the British came a form of structure and the importance of teacher training was emphasized. The Wood's Despatch of 1854, suggested the introduction of pupil teacher system similar to which was as prevalent in England at that time and also award stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were given certificates and employment. The Government of India resolution on Education policy 1904

enunciated that if secondary education was to be improved then teachers should be trained in the art of teaching.

The post-independence period saw a rapid development in the teaching training programme with numerous commissions laying recommendations to cater to the backlog existing in the prevailing teacher training system. The setting up of National Council for Teacher Education (NCTE) in the year 1973 as a statutory body of the Government of India has brought about planned and coordinated development of teacher education system across the country.

1.4 EDUCATION IN NAGALAND

The mode of education prevalent in Nagaland before the coming in of Christianity was centered around the Morung. This institution served Naga society for centuries and incorporated in its functioning, time-honored tribal value, life-centered learning and exposure to customary practices and experiences. Here, young men and women grew up under the supervision of the community elders. For the young men the Morung were *khel-* or clan-based. The girls met in informal groups usually in the home of a respected senior woman. The youth, through community living and working together, also got to know each other in a natural way and forged relationships that extended from the personal to the social domain. This innovative approach to education, leadership building and societal training contributed much to Naga life, history and functioning. With the advent of Christianity, English and formal education were introduced. This led to far-reaching changes in the educational and social framework of Nagaland.

The New schools were first sponsored by the American Christian Missionaries and later by the British. Anecdotal reports states that in the initial years when the church made education compulsory for at least one child from every family, domestic helpers were sent to satisfy this norm. It was only later that societal acknowledgement of education came. The first primary English medium school was established by Mrs. Mary Mead Clark in Molungyimsen, Mokokchung district in 1878. Originally intended for women only, this school became a pioneer institution, producing teachers and leaders in many fields.

After India got Independence, primary schools were opened in many villages of Nagaland; followed by few colleges. The Nagaland Campus of the North-Eastern Hill University (NEHU) was established in 1978. Subsequently, in 1994, the Nagaland University was established. It is interesting to note the continuing experience of community participation

in education across the state. In the beginning the communities initiated most of the work for the institutions not so much understanding of education, but for the pride of having one. Political compulsions prompted the Government to take over a large number of these schools, including those run by the Churches. Consequently rapid quantitative expansion of educational institutions took place during 1961-97 but without proper training and sufficient qualified teachers. Hence, quality of education became a great concern. Thus, the concern for quality of education and increasing demand for education, paved the way for increased participation by private institutions, non-governmental agencies and specialized educational agencies of the Government.

At present as per the report by Directorate of school education Nagaland (2022) there are a total of 2719 schools. With a total of 111 high schools under Kohima district, 194 high schools located in Dimapur district and 78 high schools under Mokokchung district.

1.5 TEACHER EDUCATION IN NAGALAND

Quality of classroom experience is dependent on the quality of teachers. In Nagaland, during the 1960s, the rapid growth in number of schools was not matched with a corresponding expansion of trained workforce. Thus, Nagaland was faced with the challenge to find teachers to run the many educational institutions that were established after statehood. Not many were willing to take the teaching profession and even more challenging was the very small availability of trained teachers. To resolve this situation, it was agreed that SSLC (Secondary School Leaving Certificate) could be the minimum required qualification. While this helped in the manning of educational institutions, it had an adverse impact on the quality of teaching. Because of this particular recruitment policy, the workforce in the education department over time was found wanting in quality and efficiency. Therefore, in the year 2008, a new recruitment policy for teacher recruitment under Department of School Education was introduced, on the recommendation of the State Education Committee, the Governor of Nagaland notified that B.Ed. was made mandatory for the recruitment of secondary and higher secondary teachers. (Government of Nagaland Education Department Notification NO.EDS(A)-5/2002)

The Bachelor of education programme, generally known as B.Ed. is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII) and senior secondary level (classes XI-XII). Teacher Education in Nagaland began with the establishment of Junior Teacher Training Institutes (JTTIs) in Kohima and Mokokchung

district in 1967-68, catering to the training of under-matriculation and under graduate teachers. Prior to that, there was no teacher training institute in the state. In 1975, the State Institute of Education (SIE), now known as State College of Teacher Education (SCTE) was established to provide the B.Ed. programme in affiliation to the North-Eastern Hill University (NEHU), Shillong. Years later, the State Council of Educational Research and Training (SCERT) was established in 1979 and the State Institute of Education was renamed as Nagaland college of Education. The college continued to offer both the B.Ed and the UGTT programmes up to 1994, after which District Institute of Education and Training (DIETs) were established under SCERT. The college was upgraded to College of Teacher Education (CTE) in 1998 and in 2013, the college was renamed as State college of Teacher Education (SCTE).

At the time the investigator collected the data (2019) the state had 9 (nine) B.Ed. colleges, out of which Seven (7) are privately managed and only two (2) are Government colleges. All these B.Ed. colleges are affiliated to Nagaland University. The following table shows the number of B.Ed. colleges in Nagaland and their type of management.

Table 1: List of B.Ed. colleges in Nagaland

Sl no	Name of college	District	Year of establishment	Type of Management
1.	State college of teacher education, Kohima	Kohima	1975	Government
2.	Salt Christian college of teacher education	Dimapur	1995	Private
3.	Bosco College of teacher education	Dimapur	2003	Private
4.	Modern College of Teacher education	Kohima	2009	Private
5.	Mokokchung college of teacher education	Mokokchung	2012	Government
6.	Unity College of teacher education	Dimapur	2012	Private
7.	Sazolie College of teacher education	Kohima	2010	Private
8.	Ura College of teacher education	Kohima	2014	Private
9.	Mount Mary college of teacher education	Kohima	2017	Private

Source: *Annual Report (2017-18), Department of Higher Education, Government of Nagaland*

1.6 ACADEMIC PROGRAMME OF B.ED IN NAGALAND

According to the NCTE Regulations 2014, the duration of B.Ed. course has been increased to 2 years and in Nagaland as well in the year 2015 the B.Ed. programme was extended to 2 years. The curriculum is comprised of three broad areas of study - subject knowledge, human development, pedagogical knowledge and communication skills which will be integrated through the following components:

(I) Theory courses

- (a) Perspectives in education
- (b) Curriculum and pedagogic studies

(II) Engagement with the field/practicum

The B.Ed. programme shall provide for sustained engagement with the self, the child, community and school at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and assignments that run through all the courses.
- (b) School internship
- (c) Courses on enhancing professional capacities

(III) School internship

School internship would be part of the broad curricular area of engagement with the field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed shall provide for sustained engagement with learners and the school.

1.7 SCHOOL INTERNSHIP IN NAGALAND

The details furnished below are the prescribed school Internship programme followed by the B.Ed. colleges in the state of Nagaland.

As prescribed in the curriculum, minimum of 20 weeks (4+16) is allocated over the two years for tasks, assignments and school internship.

1. School internship is taken in four phases:

- A) Pre-internship
- B) Internship
- C) Post-Internship
- D) Final practice teaching

A. Pre-internship

It involves the following activities for a period of four (4) weeks in the first year (2 weeks in the 1st semester, 2 weeks in the 2nd semester).

- i) Observation of the real class room situation and the whole school environment.
- ii) Peer group discussion
- iii) Preparing a feedback and suggestion based on the observation of the real classroom situation and the whole school environment.

B. Internship at school

During internship a Teacher trainee work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.

C. Post-internship

Post Internship duration is prescribed for 4 weeks (one month) during which the following activities are undertaken:

- i) Writing reflective journals or reports on the whole school internship programme of 20 weeks.
- ii) Extended discussion among the student-teacher
- iii) Presentations by student-teachers on different aspects of the teaching experiences after the internship.

D. Final practice teaching

During the final teaching practice of the internship programme, one class is observed by the external evaluator for final evaluation and assessment followed by viva voce.

1.8 RATIONALE AND SIGNIFICANCE OF THE STUDY

The internship is the essence of the B.Ed. course. Internship is an integral part of professional preparation of a teacher trainee which is a result of successful observation, participation and teaching in a real time classroom situation and is planned and coordinated by the teacher education institution in co-operation with one or more schools. Intern is a prospective teacher who assumes an internship position in which he is given a teaching position under guidance. Internship provides the teacher trainee an opportunity to acquire all necessary skills for academic and professional growth.

B.Ed. teacher trainees go to various schools for their internship which is a requirement as per the NCTE syllabus. The internship is a symbiotic process of the B.Ed. institutions, the teacher trainees and the schools in which the trainees go for internship. At the

end of the internship, the teacher trainees complete a requisite of the B.Ed. syllabus, the B.Ed. institutions successfully produce trained teachers from their institute. The internship period gives the trainees a very good opportunity to experience a real time classroom. It is during this time they bring out a combination of their theoretical understanding, pre-internship observation and inherent qualities and try to enthrall the classroom to the maximum if not for the passion of the profession they are training or solely for acquiring required credits for the attainment of a degree. Whichever the reason be, the particular class of students for the stipulated time depend their learning solely on the teacher trainees interning in their school. As teaching methods may differ from the regular subject teachers, the students will take time to adjust and by the time they are adjusted, the internship period gets over and the class switches back to the conventional way and this may leave some changes in the students. Therefore, the repercussion of the internship on the students, subject teachers and administrators need to be studied to understand the effectiveness of the B.Ed. internship. The success of internship depends on the cooperation of the schools in granting permission and providing facilities, sound communication between the B.Ed. principals and supervisors with the school and understanding of the teacher trainees to abide with the rules of the schools. The present study will attempt to find out how far this has benefited the school and what are the problems associated with B.Ed. colleges and the school to which the interns go.

As there are no studies conducted in Nagaland to find out the effect of internship on the practicing schools and B.Ed. colleges, so, a thorough investigation is imperative to understand the strengths and weaknesses and also bring improvement on the current internship process.

1.9 STATEMENT OF THE PROBLEM

The present study will focus to draw out the problems that arise during the B.Ed. internship from both the B.Ed colleges and the practicing schools. A detailed study will be carried out with input from Principals, teacher educators and teacher trainees of the B.Ed. colleges as well as the Principal/Head teacher, subject teachers and students of the concerning schools in relation to internship to attempt to bring about positive changes to the present internship process.

Thus, the problem undertaken is specifically stated as

“A study on the problems faced by B.Ed. colleges and Cooperating Schools in relation to Internship”

1.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

For the purpose of the present study the following terms has been defined as follows:

1. **Co-operating school/Practicing School:** An educational institution which allows B.Ed. teacher trainees to practice as interns and faces a real time classroom experience. This Practicing schools caters to the pre-internship, school internship and final practice teaching phases of the B.Ed. school internship programme.
2. **B.Ed. College:** An institution offering professional degree which prepares students for work as a teacher in schools. The duration of the course is of two years.
3. **Teacher-trainee/ Student-teacher:** This refers to a student who is pursuing B.Ed. course in the B.Ed. colleges and as part of their training, observes classroom instruction or does closely supervised teaching at the practicing school.
4. **Internship:** Internship is the mandatory practical component of the B.Ed course which is spread over the two years. During the first and second semester year, a teacher trainee starts by observing classes which are being taught by school teachers in the normal classroom setting which is the Pre-internship phase. During the final semester of the B.Ed course, the School Internship phase takes place where a teacher trainee joins a practicing school as an intern teacher to gain first-hand experiences within a school setting as a teacher. After which the Post-Internship phase takes place in the respective B.Ed. college followed by the Final practice teaching in which a class conducted by the teacher trainees is being assessed by an external expert.

1.11 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To find out the various problems faced by the B.Ed. colleges in relation to coordination during internship
2. To find out the problems faced by teacher trainees regarding cooperation from subject teachers and facilities provided in the schools.
3. To find out the problems faced by schools in relation to:
 - a) Completion of syllabus b) Evaluation c) Providing facilities (to the Teacher Trainees)
4. To find out the opinion of the school subject teachers in relation to B.Ed internship
5. To find out the opinion of the school students regarding the teacher trainees conducting the class

6. To find out the specific problems faced by all the stakeholders during the course of B.Ed. Internship
7. To give suggestions for overall improvement of the B.Ed internship programme

1.12 RESEARCH QUESTIONS

On the basis of the findings of the present study, the investigator will address the following research questions in relation to the cited objectives.

1. Do B.Ed. institutions get the requisite cooperation from the practicing schools for school Internship?
2. Is the school prepared to accommodate teacher trainees and provide necessary facilities?
3. Are subject teachers and school students cooperative with teacher trainees during Internship?
4. Does the Internship put more work load on subject teachers?
5. What kind of impact does the internship program leave on the school students?
6. Are the teacher trainees' conduct in the areas of professional ethics, dressing code and general discipline satisfactory as per the norms of the school?
7. What are the problems faced by all the stakeholders of the B.Ed. Internship?

1.13 DELIMITATION OF THE STUDY

1. The study has been delimited to the study of problems faced by B.Ed. colleges and practicing schools during Internship
2. The present study was confined to the B.Ed. colleges and practicing schools of the state of Nagaland.

1.14 METHODOLOGY OF THE STUDY

Descriptive survey method was followed for the present study. The investigator has used the Purposive sampling method to draw the sample of the study. This is to ensure that it is a representative of the total population and the data was collected using questionnaires. The complete detail will be presented in Chapter 3 of the study.

1.15 ANALYSIS AND INTERPRETATION OF THE STUDY

The data collected from the sample of the study was organized, tabulated and converted into percentages following which the analysis and interpretation of the data was

made basing on the percentages calculated. The complete analysis and interpretation of study is presented in Chapter 4 of the study.

1.16 MAJOR FINDINGS, DISCUSSION, SUGGESTIONS, EDUCATIONAL IMPLICATIONS AND CONCLUSION

Basing on the analysis and interpretation of data, major findings were drawn, discussions in relation to research questions were done after which suggestions, educational implications and conclusion are given in the final chapter.

CHAPTER-2

REVIEW OF RELATED LITERATURE

CHAPTER-2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In the first Chapter, the background of the study along with rationale of the study, statement of the problems, research questions, objectives and delimitations of the study was given. In this chapter, the investigator has made an attempt to review various related literature pertaining to the study after which, the research gap is presented under implications.

The Review of related literature enables the investigator to know what has already been done in a particular area of study and acts as a stepping-stone to resume what is yet to be done. The review of literature is the base for deciding the research problem, selecting objectives and formulating hypotheses or research questions. The review of related literature is also helpful in research in two ways. First, it helps to sort out what has already been done in a particular field. This is important to avoid unnecessary duplication in the specific area of operation. Second, it also helps to identify what can yet be done. In the present chapter, the investigator has made an attempt to review various related literature pertaining to the study, after which the research gap has been presented under implications in the final chapter.

2.2 CLASSIFICATION OF REVIEW

The present study is an attempt to investigate on the problems faced by B.Ed. colleges and Cooperating Schools in relation to internship in Nagaland. Studies on B.Ed. Internship programme have been a neglected area of educational research not only in Nagaland but in India as well. It has been noticed that studies conducted so far are scanty. In the following paragraphs, the investigator has presented the Review of related literature.

The available related literature are placed under two main heads viz; studies conducted in India and studies conducted abroad and further categorized as per the objectives of the study.

2.2.1 Review of studies conducted in India:

- a) Review based on various problems faced by the B.Ed. colleges in relation to coordination during internship**

Devi. (1985) carried out an investigation into the problems of teacher education in Manipur at the pre-service and in-service stage, and concluded that practicing schools should be attached to the training institutions and it should be under the administrative control of the head of the training institutions.

George. (2013) conducted a study of the attitude of teacher educators towards innovative practices in teacher education institutions in Meghalaya. The study concluded that the only way to bring about socio-economic transformation in the society on the grand scale is to revolutionize our system of education to fit into the changing norms. Today's system of education is required to impart those skills that may help for rapid and conscious adoption to changing trends, where there is a need for innovation in the secondary teacher education programme.

Mondal. (2014) studied on the use of Constructivism approach towards teaching learning in the secondary schools of Shantiniketan. Both experimental and descriptive research methods was for the study and a sample of 103 students and 109 teachers were drawn and administered with questionnaire and achievement test. The study concluded that with regard to experiences of teacher and teacher training there was no significant relationship with the constructivist approach and teaching learning.

Diengdoh. (2015) conducted a study on the functioning of teacher education institutions in Meghalaya, and found out that no positive attitude towards innovative practices is visible in Meghalaya in respect to status, experience and gender with secondary and elementary teacher educators. When there is change in curriculum, there was found to be change in attitude of teacher educators towards innovative practices in Meghalaya.

Sushma. (2016) studied on the attitude of teacher educators towards two year B.Ed. programme. Survey method was used for the present study on a sample of 30 teacher educators and data was collected using an attitude scale. The study found that the two years B.Ed. programme enhances teaching ability and that the teacher educators get more time to mold the students properly and the teacher trainees also get more time to learn more teaching skills during the training.

Khan. (2017) conducted a study on the issues and concerns on the implementation of two year B.Ed. program. Descriptive survey method was used in this study and 37 teacher educators and 110 teacher trainees were chosen as the sample using purposive sampling. The

researcher prepared two scales for measuring experiences of student teachers and teacher educators. In this study the teacher educators were of the view that because of the extended duration of the internship, schools were not cooperating well and the teacher trainees also faced the problem of unprofessional attitude from the school teachers as they were rude in their conduct towards the teacher trainees.

Bendangyapangla & Chuba. (2018) carried out a study to find out the quality concerns in preparing student-teachers towards planning for Constructivist instruction. The study suggested that teacher education institutions need to provide classroom settings ideal for Constructivism as only one teacher education institution from the sample was able to do so. There is also a need for modeling the Constructivist approach in the classrooms by teacher educators for which workshop or training programmes are needed for the teacher educators of the state.

Gangte. (2018) conducted a study to find the issues and challenges of two year B.Ed programme. The study highlighted that the syllabus and curriculum needs to be revised to cater to Constructivism; the numbers of students in the classes of private schools are too much to implement Constructivist teaching learning and observed that the involvement of the state education department and higher education department are needed for the effective implementation of teacher education programme.

Halder et al. (2018) carried out a study to find out the problem faced by student and teacher in new two years B.Ed. curriculum and the methodology adopted was descriptive method and a sample of 80 teacher trainees and 12 teacher educators were drawn. As per this study, the problems faced by the teacher educators were that time is limited for completion of the curriculum and importance on practicum and teaching skills cannot be given due importance as they find themselves rushing to cover the prescribed syllabus.

Srinivas. (2018) conducted a study on school internship for B.Ed teacher trainees of New NCTE Regulations 2014: Challenges and the way forward. The study concluded that there is lack of coordination between teacher training institutions and schools, mismatch of theory and practice and finally not enough systematic supervisory support is provided to the teacher trainees.

Mondal. (2020) conducted a review based evaluation of teacher educators and student teachers on the two year B.Ed. programme. For this study a review based content analysis

method was employed and it was found that the teacher educators showed a positive attitude towards the two year B.Ed. programme and opined the extension of the programme will better equip the teacher trainees with the required skills.

b) Review of studies based on the problems faced by teacher trainees regarding cooperation from subject teachers and facilities provided in the schools.

Sharma. (1973) conducted an evaluation of practice teaching programmes of post graduate teacher education and found out that, the process of practice teaching was done very hurriedly; students were not allotted subjects required by them for their degree examination. Besides, the non-teaching work like maintaining dairies, giving tests, etc. was rarely done by the student teachers and they did not take part in the activities of the practicing schools.

Sultana. (1976) conducted a study of academic difficulties of student-teachers and the study revealed that, on the basis of their experience of practice teaching, their main difficulty was that, what is being taught in methodology classes is not accepted by the school teachers and they did not agree to the new methods tried out in the actual classroom teaching. Moreover, supervision that is done by the method teachers is contradictory and they get confused and do not know whose suggestions to follow.

Limatushi. (1985) conducted an investigation of the problems faced by pupil-teachers during their B.Ed. practice teaching and got a negative response by half of the samples concerning lack of accommodation, lack of proper supervision, lack of proper transportation and overcrowded classes along with these, there were other minor problems like indiscipline of the students and lack of sanitation were also cited in the study.

Singh et al. (2012) conducted a comparative study of the comments given by supervisors for B.Ed. teacher trainees in relation to their practice personal teaching. The study randomly selected 51 teacher trainees and 102 lesson plan notebooks comprising of 979 supervised lesson plans and 3444 supervision remarks. The study revealed that very less number of lesson plans were supervised. Supervisors' gender does not affect their comments but their comments written for teacher trainees vary with their teaching experience. Further the equal attention is not given by supervisors to each teaching skill. General remarks which do not fall in the category of any of the skills are given comparatively more focus by supervisors. Therefore, there is a need to properly train and educate teacher educators who are assigned the task for supervision during practice teaching.

Ranjan. (2013) conducted a study of practice teaching programme as a transitional phase for student teachers. A qualitative research approach was adopted and the data was collected with the use of semi-structured interviews and focused group discussion. The study dives into detail the teacher trainees' experiences during the practice teaching programme and found that the learner's discipline was a major challenge for the student teachers and the teaching environment did not allow student teachers to execute what they had learnt at college. Besides, there is a possibility that student teachers had not been fully prepared for the real environment in which they were supposed to teach.

Panda and Nayak. (2014), studied on the issues and concerns of teacher trainees during the internship programme. A cross sectional descriptive research methodology was implemented and 120 respondents were selected using purposive sampling for three sessions i.e. 2011 to 2014. The data were analyzed using simple percentage as well as qualitatively. The study found that maximum student teachers faced disciplinary problems, problems relating to management of school students and the problems relating to management. The teacher trainees considered distance of practicing school, designing curricular and co-curricular activities and preparing lesson plan as challenging tasks during the internship programme.

Singh. (2014) studied the emerging trends and innovations in teacher education. The suggestions made by this study was that comprehensive research need to be done on the the course of teacher education so as to restructure the course to bring in a connection between theory and practice. Moreover, teaching practice should be supervised systematically and efficiently so that it fulfills the objectives of teacher training and also ensure that the teaching practice is not just mere disturbance to the practicing schools.

Kumar. (2016) studied on the attitude of pupil teachers towards internship as a part of B.Ed curriculum in relation to gender, stream and academic qualification. Descriptive method was employed for this study, a sample of 80 teacher trainees using stratified sampling method were selected as samples and a self-prepared attitude scale was used as tool. The study indicated that the internship program is an effective way to train the teacher trainees about the expectations of real school teaching as it gives the teacher trainees the opportunity to understand all the different aspects of the schools and also helped them improve their skills and abilities of the teaching profession. Moreover, the teacher trainee should maintain

professionalism while at the school during the internship and take up the lessons which the schools offer so that the student are no at loss due to the internship.

Sao and Behera. (2016) conducted a study on the attitude of student-teachers towards two year B.Ed programme with reference to NCTE Regulation, 2014. The study was carried out on a sample of 260 student teachers from which it was concluded that the two-year B.Ed programme is appropriate for teacher training course that only one-year B.Ed programme is not enough to train student-teachers properly. Moreover to bring quality in teacher education, the two-year B.Ed course becomes inevitable.

Nataraja. (2016) conducted a study to find out the attitude of teacher trainees towards two year B.Ed programme and their future. This was a cross sectional survey study in which all the teacher trainees who had completed the two years B.Ed. programme was considered as the population, out of which 110 teacher trainees were selected as samples. The major finding was that the teacher trainees have stage fear during practice teaching and are unable to carry out the lesson plan effectively. So to remove this teacher education institutions and teacher educators have to give more training to the teacher trainees at the teacher training institute before the school internship.

Adhikary. (2017) studied on the perception of the teacher trainees towards two year B.Ed. programme implemented in the teacher education institutions in Assam. The methodology adopted was descriptive in nature, a sample of 50 male and 50 female teacher trainees was drawn and structured questionnaire was administered to the samples for the study. Major findings of the study was that the majority of the teacher trainees were dissatisfied with the curriculum distribution of the two year B.Ed program as there were more theoretical paper in the first year and the second year papers were much more complex. Besides, the fee structure was too high and they faced financial problems due to the duration of the school internship being too long.

Halder, et al (2018) studied on the problem faced by student teachers and teacher educators in new two years B.Ed. curriculum. The methodology adopted was descriptive method and a sample of 80 teacher trainees and 12 teacher educators were drawn. The study revealed that since the teacher trainees have to do different activities in a given interval of time, an extra mental pressure was created among them. The study also revealed that teacher trainees faced problem relating to practicum based subjects as they were not taught properly in their B.Ed. college; on the other hand, teaching skills were also not taught which caused

problem during school internship. Further, problems such as time constraint for lesson plan preparation and checking of lesson plan was also cited.

Jaseena. (2018) conducted an analysis on the reflections of school internship of two-year B.Ed programme. The study identified various problems that were faced during the school internship. Teacher trainees cited that workload of curricular activities in the school, duty of class activities, compulsory participation in all co-curricular programs in school were challenging during the course of internship. The teacher trainees also remarked that the school teachers of the practicing schools gave them extra duties and were faced with negative attitude from the school teachers. Altogether the study showed that the teacher trainees were dissatisfied by the conduct of school internship.

Bendangyapangla and Chuba. (2018) carried out a study to find out the quality concerns in preparing student-teachers towards planning for Constructivist instruction. The study suggested that teacher education institutions need to provide classroom settings ideal for Constructivism as only one teacher education institution from the sample was able to do so. There is also a need for modeling the Constructivist approach in the classrooms by teacher educators for which workshop or training programmes is needed for the teacher educators of the state.

Das. and Chowdhury. (2019) carried out an analytical study on practice teaching of B.Ed. students. The study employed an interpretative approach and the qualitative data were collected from the 300 respondents which was then analyzed by document study. The findings showed that the cooperating schools expected that the teacher trainees to provide very good quality of teaching, however in many cases this was not so as the teacher trainees lacked the skill of explanation. There was also the problem of overcrowded classroom as most of the classes had students exceeding 80. Besides, after the completion of four-month school internship, basing on the evaluation by external examiner most of the teacher trainees were unsatisfied because assessment was done for only few minutes and counted as final teaching evaluation.

Gupta. (2019) studied on the role and challenges of the B.Ed. school internship. Survey design and case study method were both employed to conduct this study. Seven teacher trainees were selected as sample and observation schedule, rubrics and diary were the tools and techniques applied to collect and record data. The study found out that there was lack of coordination between the education department, B.Ed. colleges and the schools

concerning the school internship programme. Moreover, the teacher trainees were given inconsistent number of working days and the objectives of internship were also not being fulfilled because they were not supervised properly.

Gupta. (2019) analyzed the perception and experiences of B.Ed. students about the internship and sessional work. The study dealt with the perceptions, experiences and challenges of the teacher trainees during their internship and sessional work. For this study, a sample of 80 teacher trainees were selected through random sampling and the data was collected using open ended questionnaire and semi-structured interviews, and it was found that the teacher trainees faced challenges in time management. Apart from that, 100% of the respondents of the sample of the study faced problem in conducting Constructivist class in the school and also the resources and infrastructure available in the practicing schools were not satisfactory.

Jogan. (2019) conducted an evaluation of the effectiveness of school Internship. For this study, the descriptive survey method was adopted to study the opinion of trainee teachers about internship program which was carried out in three phases. The study found out that internship program trained the teacher trainees about real work and it gave them an opportunity to integrate theory and practice, plan and deliver lessons, critically analyze teaching styles and improve their performances in relation to the feedback received from the supervisors. Internship helped the teacher trainees to develop an understanding of the role and responsibilities of a professional teacher and experience the different aspects of the school program which helped them to improve their skills and abilities of teaching.

Gupta and Rakwal. (2020). The study was conducted to find the perception of teacher trainees towards the two year teacher education programme. The Teacher Trainees Perceptions Assessment Questionnaire (TTPAQ) was developed for the study which consisted of four scales namely, Duration, Pedagogical Aspects, Curriculum and Innovation. The sample consisted of 200 teacher trainees enrolled in the two-year B.Ed. and M.Ed. This study revealed that the internship programme helped the teacher trainees in gaining practical knowledge about being a teacher. The maintenance of the reflective journal was considered as a very innovative activity because it helped the teacher trainees to report the progress of their learning progress.

c) Review based on the problems faced by practicing schools:

Bhatnagar. (1980) reported on the studies and literature on student teaching and other practical work in the B.Ed. programme in India, Department of teacher education project, NCERT and revealed that need for comprehensive network of school activities should be included in student teaching programmes. The review further highlighted the negligence in organization of teacher-training institutions and their rigid structures; the study also revealed that student-teaching was the weakest link in the secondary level.

Ranjan. (2013) carried out a study of practice teaching programme: A transitional phase for student teachers. The use of semi-structured interviews and focus group discussion was the mode of data collection, while content analysis was used to analyze the data. The study delves into the teacher-trainees experiences during the practice teaching programme. The study found that the timing of the practice teaching was inappropriate, especially when it was arranged before or after completion of examination in the schools.

Singh. (2014) studied the emerging trends and innovations in teacher education and suggested that the teaching practice of teacher trainees held in the school should be planned so as to have useful implications for the schools rather than disturbing their routine schedule. Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.

Lungalang. (2015) conducted a study to find out the problems faced during internship of B.Ed. teacher trainees in practicing schools of Kohima. The sample consisted of 10 practicing schools and 122 teacher trainees from 3 B.Ed. colleges and data was collected with the help of questionnaires. The study concluded that the practicing schools faces problems of managing practice teaching class with regard to routine and assessment. The teacher trainees faces problem of being treated more as a student and less as a teacher and not given leave of absence during the period of practice teaching in the cooperating schools.

Nayak. (2016) carried out a study on teacher preparation for language teaching in the two year bachelor of education programme. A sample of 50 teacher trainees and 8 teacher educators were selected along with other stake holders including the practicing schools teachers (10), curriculum designers (4), principals of teacher education institutions (4) and headmasters of practicing schools (2). The tools used for the study included content analysis, questionnaire, interview, focus group discussion and classroom observation. The study found that the internship programme is treated as a formality only to

cover the required lesson plans. The study further found that the mentoring and supervision of the teacher trainees does not contribute meaningfully to the development of the teachers. Besides, 5E model for practice teaching is not used as teacher educators are not familiar to the essence of 5E constructive model. The study also concluded that the pre-internship and the post-internship are conducted unsatisfactorily. The study further pointed out that the subject teachers of cooperating schools should be oriented for supervising the classes of teacher trainees and there is a need for good coordination between schools and teacher education institution.

Najmuddeen and Areekkuzhiyil. (2019) has done an analysis on what mentors and supervisors do in the light of NCTE school internship framework and guidelines for two year B.Ed. course. The study employed normative survey method and a sample of 15 teacher educators were selected using purposive sampling method. An interview schedule was used to collect data. The study found out that none of the B.Ed. colleges selected for the study provided any orientation programme for the mentor teachers regarding internship programme, teacher educators stated that they didn't consider the assessment done by the mentor teachers while finalizing the marks of student teachers for the school internship as the marks are not given critically and almost all student teachers receives high marks, there was no regular interaction between mentor teachers and faculty supervisors and neither custom made internship handbook was prepared by the teacher education institute nor were copies of those handed over to the Principals/Head teachers and mentor teachers.

d) Review based on the opinion of the subject teachers in relation to B.Ed. internship

Ranjan. (2013) has done a study of practice teaching programme: A transitional phase for student teachers. A qualitative research approach was adopted and the data was collected with the use of semi-structured interviews and focused group discussion. The study found that school teachers view the period of Internship as critical for their school students and hence; they are reluctant to allow their classes to be taken up by the inexperienced teacher trainees. Months that are close to exams need to be avoided for the Internship and it is thus recommended that the Internship timetable should be designed in such a way that it does not coincide with important school terms.

Krishnaiah. (2015) conducted a critical survey on constructivism and its approach of teaching social science at secondary level in Telangana Region. The study is qualitative in nature. It was found that teachers who were following the constructivist approach were under

the impression that Constructivism enables them to create a congenial and democratic environment in the classroom and especially in teaching social science, it made the classroom environment lively. The seating arrangement in the class should be such that it caters to the involvement of all the students during activities. This study recommends massive orientation programmes to be organized for the school teachers to understand the baseline philosophy of constructivism and its proper application in teaching-learning process.

Kholia. (2018) conducted a study on the measures for improving quality of teacher education in Nagaland. The study concluded that the existing training programme does not provide adequate opportunities to the students and teachers to develop competency because the organizers of teachers training programme are not aware of the existing problems of schools and so there has to be coordination between the work schedule of the teachers in school and the teacher preparation programme of the training college.

Paramanik. (2020) conducted a case study on the organization of school internship in secondary teacher education institutions. The study adopted case study design and purposive sampling was used to select the samples; the tools used in the study was observation schedule, interview schedule and focus group discussion. The study found that school teachers complained about student teachers leaving assigned topic unfinished and also that student teachers did not provide notes nor did the text book exercises which made covering the overall course not possible

2.2.2 Review of studies conducted abroad:

a) Review based on the various problems faced by the B.Ed colleges in relation to coordination during internship

Morine-Dersheimer and Leighfield. (1995) conducted a study to find the field experiences of student teaches and the study found that there was a difference in the guidance and feedback given by the cooperating teachers and college supervisors. The college supervisors were described as encouraging the student teachers to think and use problem solving approaches in the classroom situations; on the other hand, cooperating teachers were described as being dominant and assertive to the student teachers, and wanted the student teachers to use the same methods as them regardless of the classroom contexts. The study suggested that there is need for more experienced and trained cooperating teachers in the supervision process.

Adewui. (2002) conducted a study on supervision in teacher education. The purpose of the study was to gain a deeper understanding of the meaning of supervision in teacher education. The study concluded that supervisors task was in giving constructive feedback, promote student teacher's growth, and shift from supervisor as a judge to supervisor as a facilitator. The study showed that the student teachers were nervous about being observed the first time, and they were reserved about being friendly with the supervisor and seeing them as a facilitator.

Tomlinson, et al (2010) assessed the effectiveness and benefits of mentoring in teacher education. The study showed that mentoring was beneficial in a way that it provided emotional and psychological support to the teacher trainees, which helped them in their progress during the teaching practice. The mentors also play an important role in the socialization of teacher trainees by helping them to learn to adapt to the norms which are associated with being a teacher. The study found that mentors sometimes feel insecure, nervous, and even inadequate at the prospect of their lessons being observed by the teacher trainees.

McDonald. (2014) conducted a study on the perceptions of visiting lecturers on their Role in Supervising Student Teachers during school Practicum. Qualitative case study approach was implemented for the study and semi structured interview was used as the tool for collection of data. The study presented an assessment made by the visiting lectures who supervised the teacher trainees. The study showed that the visiting lecturers who also taught the teacher trainees at the institute viewed the practicum was a period to bring into practice at the school what was being taught at the institute. The study revealed all the visiting lecturers commented that it was important to keep track of what was happening in the schools and that for effective implementation of practicum, there need to be awareness on the challenges faced at the schools as well.

b) Review based on the problems faced by teacher trainees regarding cooperation from subject teachers and facilities provided in the schools.

Saricoban. (2010) conducted a study on the problems encountered by teacher trainees during their practicum studies. The study was quantitative in nature and a self-report survey was administered to the teacher trainees. The study found out that there was lack teaching aids materials and equipment like audio-visual aids, internet, teacher-made materials, photocopier etc. were found to be lacking. The teacher trainees found the classroom

environment to be overcrowded, students were of different level of learning proficiency, and the sitting arrangement and discipline of the class were challenging during the practicum at school.

Azeem. (2011) conducted a study on the problems of prospective teachers during practice teaching. This study selected 100 teacher trainees as samples and the data was collected using a questionnaire. The findings of this study showed that majority of the teacher trainees were not informed about the rules and regulations of the practicing schools, nor were they informed about the existing practical facilities available in the schools. The findings further indicated that majority of the practicing schools had not prepared the timetable for the teacher trainees.

Okobia, et al (2013) conducted an analysis of the perceived challenges faced by teacher trainees during teaching practice exercise. The methodology of the study was survey design method and a sample of 200 teacher trainees were drawn using simple random sampling method. A four point likert scale questionnaire was used to collect the data. The study identified the lack of co-operation from the subject teachers or any kind of school based supervisors, lack of accommodation during the teaching practice programme and also lack of instructional materials and resources in schools. The teacher trainees were given no allowances during teaching practice and there were problems of inadequate teaching practice orientation before the commencement of teaching practice and poor interpersonal relationship with the faculty supervisor during supervision.

Hendrikse. (2013) conducted a case study about Internship in teacher education in South Africa. This study is a qualitative case study bringing out subjective views of both the mentor teachers and the teacher trainee. The study showed that the internship programme can be recognized and valued as a very relevant contribution to the educational system. The teacher trainees who had undergone the internship process were found to have learnt to be confident and professionally ready to take on their role as teachers.

Javanbakht. (2014) studied the attitudes of Iranian teachers and students towards Internship. A sample of 120 teacher trainees was selected and the study was conducted using both qualitative and quantitative methods. The findings showed that practicing schools lack in catering to the needs of the teacher trainees in terms of educational media, lack of knowledge of the current teaching practices and use of technology.

Khalid. (2014) analyzed on the impact teaching practice has in shaping pre-service professionals. This study followed a qualitative case study and carried out intensive interview of 3 pre-service teachers who were undergoing teaching practice. The study found that the teacher trainees slowly gained confidence in their teaching after conducting class several times. The overall teaching practice provided the teacher trainees with the opportunity to experience learning the ability to collaborate with other teachers and participate in extracurricular activities.

Talal and Omer. (2014) conducted an evaluation of the internship program at the college of education, Muscat. The sample consisted of 29 supervisors and 65 teacher trainees, who were selected randomly to participate in the study. A questionnaire was administered to collect data needed for the study. The findings of this research study indicated that the internship program plays a significant role in developing the teacher trainees' skills and makes them better prepared for their future career. It was found that there having clear and achievable objectives, experienced supervisors, proper orientation, continuous evaluation and feedback throughout the internship period were the major factors that contributed to the successful internship program

Ganal, Et al (2015) conducted a study to find the problems and difficulties encountered by teacher trainees of Phillippine normal university Isabelia Campus. The study choose 100 teacher trainees for the study and the problems and difficulties encountered by them were found to be financial constraints, adjustment to learners, problem of classroom management, communication skills, instructional skills, instructional and evaluation tools preparation.

