

B.Ed. Internship programme in Nagaland: A Phenomenological study

*A Dissertation submitted in partial fulfillment of the requirements for the award
of
Master of Philosophy (M.Phil.) in Education*

Submitted by

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SEKULU NIENU

DECLARATION

This is to declare that the dissertation titled “**B.Ed. Internship programme in Nagaland: A Phenomenological study**” is based on the original work carried out by me for the award of M.Phil. degree.

I have completed this work under the supervision of **Dr. Neha Rawat**, Assistant Professor, Department of Teacher Education, Nagaland University, Meriema Campus.

This has not formed the basis for the award of any other Degree or diploma by any University or Institution.

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CERTIFICATE

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She has successfully completed her dissertation work within the stipulated time. The Dissertation is fit for submission.

SUPERVISOR

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CHAPTER-1

CONCEPTUAL BACKGROUND

1.1 INTRODUCTION

Dr. A.P.J. Abdul Kalam stated that Education's mission is to warrant the formation of citizens who are enlightened, to make the nation a strong, happy and prosperous one. He rightly highlighted the goal of Education as providing purposeful and meaningful learning, empowering students to think critically and creatively which in the long run will make the economy of the country prosper. Mahatma Gandhi envisioned education to provide a total development of the child i.e. entire development of the child's body, mind and spirit. According to John Dewey, education is development in order to make an individual capable of satisfying and fulfilling his responsibilities. Education is any process which results in learning and acquiring knowledge, skill sets, values, morals, etc., and these in the long run enables a person to reach his full potential as a human being.

A person may learn so many things in his/her day-to-day life, but Formal Education, which is an academic institution with properly defined curriculums being taught by teachers, is the preferred method for Human Resource Development. This so-called Formal Education has four important functional dimensions. They are:

1. Infrastructure,
2. Students,
3. Teachers, and
4. Curricula.

The third dimension which is Teachers, play a very important function in realizing the objectives of education as a whole.

In emphasizing on the role and importance of teachers, the Secondary Education Commission (1952-1953) report wrote:

"...the most important factor in the contemplated educational reconstruction is the teacher..."
(Secondary Education Commission, 1952-53)

It further adds that a teacher's educational qualifications, professional training and the status he/she has in a community is really important in judging the overall reputation of the school. It

is also rightly stated in NPE, 1986, on the importance on Teachers that, no person can rise above its teachers' level.

Since time immemorial in India, teachers play a crucial role in the society. They not only impart knowledge, but they also inspire creativity and zeal to learn in students. Taking into account the importance of teachers in the nation's educational system, NEP-2020 has put teachers at the pivot when it comes to bringing about reforms in the educational system and has highlighted on restoring teachers as the most respected members of any society by training them to reach their full potential.

1.2 TEACHER EDUCATION

Kothari Commission 1964-66 very beautifully stated that the destiny of India is being shaped in the classroom. Accordingly, if the teachers are to play a very important role in educating and preparing the so called 'future generation' of India, teachers are supposed to be trained and equipped with the best skills such that the nation acquires the most suitable architects who would be able to mold the students to become efficient citizens. These citizens would in the long run take the nation ahead. Hence, the professional education and preparation of teachers is very crucial.

Teacher education is an ongoing and ever evolving process which enables teachers to deal with students effectively and help them in optimal learning. The learner's achievements by and large depend on the teacher's competency and motivation. Also, the teacher's academic and professional standards are paramount components for realizing and achieving the educational goals.

Teacher education is a training programme for teachers which deals with policies, procedures and the provisions needed to make teachers acquire knowledge on the various concepts and methods involved in the teaching-learning process. The quality of teachers mostly depends on the Teacher Education Programme of any nation.

According to National Curriculum Framework for Teacher Education (NCFTE, 2009), a teacher has to be equipped and have provisions in order to render his/her service according to the pressing needs and demands emerging from schools, address issues and doubts relating to knowledge of schools, the students or learners and the process of learning. The school might change its expectations from a school teacher according to the needs of the society like social, economic, political, etc, depending upon the social milieu of the time. Taking this societal

milieu into consideration, the demand and expectation of school and society differs, hence Teacher Education Programmes need to be updated and heightened in every aspect by including creative, innovative and advanced ideas and practices. Teacher education programmes trains teachers on modern ideas and modern concepts to help them expand their horizon of knowledge and adapt to any kind of learning environment. With the advancement in technologies, teachers are trained on virtual learning methods and electronic teaching by training them how to operate and handle technological tools and different applications for a more potent teaching.

Teaching as a profession occupies a respectable position in any society. Therefore, the education commission (1964-65) recommended for introducing:

"A sound programme of professional education of teachers is essential for the qualitative improvement of education." (Education Commission, 1964-65)

NEP 2020 also states that teachers need to be trained in the finest content and pedagogy in order to bring an overhaul in the entire educational system. The minimum degree qualification for teachers as mentioned by the policy is a four-year integrated B.Ed. degree which will consist of teaching a gamut of content and pedagogy, inclusive of an effective practicum or student-teaching called internships, at local cooperating schools. The policy highlights that if the future teachers are trained in a rigorous manner, they will be more effective in correlating theoretical knowledge with practice and increase their abilities to handle and deal with a range of students with individual differences.

1.3 TYPES OF TEACHER EDUCATION INSTITUTIONS

Teacher education which refers to the training of teachers in general is level centric and level specific. It varies depending upon the needs of Pre-Primary, Primary, Secondary, Higher Education, and Vocational education of the country. For transactions inside the classroom, different methods and strategies are used for teaching-learning, and these methods and strategies are chosen based on the levels of education. Thus, the teacher education programmes are varied and no uniformity is followed in the country as the contents and the process of the teacher education programme differs from state to state. But generally, there are five main types of teacher education programmes or institutions prevalent in the country. They are:

- I. Pre-Primary Teacher Education,
- II. Primary Teacher Education,

- III. Secondary Teacher Education,
 - IV. Higher Education Programmes, and
 - V. Vocational Teacher Training.
- I. Pre-Primary Teacher Education: This includes the teacher training courses such as Kindergarten, Pre-basic, Montessori, Nursery, etc. The minimum qualification to get admitted to this course is Higher Secondary, and the duration of the course is for one year although many institutions impart training for two years. This training is usually conducted by the state governments and it is a certificate or diploma course.
 - II. Primary Teacher Education: The Five-Year Plans have led to an immense expansion of Primary Training courses like Elementary Training, Secondary Training, etc. The minimum qualification to get admitted to this course is matriculation, but at present the minimum qualification is revised to higher secondary. The duration of the course is two years.
 - III. Secondary Teacher Education: The secondary or higher secondary teachers or so-called Graduate Teachers are trained by training colleges. This programme focuses on the different principles and methodologies of teaching, which after completion leads to a B.Ed. degree. The minimum qualification for this course or programme is graduation. The duration of the course was for one year, but it was later revised to two years by the National Council of Teacher Education (NCTE) in the year 2014.
 - IV. Higher Education: The higher education courses in education are of four types, namely: One year M.Ed. course (now two years as per NCTE 2014); two-year M.A in Education; three-year Ph.D. course after completion of M.Ed. or M.A. in Education.
 - V. Vocational Teacher Training: Specific or particular training courses are provided to teachers in order to train them in technical subjects. In order to prepare professional and specialized teachers, various courses and institutions are available.

1.4 INTERNSHIP PROGRAMME IN TEACHER EDUCATION INSTITUTIONS

Internship which is a process of training whereby an intern can develop and enhance their job performance is considered a fundamental part of any professional course in order to garner the skills and competence in their fields. Thus, internship is incorporated in teacher education courses in order to make the prospective teachers enhance their skills professionally and enable them to correlate their theoretical knowledge with their practical experiences.

Internship provides firsthand experience to the student-teachers by making them observe, manage and teach in real life classrooms, and also take part in all the school activities which in the long run will hone their skills to make them competent teachers.

One important objective of an internship programme in teacher education is to obtain a prudent behavioral transformation in the student-teachers or interns. It targets to equip the student-teachers the knowledge of putting into practice the theories, the methods and the different techniques they learned in alignment with the procedures involved in teacher education. The practice of putting the theory into practice will enable the student-teachers to discern whether they should teach in the manner they were once taught, or to select an entirely different method of teaching. The quintessence of internship is that, it helps the student-teachers to come to a realization that everything they have learned theoretically at their institutions might not adhere or might not be applicable to the real-life classroom situations. In this light, the internship programme in teacher education fulfils the following objectives and these are some notable objectives of internship as enumerated by Ekpo (2019):

1. Enable the prospective teachers to self-evaluate and understand themselves in a thorough and complete manner, thereby identifying their strengths and weaknesses.
2. Provide prospective teachers with an opportunity to put theories into practice.
3. Provide prospective teachers the experience in real schools to help them do away with the problem of classroom management and control.
4. Enable them to efficiently plan and prepare their lessons.
5. To hone the teaching skills of the prospective teachers and make them grow professionally.

1.5 B.Ed. CURRICULUM AND PROGRAMME IMPLEMENTATION ACCORDING TO NCTE 2014:

1.5.1 Curriculum:

NCTE 2014 mentions field engagement as involving activities with learners and educators in a real school. Continuous involvement with schools for an extended period of time is known as school internship according to NCTE School Internship: Framework and guidelines. School internship supplies all the necessary skills and professional qualities needed by prospective teachers to be competent and effective educators. NCTE 2014 considers the component of

school internship in the teacher education curriculum as the thing that transforms a Student-Teacher into a real, efficient and professional teacher.

NCTE 2014 states that the School Internship programme is a part of the wide curricular area of 'Engagement with the Field' and that the internship will be planned in a manner which will usher growth and progress for a large collection of skills and professional capacities. B.Ed. curriculum aims to assist the engagement with the students as well as the schools, while also creating a strong synergy with all the neighboring schools all year round. The student-teachers shall be trained to look after and serve the diverse needs of the learners in the schools and these activities needs to be organized for four weeks in the first year of the B.Ed. programme.

The student-teachers need to be industrious and diligently engage in teaching for sixteen weeks in the final year of the B.Ed. programme where they shall be engaged at upper primary level (classes 6-8) and secondary level (classes 9-10). The student-teachers will be provided with the opportunities to teach in proper schools with support from their supervisors and feedbacks from the school's faculties.

The two-year B.Ed. programme will have internships in schools which will be for a minimum period of twenty weeks which will be for a period of four weeks in the first year, and sixteen weeks in the second year. Besides practice teaching, internship at the initial phase (duration of one week) will include observation of real classroom, peer, teacher and faculty observation of how they transact their lessons.

1.5.2 Programme implementation:

B.Ed. institutions should meet the following demands of implementing the programme of study:

1. Prepare an overall activities' calendar which includes school internship and this school internship programme will tally with the calendar of the schools so that there is cooperation and coordination.
2. After the approval of the district education authorities, the B.Ed. institutions need to make arrangements with ten schools for internship and other school-based activities.
3. Approaches like case studies, problem solving, etc. need to be practiced to transact the courses. The interns also need to practice reflective thinking by maintaining reflective journals and observation records.

4. Occasionally organizing seminars, group discussions, debates, etc. for both the students and the teachers.
5. The faculties will be provided a provision for leave in order to take up research or training in schools and universities.
6. There will be a coordination with the school teachers wherein they will be invited to B.Ed. institutions to give their feedbacks to the student-teachers and also as guest lectures.
7. There shall be a grievance redressal for students and faculties to address their complaints.
8. The Teacher Education Institutions and the cooperating schools should mutually set up certain procedures for mentoring, assessing and supervising the student-teachers.

1.6 INTERNSHIP IN BACHELOR OF EDUCATION (B.Ed.) PROGRAMME IN NAGALAND

Nagaland, the 16th state of the Indian Union, was established on the first of December, 1963. It is surrounded by Myanmar on the East, on the North by Arunachal Pradesh, on the West by Assam, and on the South by Manipur. The Nagaland state with 16,579 sq km as its area, and a population of 1,980,602 (as per the 2011 census) makes it one of the smallest Indian states, with Kohima as the state capital and Dimapur as the largest city.

There are eight B.Ed. colleges spread across Nagaland and they are listed in the table below:

S.No	Name of the Institution	Intake	Year of Est.	Management
1.	State College of Teacher Education, Kohima	50	1975	Government
2.	Modern Institute of Teacher Education, Kohima	100	2012	Private
3.	Sazolie College of Teacher Education, Kohima	50	2010	Private
4.	Mokokchung College of Teacher Education, Mokokchung	50	2012	Government

5.	Salt Christian College of Teacher Education, Dimapur	100	1995	Private
6.	Unity College, Dimapur	100	2012	Private
7.	Bosco College of Teacher Education, Dimapur	100	2003	Private
8.	Mount Mary College, Dimapur	100	2017	Private

Table 1.6 List of the B.Ed. Colleges in Nagaland

1.7 ADMISSION TO B.ED. PROGRAMME IN NAGALAND

Admission to the two years Bachelor of Education programme in Nagaland is done through a Common Entrance Test (CET). B.Ed. CET is an education entrance exam at the State level, conducted by Nagaland University, yearly. The B.Ed. programme in Nagaland is for a duration of two years and is available both in the Government and Private Teacher Education Colleges as a regular course across the State.

Eligibility:

- Candidates should be Indian Citizens.
- As per NCTE norms, the candidates should have passed Bachelor or Master degree in Arts, Science, Humanities, or Commerce, with atleast 50% or above from a UGC recognized university are eligible to apply for this course. There shall be a relaxation of 5% marks in favor of ST/SC/OBC/PWD and other reserved categories as per Nagaland Government laws.
- Engineering and Technology candidates having a degree with 55% or more and have Studied Chemistry, Physics and Mathematics as their core subject are also eligible for the course in the pedagogy of Science or Mathematics.
- Candidates with less than 50% for general category, and 45% for SC, ST, PWD and other reserved categories or equivalent grade in their Graduation level are also eligible if they have 50% marks or equivalent grade in their Bachelor or Master degree or any other equivalent degree recognized by UGC.
- On the basis of the marks obtained by the candidates, the colleges will be allotted according to the merit list for the selected pedagogy.

Attendance:

As per NCTE 2014, 80% will be the minimum attendance for Student-Teachers for the total course work and for school internship it will be 90% attendance.

1.8 STRUCTURE OF B.Ed. INTERNSHIP IN NAGALAND

The current B.Ed. internship in Nagaland is split into four phases. Over the two years course, a period of four weeks plus six weeks (twenty weeks) is allotted for internship in local schools. The four phases are:

1. Pre-Internship
2. Internship
3. Post-Internship
4. Final practice teaching

1. Pre-Internship: Pre-Internship has two stages covering four weeks in total. The first stage is for a period of two weeks in the first semester, and the second stage is for a period of two weeks in the second semester.

Student-Teachers in this phase will have to observe a real classroom situation and its environment and it carries 50 marks. Here they need to observe, be aware and learn about the various components that are being used and transacted by the school teachers. They also learn various kinds of behaviors and strategies being implemented by school teachers in order to manage a class. They conduct group discussions with their fellow peers and work out on feedbacks, point out suggestions according to their experiences and prepare an individual reflection on the entire observation they made in the real classroom and school environment.

2. Internship: The second phase or the Internship is for a period of ten weeks. Here, Student-Teachers are made to experience real life teaching in a real school where they work as regular teachers and actively take part in all the school curricular and co-curricular activities. This will carry 50 marks. The student-teachers acquire all the necessary skills and different teaching strategies and methodologies for effective teaching learning to take place inside a class. They also learn how to identify and deal with individual differences inside a classroom. They learn firsthand how to manage and tackle different behaviors, what Teaching Learning Materials to incorporate, and what activities to conduct in order to make teaching learning wholesome. All these are taught to the student-teachers so that they can be confident and competent teachers

and also develop mastery of their subject. Student-Teachers in this phase should also maintain reflective journals and reports for a minimum of 50 classes which will carry 50 marks.

3. Post-internship: The third phase which is the post-internship will be for four weeks which will carry 50 marks. In this phase, Student-Teachers will carry out activities like writing reflective journals or so-called reports for the entire school Internship programme, have a comprehensive and elaborative discussion with their peers and reflect on their experiences, and also make presentations on the various and varied aspects of the teaching experiences they got during their internship.

4. Final practice teaching: The fourth phase or the final practice teaching is for a period of two weeks wherein the concerned supervisors will have to observe four classes of the student-teachers during the internship programme for final assessment purpose. 50 marks will be assessed by the concerned supervisors and another 50 marks will be evaluated by an external committee for viva voce exam.

1.9 SIGNIFICANCE OF PHENOMENOLOGICAL STUDIES

Phenomenological research is a Qualitative Research Approach which helps to describe the 'Lived Experiences' of individuals. It focuses on studying the Phenomena that impacted an individual and thus highlights and identifies a phenomena as perceived by individuals in a situation. It thus explores what people experienced and focuses on their experience of the phenomena.

Phenomenology gathers in-depth information and perceptions through the inductive and qualitative methods like interviews, participant observation, discussions, and then presenting them from the participant's perspective. Hence, real phenomenological research aims to describe and not explain, to start from a perspective which is free from any kind of preconceptions or hypotheses. A phenomenological study is significant in that it aims to extract the purest data which has not been attained before, thus adding to the credibility of data and produce an unbiased narrative.

Through the phenomenological study, researchers try to find two major answers on:

- i. The participant's experiences related to the phenomenon, and
- ii. The factors which have influenced the participant's experience of the phenomenon.

1.10 SIGNIFICANCE OF THE STUDY

Based on the review of literature and some above-mentioned studies, a research gap was felt as follows:

- There has been various quantitative or mixed-method research methods studies prominently adopted to study the B.Ed. Internship.
- There are only a few purely qualitative studies carried out in the state of Nagaland in the context of B.Ed. internship programme. There have only been a few phenomenological studies done so far and as established by various studies there is a need to know and understand the perceptions and lived experiences of the stakeholders involved in B.Ed. internship.
- As Crawford (2016) highlighted through his study, there is a connection between pre-service teachers and the emotions they experience, express, and manage during different stages of B.Ed. internship. This emotional and mental state of student-teachers has become a matter of great concern during pandemic times and after post Covid times as they had to face an entirely different teaching and learning scenario due to the pandemic. In this context, studying lived experiences and perceptions of B.Ed. student-teachers, educators and principals will give better insight about the actual situations of B.Ed. internship in Nagaland.
- To fill the above-mentioned research gaps, the researcher attempts to carry out a phenomenology qualitative study to record, report and describe the experiences of the participants and real-life occurrences. Hence, the present study aims to gain an in-depth understanding of the lived experiences of B.Ed. student-teachers during their school internship through a phenomenological research approach.

1.11 STATEMENT OF THE PROBLEM

The success of a teaching practicum is one of the indicators of the success of teacher education programmes. Hence, the present study seeks to study B.Ed. internship in the two-year teacher education programme in the state of Nagaland through a phenomenological inquiry. Therefore, the statement of the research problem is stated as follows:

“B.Ed. Internship programme in Nagaland: A Phenomenological study”

1.12 OBJECTIVES OF THE STUDY

1. To describe the perceptions and experiences of the participants about the concept of the B.Ed. internship programme and its different stages.
2. To describe the overall effect of the B.Ed. internship programme on the participants in terms of personal and professional aspects.
3. To describe the experiences of the participants about the application of theoretical knowledge imparted at the B.Ed. colleges in real-life situations of internship in the schools.
4. To explain the problems and challenges related to the B.Ed. internship through the experiences of the participants and the researcher's observation/notes.

1.13 RESEARCH QUESTIONS OF THE STUDY

The proposed study aims to seek answers to the following specific research questions arising out of the above objectives:

1. What is the concept and significance of B.Ed. internship to the participants of the study?
2. What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?
3. What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc.?
4. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?
5. What are the problems and challenges experienced by the participants during B.Ed. internship?

1.14 VARIABLES OF THE STUDY

There is no distinct concept of variable/s in the qualitative studies. In light of this fact, the proposed study would refer to *field and participant data collected* and transformed into

descriptions, themes or categories related to the effectiveness of B.Ed. internship programme in Nagaland.

Some of the dimensional aspects of variables are: psychological preparedness of interns, pedagogical preparations, evaluation process, ICT integration in teaching practices, classroom management, use of teaching aids, co-curricular activities, etc.

1.15 OPERATIONAL DEFINITIONS

1. B.Ed. : For the proposed study, Bachelor of Education (B.Ed.) is a two year professional degree course affiliated by Nagaland University
2. Internship : For the proposed study, Internship refers to hands-on training experience during B.Ed. course undertaken in B.Ed. colleges and schools in specific context of Nagaland.
3. Student-teacher : For the proposed study, a student-teacher is an individual undertaking the professional two-year teacher education programme from any of the eight B.Ed. colleges in Nagaland.
4. Phenomenological study : This refers to the qualitative research methodology which attempts to explain an individual's experiences from his point of view of the subject in order to understand the essence of the phenomena under study.

1.16 SCOPE OF THE STUDY

The study is focused on gaining an in-depth understanding of the B.Ed. student-teachers' personal experience on the B.Ed. internship programme. Hence, only the internship experiences of those people undertaking the two-year B.Ed. programme in the state of Nagaland will come under the scope of the present study.

1.17 DELIMITATIONS OF THE STUDY

- (i) The study is delimited to the B.Ed. programme of Nagaland State only.
- (iii) The study is delimited to the internship programme of B.Ed. course only and not to other teacher education programmes like D.El.Ed. or M.Ed.
- (iii) The field observation is delimited to the institutes of teacher education under Kohima district, Nagaland, during the B.Ed. student-teachers' school internship programme.

1.18 ORGANIZATION OF CHAPTERS

The dissertation will be presented in five chapters as indicated in the table below:

chapter - I	Introduction
chapter - II	Review of Literature
chapter - III	Methodology
chapter - IV	Analysis and Interpretation of Data
chapter -V	Summary, Findings, Discussion, Conclusion and Recommendations
The bibliography and Appendices will be given at the end of the dissertation	

Table 1.18 Organization of Chapters

CHAPTER-2

REVIEW OF LITERATURE

2.1 INTRODUCTION

The act of reviewing a literature is to make a general view of the scholastic sources like articles, theses, etc., in order to gain an understanding of the related topic under study. Reviewing different literatures help researchers to acquire knowledge in the field of their interest, put forward their knowledge on their research topic or area of study in a written and systematic form, and also to situate their work in relation to the existing body of knowledge.

The present research was undertaken with an aim to make a phenomenological study on the B.Ed. internship programme in the state of Nagaland. As such, scientific study of subjective experiences is made with an attempt to explain the experiences from the point of view of the subjects.

In this chapter, literature review was done under four dimensions so as to gain more familiarity of the prevailing knowledge in the present area of study, synthesize ideas and give direction to the study. The four dimensions are: (i) Teacher Education, (ii) B.Ed. Internship, (iii) Phenomenological Study, and (iv) Triangulation.

2.2 TEACHER EDUCATION

Mukherjee (2022) mentioned that teacher education programme is very important as it guides student teachers who in return re-shape the younger and future generations of a society. Therefore, the teacher education programmes need to be up-to-date by making use of technology as in the era of globalization this will enable both students and teacher educators to communicate among themselves by attending and taking part in seminars, workshops, etc. It is believed that a good teacher educator will create good student teachers who will in the long run enrich learners in a variety of fields or multi-disciplinary subjects in order to prepare them in a manner where they can realize their responsibilities and contribute towards their society. It is mentioned that in preparing teachers, the ground realities of the present educational system need to be taken into consideration and hence the teacher training programmes should include- managing a huge number of students in the classrooms; studying a variety of teaching methodologies which includes managing inclusive education; and how to garner skills to provide attention or concern to both slow and gifted learners; and, use of ICT. Emphasis is

given on teachers who need to be given quality training so that they can in turn help develop values among students and keep the present education system well monitored so that it can be at par with the recent demands and needs in the age of technological utilization and globalization.

Lal & Jamal (2021) reported that a country's responsibility to bring social change through education relies on efficient and effective teachers and hence providing quality teacher education is imperative to a country's educational goals. They also mentioned that the ultimate goal of teacher education is to enhance the prospective teacher's skills and competencies to enable them to meet the requirements of teaching as a profession and also prepare them for future needs. They also made a mention of the NEP 2020 and said that the present quality of teacher education is not in par with the desired goals and hence need is felt to restore the status of teachers by empowering them. It was also mentioned that teacher education dates back to the monitorial system of teacher training in the ancient period but it was Macaulay's minute and Wood's despatch that pioneered in igniting the journey for formal teacher education. The NEP 2020 is another step towards improving the teacher education in our country but it is written that this can only be achieved if the different stakeholders like parents, students, teachers and the community work together to raise the standards of this noble profession.

Mohan (2019) in her book mentions that Teacher education acts as the base for all the educational systems and thus, in order to make it effective, it is necessary to have an education system that prepares teacher trainees and equip them with all the necessary skills to help them perform better in their classrooms. The author in this book mentions the teacher education to be a sub-system of education and that its equilibrium depends on three factors-demand of seats by admission seekers and supply for the same by teacher education institutions; demand and supply of trained teachers in the job market and; teacher educators seeking employability in teacher education institutions. The author highlighted that maintaining equity in these three areas is complicated as sometimes there was found to be a shortage of teachers and other times there would be excess supply of the same. Hence, the author emphasized on the importance of working out a balanced growth of teacher education in the future. For this to happen, there is a need to use regulation and free market forces together in order to guide factors which affects the demand and the supply of both teachers and teacher educators.

Chahar & Mondal (2017) mentioned that quality is key word in teacher education and that quality education is the solution to almost every problem wherein teachers are the main essence

in all quality enhancement programs. They highlighted on the importance and the need to train teachers who can communicate effectively with and teach students for improving their diverse needs and keep up with the rapidly changing classroom environments. They also mentioned that the purpose and aim of teacher education is to produce teachers who are passionate and have professional competencies. A teacher's role is no longer confined to classrooms and that a teacher should be inspired to be agents of change, be advocates for children, be risk takers to alter the future through education, and teacher education should be at the forefront to make all these happen.

Mohit (2014) emphasizes on focusing on the emerging issues and related concerns in order to enhance the teacher education quality in India and also mentions that teacher education system in India calls for revolutionary changes. He says that education plays a significant role in a country's overall development but the quality of education is determined by the quality of its teachers, and hence, efforts need to be made to better the entire system of teacher education. It is mentioned that since the teacher is pivot to all the educational system and acts as the main catalyst for bringing about desirable and necessary changes in the teaching-learning process, all possible efforts need to be made in order to motivate teachers to be innovative, creative and dedicated teachers, and that a self-motivated teacher who is industrious can make use of his own resources in order to keep himself updated of the latest knowledge and skills.

2.3 B.ED. INTERNSHIP

Lobo (2022) mentioned that the study aimed to evaluate the implementation of the internship at City College of Angeles wherein the samples for the study were 84 pre-service teachers from Bachelor of Physical Education and Bachelor of Performing Arts programme who had undergone their internship during their last academic year of 2021-2022. The researcher employed the descriptive statistics like frequency, mean and standard deviation to describe the quality of the internship programme based on the evaluation from the company and the institution, the programme and its effectiveness, with thematic analysis being used for the comments and suggestions of students on the internship programme being offered. The results of the study showed that the internship programme is very effective as it responds to the needs of the community and helps students develop their skills needed for their career. The study also showed that the deployment of students to different schools emerged as the central theme. The trainees are very happy and appreciate the internship programme. The study suggested that the curriculum needs to be reviewed on a regular basis so that the courses taught to the trainees

match the needs of the industry, and that the institute should also link other private schools and industries in accordance to the programme given to the trainees.

Nienu & Rawat (2022) in their study highlighted that importance of internship in the B.Ed. curriculum as it comprises of full-time action and participation of the trainees in an actual school environment for a period of not less than 16 weeks. The internship is said to cover the observation of real classroom situations, use of instructional materials and design, teaching-learning methods, planning, organizing co-curricular activities and also organizing different community projects under the guidance of a supervisor or teacher-educator. The study reported that a major and serious issue in teacher-education internship programme is relating theories and principles with that of practice and hence this was the objective of the study. The research findings showed that there exists a wide gap between the complex reality of classroom life and the theoretical principles taught in the teacher education curriculum and there should be the opportunity to practice instead of teaching the theory alone. According to the findings, at present the link between theory and practice is lost which needs be restored. It was suggested that teachers should be given the freedom to instruct in their own as they know the learning abilities of their students better than others. The study calls for the inclusion of theoretical concepts with real world strategies which are crucial at present, and also emphasized on the need to focus on training the teachers to equip them with the best knowledge and techniques in order to carry the NEP 2020 policy forward.

Perumal & Chary (2022) in their study mentioned that like any other professional programmes, field engagement is equally essential for any teacher education programmes. They differentiated teaching practice from that of school internship saying that practice teaching is the art and science of structuring knowledge and then representing the skills related to it, while school internship is the continuous spending of time with the school which in the long run equips the teacher to inculcate a professional and right attitude towards school and teaching. They also wrote that school internship improves the students' confidence, social maturity, and a chance to apply their theoretical knowledge into practice and earn educational credit. The study showed that school internship can help students gain real time teaching experience in actual classroom and that it gives opportunity to identify the actual roles and responsibilities of a teacher. It also showed that peer student teacher's observation and mentor feedbacks can really push student-teachers to attain teaching competencies and thus teacher education institutions should try their best and through systematic execution try to strengthen the school internship programme.

Sharma & Chahal (2022) in their study reported that internship is a compulsory part of any teacher education programme and that it plays a major role in the entire development of student-teachers as like all other professional programmes, field engagement is necessary as was mentioned in NCTE School Internship: Framework and guidelines, 2016. The internship provides a complete experience of teaching-learning environments and other real life-ground realities in schools. The NCTE curriculum framework says that the two-year B.Ed. programme should have at least 20 weeks internship which will be divided into two parts. They also mentioned that internship builds up the professional competencies, skills, and capacities in student-teachers. Their study aimed to study the internship programme of two-year B.Ed. course in light of NCTE framework and guidelines and knowing the status and challenges of two-year B.Ed. programme and the perception of the student-teachers regarding the internship, for which the qualitative approach of study was used. The findings of the study revealed that the B.Ed. programme cannot be thought to be effective without the internship programme as it provides opportunity to the trainees to practically apply the theoretical foundations in real life classroom situations. Suggestions were made on resolving challenges and constraints like issues with transportation, school allotment especially in rural areas, also, encouraging the interns for community participation, providing innovative and constructive feedbacks to the interns in order to better the outcomes of the internship programmes and make it even more effective by rectifying these issues.

Hekha (2020) reported that internship is a very crucial and important part of the B.Ed. Curriculum. It also reported that in order to carry out internship, B.Ed. institutes need to have link with both private and government schools as many schools are not ready to take in B.Ed. Student-Teachers for practice teaching due to many reasons from the school's end as they feel that their normal classes are being disturbed. The study has also been carried out to find out problems faced by different stakeholders (teachers and students of cooperating schools, Student-Teachers, Teacher-Educators) involved in B.Ed. Internship. The purpose of the study is to find out the gap and provide practical suggestions to better the linkage between Schools, B.Ed. Institutes and Department of School Education in Kohima District. The study is a qualitative one where the data was collected by using on open-ended questionnaires. The population of the study consisted of four B.Ed. Institutes and ten private and ten government schools in Kohima District. The results showed that many schools have a very tight schedule, and also many school teachers are apprehensive of the concept of the constructivist approach,

and thus schools are reluctant on accommodating B.Ed. Student-Teachers for Internship as they feel the entire school environment will be disrupted.

Gupta (2019) in his research studied the perceptions, experiences and challenges of the student-teachers at the time of their internship and sessional work. The results of his research showed that student-teachers considered the B.Ed. internship programme as a real opportunity to up-skill and enhance their teaching skills after receiving sufficient training and experience from a real classroom and school setting. The results also brought to light some of the many challenges as perceived by the student-teachers like classroom control or classroom management, long-distance of the practicing schools from their homes, working on a very large number of lesson plans within a given short period of time, implementing constructivist approach-based lessons at the school level, etc. Gupta suggested that an effective and improved internship programme with proper conduct of sessional works are imperatives for improving student-teachers' personalities as a true and dedicated professionals in the field of education in general and teacher in particular.

Longchar (2019) in her study reported that the B.Ed. student-teachers do face a major issue in seeking permission and finding a school for practicing the internship in local schools as many schools are not willing to accommodate B.Ed. trainees because of reasons best known to them. The study showed that student-teachers also faced challenges with regard to dealing with the attitudes of different schools and their school teachers; the local schools being unaware of B.Ed. internship programmes; the distance and location of the local schools or coordinating schools from the trainees' homes; and also, the short span of time allotted for the internship programme poses as a challenge for both the teacher-educators and the student-teachers in carrying out the internship programme effectively in Kohima district.

Mahato & Behera (2018) in their study made an attempt to know the attitude of B.Ed. student-teachers towards practicum in Purulia, West Bengal district. The stratified random sampling was adopted in order to select the samples for the study, and an attitude scale was used for collecting data where the means of both groups were tested for significance of difference by using the T-test and F-test respectively. It was revealed in their study that the attitude of B.Ed. student-teachers in Purulia district is satisfactory or average; while the attitude of male and female, rural and urban, and government and private B.Ed. colleges differs significantly; but the attitude of pre-service and in-service student-teachers did not differ significantly.

Suggestions to include new and interesting topics to the practicum was highlighted in order to help student-teachers ' interest in the teaching profession grow more.

Khalid (2014) in his study mentioned that entering the teaching profession does not only require interest alone but also involves the acquiring of skills and all the necessary knowledge in order to become effective teachers. It also mentions that pre-service teachers need to learn all the important theories and how to put those theories into practice in order to adjust and deal with the responsibilities at the schools to which they will be posted after the student-teachers graduate. The research is aimed at studying the factors that impact the development of student-teacher's professional selves. The participants of the research were three pre-service student-teachers who were undergoing teaching practice in three secondary schools, and the data was generated through semi-structured interviews, and the analysis of the data was done through the thematic analysis. The findings showed that a teacher's professional identity is affected by significant others like family members too as the participants in this study showed that their decision to become teachers were also influence by their parents. Also, the participants revealed that the people they met during their practice teaching and the experiences they had during that time very much shaped the way they valued themselves as teachers. Overall, the findings indicated the importance of teaching practice or internship as it is through this the trainees develop their sense of becoming dedicated and effective teachers.

2.4 PHENOMENOLOGICAL STUDY

Delgado & Arellano (2021) in their study deals with how the graduate students cope with the many challenges which the new normal of educational system offers. To collect data, the qualitative, phenomenological research framework was used which made use of in-depth individualized interviews. The overall objective of the qualitative phenomenological study was to thoroughly understand the experiences of graduate students who had to adapt with the flexible learning in a portion of their education. The interviews were recorded, transcribed, and then analyzed thematically. To get the reactions of the participant's perception in taking PhD class despite being a flexible learning, four questions were asked: (i) Regarding the aspects on an online class, what thought worries them and what they think would benefit them; (ii) what are the advantages and disadvantages of online course or class; (iii) to see the comparison of graduate student's experiences in flexible learning with that of a normal learning; and (iv) The experiences they got with the online technologies which they have utilized. Using these questions as directions, different themes and sub-themes with significant statements were

established. According to the findings, the students were of the opinion that the flexible mode of learning does not affect their learning for professional growth, instead they took advantage as they did not have to travel to attend their classes. During their initial days of online class, they were worried because most of them had difficulty in joining Google meet but with time they coped up well and said the whole procedure was enjoyable yet brain draining. When asked about the comparison between the two modes of learning, the students were of the opinion that normal classes were more convenient as it lessens the expenses for travelling and transportation, but at the same time it was inconvenient because of poor internet connectivity. They also mentioned that they were eager to learn new things especially the use of ICT for learning and concluded that both means of learning delivered the same knowledge. The researcher made suggestions to instructors to assist the students in a proper manner and provide them with appropriate learning modules, videos, and other links which they can access easily. The researcher also highlighted on the importance of minimizing the activities and being lenient on the part of the instructors towards students while students submit their works keeping in mind issues of poor network connectivity and time constraints.

Poolathodi & Areekkuzhiyil (2020) conducted a phenomenological study and stated that school internship is one of the most important phases of any teacher education programme. This is the stage where the student-teachers get to apply the theoretical knowledge and skills they acquired from their teacher education institutes in real life school and classroom situations. The samples of the study included ten student-teachers from three different teacher education institutes and these ten student-teachers were interviewed personally during their school internship period. The interview focused on their opinions and experiences towards the school internship. Qualitative data analysis techniques were used for the data analysis. The analysis produced the themes of: (i) the student-teachers did not find the 1st days of the internship to be pleasant. (ii) the student-teachers were not assigned all the major roles which a regular teacher normally has. (iii) the student-teachers were of the opinion that the social constructivist methods are not effective in the real-life classroom situations. (iv) they disclosed that the supervisors do not visit them enough (v) they said that the mentor teachers were really helpful (vi) the internship made the student-teachers feel like real teachers and got recognized as one during the internship period (vii) the practicing schools were not equipped with proper ICT facilities (viii) the school internship period did not affect the student-teacher's daily routine but it was a productive experience for them. These experiences of the student-teachers are determined and modified due to several factors like infrastructures, coping with the situation, student, teachers, etc. The

essence of these experiences thus reveals a lot about student-teachers of different teacher education colleges in the way they perceive or make judgements on the school internship experience although it is not generalized to a larger population.

Crawford (2016) in this study mentioned that the purpose of phenomenological case study was to examine the emotional experiences of the student-teachers and also to examine the ways in which the early childhood education programme can address and prepare teachers for the emotional dimensions of teaching as a whole. The researcher in order to fully understand: (i) how student-teacher's emotional dimensions are addressed during teaching; (ii) how student-teachers are assisted by their teachers and clinical supervisors to help them understand the role of different emotions in teaching-learning setting; and (iii) how student-teachers encounter different emotional experiences during teaching-learning and how they express, respond or manage those emotions, the researcher thus decided to study these from an insider's perspective. This led the researcher to collect data which were meaningful and very detailed and hence found it most effective to capture and explain the emotional experiences through a phenomenological case study in order to understand the intricate human experiences and the underlying structure of a phenomenon.

Giorgi (2012) explains that initially he was from experimental psychology background but with time his interest grew and he wanted to study not just a person's fragmented psychological process but the whole person in its entirety and hence he wanted a non-reductionist method to study the same. With time, he was introduced to the works of Edmund Husserl and found in his works the method that met his criteria for researching humans. Thus, based upon the works of and Merleau-Ponty, he finally developed a phenomenological method for the purpose of researching humans in a psychological way. The study states that the science of phenomenology is founded upon the phenomenon of consciousness and its varied manifestations. It also mentions that the approach of phenomenology dwells on how the consciousness presents itself and its functions where the focus is on two key factors which are necessary while studying consciousness: (i) Consciousness is intentional, (ii) Consciousness is essentially non-sensorial. The study reports that the descriptive method of phenomenology has been time tested and is believed to have a strong foundation in Husserl's philosophy of science and thus can withstand criticisms from experimental psychologists in relation to the scientific legitimacy.