Zainab. (2015) conducted a case study on the problems encountered by the faculty of education students during teaching practice of university of Ilorin. The study employed survey design and with simple random technique selected 100 teacher trainees. Questionnaires were used to collect data for this study. It was found that some teacher trainees faced difficulty in conducting class because they lacked confidence, on the other hand some of the teacher trainees did not take the school practice professionally. The teachers of the co-operating schools were hostile towards the teacher trainees and the students were not cooperative because of the fact that they were interns. The student teachers also faced financial constraint in procuring instructional aids and transportation to practicing schools.

Thorsen. (2016) conducted a study on the practice teachers role in teacher education- in terms of individual practices across educational curricula. This study was based on the survey of 45 practice teachers and 8 in-depth interviews. It was found that in matter of cooperation from teacher educators, they did not give the required supervision or help; besides, the supervision of teacher trainees were carried out randomly and found to be unsatisfactory.

Ifeoma. (2016) studied on the assessment of Students Attitude and Perception of Teaching Practice: the Case of Undergraduates of Delta State University, Abraka. This study was descriptive survey in nature and employed ex-post facto design. The sample consisted of 200 teacher trainees selected via the random sampling technique, 40 teachers of the cooperating schools and 40 school heads selected through the stratified sampling technique. The data was collected through interview and questionnaire. The findings of the study showed that the teacher trainees though were punctual at school and interested in the teaching practice programme, they did not participate in general school administration, nor readily accepted other responsibilities, The findings further indicated that most of the teacher trainees in the rural schools were not satisfied with their lecturers' supervision as some of them were not supervised.

Oksuz and Cevik. (2014) conducted a study to evaluate the prospective teachers and practice classroom teachers' opinions of problem encountered in the practice schools. The study followed the case study technique and a sample of 125 prospective teachers 21 primary school teachers 18 school students were drawn using purposeful sampling methods. The data was collected using interviews. The study found that the prospective teachers faced trouble in management of the classroom discipline.

Parishani and Khorrooshi. (2016) conducted a case study to view on the challenges and opportunities of internship lessons from the perspective of the students from Farhangian University Colleges of Pardis Fatemeh Zahra and Shahid Rajal in Isfahan. The study adopted qualitative method and semi structured interviews were administered to the 30 samples. The findings showed that teacher trainees found various challenges during the internship course. They had reported that during the semester of the internship, there were also several other academic workload. At the practicing schools the teacher trainees reported that there was no cooperation from the school teachers and that the school teachers felt the teacher trainees were spying on their class and was there to judge them. Besides, the school teachers also

were not familiar with the internship process. Despite the challenges, the teacher trainees also reported that because of the internship they gained overall perspective of the teaching profession and it helped in their confidence building, the teacher trainees also learnt how to integrate theory and practice and make connection with the content of the course with the real world issues.

Salviana, et al (2018) studied on the constraints faced by English teacher trainees during their teaching Internship programs with the English Department of Fkip at Unsyiah in Aceh. The study used qualitative method and the tool used for the study was questionnaire which was administered to 26 teacher trainees by simple random sampling. The study revealed that the teacher trainees faced an array of problems in the form of feeling anxious during their practice teaching and that there were also complaints of lack of supervision from the faculty supervisor, lack of ability to cater to the leaning abilities of the students and besides, the students were not responsive and attentive to the class activities.

Paramanik. (2020) conducted a case study on the organization of school internship in secondary teacher education institutions. The study found out that, student teachers faced difficulty in time management in preparing lesson plans and TLMs and organizing activities during the internship period, student teachers also faced lack of interest from school students to participate in activities which they overcame by motivating the school students.

c) Review based on the problems faced by practicing schools:

McCarthy and Quinn. (2010) conducted a study on the supervision in Teacher education. The study dives into the process of supervision in teacher education and implies all the stakeholders of the teacher education process that is the teacher trainee, the co-operating teacher and the university supervisor need to focus on interpersonal and communication skills. Many nations have expressed concern that the needs of all students are not being met because of the fact that the schools are staffed with teachers who lack the skills to work with the diverse student population and so there is need for teacher training institutions to provide ample knowledge, skills and experiences for their pre-service teachers undergoing training.

Kagoda and Sentongo. (2015), studied to find the practicing teachers' perceptions of teacher trainees. The study is qualitative in nature and employed the used of open ended questionnaires and focus group discussions on the practicing teachers of five districts in

central Uganda. The findings show that practicing school teachers expected that generally teacher trainees were adequately trained and the teacher trainees did demonstrate mastery of the subject matter and they delivered the content to students using appropriate instructional methods. The study found that majority of the teacher trainees conduct themselves professionally while on school practice. Most of the practicing teachers in the schools did not provide mentorship to the teacher trainees and considered the time teacher trainees engage their class as time for leisure or for other things. The findings also revealed that the teacher trainees needed assistance in aspects like handling large classes and adolescents and in the use learner-centered teaching methods

d) Studies relating to the subject teachers in relation to B.Ed. Internship

Faikhamta and Clarke. (2018) studied about the motivation and challenges in supervising student-teachers during their internship programme by the Thai cooperating teachers. This study collected the responses of 171 cooperating teachers using the mentoring perspectives inventory. The result indicated that the cooperating teachers were driven to help the student teachers and they did not consider this as an added burden to their duty. This was because the cooperating teachers felt that producing more teachers was their social responsibility and that supervising helped in developing the student teachers into teachers which gave them a sense of gratification.

2.3 SUMMARY OF THE REVIEW

a) Summary of studies related to the problems faced by B.Ed. colleges

In the studies conducted by Halder, et al (2018) and Srinivas (2018) it is presented that in the 2 years curriculum of B.Ed., teacher educators faces limited time and lack of coordination between schools and B.Ed. colleges. Devi (1985) suggests practicing schools to be attached to training institutions. The study done by Diengdoh (2015) found out that no positive attitude towards innovative practices is visible with respect to status, experience and gender with secondary and elementary teacher educators. Tomlinson, et al (2010) found that mentors sometimes experience feeling of inadequacy at the prospect of their lessons being observed by teacher trainees and study by George (2013) concluded that the only way to bring about socio-economic transformation in the society on the grand scale is to revolutionize our system of education. Gangte (2018) also highlighted the syllabus and curriculum needs to be revised to cater to Constructivism and the involvement of concerned

department is needed for the effective implementation of teacher education programme. Mondal (2014) concluded that there was no significant relationship with the Constructivist approach and teaching learning. Study by Bendangyapangla & Chuba (2018) showed that classrooms settings are not ideal for Constructivism and teacher educators need to also model the Constructivist approach while engaging their class and teacher educators viewed that the two year B.Ed programme will better equip the teacher trainees with the required skills as mentioned in the study by Mondal(2020). The problem of schools not cooperating well to the internship programme was found to be due to the duration of the internship as reported in the study by Moheeta (2017)

b) Summary of studies relating to problems faced by teacher trainees

Teacher trainees during the period of school Internship faces an array of problems. Studies conducted by Limatushi (1985),Singh(2012), Singh(2014), Kaushik and Ratna,(2019), Ifeoma, (2016), Obiageli, et al (2013), Alice, Sentongo (2015), Thorsen (2016) ,Gupta (2019) all identified different problem faced by teacher trainees due to lack of supervision during the school internship. Problem because of overcrowded classrooms in schools has been recorded in multiple studies including studies conducted by Limatushi (1985), Das and Chowdhury, (2019), and Arif(2010). Lack of required facilities such as teaching aids, ICT, enough number of classes have been highlighted in the studies conducted by Sharma,(1973), Arif (2010), Azeem, Muhammad (2011), and Obiageli et al (2013). The studies carried out by Halder, et al (2018), Jaseena, (2018), Gupta, (2019),Paramanik, (2020) shows teacher trainees lack the skill of time management and studies by Ranjan R (2013), Panda , Nayak (2014), Oksuz and Cevik (2014) and Salviana, et al (2018) found teacher trainees' inability to maintain classroom discipline and further problems faced by teacher trainees due to lack of confidence is found in the studies conducted by Nataraja (2016). Adewui, (2002) Abdulazeez (2015). Positive aspects of the school Internship programme has been recorded in the studies done by Kumar A (2016), Sao, Et al(2016), Jogan, (2019), Gupta and Arkwal (2020), Hendrikse (2013), Khalid, Fariza (2014), Talal S.A & Omer H I (2014) in which the studies have found that internship is an experience in which the teacher trainees learn about professionalism, self-confidence and over all take in the role of a teacher. Adhikary, (2017) recorded that teacher trainees problem on the fee structure and overall expenses during the internship. Lack of mentorship from the cooperating schools have been recorded in the study by Kagoda and Sentongo (2015)

c) Summary of studies related to the problems faced by practicing schools:

The practicing schools during the process of Internship are laid with multiple responsibilities for the successful fulfillment of the internship programme. However, lapses in the form of lack of communication between the teacher educators and school teachers are indicated in the studies conducted by McCarthy and Quinn (2010) and Najmuddeen, and Areekkuzhiyil (2019). School teachers are unaware of their role during the Internship programme as highlighted in the studies conducted by Krishnaiah (2015) and Nayak, (2016). Studies conducted by Ranjan (2013) and Lungalang (2015) show schools faces problem in terms of timing of the internship programme and arrangement of routine. The study by Bhatnagar, T.N.S (1980), shows the need to add more school activities in the teacher training programmes and the study by Singh (2014) show need for the teacher training institutes to have useful implications for the schools also rather than disturbing their routine schedule.

d) Summary of studies relating to subject teachers in relation to B.Ed Internship

The study of Ranjan (2013) shows that school teachers are reluctant to assign their classes to inexperienced teacher trainees and the study by Krishnaiah (2015) recommends massive orientation programmes to be organized for the school teachers to understand and appreciate the baseline philosophy of constructivism and its proper application in teaching-learning process. The study conducted by Paramanik (2020) showed that school teachers complained about teacher trainees failing to cover the overall syllabus assigned during the Internship period and the study conducted by Kholia (2018) concluded that there has to be coordination between the work schedule of the teachers in cooperating school and the teacher training programme of the teacher training college. However the study by Faikhamta and Clarke (2018) found that the cooperating teachers felt producing more teachers as their social responsibility, supervising helps develop student teachers into teachers and it was gratifying to watch student teacher learn and develop so they were willing to mentor the teacher trainees.

2.4 IMPLICATION OF REVIEW

On the basis of the related literature that has been reviewed by the investigator for the present study, it has been found that studies on teacher education and internship is mostly inclined to the problems faced by teacher trainees and the teacher education institutions and that very minimal studies are conducted from the side of the practicing schools and the

problems that arises in the practicing schools due to the Internship. The investigator found that there were no comprehensive studies done on the problems faced by B.Ed. colleges and practicing schools during the Internship in the state of Nagaland.

Therefore, the investigator has found it imperative to conduct a study that is well balanced and to include all the stakeholders of the Internship programme, as there is a wide gap in the study that has been conducted so far. Hence, the present study has been carried out keeping in view to produce a well-rounded research that will include all the stakeholders that are involved in the B.Ed internship programme ie, Principals of the B.Ed colleges, teacher educators, teacher trainees, Principals of the practicing schools, school teachers and school students.

CHAPTER-3

METHODOLOGY OF THE STUDY

CHAPTER-3

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

The present chapter deals with the procedures and techniques that have been used to identify, select, process, and analyze the present study. In the subsequent paragraphs the investigator describes the design of the study, highlighting the methods and procedure adopted in carrying out the present study.

The application of scientific method to the study of specific problems constitutes a research process. Research and scientific enquiry can be considered as synonymous and the only difference being, it is possible to employ scientific method without research whereas, it is not possible to conduct research without employing scientific method. In the course of a research process, the research method takes the top precedence. They describe the various steps that is to be adopted in solving the research problem which are: what investigation needs to be taken, the choices of samples to be drawn, validation of tools, how to collect, analyze and interpret the data and come to generalizations and conclusions.

Education is both art and science and for the enrichment and improvement there is a need to add scientific knowledge to it. Research has to be carefully recorded and reported with important terms defined, procedure described in detail, references carefully documented, results objectively recorded and conclusions presented with scholarly caution.

3.2 RESEARCH DESIGN

The present study was designed on the Descriptive Survey method where the investigator describes and interprets the problems that practicing schools and B.Ed. colleges face during the Internship programme. The Descriptive method study phenomena in a natural setting and can provide information for the solution of problems. The importance of descriptive study in Education is that it points out the defects in the educational system after comparing the results with the norms or criteria and give valid information about the trends and performance of students and teachers. Descriptive study is the means through which we can know the opinions and attitudes of the people and that way taking in the suggestions to improve the educational procedures and practices. This study is both qualitative and quantitative in nature. Qualitative research is primarily exploratory in nature, and it helps the investigator to better understand the needs, processes, and rationale for behaviors. It provides an insight into a situation, and helps in the formation of ideas for the quantitative research.

Combining a quantitative approach to qualitative research can provide a more quantifiable view of the subject matter.

3.3 POPULATION OF THE STUDY

The population includes all the 9 (nine) Teacher Education Institutions offering B.Ed course in the state and 15 (fifteen) schools involved in all the phases of Internship ie, pre-Internship, school Internship and final practice teaching. The list of the B.Ed colleges and practicing schools are presented in table 3.1:

Table 3.1 Total population of the B.Ed. colleges

Sl. no	Name of B.Ed. college	Type of management	District	Number of faculty	Number of Teacher trainees
1.	State College of Teacher Education	Government	Kohima	16	168
2.	Salt Christian College of Teacher Education	Private	Dimapur	11	193
3.	Bosco College of Teacher Education	Private	Dimapur	15	200
4.	Modern College of Teacher Education	Private	Kohima	12	195
5.	Mokokchung College of Teacher Education	Government	Mokokchung	8	117
6.	Unity College of Teacher Education	Private	Dimapur	8	198
7.	Sazolie College of Teacher Education	Private	Kohima	7	100
8.	Ura College of teacher education	Private	Kohima	11	189
9.	Mount Mary College of Teacher Education	Private	Dimapur	7	100

Source: i) Enrollment status as per college record 2017 and college website

Table 3.2 Total population of the practicing schools

Sl. no	Name of practicing school	Board	District	Number of students. Class 5 to 10	Number of teachers teaching Class 5 to class 10
1.	Holy family higher secondary school	NBSE	Kohima	348	13
2.	G.Rio higher secondary school,	CBSE	Kohima	418	19
3.	Merhulietisa high school	NBSE	Kohima	125	7
4.	Chandmari higher secondary school	NBSE	Kohima	663	20
5.	Modern Academy	NBSE	Kohima	141	7
6.	Don Bosco higher secondary school	NBSE	Dimapur	1037	24
7.	Greenwood higher secondary school	NBSE	Dimapur	570	17
8.	Community Education Centre school	NBSE	Dimapur	222	6
9.	M.G.M higher secondary school	NBSE	Dimapur	460	17
10.	Christian higher secondary school	NBSE	Dimapur	1139	18
11.	Holy cross higher secondary school	NBSE	Dimapur	1466	23
12.	Livingstone Foundation International School	CBSE	Dimapur	445	24
13.	Children's school	NBSE	Mokokchung	186	10
14.	Straightway Higher secondary school	NBSE	Mokokchung	372	10
15.	Model higher secondary school	NBSE	Mokokchung	234	19

Source: <https://udiseplus.gov.in/> (2019 status)

3.4 SAMPLE AND SAMPLING TECHNIQUE

The representative proportion of the population is known as the Sample and Sampling is the process by which a relatively small number of individuals, objects or events is selected and analyzed to find out something about the total population from which the sample was drawn.

In the present study, Purposive sampling method was used in selection of the respondents to ensure an unbiased representation of the population. The investigator has

drawn a sample of 8 (eight) B.Ed principals, 50 (fifty) teacher educators, 360 (three hundred and sixty) teacher trainees, 15 (fifteen) practicing school principals, 110 (one hundred and ten) school teachers and 450 (four hundred and fifty) school students. The investigator has selected a total of 993 samples. The following table illustrates the sample of the study.

Table 3.3 Sample of the study

Sample collected from B.Ed colleges		
Principal	Teacher educators	Teacher trainees
8	50	360
Sample collected from practicing schools		
Principal	School teachers	School students
15	110	450

3.5 TOOLS USED

The investigator has made use of questionnaire as a tool for data collection. A total of six sets of questionnaires were constructed in order to obtain appropriate information and responses for the present study.

3.5.1 Questionnaire construction

In the present study, the investigator's self-made questionnaires were used for assessing the problems faced by the B.Ed colleges and practicing schools during the Internship. Six (6) sets of questionnaires were prepared for the Principals of B.Ed colleges, Teacher educators, Teacher trainees, Principals of practicing schools, School teachers and School students.

The investigator keeping in mind the objectives of the study had consulted the related literature prior to framing the questionnaires. After which, the first draft of questionnaires was framed and reviewed in consultation with the Supervisor, and further for the purpose of feedback and to identify potential problems in the tool, the questionnaires were given to 4 (four) subject experts : 2 (two) from the Department of Education and 2 (two) from the Department of Teacher Education.

The feedback received from the experts was incorporated into the questionnaires in terms of change in language structure and sequence of questions. After which all the 6 (six) set of questionnaires were finalized and made ready for data collection.

1. Questionnaire for B.Ed. Principals: There are a total of 27 items which are segmented into two categories: (A) General Information and (B) Items of Questionnaire. In the General information there are 4 items while category (B) Items of questionnaire, is categorized into 4 parts, namely:

- I. Coordination with practicing schools during the B.Ed. Internship: Consisting of 6 items
- II. Arrangement for the internship by the B.Ed. College: Consisting of 5 items
- III. Functions of the B.Ed. colleges during the Internship process: Consisting of 7 items
- IV. Appraisal on the overall B.Ed. Internship programme: Consisting of 5 items

2. Questionnaire for B.Ed. teacher educators: There are a total of 30 items under two categories: (A) General Information and (B) Items of Questionnaire. In the General information there are 4 items while category (B) Items of questionnaire, is categorized into 3 parts, namely:

- I. Coordination during Internship: Consisting of 5 items
- II. Supervision during Internship: Consisting of 10 items
- III. Evaluation of overall B.Ed. Internship programme: Consisting of 11 items

3. Questionnaire for B.Ed. teacher trainees: There are 35 items under two categories: (A) General Information and (B) Items of Questionnaire. In the General information there are 4 items while category (B) Items of questionnaire, is categorized into 3 parts, namely:

- I. Coordination during Internship: Consisting of 11 items
- II. Facilities at the practicing school: Consisting of 7 items
- III. Evaluation of overall B.Ed. Internship programme: Consisting of 13 items

4. Questionnaire for Practicing school Principals: There are 39 items in total, which are under two categories ie, (A) General Information and (B) Items of Questionnaire. In the General information there are 6 items while category (B) Items of questionnaire, is categorized into 4 parts, namely:

- I. Coordination during Internship: Consisting of 5 items
- II. Facilities provided for the Internship: Consisting of 5 items
- III. Teacher trainees during the Internship: Consisting of 10 items
- IV. The school Internship process: Consisting of 13 items

5. Questionnaire for Practicing school Teachers: There are a total of 37 items under two categories: (A) General Information and (B) Items of Questionnaire. In the General information there are 5 items while category (B) Items of questionnaire, is categorized into 4 parts, namely:

- I. Coordination and cooperation during the Internship: Consisting of 9 items
- II. Conduct of classes by the Teacher trainees: Consisting of 7 items
- III. Impact of the Internship on the School students: Consisting of 4 items
- IV. Evaluation of the B.Ed. Internship programme: Consisting of 12 items

6. Questionnaire for Practicing school students: There are 31 items under two categories i.e.; (A) General Information and (B) Items of Questionnaire. In the General information there are 4 items while category (B) Items of questionnaire, is categorized into 3 parts, namely:

- I. Arrangement and distraction during the B.Ed. Internship: Consisting of 4 items
- II. Classroom transaction by the B. Ed. Teacher trainees: Consisting of 13 items
- III. Evaluation of the B.Ed. Internship programme: Consisting of 9 items

3.5.2 Pilot survey study

For the purpose of identifying problems before implementing the actual study and to ascertain the validity and reliability of the tool, the investigator conducted a pilot study. The population of the pilot study included 2 (two) B.Ed colleges and 2 (two) practicing schools. Out of which 2 B.Ed Principals, 10 teacher educators, 50 teacher trainees from the fourth semester and 2 School Principals, 10 subject teachers, and 50 school students were drawn as samples.

The responses collected back from the respondents were thoroughly analyzed and studied by the investigator and organized into tables and analyzed using simple percentage method. The investigator found the response from the pilot survey study was up to expectation. The findings of the pilot study showed that there in fact were several problems that are faced by the stakeholders during the B.Ed school Internship process and that a thorough investigation is in fact deemed necessary for the overall improvement of the B.Ed. School Internship programme.

The investigator studied the responses received from the pilot study and identified in some questions, the respondents had written down statement responses to closed ended questions. Such questions were reframed and made into open ended questions to ensure that

the respondents answered based on their experiences and understanding. Some questions that were not being attempted to or found to be vague were also reframed. After the necessary changes were made the final sets of questionnaires were framed and made ready for data collection.

3.6 DATA COLLECTION

3.6.1 Sources of data collection

The investigator for the present study collected the data from two sources namely: Primary and Secondary source.

- a) **Primary data sources:** The primary data sources which are original and unique data were collected through the questionnaire, which the investigator personally handed out upon seeking permission from the respective B.Ed. colleges and practicing schools.
- b) **Secondary data sources:** The secondary data for the current study were collected from books, official records, departmental reports, college and school records, articles, journals and sources from the internet.

3.6.2 Mode of data collection

The data was collected from the month of April 2019 to November 2019. The investigator personally visited all the B.Ed. colleges in the state of Nagaland and also the practicing schools that were involved in all the phases of the B.Ed. Internship. The investigator first visited the B.Ed. colleges to collect data from the 4th semester teacher trainees since there was just a gap of one month duration between the end of internship and final semester exam. During the collection of data in the small time frame from all the B.Ed. institutions of the state, the investigator faced challenges of unenthusiastic respondents as the teacher trainees were pressed for time in writing and submitting reports and attending their methodology classes. Besides, teacher educators were also engaged with evaluation and some institutions did not favor entertaining researchers. Upon further insistence, the investigator got back the questionnaires. After data was collected from the B.Ed. institutions, the investigator identified the schools in which all the phases of school internship were held for the academic session of 2017-2019. There were some reluctance faced from some of the practicing schools initially and some schools had a policy of not allowing researchers to collect data. However, after multiple requests many of the schools that were identified agreed for the investigator to carry out the data collection.

3.7 STATISTICAL TECHNIQUE USED

The investigator for the present study organized the raw data collected from the respondents and further classified them into different categories for analysis and interpretation. The responses were first tabulated, counted and further converted in terms of percentages for valid generalization. Thus, the investigator used simple percentile statistical technique to analyze and interpret the collected data.

3.8 ANALYSIS AND INTERPRETATION OF DATA

The data that were collected for the present study through the questionnaires were analyzed by classifying into categories. After which, the data were quantified through tabulation and counting and converted into percentage and accordingly interpretations were made basing on the responses that were received. The details of which will be presented in the following chapter.

CHAPTER - 4

ANALYSIS AND

INTERPRETATION OF DATA

CHAPER - 4

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data means studying the organized and tabulated material in order to discover inherent facts by drawing conclusions. Data analysis is guided by the hypothesis formulated, statistical techniques available and the number of categories into which data has been classified. The investigator must know the strengths and weaknesses of various statistical techniques and their application and limitations. Once data are analyzed by using suitable statistical techniques they are interpreted by the investigator in terms of the objectives formulated for the study. Interpretation answers what inferences and conclusions can be drawn from the result, to what extent, the results are significant and match the objectives of the study, if the results solve the problem in hand and if they are able to open new avenue of research in the field. All these things clarify that interpretation of results is not a mechanical process. It requires careful, logical and critical thinking and evaluates power on the part of researcher. Apart from these, the investigator must eliminate the subjectivity on his part while interpreting the results.

In this chapter, the responses that were collected through the administration of questionnaires from the B.Ed. colleges and Practicing schools are counted, tabulated, organized, analyzed and interpreted. The present study contains both qualitative and quantitative data and so the investigator has made use of tables to analyze the responses. For drawing sound conclusions and valid generalization; on the basis of the study the investigator have tabulated the responses and converted them to percentage.

The analysis and interpretation of the data collected from the respondents is further decided into 6 (six) sections:

1. The first section is comprised of the analysis of data collected from practicing school Principals
2. The second section is comprised of the analysis of data collected from practicing school teachers
3. The third section is comprised of the analysis of data collected from practicing school students
4. The fourth section is comprised of the analysis of data collected from Principals of B.Ed. colleges
5. The fifth section is comprised of the analysis of data collected from Teacher educators.
6. The sixth section is comprised of the analysis of data collected from Teacher trainees

4.1 Analysis and interpretation of data collected from Practicing School Principals

The following are the analysis and interpretation of responses in relation to the B.Ed. internship, which has been collected from the Principals of Practicing schools in Nagaland.

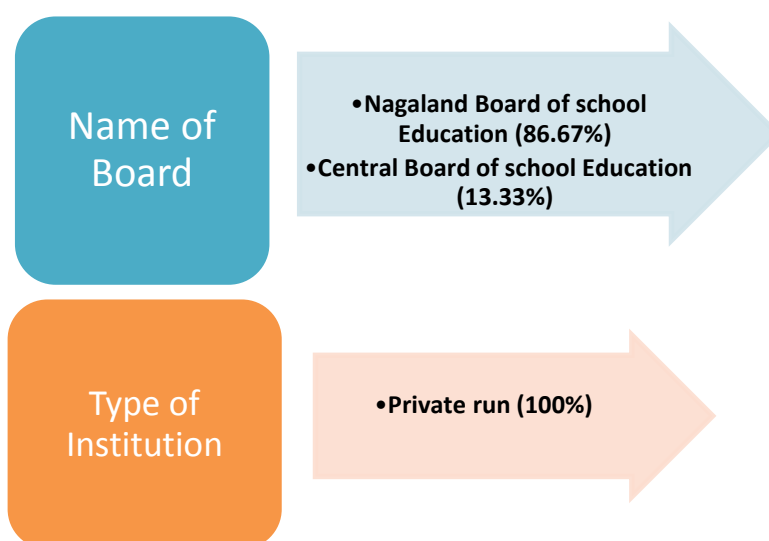
Table 4.1.1 Profile of Principals of practicing schools

Profile of Principals of practicing schools	Gender		%	Educational qualification		%	Number of years as head of Institution		%
	Male	8		Bachelor with B.Ed.	3		Less than 5 years	8	
	Female	7	46.67%	Masters with B.Ed.	11	73.33%	Between 5 to 10 years	4	26.67%
				Masters without B.Ed.	1		More than 10 years	3	
Total		15	100%		15	100%		15	100%

The table 4.1.1 represents the profile of the practicing school principals in Nagaland. As per the gender, a total of 53.33% are found to be male and 46.67% are female. In relation to educational qualification, 20% of the Principals of the practicing school have Bachelor's degree with B.Ed., 73.33% have Master's degree along with B.Ed. and, 6.67% have a Master's degree without B.Ed.

With regard to years of experience as head of the school, the table shows 53.33% have been holding the post of Principal for less than 5 years, 26.67% have been serving as the principal for 5 to 10 years and 20% for more than 10 years.

Figure 4.1.1 Name of Board and type of Institution



The above figure represents the Board to which the practicing schools belonged to. 86.67% belonged to Nagaland Board of school education and 13.33% of the practicing schools belonged to Central Board of School Education. The figure also reveals that 100% of the practicing schools are privately run.

Table 4.1.2 B.Ed. colleges organized consultation meeting prior to the commencement of Internship

Do B.Ed. colleges organize consultation meeting prior to the commencement of Internship?	Response	No of responses	Percentage
	Yes	12	80%
	No	1	7%
	No Response	2	13%
	Total	15	100%

On the basis of the response given by the School Principals, 80% of the schools are briefed on what the purpose of the B.Ed. internship is all about and a consultative meeting is organized by the B.Ed. colleges on how to go about the Internship programme. 7% of the schools are however not consulted nor any prior information delivered by the B.Ed. college authorities. The schools who were not given information did not mention in the response on how they go about the Internship without knowing the technicalities of it. 13% of the practicing schools did not respond to the given question.

Table 4.1.3 Orientation for B.Ed. teacher trainees.

Is orientation on rules and regulations of the school given to B.Ed. teacher trainees before the start of the internship?	Response	No of responses	Percentage
	Yes	11	73.33%
	No	4	26.67%
	Total	15	100 %

Basing on the response given by school principals of practicing schools, it is found that 73.33% conduct orientation regarding school's rules and regulations with the B.Ed. teacher trainees, however, 26.66% do not conduct any orientation.

Table 4.1.4 Schools re-arrange time table for Internship.

Do you re-arrange the school time table to suit the B.Ed. teacher trainees?	Response	No of responses	Percentage
	Yes	9	60%
	No	6	40%
	Total	15	100%
If Yes, mention difficulties	Takes up time in arranging facilities and routine for Internship.		27%

Table 4.1.4 shows 60% of the schools have to rearrange the existing timetable in order to fit in the B.Ed. teacher trainees during internship, whereas, 40% of the school did not have to rearrange their time table. Also, 27% of the schools responded that re-arranging the time table for the B.Ed. teacher trainees takes up a lot of their time.

Table 4.1.5 Re-scheduling of school's annual programmes

Does the school have to re-schedule extracurricular programs due to the Internship?	Responses	No of responses	Percentage
	Yes	3	20%
	No	12	80%
	Total	15	100%

On the basis of the responses by school principals, 20% of the schools re-schedule extracurricular programs due to the Internship. 80% of the schools however do not re-schedule extracurricular programs due to the Internship.

Table 4.1.6 Intake capacity of B.Ed. teacher trainees for Internship

Does the school have a limit on intake of B.Ed. teacher trainees for the internship process?	Response	No of responses	Percentage
	Yes	7	47%
	No	8	53%
	Total	15	100%
If Yes, how many Teacher trainees?	1 to 4	3	20%
	5 to 8	3	20%
	8 to 12	1	7%

Table 4.1.6 reveals that 47% of the practicing schools have a limit on how many B.Ed. teacher trainees are taken in for internship, while 53% of the schools do not have a set number. 20% of the school's intake is 1 to 4 B.Ed. teacher trainees, 20% of the schools intake is 5 to 8 B.Ed. teacher trainees and 7% of the school's intake is 8 to 12 teacher trainees for internship.

Table 4.1.7 Basic facilities provided to the teacher trainees

Does the school provide the following facilities to the B.Ed. teacher trainees during Internship?	Response	No of Responses	Percentage
Drinking Water	Yes	12	80%
Male/Female toilets	No	3	20%
	Yes	15	100%
Any other	No	0	0%
	Lunch	1	7%
	Refreshment	1	7%
	Separate room, refreshment and any other facilities provided to regular teachers	2	13%

From the responses given by the principals of practicing schools 80% provide drinking water to the B.Ed. teacher trainees; however drinking water was not provided by 20% of the practicing schools. 100% of the practicing schools have separate gender washrooms facilities. 7% of the practicing schools provide lunch, 7% provide other refreshments and 13% provide separate room, refreshment and any other facilities provided to regular teachers.

Table 4.1.8 Teaching aids provided to the B.Ed. teacher trainees

Are the B.Ed. teacher trainees provided with the following teaching Aids?	Response	No of Response	Percentage
Text books	Yes	15	100%
	No	0	0%
	Total	15	100%
Laboratory Equipment	Yes	10	67%
	No	4	27%
	No Response	1	7%
	Total	15	100%
Chalks/markers	Yes	15	100%
	No	0%	0%
	Total	15	100%

On the basis of the response given by the principals of practicing schools, 100% responded to have provided text books and chalks/markers. 67% of the practicing schools provide laboratory equipment, however 27% of the practicing schools do not provide laboratory equipment to the schools and 7% of the practicing schools did not respond.

Table 4.1.9 Teaching aids for school teachers

Does the school provide the regular school teachers with teaching aids?	Response	No of response	Percentage
	Yes	15	100%
	No	0	0%
	Total	15	100%
B.Ed. teacher trainees allowed to use teaching aids?	Yes	11	73%
	No	1	7%
	No Response	3	20%
	Total	15	100%

The above table reveals that, 100% of the practicing schools provide teaching aids to their school teachers. 73% of the practicing school's principals responded B.Ed. teacher trainees are allowed to use the teaching aids that are available in the schools. 7% of the practicing school principals responded B.Ed. teacher trainees are not allowed to use the teaching aids that belonged to the schools. 20% of the practicing school's principals did not respond.

Table 4.1.10 Staff room for Teacher trainees

How does the school accommodate the B.Ed. teacher trainees in the school?	No of Response	Percentage
Separate staff room for B.Ed. teacher trainees	11	73%
Combined along with regular teachers	4	27%
No staff room	0	0%
Total	15	100%

The response given by the practicing school principals shows that 73% of the schools provide a separate staff room for the B.Ed. teacher trainees. 27% of the practicing schools place the B.Ed. teacher trainees combined with the school teachers in the regular staff room.

Table 4.1.11 Facilities in the staff room

Are the B.Ed. teacher trainees provided with the following facilities in the staff room?	No of Response	Percentage
Chair	15	100%
Working Desk	15	100%
Daily newspaper	10	67%
Other Reading material	10	67%

The response on facilities on staffroom given by the principals of practicing schools reveals that 100% of the schools provide chairs and working desks, 67% of the practicing schools provide daily newspapers and other reading materials.

Table 4.1.12 Library facilities

Do the school have a functioning library with relevant books for school faculty and B.Ed. teacher trainees?	Response	No. of response	Percentage
	Yes	13	86.67%
	No	2	13.33%
	Total	15	100.00%

The study found that 86.67% of the practicing schools have a functioning library with relevant books that the school faculty and B.Ed. teacher trainees can access, whereas 13.33% of the schools do not have a function library for the school faculty.

Table 4.1.13 Punctuality of B.Ed. teacher trainees

Are the B.Ed. teacher trainees punctual during the internship?	Response	No of Response	Percentage
	Yes	15	100%
	No	0	0%
	Total	15	100

The study found 100% of the B.Ed. teacher trainees are punctual during the internship programme.

Table 4.1.14 Mode of dressing of teacher trainees

Is the mode of dressing in accordance to the school policy?	Response	No of Response	Percentage
	Yes	11	73%
	No	4	27%
	Total	15	100%

On the basis of the response collected, 73% of the principals of practicing schools responded that the mode of dressing of the B.Ed. teacher trainees is in accordance to the school policy, while 27% of the principals responded that the mode of dressing of the B.Ed. teacher trainees are not in accordance to the school policy.

Table 4.1.15 Effect due to Presence of B.Ed. teacher trainees at school

Does the presence of B.Ed. teacher trainees affect the school environment?		
Response	No of Response	Percentage
Yes	8	53.33%
No	7	46.67%
Total	15	100.00%
If Yes, how?	No of Response	Percentage
Students get distracted due to new teachers	3	20.00%
B.Ed. teacher trainees fail to maintain discipline	4	26.67%
It helps in reducing burden of regular teachers	2	13.33%
For higher classes like 9 and 10, it becomes difficult to finish the course.	2	13.33%

The above table reveals, 53% of the principals of practicing schools responded that the presence of the B.Ed. teacher trainees affect the school environment. 20% of the

principals responded that students get distracted with the new teachers, 26.67% responded that B.Ed. teacher trainees failed to maintain discipline, 13.33% responded that it helps in reducing burden of regular teachers and 13.33% responded that for higher classes like class 9 and class 10 there is difficulty to finish the course. 46.6% of the practicing school principals responded that the presence of the B.Ed. teacher trainees does not affect the school environment.

Table 4.1.16 Leave allocation for B.Ed. teacher trainees during Internship

Are B.Ed. teacher trainees allowed to take leave during the internship period?	Response	No of Response	Percentage
	Yes	12	80%
	No	3	20%
	Total	15	100%
If Yes, how many days?	Response	No of Response	Percentage
	Depends on the nature of the leave	2	13%
	In a very restricted mode and on very serious issues only	1	7%
	According to the rules of the school	1	7%

With regard to leave allocation during internship period, 80% of the principals of practicing schools responded that B.Ed. teacher trainees are allowed to take leave. 20% of the schools however do not allow B.Ed. teacher trainees to avail leave during the internship period. With regard to number of days B.Ed. teacher trainees are allowed to take leave, 13% of the principals responded the number of days varied on the nature of the leave, 7% responded leave is granted in a very strict mode and on serious issues and 7% responded leave is granted according to the rules of the school.

Table 4.1.17 Teacher trainees and extra classes

Are the B.Ed. teacher trainees made to fill in for extra class?	Response	No of response	Percentage
	Yes	10	67%
	No	5	33%
Total		15	100%
If Yes, are B.Ed. teacher trainees cooperative?	Response	No of Response	Percentage
	Yes	8	53%
	No	-	-
	No response	2	13%

It is revealed from table 4.1.17 that 67% of schools make B.Ed. teacher trainees fill in for extra classes, whereas, 33% of the practicing schools do not. In relation to if B.Ed. teacher

trainees are cooperative in filling in for extra classes 53% of the practicing school principals responded “Yes” and 13% gave no response.

Table 4.1.18 Teacher trainees conducting tests

Do the B.Ed. teacher trainees conduct tests after completing each lesson?	Response	No of Response	Percentage
Total	Yes	12	80%
	No	3	20%
		15	100%
Conduct Remedial class	Response	No of Response	Percentage
	Yes	8	53%
	No	4	27%

It is revealed from table 4.1.18 in relation to B.Ed. teacher trainees conducting tests, 80% of the principals of practicing schools responded B.Ed. teacher trainees conduct tests after completing each lesson, however, it was not so in 20% of the practicing schools.. Further, 53% of the principals responded that B.Ed. teacher trainees give remedial classes to the students who failed the tests and 27% of the principals responded B.Ed. teacher trainees do not give remedial classes.