Hycner (1985) in his article explains in a well-defined and step-by-step manner the procedures which needs to be followed in analyzing any phenomenological interview data. He cites keen (1975) by stating that phenomenology unlike other methodologists can't be reduced to a set of instructions like a cookbook as it is more an approach, an attitude, and an investigative method with certain set of goals. The researcher mentioned a number of guidelines and issues for carrying out a phenomenological study. He also asserted that at the core of phenomenology is the respect for human experience and its uniqueness. It is this uniqueness which constantly brings about novelty in trying to attempt to understand and capture the phenomenon of human experience.

Farber (1943) in his study highlighted the functions of transcendental phenomenology as one which is not concerned about the 'matters of fact' but rather it seeks to determine 'meanings' and that it deals with both the 'real essence' and 'possible essence' as it offers an insight into the essence of things out of reflective descriptions. It also reported that transcendental phenomenology is likely the first method of knowledge as it starts with the things themselves and is considered a logical approach as it seeks to find out the preconceptions and do away with them. It also makes use of pure subjectivity in order to obtain knowledge, while also retaining the values of both thinking and reflection.

2.5 TRIANGULATION

Bhandari (2023) in her article mentions that triangulation is the use of multiple theories, methods, data sets, and the involvement of multiple investigators in order to address a research question. It is a process that helps a researcher to enhance the validity and credibility of one's findings and sieve out biasness if any. It is a process which is mainly used in qualitative research but can be used in quantitative research too if the researcher decides to opt for mixed method research as the methodological triangulation will be used then. The following are the types of triangulation in different types of research as mentioned in the article: (i) Qualitative research-under this, in-depth interviews are conducted with different stakeholders. (ii) Quantitative research- here, the researcher runs an eye-tracking experiment where three different researchers are involved in analyzing the data. (iii) Mixed methods of research-here, a quantitative survey is conducted, which is followed by a few other qualitative structured interviews. The different types of triangulation are mentioned as: (i) Data triangulation; (ii) Investigator triangulation;(iii) Theory triangulation; and (iv) Methodological triangulation. The purpose of triangulation as stated in this article is that researchers make use of triangulation in

order to get a more complete and detailed perspective on a specific research question, and to enhance the validity and credibility of the research. Some advantages and disadvantages of triangulation were also mentioned- the pros of triangulation were that it reduces biasness and enhances the credibility and validity of the research; while the cons of triangulation were that it can be time consuming and is labor intensive, and sometimes the data collected from different sources, investigators, and methods can be inconsistent but these can encourage to further the research for new avenues in the future.

Umanailo (2019) in his study mentioned that he incorporated the qualitative research with a phenomenological approach which aimed to examine the socio-economic marginalization as a consequence of conversion of land to farmers. Phenomenological research aims to look at human behavior as a result of how they make their own interpretations of the world. The unique lifestyle of farmers in the village of Ngringo led the researcher to use the phenomenological approach in order to understand the consciousness of the people in a particular situation and study their means of survival. The researcher made use of primary and secondary data for the study. Primary data was obtained through observation, documentation and interviews from farmers, land owners, and board of farmer groups; and the secondary data was obtained from different sources like the village monograph, data from internet, and documentation of historical data. The data collection techniques used in this research are non-participant observation; in-depth interviews; and collection of documents or records of the village. For sampling, the researcher used the purposive sampling. For validity of the data, the researcher incorporated the method of triangulation. He elaborates that triangulation is a process of making use of the diverse perceptions garnered from different sources on the same phenomena to get a clarity on a particular meaning. In this study, the researcher used the Data Triangulation approach in order to double check information he collected from different sources. In this study, the researcher (i) compared the observed data from the farm while activity was being carried out with that of data obtained from the results of in-depth interviews. (ii) compared the public's opinions with personal opinions. (iii) compared people's opinions on socio-economic marginalization of farm laborers with what is prevalent (iv) compared opinion of the farm workers with that of the land owners, consumers and community leaders. (v) compared the results of the interviews with that of the contents from the documents referred to for the study. This way, the researcher aims to validate his findings in order to get a clearer picture of the phenomena in study.

Blythe, J. et al. (2014) in their study reported that triangulation is the use of multiple methods of data sources in qualitative research in order to develop a broad understanding of phenomena. It is a qualitative research strategy used to test validity through the combining of information from various sources. They also made a mention of Denzin (1978) and Patton (1999) who identified four different types of triangulations: (i) method triangulation; (ii) investigator triangulation; (iii) theory triangulation; and (iv) data source triangulation. The study defined the four types of triangulations. The first is the method triangulation which refers to the use of a variety or different methods of data collection about the same phenomenon and these may include interviews, observation, and fieldnotes. The second which is the investigator triangulation makes use of two or more researchers in the same study to conduct multiple observations and provide multiple conclusions. This type of triangulation brings in different perspectives as well as confirmation of findings, adding breadth and depth to the phenomenon of interest. The third type of triangulation is the theory triangulation which makes use of different theories to analyze and interpret data as different theories or hypotheses can assist the researcher in supporting or rejecting certain findings. The fourth type of triangulation is the data source triangulation which makes use of the collection of data from different types of people which can include families, communities, individuals, etc. in order to get a variety of opinions and perspectives on the same phenomena to validate data. The study revealed that most qualitative researchers studying human phenomena collect their data through interviews with individuals called In Depth Individual (IDI) interviews, or with groups called Focus Groups (FG), wherein their selection of the type of interview will depend on the purpose of the study and the resources available.

Laura (2011) in this study mentions that triangulation is a research strategy in which a researcher brings in a variety of evidences to carry on a single research question. There are two different views on triangulation: one views it as valuable for what it reveals about the validity of a descriptive or causal inference; and the other views it as valuable for how it adds and enhances the perspective one gets from the question under investigation. The study makes a mention of Norman Denzin's (1970) elaborative treatment of the form of triangulation as a topic which instantly extended the social science's understanding of triangulation beyond mere measurement context. The different types of triangulations being: (i) Between-Method Triangulation- this involves a variety of methods of data collection like participant observation, sample surveys, focus groups, etc. (ii) Within-Method Triangulation- here, the data collection method is constant but the design or measurement technique might vary. (iii) Data

Triangulation- this refers to the use of data from multiple samples collected from different times and contexts. (iv) Investigator Triangulation- here, multiple investigators or researchers work together on the same phenomena or at least semi-independently. (v) Analysis Triangulation- this makes an analysis of the same data by using different techniques. With the elaboration, two purposes and values evolved from triangulation as a form. (i) The first works on the logic of acting as additional evidence and whether the goal is descriptive or causal inference, triangulation should ultimately enhance the researcher's ability to establish generality. (ii) The second works on the logic of complementing rather than just adding evidence and hence comes down to three statements: (a) One form of empirical evidence will yield an incomplete understanding of the phenomena under study. (b) Different forms of evidence will offer different perspectives and insights into the phenomena under study. (c) Hence, by combining different forms of evidence, a study will definitely produce a richer and detailed body of knowledge about the phenomena under study. The researcher concluded by saying that ideas on triangulation are still evolving.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the methodology used by the researcher for the present study. Research methodology in simple terms would mean the practical aspect or the ‘how’ of a research study. It means the ways and manner in which a researcher would systematically design a study to ensure that the results address the aims and objectives of the research. Here, the researcher decides what type of data to collect (whether it is a qualitative or quantitative type of study), from whom to collect (the sampling technique), how to collect (what data collection method to incorporate), and also how to analyze and interpret the data (data analysis method). It is mentioned that choosing the most appropriate methodology is very crucial for achieving effective results and should only be done after weighing the pros and cons of the different methods or approaches to research (Punch, 2013).

3.2 METHODS OF THE STUDY

The different types of methodological approaches in research studies are qualitative, quantitative and mixed-methods. These different types of approaches are differentiated according to the concentration given on the usage of words, numbers or even both.

The qualitative research focuses on collecting and analyzing words both written or spoken, accompanied with textual and visual data. Quantitative research on the other hand focuses on measurement and testing using the numerical data. It is more often than not that qualitative methodology is used when research questions and research aims are exploratory in nature, while the quantitative methodology is used when the research questions and research aims are confirmatory in nature. The mixed-method type of research combines both the qualitative and quantitative methodologies to bring out a richer result in research. Thus, from an array of different types of research methodologies, researchers choose the one which best suits the nature, aims and objectives of their research study.

For this study, the qualitative research method was followed as it aims to provide a detailed description and an in-depth information on the personal experiences of the B.Ed. internees during the time of their B.Ed. internship programme.

3.2.1 Phenomenology

Phenomenology is derived from Greek *phainomenon* - to appear, from *phainein* - to show, and it means ‘philosophy’. The purpose of phenomenological study is to examine the personal emotional experiences of the participants (Crawford, 2016). The core of phenomenology is the respect and regard it has for human experience and its uniqueness which constantly brings about novelty in understanding the phenomena of human experience (Hycner, 1985). In phenomenological study, the participants must be individuals who have experienced the phenomenon under study and can express their lived experiences. If the characteristics of the individuals are very diverse, the researcher will find difficulty in finding themes or the essence of the experience for all the participants.

This study adopted the phenomenological approach in order to study the lived experiences of the B.Ed. student-teachers during their B.Ed. internship period. The researcher aimed to capture their personal experiences so that internees will describe their real experiences “as it is” with utmost honesty.

3.2.2 Triangulation

Triangulation helps a researcher to enhance the validity and credibility of the research findings, and also sieve out biasness if any. The different types of triangulations are- data triangulation, investigator triangulation, theory triangulation, and methodological triangulation (Bhandari, 2023). The purpose of triangulation is to get detailed perspective on a phenomenon or a specific research question under study.

For the present study, data source (participants) as well as data triangulation has been performed in in order to authenticate the data collected from various means with the aim of maintaining validity of data.

Data was collected from the following three data sources, (participants) namely:

1. B.Ed. Student-Teachers (Internees)
2. B.Ed. Teacher Educators
3. B.Ed. Principals

From the above-mentioned sources (participants), the following data types were collected/recorded:

1. Semi-structured interview transcripts
2. Observation data
3. Reflective journal/internship diary opinions

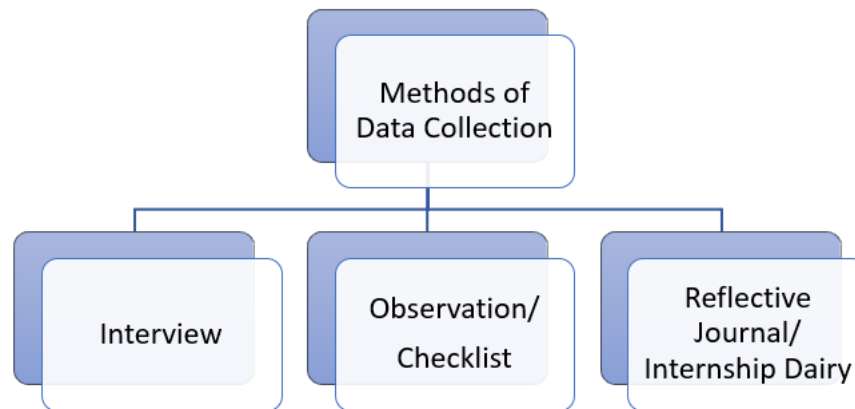


Figure 3.2.2 Methods of data collection

In order to enhance the credibility and validity of the research findings, data and participant triangulation has been done to get a detailed perspective on the lived experiences of the B.Ed. student-teachers during the school internship.

3.2.3 Research paradigm

The present study adopts a *phenomenological qualitative research design* employing *triangulation of data source (participants) as well as of data*. The Phenomenology qualitative research method was found suitable for the proposed study as it aims to understand the events and practices which are prevailing across various B.Ed. colleges during the internship in the state of Nagaland from various angles. It will primarily dwell upon the perceptions, insights, and experiences of the participants sufficed by the interviews, videos, observations, field notes, and reflective journals.

3.3 SAMPLING DESIGN

Sampling design is a method in which a researcher chooses samples for study. It means specifying the group from which data will be collected for the research study and is a proper plan for procuring samples from a given population. In simple terms, it determines who will be measured for the study such that the samples can roughly calculate the same characteristics for the total population.

3.3.1 Population of the study

Population in research means the entire group for which a researcher wants to draw conclusions for. Population is a complete set of elements which can be both persons or objects and possesses common characteristics as defined by the researcher in his sampling criteria.

For this study, all the 8 B.Ed. college principals, teacher-educators and B.Ed. student-teachers in Nagaland has been taken as the population of the study. The B.Ed. colleges in Nagaland are listed in the table below:

S.No	Name of the B.Ed. Institution
1.	State College of Teacher Education, Kohima
2.	Modern Institute of Teacher Education, Kohima
3.	Sazolie College of Teacher Education, Kohima
4.	Mokokchung College of Teacher Education, Mokokchung
5.	Salt Christian College of Teacher Education, Dimapur
6.	Unity College, Dimapur
7.	Bosco College of Teacher Education, Dimapur
8.	Mount Mary College, Dimapur

Table 3.3.1 Population of the study

3.3.2 Sample of the Study

Sample in research means the elements which can be both persons or objects, selected to participate in a study where the people are referred to as subjects or participants in research. Since the sample reflects the characteristics of the entire population, the sample findings can be generalized to the entire population.

There are two types of sampling methods- probability or random sampling methods and non-probability sampling methods. In probability sampling methods, every element (persons or objects) of the population has an equal chance of being selected for the sample. This can increase the sample representativeness of the population and decrease sampling error or

biasness. In non-probability sampling methods, not every element (persons or objects) of the population has an equal chance of being selected for the sample as selection is non-random.

The purposive sampling method which is also known as judgmental or expert's choice sampling method is where the researcher uses personal judgment to select samples that represent the population. These selected samples are handpicked as the researcher considers them to have the characteristics needed for the study.

Regarding the sample size, the researcher followed what the authors suggested regarding the number of participants to be selected for phenomenological studies and provided methodological guidelines in line with the phenomenological approach. A range of 5 to 25 participants was suggested by Creswell (1998), while a minimum of 6 participants was suggested as mandatory for phenomenological approach by Morse (1994).

3.3.3 Sampling frame

Sampling frame is a subset of the population and it is the list from which the units are drawn for the sample. The figure below represents the sample chosen for the present study.

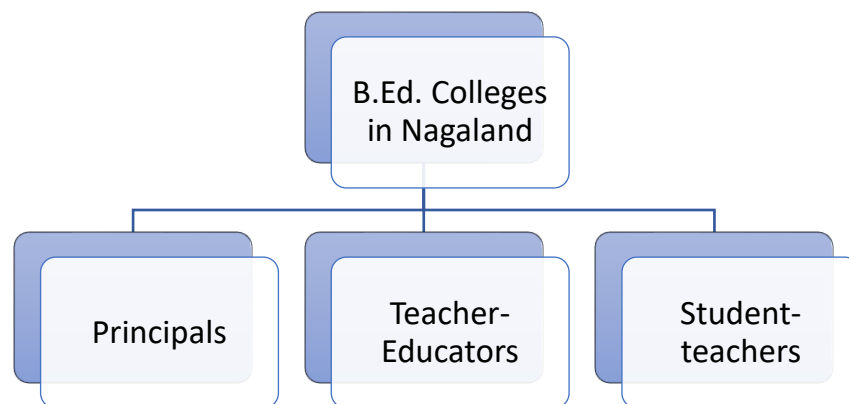


Figure 3.3.3 Sampling Frame

3.3.4 Sample size and technique

As stated by Creswell (1998), in qualitative study the purposive sampling identifies samples under the radar of three considerations- (i) whom to select for the study (ii) specific sampling strategy for the study, and (iii) size of the sample to be studied. It is mentioned that for phenomenological studies, the sampling range is much narrower as it is mandatory for every participant to have experienced the phenomenon under study.

As per the nature of the study, 8 B.Ed. college principals, 16 B.Ed. teacher-educators, and 40 B.Ed. student-teachers has been selected through the purposive sampling method from the 8 B.Ed. colleges in Nagaland.

3.4 TOOLS OF THE STUDY FOR DATA COLLECTION

Research tools refer to the instruments or devices which the researcher uses to collect data for study. In qualitative studies, the data collection methods like interviewing, observation, discussions, and review of documents like diaries, journals, historical documents, etc. are used. When collecting data for qualitative study, it is preferable to use more than one data collection method as gathering information on the same phenomena in divergent ways allows for data triangulation which adds more credibility to the research.

For the present study, the researcher prepared the following tools and got them validated from the experts for data collection to study the lived experiences of the B.Ed. student-teachers during internship and to evaluate the effectiveness of the internship programme:

1. Semi-structured interview schedule for B.Ed. college principals
2. Semi-structured interview schedule for B.Ed. student-teachers
3. Semi-structured interview schedule for B.Ed. teacher educators

(The proposed major dimensions for the above mentioned three tools are psychological preparedness of interns, pedagogical preparations, evaluation process, ICT integration in teaching and other innovative practices)

4. Observation/ Checklist of the school internship

(The proposed dimensions for the tool will be classroom management, use of teaching aids, co-curricular activities, lesson planning, ICT integration in teaching and other innovative practices)

5. Reflective journals maintained by the B.Ed. student-teachers or internship report (whatever is available)
6. Field notes/ video recordings/photographs

3.4.1 Ethical considerations

It is important for the researcher to maintain a moral obligation and consider the rights of the participants and also to build trust with them by treating them as autonomous beings so that

they can comfortably make sound decisions (Streubert & Carpenter 1994). The researcher thus obtained the necessary permissions from relevant authorities to conduct the study. Researcher also made sure to respect the rights, confidentiality and privacy of the participants and to withdraw at any point of time from the study.

The relieving letter to proceed for data collection which was duly forwarded by the Supervisor was submitted to all the B.Ed. colleges in Nagaland for data collection of the research work. For field observation (observing the B.Ed. student-teachers during their internship practice in different local schools), the respective principals of one Government and one Private B.Ed. college from Kohima district forwarded a consent/permission letter to all the local schools where their student-teachers were practicing their internship. Here, the researcher observed the student-teachers and also distributed and later collected the internship reflective journal/diary from the internees/student-teachers. For the interview, the researcher collected the personal data proforma (PDP) and consent form in person from two B.Ed. college principals, and for the other five B.Ed. college principals (one B.Ed. college principal was non-responsive in the survey), eight teacher-educators and ten student-teachers, the personal data proforma (PDP) and consent form was collected via google form platform due to paucity of time.

3.4.2 Detailed description of the tools

Due to the purely qualitative and unique nature of the study, the researcher has developed all the study tools. All the steps of the tool development and validation have been followed. Item pooling, writing, and validation have been carried out. For the finalization of tools, instructions, Informed consent, and prompt phrases have been incorporated for the clarity of the participants. Following are the details of the tools one by one.

3.4.2.1 Semi-structured interview schedule

A semi-structured interview is a method of data collection for a qualitative study where questions are asked to the participants within a predetermined thematic framework. The interviewer asks a set of open-ended questions where interviewees are given the freedom to fully express themselves.

The semi-structured interview schedule for B.Ed. internship is a tool prepared by the researcher under the guidance of Dr. Neha Rawat. These tools were developed to capture the participant's reflections on the B.Ed. internship programme of the two-year B.Ed. course and its

effectiveness, and also to study and understand the lived/personal experiences of the student-teachers during the internship period.

The interview was a telephonic interview as the researcher could not travel to different places because of time constraints. Consent was sought from the participants via Google Form platform for recording of the same. The semi-structured interview consisted of five areas: (i) Psychological preparedness for internship (ii) Pedagogical preparations (iii) Evaluation process (iv) ICT integration in teaching-learning (v) Other innovative practices. The interviewees were asked to share their reflections in a detailed manner through the following questions:

Interview Schedule for B.Ed. Principals and B.Ed. Teacher-Educators

➤ *Area: Psychological preparedness for internship*

1. What kind of support and direction do you provide to the interns before/during the internship period?

➤ *Area: Pedagogical preparations*

1. What teaching resources do you tell B.Ed. student-teachers to prepare for their internship?
2. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?

➤ *Area: Evaluation process*

1. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?
2. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.

➤ *Area: ICT integration in teaching-learning*

1. What efforts have been made to employ ICT resources in the B.Ed. internship programme?

➤ *Area: Other innovative practices*

1. What innovative practices have your college adopted for an effective B.Ed. internship programme?

➤ *Finally,*

1. Do you think the internship acts as a bridge between theoretical knowledge and practical implementation of B.Ed. programme? Please specify the reasons for your answer.
2. Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.

3. What are the challenges and solutions for an effective internship programme for B.Ed. course?

Interview Schedule for B.Ed. Student-Teachers

➤ *Area: Psychological preparedness of interns*

1. What were the mental preparations you did before going for B.Ed. school internship?
2. What kind of support did you get from the college and school for B.Ed. school internship?
3. Did you get your desired school for the internship? What were the major criteria in your mind for desiring to get the school for the internship?

➤ *Area: Pedagogical preparations*

1. What practical things did you do/gather to prepare yourself better for the internship?
2. What kind of teaching/pedagogical skills/knowledge is imparted by the college to prepare you for the internship?

➤ *Area: Evaluation process*

1. What were your evaluation techniques/tools for students during the internship?
2. Has the evaluation been as you expected/planned? What were the ground realities you experienced while conducting the evaluation of our learners' learning outcomes?

➤ *Area: ICT integration in teaching-learning*

1. What efforts have you made to integrate ICT into the teaching-learning process?
2. What support did you get from the college and the school in incorporating ICT into the teaching-learning process?

➤ *Area: Other innovative practices*

1. Have you tried to use any innovative practice for effective teaching-learning? Give details, please.
2. What innovative practices have your college adopted for internship preparation?

➤ *Finally,*

1. How do you see and understand/mean by B.Ed. internship?
2. What were the challenges involved in the internship? Some solutions you can think of.
3. Do you think the internship has helped to relate the theoretical knowledge you gained at the college to the practical implementation of teaching skills at the school? Please specify the reasons for your answer.
4. Do you feel proud and better prepared to become a teacher after the internship? Please give reasons for your answer.

3.4.2.2 Details of the reflective journal/ internship diary guidelines/format

The researcher distributed 40 diaries to 40 B.Ed. student-teachers from Kohima town B.Ed. colleges and instructed them to write down their internship experiences in the following manner:

- Please write your experiences (day wise- from day 1 to the last) in the notepad provided by the scholar. Mention the date, time and period taken properly.
- You are requested to write your experiences in the pronoun "I" / "First person narrative".
- Please express in detail the following points in the diary:
 1. What is your experience of Day 1 of the internship? Were you confident/ nervous on your first day of practice teaching? Why?
 2. How many classes/ periods are you teaching in a day? What is the duration of your class?
 3. Was it easy to get a school/ get permission from the local schools for your internship? Please mention the challenges if any.
 4. How much were you able to relate Theory taught in your academic subject matter to the Real classroom situation (Relating Theory with Practice)?
 5. Did you improve your learning planning strategies and methods of teaching during the course of your internship?
 6. Was your supervisor/mentor/coordinator available to meet when needed? Are you satisfied with the role of your supervisor in enhancing your teaching skills?
 7. Were you treated and welcomed properly by the school you are practicing your internship (local schools or coordinating schools)?
 8. Do you think the present teaching-learning process/method i.e. the 5E model/ constructivist approach is rigid? Any suggestive measures to improve the teaching-learning transaction method?
 9. As a student-teacher did you benefit in any way from the Internship programme? Did it help you grow professionally as a teacher/how much have you grown as a teacher?
 10. What are the problems and challenges that you faced during your internship period?

*Mention the ICT integration resources from your side and the school side. (ICT assistance you're getting/being provided by the school or are you managing on your own?)

*Mention about the innovative techniques/ practices (any new strategies) you have incorporated in your internship period.

3.4.2.3 Observation/ checklist

Observation is considered as a key tool for collecting data in a qualitative study. It is where the researcher notes a phenomenon in the field setting by using the five sense organs and it is based on the research purpose and questions (Angrosino, 2007). The researcher conducted a complete participant observation where the researcher was fully engaged with the participants which helped build a good rapport with the people under observation (Angrosino, 20017).

The following dimensions were considered for the checklist during observation:

1. Teacher's activity (student-teacher)
2. Student's activity
3. Classroom management
4. Use of teaching aids/ TLMs
5. ICT integration
6. Innovative practices

3.5 TECHNIQUES OF DATA ANALYSIS AND INTERPRETATION

Data analysis methods are the different ways and techniques that a researcher uses to give clarity to the research work. It is the science of scrutinizing raw data to draw conclusions about a research study. It is the process in which a researcher applies the right statistical or logical technique so that the raw data makes sense. In qualitative research, the most commonly used data analysis methods are: (i) Qualitative content analysis, (ii) Thematic analysis, (iii) Discourse analysis, (iv) Narrative analysis, (v) Interpretative phenomenological analysis, and (vi) Visual analysis.

Qualitative data analysis begins with data coding followed by the application of an analysis method. Depending upon the research aims and questions, more than one data analysis method is applied.

The thematic analysis is a method for analyzing qualitative raw data which is usually applied to a set of texts like interviews or transcripts. It involves reading through a set of data and looking for patterns in the meaning to find themes.

Content analysis is a process in which the raw data is systematically categorized and recorded so that they can be analyzed further. It analyzes and interprets the content of textual data. In this analysis process, the inductive reasoning is employed where themes and categories emerge from the raw data by the researcher's careful and consistent comparison of the data.

For the present study, the thematic/content analysis of data has been done wherein the process of data analysis will consist of-

For interviews:

- (i) Transcribing the recorded telephonic interviews,
- (ii) Coding them,
- (iii) Reducing the codes or merging similar codes,
- (iv) Looking for common patterns, and
- (v) Assigning specific themes.

For observation/checklists:

- (i) Organizing data,
- (ii) Finding out common patterns from the data, and
- (iii) Assigning themes

For reflective journals/internship diary:

- (i) Organizing data,
- (ii) Looking for common concepts and ideas, and
- (iii) Assigning themes

CHAPTER- 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Data analysis and interpretation in research is a method wherein meanings are assigned to the data collected by the researcher for his/her study. After meanings are assigned to the data, the researcher determines the conclusions, significance and implications of the research findings. This process helps researchers to decrease their large amount of data collected into smaller segments which has meaning. By reducing data, the researcher interprets the data to derive insights from it.

Qualitative data analysis is focused on modifying raw data by the process of searching, evaluating, coding, exploring and describing patterns, trends, themes and categories in the researcher's raw data with the intention to interpret these data so as to provide their underlying meanings.

This chapter aims to present the sample demographics, data tracking methodology, themes discovered from the researcher's raw data, and the validation of the themes.

4.2 SAMPLE DEMOGRAPHICS

The sample of participants for this study composed of 10 B.Ed. student teachers, 8 B.Ed. teacher educators, and 8 B.Ed. Principals for the semi-structured interview. For the observation, the sample demographics consisted of 40 B.Ed. student teachers; and for the Reflective journals/internship diary the sample demographics consisted of 40 B.Ed. student teachers.

Details of B.Ed. Principals for Interview

Sl. No	Code name	Gender	Age	Management	Edu Qualification	Work experience (In years)	Teaching subjects
1.	IPr1	Male	46	Private	Ph. D.	16 years	Psychology, Understanding disciplines and subjects,

							Methodology of Mathematics
2.	IPr2	Male	42	Private	Ph.D.	11 years	Pedagogy of Science, Childhood and growing up and Critical understanding of ICT.
3.	IPr3	Female	52	Government	M. A.; M.Ed. Ph.D. result awaited	28 years	Pedagogy of Social Science (B.Ed. & M.Ed.) Philosophical, Political and Economic Foundations of Education; and Teacher Education (M.Ed.)
4.	IPr4	Male	51	Private	M.Sc., M.Ed., Ph.D.	20 years	Pedagogy of science
5.	IPr5	Male	47	Private	M.A., M.Ed., Ph.D.	22 years	General paper
6.	IPr6	Female	56	Government	Ph. D	31 years	Science Education
7.	IPr7	Male	57	Private	Ph. D.	24 years	Education & English
8.	IPr8	Non-Responsive					

Table 4.2.1: Demographic profile of the B.Ed. Principals for Interview

Details of B.Ed. Teacher Educators for Interview

Sl. No	Code name	Gender	Age	Management	Edu Qualification	Work experience (In years)	Teaching subjects
1.	ITE1	Male	36	Government	M.Sc., M.Ed.	6 years	Science

2.	ITE2	female	35	Private	M.Ed., Ph.D. Pursuing.	7 years	Pedagogy of Social Sciences, Inclusive Education
3.	ITE3	Female	35	Private	M.A, M.Ed., NET.	5 years	Learning and Teaching
4.	ITE4	Male	29	Private	M.A, B.Ed.	1 year	Childhood and Growing Up, Learning and Teaching
5.	ITE5	Male	31	Private	M.Sc.	2 years	Science
6.	ITE6	Female	32	Private	M.A, B.Ed.	7 years	Pedagogy of social science
7.	ITE7	Female	31	Private	M.Ed.	2 years	Education
8.	ITE8	Female	36	Government	M.Sc., M.Ed., NET	9 years	Pedagogy of Science and Foundation Course

Table 4.2.2: Available Demographic profile of the B.Ed. Teacher Educators for Interview

Details of the B.Ed. Student teacher participants for Interview

Sl. No	Code Name	Gender	Age	Management	Edu. Qualification	Subject Specialization of	In-service or Pre-service Student-teacher
1.	ISP-1	Female	34	Government	M.A	Social Science	In-Service
2.	ISP-2	Female	28	Government	M.A	English	Pre-Service
3.	ISP-3	Female	28	Government	M.Sc.	Botany	Pre-Service
4.	ISP-4	Male	28	Government	M.Sc.	Chemistry	Pre-Service
5.	ISP-5	Male	32	Government	M.Com.	Mathematics	In-Service
6.	ISP -6	Male	27	Private	M.Sc.	Physics	Pre-Service

7.	ISP -7	Female	29	Private	M.A	English	Pre-Service
8.	ISP -8	Female	25	Private	M.A	Economics	Pre-Service
9.	ISP -9	Male	29	Private	M.Sc.	Mathematics	Pre-Service
10.	ISP -10	Female	28	Private	M.A	History	Pre-Service

Table 4.2.3: Demographic profile of the B.Ed. Student teacher participants for Interview

4.3 DATA TRACKING METHODOLOGY

For the semi-structured interview, the 10 B.Ed. student teachers, 8 B.Ed. teacher educators and 8 B.Ed. principals' interviews were analyzed using the line-by-line method. Each transcript relating to the interview questions were examined one by one by looking for the main categories/themes which described the necessary and important meanings of each participant's experiences. The researcher made a comparison of all the responses to identify patterns and then extracted only the relevant statements. A tabular format with all the main categories and themes was made to make tracking of themes and recording it easier as they will be saved in one source.

For the observation/checklist, the notes maintained by the researcher in the field for the 40 B.Ed. student teachers was analyzed using the line-by-line method wherein each text relating to the interview questions were examined one by one in looking for the main categories/themes. A tabular format with all the different dimensions and the main categories was made to make tracking of themes easier.

For the reflective journals/diaries, the 40 B.Ed. student teacher's journal/diary was analyzed using the line-by-line method wherein each text relating to the interview questions were examined one by one in looking for the main categories/themes which described the necessary and important meanings of each participant's experiences. A tabular format with all the main categories has been made to make tracking of themes easier.

4.4 THEMATIC ANALAYSIS

Thematic analysis has been carried out according to each research question of the study. Following are the research questions of the study:

1. What is the concept and significance of B.Ed. internship to the participants of the study?

2. What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?
3. What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc.?
4. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?
5. What are the problems and challenges experienced by the participants during B.Ed. internship?

Excerpts of the interviews carried out with the research participants (B.Ed. interns, teacher educators and principals) are presented in this section. The excerpts consist of the participant's response to the interview questions. In order to keep the identities of the research participants anonymous, different codes has been used to denote each participant where, IG stands for Interview-Intern Government; IP for Interview-Intern Private; ITE for Interview- Teacher Educator; and IPr for Interview-Principal.

4.4.1 B.Ed. Interns (Thematic analysis item-wise)

Tool Q1: What were the mental preparations you did before going for B.Ed. school internship?

All B.Ed. interns felt that internship is a necessary part of B.Ed. curriculum and were preparing for it in mental and practical terms. The major categories of ideas emerged out of their interviews are as follows:

1. Relaxation activities- Most of them were nervous and even anxious about it (frequency-8). Only two in-service interns (frequency-2) were prepared for it. Taking good sleep and thinking of creating positive classroom environment were going on in their mind.

IG1: *“So, before going for my B.Ed. internship, I was preparing mentally how to be positive and give out good vibes in the classroom.”*

IP3: *“Okay. So, to be honest, at first, I was very nervous thinking about going to school and teaching the students. So, if I were to talk about my mental preparedness, I made sure to calm*

myself down. I prepared everything beforehand because over doing work at the last hour is not really my type and it also gives me more stress. Secondly, I also checked my time table and made my teaching routine accordingly and of course, I also tried contacting my fellow seniors to get some tips and I also made sure to get some good sleep to gain energy and that's what I did."

One of the interns who has taught in a private school was even feeling excited and confident.

IP5: *"Ok, before I was supposed to join the school internship, mentally I was kind of prepared because I have been teaching for some time now in one of the private schools. So, I was excited, on the other hand, to experience another environment again. For the school internship, I was mentally prepared on how to go inside the class or how to engage the students, and how to deliver the lesson. So, in all these aspects I was already mentally prepared before I joined the school internship."*

IP4: *"To be honest, for me since I was already teaching, I was somehow mentally prepared. So, it was not a big issue for me."*

2. Practical planning

All participants expressed that they planned their lesson plans extensively, checked schedules and arranged their teaching learning material beforehand. As stated by IG3;

IG3: *"In the college we had a programme for building up the skills that is micro teaching, and then we got only two days of off before our internship. So, I tried to relax myself and practiced a little at home as I was really nervous about the internship. Also, I organized my study materials and prepared TLMs for my classes."*

IP3: *"Okay. So, to be honest, at first, I was very nervous thinking about going to school and teaching the students. So, if I were to talk about my mental preparedness, I made sure to calm myself down. I prepared everything beforehand because over doing work at the last hour is not really my type and it also gives me more stress. Secondly, I also checked my time table and made my teaching routine accordingly and of course, I also tried contacting my fellow seniors to get some tips and I also made sure to get some good sleep to gain energy and that's what I did."*

3. Microteaching is beneficial

The participants also expressed the importance of microteaching and felt that it is really beneficial for preparing them for actual situations of classroom teaching during internship.

IG4: *“Before going for the internship our college conducted a micro teaching. So, there we learned different types of skills to be used and which will help us during our internship course. So, this mentally prepared us.”*

Tool Q2. What kind of support you got from the college and school for B.Ed. school internship?

The kind of support the interns received from the colleges and schools for B.Ed. school internship were identified as follows:

1. Amicability of the school heads and teaching staffs: The interns (frequency-8) provided good feedbacks regarding the attitude of the school assigned to them for the B.Ed. school internship. The schools’ heads and teaching staffs were accommodating and supportive. The interns were properly welcomed and guided.

IG1: *“From the school, we got all the resources, and also they were very welcoming.”*

IG3: *“The school chairman was very welcoming, and he was ever willing to change and adjust the routine for us so that we can take the convenient days.”*

IG4: *“The schools we got were also very welcoming and accommodating.”*

IP1: *“Yeah, actually, the school which we went for internship, they were very ready to welcome us to go and have ourselves trained.”*

IP2: *“The teachers, they gave us the platform to perform our required activities and they have also motivated us. The school also created a very conducive environment for us for our internship.”*

2. Conducive school environment: The interns were provided with a conducive and a supportive teaching-learning environment by the schools accompanied with the needed guide, support and feedback to help the interns.

IG1: *“From the school, we got all the resources, and also they were very welcoming.”*

IG2: *“The support I got from the school and the college was, especially the coordinator of the school and our supervisors, when they came and supervised our practice teaching, they would give us feedbacks especially on areas where we made mistakes so that we could improve or enhance our abilities or competencies as a teacher. So, I think that was one of the most important supports I got from both the School and College.”*

IG3: *“The school chairman was very welcoming, and he was ever willing to change and adjust the routine for us so that we can take the convenient days.”*

IG5: *“The school support me by giving classes to teach and guiding me in times of necessities.”*

IP1: *“And also, they were willing to give us classes throughout every day. And also they were quite flexible with the timing that when we were not able to attend or something, we can adjust it.”*

IP2: *“The teachers, they gave us the platform to perform our required activities and they have also motivated us. The school also created a very conducive environment for us for our internship.”*

One intern however did not get the necessary support as desired,

IP3: *“From the practicing school, no they haven't given us any kind of support but they were observing our classes and learning from us.”*

3. Augmented guidance from the college and timely feedbacks from the supervisors: The interns were each given a school for the internship by the college and they received maximum support and guide from their colleges and supervisors who groomed them with the needed knowledge and practical, motivated, trained and gave timely constructive feedbacks for enhancing of the interns.

IG1: *“For my B.Ed. school internship, from the college side I was getting constant support. Our supervisors would check our lesson plans, give us feedbacks both positive negative, and were encouraging us.”*

IG2: *“The support I got from the school and the college was, especially the coordinator of the school and our supervisors, when they came and supervised our practice teaching, they would give us feedbacks especially on areas where we made mistakes so that we could improve or*

enhance our abilities or competencies as a teacher. So, I think that was one of the most important supports I got from both the school and the college.”

IG3: *“From our college, I think the biggest support will be in finding schools for us because what I heard from others was that they were finding so much difficulty in finding a school to do their internship.”*

IG4: *“Very supportive I should say because at that same time there were other colleges too who were also conducting their internship. As a result, it was very difficult to get a school for practice teaching, but our college did all the hard work and then assigned us different schools.”*

IG5: *“I got instruction, suggestion, encouragement, and measures from the college.”*

IP3: *“The college really helped us and also rightfully prepared us, for example, the college has taught us to use the 5Es in our lesson plan which we actually did practice during our block teaching those 5Es, and they also taught us to focus more on constructivist approach rather than the behaviorist approach. So, in order to put our knowledge and skills into practice those are the things that college have initiated.”*

IP4: *“The institute gave us instructions on how to work on that internship.”*

IP5: *“The college was very supportive as well as the school was also very supportive at the same time. The college motivated us, encouraged and trained us well like what exactly to do when we go for internship.”*

Tool Q3: Did you get your desired school for the internship? What were the major criteria in your mind for desiring to get some school for the internship?

Majority of the B.Ed. interns were able to get the desired school for the internship.