Table 4.1.19 Extracurricular activities

Apart from teaching, were the B.Ed. teacher trainees assigned any extracurricular activities?	Response	No. of response	Percentage
	Yes	10	66.67%
	No	4	26.67%
	No Response	1	6.66%
Total		15	100%
Activities assigned	1. Sports and games	4	26.67%
	2. Competition like bulletin board	1	6.67%
	3. School Assembly/ Chapel	4	26.67%
	4. Fill in as proxy for absentee teachers	1	6.67%
	5. Craft and SUPW class	2	13.33%
	6. Assisting in discipline during recess	2	13.33%

From the table 4.1.19, it is revealed that 66.67% of the school principals responded B.Ed. teacher trainees are assigned with extracurricular activities; 27.67% of the principals responded B.Ed. teacher trainees are not assigned with extracurricular activities. With regard to activities assigned to B.Ed. teacher trainees, the response collected reveals, 26.67% of the schools assign B.Ed. teacher trainees with conducting sports and games, 6.67% in conducting

competition like bulletin board, 26.67% in conducting assembly/chapel, 13.33% in conducting craft and SUPW class, 6.67% to fill in as proxy for absentee teachers and 13.33% in assisting in discipline during recess.

Table 4.1.20 B.Ed. teacher trainees after engaging allotted class

Are the B.Ed. teacher trainees allowed to remain in campus after their lessons are over?	Response	No. of Response	Percentage
Total	Yes	13	87%
	No	2	13%
		15	100%

Table 4.1.20 shows that 87% of the practicing school principals require the B.Ed. teacher trainees to remain in campus after their assigned periods are over and 13% of the practicing school principals allow the B.Ed. teacher trainees to leave after they have completed their respective class of the day.

Table 4.1.21 Use of lesson plan

Does the B.Ed. teacher trainees teach every class with lesson plan?	Response	No. of Response	Percentage
	Yes	15	100%
	No	0	0%
	Total	15	100%

Table 4.1.21 reveals that cent percent of the principals of practicing schools responded B.Ed. teacher trainees use lesson plans for each class.

Table 4.1.22 Use of teaching aids.

Does the B.Ed. teacher trainees use teaching aids for every lesson?	Response	No of Response	Percentage
	Yes	12	80%
	No	3	20%
	Total	15	100%

Table 4.1.22 reveals that 80% of the principals of practicing schools responded B.Ed. teacher trainees use teaching aids for every class. 20% of the response shows B.Ed. teacher trainees do not use teaching aids for every lesson conducted.

Table 4.1.23 Awareness to Constructivist method of teaching

Are you familiar with the constructivist method of teaching?	Response	No of Response	Percentage
	Yes	14	93%
	No	0	0.00%
	No Response	1	7%
	Total	15	100%

Table 4.1.23 reveals that 93% of the principals of practicing schools responded they are aware and familiar with the constructivist method of teaching. 7% of the principals of practicing schools did not respond.

Table 4.1.24 Evaluation on the basis of Constructivist approach

Do you find it difficult to evaluate the B.Ed. teacher trainees on the basis of constructivist method of teaching?	Response	No of Response	Percentage
	Yes	3	20%
	No	11	73%
	No Response	1	7%
	Total	15	100%

It is observed from the table 4.1.24 that 20% of the practicing school principals finds it difficult to evaluate the B.Ed. teacher trainees on the basis of constructivist method, 73% of the principals responded they do not find any difficulty to evaluate the teaching performance of B.Ed. teacher trainees. 7% of the respondents did not respond.

Table 4.1.25 Standard of classes B.Ed. teacher trainees are allotted.

Kindly mention the standard of classes the B.Ed. teacher trainees are allotted to teach?	Class	No of schools	Percentage
	Class 5 to class 8	8	53.33%
	Class 9 to class 10	5	33.33%
	Class 11 to class 12	2	13.33%
Total		15	100%

The above table reveals the classes allowed to B.Ed. teacher trainees. 53.33% of the schools allot class 5 to class 8, 33.33% allot class 9 to class 10 and 13.33% allot class 11 and class 12

Table 4.1.26 School teachers during internship

Do you face the problem of school teachers leaving early from work or absenteeism due to the B.Ed. internship?	Response	No of Response	Percentage
	Yes	0	0%
	No	15	100%
Total		15	100%

On the basis of the response of Principals of practicing schools, cent percent of the schools do not face the problem of school teachers leaving early from work and absenteeism during the internship period.

Table 4.1.27 Period of Internship

Do you feel the internship period is too lengthy?	Response	No. of response	Percentage
Total	Yes	6	40%
	No	9	60%
		15	100%
If Yes, how long will you suggest the period of internship as ideal?	Response	No of response	Percentage
	10 days	1	7%
	3 weeks	2	13%
	4 weeks	2	13%
	10 weeks	1	7%

It is observed from the table 4.1.27, 40% of the principals of practicing schools feel the internship period is too lengthy and 60% feel the period of internship is fine as it is. Further 7% of the principals opines that 10 days, 13% opines that 3 weeks, 13% opines that 4 weeks and 7% opines that 10 weeks of internship is sufficient.

Table 4.1.28 B.Ed. teacher trainees of different colleges

Do B.Ed. teacher trainees from more than one B.Ed. college come for internship?	Response	No. of Response	Percentage
	Yes	6	40%
	No	9	60%
	Total	15	100%
If yes, would you say there is a difference in teaching, conduct etc.?	Yes	4	27%
	No	0	0%
	No response	2	13%

From response in table 4.1.28 we observe that 40% of the schools conduct internship from more than one B.Ed. college. 60% however do not take teacher trainees from different B.Ed. college. Further, 27% of the schools responded the teaching style and conduct is

different for teacher trainees from different B.Ed. colleges and 13% of the principals of practicing schools did not respond.

Table 4.1.29 Supervision by school

Does the school supervise all the classes taught by the B.Ed. teacher trainees?	Response	No. of Response	Percentage
Total	Yes	7	47%
	No	8	53%
		15	100%

The above table shows that 47% of the schools supervise all the classes conducted by the B.Ed. teacher trainees and 53% of the schools do not supervise all the classes that is conducted by the B.Ed. teacher trainees during internship.

Table 4.1.30 Problems during Internship assessment

Do you face any problem in giving Internship assessment?	Response	No. of response	Percentage
Total	Yes	3	20%
	No	12	80%
		15	100%
Reasons	Response	No. of response	Percentage
	Along with administrative work, going to individual classes for assessment is not possible. Hence true assessment is not justified.	3	20%

Table 4.1.30 reveals that 20% of the practicing school principals face problems while giving assessment to the B.Ed. teacher trainees, they further responded the reason being along with administrative work; going to individual classes for assessment is not possible. Hence true assessment is not justified. 80% of the practicing schools principals responded that they do not face any problem in giving out assessment to the B.Ed. teacher trainees

Table 4.1.31 Employability of B.Ed. teacher trainees.

Would you employ the B.Ed. teacher trainees (after they complete the course) as regular teachers in the school on the basis of the internship?	Response	No. of Response	Percentage
	Yes	13	87%
	No	2	13%
	Total	15	100%

Basing on the performance of B.Ed. teacher trainees during internship the study reveals 87% of the schools would employ the B.Ed. teacher trainees as regular staff, whereas 13%

responded they will not employ the B.Ed. teacher trainees basing on the performance during the internship period.

Table 4.1.32 Conduct Internship in the following years.

Will you be open to conducting B.Ed. internship in the following years as well?	Response	No of Response	Percentage
	Yes	13	86.66%
	No	1	6.67%
	No response	1	6.67%
	Total	15	100%

On the basis of the response given by the principals of practicing schools, table 4.1.31 Reveals that 86.66% of the schools are open to conducting internship in the following years, 6.67% of the schools responded they will not be conducting internship again and 6.67% of the schools did not respond.

Table 4.1.33 Problems faced during the B.Ed. Internship

The following problems were stated by the Practicing school principals regarding the problems faced during the B.Ed. internship.

Problems faced during Internship		
Response	No of responses	Percentage
Adjustment and modification of class routine to divide the B.Ed. teacher trainees according to needed classes.	10	67%
Monitoring B.Ed. teacher trainees in the school	9	60%
Observation of classes	5	33%
Inability to maintain discipline of students by B.Ed. teacher trainees, creates a noisy environment.	7	47%
Students have a setback adjusting to the new method, style of teaching and personality of the new teacher	7	47%
Students' learning is hampered as some B.Ed. teacher trainees are not professional with the Internship	4	27%
Regular teachers shake off responsibilities because of the Internship	4	27%
Limited time to finish the syllabus and revision of class 10 and 12	2	13%
Unprofessional nature of B.Ed. teacher trainees' with students	4	27%
Regular school teachers complain of being dissatisfied with the notes provided by B.Ed. teacher trainees	5	33%
Constructivist method of teaching is not feasible in small classrooms.	7	47%

Table 4.1.34 Suggestion for improvement of the B.Ed. Internship programme

The following problems were the suggestions that were given by the Practicing school principals regarding the improvement of the B.Ed. internship.

Suggestions for further improvement of B.Ed. Internship programme		
Response	No. of response	Percentage
Duration of Internship can be shortened.	11	73%
B.Ed. teacher trainees should be prepared to adjust with the conditions of the school	6	40%
Engage smaller schools with less pressure of juggling numbers and activities	1	7%
Constructivist method of teaching do not benefit classrooms with large number of students	5	33%
Target schools in rural areas.	1	7%
Attitude of students need to be humble and eager to learn	8	53%
Internship should be conducted in the beginning of the academic year.	7	47%
Colleges shouldn't pressure schools to take more number of B.Ed. teacher trainees for internship	2	13%
Preference is given to pre-service B.Ed. teacher trainees	4	27%
Lesson plans should be prepared according to the time allotted by the school	1	7%

4.2 Analysis and interpretation of data collected from practicing school teachers

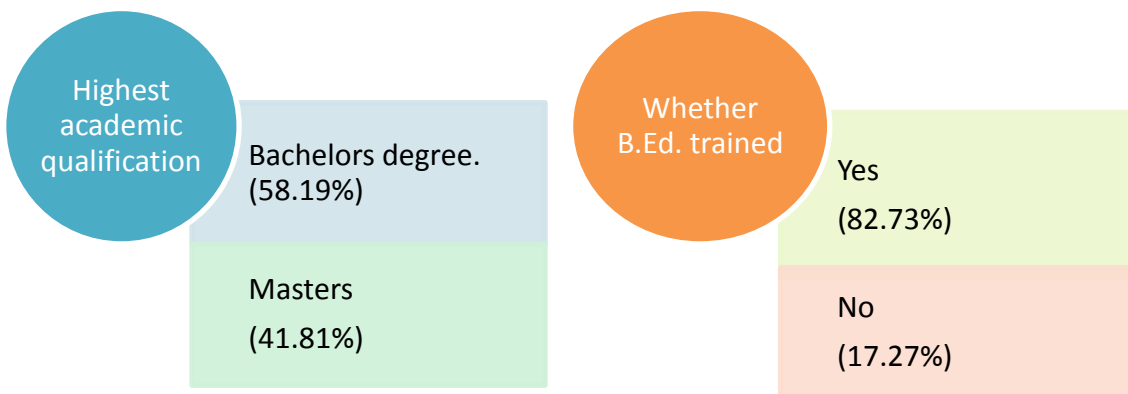
In this segment the responses from the questionnaire which has been administered on the school teachers of practicing schools in Nagaland have been organized and converted into tables and further interpretation is made by using simple percentage statistical method.

Table 4.2.1 Profile of school teachers of practicing schools

Profile of school teachers	Gender		Percentage	Subject taught		Percentage
	Male	21	19.09%	Science	19	17.27%
				Mathematics	18	16.37%
	Female	89	80.9%	Humanities subjects	73	66.36%
	Total	110	100%		110	100%

The present study includes responses from one hundred and ten (110) practicing school teachers out of which 19.09% are male and 80.9% are female. The study also found out that 17.27% of the school teachers are Science teachers, 16.37% teach mathematics and 66.36% teach the humanities subject.

Figure 4.2.1 Highest academic qualification and whether B.Ed. trained



The figure shows the representation off the highest academic qualification of the school teachers and whether they are B.Ed. The respond shows that 58.19% of the school teachers possess Bachelor's degree and 41.81% have a Master's degree. The figure further indicates that 82.73% of the school teachers have a B.Ed. degree whereas, 17.27% do not possess B.Ed. degree.

Table 4.2.2 Information regarding B.Ed. Internship

Did you get prior information and instruction regarding the B.Ed. internship in the school?	Response	No. of response	Percentage
	Yes	105	95%
	No	5	5%
	Total	110	100%

Table 4.2.2 shows that 95% of the school teachers are given prior information about the B.Ed. Internship by their schools, however, it was not so for 5% of the practicing school teachers.

Table 4.2.3 Cooperation from B.Ed. teacher trainees

Are the B.Ed. teacher trainees cooperative in taking lessons provided?	Response	No. of responses	Percentage
	Yes	99	90%
	No	7	6%
	No response	4	4%
	Total	100	100%

The study reveals the response given by school teachers in regards to B.Ed. teacher trainees' cooperation in taking lessons provided. 90% of the school teachers responded that B.Ed. teacher trainees are cooperative in covering lessons given by them, 6% of the school teachers' responded B.Ed. teacher trainees are not cooperative in taking up lessons given to be covered during internship, while 4% of the school teachers did not respond.

Table 4.2.4 Completion of lessons allotted to B.Ed. teacher trainees

Do the B.Ed. teacher trainees complete the lessons that are allotted to them during the internship?	Response	No. of response	Percentage
	Yes	90	82%
	No	17	15%
	No response	3	3%
	Total	100	100%
If No, what are the problems you faced due to that?	Response	No. of response	Percentage
	Overall syllabus cannot be completed on time	14	13%
	Resort to taking up extra classes	1	1%
	Problem during assessment	1	1%
	No response	1	1%

Table 4.2.4 reveals the response given by school teachers in regards to completion of lessons allotted to B.Ed. teacher trainees. 82% of the school teachers responded B.Ed. teacher trainees completes the lessons that are allotted to them while 15% of the response show B.Ed. teacher trainees do not complete the lessons allotted. 3% did not respond. Further, in relation

to the problem faced due to incomplete lessons, 13% of the school teachers responded because of the incompleteness of lessons at the stipulated time overall syllabus cannot be completed on time and . 1% of the school teachers resort to taking extra class and also faces problem during assessment

Table 4.2.5 Workload of school teachers during Internship

Does the presence of B.Ed. teacher trainees add more burden to your regular work load?	Response	No. of response	Percentage
	Yes	6	5%
	No	58	53%
	To some extend	46	42%
	Total	110	100%

On the basis of the response given by school teachers, table 4.2.5 reveals 5% of the school teachers feel the presence of B.Ed. teacher trainees add more work load, however, for 53% of the school teachers it is not so and 42% of the school teachers responded presence of B.Ed. teacher trainees add additional work load to some extent.

Table 4.2.6 Disturbance in normal lesson plan

Does the B.Ed. internship disturb the normal lesson plan you have prepared?	Response	No. of Response	Percentage
	Yes	19	17%
	No	37	34%
	To some extend	46	42%
	No response	8	7%
	Total	110	100%
If yes , mention reasons	Reasons	No of response	Percentage
	Lessons left incomplete	2	2%
	Notes not provided	7	6%
	Disturb the normal flow of classes	8	7%
	B.Ed. teacher trainees insist on taking lessons which has easy access to teaching aids	2	2%
	Review and reteach lessons taken by B.Ed. teacher trainees at the request of students	2	2%
	Limited time left for internal assessment	4	4%
	Delay to cover overall syllabus	6	5%

Table 4.2.6 reveals that 17% of the school teachers responded B.Ed. internship disturb normal lesson plan prepared. 34% of the response shows B.Ed. internship do not, while 42% responded that the B.Ed. internship disturbs the planned lesson plan to some extent. Further the response also shows that the reasons how the yearly lesson plan are affected. 2% of the school teachers responded lessons are left incomplete, 6% responded notes are not provided. 7% responded the B.Ed. internship disturbs the normal flow of classes. 2% of the school teachers responded B.Ed. teacher trainees insist on taking lessons which has easy access to teaching aids, 2% school teachers responded having to review and reteach lessons taken by B.Ed. teacher trainees at the request of students which disturbs planned time distribution, 4% responded the B.Ed. internship leads to limited time left for internal assessment and 5% of the school teachers responded the B.Ed. internship leads to delay to cover overall syllabus.

Table 4.2.7 Difficulty in student assessment

Difficulty in assessment of students	Response	No. of response	Percentage
	Yes	60	54.55%
	No	13	11.82%
	To some extend	30	27.27%
	No response	7	6.36%
	Total	110	100.00%
If Yes, reasons	Response	No of response	Percentage
	Limited time left for interaction with students	36	32.73%
	Difficult to assess the lessons taken by B.Ed. teacher trainees	8	7.27%
	B.Ed. teacher trainees are unaware of the grading system	9	8.18%
	Rush to cover the syllabus leaving	32	29.09%

It was found that, 54.55% of the school teachers responded they face difficulty in overall assessment of students due to the Internship, whereas, 11.82% responded no difficulties are faced in assessment due to the internship and 27.27% of the school teachers responded assessment is affected to some extent. 6.63% did not respond.

In relation to the problem faced in assessment of students, 32.73% of the school teachers responded limited time left for interaction with students, 7.27% responded it is difficult to assess the lessons taken by B.Ed. teacher trainees, 8.18% responded B.Ed. teacher trainees are unaware of the grading system and 29.09% of the school teachers responded they have to rush to cover the syllabus.

Table 4.2.8 Off periods during Internship

Do you get the period off during B.Ed. internship?	Response	No of response	Percentage
	Yes	90	82%
	No	17	15%
	No response	3	3%
	Total	100	100%
If No, Tasks assigned	Monitor discipline of students	3	3%
	Assessment of B.Ed. teacher trainees	4	4%
	Fill in for proxy classes	2	2%
	Supervise B.Ed. teacher trainees' classes	5	5%

The analysis of Table 4.2.8 shows that 82% of the school teachers have off periods when B.Ed. teacher trainees are engaging in their class but this was not so for 15% of the school teachers. 3% of the school teachers did not respond.

The above table highlights the task assigned to the school teachers when B.Ed. teacher trainees are engaging the class. 3% of the school teachers monitor discipline of students, 4% have to make assessment of B.Ed. teacher trainees, 2% fill in for proxy classes and 5% supervise B.Ed. teacher trainees' classes.

Table 4.2.9 Supervision of class conducted by teacher trainees

Do you supervise all the classes conducted by B.Ed. teacher trainees?	Response	No. of Response	Percentage
	Yes	49	44.55%
	No	56	50.90%
	No Response	5	4.55%
	Total	110	100%
If No, How often	Response	No. of Response	Percentage
	Never	6	5%
	Not informed to supervise any class	5	5%
	Classes are left to be supervised by their own supervisors	4	4%
	Head of school does the supervision	10	9%

The study reveals that 44.55% of the school teachers supervise all the classes conducted by the B.Ed. teacher trainees, while 50.90% responded supervision is not carried out for all the classes. 4.55% did not respond.

In relation to how often supervision is carried out by school teachers, the above table reveals that, 5% of the school teachers responded they never supervise, 5% responded they are not informed to supervise any class, 4% responded classes are left to be supervised by their own supervisors and 9% responded head of school does the supervision.

Table 4.2.10 Co-Curricular activities assigned to B.Ed. teacher trainees

During the internship period are the B.Ed. teacher trainees assigned with the co- curricular activities you are originally assigned with?	Response	No. of Response	Percentage
	Yes	56	51%
	No	50	45%
	No response	4	4%
	Total	110	100%

Table 4.2.10 reveals that 51% of the school teachers responded that during the internship period, the B.Ed. teacher trainees are assigned with the co-curricular activities that the school teachers are assigned. 45% of the school teachers responded the B.Ed. teacher trainees are not assigned with extra-curricular activities. 4% did not respond.

Table 4.2.11 Distraction during pre-internship

Does the presence of the B.Ed. teacher trainees during pre-internship pose a distraction to your classroom transaction?	Response	No. of Response	Percentage
	Yes	34	31%
	No	74	67%
	No response	2	2%
	Total	110	100%

Table 4.2.11 shows the response given by schools teachers in relation to distraction during pre-internship. 31% of the school teachers responded the presence of B.Ed. teacher trainees during pre-internship is a distraction to the normal class but for 67% pre-internship is not a distraction. 2% of the school teachers did not respond.

Table 4.2.12 Awareness of constructivist method of teaching

Are you aware of the constructivist method of teaching?	Response	No. of response	Percentage
	Yes	105	95%
	No	4	4%
	No response	1	1%
	Total	110	100%

On the basis of the response given by school teachers, table 4.2.12 reveals 95% of school teachers are aware of the Constructivist method of teaching. However 4% of the school teachers are not aware of Constructivism. 1% gave no response.

Table 4.2.13 Effectiveness of Constructivism

Do you find the method of teaching used by the B.Ed. teacher trainees as more effective?	Response	No. of response	Percentage
	Yes	86	78.18%
	No	17	15.45%
	No response	7	6.37%
	Total	110	100%

The table 4.2.13 reveals 78.18% of the school teachers feel method of Constructivism is more effective to regular mode of teaching, whereas, 15.45% of the school teachers did not find the method of Constructivism is as effective as compared to the regular behaviorist method of conducting class. 6.37% gave no response

Table 4.2.14 Lessons taken up by the B.Ed. teacher trainees

Are you satisfied by the lessons taken up by the B.Ed. teacher trainees?				
Response	Yes, I am satisfied	No, I have to re-teach	No response	Total
No of response	76	24	10	110
Percentage	69.09%	21.82%	9.09%	100.00%

On the basis of the response given by school teachers, the study shows 69.09% of the school teachers are satisfied with the lessons taken up by the B.Ed. teacher trainees during internship. 21.82% of the school teachers however responded they have to re-teach the lessons allotted to B.Ed. teacher trainees. 9.09% of the school teachers did not respond.

Table 4.2.15 Allotment of lessons in relation to duration of Internship

Should more lessons be allotted to B.Ed. teacher trainees as per the duration of the internship?	Response	No. of response	Percentage
	Yes	37	34%
	No	65	59%
	No response	8	7%
	Total	110	100%

In the opinion of the school teachers 34% of feels as per the duration of internship, more lessons should be allotted to the B.Ed. teacher trainees, however, 59% of the school teachers responded that number of lessons allotted is sufficient as per duration of internship. 7% did not respond.

Table 4.2.16 Implementing teaching methods vs. covering lessons

Do you agree that the B.Ed. teacher trainees are more concerned with practicing their teaching methods than covering the course assigned?	Response	No. of response	Percentage
	Yes	106	96%
	No	4	4%
	Total	110	100%

Table 4.2.16 shows that 96% of the school teachers feel that B.Ed. teacher trainees are more concerned with practicing the teaching methods, but 4% responded B.Ed. teacher trainees are not just concerned with practicing teaching methods but also completing the course on time.

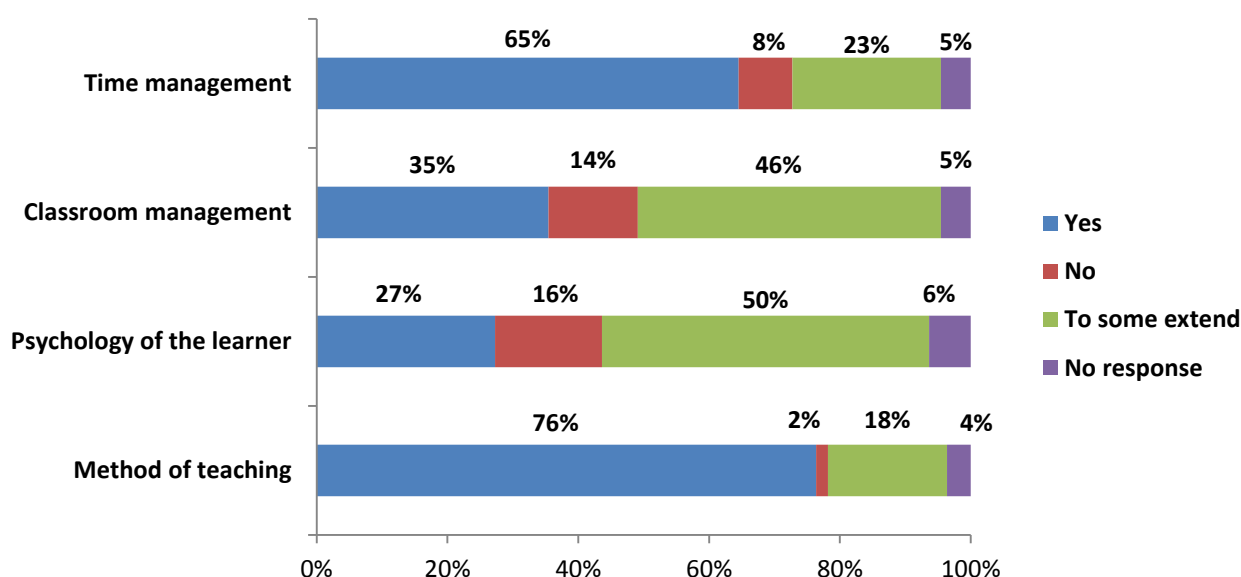
Figure 4.2.2 Professional skills of teacher trainees

Figure 4.2.2 shows the assessment given by school teachers. With regard to method of teaching, 76% of the school teachers responded the B.Ed. teacher trainees have sufficient knowledge .2% responded the B.Ed. teacher trainees do not have sufficient knowledge, 18% responded the B.Ed. teacher trainees have knowledge on the method of teaching to some extent and 4% did not respond.

With regard to Psychology of the learner, 27% of the school teachers responded the B.Ed. teacher trainees have sufficient knowledge, 16% responded the B.Ed. teacher trainees lack knowledge about the psychology of the learner, 50% responded B.Ed. teacher trainees possess knowledge on the psychology of the learner to some extent. 4% did not respond.

In relation to classroom management, 35% of the school teachers feel B.Ed. teacher trainees have sufficient knowledge in that area, 14% feel B.Ed. teacher trainees do not possess the requisite knowledge in classroom management. 46% responded B.Ed. teacher trainees have to some extent knowledge on classroom management and 5% did not respond.

On the basis of the response shown figure 4.2.2, 65% of the school teachers responded B.Ed. teacher trainees have sufficient knowledge in time management in class, 8% responded B.Ed. teacher trainees do not have sufficient knowledge in time management in class, 23% of the school teachers responded B.Ed. teacher trainees to some extent have the required knowledge of proper time management. 5% did not respond.

Table 4.2.17 Benefit of school students from Internship

Do you feel your students will benefit from the B.Ed. internship?	Response	No. of response	Percentage
	Yes	95	86.36%
	No	8	7.27%
	No response	7	6.37%
	Total -	110	100%
If No, reasons	Students take time to adapt to new teachers	4	4%
	Explanation by B.Ed. teacher trainees not satisfactory	2	2%
	Inconvenient for yearly lesson plan to be completed	3	3%

In the opinion of the school teachers in relation to whether Internship will benefit the school students the study shows that 86.36% of the school teachers feel that internship will benefit the school students however, it was not so for 7.27% of the school teachers, while 6.37% did not respond.

With regard to the reasons why internship will not benefit the students, 4% of the school teachers responded that students take time to adapt to new teachers, 2% responded explanation by B.Ed. teacher trainees is not satisfactory and 3% of the school teachers responded internship makes yearly lesson plan to be completed.

Table 4.2.18 Positive changes in students after Internship

Was there any positive change in attitude of your students after the internship?	Response	No. of response	Percentage
	Yes	20	18%
	No	26	24%
	To some extent	60	54%
	No response	4	4%
	Total	110	100%

Table 4.2.18 reveals that 18% of the school teachers responded that they see positive changes in their students after the internship but 24% did not notice any changes. 54% of the school teachers responded after internship there are positive changes in their students to some extent. 4% did not respond.

Table 4.2.19 Students' responsiveness after Internship

Were your students more responsive after the internship period?	Response	No. of response	Percentage
	Yes	19	17%
	No	30	27%
	To some extent	58	53%
	No response	3	3%
	Total	110	100%

Table 4.2.19 reveals the response of school teachers on whether students are more responsive in class after the internship. 17% responded students are more responsive after attending constructivist classes. 27% responded there are no changes in the students and 53% responded the students are responsive to some extent after the internship. 3% did not respond.

Table 4.2.20 Students' discipline during Internship

Do you find your students more disciplined when B.Ed. teacher trainees are conducting class as compared to your own?	Response	No. of response	Percentage
	Yes	37	33.64%
	No	70	63.64%
	No response	3	2.72%
	Total	110	100%

The study reveals 33.64% of the school teachers found that school students are more disciplined during the classes conducted by B.Ed. teacher trainees; however, for 63.64% of the school teachers school students tend to be more indisciplined during internship. 2.72% did not respond.

Table 4.2.21 Necessity of Internship

Is the internship a necessary step before joining a teaching job?	Response	No. of response	Percentage
	Yes	106	96%
	No	1	1%
	No response	3	3%
	Total	110	100%
If no, reason	Every teacher has their own way of teaching	1	1%

In the opinion of school teachers regarding internship being a necessary step before joining a teaching job, the above table shows 96% of the school teachers responded internship is a necessary step before joining a teaching job. 1% responded it is not necessary because every teacher has their own way of teaching. 3% did not respond.

Table 4.2.22 Teacher trainees conduct of class

Are you satisfied by the way the B.Ed. teacher trainees conduct the class?	Response	No. of response	Percentage
	Yes	95	86%
	No	11	10%
	No response	4	4%
	Total	110	100%
If no, reason	Method used cannot be implemented as it is very time consuming	2	2%
	B.Ed. teacher trainees are more concerned with using teaching aid and lesson plans	2	2%
	Very slow paced	1	1%
	Have to re-teach lessons	2	2%
	Have to conduct re-tests	2	2%

Table 4.2.22 shows that 86% of the school teachers responded they are satisfied by the way the students teachers conduct class, however 10% were not satisfied while, 4% did not respond.

Further, the reason given as to why school teachers are not satisfied with the way B.Ed. teacher trainees conduct class are 2% responded method used cannot be implemented as it is very time consuming, B.Ed. teacher trainees are more concerned with using teaching aid and lesson plans, have to re-teach lessons, have to conduct re-tests and 1% responded teaching is very slow paced

Table 4.2.23 Evaluation of student's tests by B.Ed. teacher trainees

Do you think the B.Ed. teacher trainees are fit to evaluate the student's performance in tests?	Response	No. of response	Percentage
	Yes	93	84.55%
	No	14	12.73%
	No response	3	2.72%
	Total	110	100%
If No, reasons	Within a short span of time evaluation is not possible	12	11%
	Students different learning abilities is not identified	5	5%
	B.Ed. teacher trainees cannot identify copied answers during tests	3	3%

An analysis of Table 4.2.23 reveals that 84.55% of the school teachers feel the B.Ed. teacher trainees are fit for evaluation of students' performance, whereas 12.72% responded they find that B.Ed. teacher trainees are not fit to evaluate student's tests and 2.72% did not respond.

In relation to why school teachers feel B.Ed. teacher trainees are not fit for evaluation of student's tests 11% responded within a short span of time evaluation is not possible, 5% responded students' different learning abilities is not identified and 3% responded B.Ed. teacher trainees cannot identify copied answers during tests.

Table 4.2.24 Improvement of B.Ed. teacher trainees

Do you find improvement in the way the B.Ed. teacher trainees conduct class towards the end of the internship?	Response	No. of response	Percentage
	Yes	97	88%
	No	10	9%
	No response	3	3%
	Total	110	100%

The above table 4.2.24 reveals that 88% of the school teachers responded there is improvement in B.Ed. teacher trainees in conducting class by the end of Internship, while 9% responded there is no improvement even by the end of Internship. 3% did not respond.

Table 4.2.25 B.Ed. teacher trainees fit to conduct classes

Do you think the B.Ed. teacher trainees are fit to conduct classes?	Response	No. of response	Percentage
	Yes	104	94.54%
	No	2	1.82%
	No response	4	3.64%
	Total	110	100%
If No, reasons	It takes time to adapt to the students	2	2%
	No flexibility in the teaching method practiced by B.Ed. teacher trainees	2	2%

Table 4.2.25 reveals the response given by school teachers in relation to whether B.Ed. teacher trainees are fit to conduct classes, 94.54% of the school teachers responded that B.Ed. teacher trainees are fit to conduct classes whereas, 1.82% responded B.Ed. teacher trainees are not fit to do so 3.64% did not respond.

Table 4.2.26 Reteach lessons taught during Internship

Do you face with having to re-teach lessons taught by B.Ed. teacher trainees after their internship is over?	Response	No. of response	Percentage
	Yes	54	49%
	No	53	48%
	No response	3	3%
	Total	110	100%

The response of school teachers in relation to re-teaching lessons taught by B.Ed. teacher trainees in table 4.2.26 shows that 49% of the school teachers end up re-teaching lessons that are taught by B.Ed. teacher trainees during internship and 48% of the school teachers responded they do not have to re-teach the lessons. 3% did not respond.

Table 4.2.27 B.Ed. teacher trainees and feedback.

Are the B.Ed. teacher trainees open to the feedback given after each class?	Response	No. of Response	Percentage
	Yes	102	92.73%
	No	5	4.55%
	No response	3	2.72%
	Total	110	100%

In relation to whether B.Ed. teacher trainees are open to feedback, table 4.2.27 shows that 92.73% of the school teachers responded B.Ed. teacher trainees are open to feedback given to them whereas 4.55% are not willing to take any feedback that is given after classes are conducted by B.Ed. teacher trainees. 2.72% did not respond

Table 4.2.28 Internship in the following years

Would you agree to have more B.Ed. teacher trainees filling up you class in the following years?	Response	No. of response	Percentage
	Yes	64	58%
	No	32	29%
	No response	14	13%
	Total	110	100%
If No, reasons	Difficult to complete syllabus	11	10%
	Disturbs the normal lesson plan	10	9%
	Disturbs the whole academic year because of the lapse	6	5%
	Some B.Ed. teacher trainees do not complete the lessons allotted to them	6	5%

On the basis of the response collected from school teachers, table 4.2.28 shows 58% of the school teachers Agree to conduct Internship in the following years, 29% of the school teachers however responded they will not want to have internship in the school in the following years. 13% did not respond. The reasons given are it is 10% of the school teachers find it difficult to complete the syllabus, 9% responded that the Internship disturb the normal lesson plan planned, 5% responded the B.Ed. internship disturbs the whole academic year and 5% responded it is because that some B.Ed. teacher trainees do not complete the lessons allotted to them.

Table 4.2.29 Problems faced after completion of Internship

The following are the responses given by school teachers in relation to the problems faced in the school after the completion of the B.Ed. Internship

Problems faced after completion of Internship		
Statements	No of Responses	Percentage
Non completion of assigned lessons	36	87%
Non correction of test paper	13	12%
Non completion of homework	26	24%
Non completion of notes	59	54%
Any other		
Re-teach lessons	5	5%
Non correction of homework	12	11%

Table 4.2.30 Problems faced during the B.Ed. internship period

The following are the problems faced by school teachers in relation to the B.Ed. internship programme

Problems you faced during the B.Ed. internship period	No of Responses	Percentage
Allotting classes to the B.Ed. teacher trainees with syllabus to meet their internship requirement	90	82%
Constructivist method takes more time to cover syllabus	70	64%
B.Ed. teacher trainees fail to manage the discipline of the students	56	51%
B.Ed. teacher trainees are unable to carry out assessment of the students.	48	44%
Some B.Ed. teacher trainees failed to cover the syllabus allotted to them so school teachers had to rush to cover the entire remaining syllabus	35	61.01%
Internship hampers the annual lesson plan prepared by the teachers.	61	55%
Notes are not provided after completion of lessons	40	36%
B.Ed. teacher trainees do not conduct tests	39	35%
Those B.Ed. teacher trainees that conduct tests do not conduct re test	24	22%
B.Ed. teacher trainees are more concerned in applying teaching methods.	55	50%
The classes conducted are too structured and leaves no room for spontaneity.	28	25%
Students find it difficult to adjust to the new method of teaching	33	30%
Students tend to be more indiscipline during internship knowing the B.Ed. teacher trainees are not permanent teachers	26	24%
B.Ed. teacher trainees are unable to maintain discipline in the class by being too friendly	18	16%
Students look forward for more rewards after the internship and thereby forget the value of learning and give more importance to what award they will get.	11	10%
Homework given are left unchecked	48	44%
B.Ed. teacher trainees take leave without prior information	10	9%
Internal Assessment of students becomes very difficult with limited contact time with the students	95	86%
Schools following CCE are left with very limited time for assessment	30	27%
Time constraint due to filling up gaps of internship eg, giving notes, correcting homework, re-teaching lessons and conducting test ,re-tests	98	89%
Adjustment after internship to normal classes takes time	64	58%

Table 4.2.31 Suggestions for further improvement of B.Ed. Internship programme

The following are the suggestions made by practicing school teachers in relation to the B.Ed. Internship programme.

Suggestions	No. of Responses	Percentage
B.Ed. teacher trainees should cover the assessment and check on the student's performance after every topic	93	85%
B.Ed. teacher trainees should emphasize on content mastery	50	45%
Six months as an assistant teacher under an experienced teacher instead of Internship	4	4%
B.Ed. teacher trainees should use more teaching aids in mathematics	2	2%
B.Ed. teacher trainees should take more chapters in consideration of time duration of the internship	36	33%
Along with teaching, conduct tests, re-test, correct homework and give remedial classes. Overall assessment of chapters taught.	60	55%
Period of internship to be shortened	89	81%
Lesson plan should also include time for giving notes like regular teachers ie, a more realistic lesson plan.	31	28%
Supervisors from respective colleges should frequent visits to the schools.	40	36%
Avoid classes that face board exams like classes 10 and 12.	7	6%
Schools should be informed in advance	14	13%
Keeping in mind the NBSE pattern of curriculum, the trainees should be mindful of when to approach the various schools for internship.	5	5%
B.Ed. teacher trainees should maintain a more respectful relationship with the school teachers.	34	31%
Schools are open to feedbacks from the side of B.Ed. teacher trainees so as to improve the overall internship process.	9	8%
B.Ed. teacher trainees need more awareness of the psychology of the students.	48	44%
Classroom management needs to be improved.	56	51%
Teacher trainees should use more teaching aids.	44	40%
Teacher trainees should have an open communication with the teachers of the school.	29	26%
Lesson plans need to be discussed and approved by the supervisors before delivery.	18	16%
In-service B.Ed. teacher trainees should be open to taking Internship as a learning experience.	13	12%
No improvement needed.	2	2%

4.3 Analysis and interpretation of data collected from School students of practicing school

The following are the analysis and interpretation of responses in relation to the B.Ed. internship, which has been collected from the School students of Practicing schools in Nagaland

Table 4.3.1 Gender profile of school students

Gender profile of school students		Number of students	Percentage
Total	Male	197	43.78%
	Female	253	56.22%
		450	100%

The above table shows 43.78% male school students and 54.22% female school students responded to the questionnaires distributed for the current study.