IG1: *“Yes, I got the desired school.”*

IG2: *“Yes, I got a school that I desired or more than what I was expecting.”*

IG5: *“Yes. I got my desired school for the internship.”*

IP1: *“To be honest, I actually wanted to get a school which is at a walk able distance from where I stay. So, the first school which I chose was Government Higher Secondary School in Jotsoma, and I got it in the first trial so I got a desired school.”*

IP2: *“Yes. I got my desired school for my internship. Since I reside at P.W.D. colony, I was wanting to get a school which is walk able for me so that, I will get more time to relax and*

prepare my lessons for my internship and luckily, I was able to get Genesis school, which is some few minutes away from my colony.”

IP3: *“I did, I did get the desired school for the internship.”*

IP4: *“To be honest, I was looking for some schools which had a very friendly environment, not very strict type, and at the same time which was approachable. Location was also a big factor in my decision making because we as students, distance played a major factor because it would be a very expensive ordeal. So, keeping all these things in mind, I would say that I got the school which was not far from where I lived, and the school was a government school where it's administrators were very approachable. Hence, I got the desired school for my internship.”*

One intern however did not get the preferred/desired school,

IG3: *“The criteria that was on my mind was like a school nearby my residence so that it will be easy for me to go about, but that did not happen. They did not select schools according to our address but randomly assigned us schools which were near our B.Ed. college. So, for me, I didn't get the desired school for the internship.”*

The major criteria set by the interns in regard to their desiring of a school are as follows:

1. Fancy for private management school: Some of the interns desired to teach in private management schools as the in-service government teachers wanted to experience the teaching-learning environment in private schools and also one intern is of the opinion that private schools provide better facilities.

IG1: *“I really wanted to teach and experience in a private school because I am already teaching in a government school, and luckily I got a private school and that a really good experience for me.”*

IG5: *“I was hoping for any private school where I can get experiences in the classroom and also see how the school functions.”*

IP3: *“I was actually looking for a private school and not a government school because when it comes to facilities, I think I find private schools to have better facilities than government schools.”*

2. Distance-friendly schools: The interns set a distance-friendly school as a major criterion as they needed ample time to properly construct and plan their lesson plans and also cut down on their spending for transportation.

IP1: *“To be honest, I actually wanted to get a school which is at a walk able distance from where I stay.”*

IP2: *“I was wanting to get a school which is walk able for me so that, I will get more time to relax and prepare my lessons for my internship.”*

IP4: *“Location was also a big factor in my decision making because we as students, distance played a major factor because it would be a very expensive ordeal.”*

IG3: *“The criteria that was on my mind was like a school nearby my residence so that it will be easy for me to go about.”*

3. School apt for the constructive approach of teaching-learning: B.Ed. interns are taught and groomed for a constructive classroom scenario and as such one (1) intern desired for a school that would be apt for such teaching-learning method and for theories learnt in the B.Ed. classroom to go hand-in-hand with practice in the real classroom scenario. However, this was found to be lacking by the particular intern for which a mixed *method of teaching had to be adopted.*

IG2: *“Actually I was looking for a school where we would be able to use what we were taught in the colleges, especially the child centered approach or the constructivist approach to the fullest. I was looking forward to finding a school where I could utilize the constructivist approach to the fullest but the school that I got didn't allow me to do that per se, but somehow the classes were in between behaviorist and the constructivist approach.”*

4. Conducive and amiable school environment: Another major criterion desired by one (1) intern was school with conducive teaching-learning environment with amiable administrators and staffs.

IP4: *“To be honest, I was looking for some schools which had a very friendly environment, not very strict type, and at the same time which was approachable.”*

5. Preference over a specific standard/class for the internship: One (1) intern desired to teach the high school students and got the desired class/standard to teach.

IP1: *“Regarding the criteria, nothing much but I actually wanted to teach the high school students so I got that also.”*

Tool Q4: What practical things did you do/gather to prepare yourself better for the internship?

The interns prepared and groomed themselves well to tackle the internship. The practical things the interns did/gathered to prepare themselves better for the internship are as follows:

1. Garner information pre-hand before the internship: One (1) intern visited the school assigned and met with the school coordinators and teachers to gather information relating to the students’ enrolment in the assigned class, the routine and other necessary information to prepare for the internship. Also, another intern took advice from seniors to come up with interesting lesson plans and fun TLMs to aid in the internship.

IG1: *“Before going for the internship, I went to the school where I was going to teach. I went and met the coordinator and the subject teacher. I got my routine and I gathered some information about the students and the enrolment number.”*

IP3: *“Firstly, I gathered information, like I said from my fellow seniors on how to go about.”*

2. Micro-teaching/Pre-internship: The micro-teaching/Pre-internship conducted in the college prior to the internship enabled the interns to prepare themselves thoroughly to tackle the internship successfully and confidently. It also equipped the interns with the vital skills such as the blackboard skill, question skill, reinforcement skill, cooperative learning, time management and the confidence to teach in a real classroom.

IG1: *“Also, we had micro teaching in the college before the internship. So that was the practical things that I have prepared before going for the internship.”*

IG4: *“We had micro teaching, so here we were taught how to make TLMs like charts, models, and we also learned different type of skills like using blackboard, questioning, reinforcement, cooperative learning, and brainstorming and also how to management our time.”*

IG5: *“I reflect and recall the practical activities done in the college and prepare myself for the internship.”*

IP5: *“Practically our whole batch was given a chance for nearly two weeks, conducted by our institute where we were given a chance to practice the pre-internship in front of our and professors. So, this is another practical thing that we did before going for internship.”*

3. Preparation of TLMs and activities prior to the internship: The interns prepared the TLMs and other activities to be incorporated in the internship, checking if the TLMs or activities are apt for the topics to be taught and to help create an interesting environment for students to learn and be engaged in.

IG2: *"I also prepare the TLMs from home."*

IG3: *"I think making the TLMs practically by myself and then checking whether these TLMs would work or not."*

IG4: *"I prepared all these TLMs for my class before my internship."*

IP2: *"I have prepared some few group activities and games for the students to let them work together, which will lead them to have interactive learning experiences."*

IP3: *"I planned on certain things like for every lesson plan I tried to do something unique and actually I tried to come up with some interesting TLMs."*

IP4: *"So before going for the internship, I've already prepared some flashcards, charts, and models, based on the lesson plan, whatever I'll be needing. So that was the preparation."*

4. Reviewing the topics and advance preparation to tackle sudden scenario and answer to any sort of question asked by the students: One (1) intern arrived early in the school to review, add fun facts, formulate questions and answers to tackle sudden scenario that might happen in the classroom.

IG2: *"The practical things that I did was, firstly arrive early. My class was actually at 8:45 AM, so I would always arrive at 8:30 in the school, then I go through or review the topics for the day and also prepare some extra fun knowledge or fun facts for the students to especially attract or to get their interest. I would also formulate some easy questions based on the lesson in order to evaluate the students. I also prepare myself thoroughly in order to answer the student's questions because sometimes students ask unexpected questions."*

Tool Q5: What kind of teaching/pedagogical skills/knowledge is imparted by the college to prepare you for the internship?

The interns acquired a lot of useful teaching/pedagogical skills/knowledge from the college that aided them in the preparation of the internship. They are as follows:

1. Teaching/Pedagogical skills:

- A. Skill of engagement:** The interns were taught on how to engage their students and keep them interested so that they can be focused and learn productively by the use of apt and interesting TLMs, brainstorming sessions and various activities which will also enhance cooperative learning.
- B. Skill of questioning, reinforcement and communicative skill:** The interns were also taught the skills to effectively communicate and ask the right kind of questions to keep the students interested and aware. The interns also learnt the skill of reinforcement which will help them to encourage all the students to participate and maintain a constructive classroom.
- C. Writing and board skills:** The interns also were helped to acquire the writing and managing the board skills so that they can write the topic and the necessary points on the board effectively and for the students to read and understand so that they learn effectively.
- D. Time management skills:** The college also enabled the trainees to develop time management skills which is one basic teaching skill.

IG1: *“We were taught about the different types of skills like skills of engagement, introducing the lesson and even the skill of questioning and reinforcement and use of blackboard.”*

IG2: *“There were so many things which they taught us, but some skills which comes to my mind right now is the engagement skill that is engaging the students, blackboard skills, and the communicative skills.”*

IG3: *“We had one week program for building the different skills like questioning skills, blackboard skills, writing skills, etc. were imparted to us by the college and we even had micro teaching to practice those skills.”*

IG4: *“In our college while we had our micro teaching, like I just mentioned, we were taught skills like blackboard skills, questioning skills, reinforcement skills, cooperative learning, and brainstorming and also time management.”*

IG5: *“The type of skills imparted are skills of questioning, skills of reinforcement, brainstorming, and even using whiteboard and skills of engagement.”*

IP5: *“They taught us how to prepare the lesson plans, how to select the topics and how to engage the students and the use of TLMs.”*

2. 5Es and constructive approach to teaching-learning: The interns were also able to garner the skill of using the 5Es effectively for a constructive teaching-learning environment.

IP1: *“So the college taught us to focus on the 5Es so we mostly be concentrated on that.”*

IP2: *“Our teachers taught us to do away with the traditional method of teaching and to impart the constructivist approach in the classroom.”*

IP3: *“The college has rightfully imparted us how to use 5Es and to use the constructivist approach. That is what the college has taught us to prepare ourselves for the internship.”*

IP4: *“Basically, before we went for internship, we had some few demo classes where our mistakes were pointed out, what exactly to do, what not to do, and even the teachers they did some demo classes at the same time. So, from there we have learned and they have thought as well.”*

3. Prepare lesson plans and selecting appropriate topics: One (1) intern also mentioned to acquiring the skill of preparing lesson plans and selecting topics for an effective delivery of class.

IP5: *“They taught us how to prepare the lesson plans, how to select the topics and how to engage the students and the use of TLMs.”*

Tool Q6: What were your evaluation techniques/tools for students during the internship?

The interns used varied methods and techniques to evaluate and check on the progress of the students.

1. Oral evaluation: Most of the interns employed the oral evaluation to check and evaluate their students’ progress. Questions were asked, feedbacks garnered from students and given to and the response of the students were taken into account to evaluate the students’ learning and progress.

IP5: *“I used to raise questions to the students.”*

2. Written evaluation: Class tests were conducted by the interns to evaluate the students’ learning and understanding.

Most of the interns used together both the oral and written techniques of evaluation:

IG1: *“Some of the evaluation techniques which I used were the oral and written.”*

IP1: *“The most common evaluation was through questioning and answering, and a few written tests were conducted.”*

IP2: *“Used some tests, and question and answer to evaluate the students.”*

IP4: *“We just get one hour and so, based on our lesson plan, what we do is, usually there are so many methods of evaluation but I usually followed the oral or the normal class test.”*

3. Observation: The interns used the observation method to evaluate the students.

Most of the interns used the oral technique of evaluation along with the observation method together for the evaluation of the students.

IG1: *“The evaluation tools which I used were questioning and observation.”*

IG4: *“So, most of the time I use mainly questioning, observation, and problem solving for evaluating my students.”*

IG5: *“I used observation and questioning for evaluating the students.”*

4. Activities, problem solving and project work: Along with the oral and written techniques of evaluation, the interns conducted activities and project works to evaluate the students.

IG4: *“For me, I'm from mathematics pedagogy. So, most of the time I use mainly questioning, observation, and problem solving for evaluating my students.”*

IP2: *“I have prepared some group activities like, for example, I prepared some tongue twisters to help them learn in the pronunciation and used some tests, and question and answer to evaluate the students.”*

IP3: *“So, the evaluation, of the students was done by conducting normal class test, also their assessment was done and how well the students are taking part in activities and also how interactive they are with the teachers.”*

IP5: *“I used to raise questions to the students and in some classes I give project work to the students to assess or evaluate them.”*

5. Formative and Summative evaluation: The interns employed the formative as well as the summative evaluation to evaluate the students.

IG3: *“I used the formative and summative evaluation.”*

IP5: *"I used the formative evaluation only because summative we can't use because we were there for a short while only."*

6. Summarization and KWL chart: One (1) intern used the method of summarization to evaluate the students and to keep a check on their progress. The intern also used the KWL chart- Already know, want to know and ultimately learnt, to check on the students' progress.

IG2: *"For the evaluation, the most used technique was, feedbacks and questions, and also letting the students summarize. As an English teacher, I let the students summarize the poem according to their perspective or according to their imagination in order to see whether they've learned or understood the lesson. Another technique was KWL chart which is to know, want to know and already learnt. So, for me the KWL chart was also very helpful when it comes to evaluation."*

Tool Q7: Has the evaluation been as you expected/planned? What were the ground realities you experienced while conducting the evaluation of our learners' learning outcomes?

Most of the interns (frequency-9) said that the evaluation went well and according to plan. The interns had good and positive feedbacks relating to their evaluation techniques and methods employed and the result achieved.

IG1: *"Yes, the evaluation went as planned and the learning outcome was also achieved."*

IG4: *"Actually, evaluation is a tedious job for a teacher, but for me the number of students were less so, for me yes, it went as planned."*

IG5: *"Yes. I should say it went as per my plan."*

IP1: *"Yeah, it went according to the plan. The students also participated very well."*

IP3: *"To be honest, the evaluation was done smoothly because the students were very smart, they were also creative and cooperative at the same time and since there was a small number of students inside the class."*

IP5: *"I was quite satisfied with the students because the school which I have taken for my internship, the students were less in numbers so I could easily make out which students did well or which students needed improvements."*

Also, there were few whose experience regarding the evaluation and the result were beyond their expectation.

IP1: *"I think, according to me, what I expected from students was, I found out that they were performing better than what I expected."*

IP3: *"I thought that they won't be cooperative with me and I also thought what if the students are hesitant and they don't cooperate, so those were some things that worried me as I was doing the evaluation, but then it turned out to be quite the opposite as students were very smart and cooperative."*

IP4: *"I initially didn't expect much because it was a government school, so I had very different expectation, but in reality, the students were quite active, interactive and it was beyond my expectation."*

The ground realities as experienced by the interns while conducting the evaluation of the learners' learning outcomes are as follows:

1. The gap between what is planned and the real classroom scenario: One (1) intern shared that there is a gap in what is planned and the scenario of a real classroom. Certain plan had to be remodelled to cater to the real class scenario.

IG1: *"The actual classroom situation was different and hence some of the questions or activities which I planned and prepared had to be changed according to the needs and interest of the students. So, this was the ground reality."*

2. Time limitation: Due to the limited time frame certain evaluation techniques and methods were found to be inapplicable in the real classroom scenario.

IG3: *"I think one problem with the summative evaluation was, since there was shortage of time, I couldn't go according to plan and evaluate the students at the end of my class."*

3. The gap between oral and written evaluation: While some students did well in the oral evaluation, the same students lacked and performed poorly in the written evaluation methods due to the weakness in their spellings.

IG3: *"I also found out that during the formative evaluation even though the students were doing well by answering questions properly, when it comes to writing there were so many spelling errors."*

4. Class size: Class size/ population plays a significant role in carrying out the evaluation process successfully. A smaller class size enabled the interns to successfully hold a good evaluation process but a class with bigger or larger population makes it difficult for the intern to equally evaluate the students with the same attention.

IG5: *“It was not an easy approach as numbers of students were not small, and to keep an eye on each and every student to engage in the classroom activities becomes difficult.”*

IP3: *“The evaluation was done smoothly because the students were very smart, they were also creative and cooperative at the same time and since there was a small number of students inside the class.”*

IP5: *“I was quite satisfied with the students because the school which I have taken for my internship, the students were less in numbers so I could easily make out which students did well or which students needed improvements.”*

5. Activities kept the students more active and urged them to participate: More activities and lesser of the lecture method was found to encourage the students to participate in the class.”

IP2: *“I have experienced that students tend to give more interest and they tend to concentrate more when group activities are conducted, and when there are many lecture methods, the students they tend to lose interest and they are not being attentive in the class.”*

6. The students’ difference in their level of understanding and performance: It cannot be denied that each students’ level of learning, understanding and performance differs and this can pose a problem or be a hiccup for the interns to equally evaluate the students.

IP1: *“There were some differences among them, like their levels of performances among the students.”*

Tool Q8: What efforts have you made to integrate ICT into the teaching-learning process?

The interns faced the problem and the challenge of the schools’ inability to provide ICT facilities to incorporate it into their teaching-learning process. However, many of the interns were creative and resourceful enough to incorporate with the help of their phones and laptops for audio and visual effects apart from the various TLMs to help engage the students and aid to their understanding regarding to the topics being taken by the interns. This being mentioned

many of the interns though wanting to, could not integrate ICT into their lessons due to the unavailability of facilities in the schools.

The major categories of ideas which emerged from their interviews are as follows:

1. Lack of ICT facilities in the practicing schools: All the interns said that the local schools where they were interning did not have ICT facilities and hence, they were not able to integrate ICT into their teaching learning process.

IG4: *“The school that I was assigned was a primary middle school, and very unfortunately the school was not equipped with ICT facilities so I could not integrate ICT in my class.”*

IP4: *“I’ll be very honest here, since our practicing school was a government school, they didn’t have much facilities otherwise if there was a projector and all these things, I wanted to use some slides or some demo videos in order to show the students but due to the lack of ICT facilities, I wasn’t able to integrate ICT in my teaching learning process.”*

IP5: *“I didn’t use any ICT tools because that school didn’t have any ICT facilities.”*

2. ICT facilities not accessible: Some interns (frequency-2) shared that schools which were equipped with projectors were not easily accessible and hence they were not able to integrate ICT in their teaching learning.

IG3: *“Actually I couldn’t integrate any ICT because the school does not have ICT projectors in the classrooms. They have a common hall with a projector but it would be quite a hassle to move students from one class to the other.”*

IP3: *“OK, when it comes to ICT, the school I went to for practice teaching, they didn’t have much facility. So, there was only one projector and it was in one of the classrooms so that was difficult for us to get access to it and the current was also not available every time and there was no inverter also.”*

3. Use of personal laptops and mobile phones to integrate ICT in teaching learning: The efforts made by the interns to integrate ICT into the teaching-learning process are as follows:

a. Integration of laptop: The laptop was used as a substitute to help the students stay focused, arouse their interest and aid them in better understanding of the topic being discussed.

IG1: *“I showed some videos to the students using my laptop.”*

IP3: *“But there was one time when I made use of my laptop to show videos on natural disaster as the class that I was teaching like I said was small in number and so it was okay to deliver the lesson through laptop.”*

b. Integration of the mobile phone: Mobile phone was also used as a substitute to help the students stay focused, arouse their interest and aid them in better understanding of the topic being discussed. The interns used the support of the mobile phone for audio as well as visual effect.

IP2: *“I have played a song with the help of my cell phone and I let the students listen to the song and asked the students about the title, and then I also let them write down the lyrics while they listen in order to help the learners in their listening skills.”*

One (1) intern used both the laptop and the mobile phone to cater to the understanding of the students,

IG2: *“One thing is the lack of ICT equipment in the schools. In two or three classes I have used a video to show the students how a seagull cries because in a poem I was teaching, the poet talks about a seagull crying, so I had to show that to the students to enable them to see (video) and also listen to how a seagull cries (audio) to help them understand better. For this, I used a laptop once, and my mobile phone twice to show them videos as the number of students were less inside the class.”*

Tool Q9. What support have you got from the college and the school in incorporating ICT into the teaching-learning process?

Some of the B.Ed. interns (frequency-3) said that they did not receive any support both from the college and the school regarding incorporating ICT in the teaching learning process. While some said that the college taught them how to use ICT tools and encouraged them to incorporate the same in their teaching learning process (frequency-9). However, all the interns shared that they did not receive any support from the practicing schools in incorporating ICT to the teaching learning process. The major categories of ideas which emerged from their interviews are as follows:

1. The college trained interns on the use of ICT tools:

IG1: *“Yeah, before going for the internship, we were using ICT in our seminars or presentations. We were asked to use the PPT and video clips. So, it was a great help for me*

and I was able to incorporate all these ICT in my teaching learning process during my internship. From the school there wasn't much support when it comes to ICT."

IG3: *"For the internship, not really. But we had a course called EPC ICT so in that paper we were taught how to use Microsoft, projectors, etc."*

IP1: *"The college encourages us to use as much ICT tools as possible, but in the school, there wasn't a proper facility for that, particularly in the classroom and we were just doing our teaching learning in the classroom. From the practicing schools, we did not get any support for ICT and we also have not requested anything with regard to ICT."*

IP2: *"In my college, my educators, they have taught me to use more of ICT in the classroom, which will motivate and enable the students to learn better."*

IP4: *"No, we didn't get much support regarding this. We had ICT course in our EPC also, but being that COVID pandemic batch, we did not have much classes and hence we did not venture much into this ICT except for some PowerPoint presentations. From the school, no we did not get any support."*

2. No ICT facilities in the practicing schools:

IP5: *"Yes, not whole but partially I can say because our teachers when they taught us how to go about with the work of internship, they were using ICT tools, laptops or slide shows and all. So, my institute taught us well. But like I mentioned, the school where I went for my internship didn't have any ICT facilities."*

IP3: *"Like I mentioned, due to lack of ICT facilities, there was no support from the school. It was also very hectic for them to vacate the class as the projector was installed only in one class and arranging this and that was very hectic. So, we also didn't bother to ask them and then there was no support."*

IP2: *"...from the school side there were no ICT tools or no provision for ICT tools."*

Tool Q10. Have you tried to use any innovative practice for effective teaching-learning? Give details, please.

Two interns did not incorporate any innovative practices, but majority of the B.Ed. interns incorporated innovative practices in their teaching learning in order to make their class more

interesting and engaging. The major categories of ideas which emerged from their interviews are as follows:

1. Activity based:

IG1: *“I did some activities where I asked all the students to participate. So, I asked them to paste some pictures and then I even conducted some quiz.”*

IG5: *“I incorporated think-pair-share strategy which I've learned in the college for my internship. This strategy allows students to discuss in pairs and bring out a solution which they find most appropriate.”*

IP2: *“Okay. Since my subject is English, it has to do with a lot of drama, so I have incorporated a role play activity. I have divided the students into groups and let them perform and act on the story.”*

IP3: *“Yes, of course I have made use of some innovative practices, like I have incorporated practices like project method which has helped them to bring out their creativity, there was group discussion also which was very effective. In group discussion I would give them a certain topic based on the lesson and would ask them to come up with some pros and cons of the very particular topic. So yes, project method and group discussion were very effective among the students. I also conducted mock drill, which was where the students participated to learn on how they would react if in case of emergency some events happened, and I think it was under the topic or lesson of natural disaster.”*

2. Demonstration based/ Teaching Learning materials (TLMs):

IG3: *“For innovative practices, in order to explain sexual reproduction, I incorporated the use of some very simple things which were found in a classroom like a pen body and a water bottle and with the help of those items I tried to explain how sexual reproduction takes place.”*

IG4: *“I think I should say yes. I used a clock for explaining angles and degrees. I also made use of different objects in the classroom for explaining the shapes like windows, doors, all the corners and sides of the room, etc.”*

IP4: *“Coming from math background, what we have learned is that, usually we deal with the theoretical perspective more so we don't do much practical activities. So, I made a 3D model along with my students using clay and some sticks to figure out the many different type of*

shapes. I asked them to do and they were able to do, and at the same time they were able to recognize these shifts and vertex and all these things easily through the help of the 3D model. So, I think that was quite interesting and it was very effective at the same time.”

Tool Q11. What innovative practices have your college adopted for internship preparation?

Half of the B.Ed. interns said that the college did not adopt any innovative practices for the internship preparation, while the other half said that the college adopted a few innovative practices for the same. The major categories of ideas which emerged from their interviews are as follows:

1. No innovative practices adopted: 5 interns said that their college did not adopt any innovative practices for the internship preparation.

IP5: *“Apart from TLMs, and teaching, they did not provide any innovative practices. They only taught us how to incorporate ICT tools in our teaching learning process, but apart from that, no.”*

IG4: *“None I can think of.”*

2. Innovative activities: Some interns said that their college adopted innovative activities like cooperative learning, four corners, think-pair-share, jigsaw, etc. in preparing them for the internship (frequency-3).

IG1: *“Like we were taught of this cooperative learning. Under this we have think-pair-share, the four corners and the jigsaw. So, this was the innovative practice that our college taught us.”*

IG5: *“Our college adopted strategies like four corners, think-pair-share, jigsaw, to excite the students and also allow them to get involved in the teaching learning process. These are some of the strategies that we have discussed and we have prepared.”*

IP3: *“Actually I got those ideas from my college and have imparted them during my internship. So, my college taught us how to carry out group discussion, debates, project method or learning by doing method.”*

Tool Q12. How do you see and understand/mean by B.Ed. internship?

The B.Ed. interns see B.Ed. internship as a preparatory ground wherein teachers/future teachers get the opportunity to enhance their teaching skills in making them competent teachers. The major categories of ideas which emerged from their interviews are as follows:

1. Training ground: Some interns are of the idea that the B.Ed. internship acts as a foundation for teachers to help them polish and develop their skills as professional teachers (frequency-5)

IG1: *“According to me, B.Ed. internship is the foundation of a teacher to be professionally developed. Also, as a teacher trainee we are given the opportunity to extend this theoretical knowledge into a practical experience in the classroom.”*

IG3: *“I think B.Ed. internship is a programme where it allows a teacher trainee to build its base to enter teaching as a profession. So, it was like a building block to become a professional teacher.”*

IP1: *“B.Ed. internship is a preparation for us, for the future, for our career as a teacher.”*

IP5: *“I believe that every teacher needs to go through or take up B.Ed. internship for witnessing the actual reality of a classroom. We first need to go and get some real experience. Also, B.Ed. internship is a practical training given to teachers so that he or she can be able to polish the professional skills. So, for me, B.Ed. is a training ground.”*

2. Helps interns get acquainted with real classroom situation: The interns were also of the opinion that B.Ed. internship helps them to familiarize themselves with the classroom realities and the way teaching learning takes place in a real classroom setting (frequency-7).

IG2: *“According to me, internship means to develop teaching skills or teaching profession which will provide better opportunities, especially for the teacher trainees to be acquainted with real class situation and realities of teachings and also its practices too.”*

IG4: *“For me, B.Ed. is a good experience to familiarize the real custom situations. Also, to get acquainted to different teaching skills and techniques.”*

IG5: *“According to me, B.Ed. internship is a training where the teacher can experience the real classroom environment and also see their capabilities before entering into the teaching field.”*

IP3: *“Yeah, according to my understanding, I think the internship is a really good opportunity for a trainee or an intern to get acquainted with the realities of teaching area and I think it is not only just getting firsthand experience under the supervision of our teachers, but one can also foresee what a career in teaching would be like.”*

An intern went on to say that B.Ed. internship is the most important part of a teaching program as it gives a real-life experience to teaching as a profession.

IP2: *“According to me, a B.Ed. internship is one of the most important parts of teaching program and every B.Ed. student must experience the school internship in order to get real life experience.”*

Tool Q13: What are the problems and challenges experienced by the participants during B.Ed. internship?

All B.Ed. interns did face some challenges during their internship period. The major categories of ideas which emerged out of their interviews are as follows:

1. Difficulty in practicing Lesson plan: Most of the interns faced difficulty in implementing/practicing their lesson plans due to reasons like paucity of time, make changes according to needs of the students, difference in the lesson plan and the syllabus, etc. (frequency-6).

IG1: *“The lesson plans sometimes have to be changed according to the needs of the students. Same with activities. So, if plan A is not working, I have to go to plan B. Also, activities in the last period needs to be more lively, more energetic. So, for me those are some of the challenges. The possible solution is to make activities more energetic and plan it according to the needs and level of the students.”*

IG5: *“Well, some of the challenges were proper usage of timing, engaging each and every student to take part collectively, maintenance of discipline in the classroom while activities are going on, following the lesson plan as per the time schedule.”*

One of the interns even went on to give a detailed encounter with the challenges faced in trying to implement the lesson plan alongside covering the syllabus for the school.

IP4: *“Yes, there were some challenges. like some of my friends and me, we all faced that is in some schools, they allow us to take only our lesson plans and whereas in some schools they hardly give us time to take up our lesson plan even though we are prepared with our lesson*

plan, and there's a big difference between our lesson plan and the syllables which they give us to take up or to cover during our internship time. So, if we are covering up the syllabus which they have asked us to, then we are not able to go with our lesson plan as usual. And then if we go with the lesson plan, we are not able to cover up the syllabus which they have told us to cover. So, it becomes a big problem for us because we want to finish our lesson plan at the same time we want to and have to cover up the syllabus which they assigned us also. So, it becomes a big issue. So my suggestion for solution will be, if you're going for internship, I think it is better if we ask before joining the particular school whether we can take or cover up the lesson plans we have prepared, at least minimum or how many lesson plans we can cover up, and based on that if we can choose the schools, it will be better because for subjects like math, there's a big difference between taking the classes and taking up lesson plans because when we talk about lesson plan, in lesson plan we have a certain activity for every lesson, and through that activity we are engaging the students. Whereas, if we stick to their normal classes or their syllabus, we just enter the class and start with- today our chapter is...and we just go on without engaging the learners and only try to finish the syllabus. So, I think more of the lesson plan should be covered especially for B.Ed. internship.”

2. Lack of constant feedback from the supervisors: The interns were of the idea that it would be really helpful if the supervisors can visit the practicing schools often (and not just once as is the present practice) and give constant feedbacks after observing the intern’s classes.

IG1: *“I feel like the feedback from the supervisors should be given constantly for our improvement during our internship.”*

IP3: *“There were times when we really needed the help of our supervisor but they won't be there. So, if I were to suggest some measures, the first thing will be, the supervisors should be present most of the time.”*

3. Difficulty in implementing the 5E method /Constructivist approach: Many interns faced difficulty in implementing the 5E method /Constructivist approach of teaching learning in the real classroom.

IG2: *“For me one of the biggest challenges was asking us to teach in the constructivist approach. Personally, it is very hard to practice constructivist approach because we have already been used to the behaviourist method. And also, the students, especially the school where we went for training, there was no complete behaviourist nor a complete constructivist*

approach to teaching. So, it was good for us, especially for the teacher trainee because it's really hard for us to practice the constructivist approach fully. So that was one of the biggest challenges. I can't think of anything solution now, but one thing is, and I don't think this is a solution but, conducting a survey or case study or action research, anything, by professionals, especially when it comes to teaching professionals like B.Ed. professors and the like or who teaches B.Ed. trainees, I think it will be really good if they can go personally and experience the real classroom situation by themselves because it is very difficult to apply or employ all the 5Es because one thing is there is time constraint, and then another thing is students involvement and their responses also.”

IG4: *“The first would be executing the 5Es in 40 minutes class. This is very challenging during the internship as for the 5Es I think 40 minutes of class is very less so we need more time or more periods.”*

One intern also mentioned that the 5E method is applicable only to some topics and best suited for the lower sections/classes.

IP1: *“Implementing the 5Es. Not for all the topics, but for some of the topics, also particularly for lower classes, when the textbooks are written very simple, it's not very easy to implement the 5Es and sometimes there's a lot of thinking going on in preparation for that. I think the 5Es method is very good, but it's not applicable for all the topics sometimes. I think it's better suited for higher level like classes 9, 10, 11 or 12.”*

4. Distance and transportation: Some interns shared that the distance of the practicing schools limits their time for preparing for their classes as they have to always rush and look for transportation early in the morning.

IG3: *“I think the first and foremost problem that I faced was transportation and reaching the school on time. I live very far away from the practicing school (one end to the other) and though I move out early I tend to arrive late at the school most times because of the traffic. After some days, we booked a taxi for ourselves on a hire basis although it was expensive. I think one possible solution can be to assign practicing schools based on the location and distance from where the teacher trainee lives. That way it will save lots of time and we can get more time to prepare for our classes without hurrying every day.”*

IP5: *“I would suggest that the internship notification to be given at the earliest so that the students can go and get permission from the schools and the schools can also make adjustments*

accordingly. Also, it would be good if the institutions can give us the list of schools where we could go according to our own colony or where we are staying. For me that would have been much better.”

5. Infrastructure and location of the school: Most of the interns were of the opinion that the location, environment and infrastructure of the school plays a major role in a child’s learning. Lack of these proper facilities hampers and disturbs the teaching learning process.

IP2: *“The school infrastructure could have been better because during my internship, it was the time of rainy season and, what I’ve noticed is that the water was dripping inside the classroom, which was a total disturbance to the students as well as the teacher, so it would be so good if they renovate the school at the earliest.”*

IP3: *“The environment was very disturbing as the school was situated near the highway. So, the noise from the outside would always distract the student’s mind. Regarding the environment, it should be calm, or soundproof walls should be installed in case the school is situated near the noise phone areas.”*

6. Subject teacher’s presence: An intern mentioned that the presence of the subject teacher inside the class really disturbed the entire teaching learning process.

IP3: *“Another challenge which was very annoying was that the subject teacher will always be present inside the classroom while we were taking class, on all work days and as a result the students were more concerned and hesitant to respond freely because of their fear to be scolded by their subject teacher. Because of this, they lack concentration inside the classroom and they were not open minded.”*

Tool Q14: Do you think the internship has helped to relate the theoretical knowledge you gained at the college to the practical implementation of teaching skills at the school? Please specify the reasons for your answer.

All the B.Ed. interns were able to relate the theoretical knowledge with the practical implementation at the school. The major categories of ideas that emerged out of their interviews are as follows:

1. Theory and practice go hand in hand: Most of the interns were of the opinion that the theories they learned at the college helped them perform better in the practical implementation during their internship (frequency-10)

IG4: *“Yes, very much because I believe that theoretical knowledge and practical implementation go hand in hand. Through this internship I have become more confident than I was before. So, the different skills and techniques I learned from the college, is put into practice through this internship”*

IG1: *“Yes, I think it has helped me to be responsible and also understand the element and the quality of work from the teacher to the students. And also, I have been able to evaluate my own strength and weakness also and I was able to use the teaching methods and the teaching aids so far.”*

IP5: *“Yes, because during our micro teaching in the college, I was considering my classmates as the students only. So, the responses that I received from my classmates were, some responded while some did not. That was exactly the situation which I experienced at the practicing school. Not every student, of course majority responded, but there were some students who did not respond”*

2. Understanding individual differences in the class: Some interns (frequency-2) also stated that the theories taught at the college helped them better understand individual differences in particular and understand learners in general in the class.

IG2: *“Yes, somehow in some way, because some theories like Piaget theory, and Vygotsky's theory, we were able to use them in our teaching strategies. Also, to understand the children different theories helped us a lot in the practical part. We have a course called inclusive education, and also another course called teaching and learning, and under teaching and learning we were taught 'understanding learners', so we have to identify creative students, slow learning students. So, all those things from theory also helped us in the practical.”*

IP5: *“Understanding the differences in students, that is another important lesson that I have experienced from the internship which I got from the practicing school as well as from the practice teaching at the college.”*

3. Constructivist approach made clearer: Some interns (frequency-3) also shared that internship helped them understand the constructivist approach in a much broader light by actually putting it into practice whatever was taught at the college.

IP1: *“Yeah, definitely. So, all these methods of exploring, explaining and evaluating process, all these which were taught in college, we could also relate it to the practical teaching learning process.”*

IG3: *“Yes, of course I was able to relate. We were taught about constructivist approach in theory and we applied whatever we learned into the real classroom situation, and by applying the constructivist approach we learned or we realized that this approach is indeed effective.”*

IP3: *“Yes, exactly. Because for example, we have learned about constructivist approach and we actually made use of it during our internship program.”*

Tool Q15. Do you feel proud and better prepared to become a teacher after the internship? Please give reasons for your answer.

All the B.Ed. interns were of the view that the internship made them better prepared as teachers and that they understood the importance of B.Ed. course for every teacher only after the completion of the internship. Some major ideas that emerged from their interview are as follows:

1. Mental and physical preparation: Some interns shared that the internship made them more confident and helped in both mental and physical preparation as teachers (frequency-3).

IG2: *“I think we can become better prepared because of the internship because it prepares a person both mentally and physically. It lets a trainee experience the real classroom situation and trains a person on what kinds of skills, techniques, and TLMs to use inside the class. So, this internship I should say have helped me become a more prepared teacher.”*

IG4: *“Yes, very much because this internship made me confident in my subject also, and then it helped me to understand my strengths and weaknesses and reinforced me to give my best and thrive for better outcome.”*

2. Improved teaching skills: Most of the interns were of the view that the internship helped them to upgrade their skills as teachers and made them become more confident and fluent in applying these skills in a real classroom (frequency-5).

IG3: *“Yes, I think it has really helped me a lot. Through that internship now I can say that at least I have learned a lot of things from there. For using the different skills like how to use the blackboard, questioning skills, etc., if I had not done my internship and put those skills into*

practice, I don't think I would have learned them effectively. So, after practically applying those skills, I feel more confident because if I become a teacher in the future, I'll be using these skills with ease and with confidence."

IG1: *"Yes, I feel very proud and I have built my confidence enough. I can go back to my own school and I could use the teaching methods, the strategies and all the skills, and I will be able to manage the teaching learning effectively and efficiently."*

3. Importance of B.Ed. course for teachers: An intern also expressed that the internship helped in realizing the importance of B.Ed. course for every teacher as it helps a teacher grow both personally and professionally as a skilled and efficient teacher.

IP3: *"Yes. I really had a great time and also like I said, at first, I was very nervous, but these golden days taught me so much. It was only after completing the internship that I felt the importance and value of B.Ed. course and indeed I had learned a lot from this very internship. At the end I can proudly say that I am ever ready to take my step in this teaching profession. So yes, it did prepare me to become a better teacher."*

An intern also shared that the internship groomed and helped in boosting the confidence in job seeking.

IP2: *"Yes, of course I am proud of myself for completing this B.Ed. internship. It is also an opportunity for me to experience the real school environment and also how to deal with the learners. Like most importantly knowing that this experience will give me more confidence when it comes to job seeking for teacher or maybe working in the field of teaching someday."*

4.4.2 B.Ed. Teacher Educators (Thematic analysis item-wise)

Tool Q1. What kind of support and direction do you provide to the interns before/during the internship period?

Teacher educators provide different kinds of support and direction to the interns before they go for, and also during their internship. The major categories of ideas which emerged from their interviews are as follows:

1. Most teacher educators (frequency-4) said that before the internship, intensive workshops were being conducted, numerous practice teaching like micro teaching sessions were being held, and lesson plans were being checked and corrected.

ITE1: *“Practices like in the college; we have intensive workshops on lesson planning. So, throughout all those workshops, the students get enough exposure to teach a lesson because they do not only make one lesson plan, but they are made to do all the 40 lesson plans, and necessary checking and corrections and all those things are done before we send them out for the internship and as for internship.”*

ITE2: *“Okay, the support that we give them is we have micro teaching, block teaching, then we have this orientation for TLM making. We also give personal support to the students. We have a lot of workshops regarding this micro teaching skills, block teaching, teaching learning materials. In order to prepare the interns, what we do is, we have a lot of block teaching.”*

ITE3: *“We make sure that they are aware of the different teaching-learning skills and also, we make sure that they are ready with the learning plan. They prepare their learning plans and they get it checked from their respective supervisors, then only they are allowed to go for the internship.”*

ITE4: *“So we allot supervisors for each intern and then before they practice in the class, we ask them to get it approved from their respective lesson plan supervisor, after that the same is cross checked by the supervisor who is visiting the school, then only they teach.”*

2. Some teacher educators (frequency-3) said that before the internship, they usually prepare the student teachers mentally by conducting a general orientation so that they will be confident and thoroughly prepared.