Table 4.3.2 Classes of school students

Classes of students	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Class 11	Class 12	Total
Number of students	18	23	54	183	72	63	0	37	450
Percentage	4%	5.11%	12%	40.67%	16%	14%	0	8.22%	100%

The table 4.3.2 shows the sample of school students who responded to the questionnaires according to the classes they are in. 4% of the school students are students of class 5, 5.11% are from class 6, 12% are students of class 7, 40.67% are from class 8, 16% from class 9, 14% from class 10 and 8.22% are students of class 12.

A total of 450 school students responded to the questionnaires that were distributed.

Table 4.3.3 Prior information given to school students

Did your school authority give information before the B.Ed. teacher trainees came to your school?	Response	No. of Responses	Percentage
	Yes	391	86.89%
	No	43	9.56%
	No response	16	3.55%
	Total	450	100.00%

Table 4.3.3 reveals that 86.89% of the school students are given prior information about the B.Ed. internship by the respective school authorities however, 9.56% were not given any information and 3.55% did not respond.

Table 4.3.4 Distraction during pre-internship

Do you feel distracted in class when B.Ed. teacher trainees are observing your teachers during pre-internship?	Response	No. of responses	Percentage
	Yes	74	16.44%
	No	375	83.33%
	No response	1	0.22%
	Total	450	100.00%

It is observed from table 4.3.4, 16.44% of the school students responded pre internship is a distraction due to presence of B.Ed. teacher trainees, while 83.33% did not find pre internship as a distraction. 0.22% did not respond.

Table 4.3.5 Distraction due to presence of Supervisors.

Is the presence of supervisors while B.Ed. teacher trainees are taking class a distraction for your learning?	Response	No. of Responses	Percentage
	Yes	96	21.33%
	No	349	77.56%
	No response	5	1.11%
	Total	450	100.00%

The above table shows that 21.33% of the school students responded presence of Supervisors in class is a distraction to learning. 77.56% responded they do not find supervisor's presence in class as a distraction .1.11% did not respond.

Table 4.3.6 Change in class routine due to B.Ed. internship

Is there change in class routine when the B.Ed. teacher trainees start with the internship in your school?	Response	No. of Responses	Percentage
	Yes	174	38.67%
	No	271	60.22%
	No response	5	1.11%
	Total	450	100.00%

The analysis of Table 4.3.6 reveals 38.67% of school students responded there is change in class routine during the internship period, 60.22% responded there is no change in class routine during the internship period. 1.11% did not respond.

Table 4.3.7 Punctuality of B.Ed. teacher trainees

Do the B.Ed. teacher trainees come to class on time?	Response	No. of Responses	Percentage
	Yes	393	87.33%
	No	51	11.33%
	No response	6	1.33%
	Total	450	100%

The above table shows the response of school students in relation to punctuality of school students. 87.33% responded B.Ed. teacher trainees are punctual in class, whereas, 11.33% of the school students responded B.Ed. teacher trainees are not punctual. 1.33% did not respond.

Table 4.3.8 Method of teaching

Is the method of teaching by B.Ed. teacher trainees new to you?	Response	No. of responses	Percentage
	Yes	340	75.56%
	No	109	24.22%
	No response	1	0.22%
	Total	450	100.00%

On the basis of response given by school students of practicing schools Table 4.3.8 reveals 75.56% responded students find the method of teaching employed by B.Ed. teacher trainees new to them however, 24.22% of the school students were already familiar with the method of teaching. 0.22% did not respond.

Table 4.3.9 Understand method employed by B.Ed. teacher trainees

Do you understand the method of teaching employed by B.Ed. teacher trainees?	Response	No. of responses	Percentage
	Yes	396	88.00%
	No	53	11.78%
	No response	1	0.22%
	Total	450	100.00%

On the basis of the response given by school students table 4.3.9 reveals, 88% of the school students responded they understand the method of teaching employed by the B.Ed. teacher trainees during internship but it was not so for 11.78% of the school students. 0.22% did not respond.

Table 4.3.10 Similarity in method of teaching

Is the method of teaching employed by the B.Ed. teacher trainees same as that of your regular school teachers?	Response	No. of responses	Percentage
	Yes	77	17.11%
	No	371	82.44%
	No response	2	0.44%
	Total	450	100.00%

An analysis of the response given by school students in table 4.3.10 reveals that 17.11% responded method of teaching of B.Ed. teacher trainees is same as regular teachers and 82.44% responded the method of teaching of B.Ed. teacher trainees is different to the regular teachers. 0.44% did not respond.

Table 4.3.11 Teaching aids used by B.Ed. teacher trainees

Do the B.Ed. teacher trainees use any of the following teaching aids for every class?	No. of responses	Percentage
Charts	430	95.56%
Models	236	52.44%
Placards	270	60.00%
Audio visual aids	148	32.89%
any other	No. of responses	Percentage
Coloured chalks	120	26.67%
Specimen collected from school premises for science class	65	14.54%

The above table highlights the response of school students basing on the use of teaching aids by B.Ed. teacher trainees during internship. 95.56% responded to use of charts, 52.44% responded use of models, 60% responded to use of placards, 32.89% responded to use of audio visual aids and 26.67% responded to colour chalks and 14.54% use of specimen collected from school premises for science class.

Table 4.3.12 Activity based class

Is the class more activity based as compared to your regular classes?	Response	No. of Responses	Percentage
	Yes	372	82.67%
	No	77	17.11%
	No response	1	0.22%
	Total	450	100.00%

It was found that 82.67% of the school students responded classes engaged by B.Ed. teacher trainees are more activity based, whereas, 17.11% responded it was not so; whereas, 0.22% did not respond.

Table 4.3.13 Learning with activities

Do you feel learning is more when teaching is done with activities?	Response	No. of Responses	Percentage
	Yes	409	90.89%
	No	41	9.11%
	Total	450	100.00%

Analysis of table 4.3.13 reveals that 90.89% of the school student's responded learning is more with activities. 9.11% responded they do not think learning is more with activities.

Table 4.3.14 Strictness of B.Ed. teacher trainees

Are the B.Ed. teacher trainees more strict than your normal teachers?	Response	No. of Responses	Percentage
	Yes	25	5.56%
	No	424	94.22%
	No response	1	0.22%
	Total	450	100.00%

Analysis of table 4.3.14 reveals, 5.56% of the school students responded B.Ed. teacher trainees are more strict than regular teachers whereas, 94.22% responded B.Ed. teacher trainees are not as strict as their regular teachers. 0.22% did not respond.

Table 4.3.15 Teacher trainees conduct tests

Do B.Ed. teacher trainees conduct tests?	Response	No. of Responses	Percentage
	Yes	269	59.78%
	No	174	38.67%
	No response	7	1.55%
	Total	450	100.00%

On the basis of the response table 4.3.15 reveals 59.78% school students responded B.Ed. teacher trainees conduct tests after completing lessons. 38.67% school students responded B.Ed. teacher trainees do not conduct tests. 1.55% did not respond.

Table 4.3.16 Conduct of remedial class by B.Ed. teacher trainees

Do the B.Ed. teacher trainees give remedial teaching to those students who have failed the tests?	Response	No. of Responses	Percentage
	Yes	105	23.33%
	No	340	75.56%
	No response	5	1.11%
	Total	450	100.00%

The above table shows, 23.33% of the school students responded B.Ed. teacher trainees give remedial classes, whereas, 75.56% responded B.Ed. teacher trainees do not give remedial classes. 1.11% did not respond.

Table 4.3.17 Notes provided by Teacher trainees

Do the B.Ed. teacher trainees give notes for the lesson taken by them?	Response	No. of Responses	Percentage
	Yes	195	43.33%
	No	252	56.00%
	No responses	3	0.67%
	Total	450	100.00%
if Yes, are the notes satisfactory?	Response	No. of Responses	Percentage
	Yes	109	24.22%
	No	56	12.44%

Analysis of table 4.3.17 reveals 43.33% of the school students responded B.Ed. teacher trainees give notes after completing a lesson. 56% of the school students responded notes are not provided. 0.67% did not respond.

In relation to the notes provided, table 4.3.17 reveals 24.22% school students find the notes provided by B.Ed. teacher trainees satisfactory and 12.44% responded notes provided are not satisfactory.

Table 4.3.18 Homework and teacher trainees

Do B.Ed. teacher trainees give homework?	Response	No. of Responses	Percentage
	Yes	344	76.44%
	No	103	22.89%
	No responses	3	0.67%
	Total	450	100.00%
If Yes, do they correct the homework regularly?	Response	No. of Responses	Percentage
	Yes	25	5.56%
	No	96	21.33%

Table 4.3.18 reveals that 76.44% of the school students responded B.Ed. teacher trainees give homework, while 22.89% responded homework is not given during the classes conducted by B.Ed. teacher trainees.

Also with regard to homework correction, only 5.56% of the school students responded homework is checked and 21.33% responded homework are not checked.

Table 4.3.19 B.Ed. teacher trainees concern with completing lesson plans

Are the B.Ed. teacher trainees more concerned with completing the lesson than making you understand the concepts?	Response	No. of Responses	Percentage
	Yes	170	37.78%
	No	278	61.78%
	No response	2	0.44%
	Total	450	100.00%

The study reveals that 37.78% of the school students responded B.Ed. teacher trainees are more concerned with completing the lesson than making students understand the concepts, whereas, for 61.78% B.Ed. teacher trainees do put in effort to make students understand the concepts of the lessons taught. 0.44% did not respond.

Table 4.3.20 B.Ed. teacher trainees and syllabus completion

Do the B.Ed. teacher trainees hurry with class when trying to finish the syllabus?	Response	No. of Responses	Percentage
	Yes	127	28.22%
	No	321	71.33%
	No response	2	0.44%
	Total	450	100.00%

The analysis of table 4.3.20 reveals 28.22% of the school student responded B.Ed. teacher trainees are in a rush to complete syllabus and 71.33% responded B.Ed. teacher trainees not in a rush. 0.44% did not respond

Table 4.3.21 Mode of dressing of B.Ed. teacher trainees

Is the mode of dressing of the B.Ed. teacher trainees appropriate for a teacher?	Response	No. of Responses	Percentage
	Yes	401	89.11%
	No	37	8.22%
	No response	12	2.67%
	Total	450	100.00%

The mode of dressing of B.Ed. teacher trainees as opined by school teachers are shown in table 4.3.21; 89.11% responded the mode of dressing is appropriate where as 8.22% responded mode of dressing is not appropriate. 2.67% did not respond.

Table 4.3.22 Preference for re-teaching lessons

Would you like your subject teacher to re-teach the lessons taught by B.Ed. Teacher trainees?	Response	No. of Responses	Percentage
	Yes	160	35.56%
	No	290	64.54%
	No responses	0	0.00%
	Total	450	100.00%
If Yes, Reasons	Regular teachers give better explanation	90	22.00%
	More used to the method of teaching employed by regular teachers	89	19.78%
	Was distracted during class	50	11.11%
	B.Ed. teacher trainees were in a hurry to finish the lessons	46	10.22%
	In order to clear doubts	45	10.00%
	Explanation is inaudible to the back benchers	18	4.00%
	Class is too noisy	77	17.11%
	B.Ed. teacher trainees seemed nervous, so couldn't ask doubts	11	2.44%
	Incase B.Ed. teacher trainees missed out on certain areas of the lesson	33	7.33%

The analysis of table 4.3.22 reveals that 35.56% of the school students responded they would prefer regular subject teachers to reteach lesson taken by B.Ed. teacher trainees. Whereas, 64.54% of the students responded they are satisfied by the way lessons are taught and require no re-teaching of the lessons done by the B.Ed. teacher trainees. Also in relation to reasons why the school students wanted lesson to be re-taught 22% responded regular teachers give better explanation, 19.78% responded they are more used to the method of teaching employed by regular teachers, 11.11% responded they were distracted during class, 10.22% responded B.Ed. teacher trainees were in a hurry to finish the lessons, 10% in order to clear doubts, 4% responded explanation is inaudible to the back benchers, 17.11% Class is

too noisy, 2.44% B.Ed. teacher trainees seemed nervous, so couldn't ask doubts and 7.33% in case B.Ed. teacher trainees missed out on certain areas of the lesson.

Table 4.3.23 Look forward to attending classes of B.Ed. teacher trainees

Do you look forward to attending classes that are conducted by the B.Ed. teacher trainees?	Response	No. of Responses	Percentage
	Yes	420	93.33%
	No	29	6.44%
	No responses	1	0.22%
	Total	450	100.00%
If No, Reasons	Response	No. of Responses	Percentage
	Could not understand explanation	15	3.33%
	Voice is not audible	9	2.00%
	Method of teaching is new and difficult to follow	10	2.22%
	The notes provided is not accepted by the regular teachers	2	0.44%
	Class is boring because it is repetitive	6	1.33%
	Prefer regular teachers	13	2.89%

It is observed from table 4.3.23 that majority of the school students (93.33%) look forward to attending classes conducted by B.Ed. teacher trainees, while, 6.44% of the school students do not like classes by B.Ed. teacher trainees. 0.22% did not respond.

With regard to why school students do not like attending classes conducted by B.Ed. teacher trainees, table 4.3.23 shows 3.33% responded they could not understand the explanation, 2% responded B.Ed. teacher trainees are not audible enough, 2.22% responded method of teaching is new and difficult to follow, 0.44% responded notes provided is not accepted by the regular teachers, 1.33% responded that the class is boring because it is repetitive and 2.89% school students responded they prefer their regular teachers.

Table 4.3.24 Preference for more classes by B.Ed. teacher trainees

Would you like to have more classes by B.Ed. teacher trainees in the following years?	Response	No. of Responses	Percentage
	Yes	409	90.89%
	No	3	0.67%
	No responses	38	8.44%
	Total	450	100.00%
if Yes, Reasons	Prefer classes by the regular teachers	2	0.44%
	B.Ed. teacher trainees are in a rush to finish the lessons	2	0.44%

Analysis of Table 4.3.24 shows 90.89% of the school students agree to have more classes by B.Ed. teacher trainees in the following years, 0.67% responded they would not like to have more classes by B.Ed. teacher trainees in the following years. 8.44% did not respond. In relation as to why students did not wish to have more classes by B.Ed. teacher trainees, 0.44% responded they prefer classes by the regular teachers and 0.44% responded it is because B.Ed. teacher trainees are in a rush to finish the lessons.

Table 4.3.25 Incomplete tasks left by B.Ed. teacher trainees

After the completion of the internship, do you come across the following incomplete tasks:	No of Responses	Percentage
No correction of test paper	79	17.56%
No correction of homework	133	29.56%
No completion of lessons	61	13.56%
No completion of notes	204	45.33%
Any other	0	0

The analysis of table 4.3.25 reveals the incomplete tasks faced by school students after the internship. 17.56% school students responded after the internship is over they are left with no correction of test paper, 29.56% responded to facing no correction of homework, 13.56% responded they are left with incomplete lessons and 45.33% responded to facing with incomplete notes.

Table 4.3.26 Positive aspect of the overall Internship programme

The following are the responses of school students in relation to the positive aspect of the B.Ed. internship programme

Positive aspect of the Internship	No of responses	Percentage
The use of teaching aids makes learning easier and interesting	365	81.11%
Group and individual activities conducted during class	233	51.77%
Creativity in teaching	112	24.88%
Friendly attitude of B.Ed. teacher trainees	200	44.54%
B.Ed. teacher trainees are respectful to the opinions of students	169	37.55%
Rewards after tests and competitions	73	16.22%
Hands on practical class in subjects like science	102	22.66%
Teaching with examples besides the ones in the text	96	21.33%
B.Ed. teacher trainees show appreciation and are polite	169	37.55%
New teacher in the middle of the academic year makes learning interesting	203	45.11%
Learnt many new word meanings via charts	201	44.66%
Some classes are conducted outside	111	24.66%
B.Ed. teacher trainees are not strict	200	44.54%
Learnt there are multiple ways to learn a topic	274	60.88%

Table 4.3.27 Problems faced due to B.Ed. Internship

The following are the responses of school students in relation to the problems faced by them during the B.Ed. Internship.

Problems faced due to B.Ed. Internship	No of responses	Percentage
Left with incomplete lessons	61	13.56%
Change in normal routine	174	38.67%
Adjustment to the new style of teaching	98	21.78%
Due to the internship only limited time is left for revision of lessons before the examination.	109	24.22%
Notes are not provided	204	45.33%
Explanation is inaudible to the back benchers	145	32.22%
Classroom discipline management is poor resulting in distraction during class	202	44.89%
Knowing B.Ed. teacher trainees are not permanent teachers, students tend to be more undisciplined	178	39.56%
Too much home work is given	168	37.33%
Lack of confidence in B.Ed. teacher trainees	87	19.33%
Nervousness of B.Ed. teacher trainees get when supervisors come.	56	12.44%
Some B.Ed. teacher trainees are not punctual	22	4.89%
B.Ed. teacher trainees are in a hurry to complete the lessons	56	12.44%
For the sake of doing activities the students are taken outside irrespective of the weather	62	13.78%
Repetition of lessons already covered	48	10.67%
Homework are not checked	133	29.56%
Having to write down notes in a hurry	204	45.33%
Poor command over language	32	7.11%
Overemphasize on some portion of the lesson	96	21.33%

Table 4.3.28 Suggestions to improve B.Ed. Internship

Following are the suggestions given by school students in relation to the improvement of B.Ed. Internship programme.

Suggestions	No. of responses	Percentage
Voice should be louder and audible during class explanation	198	44.00%
B.Ed. teacher trainees should give time for revision	147	32.67%
B.Ed. teacher trainees should be more confident	200	44.54%
B.Ed. teacher trainees should be attentive to weak students	74	16.44%
B.Ed. teacher trainees should give attention to the students' learning pace.	196	43.56%
B.Ed. teacher trainees should give notes after completing a lesson	256	56.89%
B.Ed. teacher trainees should check the notes and homework regularly	224	49.78%
Classroom discipline to be maintained	150	33.33%
To maintain the same composure whenever supervisors come for inspection.	56	12.44%
B.Ed. teacher trainees should give less homework	199	44.22%
B.Ed. teacher trainees should be more punctual.	87	19.33%
B.Ed. teacher trainees should improve and work on grammar and pronunciation.	65	14.54%
B.Ed. teacher trainees should improve their handwriting	33	7.33%
B.Ed. teacher trainees should conduct tests	65	14.54%
To use more teaching aids	41	9.11%
Organize more competitions for rewards and prizes.	50	11.11%
B.Ed. teacher trainees should give remedial classes	201	44.67%
B.Ed. teacher trainees should be more patient	115	25.56%
Avoid change in the normal class routine	189	42.00%

4.4. Analysis and interpretation of data collected from B.Ed. college Principals

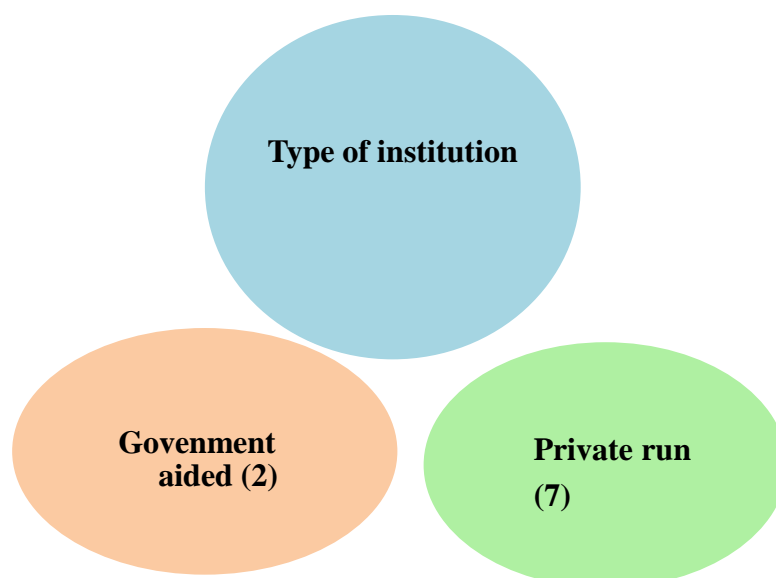
In this section, an attempt has been made to analyze and interpret the responses which has been collected from the B.Ed. college Principals of Nagaland.

Table 4.4.1 Profile of B.Ed. college principals

Profile of B.Ed. college principals	Gender		Percentage	Number of Years as Principal		Percentage
	Male	6	75%	3 years and below	3	37.5%
				4 to 6 years	3	37.5%
	Female	2	25%	7 and above	2	25%
	Total	8	100%		Total	100%

Profile of the Principals of B.Ed. colleges is presented in the table 4.4.1. It is found that 75% of the Principals are male and 25% are female. As per the year of experience as Principal, the study shows 37.5% has experience of three years and below, 37.5% with an experience of four to six years and 25% has been working as Principal for seven years and above.

Figure 4.4.1 Type of Institution



The figure above show that among the total B.Ed. colleges in Nagaland, 2 colleges are Government aided and 7 are privately run.

Table 4.4.2 Prior information given to practicing schools

Does the college give prior information on internship to practicing schools regarding the B.Ed. internship programme?	Response	No. of response	Percentage
	Yes	8	100.00%
	No	0	0.00%
	Total	8	100.00%

The analysis of Table 4.4.2 reveals 100% of the Principals responded prior information is given to schools regarding B.Ed. internship programme.

Table 4.4.3 Orientation for practicing schools

Is proper orientation provided to practicing schools regarding the B.Ed. internship?	Response	No. of response	Percentage
	Yes	8	100.00%
	No	0	0.00%
Total		8	100.00%

The above table reveals 100% of the Principals of B.Ed. colleges responded orientation for practicing school is conducted regarding internship.

Table 4.4.4 Provide Internship booklet to practicing schools

Does the college provide an internship booklet to the practicing schools?	Response	No. of response	Percentage
	Yes	4	50.00%
	No	4	50.00%
Total		8	100.00%

Table 4.4.4 reveals that 50% of the B.Ed. college principals provide an internship booklet to practicing school whereas, such was not provided by 50% of the B.Ed. Principals.

Table 4.4.5 Follow up on the practicing schools

Does the college follow up on the practicing schools after each phase of internship?	Response	No. of response	Percentage
	Yes	6	75.00%
	No	2	25.00%
	Total	8	100.00%

The analysis of table 4.4.5 reveals 75% of B.Ed. colleges follow up with schools after each phase of internship whereas, 25% of the B.Ed. colleges do not follow up with the practicing schools .

Table 4.4.6 Complaints from schools on conduct of B.Ed. teacher trainees

Are there complaints from school authorities towards the conduct of B.Ed. teacher trainees?	Response	No. of response	Percentage
	Yes	0	0.00%
	No	8	100.00%
	Total	8	100.00%

The analysis of Table 4.4.6 reveals 100% of the Principals of B.Ed. College stated that there are no complaints from school authority towards conduct of B.Ed. teacher trainees.

Table 4.4.7 Complaints from school authorities regarding overall conduct of internship

Are there complaints from school authorities towards the overall conduct of internship?	Response	No. of response	Percentage
	Yes	4	50.00%
	No	3	37.50%
	No response	1	12.50%
	Total	8	100.00%
If Yes, reasons	School authorities think internship is just a disturbance in their normal school routine	2	25.00%
	Schools complain about the timing of Internship	4	50.00%
	Schools complain over the duration of internship	3	37.50%

The analysis of table 4.4.7 reveals that, 50% of the Principals of B.Ed. college responded there are complaints from school authorities regarding overall conduct of internship, 37.50% responded there is no complains. 12.50% did not respond.

Further the table also reveals the reasons the schools give regarding the complaints on internship. 25% of the Principals of B.Ed. college responded school authorities think internship is just a disturbance in their normal school routine, 50% responded schools complain about the timing of Internship and 37.50% responded schools complain over the duration of internship.

Table 4.4.8 Arrangement of schools for pre-internship

Does the college arrange practicing schools for the B.Ed. teacher trainees for the Pre-internship?	Response	No. of response	Percentage
	Yes	3	37.50%
	No	5	62.50%
	Total	8	100.00%

With regard to arranging practicing schools for B.Ed. teacher trainees for internship, the given table indicates 37.50% of the B.Ed. colleges arrange schools for B.Ed. teacher trainees during internship, whereas, 62.50% responded B.Ed. teacher trainees have to get permission for internship from practicing schools by themselves.

Table 4.4.9 Feedback session with B.Ed. teacher trainees

Does the college conduct feedback sessions with the B.Ed. teacher trainees after each phase of internship?	Response	No. of response	Percentage
	Yes	6	75.00%
	No	2	25.00%
	Total	8	100.00%

The above table shows 75% of the B.Ed. college conduct feedback session with B.Ed. teacher trainees after each phase of internship, whereas, 25% of the B.Ed. college do not conduct feedback sessions.

Table 4.4.10 Consultation among other B.Ed. Institutions regarding internship

Does the college consult with other B.Ed. colleges concerning internship?	Response	No. of response	Percentage
	Yes	2	25.00%
	No	6	75.00%
	Total	8	100.00%

Table 4.4.10 reveals 25% of the B.Ed. college consult and discuss with other B.Ed. colleges regarding Internship whereas, 75% of the B.Ed. colleges do not consult nor discuss with other B.Ed. colleges.

Table 4.4.11 Assistance from SDEOs

Is there any help rendered from the respective SDEOs towards sensitizing schools on B.Ed. internship?	Response	No. of response	Percentage
	Yes	7	100.00%
	No	0	0.00%
	Total	7	100.00%

The analysis of Table 4.4.11 shows 100% of the Principals of B.Ed. College responded there is no assistance rendered from SDEOs towards sensitizing schools on Internship.

Table 4.4.12 Extra training before Internship

Does the college give extra training to the B.Ed. teacher trainees before they go about their internship?	Response	No. of response	Percentage
	Yes	5	62.50%
	No	3	37.50%
	Total	8	100.00%

The given table shows the response of the B.Ed. college principals regarding extra training given for B.Ed. teacher trainees before internship. 62.50% of the college admitted to giving some sort of extra training to their B.Ed. teacher trainees regarding conducting class before they leave for Internship. 37.50% of the colleges however do not give any extra training to the B.Ed. teacher trainees before internship.

Table 4.4.13 Stipend for B.Ed. teacher trainees

Is remuneration of any kind provided to the B.Ed. teacher trainees for internship?	Response	No. of response	Percentage
	Yes	0	0.00%
	No	8	100.00%
	Total	8	100.00%

On the basis of the response given by Principals, Table 4.4.13 reveals 100% of the B.Ed. colleges do not provide any stipend to B.Ed. teacher trainees during internship.

Table 4.4.14 Remuneration for teacher educators

Is remuneration of any kind provided to the supervisors (teacher educators) for internship?	Response	No. of response	Percentage
	Yes	8	100.00%
	No	0	0.00%
	Total	8	100.00%

On the basis of the response given by principals of B.Ed. colleges, table 4.4.14 reveals 100% of the B.Ed. colleges give remuneration to teacher educators during internship.

Table 4.4.15 Remuneration for school teachers

Is remuneration of any kind provided to the subject teachers of practicing schools for internship?	Response	No. of response	Percentage
	Yes	0	0.00%
	No	8	100.00%
	Total	8	100.00%

On the basis of the response given by principals of B.Ed. colleges, table 4.4.15 reveals 100 percent of the B.Ed. colleges do not give remuneration to school teachers during internship.

Table 4.4.16 Supervisors made to conduct class during internship period

Are supervisors made to conduct class during internship period?	Response	No. of response	Percentage
	Yes	2	25.00%
	No	6	75%
	Total	8	100.00%

On the basis of the responses of B.Ed. principals, table 4.4.16 reveals 25% of the B.Ed. colleges make supervisors conduct class during internship period, whereas, 75% of the B.Ed. colleges do not make supervisors conduct class during internship period.

Table 4.4.17 Teacher educators and work load

Does the absence of teacher educators assigned as internship supervisors add more work load on the remaining teacher educators?	Response	No. of response	Percentage
	Yes	1	12.50%
	No	5	62.50%
	No response	2	25.00%
	Total	8	100.00%

The analysis of Table 4.4.17 shows, 12.50% of the principals of B.Ed. colleges stated that the absence of teacher educators assigned as Internship supervisors add more work load on the remaining teacher educators, however this was not so for 62.50% and 25% did not respond.

Table 4.4.18 Separate period for conducting post internship

Is there separate period(s) in the time table for 4th semester B.Ed. teacher trainees to help in the Post internship?	Response	No. of response	Percentage
	Yes	6	75.00%
	No	0	0.00%
	No response	2	25.00%
	Total	8	100.00%

Table 4.4.18 reveals the 75% of the B.Ed. college have a separate period for post internship. 25% did not respond.

Table 4.4.19 Difficulty encountered in arranging activities in college

Do you face difficulties in arrangement of activities in the college because of the different phases of internship?	Response	No. of response	Percentage
	Yes	6	75.00%
	No	1	12.50%
	No response	1	12.50%
	Total	8	100.00%

The analysis of table 4.4.19 reveals 75% of the principals of B.Ed. colleges responded they face difficulty in arranging activities in college due to the internship, 12.50% responded there is no inconvenience faced to arrange activities because of the internship. 12.50% did not respond.

Table 4.4.20 Pre-internship and real time classroom

Do you think the first and second phase of internship is enough for the B.Ed. teacher trainees to face real time classroom?	Response	No. of response	Percentage
	Yes	2	25.00%
	No	6	75.00%
	Total	8	100.00%

On the basis of the responses of B.Ed. college Principals, the above table reveals 25% the Principals feels pre-internship is enough for B.Ed. teacher trainees to face real time classroom, whereas, 75% responded pre-internship alone is not enough for B.Ed. teacher trainees to face real time classroom

Table 4.4.21 Phases of internship and final practice teaching

Do you think the different phases of internship divided among the different semesters are helpful for the final practice teaching?	Response	No. of response	Percentage
	Yes	8	100.00%
	No	0	0.00%
	Total	8	100.00%

Table 4.4.21 reveals cent percent of the principals of B.Ed. colleges responded the phases of internship segmented into different semester helpful for final practice teaching.

Table 4.4.22 Assessment given by the practicing schools

Is assessment given by schools satisfactory?	Response	No. of response	Percentage
	Yes	3	37.50%
	No	5	62.50%
	Total	8	100.00%
If No, mention the reasons	Response	No. of response	Percentage
	Assessment is not carried out effectively	2	25.00%
	The authorities give assessment without proper observation.	2	25.00%

The above table reveals the response of Principals of B.Ed. colleges on assessment given by practicing schools. 37.50% stated that the assessment given by schools is satisfactory, whereas, it was not so for 62.50%.

Regarding the reasons why Principals of B.Ed. colleges feel assessment is not justified, 25% responded assessment is not carried out effectively and 25% responded school authorities give assessment without proper observation.

Table 4.4.23 Problems faced during internship

The following are the problems faced by the B.Ed. college principals in relation to the B.Ed. internship programme.

Problems faced during internship		
Response	No. of response	Percentage
Pre-internship		
Schools are not comfortable to the "observation phase" of internship.	3	37.50%
Schools hardly give maximum of one week period for pre internship	4	50.00%
Internship		
Complains from schools regarding the duration of the Internship	7	87.50%
Having to change schools in the middle of the internship in order to complete the 8 weeks period	1	12.50%
Schools prefer behaviorist teaching	3	37.50%
Lack of student participation during activities	2	25.00%
Post internship		
Organizing feedback session programme for the different teacher trainee groups	2	25.00%
B.Ed. teacher trainees are irregular for class	2	25.00%

Table 4.4.24 Suggestions for overall improvement of B.Ed. internship

The following are the suggestions made by the B.Ed. college principals in relation to the B.Ed. internship programme

Suggestions for overall improvement of B.Ed. internship		
Response	No. of response	Percentage
Schools should be given instruction from the board to be ready to accommodate B.Ed. teacher trainees during internship.	8	100.00%
A uniform arrangement should be maintained by all B.Ed. colleges	4	50.00%
The duration of pre-internship should be shortened	5	62.50%
Reduce the number of lesson plans	3	37.50%
Schools should be made to understand the need of Internship so as to fulfill the number of lesson plans	1	12.50%
Internship should be timed keeping in view the convenience of the school	3	37.50%
In order for Constructivism to catch on, even school curriculum need to change	2	25.00%

4.5 Analysis and interpretation of data collected from Teacher educators

The following are the analysis and interpretation of responses in relation to the B.Ed. internship, which has been collected from the Teacher Educators of B.Ed. colleges in Nagaland

Table 4.5.1 Gender based division of Teacher educators

Gender of teacher educators	Number of teacher educators	Percentage
Male	8	16%
Female	42	84%
Total	50	100%

The table 4.5.1 represents the division of teacher educators on the basis of gender. The table shows that 16% of the teacher educators are male and 84% are female.

Table 4.5.2 Teacher Educators and subjects taught

Sl no.	Subject	No. of Teacher Educators	Percentage
1.	Pedagogy of teaching English	7	14%
2.	Pedagogy of teaching Social Science	11	22%
3.	Pedagogy of teaching Mathematics	7	14%
4.	Pedagogy of teaching Science	8	16%
5.	Perspectives in Education	17	34%
Total		50	100%

The above table shows the division of teacher educators on the basis of subjects they teach. 14% of the teacher educators teach pedagogy of English, 22% teach Pedagogy of Social Science, 14% pedagogy of Mathematics and 16% pedagogy of Science and 34% teach Perspectives in Education.

Table 4.5.3 Accompany B.Ed. teacher trainees for obtaining permission for pre-internship

Response	Yes	No	Total
No. of response	13	37	50
Percentage	26.00%	74.00%	100%

On the basis of the response of teacher educators, table 4.5.3 reveals that 26% of teacher educators accompany B.Ed. teacher trainees during pre- internship for obtaining permission from schools and 74% of the teacher educators do not accompany B.Ed. teacher trainees during pre- internship for obtaining permission from schools.

Table 4.5.4 Complaints from school regarding B.Ed. teacher trainees

Do you face with complaints regarding B.Ed. teacher trainees from the schools?	Response	No. of response	Percentage
	Yes	19	38.00%
	No	31	62.00%
	Total	50	100.00%
If Yes, how to resolve the issue?	Seek apology from the school along with student teacher	4	8.00%
	Apologize on behalf of the student teacher	5	10.00%
	Give written apology to the school	2	4.00%
	Discuss issue with the school and change school if necessary	2	4.00%
	Take necessary step as per the problem	3	6.00%
	Talk with the student teacher through mentoring	2	4.00%

Table 4.5.4 reveals the response given by teacher educators on complaints from schools regarding B.Ed. teacher trainees. 38% of teacher educators responded they are faced with complaints from schools regarding B.Ed. teacher trainees and 62% responded there are no complaints.

In relation to how teacher educators resolve the complaints, table 4.5.4 shows 8% of the teacher educators responded they seek apology from the school along with student teacher, 10% responded they apologize on behalf of the student teacher, 4% give written apology to the school, 4% discuss issue with the school and change school if necessary, 6% take necessary step as per the problem and 4% talk with the student teacher through mentoring.

4.5.5 Attitude of schools during supervision

Is the attitude of the school authorities congenial during supervision and school visits?	Response	No. of response	Percentage
	Yes	39	78.00%
	No	11	22.00%
	Total	50	100.00%
If No, a) what is their reason?	It disturbs their normal routine and school functioning	7	14.00%
	Bad experience with trainees in the past	2	4.00%
	They have limited working days to finish the curriculum	4	8.00%
b) How do you overcome such situation?	Explaining to the authority the importance of internship and constructivism	5	10.00%
	Go to the schools where they are willing to allow	2	4.00%
	We discuss the apprehensions and make them understand	5	10.00%

Table 4.5.5 highlights the responds of teacher educators on attitude of schools during supervision. 78% of teacher educators responded that the attitude of school authorities during supervision and school visit is congenial, whereas, 22% responded they are dissatisfied with the attitude of schools towards them during supervision and school visit.

Table 4.5.5 further highlights the reason as to why schools have an uncongenial attitude towards teacher educators. 14% of the teacher educators responded that it is because internship disturbs their normal routine and school functioning, 4% responded that it was because of bad experience with trainees in the past, 8% responded that they have limited working days to finish the curriculum.

In relation to how teacher educators deal with problems at the practicing school, table 4.5.5 shows 10% responded by explaining to the authority the importance of internship and constructivism, 4% states they go to the schools where they are willing to allow and 10% responded that they discuss the apprehensions and make them understand.

Table 4.5.6 Accommodation in school during supervision

Are you provided with proper accommodation in the school while going for supervision?	Response	No. of response	Percentage
	Yes	35	70.00%
	No	15	30.00%
	Total	50	100.00%
If No, mention	Response	No. of response	Percentage
	Some schools lack on infrastructure like tables and chairs even for their own teachers	6	12.00%
	Classrooms are not provided with chairs for supervisors	5	10.00%

The analysis of table 4.5.6 reveals 70% of the teacher educators stating that practicing school's provide proper accommodation during supervision. 30% of educators on the other hand responded that accommodation in schools during supervision is unsatisfactory.

Table 4.5.6 further highlights teacher educators' response to why they found accommodation in schools during supervision is unsatisfactory. 12% responded some schools lack on infrastructure like tables and chairs even for their own teachers and 10% responded classrooms are not provided with chairs for supervisors.

Table 4.5.7 Interrelationship between practicing school and B.Ed. colleges

Is the interrelationship between the practicing schools and B.Ed. colleges satisfactory?	Response	No. of Response	Percentage
	Yes	39	78.00%
	No	10	20.00%
	No response	1	2.00%
	Total	50	100.00%

The analysis of table 4.5.7 reveals 78% of the teacher educators responded interrelationship between practicing school and B.Ed. colleges is satisfactory ; whereas, 20% of teacher educators responded interrelationship between practicing school and B.Ed. colleges is not satisfactory and needs to be worked on. 2% did not respond.

Table 4.5.8 Regularity of supervision

Is supervision carried out every day?	Response	No. of Response	Percentage
	Yes	14	28.00%
	No	36	72.00%
	Total	50	100.00%
If No, how often?	Response	No. of Response	Percentage
	once a week	10	20.00%
	twice a week	6	12.00%
	thrice a week	6	12.00%
	4 times a week	5	10.00%
	Alternate days	4	8.00%
	No response	5	10.00%

The analysis of table 4.5.8 highlights the regularity of supervision carried out by teacher educators. 28% of the teacher educators responded supervision is carried out daily and 72% responded supervision is not carried out every day.

Table 4.5.8 further highlights the interval of supervision carried out. 20% of the teacher educators responded supervision is done once a week, 12% responded twice a week, 12% responded thrice a week, 10% responded supervision is done four times a week, 8% responded every alternate days. 10% did not respond.

Table 4.5.9 Duration of supervision per class

Do you stay for the entire period of a class taught by B.Ed. student-teacher during supervision?	Response	No. of response	Percentage
	Yes	21	42.00%
	No	29	58.00%
	Total	50	100.00%
If No, how for how long?	Response	No. of response	Percentage
	10 minutes	4	8.00%
	15 minutes	12	24.00%
	20 minutes	3	6.00%
	25 minutes	1	2.00%
	Divide the time according to the number of B.Ed. teacher trainees in class	5	10.00%

Table 4.5.9 reveals the duration of supervision carried out per class. 42% of teacher educators responded they supervise the entire duration of a period, whereas, 58% responded

supervision is not done for the entire duration of a period. The response in table 4.5.9 further highlights the duration of supervision. 8% of the teacher educators responded supervision is carried out for 10 minutes each class, 24% responded supervision is carried out for 15 minutes, 6% responded supervision is carried out for 20 minutes, 2 % responded supervision is carried out for 25 minutes and 10% responded supervision is carried out by dividing the time according to the number of B.Ed. teacher trainees in class for that particular period.

Table 4.5.10 Regular class in days of supervision

Do you go back to your institution to take class after supervision?	Response	No. of Response	Percentage
	Yes	12	24.00%
	No	38	76.00%
	Total	50	100.00%

Response of teacher educators concerning attending regular classes after supervision is given in table 4.5.10. It shows 24% of the teacher educators responded they have to attend class in days they go for supervision. 76% of the response stated that they do not go for class on days of supervision.

Table 4.5.11 Remuneration during internship

Are you provided with remuneration during supervision?	Response	No. of Response	Percentage
	Yes	42	84.00%
	No	7	14.00%
	No response	1	2.00%
	Total	50	100.00%

The analysis of table 4.5.11 reveal 84% of teacher educators are provided with remuneration during internship whereas, 14% responded remuneration is not given during internship. 2% did not respond.

Table 4.5.12 School classroom setting

School classroom setting ideal for constructivism	Response	No. of Response	Percentage
	Yes	10	20.00%
	No	40	80.00%
	Total	50	100.00%
If No, reasons	Response	No. of Response	Percentage
	Size of the classroom is not enough for the large number of students.	25	50.00%
	students are not enthusiastic towards constructivism since it is new	8	16.00%
	desks and benches are difficult to move around	28	56.00%
	pupil and teacher ratio is inappropriate	30	60.00%
	students do not respond well to activities	11	22.00%
	Curriculum is not suitable for constructivism	33	66.00%

Table 4.5.12 reveals response of teacher educators in relation to if they feel the classrooms of practicing schools are fit for Constructivism. 20% of the teacher educators responded the classrooms are ideal for constructivism whereas, 80% responded the classrooms of practicing schools are not fit for Constructivism. The above table also further highlights the reason why teacher educators feel size of the classroom is not enough for the large number of students. 50% of teacher educators responded congested classrooms due to large number of students, 16% responded students are not enthusiastic towards constructivism since it is new, 56% responded desks and benches are difficult to move around, 60% responded pupil and teacher ratio is inappropriate, 22% responded students do not respond well to activities and 66% responded the curriculum is not suitable for constructivism.

Table 4.5.13 Supervision and assessment by schools

Is the supervision and assessment carried out by the schools satisfactory?	Response	No. of Response	Percentage
	Yes	34	68.00%
	No	16	32.00%
	Total	50	100.00%
If No, reasons	Response	No. of Response	Percentage
	Assessment is not objective	2	4.00%
	Assessment is done without supervision	3	6.00%
	School teachers are not trained	11	22.00%
	School teachers are unable to assess on the basis of constructivism	13	26.00%
	Schools just give out random average markings for all the B.Ed. teacher trainees	7	14.00%

Table 4.5.13 reveals the response of teacher educators in relation to supervision and assessment by schools. 68% stated they find the supervision and assessment by schools satisfactory, whereas; 32% do not find the supervision and assessment by schools satisfactory. In response to the reasons as to why teacher educators find supervision and assessment by schools unsatisfactory, 4% stated assessment is not objective, 6% responded assessment is done without supervision, 22% stated school teachers are not trained, 26% responded school teachers are unable to assess on the basis of constructivism and 14% responded schools just give out random average markings for all the B.Ed. teacher trainees.

Table 4.5.14 Modification in B.Ed. teacher trainees' after feedback

Is there modification of teaching behavior in B.Ed. teacher trainees after each feedback?	Response	No. of Response	Percentage
	Yes	50	100.00%
	No	0	0.00%
	Total	50	100.00%

Table 4.5.14 shows cent percent of the teacher educators responded there is modification in B.Ed. teacher trainees after giving feedback.

Table 4.5.15 Lesson plan checking

Are the lesson plans checked before the B.Ed. teacher trainees go for internship?	Response	No. of Response	Percentage
	Yes	47	94.00%
	No	3	6.00%
	Total	50	100.00%

The analysis of Table 4.5.15 reveals that 94% of the teacher educators responded they check the lesson plans of the B.Ed. teacher trainees before the B.Ed. teacher trainees go for internship. 6% responded they don't check the lesson plans before the B.Ed. teacher trainees go to deliver the lessons.

Table 4.5.16 Supervising and work load

Does being a supervisor to the B.Ed. teacher trainees, an additional burden to your normal workload?	Response	No. of Response	Percentage
	Yes	18	36.00%
	No	32	64.00%
	Total	50	100.00%
If Yes, reasons	Supervision of B.Ed. teacher trainees and rushing to take class	5	10.00%
	No T.A is provided	2	4.00%
	Having to miss class because of supervision affects completion of syllabus	4	8.00%
	Time management is hard with the traffic condition in town	5	10.00%
	Number of students in pedagogy of social science is larger in comparison to other papers	2	4.00%
	Checking of lesson plans before every student teacher goes for internship	1	2.00%

Table 4.5.16 shows the response of teacher educators on whether they consider supervision as an additional workload. 36% of teacher educators responded supervision is an additional burden to existing work load; whereas 64% responded since it is part of their job they don't consider it as an added burden.

In relation to why teacher educators responded supervising is an additional burden to existing work load, table 4.5.16 further reveals 10% responded it is because supervision of

B.Ed. teacher trainees and rushing to take class is difficult, 4% responded no T.A is provided, 8% responded having to miss class because of supervision affects completion of syllabus, 10% responded time management is hard with the traffic condition in town, 4% responded number of students in pedagogy of social science is larger in comparison to other papers and 2% responded checking of lesson plans before every student teacher goes for internship is difficult.

Table 4.5.17 Teaching skills and covering the course allotted

Do you agree that the B.Ed. teacher trainees are more concerned with practicing their teaching methods than cover the course allotted?	Response	No. of Response	Percentage
	Yes	25	50.00%
	No	24	48.00%
	No response	1	2.00%
	Total	50	100.00%

The above table shows that 50% of teacher educators responded B.Ed. teacher trainees are more concerned with practicing teaching skills rather than cover the course allotted and 48% responded B.Ed. teacher trainees maintain a balance between practicing teaching skills and covering the course allotted. 2% did not respond.

Table 4.5.18 Positive changes in the B.Ed. teacher trainees

Are there positive changes in the B.Ed. teacher trainees in terms of the following in the classroom after they return from the different phases of internship?	No of responses	Percentage
Discipline	25	50.00%
Attentiveness	25	50.00%
Punctuality	14	28.00%
Responsiveness	45	90.00%
Active participation	11	22.00%
Confidence	14	28.00%
Change in their perception towards teaching-learning	8	16.00%
Professional ethics	18	36.00%
Communication skills	21	42.00%
More aware about assessment	13	26.00%

The response of teacher educators on Positive changes in the B.Ed. teacher trainees in the classroom after internship is revealed in table above. 50% of the teacher educators responded in improvement in discipline, 50% responded they noticed improvement in attentiveness, 28% responded there is improvement in punctuality, 90% in responsiveness

and further 22% added there is noticeable change in active participation, 28% responded boost in confidence, 16% responded there is change in their perception towards teaching-learning, 36% responded there is change in professional ethics, 42% in communication skills and 26% teacher educators responded they see that the B.Ed. teacher trainees are more aware about assessment.

4.5.19 Duration of internship and supervision.

Is the duration of internship sufficient in relation to number of B.Ed. teacher trainees allotted for supervision?	Response	No. of Response	Percentage
	Yes	44	88.00%
	No	6	12.00%
	Total	50	100.00%
If No, reasons	Since not all the teacher educators are assigned for supervision, time is limited per student.	5	10%

The analysis of Table 4.5.19 reveals 88% of teacher educators responded the duration of internship is sufficient to cover allotted B.Ed. teacher trainees for supervision and 12% responded the duration of internship is sufficient to cover allotted B.Ed. teacher trainees for supervision. In relation to why they feel duration is not sufficient 10% responded since not all the teacher educators are assigned for supervision, time is limited per student.

Table 4.5.20 Opinion on Phases of internship.

Do you feel the different phases of internship being segmented in different semesters are ideal?	Response	No. of Response	Percentage
	Yes	46	92.00%
	No	3	6.00%
	No response	1	2.00%
	Total	50	100.00%
If No, reasons	The internship will be more effective if there is a flow and continuation of the different phases of internship	3	6%

The above table 92% of the teacher educators responded they find the phases of internship segmented in different semester is ideal whereas, 6% responded the internship will be more effective if there is a flow and continuation of the different phases of internship. 2% did not respond.

Table 4.5.21 Positive changes after each phase of internship

Are there positive changes in the B.Ed. teacher trainees with regard to teaching skills after completion of each phase of internship?	Response	No. of Response	Percentage
	Yes	49	98.00%
	No	1	2.00%
	Total	50	100.00%

In relation to positive changes in B.Ed. teacher trainees, table 4.5.21 found that 98% of the teacher educators stated they see a noticeable positive change in the B.Ed. teacher trainees after completion of each phase of internship, whereas, 2% of teacher educators responded they do not see any positive change in the B.Ed. teacher trainees after the internship.

Table 4.5.22 B.Ed. teacher trainees and instructions for internship

Do the B.Ed. teacher trainees follow all the instructions and suggestions given by you before the start of internship?	Response	No. of Response	Percentage
	Yes	38	76.00%
	No	12	24.00%
	Total	50	100.00%

The analysis of table 4.5.22 reveals that 76% of the teacher educators responded B.Ed. teacher trainees follow instructions given before internship and 24% responded B.Ed. teacher trainees does not follow instructions given before internship.

Table 4.5.23 B.Ed. teacher trainees' performance during Internship

Are you satisfied with your B.Ed. teacher trainees in reference to their work performance during internship?	Response	No. of Response	Percentage
	Yes	35	70.00%
	No	14	28.00%
	No response	1	2.00%
	Total	50	100.00%

The analysis of the given table shows 70% of teacher educators' stated that they are satisfied with B.Ed. teacher trainees with reference to their internship work performance and 28% responded B.Ed. teacher trainees work performance during internship is unsatisfactory. 2% did not respond.

Table 4.5.24 Maintenance of internship journal

Do the B.Ed. teacher trainees maintain the Internship Journal diligently?	Response	No. of Response	Percentage
	Yes	41	82.00%
	No	7	14.00%
	No response	2	4.00%
	Total	50	100.00%

The analysis of Table 4.5.24 found that 82% of the teacher educators cited B.Ed. teacher trainees are diligent in maintenance of journal whereas, 14% of the teacher educators responded B.Ed. teacher trainees do not maintain journals diligently. 4% did not respond.

Table 4.5.25 Frequency of checking journal

How often is the journal of B.Ed. teacher trainees checked?	No. of Response	Percentage
Daily	0	0
Weekly	19	38.00%
After completion of internship	17	34.00%
During supervision	6	12.00%
A time is specified for all to submit	8	16.00%

Table 4.5.25 reveals the frequency of teacher educators in checking journals. 38% responded journal is checked weekly, 34% checks after completion of internship, 12% during supervision and 16% specify a time for all to submit.

Table 4.5.26 Journal helps in giving feedback

Does the internship journal help in giving feedback?	Response	No. of Response	Percentage
	Yes	44	88.00%
	No	3	6.00%
	No response	3	6.00%
	Total	50	100.00%
If no, reasons	Response	No. of Response	Percentage
	The journals were just checked for the sake of formalities and for completion of the course	1	2.00%
	With limited amount of time focus is mainly given to lesson plan correction	2	4.00%

Table 4.5.26 reveals the opinion of teacher educators on the whether journals are helpful. 88% responded journal helps in giving feedback, 6% responded journal do not help in giving feedback. In relation to reasons why they feel journals are not helpful 2% responded

the journals were just checked for the sake of formalities and for completion of the course and 4% with limited amount of time focus is mainly given to lesson plan correction.

Table 4.5.27 Problems faced as a supervisor during the Pre-Internship phase of internship

The table 4.5.27 reveals the problems faced by Teacher Educators while being engaged as Supervisors during the Pre- Internship period

Problems faced during Pre-Internship		
Response	No of response	Percentage
Arranging schools for every student teacher	29	58.00%
Faculty shortage leads to more work load	4	8.00%
Schools do not understand the importance of internship initially	42	84.00%
School takes it like the B.Ed. teacher trainees are there to judge their teaching.	34	68.00%

Table 4.5.28 Problems faced as a supervisor during the School Internship phase of internship

The table 4.5.28 reveals the problems faced by Teacher Educators while being engaged as Supervisors during the school Internship programme

Problems faced during Internship		
Response	No of response	Percentage
Approaching schools for internship is hard as other B.Ed. institutions also happen to go to the same schools.	34	70%
Disturbs normal class with second semester B.Ed. teacher trainees.	27	54%
Training B.Ed. teacher trainees to prepare constructivist lesson plans when schools are unaware of it.	22	44%
Less number of faculty leads to more number of B.Ed. teacher trainees	8	16%
Practicing schools are spread over a large geographical area and with traffic congestion commute is difficult.	38	76%
Negative attitude from the schools	17	34%
Lack of transportation	25	50%
Time constraint	33	66%
Observation becomes difficult as there are numerous number of B.Ed. teacher trainees taking class in one period.	16	32%
Some schools are reluctant to accommodate B.Ed. teacher trainees for the whole eight weeks duration.	27	54%
Supervision without TA	2	4%
Convincing schools to agree to Internship.	13	26%

Table 4.5.29 Problems faced as a supervisor during the Post-Internship phase of internship

The table 4.5.29 reveals the problems faced by Teacher Educators while being engaged as Supervisors during the Post- Internship period

Problems faced during Post internship		
Response	No. of response	Percentage
B.Ed. teacher trainees' irregularity in class	19	38%
Fixing timing for presentations since internship days vary.	12	24%
Trying to complete the syllabus of 4th semester along with Internship	6	12%

Table 4.5.30 Suggestions by the Teacher Educators for the overall improvement of the B.Ed. Internship

The Table 4.5.30 shows the suggestions that were given by Teacher educators for the overall improvement of the B.Ed. Internship programme.

Suggestions for the overall improvement of the B.Ed. internship	No of responses	Percentage
B.Ed. colleges in the state need to conduct internship uniformly	35	70.00%
All B.Ed. colleges should have model schools so that B.Ed. teacher trainees do not face problems searching for schools for internship	19	38.00%
All B.Ed. colleges of the state should set a common criteria for internal assessment	31	62.00%
Approval of internship should be done prior to the commencement of the internship	8	16.00%
Block teaching should be encouraged as teacher trainees don't do well practically	20	40.00%
Common lesson plan format should be followed by all colleges	37	74.00%
Co-ordination and communication between B.Ed. colleges of the state	35	70.00%
Head of schools should conduct daily supervision	14	28.00%
B.Ed. teacher trainees should give in more effort during internship	20	40.00%
Duration of internship need to be extended in order to be able to supervise more classes	4	8.00%
B.Ed. colleges should fix schools for internship before the academic session starts	40	80.00%
School teachers' awareness programme on constructivism should be conducted each year	39	78.00%
An understanding should be reached among B.Ed. colleges for covering schools within their own vicinity	28	56.00%
Penalty for B.Ed. teacher trainees who are absent without prior	15	30.00%

notice or valid reasons		
Supervisors need to check on improvement of B.Ed. teacher trainees and assessment need to be done effectively	33	66.00%
Lesson plan with only general objectives is not justified. Specific objectives is also required	12	24.00%
B.Ed. college head authorities should also coordinate with the schools and keep tabs on the B.Ed. teacher trainees	24	48.00%
There should be a balance between behaviorism and constructivism	38	76.00%
Sensitization of schools regarding importance of internship	45	90.00%
School education department should give directives to all schools to accommodate B.Ed. teacher trainees for internship	36	72.00%
5Es should be applied even in real classrooms of B.Ed. classes	12	24.00%
Reduce number of lesson plans and the internship period	40	80.00%

4.6 Analysis and interpretation of data collected from B.Ed. teacher trainees

In this segment, an attempt has been made to analyze and interpret the responses which have been collected from the B.Ed. Teacher trainees of Nagaland.

Table 4.6.1 Profile of B.Ed. teacher trainees

Profile of B.Ed. teacher trainees	Gender	No. of teacher trainees	Percentage	In service/Pre-service	No. of teacher trainees	Percentage
	Male	113	32.29%	In-service	150	48.86%
	Female	237	67.71%	Pre-service	200	57.14%
	Total	350	100%		350	100%

Table 4.6.1 reveals the profile of the 350 B.Ed. teacher trainees who responded to the questionnaire. The table indicates 32.29% of the teacher trainees are male and 67.71% are female. Further it is found that 48.86% of the teacher trainees are in-service teachers whereas, 57.4% are pre-service teacher trainees.

Table 4.6.2 Rejection from practicing schools when seeking Permission for Internship

Do you face rejection from practicing school when asking Permission from Internship?	Response	No. of response	Percentage
If Yes, reasons given	Yes	73	20.28%
	No	277	76.94%
	No response	10	2.78%
	Total	360	100.00%
	The school did not get pre-information about the Internship	12	3.33%
	Limited time to complete the syllabus	35	9.72%
	Internship affects the academic calendar of the school	60	16.67%
	Don't want to entertain outside teachers	8	2.22%
	Poor performance of B.Ed. teacher trainees in the previous years	6	1.67%
	Internship was scheduled during exam or close to exam time	15	4.17%
	School was interested for only certain subject teachers	9	2.50%
	The school was already accommodating B.Ed. teacher trainees from different institution	25	6.94%
	Students get distracted by short term staff	21	5.83%
	No specific reason was given	9	2.50%

In relation to obtaining permission from schools for Internship Table 4.6.2 shows 20.28% of the B.Ed. teacher trainees faced rejection from schools while asking for permission for Internship whereas, for 76.94% of the B.Ed. teacher trainees they did not face rejection from schools.

In relation to the reasons given by schools for not allowing B.Ed. teacher trainees for Internship the table further shows, 3.33% school did not get pre-information about the Internship, 9.72% had only limited time to complete the syllabus, 16.67% responded it is because Internship affects the academic calendar of the school, 2.22% because schools don't want to entertain outside teachers, 1.62% because of poor performance of B.Ed. teacher trainees in the previous years, 4.17% responded schools rejected because Internship was

scheduled during exam or close to exam time, 2.50% responded because of school was interested for only certain subject teachers, 6.94% responded the school was already accommodating B.Ed. teacher trainees from different institution, 5.83% because students get distracted by short term staff and 2.50% of the schools did not give any reason.

Table 4.6.3 School's awareness of the B.Ed. internship programme

School's awareness of the B.Ed. internship programme	Response	No. of response	Percentage
	Yes	284	78.89%
	No	4	1.11%
	To some extend	58	16.11%
	No response	14	3.89%
	Total	360	100.00%

The analysis of table 4.6.3 reveals the awareness of schools regarding the B.Ed. Internship process. 78.89% of the B.Ed. teacher trainees responded schools they approached were aware of the B.Ed. internship programme, 1.11% responded schools were not aware of the B.Ed. internship and 16.11% were aware to some extent. 3.89% did not respond.

Table 4.6.4 Adequacy of number of classes to complete lesson plans.

Are enough number of periods provided by school in order to complete lesson plans provided	Response	No. of response	Percentage
	Yes	317	88.06%
	No	36	10.00%
	No response	7	1.94%
	Total	360	100.00%
If No, how was lesson plan covered?	Proxy class	20	5.56%
	Break time was utilized to take classes	4	1.11%
	Only notes were given to students	5	1.39%
	Through team teaching	4	1.11%
	Wrote the lesson plan and got the seal.	3	0.83%

Analysis of Table 4.6.4 reveals 88.06% of B.Ed. teacher trainees responded enough number of periods are provided by practicing schools in order to complete lesson plans required whereas, 10% of B.Ed. teacher trainees responded they are not given enough number of periods to complete the lesson plans required. 1.94% did not respond.

In relation to how lesson plans were covered without enough classes, 5% of the B.Ed. teacher trainees responded they take proxy class, for 1.11% of the B.Ed. teacher trainees break time was utilized to take classes, 1.39% responded only notes were given to students, 1.11% resorted to team teaching and 0.83% wrote the lesson plan and got the seal without taking class.

Table 4.6.5 Attitude of school Principal at the time of asking permission for Internship

Attitude of school head while asking for permission for internship	Response	No of Response	Percentage
	Cordial	219	60.83%
	Accommodating	173	48.06%
	Apprehensive	27	7.50%
	Rude and unwelcoming	9	2.50%
	College authorities arranged schools	4	1.11%

The analysis of table 4.6.5 reveals 60.83% of the B.Ed. teacher trainees cited the attitude of school head while asking for permission for internship was “Cordial” 48.06% responded the attitude of the head was “Accommodating”, 7.50% responded “Apprehensive”, 2.50% responded “ Rude and unwelcoming” and 1.11% responded the college authorities arranged schools for them

Table 4.6.6 Attitude of subject teachers’ during observation phase of Internship

Attitude of subject teachers’ welcoming during observation phase of Internship	Response	No. of response	Percentage
	Yes	298	82.78%
	No	6	1.67%
	To some extend	47	13.06%
	No response	9	2.50%
	Total	360	100.00%

The analysis of table 4.6.6 shows the response collected from B.Ed. teacher trainees in relation to attitude of subject teachers’ during observation phase of Internship. 82.78% of B.Ed. teacher trainees responded attitude of subject teachers’ is welcoming during observation phase of Internship, whereas, 1.67% of the B.Ed. teacher trainees responded they did not get a congenial attitude from the subject teachers. 13.06% responded attitude of subject teachers’ was welcoming during observation phase of Internship to some extent. 2.50% did not respond.

Table 4.6.7 Attitude of subject teachers during feedback/guidance.

Attitude of subject teachers while giving guidance for conducting class	Response	No. of response	Percentage
	Friendly	249	69.16%
	Helpful	251	69.72%
	Overtly critical	4	1.11%
	Supportive	203	56.39%
	Encouraging	145	40.28%
	Rude	2	0.56%
	Unwelcoming	4	1.11%
	Any other		
	Was given the freedom to select the lessons	2	0.56%
	Very positive towards constructivist approach of teaching	2	0.56%

Table 4.6.7 lists the response of B.Ed. teacher trainees in relation to the attitude of subject teachers towards giving guidance for conducting class. 69.16% of student teachers responded school teachers are “Friendly”, 69.72% responded “helpful”, 1.11% responded “overtly critical”, 56.39% responded “supportive”, 40.28% responded “encouraging”, 0.56% responded ‘Rude’, 1.11% responded “Unwelcoming”, 0.56% responded they were given the freedom to select lessons and 0.56% responded school teachers are very positive towards constructivism approach of teaching.

Table 4.6.8 Solving problems faced during internship

Solving problems faced during internship	No. of response	Percentage
By approaching the school head	171	47.50%
By asking help from school teachers	78	21.67%
By contacting supervisors	65	18.06%
By contacting college principal	17	4.72%
Any other		
Self-management	5	1.39%
By discussing with fellow B.Ed. teacher trainees	8	2.22%
No problem was faced	16	4.44%

Table 4.6.8 lists out the response collected from B.Ed. teacher trainees regarding solving problems that arise during internship. 47.50% B.Ed. teacher trainees responded they solve problems by approaching the school head, 21.67% responded by asking help from school teachers, 18.06% by contacting supervisors, 4.72% by contacting college principal, 1.39% through Self-management, 2.22% by discussing with fellow B.Ed. teacher trainees and 4.44% responded no problem was faced.

Table 4.6.9 School authority and problem

School authority towards problem solving during Internship	Response	No. of response	Percentage
	Yes	352	97.78%
	No	3	0.83%
	No response	5	1.39%
	Total	360	100.00%
If No, how did you manage?	By self-initiation	3	0.83%

The analysis of table 4.6.9 reveals the response given by B.Ed. teacher trainees regarding school authority towards problem solving during Internship. 97.78% responded school authority was helpful in solving problems faced during internship, whereas, this was not the case for 0.83%. In relation to how B.Ed. teacher trainees managed to overcome the problems faced, 0.83% responded through self-initiation.

Table 4.6.10 Orientation by school about rules and policies

Orientation conducted by school about rules and policies	Response	No. of responses	Percentage
	Yes	275	76.39%
	No	78	21.67%
	No response	7	1.94%
	Total	360	100.00%
If No, how did you manage?	Response	No. of response	Percentage
	Was handed with a brochure along with the routine	10	2.78%
	By asking the school teachers	11	3.06%
	Through observation	17	4.72%
	Made personal request for a handbook	12	3.33%
	By consulting the student's school diary	16	4.44%

It is revealed in table 4.6.10, 76.39% of the B.Ed. teacher trainees stated orientation by school about rules and policies was conducted, whereas, 21.67% responded school did not conduct any orientation. 1.94% did not respond.

Further, in response to how B.Ed. teacher trainees come to be aware of school rules and policies, 2.78% responded they were handed a brochure along with the routine, 3.06% responded they managed by asking the school teachers, 4.72% through observation, 3.33% made personal request for a handbook and 4.44% by consulting the student's school diary.

Table 4.6.11 Introduction to staff by head of school

Introduced to staff by school head	Response	No of response	Percentage
	Yes	252	70.00%
	No	100	27.78%
	No response	8	2.22%
	Total	360	100.00%
If no, felt a sense of alienation around the staff	Response	No of response	Percentage
	Yes	11	3.06%
	No	52	14.44%
	To some extent	35	9.72%

The analysis of Table 4.6.11 reveals 70% of the B.Ed. teacher trainees stated they were introduced to the school staff by the head of the school and 27.78% responded they were not introduced to the staff. 2.22% did not respond. In relation to if the B.Ed. teacher trainees felt a sense of alienation around the staff, 3.06% responded they felt a sense of alienation around the staff, 14.44% responded they did not feel alienation around the staff and 9.72% responded to some extent.

Table 4.6.12 Off periods between classes to prepare for the next class.

Off periods between classes to prepare for the next class.	Response	No. of response	Percentage
	Yes	310	86.11%
	No	26	7.22%
	No response	24	6.67%
	Total	360	100.00%

Table 4.6.12 reveals 86.11% of the B.Ed. teacher trainees responded they were given off periods between classes to prepare for the next class and 7.22% responded they had to take classes simultaneously without breaks in between. 6.67% did not respond.

Table 4.6.13 Facilities at the practicing schools

Does the school offer the following facilities?	No. of response	Percentage
Drinking water	340	94.44%
Male/female toilets	332	92.22%

Table 4.6.13 highlights the basic facilities provided by the schools. Accordingly, 94.44% of the B.Ed. teacher trainees' responded school provided with drinking water and 92.22% responded school provided Male/Female separate toilets.

Table 4.6.14 Provision of teaching aids

Does the school provide the following teaching aids?	No. of response	Percentage
Text books	325	90.28%
Laboratory equipment	76	21.11%
Chalks/markers	282	78.33%
Maps/globes	187	51.94%
Computer	112	31.11%
Projector	75	20.83%

Table 4.6.14 highlights status of teaching aids provided by schools. 90.28% of the B.Ed. teacher trainees responded schools provide textbooks, 21.11% responded schools provided laboratory equipment, 78.33% responded schools provided chalks/markers, 51.94% responded schools provided maps/globes, 31.11% responded schools provided computer and 20.83% responded schools provided projector.

Table 4.6.15 Accommodation in the school

How does the school accommodate B.Ed. teacher trainees at school?	No. of Response	Percentage
Separate staff room	191	53.06%
Combined with school teachers	156	43.33%
No staff room	7	1.94%

The analysis of table 4.6.15 reveals 53.06% of the B.Ed. teacher trainees responded school provide separate staff room for them, 43.33% responded combined with school teachers in the staff room and 1.94% responded no staff room is provided.

Table 4.6.16 Facilities in the staff room

Does the school provide with the following facilities in the staff room	No. of response	Percentage
Chair	352	97.78%
Working desk	345	95.83%
Daily news paper	57	15.83%
other reading material	34	9.44%
Cupboards	20	5.56%
Tea with snacks	196	54.44%
Tea with snacks on payment	99	27.50%

Table 4.6.16 highlights the facilities school provide B.Ed. teacher trainees in the staff room. 97.78% responded they are provided with a chair, 95.83% responded on working desk, 15.83% responded they are provided with daily newspaper, 9.44% responded other reading materials is also provided. In the response of additional response by B.Ed. teacher trainees

facility of cupboards are provided responded 5.56%, tea with snacks are provided responded 54.44% and 27.50% responded tea with snacks on payment is provided.

Table 4.6.17 Library facilities at the practicing schools

Does the school have a functioning library?	Response	No. of Response	Percentage
	Yes	285	79.17%
	No	75	20.83%
	No Response	0	0
	Total	360	100.00%
If yes, did you find the learning resources helpful and relevant?	Response	No. of Response	Percentage
	Yes	82	23%
	No	203	56.39%

Table 4.6.17 reveals 79.17% of the B.Ed. teacher trainees stated practicing schools had the facility of a functioning library, whereas, 20.83% of the B.Ed. teacher trainees carried out their internship in schools with no library.

According to 23% of the B.Ed. teacher trainees the libraries had relevant and resourceful learning resources whereas, 56.39% of the B.Ed. teacher trainees found the books not helpful and irrelevant.

Table 4.6.18 Leave during Internship

Allowed to take leave during internship	Response	No. of response	Percentage
	Yes	140	38.89%
	No	207	57.50%
	No response	13	3.61%
	Total	360	100.00%

Table 4.6.18 reveals the response recorded of B.Ed. teacher trainees on leave allowed during internship. 38.89% of the B.Ed. teacher trainees responded they are allowed to take leave from school during internship, whereas, 57.50% responded they are not allowed to take leave during internship. 3.61% did not respond.

Table 4.6.19 Number of days of Pre-Internship in the 1st semester

No. of days of Pre-Internship in the 1st semester	1-3 days	4-7 days	8-12 days	13-15 days	No response
No. of Response	129	222	75	4	20
Percentage	28.67%	49.33%	16.67%	0.89%	4.44%

The analysis from the table show that the Teacher trainees responded that for the Pre-Internship in the first semester, 28.67% were allotted with 1-3 days, 49.33% were allotted 4-7

days, 16.67% were allotted 8-12 days, 0.89% were allotted 13-15 days and 4.44% did not respond.

Table 4.6.20 Number of days of Pre-Internship in the 2nd Semester

No. of days of Pre-Internship in the 2nd Semester	1-3 days	4 days	No response
No. of Response	184	32	234
Percentage	40.89%	7.11%	52%

The above table is a representation of the responses from teacher trainees of the number of days they were allotted for Pre-Internship in the second semester. 40.89% of the teacher trainees responded that they were allotted 1-3 days, 7.11% were allotted with 4 days and 52% did not respond.

Table 4.6.21 Number of days for School Internship

No. of days for School Internship	2-3 weeks	4 -8 weeks	9-12 weeks	No Response
No. of Response	39	298	54	59
Percentage	8.67%	66.22%	12%	13.11%

The above table indicates that 8.67% of the Teacher trainees were allotted with 2 to 3 weeks of school internship, 4 to 8 weeks was allotted for 66.22%, and 12% of the teacher trainees were allotted with 9 to 12 weeks. 13.11% did not respond.

Table 4.6.22 Number of days for Post Internship

No. of days for Post Internship	1-3 days	4-7 days	8-12 days	30 days	60 days	No Response
No. of Response	152	108	7	5	8	170
Percentage	33.78%	24%	1.55%	1.11%	1.78%	37.78%

From the above table it is seen that the number of days that is allotted for Post-Internship is 1-3 days for 33.78% of the teacher trainees, 4-7 days for 24%, 8-12 days for 1.55%, 30 days for 1.11%, 60 days for 1.78% and 37.78% did not respond.

Table 4.6.23 Orientation on Internship by college

Orientation on Internship given by college	Response	No. of response	Percentage
	Yes	333	92.50%
	No	20	5.56%
	No response	7	1.94%
	Total	360	100.00%
If No, how Internship was conducted	Through the guidance of the supervisor	4	1.11%
	Asking help from others	1	0.28%

The analysis of table 4.6.23 shows 92.50% of B.Ed. teacher trainees stated orientation on Internship is given by their respective college before commencing the internship, however it was not so for 5.56% of the B.Ed. teacher trainees, while 1.94% did not respond.

In relation to how the B.Ed. teacher trainees who responded college did not give orientation about internship managed to go about it, table 4.6.23 reveals , 1.11% responded through the guidance of their supervisors and 0.28% responded by asking help from fellow B.Ed. teacher trainees.

Table 4.6.24 Feedback from supervisors

Regular feedback from supervisors	Response	No. of response	Percentage
	Yes	218	61%
	No	119	33%
	No response	23	6%
	Total	360	100%
Problem faced due to lack of supervision	Response	No. of response	Percentage
	Faced difficulties proceeding with lesson plans	50	13.89%
	Didn't know how to improve teaching effectively	89	24.72%
	Could not get help and discuss issues and problems when desired.	110	30.56%
	Had to carry on without knowing if way of teaching was right or wrong.	85	23.61%
	Was unaware of the area in which skill needs to be improved.	62	17.22%

The analysis of Table 4.6.24 reveals the response of B.Ed. teacher trainees on the regularity of feedback from their respective supervisors. 61% of B.Ed. teacher trainees responded regular feedback is given by supervisors, whereas, it was not so for 33%. 6% did not respond.

In relation to problems faced due to lack of supervision, table 4.6.24 shows, 13.89% of B.Ed. teacher trainees stated they faced difficulties proceeding with lesson plans, 24.72% didn't know how to improve teaching effectively, 30.56% could not get help and discuss issues and problems when desired, 23.61% had to carry on without knowing if way of teaching was right or wrong and 17.22% responded they were unaware of the area in which skill needs to be improved

Table 4.6.25 Feedback by subject teachers

Regular feedback by subject teachers	Response	No. of Response	Percentage
	Yes	115	31.94%
	No	236	65.56%
	No response	9	2.50%
	Total	360	100.00%

The above table reveals the response of B.Ed. teacher trainees regarding feedback by subject teachers. 31.94% of the B.Ed. teacher trainees were given feedback by school teachers, whereas, 65.56% did not get regular feedback. 2.50% did not respond.

Table 4.6.26 Effectiveness of feedback given by school teachers in classroom transaction

Was the feedback given by school teachers effective in improving classroom transaction?	Response	No. of response	Percentage
	Yes	208	57.78%
	No	29	8.06%
	To some extent	83	23.05%
	No response	40	11.11%
	Total	360	100.00%
If No, reasons	None of the subject teachers observed the class	16	4.44%
	The subject teacher did not give any feedback	12	3.33%
	Subject teachers were behaviorist trained and so did not give any feedback on the Constructivist class	7	1.94%

The above table shows, 57.78% B.Ed. teacher trainees responded the feedback given by school teachers was effective in improving classroom transaction however for 8.06% the feedback was not effective and 23.05% responded to some extent the feedback by school teachers was effective. 11.11% did not respond.

In relation to reasons as to why B.Ed. teacher trainees responded the feedback given by school teachers was not effective in improving classroom transaction, 4.44% stated none of the subject teachers observed the class, 3.33% responded subject teacher did not give any feedback and 1.94% stated subject teachers were behaviorist trained and so did not give any feedback on the Constructivist class.

Table 4.6.27 Students' responsiveness

Were students responsive to your teaching?	Response	No. of response	Percentage
	Yes	357	99.17%
	No	0	0
	No response	3	0.83%
	Total	360	100.00%

The analysis of table 4.6.27 reveals 99.17% of the B.Ed. teacher trainees responded that the students were responsive to their teaching. 0.83% did not respond.

Table 4.6.28 Changes in students' response by the end of internship

Are there changes in the students' response by the end of internship?	Response	No. of response	Percentage
	Yes	351	97.50%
	No	6	1.67%
	No response	3	0.83%
Total		360	100.00%

The analysis of table 4.6.28 reveals 97.50% of the B.Ed. teacher trainees stated there is changes in students' response by the end of internship whereas, 1.67% stated no changes is seen in students' response. 0.83% did not respond.