ITE6: *“Before we go into the internship, we prepare them mentally so we usually conduct a general orientation. There we highlight to them about the importance of internship and also tell them why we are conducting this internship and then equip them with the importance of the basic qualities which they should inculcate to be good teachers and we motivate them.”*

ITE7: *“Before we send the student-trainees for the internship, we usually give some general guidelines and information on how to go about, how to have a conversation first with the administrators both casually as well as formally, also we try to give the objectives regarding the internship to the student-trainees.”*

ITE8: *“We give orientation to the student teachers before we send them for the internship program, we give them orientation, briefings on how it is supposed to be done, and what are they going to do, and the different school allotments are also given. Here, we prepare them to*

be mentally prepared about what they are going to do during the pre-internship, and what they are going to do after that that is during the internship.”

3. Two teacher educators mentioned that before sending the internees for the internship, they send them for observation- peer observations/classroom observations and learn from the real classroom situation.

ITE1: *“we also send our students for peer observation and real classroom observations. So mentally they are also prepared on how a classroom atmosphere or environment will look like,”*

ITE8: *“We send them to the schools to have learning experience on the school environment where they get to know about the school organization, management, the whole school environment. So, there we let them, get firsthand experience on the school.”*

4. During the internship, the teacher educators visit the different practicing schools and observe the student teachers’ class and give necessary feedbacks and support as and when needed:

ITE1: *“When they are out for the internship we also go to the schools, we take turns to go to each of the practicing schools daily. So as and when they need us, we also give our suggestions and advice to our students also”*

ITE2: *“During the internship, it depends on the supervisor also. So, speaking from my experience, like, whenever be it any pedagogy, the supervisor will give guidance and also provide them additional learning plan.”*

ITE3: *“During the internship period, the supervisors they go to each and every school to supervise the student-teachers and they give feedbacks wherever necessary and they also give moral support during the whole process of internship”*

ITE4: *“Once they start this internship period, we have guides or supervisors for respective trainees. So, we visit the schools. We also observe what are the mistakes they are making during internship period and we try to guide them and to rectify their mistakes”*

ITE5: *“During the internship, mostly we just go and observe their classes and observe their behaviour and how they act out and provide some feedbacks.”*

ITE8: *“During the internship period we supervise them. All the faculty we go to the different schools every day during the whole internship period as every day we are assigned to go to one school and during the supervision we also give them both written and verbal feedback”*

5. A teacher educator said that their college conducts demo classes for their students before sending them out for the internship:

ITE4: *“Before the internship period we usually have, two to three weeks of practice teaching, and we give demonstration classes. Prior to the demonstration classes we provide them the pros and cons of this internship and how it is to be executed.”*

Tool Q2. What teaching resources do you tell B.Ed. student-teachers to prepare for their internship?

Many teacher educators said that regarding the teaching resources, they asked their student teachers to prepare good teaching aids and to be ready with the respective schools’ textbooks for their internship. The major categories of ideas which emerged from their interviews are as follows:

1. Most teacher educators tell their student teachers to prepare teaching aids for their internship:

ITE3: *“OK for teaching learning resources we used to ask them to be ready with the teaching learning aids.”*

ITE5: *“I usually ask student teachers to give more time in preparing their teaching aids. Teaching resources doesn't only mean those teaching aids, it also means those notebooks, the content, the strategy that the teacher is going to apply on the particular class. So those things are also involved, but mostly I tell them to focus on the teaching aids because usually in order to get the attention or in order to make the students remember, it's best that we provide them with those proper teaching aids and then we allow them to do activities. So that's how we encourage them to retain more of the content or the topic. We focus more on teaching aids”*

ITE6: *“We also encourage them to use teaching resources like teaching aids, audio visual aids, visual aids, and also real objects. These are some of the teaching resources.”*

A teacher educator said that student teachers were encouraged to make teaching aids out of local teaching materials which are cost effective:

ITE1: *“Okay, with regard to teaching resources, one thing that we focus a lot on is with regard to teaching aids, is local teaching materials. We focus on that because most of the time, they have to go out to the rural schools, so one primary focus was on low-cost teaching aids. Not that we don't go for other teaching aids, but we prefer low-cost teaching aids because it can be made anywhere also. In fact, it may be low in cost, but it may be also very effective because the students have seen those raw materials.”*

Another teacher educator said that student teachers were asked to prepare teaching aids which are made of real objects:

ITE8: *“We also let them use models, models can be non-working and working models can be used charts, flashcards, and one very important thing is real objects can also be used, whichever is possible. Real objects, some are used from our curriculum lab also for example, like in science if you want to use some test tubes or magnets or prisms, for example in social science, they can use maps, globes. So, all those real objects can be used as teaching aids.”*

2. Some teacher educators asks their student teachers to be ready with the textbooks of the respective schools where they will be interning i.e., NBSE or CBSE schools' textbooks:

ITE4: *“Teaching resources, they usually use the materials or the respective textbook of the particular class where they are assigned for. So, if it's a CBSE school, we ask them to get the books of that respective class from any of their friends or anybody who is near to them. So based on the books and the topic they need to prepare the lesson plan. To prepare the lesson plan, we have books of constructivism, new paradigm, etc. So we give them some sample of lesson plans if they're facing problem to prepare a lesson plan. Even after our thorough discussion, if they're failing to come up with the lesson plans, we give them resources, like previous lesson plans or how it is being done for reference and we cross check that. Besides that, we have a very good library where enough books on constructivism is there and even for internship also, especially the lesson plan, and also, we provide them some YouTube videos, some other resources, and some links from different websites which they can refer to for preparing their lesson plans and executing those in the classroom.”*

ITE6: *“First of all, they have to be well acquainted with their own pedagogy. So here the resources would be the basic textbook of the respective board like CBSE, NBSE, or ICSE, and for reference material also we suggest any reference book and also apart from this, we also*

give them both online and off-line references which they can use to supplement to the textbook, and also some suggested textbook for the reading.”

ITE8: *“When it comes to teaching resources, first of all we tell them that textbook is very important. The school's textbooks, some they have NBSE, some they have CBSE, so before the internship we send them to the school so that they can have an interaction with the school heads and also with the concern subject teacher so that they can discuss with the teachers about the textbook, the classes, the chapters that they will be assigned. So there we ask them to get textbooks, go through them so that they can have content mastery, and also regarding on the topics that they would be teaching. So, textbook that is one very important teaching resource which they can use throughout the internship.”*

3. Some teacher educators also encourage their student teachers to be prepared to use ICT and its resources for their internship:

ITE8: *“We also let them have access to the internet where they can download pictures and videos, some relevant support materials which will help them in their teaching, and also they can make use of pictures, slides, even PPT, audio-visual aids.”*

ITE2: *“As per the pedagogy, actually now everything is constructivist approach and it depends on the schools. So, some schools they have this ICT, so we encourage the student teachers to use ICT and the resources available. But then some schools they don't have all these ICT resources so they have to stick to the lecture method again. But then we encourage them to use a lot of charts and models and then if there are no ICT resources also, we ask them to show videos from their phones or something like that. That is how we tell them.”*

ITE1: *“Another one is, we also give them sites for E resources, we give them links and websites.”*

ITE3: *“Depending on the school environment or the context, if the internship school is ready with the smart classrooms, then they go with PPT and all, but many of the schools they don't have smart classrooms, they don't have LCD projector facilities and all so most of the time they go with their learning plans and their learning aids only.”*

Tool Q3. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?

Most of the teacher educators said that they encourage B.Ed. student teachers to follow the constructivist approach for their teaching learning process and lesson planning. The major categories of ideas which emerged from their interviews are as follows:

1. Three teacher educators imparted student teachers with the different teaching skills along with 5E method of lesson planning:

ITE2: *“Pedagogical skills. What we do is, we usually encourage them to use the 5Es under this constructive approach. Our students are also not fully trained even if they go for internship, and then they are not so confident to use the 5Es. When teacher educators themselves are not very confident. So now the skills that we tell them is, how to make the classroom interesting. Skills also depends on the student teacher because we don't expect all of them to impart or use all the skills, so what we do is usually, skill of demonstration, illustrating with examples, all these things related with connecting to real life situation, these are some of the skills that we tell them, we encourage them to use in the class.”*

ITE3: *“OK, the different skills of teaching learning, the six different skills and now we have added another two that is skills of cooperative learning and skills of brainstorming, and apart from the teaching learning skills, the different pedagogical skills which they have learned from the second semester in their core papers, we also used to ask them to incorporate in their internship. Whatever they have learned from their theoretical papers, those things and then the teaching learning skills and also the 5Es for their lesson plan.”*

ITE8: *“So, we also conduct workshop on teaching skills where we brief them about the different skills like skill of engagement, skill of questioning, skill of reinforcement, skill of stimulus variation, and skill of using blackboard. So, these are some of the teaching skills which we have been following. Also, the approach which we follow these days is constructivist approach which they will be using the 5E model to prepare their learning plan. So, we conduct workshop on that where we brief them about the whole format of how they are going to prepare their learning plans.”*

2. Student teachers are taught how to make their class learner centric:

ITE4: *“Internship is mostly two-sided learning where the learners are not just passive listeners, so we have to see from the learner's perspective and not from the teacher's perspective. Its learner centred so we teach them not to depend on themselves and that they should not just stand like those traditional teachers and just speak on without even moving in*

every corner of the classroom. Rather they should allow the students to do active participation so that the learners become the centre of teaching and, pedagogical skills would be like forming groups, assigning group activities, asking their responses and reviews, then brainstorming, all those things will come.”

3. Two teacher educators emphasised on the importance of good communication and adaptability skills for the internship:

ITE5: *“Okay, for me I focus more on communication and adaptability. So, in order to communicate or to have a good communication, the teacher should have the content mastery. So, they should also understand the background of the students. So, without knowing all of these elements inside the classroom, it is very difficult for a teacher to communicate. So usually, I would encourage the students to have a good communication and good adaptability with the students in order to be adaptable with different kind of students, with different intellectual background.”*

ITE7: *“Talking about teaching, pedagogical skills, knowledge, it's vast, and there are so many skills, however, some of the important skills that I as a teacher-educator emphasize upon my student-trainees are important skills such as communication skills, and I feel that communication is something that we all struggle, not only the student-trainees, but we as teachers also we struggle at times with communication. So, I try my best to equip the student-trainees to Polish their communication skills”*

4. Another teacher educator imparted micro teaching skills along with the skills of Teaching Learning Material (TLM) making:

ITE6: *“OK, the first important thing is we impart them the general skill that is the teaching skills or micro teaching skills. This micro teaching skills are the same across the discipline. For many of the students this is new to them. So, I think micro teaching skill is very important. It is not just the delivery of the content but how we deliver is more important. So, we teach them micro teaching skill and also according to the pedagogy we again teach them by dividing them into pedagogy of Mathematics, Science, Social Sciences, English, etc., and then according to that we teach them different methods and approaches according to the pedagogy papers as some topics require the teacher centred approach, while some other topics require the student-centred approach, but we emphasize more on the student-centred approach that is*

constructivist approach. We also teach specifically the TLM that is the Teaching Learning Material separately for English, S.S, Mathematics and Science pedagogy.”

5. A teacher educator said that the constructivist approach to teaching learning was imparted to the student teachers along with an emphasis on the Zone of proximal Development (ZPD):

ITE1: *“Right now we are focusing on this constructivism. So, in constructivism we have one specific very important section that is called ZPD or zone of proximal development where the student teacher is also supposed to identify the area where a student with the help of a much more knowledgeable person will be able to achieve beyond what himself or herself is unable to achieve individually. So, we put a lot of focus on the social aspect of learning also. And the main approach is the learner centred approach and most of the time the view that everything should be carried out in activity, which is not so because well, we do stress on the importance of activity, but there might be a lot of other things also in which they can learn and as long as the learning is taking place, we are okay with that.”*

ITE8: *“we also conduct three to four days’ workshop on constructivist learning plan which is very important.”*

6. A teacher educator also mentioned that the skill of creativity was imparted to the B.Ed. student teachers along with observation skills, technical skills and listening skills:

ITE7: *“Another skill is creativity which is a very important requirement when it comes to being a teacher. So, I ask them to be creative, to come out from their box and to think from outside the box. Creativity is something that some of us were born with the skill of creativity, but for some of us we have to put that extra effort and we as teacher-educators we also don't expect the student-trainees to be creative all the time, but what we do is we encourage them to discuss, to share their ideas with their friends because when we talk and share and when we discuss, new ideas automatically generate. So, I always encourage them to have discussion with their other student-trainees as well. Other skills such as technicality is also very much important if they are planning to take technology along with their teaching process and also another important thing is observation skills and as a teacher-educator, I also encourage and advise my student-trainees to be very observant when they are teaching inside the classroom. I tell them, don't just go and teach for the sake of doing the internship, but what I always tell them is, to be observant- observant in the sense, like through their eyes, through their ears through*

their listening skills, all those things need to be put together so that their teaching learning process is more effective. There are so many other skills like time management, classroom management, all those things. So sometimes I feel that it's okay not to give them too many pressures as I don't want them to feel too pressured also because some skills it comes naturally when we are teaching in the process it comes out naturally, which I feel that many student-trainees, they automatically tend to have those skills."

7. A teacher educator said that emphasis was given to content mastery evaluation skills, cooperative strategies and hence student teachers are taught accordingly:

ITE8: *"Okay, so when it comes to pedagogical skills and knowledge, first of all, regarding the knowledge, before we send them for the internship, we try to cover all the theories. So, all the concepts are taught, all the concepts which will help them to prepare for their learning plans which they can use for the internship. So, we try to complete all the theories, all the concepts, it's quite vast in the fourth semester, but we try to go simultaneously, like theory classes and then practical classes. So likewise, we complete all the theories because content mastery is very important where they get to understand about all the concepts thoroughly, and after which we also conduct a lot of workshops, like here in our college we conduct workshops like evaluation workshop. So, these days, for two years we have been following three-day workshop on evaluation where they also get the opportunity to prepare the observation schedules, the different evaluation sheets like rating scales, checklist and how to prepare a balance question paper.*

Another one is we also conduct workshop on, not exactly workshop, but after the theory classes we conduct some practical classes where they get to learn about some cooperative strategies which they can use it in the classroom teaching during the internship, so cooperative strategies like jigsaw or think-pair-share, all those different strategies are taught during those practical classes."

She also mentioned that the student teachers were taught how to make use of APA referencing for report writing

ITE8: *"This time we also conducted one workshop that is a two-day workshop on academic reporting and referencing because the students after their internship, they will be submitting their reports, so for that we taught them how to write the reports correctly and how to make use of the APA referencing style correctly."*

Lastly, she also said that the student teachers were assisted on how to prepare lesson plans. A presentation cum discussion time is given to the student teachers where they can share their experiences, problems, collect their feedbacks, etc with the aim of better preparing them for the internship programme.

ITE8: *“So we also do all those workshops which will help them for their learning plan. After all the workshops are conducted, we let them start with the preparation of learning plans. So that is done in the college where all the faculty we will be there to supervise them, and after two-three preparations of learning plans we also conduct block teaching. It is conducted in the college for two to three days where the students will be assessed. So that is the preparation for their internship because we, give them a lot of feedback and we tell them the areas of improvement where they can work on it so that they can do well in the internship. Another one is, after the pre internship, that is first and second phase internship, we always have a presentation and discussion also where they can share their experiences, their problems, and we also collect their feedbacks and we also give them the feedback. So this whole thing will help them and prepare them for the internship. So that's how we are doing.”*

Tool Q4. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?

Different B.Ed. colleges have different ways and means of evaluating the B.Ed. student teachers. The major categories of ideas which emerged from their interviews are as follows:

1. Evaluation based on the different phases of internship:

ITE2: *“Now this, throughout the internship program, here I will include phase 1 and phase 2 also. So phase 1 is for the school observation, phase 2 is classroom observation, and then we have this final practice teaching or the internship, and then we have the last one that is the last final practice teaching for one day. So all this, how we evaluate is that, for the first phase, we evaluate based on their presentation. Then the second phase is also same thing based on their individual presentation. So now the third one, for this internship, we evaluate based on their classroom management and then based on the 5E skills that they use, and also based on how creative they are, something innovative, something creative that they bring in the class, that is how we evaluate them.”*

A teacher educator said that both summative and formative evaluation is done for the student teachers:

ITE6: *“OK, for the internship, it is continuous evaluation. Continuous evaluation, which means that internship is divided into four phases and then marks are categorized accordingly. So, the evaluation includes both qualitative as well as quantitative. For pre internship they have to just go and observe and then after coming back they have to write a journal. All through the semester it is continuous evaluation I should say. The students will then write lesson plans and then on that basis we evaluate them. Block teaching is also done where they will be evaluated. And then the final practice teaching is done where external evaluation is there. So, there is both internal and external evaluation as well as both summative and formative assessment.”*

2. Evaluation based on the different components of teaching:

ITE3: *“Okay, here to evaluate the performance of the student-teachers, there are different components. For example, like classroom management, use of teaching learning aids, use of learning resources, attendance, etc. There are different components so that we make sure that we distribute to each and every school, so that the head of the school will also give their feedbacks and their evaluation based on the components and at the same time the supervisors whenever they go to supervise the student-teachers, they also take that with them and that's how they evaluate the student teachers.”*

ITE4: *“Okay, as I mentioned earlier, we have two to three weeks of demo classes that is practice teaching, micro teaching we call it, so based on their attendance, performance, and lesson plan they have prepared, we divide the marks. So maybe for attendance some marks are kept, maybe for the lesson plan and maybe the teaching aids they bring, the resources that they're using and, the type of execution they do in the class or the type of response they get in the class, etc. so based on all these and their voice modulation, using of the blackboard, the whiteboards or creating activities in their lesson plan, all these things are the segments where we award marks.”*

3. Evaluation based on the student teacher's performance in the class:

ITE5: *“Usually during this internship program, for these two months, we are also given a very limited time to evaluate them and because we are also rushing for schools, and within Kohima it's very difficult to move to any schools. So, it's very limiting, but at the same time, we just try to see their classes, observe their classes and then we evaluate them through their performance,*

we give them feedbacks as well as we also try to see how they are conducting inside the school, their conduct within the faculty, we just try to evaluate those things only.”