Table 4.6.29 Students' response to Constructivism

Do students respond well to Constructivism?	Response	No. of response	Percentage
	Yes	336	93.33%
	No	22	6.11%
	No response	2	0.56%
	Total	360	100.00%
If no, how was desired result attained?	Response	No. of response	Percentage
	Students were unable to express opinion and thoughts in English so incorporated local dialect (Nagamese)	4	1.11%
	By probing and complementing their answer	7	1.94%
	By using behaviorist method as well	9	2.50%
	After the initial few days, students could cope with the Constructivist method	11	3.06%

Table 4.6.29 shows that 93.33% of the B.Ed. teacher trainees stated students respond to Constructivism well, whereas 6.11% stated school students respond is unsatisfactory. 0.56% did not respond.

With regard to how B.Ed. teacher trainees engaged school students towards Constructivism, 1.11% responded since students were unable to express opinion and thoughts in English so incorporated local dialect (Nagamese), 1.94% by probing and complementing their answer, 2.50% by using behaviorist method as well and 3.06% stated that after the initial few days, students could cope with the Constructivist method.

Table 4.6.30 Atmosphere of the school for Internship

Atmosphere of the school ideal for Internship	Response	No of response	Percentage
	Yes	333	92.50%
	No	25	6.94%
	No response	2	0.56%
Total		360	100.00%

Table 4.6.30 reveals the response collected from B.Ed. teacher trainees regarding atmosphere of the school for Internship. 92.50% responded the atmosphere of the school is ideal for Internship, whereas, 6.94% responded atmosphere of the school is not ideal for Internship. 0.56% did not respond.

Table 4.6.31 Maintenance of Internship journal

Maintains internship journal diligently	Response	No of response	Percentage
	Yes	330	91.67%
	No	17	4.72%
	No response	13	3.61%
	Total	360	100.00%
If No, mention reasons	Time constrain due to lesson planning, preparing TLM etc	17	4.72%

The analysis of table 4.6.31 reveals 91.67% of the B.Ed. teacher trainees responded they maintain the Internship journal diligently, whereas, 4.72% responded they do not maintain the Internship journal diligently. 3.61% did not respond. Further, with regard to why journal was not maintained regularly, 4.72% of the B.Ed. teacher trainees responded because of time constraints due to lesson planning, preparing teaching learning materials etc.

Table 4.6.32 Problems faced during internship in the practicing school

The following are the problems faced by the B.Ed. teacher trainees during internship at the practicing school.

Describe problems faced during internship from the school	No of Response	Percentage
Limited number of classes in relation to lesson plans	156	43.33%
Students take advantage as B.Ed. teacher trainees are not permanent teachers.	111	30.83%
Students complain about giving too much assignments	84	23.33%
Strength of classroom is not ideal for constructivism.	208	57.77%
Lack of basic infrastructure like staffroom	12	3.33%
Additional duties like checking school bags of students of students every morning	17	4.72%
Mathematics class is assigned in the last period by which students are given in to lethargy	10	2.7%
Lack of laboratory equipment for teaching science.	79	21.94%
Size of the classroom is too small to conduct activities.	130	36.11%
School did not have playground for conducting activities.	12	3.33%

School does not provide facilities like electricity backup for use of audiovisual aids.	45	12.5%
Filling in for proxy classes	80	22.22%
There was no canteen facility at the school	11	3.05%
Lack of communication between staff and B.Ed. teacher trainees.	23	6.38%
Dealing with backward students and slow learners.	10	2.77%
School did not have projectors	102	28.33%
Holidays in between the internship period, cuts classes and shortened the internship period.	12	3.33%
School teachers' reluctance to have B.Ed. teacher trainees.	9	2.5%
School did not have basic TLM like maps and globes	27	7.5%
School authorities over emphasized on maintaining discipline of students	39	10.83%

Table 4.6.33 Problems faced during internship in the B.Ed. college

The following are the problems faced by the B.Ed. teacher trainees during internship in the B.Ed. college.

Problems faced from the college	Response	Percentage
After internship at school, having go to the institution to check lesson plan for the following day	185	51.39%
Information and objectives were not clearly specified regarding writing of journal.	49	13.61%
Changing of supervisor amidst the internship	25	6.94%
Delayed information conveyed, resulting to confusion and rushing	53	14.72%
Unable to meet with supervisors at own convenience	102	28.33%
Irregularity in supervision	97	26.94%
Information not intermitted formally	41	11.39%
Lack of guidance from teacher educators	68	18.89%
Lack of sufficient information for construction of 5E lesson plan	36	10.00%

No uniformity followed in instruction from different supervisors of the college.	92	25.56%
College did not give prior notice to schools about Internship	64	17.78%
2nd semester B.Ed. teacher trainees were sent for observation simultaneously during internship	36	10.00%
Lack of assistance from the institution while looking for schools for internship	54	15.00%
Lack of systematic organization of activities at the college	41	11.39%
Giving personal feedback in front of fellow B.Ed. teacher trainees and faculty	15	4.17%
Insufficient learning resources at the college	39	10.83%
Enough training was not given by the college to conduct class	79	21.94%

Table 4.6.34 Personal problems faced during internship

The following are the personal problems faced by the B.Ed. teacher trainees during the process of Internship.

Personal problems	No. of responses	Percentage
Conducting constructivist class with students of behaviorist background	85	23.61%
Arranging and preparing TLM for very lesson plan	195	54.17%
Classroom discipline management	87	24.17%
Lack of confidence for real time class	64	17.78%
Expenses in making TLM for each lesson plan	101	28.06%
Expenses in commuting to school	158	43.89%
Difficulty in time management	220	61.11%
Number of lesson plan was too many	176	48.89%
Difficulty in coping with work load	81	22.50%

Table 4.6.35 Suggestions for improvement of the B.Ed. Internship Programme

Following were the suggestions provided by the B.Ed. teacher trainees for improvement of the B.Ed. Internship Programme.

Suggestion	No. of response	Percentage
Number of lesson plans should be reduced	185	51.39%
Respective college should make arrangement of school for internship	200	55.56%
Duration of internship is too long	150	41.67%
Proper orientation about the entire internship is necessary	111	30.83%
Behaviorist and constructivist teaching should be incorporated together	93	25.83%
Lesson planning should be taught in detail	71	19.72%
Sample lesson plan should be Provided	80	22.22%
Duration of internship should be shortened in order to minimize expenses	100	27.78%
Schedule Internship after consultation with the schools	128	35.56%
B.Ed. curriculum should be more focused on the practical aspect	71	19.72%
B.Ed. colleges should conduct classes using constructivist method	69	19.17%
Regular supervision should be done by the teacher educators	154	42.78%
School authorities and staff need orientation on the importance and procedure of the Internship programme	201	55.83%
A uniform lesson plan format should be followed	85	23.61%
Practice teaching should be allotted more time	47	13.06%
Stipend should be provided to B.Ed. teacher trainees	82	22.78%
Regular feedback from supervisors is necessary	102	28.33%
For the successful implementation of constructivism, the curriculum of school education need to be changed	71	19.72%
School head should take more initiative during internship	29	8.06%
Objectives and instruction about journal writing need to be specified	33	9.17%
Overall internship experience was satisfactory	10	2.78%

CHAPTER -5

**FINDINGS, DISCUSSION,
SUGGESTIONS, EDUCATIONAL
IMPLICATIONS AND
CONCLUSION**

CHAPTER -5

FINDINGS, DISCUSSION, SUGGESTIONS, EDUCATIONAL IMPLICATIONS AND CONCLUSION

5.1 INTRODUCTION

The present study has been undertaken to investigate the problems that are faced during the B.Ed. school internship by the practicing schools and the B.Ed. institutions. The preceding chapter dealt with the analysis and interpretations of the responses collected from the sample of the study. In this chapter, the researcher has enumerated the major findings and made discussions in terms of the research questions and have given educational implications and suggestions for the overall improvement of the B.Ed. Internship. Suggestions for future researchers and conclusion of the study are also presented.

On the basis of the analysis and interpretation of data, the findings of the study will be presented as per the objectives of the study:

1. Finding relating to the various problems faced by the B.Ed. colleges in relation to coordination during internship
2. Finding relating to the problems faced by teacher trainees regarding cooperation from subject teachers and facilities provided in the schools.
3. Finding relating to the problems faced by schools with regard to:
 - a) Completion of syllabus b) Evaluation c) Providing facilities (to the Teacher Trainees)
4. Finding relating to the opinion of the school subject teachers in relation to B.Ed. internship
5. Finding relating to the opinion of the school students regarding the teacher trainees conducting the class
6. Finding relating to the specific problems faced by all the stakeholders during the course of B.Ed. Internship
7. Finding relating to the suggestions for overall improvement of the B.Ed. internship programme

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the study are presented as per the objectives of the study in the following paragraphs;

5.2.1 Findings related to various problems faced by the B.Ed. colleges in relation to coordination during internship.

A sound cooperation between the practicing schools and B.Ed. colleges is imperative so that the school Internship can be carried out ceaselessly. Following are the findings with relation to the various problems faced by the B.Ed. colleges during the Internship.

The findings given below are based on the response given by Principals of B.Ed. colleges and teacher educators assigned as supervisors for the B.Ed. Internship.

a) With regard to co-ordination of B.Ed. colleges with practicing schools the following findings were revealed

- 1) The study revealed that 100% of the B.Ed. College Principals gave prior information and conducted orientation for schools that agreed to entertain B.Ed. teacher trainees for the internship programme.
- 2) It was found out that majority of the teacher educators (78%) viewed the interrelationship between practicing school and B.Ed. colleges was satisfactory; however, 20% revealed that the interrelationship between practicing schools and B.Ed. colleges needed to be improved.
- 3) In the present study it was found that 75% of B.Ed. colleges follow up with schools after each phase of internship whereas, 25% of the B.Ed. colleges do not follow up with the practicing schools .
- 4) The study indicated that the attitude of school authority during supervision towards teacher educators was congenial (78%) however, 22% were dissatisfied with the attitude of schools towards them during supervision and school visit. The study further revealed that internship disturbed their normal routine and school functioning (14%), bad experience with trainees in the past (4%), limited working days to finish the curriculum (8%).
- 5.) 70% of the teacher educators stated that, practicing schools provided proper accommodation during supervision, whereas 30% of educators were not provided with proper accommodation in schools during supervision because some schools lacked on infrastructure like tables and chairs even for their own teachers (12%) and classrooms did not have extra chairs for supervisors (10%).

6.) In relation to complaints from practicing schools concerning the teacher trainees, it was found that 100% of the Principals of B.Ed. College faced no complaints from school authority towards the conduct of B.Ed. teacher trainees. However, it was found that practicing schools raised their complains to the teacher educators and 38% of teacher educators faced complains from the schools regarding B.Ed. teacher trainees during supervision.

7.) With regard to complaints on the overall Internship programme from the practicing schools, the study revealed that 50% of the Principals of B.Ed. college faced complaints on the overall internship programme from practicing school authorities, whereas, there was no complains faced by 37.50% of the colleges. The reasons practicing schools gave the B.Ed. college Principals regarding the B.Ed. internship were school authorities thought of internship as just a disturbance in their normal school routine (25%), 50% of the complaint was about the timing of Internship and 37.50% over the duration of internship.

b) Findings in relation to Co-ordination of B.Ed. colleges with B.Ed. teacher trainees

8.) The study showed that 37.50% of the B.Ed. College Principals arranged schools for B.Ed. teacher trainees for the school internship, however, 62.50% of the colleges made B.Ed. teacher trainees get permission for internship from practicing schools by themselves.

9.) It was found that 26% of teacher educators accompanied B.Ed. teacher trainees during Pre- internship phase for obtaining permission from schools, whereas, 74% of the teacher educators did not accompany B.Ed. teacher trainees during the Pre- internship phase for obtaining permission from schools.

10.) In relation to conducting feedback session, the study revealed that 75% of the B.Ed. college Principals conducted feedback session with B.Ed. teacher trainees after each phase of internship, whereas, 25% did not conduct feedback sessions.

11.) With regard to preparing teacher trainees for the school internship, majority of the B.Ed. Principals (75%) felt that the Pre-internship alone was not enough for B.Ed. teacher trainees to face real time classroom. On the other hand, 25% the B.Ed. college Principals felt Pre-internship was enough.

The study also revealed 62.50% of the B.Ed. college Principals admitted to giving some sort of extra training to their B.Ed. teacher trainees regarding conducting class before their Internship began. 37.50% of the colleges however did not give any extra training to the B.Ed. teacher trainees before internship.

12.) 50% of teacher educators felt B.Ed. teacher trainees were more concerned with practicing teaching skills rather than covering the course allotted and 48% teacher educators felt B.Ed. teacher trainees maintained a balance between practicing teaching skills and covering the course allotted.

13.) In relation to positive changes in B.Ed. teacher trainees, large majority of the teacher educators (98%) saw noticeable positive changes in the B.Ed. teacher trainees after completion of each phase of internship and 70% of teacher educators' were satisfied with the B.Ed. teacher trainees with reference to their internship work performance, however, 28% of the teacher educators found the work performance of B.Ed. teacher trainees during internship was unsatisfactory.

14.) Findings showed that teacher educators noticed positive changes in the B.Ed. teacher trainees in the classroom after the internship such as:

- responsive (90%)
- more discipline (50%)
- more attentive (50%)
- better communication skills (42%)
- change in professional ethics (36%)
- punctuality (28%),
- more confident (28%)
- awareness on assessment (26%)

c) Findings in relation to the problems of B.Ed. Principals and teacher educators during the Internship process

15.) With regard to additional responsibilities assigned to teacher educators, 25% of the B.Ed. college Principals made teacher educators assigned as supervisors conduct class during the internship period, whereas, in 75% B.Ed. colleges teacher educators assigned as supervisors did not conduct class during internship period. The study found 24% of the teacher educators had to attend class also on days they went for supervision, 76% however did not go back to take class on days of supervision.

16.) The study found out that 64% of the supervisors viewed the supervision as part of their duty and not as an additional burden. 36% of the supervisors however considered the task of supervision as an additional burden to their existing work load. The reasons given were as follows:

- supervision of B.Ed. teacher trainees and rushing to take class was difficult (10%),

- time management was hard with the traffic condition in town (10%),
- having to miss class because of supervision which affected the completion of syllabus (8%),
- number of teacher trainees in pedagogy of social science was larger in comparison to other papers (4%)
- no T.A was provided (4%),
- checking of lesson plans before every B.Ed. teacher trainee went for internship was difficult (2%).

17.) Basing on the response by the Principals of B.Ed. colleges, the study found out that cent percent claimed to have given remuneration to teacher educators during internship. Whereas, the study further showed only 84% of teacher educators were provided with remuneration during internship.

18.) In relation to checking journals, the study showed 38% of the teacher educators checked journals weekly, 34% checked after completion of internship, 12% checked during supervision and 16% specified a time for all to submit.

19.) With regard to helpfulness of journals, the finding showed that, 88% of the teacher educators responded journal helps in giving feedback, 6% responded journal do not help in giving feedback. In relation to reasons why they feel journals are not helpful, 2% responded the journals were just checked for the sake of formalities and for completion of the course and 4% responded that with limited amount of time focus was mainly given to lesson plan correction.

d) Findings in relation to problems faced by B.Ed. teacher educators during supervision in practicing schools

20.) With regard to the classrooms of practicing schools, 80% of teacher educators were of the view that the classrooms of practicing schools were not fit for Constructivist approach and only 20% of the classrooms were ideal for constructivism. It was further highlighted 50% of the teacher educators found size of the classroom is not enough for the large number of students, 16% found the school students were not enthusiastic towards constructivism since it was new, 56% found the desks and benches were difficult to move around, 60% found pupil and teacher ratio is inappropriate, 22% found that the students did not respond well to activities and 66% found the curriculum of school is not suitable for constructivism.

21.) The findings of the study showed that 28% of the teacher educators carried out supervision daily and 72% did not supervise every day. The study also found how often

supervision was carried out for those teacher educators who did not supervise every day. 20% of the teacher educators carried out supervision once a week, 12% twice a week, 12% thrice a week, 10% supervision was done four times a week, 8% every alternate days. 10% did not respond.

22.) The study revealed that 42% of teacher educators supervised the entire duration of a class, whereas, 58% of the supervisors did not. The study further highlighted the duration of supervision by teacher educators who did not supervise the entire class. 8% of the teacher educators carried out supervision for 10 minutes each class, for 24% supervision was carried out for 15 minutes, 6% supervised for 20 minutes, 2% carried out supervision for 25 minutes and 10% supervised by dividing the time according to the number of B.Ed. teacher trainees in class for that particular period.

23.) In relation to the assessment carried out by the practicing schools, 68% of the teacher educators found the supervision and assessment by schools satisfactory, whereas; 32% found the supervision and assessment by schools unsatisfactory. The study further revealed 26% teacher educators felt school teachers were unable to assess on the basis of constructivism, 4% of the teacher educators found assessment was not objective, 6% found assessment was done without supervision, 22% found that the school teachers were not trained, and 14% found schools just gave out random average markings for all the B.Ed. teacher trainees.

24.) 88% of teacher educators opined that the duration of internship was sufficient to cover allotted B.Ed. teacher trainees for supervision but 12% felt the duration of internship was not sufficient to cover allotted B.Ed. teacher trainees for supervision. In relation to why they felt duration was not sufficient, it was found, since not all the teacher educators were assigned for supervision, time was limited per student (10%).

5.2.2 Findings in relation to the problems faced by teacher trainees regarding cooperation from subject teachers and facilities provided in the schools.

During the whole process of the B.Ed. Internship programme that is from the first semester to the final semester, the teacher trainees are exposed to an array of school experiences. The following are the findings in relation to the problems faced by teacher trainees regarding cooperation from subject teachers and facilities provided in the schools

a) Findings in relation to cooperation

1.) During Pre-internship the study revealed that, according to 82.78% of the B.Ed. teacher trainees, attitude of subject teachers was welcoming during observation phase, whereas,

1.67% of the B.Ed. teacher trainees did not get a congenial attitude from the subject teachers. Also for 13.06% attitude of subject teachers' was welcoming during observation phase of Internship to some extent.

2.) In relation to seeking permission for school internship, the study revealed that 20.28% of the B.Ed. teacher trainees faced rejection from schools while asking for permission for Internship, however, 76.94% B.Ed. teacher trainees were accepted without rejection for the Internship. The reasons given by the schools for not allowing B.Ed. teacher trainees for Internship were:

- 3.33% school did not get pre-information about the Internship
- 9.72% had only limited time to complete the syllabus
- 16.67% responded it is because Internship affected the academic calendar of the school
- 2.22% because schools did not want to entertain outside teachers
- 1.62% because of poor performance of B.Ed. teacher trainees in the previous years
- 4.17% because Internship was scheduled during exam or close to exam time
- 2.50% were interested for only certain subject teachers
- 6.94% school were already accommodating B.Ed. teacher trainees from different institution, 5.83% because students get distracted by short term staff

3.) The study showed schools conducted orientation about rules and policies for the B.Ed. teacher trainees (76.39%), whereas, for 21.67% of the B.Ed. teacher trainees no such orientation was conducted. The study further revealed how the B.Ed. teacher trainees went about the internship without awareness of the policies and rules of the schools:

- 2.78% of the B.Ed. teacher trainees were handed a brochure along with the routine
- 3.06% managed by asking the school teachers
- 4.72% through observation
- 3.33% made personal request for a handbook
- 4.44% by consulting the student's school diary

4.) As per the response given by B.Ed. teacher trainees it was found that the attitude of school heads while seeking permission for internship were, for 60.83% of the B.Ed. teacher trainees the attitude of school head was "Cordial", for 48.06% the attitude of the head was "Accommodating", 7.50% faced "Apprehensive" attitude, 2.50% faced "Rude and unwelcoming" attitude and for 1.11% the college authorities arranged schools for them.

5.) With regard to number of required classes, the study revealed that enough number of periods were allotted to 88.06% B.Ed. teacher trainees by practicing schools in order to complete the required lesson plans whereas, 10% of B.Ed. teacher trainees were not given the required number of periods. In relation to how lesson plans were covered without enough classes,

- 5% of the B.Ed. teacher trainees had to take proxy class
- 1.11% utilized the recess to take classes,
- 1.39% only gave notes,
- 1.11% resorted to team teaching
- 0.83% wrote the lesson plan and got the seal without taking class.

Number of days allotted for the different phases of Internship

6.) **Pre- internship (1st semester).** The analysis from present study revealed the number of days allotted for Pre-Internship in the first semester. 28.67% of the teacher trainees were allotted with 1-3 days, 49.33% were allotted 4-7 days, 16.67% were allotted 8-12 days and 0.89% were allotted 13-15 days.

Pre- internship (2nd semester) The study revealed 40.89% of the teacher trainees were allotted with 1-3 days and 7.11% were allotted with 4 days for Pre-Internship in the second semester.

School Internship. The present study indicated that 8.67% of the Teacher trainees were allotted with 2 to 3 weeks of school internship, 4 to 8 weeks was allotted for 66.22%, and 12% of the teacher trainees were allotted with 9 to 12 weeks.

Post-Internship The present study showed the number of days that is allotted for Post-Internship. 1-3 days for was allotted for 33.78% of the teacher trainees, 4-7 days for 24%, 8-12 days for 1.55%, 30 days for 1.11% and 60 days for 1.78%..

7.) It was revealed that attitude of subject teachers while giving guidance for conducting class was listed to be as follows:

- (69.16%) Friendly
- (69.72%) Helpful
- (56.39%) Supportive
- (40.28%) Encouraging
- (1.11%) Overtly critical
- (1.11%) Unwelcoming
- (0.56%) Rude

8.) The present study revealed that 31.94% of the B.Ed. teacher trainees were given regular feedback by the practicing school teachers, whereas, 65.56% did not receive feedback from the practicing school teachers regularly. The study further showed that feedback given by practicing school teachers was very effective in improving classroom transaction for 57.78% of B.Ed. teacher trainees.

In relation to reasons as to why B.Ed. teacher trainees responded the feedback given by school teachers was not effective in improving classroom transaction, the reasons were given as follows:

- none of the subject teachers observed the class (4.44%)
- subject teacher did not give any feedback (3.33%)
- subject teachers were behaviorist trained and so did not give any feedback on the Constructivist class. (1.94%)

9.) It was seen from the study that majority of the practicing school authorities were helpful towards the (97.78%) B.Ed. teacher trainees in solving problems faced during internship.

10.) During the course of the Internship, B.Ed. teacher trainees who faced difficulties or problems in the schools, approached the school head (47.50%), (21.67%) asked help from school teachers, (18.06%) contacted their supervisors, (4.72%) contacted college principal, 1.39% through Self-management, 2.22% discussed with fellow B.Ed. teacher trainees and for 4.44% no problem was faced.

11.) The study revealed that 93.33% of B.Ed. teacher trainees found school students responded well to Constructivism and a vast majority of the B.Ed. teacher trainees (97.50%) also noticed changes in students' response by the end of internship.

b) Findings in relation to facilities provided to the teacher trainees at the practicing schools

12.) The study revealed practicing schools provided basic facilities like drinking water (94.44%) and separate male/female toilets (92.22%) to the B.Ed. teacher trainees during internship.

13.) With regard to facilities in the staffroom, the present study showed that 53.06% of the B.Ed. teacher trainees were provided with a separate staff room in the practicing schools during internship, 43.33% of the B.Ed. teacher trainees were combined with school teachers in the staff room and 1.94% were not provided with staff room. Further, practicing school provided B.Ed. teacher trainees the following facilities in the staff room:

- chair (97.78%),

- working desk (95.83%),
- complimentary tea with snacks (54.44%)
- tea with snacks on payment (27.50%).
- daily newspaper (15.83%),
- other reading materials (9.44%),
- cupboards (5.56%),

14.) In relation to facilities in the library of practicing schools, 79.17% of the B.Ed. teacher trainees responded practicing schools had the facility of a functioning library, whereas, 20.83% of the teacher trainees carried out their internship in schools with no library. According to 23% of the teacher trainees the libraries had relevant and resourceful learning resources whereas, 56.39% of the teacher trainees found the books not helpful and irrelevant.

15). With regard to leave facilities the study revealed that 38.89% of the B.Ed. teacher trainees were allowed to take leave from school during internship period, however, this was not so for 57.50% of the teacher trainees.

16.) 86.11% of the B.Ed. teacher trainees were given off periods between classes to prepare for the next class and 7.22% had to take classes simultaneously without breaks in between.

5.2.3 Findings relating to the problems faced by schools in relation to:

a) completion of syllabus b) evaluation c) providing facilities (to B.Ed. teacher trainees)

Practicing schools during the course on the Internship period are expected to provide the facilities that are required for by the B.Ed. teacher trainees. These may be in the form of physical facilities like staff room and teaching aids, as well as engaging classes and covering co-curricular activities. The present study highlighted the challenges faced by the practicing schools during the course of school internship which are presented as follows:

a) Findings in relation to completion of syllabus

1). With regard to completion of syllabus, the study indicated that the syllabus that was allotted to B.Ed. teacher trainees during internship were completed (82%) however, for 15% of the practicing school teachers the syllabus was left incomplete. Further, the study revealed that 13% of the school teachers could not complete the overall syllabus on time and the rest of the school teachers resorted to taking extra class and faced problem during assessment.

2). The study revealed that 100% of the B.Ed. teacher trainees used lesson plans for each class during Internship and teaching aids were used in every class in 80% of the practicing schools. 20% however did not use teaching aids for every class that was conducted.

- 3). The study revealed that in 80% of the practicing schools, B.Ed. teacher trainees conducted tests after completing each lesson but in 20% of the practicing schools test was not conducted. Further, the study also showed in 53% of the practicing schools remedial classes for the students who failed the tests were given, however in 27% of the schools remedial classes were not conducted.
- 4). With regard to teacher trainees taking extra classes, the study showed 67% of the practicing school Principals made B.Ed. teacher trainees to fill in for extra classes when required ; however, this was not so for 33% of the school principals. The study further found 53% of the practicing school principals felt the B.Ed. teacher trainees were cooperative in taking extra class, whereas, 13% felt the B.Ed. teacher trainees did not want to take any extra class.
- 5). In relation to co-curricular activities, it was found that during the internship 66.67% of the practicing school Principals assigned B.Ed. teacher trainees with the responsibility of extracurricular activities, whereas, 27.67% of the practicing schools had assigned B.Ed. teacher trainees with only teaching. Those assigned with activities included conducting sports and games (26.67%), conducting assembly/chapel (26.67%), craft class (13.33%), assisting in discipline during recess (13.33%) and conducting competition for bulletin board and filling in as proxy (6.67%).

b) Finding in relation to Evaluation

- 6). With regard to awareness of Constructivism and evaluation of the B.Ed. teacher trainees, the study revealed that a large majority (93%) of the principals of practicing schools were aware and familiar with the constructivist method of teaching; on the other hand, 73% of the principals of practicing schools did not find any difficulty to evaluate the teaching performance of B.Ed. teacher trainees. However, 20% found it difficult to evaluate the B.Ed. teacher trainees on the basis of constructivist method.
- 7). With regard to supervision of classes conducted by the B.Ed. teacher trainees the study revealed that 47% of the practicing school principals supervised all the classes that were conducted by the B.Ed. teacher trainees whereas; 53% of the practicing school principals did not supervise all of the classes that the B.Ed. teacher trainees engaged. With regard to giving assessment, 20% of the Principals faced difficulty as they felt that with the limited supervision carried out by them true assessment was not justified. Whereas, 80% of the Principals of practicing schools did not face any problem in giving out assessment.

The present study also revealed that 44.55% of the school teachers supervised all the classes conducted by the teacher trainees; however 50.91% did not supervise all the classes. Further in relation to how often supervision is carried out by school teachers, it was found that 5% of the school teachers never supervised, 5% were not informed to supervise any class, 4% left classes to be supervised by teacher trainees' own supervisors and 9% did not supervise because head of school did the supervision.

8). With regard to duration of Internship it was found that 40% of the principals of practicing schools felt the internship period was too lengthy while for 60% the period of internship is fine as it is.

9). Basing on the performance of B.Ed. teacher trainees during internship the study revealed that 87% of the practicing school principals would employ the B.Ed. teacher trainees as regular staff, whereas 13% found the B.Ed. teacher trainees were not employable as regular teachers judging from the performance observed during the internship period.

10). It was found that 86.66% of the practicing schools principals were open to conducting internship in the following years, 6.67% of the schools however decided they will not be conducting internship again.

11). With regard to the impact of the B.Ed. teacher trainees on the school environment, the study found out that for 53.33% of practicing schools, the presence of the B.Ed. teacher trainees affected the school environment; however, it was not so for 46.67% of the practicing schools.

Further, the reasons mentioned by the schools were that:

- B.Ed. teacher trainees failed to maintain discipline of the students (26.76%)
- the students got distracted due to new teachers (20%)
- for higher classes like class 9 and class 10 there was difficulty to finish the course (13.33%)
- B.Ed. teacher trainees helped in reducing burden of regular teachers. (13.33%)

12). The study showed that 40% of the schools conducted internship for more than one B.Ed. college; however, 60% did not take student teacher interns from different B.Ed. college. Further the study revealed that 27% of the schools noticed the teaching style and conduct was different for teacher trainees from different B.Ed. colleges.

c) Findings in relation to providing facilities (to the B.Ed. teacher trainees)

13). The study revealed that 100% of the practicing schools had separate gender washrooms facilities, 80% provided drinking water, 7% of the practicing schools provided lunch and 13% provided refreshment and any other facilities that were provided to regular teachers.

14). With regard to teaching aids 100% of the practicing schools provided text books and chalks/markers, 67% provided laboratory equipment and 73% of the practicing school's principals allowed B.Ed. teacher trainees to use any other teaching aids that were available in the schools.

15). The study found that 73% of the schools provided a separate staff room for the B.Ed. teacher trainees and 27% of the practicing schools placed the B.Ed. teacher trainees combined with the school teachers in the regular staff room. The various facilities that were provided in the staffrooms were chairs and working desks (100%) and daily newspaper and other leisure reading materials (67%)

16). The study found out that in majority of the practicing schools (86.67%) the library was functioning with relevant books that the school faculty and B.Ed. teacher trainees could make use of to help in their teachings but 13.33% of the practicing schools did not provide such facilities.

17). With regard to number of intake of teacher trainees for school Internship, 53% of the practicing schools were flexible and the number of intake was as per requirement. However, 47% of the practicing schools had set a limited number of B.Ed. teacher trainees intake for internship. The number of which is given as follows:

- 1 to 4 B.Ed. teacher trainees (20%),
- 5 to 8 B.Ed. teacher trainees (20%)
- 8 to 12 teacher trainees. (7%)

18). The study showed that 80% practicing school Principals allowed B.Ed. teacher trainees to take leave. 20% however did not allow B.Ed. teacher trainees to avail leave during the internship period. With regard to number of days B.Ed. teacher trainees were allowed to take leave, for 13% the number of days varied on the nature of the leave, 7% granted leave on serious issues and 7% schools granted leave according to the rules of the school.

5.2.4 Findings in relation to the opinion of the school subject teachers in relation to B.Ed. internship

School teachers during the period of school Internship take a step back from conducting class as their lessons are covered by the B.Ed. Teacher trainees. During this period they are either given alternate tasks by the school authority and some act as mentors to the teacher trainees. When the Internship ends, school teachers get back to taking their normal class and happen to face problems if the teacher trainees do not diligently perform their respective duties. The following are the findings relating to the opinion of the school subject teachers in relation to B.Ed. internship

- 1.) The present study revealed that 31% of the school felt the presence of B.Ed. teacher trainees during pre-internship was a distraction to the normal class; whereas, this was not so for 67% of the school teachers .
- 2.) 90% of the school teachers revealed that the B.Ed. teacher trainees were cooperative in covering lessons given by them, while 6% of the school teachers' faced reluctance from the B.Ed. teacher trainees in taking up lessons offered to be covered during internship.
- 3.) The study found that 5% of the school teachers felt the presence of B.Ed. teacher trainees added more work load to their existing work, whereas 53% of the school teachers did not find the presence of the B.Ed. teacher trainees as an additional work and 42% felt the presence of B.Ed. teacher trainees added additional work load only to some extent.
- 4.) With regard to the inconvenience caused because of the B.Ed. school Internship, the study found that 34% of the school teachers did not feel the internship disturbed the normal lesson plan they had prepared for the year, for 42% the B.Ed. internship disturbed the planned lesson plan to some extent and 17% of the school teachers felt B.Ed. internship disturbed their normal lesson plan, the reasons given were:

- the normal flow of conducting class got disturbed (27%)
- delayed to cover overall syllabus (5%).
- the B.Ed. internship also left limited time for internal assessment (4%)
- B.Ed. teacher trainees left without completing the lessons allotted to them (2%)
- B.Ed. teacher trainees insisted to take up lessons which had easy access to teaching aids (2%)
- students requested lessons to be re-taught which disturbed the planned time distribution (2%)

5.) The present study revealed 54.55% of the school teachers faced difficulty in overall assessment of their students due to the Internship, 11.82% of the school teachers did not faced any difficulties in assessment whereas for 27.27% of the school teacher's assessment was affected to some extent. In relation to the problem faced in assessment of students, the reasons were given to be:

- limited time was left for interaction with students (32.73%)
- school teachers had to rush to cover the syllabus leaving limited time for assessment (29.09%).
- B.Ed. teacher trainees were unaware of the grading system (8%)
- difficulty to assess the lessons taken by B.Ed. teacher trainees (7%)

6.) The study showed that 82% of the school teachers had off periods when B.Ed. teacher trainees were engaging in their class but 15% were allotted with other responsibilities during the time the B.Ed. teacher trainees engaged their class. The tasks assigned were:

- supervised B.Ed. teacher trainees' classes.(5%)
- make assessment of B.Ed. teacher trainees. (4%)
- monitoring the discipline of the school students (3%)
- filled in for proxy classes. (2%)

7.) In relation to awareness of Constructivism, the study found out that majority of school teachers (95%) were aware of the Constructivist method of teaching. Moreover, 78% of the school teachers felt that method of Constructivism was more effective to regular mode of teaching, whereas, 15% of the school teachers felt Constructivism was not as effective as the behaviorist method of conducting class.

8). It was found that 69.09% of the school teachers were satisfied with the lessons taken up by the B.Ed. teacher trainees during internship; whereas, 21.82% of the school teachers had to re-teach the lessons allotted to B.Ed. teacher trainees. The study also showed that majority of the school teachers (96%) felt that B.Ed. teacher trainees were more concerned with practicing the teaching methods than covering the course assigned,

9.) In the opinion of the school teachers (34%) as per the duration of internship, more lessons should be allotted to the B.Ed. teacher trainees and whereas, 59% of the school teachers felt number of lessons allotted was sufficient as per duration of internship.

10.) 88% of the school teachers noticed improvement in B.Ed. teacher trainees in conducting class by the end of Internship, while 9% did not notice any improvement in B.Ed. teacher trainees in conducting class.

11.) The study found out that a vast majority of the school teachers (94.54%) found B.Ed. teacher trainees were fit to conduct classes. Further, 84.55% of the school teachers felt the B.Ed. teacher trainees were fit for evaluation of students' performance; while 12.73% did not find B.Ed. teacher trainees fit for evaluation. The reasons why school teachers felt B.Ed. teacher trainees were not fit for evaluation of student's tests were found as:

- within a short span of time evaluation was not possible (11%),
- students' different learning abilities were not identified (5%)
- B.Ed. teacher trainees were unable to identify copied answers during tests (3%).

12.) The study revealed the assessment by school teachers about B.Ed. teacher trainees on the various attributes of teaching:

In relation to method of teaching:

- 84% of the school teachers felt B.Ed. teacher trainees had sufficient knowledge
- 2% felt the B.Ed. teacher trainees did not have sufficient knowledge
- 18% of the school teachers were of the opinion that B.Ed. teacher trainees have knowledge on the method of teaching to some extent.

With regard to Psychology of the learner:

- 27% of the school teachers felt the B.Ed. teacher trainees had sufficient knowledge
- 16% felt the B.Ed. teacher trainees lacked knowledge about the psychology of the learner
- 50% were of the opinion that B.Ed. teacher trainees possess knowledge on the psychology of the learner to some extent.

In relation to classroom management:

- 35% of the school teachers felt B.Ed. teacher trainees had sufficient knowledge in that area
- 14% felt B.Ed. teacher trainees did not possess the requisite knowledge in classroom management
- 46% were of the opinion B.Ed. teacher trainees had knowledge on classroom management to some extent.

In relation to time management it was found:

- 65% of the school teachers felt B.Ed. teacher trainees had sufficient knowledge in time management in class

- 8% felt B.Ed. teacher trainees did not have sufficient knowledge on time management in class
- 23% of the school teachers opined teacher trainees had the required knowledge of proper time management to some extent

13.) With regard to School teachers on the impact of B.Ed. Internship on their students, 86% of the school teachers felt that internship will benefit the school students; however 7% did not seem to see any benefit for the school students.

14.) The study revealed that 18% of the school teachers saw positive changes in their students after the internship. 26% did not see any changes in the students and 54% of the school teachers responded after internship there were positive changes in their students but only to some extent. The study further showed 17% of the school teachers noticed students were more responsive after attending constructivist classes whereas, 27% noticed no changes in the students and 53% noticed students responded more to some extent after the internship.

15.) 33.64% of the school teachers found students were more disciplined when classes were conducted by B.Ed. teacher trainees; whereas, 63.64% noticed students tend to be more indiscipline.

16.) In the opinion of school teachers 96% felt internship was a necessary step before joining a teaching job and 1% didn't find internship necessary because every teacher had their own way of teaching.

17.) The study revealed 58% of the school teachers agreed to conduct Internship in the following years, while, 29% of the school teachers did not want to have internship in the school in the following years. It was found that 10% of the school teachers faced difficulty to complete the syllabus, 9% responded that the Internship disturbed the normal lesson plan planned, 5% responded the B.Ed. internship disturbed the whole academic year and 5% responded it is because some B.Ed. teacher trainees do not complete the lessons allotted to them.

18.) The study highlighted the following tasks left by teacher trainees after completion of the school Internship:

- Non completion of assigned lessons (87%)
- Non completion of notes (54%)
- Non completion of homework (24%)
- Non correction of test paper (12%)

- Non correction of homework. (11%)
- Re-teach lessons (5%)

5.2.5 Findings in relation to the opinion of the school students regarding the teacher trainees conducting the class

School students depend their learning entirely on the B.Ed. teacher trainees during the period of school Internship. During this time, they are expected to adjust to the changes that the new teachers bring and at the same time not lose out on their learning. The opinion of the school students regarding the teacher trainees conducting the class are furnished as follows.

- 1.) In the present study, it was found that 86.89% of the school students were given prior information about the B.Ed. internship by the respective school authorities. 9.56% of the school students responded school authority did not give prior information about Internship.
- 2.) Based on the analysis, majority (83.33%) of school students responded pre internship did not pose as a distraction whereas, for 16.44% of the school students, pre internship was a distraction due to presence of teacher trainees. The study also found that 21.33% of the school students felt the presence of Supervisors in class was a distraction to learning but 77.56% did not find it as a distraction.
- 3.) It was observed that vast majority (93.33%) of the school students looked forward to attending classes conducted by teacher trainees; however, this was no so for 6.44% of the school students. The reasons being that 3.33% could not understand the explanation, 2.89% school students preferred their regular teachers, 2.22% responded method of teaching difficult to follow, 2% responded teacher trainees were not audible enough, 1.33% responded class was boring because it was repetitive and 0.44% responded notes provided were not accepted by the regular teachers.
- 4.) 37.78% of the school students were of the view that the B.Ed. teacher trainees were more concerned with completing the lesson than making students understand the concepts. However, 61.78% responded that teacher trainees did put in effort to make the school students understand the concepts of the lessons taught.
- 5.) In relation to maintaining discipline in the class only 5.56% of the school students felt teacher trainees were more strict than their regular teachers, however, 94.22% of the school students felt that student teaches are not as strict as compared to their regular teaches.

6.) With regard to the school students' review on the method of teaching employed by the teacher trainees, the study revealed 75.56% of school students found the method of teaching was new to them, whereas, 24.22% were familiar to the method of teaching. It was also found that 88% of the school students understood the method of teaching employed by the teacher trainees during internship and 11.78% could not understand the method of teaching employed by the teacher trainees.

7.) With regard to comparison of class conducted by teacher trainees to regular teachers, the study indicated that according to 82.67% of the school students, the classes engaged by students teachers were more activity based whereas, 17.11% of the students responded classes were not different as compared to regular classes.

8.) The study showed that, 59.78% school students responded teacher trainees conducted tests after completing lessons. 38.67% of the school students responded teacher trainees did not conduct tests. It was found that 23.33% of the school students responded teacher trainees gave remedial classes to the students who failed tests, whereas, 75.56% of the teacher trainees responded teacher trainees did not give remedial classes.

9.) The study showed that according to 43.33% of the school students, the teacher trainees gave notes after completing a lesson and 56% of the school students were not provided notes. In relation to the notes provided, 24.22% of the school students found the notes given by teacher trainees satisfactory and 12.44% responded notes provided were not satisfactory.

10.) The study showed that 76.44% of the school students were given homework, whereas, 22.89% were not given homework during the period of classes conducted by teacher trainees. Also with regard to homework correction, only 5.56% of the school students' homework were checked and 21.33% responded homework were not checked even though teacher trainees gave homework regularly.

11.) With regard to school student's review on the classes conducted by the B.Ed. teacher trainees, majority of the school students (90.89%) found learning was more while doing activities in the class, while 9.11% did not agree that learning was more effective that way.

12.) The study showed 28.22% of the school students stating that teacher trainees were in a rush to complete syllabus but this was not so for 71.33% of the school students.

13.) It was found that (35.56%) school students wanted their regular subject teachers to reteach lesson taken by teacher trainees but, 64.44% of the students were satisfied by the way lessons were taught. The reasons why the school students wanted lesson to be re-taught were:

- (22%) school students felt regular teachers gave better explanation,

- (19.78%) they were used to the method of teaching employed by regular teachers,
- (17.11%) class was too noisy
- (11.11%) they were distracted during class
- (10.22%) teacher trainees were in a hurry to finish the lessons
- (7.33%) incase teacher trainees missed out on certain areas of the lesson.
- (10%) in order to clear doubts
- (4%) explanation was inaudible to the back benchers
- (2.44%) teacher trainees seemed nervous, so couldn't ask doubts

14.) The study showed that majority (90.89%) of the school students wanted more classes by teacher trainees in the following years. In relation as to why 0.67% of the students did not wish to have more classes by teacher trainees, 0.44% preferred classes by the regular teachers and 0.44% because teacher trainees were in a rush to finish the lessons.

15.) In relation to incomplete tasks left by the B.Ed. teacher trainees , findings indicated that after the internship was over, 17.56% of the school students faced no correction of test paper, 29.56% no correction of homework, 13.56% were left with incomplete lessons and 45.33% faced incomplete notes.

16.) The study indicated the following positive aspects of the Internship process according to school students

- Use of teaching aids made learning easier and interesting (81.11%)
- Learnt that there were multiple ways to learn a topic (60.88%)
- Group and individual activities conducted during class (51.77%)
- Learnt many new word meanings via charts (44.66%)
- Friendly attitude of teacher trainees (44.44%)
- Teacher trainees were not strict (44.44%)
- New teacher in the middle of the academic year made learning interesting (44.11%)
- Teacher trainees were respectful to the opinions of students (37.55%)
- Creativity in teaching (24.88%)
- Some classes were conducted outside (24.66%)
- Hands on practical class in subjects like science (22.66%)
- Teaching with examples besides the ones in the text (21.33%)
- Rewards after tests and competitions (16.22%)

5.2.6 Findings in relation to the specific problems faced by all the stakeholders during the course of B.Ed. Internship

The following are the specific problems that were revealed by the respondents that are involved in the B.Ed. Internship programme.

a) Findings in relation to the specific problems faced by Principals of practicing schools during the B.Ed. Internship

The following are the findings in relation to the responses of Principals of practicing schools on the problems faced during the internship programme.

- Adjustment and modification of class routine to divide the B.Ed. teacher trainees according to needed classes is time consuming. (67%)
- Monitoring B.Ed. teacher trainees in the school along with other administration duties. (60%)
- B.Ed. teacher trainees were unable to maintain the discipline of the students leading to a noisy classroom environment. (47%)
- Students have a setback as adjusting to the new method, style of teaching and personality of the new teachers takes some time. (47%)
- Students' learning is hampered as some B.Ed. teacher trainees seem to be only focused on completing the lesson plans for the requirement of the course and not give importance to the learning of the students. (27%)
- Regular teachers slag in their duties and blame the Internship and shake off responsibilities (27%)

b) Findings in relation to the specific problems faced by school teachers of practicing schools during the B.Ed. Internship

The following problems were revealed by the school teachers that they faced during the internship programme.

- Time constraint due to filling up gaps of internship for example, giving notes, correcting homework, re-teaching lessons and conducting test, re-tests. (89%)
- Internal Assessment of students became very difficult with limited contact time with the students. (86%)
- Allotting classes to the B.Ed. teacher trainees with syllabus to meet the internship requirement. (82%)

- Constructivist method takes more time to cover syllabus so teacher trainees cannot take up more lessons during the internship period. (64%)
- Some B.Ed. teacher trainees failed to cover the syllabus allotted to them so school teachers had to rush to cover the entire remaining syllabus (61.01%)
- Adjustment after internship to normal classes takes time. (58%)
- Internship hampered the annual lesson plan prepared by the teachers. (55%)
- B.Ed. teacher trainees were more focused on applying teaching methods than on learning of student. (50%)
- B.Ed. teacher trainees were unable to make good assessment because they were not familiar with the students. (44%)
- Students looked forward for more rewards after the internship and thereby forgetting the value of learning and give more importance to what award they will get. (10%)
- Some B.Ed. teacher trainees took leave without prior information leaving classes unattended. (9%)
- B.Ed. teacher trainees were unaware of the grading system (8%)
- Conducting tests and grading the students on the lessons taken by B.Ed. teacher trainees was difficult. (7%)

c) Findings in relation to the specific problems faced by school students of practicing schools during the B.Ed. Internship

The following are the specific problems school students faced during the internship programme.

- Notes were not provided in the lessons taken by the teacher trainees (45.33%)
- Class management was poor and that caused distraction in class (44.89%)
- Change in normal class routine (38.67%)
- Too much homework was given (37.33%)
- The voice of teacher trainees was inaudible to the back benchers (32.22%)
- Teacher trainees did not check homework. (29.56%)
- Having to write down notes in a hurry. (26.66%)
- Due to the internship only limited time was left for revision of lessons before the examination (24.22%)
- Adjustment to the new style of teaching (21.78%)
- Teacher trainees overemphasized on some portion of the lesson (21.33%)

- Lack of confidence on the part of teacher trainees (19.33%)
- Teacher trainees left without correcting test papers (17.56%)
- For the sake of doing activities the students were taken outside irrespective of the weather. (13.78%)
- Teacher trainees left with incomplete lessons (13.56%)
- Teacher trainees were in a hurry to complete the lessons. (12.44%)
- Poor command over English. (7.11%)

d) Findings in relation to the specific problems faced by Principals of B.Ed. colleges during the B.Ed. Internship

The following are the specific problems revealed by the Principals of B.Ed. colleges faced during the internship programme.

i. Problems faced during Pre-Internship

- Schools hardly gave maximum of one week period for pre internship. (50.00%)
- Schools were not comfortable to the "observation phase" of internship. (37.50%)

ii. Problems faced during Internship

- Schools complain regarding the duration of Internship. (87.50%)
- Schools preferred behaviorist teaching. (37.50%)
- Having to change schools in the middle of the internship in order to complete the required duration. (12.50%)

iii. Problems faced during post-internship

- B.Ed. teacher trainees are irregular for class. (25.00%)
- Organizing feedback session programme for the different teacher trainee groups (25%)

e) Findings in relation to the specific problems faced by teacher educators during the B.Ed. Internship

The following are the specific problems faced by the teacher educators during the internship programme.

i) Problems faced during Pre-Internship by teacher educators.

- Schools do not understand the importance of internship initially. (84.00%)
- School takes it like the B.Ed. teacher trainees are there to judge their teaching during Pre-internship. (68.00%)
- Arranging schools for every B.Ed. teacher trainee. (58.00%)

- Increase in work load because of faculty shortage (8.00%)

ii) Problems faced during Internship

- Practicing schools are spread over a large geographical area and with traffic congestion, commuting is difficult. (76%)
- Approaching schools for internship is hard as other B.Ed. institutions also happen to go to the same schools. (70%)
- Due to supervision the class with second semester B.Ed. teacher trainees is affected. (54%)
- Some schools are reluctant to accommodate B.Ed. teacher trainees for the whole eight weeks duration. (54%)
- Lack of transportation facilities. (50%)
- Helping B.Ed. teacher trainees prepare constructivist lesson plans when schools were not aware of it. (44%)
- Negative attitude from the practicing schools. (34%)
- Observation becomes difficult as there is numerous number of B.Ed. teacher trainees taking class at a time. (32%)
- Trying to convince schools to agree to Internship. (26%)
- Less number of faculty leading to more number of B.Ed. teacher trainees to supervise. (16%)
- Supervision of B.Ed. teacher trainees and rushing to take class was difficult (10%),
- Having to miss class because of supervision which affected the completion of syllabus (8%),
- Number of teacher trainees in pedagogy of social science was larger in comparison to other papers so social science teachers have excessive workload (4%)
- Supervision without TA. (4%)

iii) Problems faced during post-internship

- B.Ed. teacher trainees' were irregular during presentation and class (38%)
- Fixing timings with the teacher trainees for presentation, group discussion etc (24%)
- Trying to complete the syllabus of 4th semester during the limited time gap between the school internship and final exams (12%)

f) Findings in relation to the specific problems faced by teacher trainees during the B.Ed. Internship

The following are the findings in relation to the specific problems faced by teacher trainees during the internship programme.

- Difficulty with time management. (61.11%)
- Strength of classroom was not ideal for constructivism in practicing schools (57.77%)
- Arranging TLM for every lesson plan. (54.17%)
- Having to go to the college to check lesson plan for the following day (51.39%)
- Number of lesson plan seemed too much. (48.89%)
- Expenses in commuting to practicing school. (43.89%)
- Limited number of classes was provided to complete the required lesson plans (43.33%)
- Size of the classroom is too small to conduct activities. (36.11%)
- Knowing that the B.Ed. teacher trainees were not permanent teachers, students did not listen to instructions. (30.83%)
- Inability to meet with supervisors at own convenience time and when needed. (28.33%)
- Expenses in making TLM for each lesson plan. (28.06%)
- Irregularity in supervision. (26.94%)
- No uniformity in lesson planning procedures from supervisors. (25.56%)
- Classroom discipline management. (24.17%)
- Conducting constructivist class with students of behaviorist background. (23.61%)
- Students complained about giving too many assignments (23.33%)
- Filling in for proxy classes. (22.22%)
- Lack of laboratory equipment for teaching science. (21.94%)
- Enough training was not given in the B.Ed. college to conduct real time class. (21.94%)
- Lack of confidence for real time class. (17.78%)
- College did not give prior notice to schools about Internship. (17.78%)
- Lack of assistance from the college while looking for schools for internship. (15.00%)
- Delay in conveying information by college authority, resulting to confusion and rushing. (14.72%)

- Information and objectives were not clearly specified regarding writing of journal. (13.61%)
- School did not provide facilities like electricity backup for use of audiovisual aids. (12.5%)
- Lack of systematic organization of activities by the college. (11.39%)
- School authorities emphasized too much about maintaining discipline of students (10.83%)
- Lack of sufficient information for construction of 5E lesson plan. (10.00%)
- School did not have basic TLM like maps and globes (7.5%)
- Changing of supervisor amidst the internship. (6.94%)
- Lack of communication between school staff and B.Ed. teacher trainees. (6.38%)
- School did not have a playground for activities. (3.33%)
- Holidays and half day classes in between the internship period resulted in incomplete lesson plans (3.33%)
- Mathematics class is assigned in the last period by which students are given in to lethargy (2.7%)
- Dealing with backward students and slow learners. (2.77%)
- Unfriendly attitude of some school teachers (2.5%)

5.3 DISCUSSIONS ON THE BASIS OF RESEARCH QUESTIONS

5.3.1 Research question 1: Do B.Ed. institutions get the requisite cooperation from the practicing schools for school Internship?

Practicum is considered as the most highly valued component of teacher preparation. During the process of the B.Ed. internship the practicing schools becomes a place for the growth and professional development of the teacher trainees, the practicing schools is the place where theory meets practice. The cooperation of the practicing school teachers with the Principals ensures that the time of the teacher trainees at school turns as a launching pad of a successful teaching career.

The study found out that even though schools agree to host B.Ed. teacher trainees for Internship, they were not willing to give the required number of duration which is prescribed by NCTE. It was found that schools hardly gave maximum of one week for Pre-internship as responded by 50% of the teacher educators instead of the 4 weeks prescribed by NCTE. The

response from teacher trainees revealed that 49.33% were given 4-7 days for Pre-Internship in the first semester whereas, during the second semester they were given less than 4 days and it was found that less than half of the teacher trainees conducted Pre-Internship in the second semester. During the course of Pre-internship schools take it like the teacher trainees were there to judge their teachings as responded by 68% of the Principals of B.Ed. institutions; which also echo the study conducted by **Parishani and Khorrooshi(2016)** where school teachers felt like the teacher trainees were there to judge them. The study also found out initially schools do not understand the importance of internship (84%) so it becomes the duty of the B.Ed. colleges to sensitize the schools on the objectives and scope of the Internship programme.

The study also found out that majority of the teacher educators (54%) assigned as Supervisors faced the problem of reluctance from the schools to host the internship for the whole of 16 weeks and Principals of the B.Ed. colleges (87.50%) had to endure complains regarding the duration from schools. There were incidences reported by Principals (12.50%) that some practicing schools did not provide enough number of days for which they had to continue the remaining number of days in a different school in order to fulfill the requirement of the internship period. Some teacher trainees (10%) also reported to not being provided enough classes to complete the lesson plan and having to resort to taking up proxy classes, utilizing break time to conduct class, team teaching, providing only notes and few of them got the seal from the authority without actually taking up the class. On the contrary, the study found that 67% of the practicing schools made the teacher trainees fill in for extra classes as well. The study highlighted that for the School internship, teacher trainees are not allotted the whole of 16 weeks to be at the school. Instead it was found that 8.67% of the Teacher trainees were allotted with 2 to 3 weeks of school internship, 4 to 8 weeks was allotted for 66.22%, and 12% of the teacher trainees were allotted with 9 to 12 weeks. This shows that there is no uniformity on the number of days that practicing schools allot for Internship and thus, brings to notice that there is a need for intensive sensitization on the importance of internship and understanding the whole Internship dynamics.

It was found that 78% of the teacher educators viewed the interrelationship between practicing school and B.Ed. colleges was satisfactory; but 20% felt interrelationship between practicing school and B.Ed. colleges needed to be improved which was also cited by **Srinivas (2018)** that there is lack of coordination between schools and B.Ed. institutions and 22% of the teacher educators were dissatisfied with the attitude of schools towards them during supervision and school visit. The schools viewed Internship as a disturbance to their normal

routine and school functioning (14%), some had bad experience with teacher trainees in the past (4%) and besides schools had limited working days to finish the curriculum (8%). During the course of supervision 70% of the teacher educators, were provided proper accommodation but 30% were unsatisfied with the lack of facilities like chairs to sit while supervising classes conducted by teacher trainees. This shows a lack of organization on the part of the practicing schools.

One of the major problems encountered was that 80% of teacher educators found the classrooms of practicing schools were considered not fit for Constructivism because the size of the classroom is not enough for the large number of students (50%), this is similar to the study conducted by **Arif (2010)** indicating over-crowded classes as problems encountered by teacher trainees during practicum; another study which echoes the same problem is a study by **Das and Chowdhury (2019)** citing number of students in classrooms exceeding 80 students hampers the teaching learning environment during practice teaching. The teacher educators also found school students were not enthusiastic towards constructivism since it was new (16%), the desks and benches were difficult to move around (56%), pupil and teacher ratio is inappropriate (60%), that the students did not respond well to activities initially (22%) and 66% found the overall curriculum is not suitable for Constructivism. This shows there is a need to review the curriculum at the school level, as changes made at the B.Ed. level alone cannot be executed at the school, if there are no progressive changes made to the curriculum of school education.

5.3.2 Research question 2: Is the school prepared to accommodate teacher trainees and provide necessary facilities?

According to NCTE Regulation 2014, the B.Ed. School Internship is to be of 20 weeks allocated over the two year period. This gives pressure and responsibility to the practicing schools to cater to the needs required for the fulfillment of the school Internship. The present study has shown the practicing schools' preparedness to accommodate teacher trainees and provide necessary facilities. Almost half (47%) of the practicing schools have already set rule on the number of teacher trainees to take up for Internship every year and most schools allow only upper middle classes to be engaged by the teacher trainees and very less classes are provided in the secondary level. This is because practicing schools have doubt on the teaching skills of the teacher trainees and they do not want to risk inadequate teachings to result in poor performance or failure of higher class students. Experiences and judging from the performance of teacher trainees from the past years also is another reason why the

practicing schools show reluctance as also observed in the study by **Das and Chowdhury (2019)** in which the practicing school's expectation that the teacher trainees will be providing quality teaching was not met as the teacher trainees lacked in skills to conduct class. The study by **Ranjan (2013)** also shows reluctance of school teachers to allow teacher trainees to engage their classes because they consider the teacher trainees inexperienced.

The study has found out that not all the practicing schools conduct orientation regarding the school policies and regulations with the teacher trainees, 21.67% of the teacher trainees asked school authorities for a handbook, get assistance from school teachers, work through by observation and consulted the student's diary.

The study highlighted the basic facilities practicing schools provided B.Ed. teacher trainees. 100% of the practicing schools had separate gender washrooms facilities, 80% provided drinking water, 7% of the practicing schools provided lunch along with tea and 13% provided refreshment and any other facilities that were provided to regular teachers. 27% of the practicing schools accommodated them in the regular staff room with regular teachers, whereas, more than half of the practicing schools provided teacher trainees with a separate (73%) room during the Internship which caused a sense of alienation and does not encourage building rapport and co-ordination between the school teachers and B.Ed. teacher trainees. Interaction and observation during the school Internship of how the regular teachers utilize the free time in the staff room gives an opportunity for teacher trainees to be able to learn time management at the workplace, apart from sole classroom observation that takes place during pre-internship.

During the course of internship teaching aids which are owned by the schools were also allowed to be used if the teacher trainees needed, along with text books, chalks and markers. The study found that practicing schools have no restrictions in allowing teacher trainees access the facilities which are present in the schools but on the other hand most of the practicing schools lacks in facilities like laboratory equipment, ICT and power backup to use audio visual aids. Similar findings was also found in the study conducted by **Arif (2010)** highlighting lack of support in terms of materials and equipment: audio-visual aids and other supplementary materials such as internet, teacher-made materials, photocopier, etc. during the study on finding problems encountered by B.Ed. teacher trainees during their practicum studies. The study also found out that teacher trainees are not given uniform number of days for internship by the practicing schools similar to the study by **Gupta (2019)** in which inconsistent working days given for internship at school was the reason for the objectives of internship not being fulfilled. In the present study also 43.33% of the teacher trainees were

given very limited number of days for completing their required lesson plans, on the other hand, 22.22% of the teacher trainees were left with classes that they were made to fill in for proxy classes as well.

Many of the practicing schools (86.87%) claimed to have functioning library with relevant books that the school faculty and B.Ed. teacher trainees could access, in order to help in their teachings but the study further highlighted the B.Ed. teacher trainees (56.39%) found the books were not helpful and irrelevant. 20.83% of the teacher trainees carried out their internship in schools with no library facility. This shows most schools do not give importance to procuring relevant learning materials. Although only 20% of the practicing schools responded not granting leave to teacher trainees on internship, 57.50% teacher trainees responded they were not granted leave during the period of internship highlighting discrepancy in the responses.

5.3.3 Research question 3: Are subject teachers and school students cooperative with teacher trainees during Internship?

During the whole process of Internship, a teacher trainee learns the skill of observation, attention, preparing the lessons independently with a sense of time and how to evaluate the students' work. A teacher trainee becomes conscious of the professionalism that is required in being a teacher. Cooperation from the practicing school teachers and students is pivotal in the turning to a 'teacher' from a 'trainee'. The study revealed that though a good number (82.78%) of teacher trainees were welcomed into the classroom during pre-internship for observation 13.06% of the teacher trainees faced reluctance to some extent.

During the school Internship, it was revealed that school teachers' guidance were listed by the teacher trainees to be friendly (69%), helpful, supportive (40%), while attitude of school teachers for some teacher trainees were listed as overtly critical (56%). This shows that even though there are school teachers who do support the importance of internship and guidance there are still many without the proper knowledge and lack the professionalism of being a mentor. B.Ed. colleges need to take help from the respective SDEOs and organize mass orientation and training programme for the head of the schools and school teachers with regard to 5E model of lesson planning, constructivism and the overall B.Ed. internship process.

Orientation about the rules and policies of the schools were conducted for 76.39% of the teacher trainees before the commencement of the school internship by the practicing schools and 2.78% were provided a booklet with written instruction on what was expected in

the school. However, those schools which did not conduct orientation the teacher trainees had to get help from the school teachers, work after observing the conduct of the school teachers or consulted the student's diary. Introduction to the staff by the school principal also helped in the teacher trainees (70%) feeling at ease with the teaching staff and those who were not formally introduced recorded feeling outcast to some extent (10%) and felt left out around the staff (4%). Practicing schools should organize a programme before the commencement of internship in which school teachers and teacher trainees can meet and build rapport and also teacher trainees will become aware of the rules, policies and what is expected of them overall during the period of internship at the school. Whenever there was a need to clear doubts, or for problem solving majority of the school authorities (98%) were willing and helpful to the needs of the teacher trainees.

During the process of Internship students are taught using the Constructivist method of teaching and a vast majority of the teacher trainees (93%) found that the students responded well to the class. Nevertheless, schools in Nagaland follow the Behaviorists method to conduct class, so most students find the change in the system refreshing and welcoming. Those teacher trainees who did not get satisfactory response to Constructivism made students express in the local dialect (Nagamese) since some students found it hard to express their views and ideas in English; teacher trainees also encouraged by complementing the response and some incorporated Behaviorist method to the class. The main concern was that the classrooms are not ideal for Constructivism ; there are on an average 50 plus students in a classroom sometimes even some classes have 70 students and organizing activities and group discussion becomes congested and giving attention to all the students becomes near to impossible. The study by **Gupta (2019)** showed that 100% of the sample of the study faced problem in conducting Constructivist class in school and the resources and infrastructure available at the practicing schools were not satisfactory. However, majority (97.50%) of the B.Ed. teacher trainees noticed changes in students' response by the end of internship which indicates the duration of Internship being extended since 2015 in Nagaland has positive outcome as students get ample amount of time to adjust to the new method of teaching as well as those teacher trainees (18%) who lack confidence initially to face real time classroom also learns to overcome and work on their weaknesses. Some school students (23%) often complained of having too many assignments and some students (31%) took advantage of the teacher trainees knowing they were at the school for only a stipulated amount of time and acted up being indiscipline in class; similar to the study conducted by **Zainab (2015)** in which it was found that the school pupils in some of the co-operating schools were not co-

operative with the teacher trainees because of the fact that they were interns. Teacher trainees need to be prepared with dealing with the antics of such students when they join in the Internship and not only focus on delivering the lesson plans, as in a classroom there are a plethora of personalities and there need to be flexibility and creativity to deal with each as need arises.

5.3.4 Research question 4: Does the Internship put more work load on subject teachers?

In the process of Internship practicing school teachers plays the pivotal role in the initiation of B.Ed. teacher trainees to the school environment. During the pre-internship period, teacher trainees are required to observe the classes conducted by the school teachers in order to watch and learn firsthand how teachers engage in the real time classroom. It was found that 31% of the school teachers felt the presence of the B.Ed. teacher trainees as a distraction to their normal classes.

During the course of the school internship period the teacher trainees are expected to, “undertake a variety of activities relating to classroom teaching, classroom management and organization of school based and community based activities to develop a repertoire of understandings, competencies and skills” (**School Internship: Framework and guidelines 2016**). All these need the guidance of the school teachers as they relinquish their classes and extracurricular activities assigned to them to the respective teacher trainees handling their classes. It was found that half of the school teachers responded they didn’t feel the presence of teacher trainees for internship at school as an extra workload; however initially allotting classes to the B.Ed. teacher trainees with syllabus to meet their internship requirement (82%) took time and also for a good number of subject teachers (42%) the B.Ed. internship disturbed the lesson plans prepared for the whole year to some extent.

Most of the school teachers enjoyed off period when the B.Ed. teacher trainees were engaging their classes and it was found that 15% of the school teachers were allotted with other responsibilities like monitoring the discipline of the students, filling in for proxy class and only a few school teachers used the time for supervision (5%) and assessment (4%) of the B.Ed. teacher trainees. In relation to how supervision is carried out by school teachers, it was found 50.91% of the school teachers did not supervise as they were not informed and left classes to be supervised by teacher trainees’ own supervisors and 9% did not supervise because the head of school did the supervision. This shows school teachers are not aware of their roles as prescribed by NCTE 2016 which is to act as mentor teachers and provide necessary guidance to the teacher trainees. This is also evident in the study conducted by

Kakoda and Sentongo (2015) where during school practice there was no uniform mentoring provided by the school teachers to the teacher trainees.

The study found that during the course of Internship there isn't much problems that the school teachers face in terms of coordination and interaction with the teacher trainees and they also responded teacher trainees are open to receiving feedback (92.73%), however the school teachers are left with the burden to tie the loose ends that the B.Ed. teacher trainees leave behind in terms of incomplete syllabus (32%), notes not being provided (54%), conducting tests of lessons assigned to teacher trainees (35%), conducting re-test of students who failed in the tests conducted by teacher trainees (22%), checking homework (44%) and most school teachers were left with limited time for assessment of students, faced difficulty in assessment of lessons taken by teacher trainees and also most of the teacher trainees were unaware of the grading system which lead to more work for the school teachers after the internship was over. This was a similar problem that was found by **Paramanik (2020)** in a case study on the organization of school internship in secondary teacher education institutions. The study found that school teachers complained about student teachers leaving assigned topic unfinished and also that teacher trainees did not provide notes nor did the text book exercises which made covering the overall course not possible

This shows the B.Ed. teacher trainees need to focus more on time management and include tests, re-tests, giving notes etc. during the overall lesson planning for the internship. Homework and assignments need to be checked as well along with giving assessment on the performance of the school students on the syllabus allocated to them during the period of internship. Problems faced in terms of time management during Internship and practice teaching in schools are seen in the studies by **Jaseena (2018)** and **Gupta (2019)**. The whole process of Internship will be wholesome only when the teacher trainees include all the activities and responsibilities that the school teachers undertake in the school and not only focus on the completion of the lesson plans required for the Internship.

5.3.5 Research question 5: What kind of impact does the internship program leave on the school students?

In the process of school internship the school students are one of the main stakeholders in which the success or failure of the programme could have a direct effect of the learning outcomes. A good chunk of learning hours is spent with the teacher trainees during the Internship programme and during that period the student's learning is left completely at the capacity of teacher trainees' teaching.

During the pre- internship period when teacher trainees come to the classroom in order to observe the classes conducted by the school teachers 16% of the students faced the problem of being distracted due to the presence of a new individual in the class. Also during the period of school Internship, when the Supervisors come to class for assessing teacher trainees 21% of the school students responded in being distracted by their presence. In a mundane environment like a school classroom where routine is followed whole throughout the year, small changes like presence of new individuals sometimes pose as a distraction to the students due to curiosity. It was also noted by the school students that new teacher in the middle of the academic year made learning interesting (44%) for them.

Constructivism is a new method that teacher trainees have been introducing in practicing schools in Nagaland since the two year B.Ed. course started, and so far school students have been responding positively. 93% of the school students looked forward to attending classes conducted by teacher trainees and majority of the school students (91%) found learning was more with activities in class; similar to findings from a study conducted by **Krishnaiah (2015)** where students found the use of constructivism made the classroom environment more lively and proved better learning among the students. Although there has been positive acceptance of the Constructivist method, there are however responses which suggests that school students (35.56%) wanted their regular subject teachers to re-teach lesson taken by teacher trainees, the reason given were (22%) school students felt regular teachers gave better explanation, (19.78%) were used to the method of teaching employed by regular teachers, (17.11%) cited class was too noisy, (11.11%) were distracted during class, (10.22%) cited teacher trainees were in a hurry to finish the lessons, (7.33%) incase teacher trainees missed out on certain areas of the lesson , (10%) in order to clear doubts, (4%) explanation was inaudible to the back benchers and (2.44%) teacher trainees seemed nervous, so couldn't ask doubts. The method of constructivism no matter how relevant and interesting needs to be executed well in order for learning to take place.

During the school internship teacher trainees are given a set number of lesson plans to complete on a set number of days and this sometimes leads to the teacher trainees solely being focused on completing the required lesson plans alone. 38% of the school students responded B.Ed. teacher trainees were more concerned with completing the lesson than making students understand the concepts and according to 28% of the school students, teacher trainees were in a rush to complete the syllabus. The study showed that some school students were faced with incomplete tasks after internship was over like (18%) no correction of test paper, (29.56%) no correction of homework, (13.56%) incomplete lessons and

(40.89%) incomplete notes. Teacher trainees need to be able to manage the time allotted to plan all the activities that come along with teaching in a class.

Some of the positive aspects of the school internship according to the students were the use of teaching aids (81%), activities (52%), friendly attitude of teacher trainees (44%), rewards after tests and competitions (16%), hands on practical class in subjects like science (23%), having a new teacher in the middle of the academic year made learning interesting (44%), that teacher trainees were not strict (44%), learnt there were multiple ways to learn a topic (61%). Along with the positive aspect, school students also faced multiple problems as students were left with incomplete lessons (14%), notes were not given (45%), too much homework was given (37%) and not checked. (29%), some teacher trainees' voice were not audible (32%) and because of poor class management caused distraction in class (45%). It was found that some lessons already taken were taught again (11%) and teacher trainees overemphasized on some portion of the lesson (21%). School students also observed that teacher trainees were very nervous (19%) and got nervous and panicked when supervisors came (12%). Overall, 90.89% of the school students agreed to have more classes by teacher trainees in the following years.

The school internship is taken positively overall by the students but teacher trainees have to make certain that they do not leave unfinished tasks. The role of a teacher they adopt needs to be taken in professionally and executed without flaws for the school authorities and especially the school students.

5.3.6 Research question 6: Are the teacher trainees' conduct in the areas of professional ethics, dressing code and general discipline satisfactory as per the norms of the school?

During the process of B.Ed. internship the practicing schools becomes a place for the growth and professional development of the teacher trainees, the practicing schools is the place where theory meets practice. Studies by **Jogan (2019)** and **Gupta and Rakwal (2020)** brings to light that the internship programme helped the teacher trainees in gaining practical knowledge about being a teacher. Teacher trainees assume the role of teacher in the practicing schools and with that come an array of expectations to be fulfilled apart from planning, preparing and delivering lessons. 100% of the principal of the practicing school responded teacher trainees were punctual during the internship, whereas 11% of the school students complained teacher trainees were not punctual to class. This shows though teacher trainees reach the school on time during the class hours they lack in time management and are late for certain classes. On the physical dressing code of the teacher trainees, 27% of the

school principals and 8.22% school students found the teacher trainees were not professionally dressed. Thus, the concerned supervisors need to emphasize on the maintenance of professionalism in not only conduct but also adhering to the physical get up of the teacher trainees before the internship commences.

The study showed that the teacher trainees lack in maintaining discipline of the students. School principals (47%) and school teachers (64%) remarked the classroom environment is indiscipline and noisy, this is similar to the findings from the study by **Rakesh (2013)** which found learner discipline was not maintained by teacher trainees during practice teaching programme. This is mainly because some teacher trainees maintain a very friendly and unprofessional relationship leading to the school students disrespect them, as responded by 27% of the school teachers as well as 94% of the school students felt teacher trainees are not as strict as compared to their regular teachers. Moreover, school students look forward for more rewards after the internship as noticed by the school teachers (10%) and thereby forgetting the value of learning and give more importance to what award they will get.

According to a vast majority of the school teachers (93%), teacher trainees were open to receiving feedback of their teaching in class. Also 96% of the school teachers felt internship is a necessary step before joining a teaching job. On the basis of conducting classes 94.55% of the school teachers felt teacher trainees were fit to conduct classes and 84.55% felt the teacher trainees were fit for evaluation of students' performance. In relation to the reasons school teachers felt teacher trainees were not fit for evaluation of student's tests was because within a short span of time evaluation was not possible (11%), moreover, students' different learning abilities was not identified (5%) and also teacher trainees were unable to identify copied answers during tests (3%).

Basing on the performance of teacher trainees during internship 87% of the school Principals would employ the teacher trainees as regular staff and 87% of the school Principals agreed to conducting internship in the following years but remarked preference is given to pre-service teacher trainees because they were more open to learning as compared to in-service teacher trainees (27%). Compared to the response of principals only 58% of the school teachers agreed to conduct Internship in the following years. This concludes school teachers are most affected because of the internship as they are the ones that are left to pick up on the gaps left by teacher trainees.

5.4 SUGGESTIONS FOR THE OVERALL IMPROVEMENT OF B.ED. INTERNSHIP PROGRAMME.

5.4.1. Suggestions for practicing schools in relation to improvement of B.Ed. Internship

a) School Principal

- i). The reason for conducting pre-internship is so that the teacher trainees observe the school setting and the school teachers on the act of teaching during class. Practicing school principals need to be open to host teacher trainees so that they get ample number of days for observation during the pre-internship period.
- ii). Schools should organize and conduct orientation programme for the teacher trainees before the school internship commences so that rules and policies of the school is clearly cited to the teacher trainees.
- iii). The B.Ed. programme mandates a certain number of lesson plans to be completed during the internship period and so, schools should give the required number of classes for the teacher trainees to engage so that they can complete the required lesson plans
- iv). Schools should be willing to take teacher trainees from different pedagogy for the internship and not only give preference to certain subjects.
- v). Supervision of the teacher trainees need to be done by the school heads regularly so as to ensure the conduct and progress of the teacher trainees during the internship is checked.
- vi). School heads also need to be trained on the 5 E model of lesson plan and constructivism to ensure that assessment of the teacher trainees during the school internship is justified.

b) School teachers

- i). School teachers should understand the purpose of pre-internship and not feel like they are being judged by the teacher trainees. The whole idea of the pre-internship is to make the teacher trainees observe the conduct of the teachers in a real time classroom and learn classroom management based on the observation.
- ii). During the school internship, school teachers need to develop an attitude of mentorship and guide the teacher trainees in helping built a career in teaching.
- iii). The school teachers need to be aware of constructivism and also be well versed on the 5E model of lesson plan.
- iv). School teachers should instruct their respective students to continue and maintain the discipline and decorum of the classroom even with the teacher trainees so that their learning is not hampered.

v). During the time of school internship, school teachers must not lag on the other duties and responsibilities that the school head assign them.

c) School students

- i). School students need to be well informed and given full orientation on the process and need of the school Internship. This will assure that they view the internship period as seriously as they do their regular class and learning will not be affected.
- ii). Feedback from school students should also be taken and given to B.Ed. Institutions for further improvement of the Internship process.
- iii). School students need to be open to the changes and flexibility that the B.Ed. teacher trainees bring and cooperate in activities and assignments that are conducted in the class during the internship period.

5.4.2 Suggestion for B.Ed. colleges in relation to improvement of B.Ed. Internship

i) Suggestions for B.Ed. College Principals

- a) An open coordination and communication between the B.Ed. colleges of the state need to be maintained so that there is uniformity in conducting Internship.
- b) Uniform number of Internship days should be maintained for all the teacher trainees
- c) B.Ed. College authorities should organize orientation programs for the schools so that they agree to conduct the school Internship.
- d) College Principals should par take in the Internship process by more communication and coordination with the practicing schools
- e) All B.Ed. colleges should use a common lesson plan format and maintain uniform assessment.
- f) B.Ed. colleges should approach the School Education Department of the state to give directives to all the schools to accommodate teacher trainees for Internship.
- g) TA should be provided to all the supervisors during school Internship.

ii) Suggestions for Teacher Educators (Supervisors)

- a) Supervisors need to check on the improvement of the teacher trainees and give enough feedback so that assessment is done effectively.
- b) Teacher educators need to take initiative during supervision at schools and sensitize the staff and authorities on the importance and working of B.Ed. Internship

- c) Teacher trainees should be taught lesson planning in detail and to avoid confusion, all the teacher educators should follow the same lesson planning format.
- d) Teacher educators should conduct classes using 5E model of lesson plan so that the teacher trainees learn firsthand on the practical applicability of Constructivism. That way, Teacher trainees will do better during school internship when Constructivism needs to be implemented.
- e) Teacher educators should check that the teacher trainees maintain the reflective journal diligently and from the very first semester the importance to maintain journals and writing reports must be informed.

iii) Suggestions for Teacher trainees

- a) Teacher trainees need to be well versed with the Internship process from the beginning so that the purpose of all the phases of internship are understood.
- b) Journals should be maintained diligently so that it can serve its purpose and reports need to be written on time and not rushed in the end
- c) Teacher trainees need to learn to maintain a professional relationship with the students and refrain from being too friendly that the school students take advantage and causes indiscipline problems in the class.
- d) Teacher trainees should manage time in giving notes, conducting tests and remedial classes just as regular school teacher would do.
- e) Homework and assignment that are given during the internship period should be checked.
- f) In-service teacher trainees should learn to make use of Internship as a time to learn more skills.
- g) Teacher trainees need to maintain regularity during post-internship.
- h) Teacher trainees need to get lesson plans checked on time so that the respective supervisors can thoroughly go through the lesson plans.
- i) The In-service teacher trainees should not take the school internship as a mere formality they have to complete for attaining the B.Ed. degree, but they need to have an attitude for learning and take the experiences of school internship to further help in their profession.

5.5 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The collaboration between the practicing schools and B.Ed. colleges is pivotal in the success of the B.Ed. school internship. The timing of the school internship should be so planned that the schools also do not have to force accommodating the teacher trainees for the

internship during rush period of the academic year. For this, the B.Ed. internship need to be planned keeping in prime focus the annual calendar of the schools and so that schools can include the Internship programme in their annual calendar.

2. School teachers of practicing schools have shown apprehension in conducting the internship as they have to offer parts of the curriculum to the teacher trainees and are often left with facing the repercussion of the unfinished tasks of the teacher trainees after the internship period ends. Therefore, school teachers need to be given information about the school internship at the beginning of the annual year so that while planning their annual lesson plans they can keep aside the required number of lessons for the Internship period.

3. Some of the practicing schools even though they agree to host the B.Ed. internship usually hand out the middle school classes to be engaged by the teacher trainees during the internship period and also have preferences with intake of teacher trainees teaching only specific subjects. However, practicing schools should allow B.Ed. teacher trainees to engage more classes for secondary level and also be willing to take teacher trainees from different pedagogy for the Internship.

4. In the Constructivist way of teaching learning, the learners construct knowledge rather than passively take in what is being taught. The present school curriculum is in need of a shift to encourage critical thinking and problem solving in the students.

5. For the purpose of knowledge, efficiency and improvement of the B.Ed. internship programme yearly training and seminar need to be organized for the B.Ed. colleges as well as the schools of the state on 5 E lesson planning and Constructivist module of teaching learning.

6. In order to maintain a standard of the school Internship, the B.Ed. colleges of the state should follow a common lesson plan format and also make sure that all the phases of Internship are conducted uniformly. Open communication and camaraderie between the institutions should be encouraged for the overall success of the B.Ed. programme in the state.

7. Involvement and willingness of schools to host the internship programme can greatly contribute in the success of the B.Ed. programme in the state. The governing body of the schools and the Department of School Education in the state also need to be involved in the process of sensitizing the schools to extend support and cooperation to the needs of the B.Ed. colleges for the Internship.

8. The School Internship is when teacher trainees are first exposed to hands on teaching experience with students of diverse ages, personalities and temperaments. Teacher trainees often are overwhelmed initially by the whole classroom experience. B.Ed. colleges need to

give sufficient comprehensive training on conducting class and classroom management to the teacher trainees.

9. The school internship is the most functional part of the B.Ed. programme, where teacher trainees are given the overall responsibility of a teacher. The grading of tests and assignments fall on the hands of the teacher trainees and hence awareness and knowledge of the grading system that the practicing schools follow becomes imperative in evaluating tests and assignments

Teacher trainees should also make an effort to check the homework and assignments given by them during the Internship and complete all the lessons that are allotted to them to ensure there are not incomplete tasks left.

10. The phases of internship even though is segmented into the different semesters is all a part of the overall school internship programme. Teacher trainees from the very first semester need to be informed about the importance of each phase of internship so that they can reflect on all the exposures and experiences of the different phases of internship and use them in their professional growth. For this, the maintenance of journal and report writing should not be rushed and teacher educators need to specify on the importance, relevance and procedures of the writing process from the very beginning.

11. Teacher Educators assigned as supervisors should be exempted from taking classes during the period of school internship in order to ensure that enough supervision is carried out for all the teacher trainees and teacher educators do not face the pressure of completing syllabus of the other class which is assigned to them.

12. During the process of school internship, the school students have firsthand experience of facing the changes of the teaching learning process as they switch from their regular teachers to the teacher trainees. Hence, the B.Ed. colleges should seek feedback from the school students regarding the internship programme which can greatly help in improving the school internship programme.

13. In order to ensure basic standards of quality and smooth functioning of teacher education in the state, a progressive State Board of Teacher Education should be set up in the state.

5.6 SUGGESTIONS FOR FURTHER STUDIES

The researcher has suggested few areas in which further research may be carried out basing on the present study.

1. A similar study making comparison between states can be conducted.

2. A similar study can be carried out to find out the problems faced during the D.El.Ed and M.Ed internship programme.
3. A comparative study to find out the problems faced by teacher trainees of different streams can be conducted.
4. A comparative study to find out the problems that are faced by the pre-service and the in-service teacher trainees as can be done.

5.7 CONCLUSION

School based practicum is meant to provide opportunity to recognize, improve and tap into the latent abilities in the B.Ed. teacher trainees. During the school internship, teacher trainees go through a whole range of experiences from observing real time classrooms, preparing lesson plans, engaging the class, and conducting extracurricular activities. In essence, the teacher trainees adopt the role of the teacher during the time of Internship. The **Acharya Ramamurti Committee (1990)** in its review of the NPE 1986 called for an internship model for teacher training. “The internship model is firmly based on the primacy and value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time, on supervised teaching under the guidance of more experienced and skilled persons, on role modeling as a time-tested pedagogical principle”. The internship programme prescribed as per the NCTE B.Ed. regulations (2014) if followed effectively will provide the necessary training for prospective teachers to become effective teachers adding value to the teaching learning process.

The present study has brought to light the effectiveness of implementation of the B.Ed. internship programme in Nagaland. The practicing schools’ major concern is on the timing of the Internship, it is recommended that teaching programme timetable is designed in a way so as to not coincide with key school terms (**Ranjan,2013**) and there has to be a close matching between the work schedule of the teachers in school and the programme adopted for teacher preparation in a training college (**Dhaili, 2018**). School teachers especially have voiced stating they would not prefer to have internship in the years to come as they are left with the loose ends that teacher trainees leave and also student assessment becomes a burden for them and to most of the school teachers, the B.Ed. teacher trainees seem to be more concerned about using teaching skills as required by their lesson plans rather than covering the syllabus allotted to them.

Problem of maintaining discipline has been recorded by the Principals, teachers and students of practicing schools, which indicates teacher trainees faces difficulty to maintain

the discipline of the class. Teacher trainees have responded to feelings of stage fright during the initial days of Internship and school students have observed and commented that some teacher trainees are not only nervous during class but especially when supervisors are present in the class. Supervision in the practicing schools is carried out quite unsatisfactorily as the Principals because of their many responsibilities often view supervising teacher trainees as a burden and school teachers are mostly not assigned for the task and those who are, do not carry out the supervision of the teacher trainees effectively. Supervision by the teacher educators are also not as frequent as needed because of problems in commute and numerous teacher trainees engaged in a particular period at the same time. The study however showed that school teachers and B.Ed. teacher educators noticed improvement in B.Ed. teacher trainees in conducting class by the end of Internship. The need for proper hands on training and conducting model class is required so that teacher trainees get ample practice in teaching a class before actually facing the real classroom.

School students' response to the Constructivist method of teaching employed by the B.Ed. teacher trainees and in general the internship process is positive but the challenge of large number of students per class poses as a hurdle for teacher trainees to give ample attention to every student; this echoes to the studies by **Arif (2010)**, **Nwankezi et al (2011)** and **Das and Chowdhury (2019)** who all found in their respective studies that schools have overcrowded classrooms.

Only half of the B.Ed. teacher trainees were assigned with the co-curricular activities while the rest were allowed to conduct classes alone, so mostly the teacher trainees during internship were exposed to the experience of only taking classes and lacked on taking part in extracurricular activities which meant, missing out on the overall school based professional experiences. The need for the schools to understand the purpose of enabling teacher trainees on the overall professional experience is the responsibility of the teacher education intuitions and school education department.

The findings revealed there is a need for cooperative initiative to be taken by all the stakeholders as success or failure of the teacher education decides on the quality of education the future teachers impart. School Education Department needs to be involved in the teacher education programme of the state, since requirement of middle school and above teachers under government sector require applicants to be qualified with a B.Ed. degree. The State education department should take initiative in conducting workshops and sensitizing the schools on the importance of B.Ed. internship so that practicing schools willingly oblige to the B.Ed. internship in the future. As recommended by the **Kothari Comission (1964-66)**

regarding teacher education; the establishment of a State Board of Teacher Education is needed in order to be responsible for all the functions relating to teacher education and so that B.Ed. institutions and schools are answerable to an overseeing authority.

For the overall success of teacher education in the state, the B.Ed. institutions, practicing schools and the State Education Department need to work together as a triad. B.Ed. institutions alone cannot be held responsible to produce efficient teachers as this requires teacher trainees to be trained in sound pedagogy and practicum. The schools of the state need to be willing and cooperative in hosting internship for the teacher trainees and the School Education Department of the state need to check so that the objectives of the B.Ed. programme are fulfilled effectively. In order to ensure quality teacher training is provided, there is an “urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy and high quality to the teacher education system” **(NEP 2020)**

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APPENDICES

APPENDIX



Document Information

Analyzed document	Tialila Longchar(Ph.D-799-2018)(30-08-2022)(A Study on the Problems faced by B.Ed Colleges and Co-operating Schools in Relation to Internship).docx (D143381015)
Submitted	2022-08-30 08:08:00
Submitted by	Dr. Neizo-u Mero
Submitter email	neizomero@nagalanduniversity.ac.in
Similarity	4%
Analysis address	neizomero.naga@analysis.orkund.com

Sources included in the report

SA	Nagaland University, Kohima / TIALILA.T-ARTICLE-Challenges and Impact of School Internship on the Professional Development of Pre.doc Document TIALILA.T-ARTICLE-Challenges and Impact of School Internship on the Professional Development of Pre.doc (D142622575) Submitted by: mrjendranathbabu@nagalanduniversity.ac.in Receiver: mrjendranathbabu.naga@analysis.orkund.com		18
SA	North-Eastern Hill University, Shillong / MsEthelPhDPlagiarismChk.pdf.pdf Document MsEthelPhDPlagiarismChk.pdf.pdf (D63688099) Submitted by: mrmanoj.rana@gmail.com Receiver: mrmanoj.rana.nehu@analysis.orkund.com		9
SA	Nagaland University, Kohima / Niutoli L Yeptho PhD. Thesis.doc Document Niutoli L Yeptho PhD. Thesis.doc (D120251588) Submitted by: rakeshrai@nagalanduniversity.ac.in Receiver: rakeshrai.naga@analysis.orkund.com		6
SA	Nagaland University, Kohima / Kavani Hekha ME182006.pdf Document Kavani Hekha ME182006.pdf (D80648528) Submitted by: mrjendranathbabu@nagalanduniversity.ac.in Receiver: mrjendranathbabu.naga@analysis.orkund.com		2
SA	The English and Foreign Language University / PhD in One - Copy.docx Document PhD in One - Copy.docx (D21341153) Submitted by: jayati.c.9@gmail.com Receiver: jayati.c.9.eflu@analysis.orkund.com		6
SA	Nagaland University, Kohima / Neizekhonuo Thesis Report.pdf Document Neizekhonuo Thesis Report.pdf (D116024120) Submitted by: rakeshrai@nagalanduniversity.ac.in Receiver: rakeshrai.naga@analysis.orkund.com		3
SA	Nagaland University, Kohima / National seminar on relating theory with practicum (Conceptual paper).docx Document National seminar on relating theory with practicum (Conceptual paper).docx (D142164845) Submitted by: neha@nagalanduniversity.ac.in Receiver: neha.naga@analysis.orkund.com		2
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W	URL: https://www.academia.edu/26119573/ATTITUDE_OF_TEACHER_TRAINEES_TOWARDS_TWO_YEAR_B_Ed_PROGRAMME_AND_THEIR_FUTURE Fetched: 2021-11-15 07:36:36		1

QUESTIONNAIRE FOR B.Ed. PRINCIPAL:

Instructions:

1. The following is a list of questions on “A study on the problems faced by B.Ed. colleges and Cooperating Schools in relation to internship”, for which your honest response is kindly requested.
2. Please answer all questions
3. You may tick more than one option where applicable
4. Kindly refrain from using abbreviations
5. Your information will be kept strictly confidential and will be used for research purpose only

A. General Information

1. Name of the Institution:
2. Address:
3. Number of years as Principal
4. Type of institution: Government/ Private

B. Items of the questionnaire

I. Coordination with practicing schools during the B.Ed. Internship

1. Does the college give prior information on internship to schools regarding the B.Ed internship programme? Yes/No
2. Is proper orientation provided to schools regarding the B.Ed internship? Yes/No
3. Does the college provide an internship booklet to the schools? Yes/No
4. Does the college follow up on the schools after each phase of internship? Yes/No
5. Are there complaints from school authorities towards the conduct of teacher trainees? Yes/No

If Yes, kindly mention the problems

.....

6. Are there complaints from school authorities towards the overall conduct of internship? Yes/No

If Yes, kindly mention the problems

.....

II. Arrangement for the internship by the B.Ed. college

1. Does the college arrange schools for the B.Ed teacher trainees for the 1st and 2nd phase of internship? Yes/No
2. Does the college conduct feedback sessions with the B.Ed teacher trainees after each phase of internship? Yes/No
3. Does the college consult with other B.Ed colleges concerning internship? Yes/No
4. Is there any help rendered from the respective SDEOs towards sensitizing schools on B.Ed internship? Yes/No
5. Does the college give extra training to the teacher trainees before they go about their internship? Yes/No

III. Functions of the B.Ed. colleges during the Internship process

1. Is remuneration of any kind provided to the B.Ed teacher trainees for internship? Yes/No
2. Is remuneration of any kind provided to the supervisors (teacher educators) for internship?
Yes/No
3. Is remuneration of any kind provided to the subject teachers of cooperating schools for internship?
Yes/No
4. Are the teacher educators assigned as supervisors made to conduct class even during internship?
Yes/No
5. Does the absence of teacher educators assigned as internship supervisors add more work load on the remaining teacher educators?
Yes/No
6. Is there separate period(s) in the time table for 4th semester teacher trainees to help in the 3rd phase of internship (Post internship)?
Yes/No
If no, kindly describe how the 3rd phase of internship (Post internship) is conducted by your college?
.....
.....
7. Do you face difficulties in arrangement of activities in the college because of the different phases of internship?
Yes/No

IV. Appraisal on the overall B.Ed. Internship programme.

1. Do you think the first and second phase of internship is enough for the teacher trainees to face real time classroom?
Yes/No
2. Do you think the different phases of internship divided among the different semesters is helpful for the final practice teaching?
Yes/No
If No, kindly mention your reason(s) why
.....
.....
3. Are you satisfied with the assessment given by the schools on the B.Ed teacher trainees?
Yes/No
If no, kindly specify your problems
.....
.....
4. Kindly state some of the problems you faced during the B.Ed internship
1st phase
.....
.....
2ndPhase
.....
.....
3rd phase
.....
.....

4th Phase

.....
.....

5. Kindly give your valuable suggestions for the overall improvement of the B.Ed internship.

- a).....
- b).....
- c).....
- d).....
- e).....

QUESTIONNAIRE FOR TEACHER EDUCATOR (SUPERVISORS):

Instructions:

1. The following is a list of questions on “A study on the problems faced by B.Ed. colleges and Cooperating Schools in relation to internship”, for which your honest response is kindly requested.
2. Please answer all questions
3. You may tick more than one option where applicable
4. Kindly refrain from using abbreviations
5. Your information will be kept strictly confidential and will be used for research purpose only

A. General Information

1. Name (Optional):
2. Name of the Institution:
3. Sex: Male/Female
4. Subjects taught: Social Science/ English/Science/Maths Any Other

(B) Items of Questionnaire

I. Coordination during Internship

1. Do you go with the B.Ed teacher trainees during the 1st and 2nd phases of internship for obtaining permission from schools? Yes/No
2. Do you face with complaints regarding B.Ed teacher trainees from the schools? Yes/No
If Yes, How do you solve the issue?
.....
3. Is the attitude of the school authorities congenial towards supervision and school visits? Yes/No
If No, a) what is their reason?
.....
b) how do you overcome such situation?
.....
4. Are you provided with proper accommodation in the school while going for supervision? Yes/No
If No, kindly mention
.....
5. Is the interrelationship between the practicing schools and B.Ed colleges satisfactory? Yes/No

II. Supervision during Internship

1. Is supervision carried out every day? Yes/No
If No, how often is the supervision carried out?
.....
2. Do you stay for the entire period of a class taught by B.Ed. student-teacher during supervision? Yes/No

If No, how long do you stay for supervision per class?

.....

3. Do you go back to your institution to take class after supervision? Yes/No
4. Are you provided with remuneration during supervision? Yes/No
5. Do you find the school classroom setting ideal for constructivist teaching? Yes/No
If No, kindly mention the reasons why.
.....
6. Is the supervision and assessment carried out by the schools satisfactory? Yes/No
If No, kindly mention why
.....
7. Is there modification of teaching behavior in B.Ed teacher trainees after each feedback? Yes/No
8. Are the lesson plans checked before the B.Ed teacher trainees go for internship? Yes/No
9. Does being a supervisor to the B.Ed teacher trainees, an additional burden to your normal workload? Yes/No
If Yes, kindly state the reasons why?
.....
10. Do you agree that the B.Ed teacher trainees are more concerned with practicing their teaching methods than cover the course allotted? Yes/No

III. Evaluation of overall B.Ed. Internship programme

1. Are there positive changes in the B.Ed. teacher trainees in terms of the following in the classroom after they return from the different phases of internship?
 - a) Discipline ()
 - b) Attentiveness ()
 - c) Punctuality ()
 - d) Responsiveness ()
 - e) Any other

.....
2. Is the duration of internship sufficient in relation to number of B.Ed. teacher trainees allotted for supervision? Yes/No
If No, kindly state your reasons
.....
3. Do you feel the different phases of internship being segmented in different semesters is ideal? Yes/No
If no, kindly mention the reasons why?
.....
4. Are there positive changes in the teacher trainees with regard to teaching skills after completion of each phase of internship? Yes/No
5. Do the teacher trainees follow all the instructions and suggestions given by you before the start of internship? Yes/No
6. Are you satisfied with your teacher trainees in reference to their work performance during internship? Yes/No

7. Do the teacher trainees maintain the Internship Journal diligently? Yes/No
8. How often is the journal of teacher trainees checked?
 a) Daily
 b) Weekly
 c) Other (kindly specify)

9. Does the internship journal help in giving feedback? Yes/No
 If No, kindly state your reason why?

10. State the problems faced as a supervisor during all the phases of internship. (kindly fill in on all the phases)
- 1st Phase

- 2nd Phase

- 3rd Phase

- 4th Phase

11. Your valuable suggestions for the overall improvement of the B.Ed. internship. (Kindly don't leave this blank)
- a).....

- b).....

- c).....

- d).....

- e).....

QUESTIONNAIRE FOR THE B.ED TEACHER-TRAINEES

Instructions:

1. The following is a list of questions on “A study on the problems faced by B.Ed colleges and Cooperating Schools in relation to internship”, for which your honest response is kindly requested.
2. Please answer all questions.
3. You may tick more than one option where applicable
4. Kindly refrain from using abbreviations
5. Your information will be kept strictly confidential and will be used for research purpose only.

(A) General Information

1. Name (optional):
2. Name of Institution:
3. Gender:
4. Type of teacher-trainee: In-service/Pre-service

(B) Items of Questionnaire

I. Coordination during Internship

1. Did you face rejection from schools when asking for permission for internship?

Yes/No

If Yes, what reasons did the school give for the rejection.

.....

2. Was the school aware of the B.Ed internship program? Yes/No/To some extend

3. Does the school provide enough number of periods with respect to completion of syllabus to be covered by you? Yes/No

If No, how did you manage to complete.

.....

4. How was the attitude of the principal while asking for permission for observation and internship? Kindly tick the appropriate answer

Cordial ()

Accommodating ()

Apprehensive ()

Rude and unwelcoming ()

Others (kindly specify)

.....

5. Were the subject teachers accommodating and welcoming towards you observing their class? Yes/No/ To some extend

6. How is the attitude of subject teachers in giving guidance?

Kindly tick the appropriate answer(s)

Friendly ()

Helpful ()

Overtly critical ()

Supportive ()

Encouraging ()

Rude ()

Unwelcoming ()

Any other (kindly specify)

7. How did you manage to deal with problems faced during internship period?

By approaching the school head authority ()

By asking help from school teachers ()

By contacting your supervisor ()

By contacting college principal ()

Any other (kindly specify)

8. Was the school authority helpful in solving problems faced during internship? Yes/No

If No, kindly mention how you managed to solve the problem.

9. Did the school authority give orientation regarding the school's rules and policies?

Yes/No

If No, how did you get to know the school rules and policies?

10. Did the head of the schools introduce you to the staff? Yes/No

If No, did you feel a sense of alienation when around the staff? Yes/No/To some extend

11. Did you get off period between classes to prepare for the next class? Yes/No

II. Facilities at the practicing school

1. Does the school offer the following facilities during Internship?

Library Yes/No

Drinking water Yes/No

Male/ female toilets Yes/No

Any other (Please

specify).....

2. Does the school provide the following teaching Aids?

Text books Yes/No

Laboratory equipment Yes/No

Chalks Yes/No

Maps/globes Yes/No

Computer Yes/No

Projector Yes/No

Any other (Please specify).....

3. How does the school accommodate you in the school?
 Separate staff room is provided for the teacher trainees ()
 Combined along with the regular teachers staff room ()
 No staff room is provided ()
 Any other (kindly specify)

4. Does the school provide with the following facilities in the staff room?
 Chair Yes/No
 Working desk Yes/No
 Daily newspaper Yes/No
 Other reading material Yes/No
 Any other (kindly specify)

5. Were you satisfied with the strength of the classroom? Yes/No
6. Were you allowed to take leave during the internship period? Yes/No
 If Yes, how many days leave were you allowed to take?

7. How many days were you allotted each of the phase of Internship?
 Pre-internship (1st Semester)

 Pre internship (2nd Semester)

 School Internship

 Post Internship

III. Evaluation of the overall Internship programme

1. Did your college conduct proper orientation with regard to school internship? Yes/No
 If No, how did you go about the internship?

2. Did your supervisor give feedback regularly? Yes/No
 If No, Kindly mention the problems faced due to lack of supervision

3. Did the concerned subject teacher give feedback regularly? Yes/No
4. Did you find the feedback given by school subject teachers helpful in improving the classroom transaction? Yes/No/To some extend
 If No, kindly elucidate why.

5. Were the students responsive to your teaching? Yes/No
 If No, what did you do on your part to change that?

.....
 6. Are you able to complete all your lesson plans in the duration of the internship? Yes/No
 If No, what measures do you take in order to complete the lesson plans?

7. Do you feel any changes in the way students respond to your teaching by the end of the internship? Yes/No

8. Did the students respond well to the constructivist way of teaching? Yes/No
 If No, how did you manage to make the students give the desired response?

9. Do you think the general atmosphere and the discipline of the school helped you to do your teaching practice effectively? Yes/No

10. Do you maintain the internship journal/ reports diligently? Yes/No
 If No, mention your reasons why

11. Did maintaining the internship journal help you in your final practice teaching? Yes/No
 Kindly give your reason

12. Describe the problems faced during internship. (Kindly don't leave this question blank)
 a) From the school.....

b) From your B.Ed college

c) Personal

13. Kindly give out suggestions and opinions for the overall improvement of the internship programme.

QUESTIONNAIRE FOR SCHOOL PRINCIPAL

Instructions:

1. The following is a list of questions on “**A study on the problems faced by B.Ed. colleges and Cooperating Schools in relation to internship**”, for which your honest response is kindly requested.
2. All questions carry weightage. Please answer all questions
3. You may tick more than one option where applicable
4. Kindly refrain from using abbreviations
5. Your information will be kept strictly confidential and will be used for research purpose only

(A) General Information

1. Name of the school:
2. Name (Optional):
3. Sex:
4. Number of years as Head of institution:
5. Qualification:
6. Board:

(B) Items of the Questionnaire

I. Coordination during the B.Ed. Internship

1. Did the B.Ed. college authorities organize any consultation meeting prior to the commencement of internship? Yes/No
If No, kindly mention how you go about the internship
.....
2. Is orientation on rules and regulations of the school given to B.Ed. teacher trainees before the start of the internship? Yes/No
3. Do you re-arrange the school time table to suit the B.Ed. teacher trainees? Yes/No
If Yes, Kindly mention the difficulties in doing so.
.....
4. Does the school have to re-schedule certain programmes due to the B.Ed. internship? Yes/No
5. Does the school have a limit on intake of teacher trainees for the internship process? Yes/No
If Yes, kindly mention the maximum number of teacher trainees permitted?
.....

II. Facilities provided for the Internship

1. Does the school provide the following facilities to the B.Ed. teacher trainees during Internship?

Library	Yes/No
Drinking water	Yes/No
Male/ female toilets	Yes/No
Any other (Please specify).....	
2. Are the B.Ed. teacher trainees provided with the following teaching Aids?

Text books	Yes/No
------------	--------

- | | |
|----------------------------|--------|
| Laboratory equipment | Yes/No |
| Chalks | Yes/No |
| Any other (Please specify) | |
3. Does the school provide the regular school teachers with teaching aids? Yes/No
If yes, are the teacher trainees allowed to use them?
.....
 4. How does the school accommodate the B.Ed. teacher trainees in the school?
 - a. Separate staff room is provided for the teacher trainees
 - b. Combined along with the regular teachers staff room
 - c. No staff room is provided
 - d. Any other (kindly specify)
.....
 5. Are the B.Ed. teacher trainees provided with the following facilities in the staff room?

a. Chair	Yes/No
b. Working desk	Yes/No
c. Daily newspaper	Yes/No
d. Other reading material	Yes/No
e. Any other (kindly specify)	

.....

III. Teacher trainees during the Internship

1. Are the B.Ed. teacher trainees punctual during the internship? Yes/No
2. Is the physical get up (mode of dressing) in accordance to the school policy? Yes/No
3. Does the presence of B.Ed. teacher trainees affect the school environment? Yes/No
If Yes, kindly elucidate how
.....
4. Are B.Ed. teacher trainees allowed to take leave during the internship period? Yes/No
If Yes, how many days leave are they allowed?
.....
5. Are the B.Ed. teacher trainees made to fill in for extra class? Yes/No
If Yes, are they cooperative in doing so?
.....
6. Do the B.Ed. teacher trainees conduct tests after completing each lesson? Yes/No
If Yes, do they give remedial class to the students who failed the test? Yes/No
7. Apart from teaching, were the B.Ed. teacher trainees assigned any extracurricular activities? Yes/No
If Yes, kindly mention the activities
.....
8. Are the B.Ed. teacher trainees allowed to remain in campus after their lessons are over? Yes/No
9. Does the B.Ed. teacher trainees teach every class with lesson plan? Yes/No
10. Does the B.Ed. teacher trainees use teaching aids for every lesson? Yes /No/
To some extend

IV. The school Internship process

1. Are you familiar with the constructivist method of teaching? Yes/No
2. Do you find it difficult to evaluate the B.Ed. teacher trainees on the basis of constructivist method of teaching? Yes/No
Kindly mention the difficulties faced
.....
.....
3. Kindly mention the standard of classes the B.Ed. teacher trainees are allotted to teach?
.....
4. Do you face the problem of school teachers leaving early from work or absenteeism due to the B.Ed. internship? Yes/No
5. Do you feel the internship period is too lengthy? Yes/No
6. If Yes, how long will you suggest the period of internship as ideal?
.....
7. Do teacher trainees from more than one B.Ed. college come for internship? Yes/No
If yes, would you say there is a difference in teaching, conduct etc.? Yes/No
8. Does the school supervise all the classes taught by the B.Ed. teacher trainees? Yes/No
9. Do you face any problem in giving Internship assessment? Yes/No
If yes, kindly mention the problems you face
.....
.....
10. Would you employ the B.Ed. teacher trainees (after they complete the course) as regular teachers in the school on the basis of the internship? Yes/No
If No, kindly state why.
.....
11. Will you be open to conducting B.Ed. internship in the following years as well? Yes/No
12. What are the problems you faced by you during the internship period? Kindly state the problems. (Kindly don't leave this blank)
a).....
b).....
c).....
d).....
e).....
13. Kindly give out your valuable suggestions for further improvement of the B.Ed. internship programme. (Kindly don't leave this blank)
a).....
b).....
c).....
d).....
e).....

QUESTIONNAIRE FOR SCHOOL TEACHERS

Instructions:

1. The following is a list of questions on “A study on the problems faced by B.Ed. colleges and Cooperating Schools in relation to internship”, for which your honest response is kindly requested.
2. Please answer all questions
3. You may tick more than one option where applicable
4. Kindly refrain from using abbreviations
5. Your information will be kept strictly confidential and will be used for research purpose only

(A) General Information

1. Name of the school:
2. Sex :
3. Subject taught:
4. Highest academic Qualification:
5. Whether B.Ed. qualified: Yes/No

(B) Items of the Questionnaire

I. Coordination and cooperation during the Internship

1. Did you get prior information and instruction regarding the B.Ed. internship in the school? Yes/No
2. Are the B.Ed. teacher trainees cooperative in taking lessons provided? Yes/No
3. Do the B.Ed. teacher trainees complete the lessons that are allotted to them during the internship? Yes/No
If No, what are the problems you faced due to that?
.....
.....
4. Does the presence of B.Ed. teacher trainees add more burden to your regular work load? Yes/No/To some extend
5. Does the B.Ed. internship disturb the normal lesson plan you have prepared? Yes/No/ To some extend
kindly mention the reasons
.....
.....
6. Do you face difficulties with regard to regular assessment of students due to internship? Yes/No/ To some extend
Kindly mention the difficulties faced.
.....
.....
7. Do you get the period off during B.Ed. internship? Yes/No
If No, kindly mention the tasks assigned.
.....
.....

8. Do you supervise all the classes conducted by B.Ed. teacher trainees? Yes/No
If No, kindly specify how often.
.....
.....
9. During the internship period are the B.Ed. teacher trainees assigned with the co-curricular activities you are originally assigned with? Yes/No

II. Conduct of classes by the Teacher trainees

1. Does the presence of the B.Ed. teacher trainees during the observation phase pose a distraction to your classroom transaction? Yes/No
2. Are you aware of the constructivist method of teaching? Yes/No
3. Do you find the method of teaching used by the B.Ed. teacher trainees as more effective? Yes/No
4. Are you satisfied by the lessons taken up by the B.Ed. teacher trainees?
a) Yes, I find it satisfactory
b) No, I have to reteach the particular lesson the interns have taught
c) Any other, please specify
.....
5. Should more lessons be allotted to B.Ed. teacher trainees as per the duration of the internship? Yes/No
6. Do you agree that the B.Ed. teacher trainees are more concerned with practicing their teaching methods than covering the course assigned? Yes/No
7. Do you feel the B.Ed. teacher trainees have sufficient knowledge about the following:
a) Method of teaching Yes/No/ To some extend
b) Psychology of the learner Yes/No/ To some extend
c) Classroom management Yes/No/ To some extend
d) Time management Yes/No/ To some extend

III. Impact of the Internship on the School students

1. Do you feel your students will benefit from the B.Ed. internship? Yes/No
If No, kindly give the reasons why
.....
2. Was there any positive change in attitude of your students after the internship? Yes/No/ To some extend
3. Were your students more responsive after the internship period? Yes/No/ To some extend
4. Do you find your students more disciplined when B.Ed. teacher trainees are conducting class as compared to your own? Yes/No

IV. Evaluation of the B.Ed. Internship programme

1. Is the internship a necessary step before joining a teaching job? Yes/No
If No, kindly state why
.....
2. Are you satisfied by the way the B.Ed. teacher trainees conduct the class? Yes/No

If No, kindly give the reasons why

.....

3. Do you think the B.Ed. teacher trainees are fit to evaluate the student's performance in tests? Yes/No

If No, kindly give the reasons why

.....

4. Do you find improvement in the way the B.Ed. teacher trainees conduct class towards the end of the internship? Yes/No

5. Were you aware of the constructivist method of teaching before the B.Ed. internship? Yes/No

6. Do you think the B.Ed. teacher trainees are fit to conduct classes? Yes/No

If No, kindly give the reasons why

.....

7. Do you face with having to re-teach lessons taught by B.Ed. teacher trainees after their internship is over? Yes/No

8. Are the B.Ed. teacher trainees open to the feedback given after each class? Yes/No

If No, kindly give the reasons why

.....

9. Would you like to have more B.Ed. teacher trainees filling up you class in the following years? Yes/No

If No, kindly mention the reasons why

.....

10. After the completion of B.Ed. internship do you face the following problems:

- a. Non completion of assigned lessons
 - b. Non correction of test paper
 - c. Non completion of homework
 - d. Non completion of notes
 - e. Any other (kindly mention)
-
-

11. Kindly state some of the problems you faced during the B.Ed. internship period. (Kindly don't leave this blank)
-
-
-

12. Kindly give your valuable suggestions for further improvement of the B.Ed. internship program. (Kindly don't leave this blank)
-
-
-
-

QUESTIONNAIRE FOR SCHOOL STUDENTS

Instructions:

1. The following is a list of questions on “A study on the problems faced by B.Ed. colleges and Cooperating Schools in relation to internship”, for which your honest response is kindly requested.
2. Please answer all questions
3. You may tick more than one option where applicable
4. Kindly refrain from using abbreviations
5. Your information will be kept strictly confidential and will be used for research purpose only

(A) General Information

1. Name of the student:
2. Name of school:
3. Sex: Male/ Female
4. Standard:

(B) Items of the Questionnaire

I. Arrangement and distraction during the B.Ed. Internship

1. Did your school authority give information before the B.Ed. teacher trainees came to your school? Yes/No
2. Do you feel distracted in class when B.Ed. teacher trainees are observing your teachers during pre-internship? Yes/No
3. Is the presence of supervisors while B.Ed. teacher trainees are taking class a distraction for your learning? Yes/No
4. Is there change in class routine when the B.Ed. teacher trainees start with the internship in your school? Yes/No

II. Classroom transaction by the B. Ed. Teacher trainees

1. Do the B.Ed. teacher trainees come to class on time? Yes/N
2. Is the method of teaching by B.Ed. teacher trainees new to you? Yes/No
3. Do you understand the method of teaching employed by B.Ed. teacher trainees? Yes/No
4. Is the method of teaching employed by the B.Ed. teacher trainees same as that of your regular school teachers? Yes/No
5. Do the B.Ed. teacher trainees use any of the following teaching aids for every class?
 - a. Charts Yes/No
 - b. Models Yes/No
 - c. Placards Yes/No
 - d. Audio visual aids Yes/No
 - e. Any other please specify

.....
6. Is the class more activity based as compared to your regular classes? Yes/No
7. Do you feel learning is more when teaching is done with activities? Yes/No
8. Are the B.Ed. teacher trainees more strict than your normal teachers? Yes/No

9. Do the B.Ed. teacher trainees conduct tests after completing a lesson? Yes/No
10. Do the B.Ed. teacher trainees give remedial teaching to those students who have failed the tests? Yes/No
11. Do the B.Ed. teacher trainees give notes for the lesson taken by them? Yes/No
If Yes, are you satisfied with the given notes?
.....
If No, do the interns ask you to make your own notes? Yes/No
12. Do the B.Ed. teacher trainees give homework? Yes/No
If Yes, do they correct the homework regularly?
.....
13. Are the B.Ed. teacher trainees more concerned with completing the lesson than making you understand the concepts? Yes/No

III. Evaluation of the B.Ed. Internship programme.

1. Do the B.Ed. teacher trainees hurry with class when trying to finish the syllabus? Yes/No
2. Is the mode of dressing of the B.Ed. teacher trainees appropriate for a teacher? Yes/No
3. Would you like your subject teacher to re-teach the lessons taught by B.Ed. teacher trainees? Yes/No
If Yes, kindly state your reason why
.....
4. Do you look forward to attending classes that are conducted by the B.Ed. teacher trainees? Yes/No
If no, kindly state your reasons
.....
5. Would you like to have more classes by B.Ed. teacher trainees in the following years? Yes/No
If No, kindly state your reason why
.....
6. After the completion of the internship, do you come across the following problems:
Kindly tick the problem(s)
No correction of test paper ()
No correction of homework ()
No completion of lessons ()
No completion of notes ()
Any other
7. Kindly mention what you liked about the B.Ed. internship programme. (Kindly don't leave this blank)
.....
.....
.....
.....
.....

8. Kindly state some of the problems faced by you due to the B.Ed. internship programme
(Kindly don't leave this blank)

.....

.....

.....

.....

.....

9. Kindly give some suggestions to improve the B.Ed. internship programme. (kindly don't leave this blank)

.....

.....

.....

.....