ITE7: *“We go to their respective schools and as a teacher-educator we just go inside the classroom when they are teaching and we observe the skills that I've mentioned which I won't repeat it again. So based on those skills, we try to evaluate them. We try to assess how the student-trainees are going about in the classroom.”*

4. Evaluation based on a common pattern/evaluation sheet:

ITE8: *“So during the internship period, like I said before, we faculty, we go for supervision every day in different schools, where one faculty is allotted in one school. So, we go every day and we carry an evaluation sheet where we assess the students. So, we go to their class and observe their classes, and then we have, I will not be able to share all the criteria, but we have some criteria which we have to assess. So, we sit in the class where they are teaching, so along with the students we'll be there and then we assess their classroom teaching directly. So, we carry an evaluation sheet and that's how we evaluate them. We also ask the school coordinators to assess them and they also have a separate sheet. So sometimes when we are not there, the school coordinators will come and observe their class, so that's how they will be assessing them in their classroom teaching. Besides the classroom teaching, the school coordinators also assess the overall, the different aspects like their regularity, punctuality, their sincerity and since they would be there for the whole two to four weeks, even the way they take part in the different school activities, rapport with the other regular teachers, and cooperation. So, all these aspects are assessed. That's how we take in all this assessment.”*

5. Evaluation of B.Ed. student teachers done by different stakeholders:

ITE1: *“Okay, for evaluation, as I've mentioned earlier, we have the faculties from the college observing the students, taking turns every day. So that is one observation made by the teachers, another one is, all the lesson plans or the learning plans that they have made has to be scrutinized by the teacher. So that is also one form of evaluation. Another one is peer observation or peer evaluation where the interneers themselves will be taking turns to observe their friends. Likewise, their friends will also be observing their class so that is also taken into account and another one is, we have a school coordinator who is 24X7 with the students and then he or she is also instructed on what areas to observe. Although it is not every time, we*

also sometimes interact with the students to get a general view of how the student-teachers have performed.”

Tool Q5. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.

Some of the teacher educators were of the opinion that the evaluation system is effective, while there were some who think otherwise. The major categories of ideas which emerged from their interviews are as follows:

1. The evaluation of B.Ed. student teachers not effective: A teacher educator said that the B.Ed. evaluation system is not effective as it ignores individual differences and that it follows a rigid format for the evaluation.

ITE2: *“For me personally I don't think it is very effective because the evaluation is such that, some supervisors they fail to give feedback after the evaluation, and like I said, it depends on the supervisor also, it depends on B.Ed. institutes also. So, for me, the evaluation actually it is not effective at all because every student teacher they have their own level of individual differences, so based on the given format, for me it is not very effective.”*

Another teacher educator said that the present evaluation system only assigns marks to the student teachers for the tasks which they perform only for the sake of getting marks and that once the B.Ed. course is over, the student teachers do not implement whatever they have learned to the real classrooms. So, the evaluation system is only for face value and lacks quality.

ITE4: *“To be very honest, we have so many problems with B.Ed. or teaching learning in our country. The teachers are asked to prepare lesson plans on constructivism and use the constructivist teaching approach, but the same after they are being trained, they are not using in the schools where they are working. The curriculum is designed in such a way or the textbook is prepared in such a way that they cannot use these kinds of things in the classroom, so they just want to complete the syllabus, which becomes the top priority. So, I don't think the evaluation of B.Ed. student teacher is very effective because marks are being allotted for whatever they do but at the end of the day when they execute it, they don't see the benefit of the whole process as for them they perform only for the sake of getting marks. So, once they get it done, they get the certificate but when they try to apply it in the real classroom it doesn't happen once the internship is over. So maybe we have given them the marks on their lesson plans, on their teaching skills, but in the real-life scenario they don't even use teaching aids also. We*

have experienced that even in our days also where we had B.Ed. trained teachers but they taught like they were untrained. So, I would say it's not very effective because the criteria that we are deciding doesn't prove to be very effective as they don't implement that in the real situation. Of course, we are trying our best and doing our part, but at the end of the day since they don't use those in the real settings, I feel like it's not effective to be very honest."

2. Effective evaluation system: There were some teacher educators who believed the evaluation system to be effective.

ITE3: *"As of now I can say that it is effective. The head of the schools also give their feedbacks and the evaluation and also the supervisors, and after that viva is conducted where the externals, they come from the department of teacher education and where they also give their evaluation based on their performance. So as of now I can say that it is effective."*

ITE6: *"Yes, because we are not evaluating on the basis of their written examinations. We are evaluating on the basis of their performance that is, we are not just evaluating the theoretical knowledge of the students or their cognitive domain but I believe we are also looking at their psychomotor domain, which means they are going and demonstrating it, they are going in the real classroom environment and then we are evaluating them. So, I believe it's effective."*

ITE8: *"I would say I'm very confident about it because it's very effective, when we assess them we try to be very meticulous in the way we are assessing them and we take note of all the things that we observe and we give them a written feedback like I said, on their learning plan, and besides that we also give them verbal feedback, after their classes are over we have an interaction with them and informally we also give them some verbal feedback. So, all these feedbacks it helps them to prepare well for the next class. So, they take in all these feedbacks and then they work on it and that's how they improve in the next class and at the end we see that there is a lot of improvement. We always see that they have improved a lot, so that's how I would confidently say that it's very effective and we can see the effectiveness more in the final learning plan or in the final teaching where the externals will be coming and observing them. So, yeah. we see that they have improved a lot during the final teaching, so I would say that it's very effective."*

A teacher educator said that the evaluation is effective although it depends a lot on the personality of the student teacher i.e., if they take feedbacks in a positive light, they will

improve and do well but if they do not know how to take in positive/constructive feedbacks it will not help him/her improve.

ITE5: *“Well, it depends on the personality of the student teacher also, because for us, we as teacher educators we try to give them immediate feedbacks, which is quite effective I should say, because the internship is a first-time experience for them. So, during this particular process when we provide them with immediate feedback, then I think it provides them with a drastic change in their behavior also. But it will depend on the personality as some people they try to accept it, some they don't. For me, the many students that have taken seriously or that have accepted the feedbacks, I think I have seen a very drastic change in them.”*

Another teacher educator said that the evaluation is very effective as student teachers are being observed for different criteria, yet the evaluation process undeniably creates disturbances in the classroom as an outsider enters the classroom to evaluate the student teachers which distracts the learners.

ITE1: *“It is effective because we do not just randomly go and observe our student. As we set out for evaluation, we have different observation criteria for which each teacher, the students and the school coordinators are referring to. One thing that we can improve on, that is just a personal suggestion is that, as a teacher or as an outsider enter a particular classroom, although we try to not make any changes in the normal flow of the class that they're teaching, we cannot deny that there is disturbance happening. So, one thing that we can do there is if the schools have CCTV camera in the school, it would be better for someone who is observing or evaluating a particular classroom to be observing that class away from the classroom instead of entering the classroom because there is undeniably some disturbance taking place as someone enters the class for evaluation.”*

A teacher educator mentioned that the effectiveness of the evaluation system is seen in the feedbacks received from the pass-out students.

ITE7: *“I feel the evaluation is very effective in the sense that when we get the feedback from the students, from the passed-out students or from the present students also, because usually we give feedbacks, when we are giving their evaluation, we also give constructive feedbacks. So many students who have passed out from the B.Ed. colleges, they've been calling us up and they've been saying- miss/ ma'am, we are teaching here and there, some of them are teaching in government schools, some of them are teaching in private schools, so that is how we get the*

feedback and that is how we realize that okay, our evaluation, our feedback has not been going in vain but it's being productive. So personally, that's all I can say.

Tool Q6. What efforts have been made to employ ICT resources in the B.Ed. internship programme?

Most of the teacher educators said that from the college side, student teachers were imparted with both the theoretical and practical classes for ICT, but implementing ICT in the real classroom during the B.Ed. internship becomes difficult since the practicing schools are not equipped with ICT facilities. The major categories of ideas which emerged from their interviews are as follows:

1. Selecting the right pedagogy to integrate ICT in teaching learning: A teacher educator said that student teachers are taught how to create and use E resources to enhance teaching. They are also taught on the importance of selecting the right pedagogy which will be appropriate for integrating ICT in the teaching learning process so that it aids learner's learning and achieve the learning objectives more efficiently.

ITE1: *"In the workshop itself, we talk about the usage or the tools of ICT that can be used in teaching, and we specifically deal with the Social Science, Science, English in place and all. And as I've also mentioned, we also provide them E resources, we also encourage them to create, not only use E resources that is being created by others, but also create their own E resources also. And we also advise them to actively share links with each other, especially if you are belonging to the same pedagogy group, you can create a group and then you can share materials or resources among yourselves also, so that is what we do. What we tell them and I think it's very important that E resources are very important, our ICT tools are very important, but the pedagogy which you are selecting for the classroom teaching is more important than the ICT. There are times when we use ICT because we as a teacher, find it interesting, which may be true, but the pedagogy which you have selected may not be very appropriate. The usage of that particular E resources for that pedagogy you have selected may not be appropriate, so it is important that you have to choose your ICT based on your pedagogy and not link your pedagogy based on what ICT resources that you have. So that is one important thing that we also stress on. With regard to Nagaland, resources or locally created E resources is still very less, I mean the opportunity is very vast, but the resources that we have right now is very less, so maybe creation of E resources, not only searching for E resources but creating E resources*

can also maybe in the long term be an important area of the curriculum of the B.Ed. study itself.”

2. Practicing schools are not equipped with ICT facilities: Some teacher educators said that not much efforts have been made in order to employ ICT resources in the B.Ed. internship as the practicing schools too are not equipped with ICT facilities although they encourage student teachers to try and integrate the same as and when possible. So, theoretically student teachers are taught how to use ICT resources and how to integrate it in their classes but practically it is difficult to implement ICT in a real classroom situation where the resources are unavailable.

ITE2: *“Not much to be very honest. Not much effort because our students also they are not fully equipped with how to operate ICT tools also. Even in the schools also like I mentioned, ICT resources are also not available. So, the college has not been making much efforts when it comes to ICT integration.”*

ITE3: *“So when it comes to employing of ICT resources, I can say that not much efforts have been made. We do encourage student teachers to use ICT resources, but in our context, we don't have many schools with ICT resources. Some of the schools they hardly have adequate number of computers also, so even if we encourage, I think we don't make that much effort to employ ICT resources because like I said, many schools they also don't have. So, if we see the practical side, it becomes difficult to use ICT resources also. So, I think I can say that not much effort has been made.”*

ITE6: *“Ok, in the curriculum they have given importance to ICT also, and then there's a particular paper, it comes under EPC-3, but it's only in paper I would say because most of the schools don't have the resources, so ICT is put at the back seat. So, due to lack of resources availability, it's not very effective.”*

3. ICT classes are given to student teachers through the EPC course, before their internship programme: Some teacher educators mentioned that the EPC course in the B.Ed. programme deals with ICT wherein student teachers are given both practical and theory classes on how to use ICT tools and resources for effective teaching.

ITE5: *“Regarding ICT, there is one particular course for EPC. This particular EPC deals with ICT and ICT programs. So, under that, there are different ways where students learn the different elements of ICT and how to use ICT tools. So, in order to understand ICT, the college has done a very good work in providing this particular topic, or particular syllabus, as well as*

they have provided practical aspect for students to learn. So, regarding ICT I think the students are learning the use of ICT in a very good way. There are separate classes for ICT alone, as well as we call resource person for ICT also, we also have practical classes, and then we allow them to present whatever they have learned in ICT using ICT tools.”

ITE8: *“When it comes to ICT particularly for internship program, we don't prepare them as such because they use their own personal laptops and they always prepare everything in advance if they are to use any kind of teaching aids, but we have ICT EPC course in the first semester where they are taught all the basics about ICT. So, from there the students learn about how to make PPT, how to use MS Word and Ms Excel, how to edit videos, how to download pictures, how to browse and make use of audio-visual aids, and also from there they get to learn all the basics about ICT which will help them during the internship. So that's how we prepare them. Maybe not only during the internship but before the internship through this EPC course.”*

ITE7: *“So here in the college we usually have a teacher who is an expert when it comes to ICT area. So, the student-trainees before they go for any kind of internships, they are also given classes maybe two or three classes in a week for ICT. So, the ICT expert teacher tries to give a basic knowledge and basic ideas regarding the ICT resources because the truth is many student-trainees, even me also, I'm not only emphasizing on the student-trainees, but even teacher-educators like me, we are not very much expert when it comes to the ICT resources. So, what happens is that, the college gives importance in providing a class for ICT. So, the expert comes here, and the expert will just give knowledge and ideas how to go about, how to make use of ICT, how to integrate the knowledge of ICT in their teaching learning process.”*

One teacher educator mentioned that the student teachers are encouraged to use projectors or their personal cell phones or laptops in order to integrate ICT in their teaching learning so that their class is made interesting.

ITE4: *“When we prepare the trainees for internship programs, we tell them to use projectors, every day is not possible, but yes, in some topics projectors and other ICT devices or resources are helpful. Maybe in some schools, say CBSE schools, they have projectors in each classroom so they can just browse on the certain websites and get the materials or a video which they can watch and later on through silent reading they can bring out answers or the topic may get clear to them. So, we ask them to use projectors in the classroom, but if the school doesn't have then there are smart classrooms in every school nowadays it's mandatory, so student teachers can*

prepare a lesson plan based on those smart classrooms and you can take the students over there and you can use the ICT devices. We have one ICT lab here, we have an audio-visual room, so we take student teachers to those rooms and tell them that these are the devices or these are the things you can apply when you go for internship program or if the school is not providing, you request them or you just take them to the smart class and teach at least one or two lesson for that. So, in this way we tell them to make effective use of the ICT devices because this makes learning very easy. We become bored sometimes, but if we watch a video and learn, that becomes more effective as it is both sides where a teacher trainee is also there and a video is also there so it becomes very interesting. So, we always tell them to make use of these ICT devices and sometimes tape recorders or cell phones if they can use some sound or audio aids, all those also we tell them.”

Tool Q7. What innovative practices have your college adopted for an effective B.Ed. internship programme?

Most of the teacher educators have different opinions when it comes to innovation. Some B.Ed. colleges were creative enough and came up with different innovative practices, while others did not incorporate any innovative practices for the B.Ed. internship. The major categories of ideas which emerged from their interviews are as follows:

1. No innovative practices were adopted: Two teacher educators shared that their college did not adopt any innovative practices for the B.Ed. internship

ITE8: *“I was pondering a lot on this and I found that because we have been doing all this from quite a long time so I don't know, I won't be able to come up with any innovative practices because that has to be something different. So, I won't be able to comment anything on this.”*

A teacher educator also said that their college do not put in any extra effort to prepare student teachers for the internship due to paucity of time.

ITE2: *“So actually there is not much assistance done in this internship to prepare them because of time also and because of the number of student teachers also it is a challenge for us.”*

2. Activity related: A teacher educator said that the innovative practices which the college adopted for an effective B.Ed. internship were activity related to make both the student teachers and the learners engage and have a joyful and active learning.

ITE3: *“Okay, when we talk about innovative practices, it is not always to do with technology or it is not only to do with ICT resources. We have innovative practices like cooperative learning or the brainstorming. Those teaching learning practices or those teaching learning techniques which will be helpful for today's generation, those also we can call it as innovative practices. So, for ICT related resources, we don't usually use so many innovative practices. We use Google classroom or maybe Google meet, or Google meet attendance, etc. when it comes to using of ICT for student-teachers. But, particularly for internship program, so far, the innovative practices which we have used will be only cooperative learning and brainstorming skills only.”*

3. Hybrid teaching: A teacher educator said that their college adopted the Hybrid teaching learning so that student teachers will be equipped with skills which will enable him/her to teach in any circumstances.

ITE6: *“We are planning for hybrid teaching learning that is, we don't train the students only for offline teaching. Last time during the pandemic, the teachers had to go to hybrid teaching or online teaching, so we emphasize on online teaching as well, helping the teachers to use the latest technologies, so if any situation arises also, they will be able to teach in any circumstances.”*

4. Nai Talim: Another teacher educator said that their college incorporated Nai Talim in which student teachers were taught a number of activities which they can use/integrate in their internship.

ITE5: *“I think it has been one year now, they have incorporated Nai Talim. I'm also not that much aware of it but Nai Talim has been incorporated and then under this the students are given lessons; I think it was based on Dignity of Labor. For this the college has provided the students with several activities regarding plantation, cleanliness, so a separate activity is also provided for this particular Nai Talim. It is just a program to enhance the dignity of labor and also to understand, the importance of physical work also. It's effectiveness for B.Ed. internship programme is that, it is more towards awareness of helping oneself through physical Labor. So, this in turn allows the students to understand the importance of physical activity also, not only playing, but also physically labor.”*

5. Blending rural and urban teaching: One teacher educator said that their college practices both rural and urban teaching so that student teachers will be able to relate even with the rural children back in their posting places.

ITE1: *“some years back we were doing it and we have stopped doing that, but we are also planning to take that up again. We want to mix this rural and urban teaching again because like most of our B.Ed. colleges in Nagaland are situated in urban area and the practices that they are getting is from an urban setting, and naturally maybe a huge chunk of them will be redeployed back to rural schools again, for which the challenges and the settings are quite different again. So maybe in the next few say semesters, we will start introducing rural teaching also.”*

6. Encouraging teaching learning that meets the needs and interest of the learners: Two teacher educators said that their college trains student teachers to teach in a manner that meets the needs and interest of the learners and also to make use of teaching learning materials that are based on the local ethos and are self-made so that students will be able to relate with them.

ITE1: *“Okay, with regard to the pedagogical practices, we advise them to go beyond what we also teach them in the classroom. We specifically deal on the fact that it should be flexible enough for both the teacher and the student to accommodate their needs and their interest.”*

ITE4: *“Preparing teaching aids based on local ethos and not the market available aids for example, if I am from mathematics pedagogy and if I am to teach mathematics, I can just collect some stone pebbles from my school area and I can use them by coloring them separately like this is for plus, this is for minus, and this is for division like that. So we don't focus more on the market available teaching aids, but rather we want them to create their teaching aids from the local ethos so that the student can relate. Sometime if we see things which they cannot afford or we know the socio economic condition of our education system, so the student they cannot afford things from there, so we tell them to prepare with the help of bamboos or some other innovative things and use the same doing internship, and designing of the charts also no need to buy expensive material because everybody can't afford it and our purpose is to execute things which is more focused on learning rather than to show off.”*

Tool Q8. Do you think the internship acts as a bridge between theoretical knowledge and practical implementation of B.Ed. programme? Please specify the reasons for your answer.

Some of the teacher educators agreed that internship acts as a bridge between theory and practice while some disagreed to it. The major categories of ideas which emerged from their interviews are as follows:

1. Internship helps student teachers put what they have learned into practice: For some teacher educators internship acts as a bridge between theory and practice as it helps interns put into practice whatever they have learned in theory in the real classroom situation.

ITE1: *“Yes, definitely because it is very important to really put out into practice what we have learned in the classroom. In the classroom itself we cannot teach them everything and there will be times when we'll teach them something, but when they go out, even us faculties also, it doesn't mean that whatever we teach is the universal truth. I mean we are also open to accepting the fact that maybe a better approach to a particular teaching situation is also there and it's for the student to discover that themselves also. As they go out, they'll face problems, they'll face challenges and with that they will come back to the college and we'll discuss about that. So, it also gives them more opportunities to learn about new challenges that they have faced in the practicing schools or in the internship time also.”*

ITE5: *“Yes, I think this internship acts as a bridge between theoretical knowledge and practical implementation. Whatever the theory or whatever the content they are studying in theory, it obviously helps them in their internship. B.Ed. is specifically focused on constructivism. So, in order to have a constructivist classroom and in order to provide a constructivist learning to the students, they need to follow certain theoretical aspects of constructivism. So, without those things, this internship won't be successful. So, it acts as a bridge between theoretical knowledge and the practical implementation.”*

ITE6: *“Internship is very important as it is one of the most important components of Teacher Education programme as it is a practical experience for them. It is the practical application of knowledge and it helps them understand the psychology of the students.”*

ITE7: *“Of course it acts as a bridge between the theoretical knowledge and practical implementation of B.Ed. program. I totally agree to that and there are so many reasons to justify my answer, but then one of the basic reasons that I can give is, when we look into the*

syllabus of B.Ed. courses, there are so many suggestive activities after the topics are being completed. So, under the suggestive activities, for example, say under one course in B.Ed., I can't name the course now, I think it's assessment and evaluation course. I'm not taking that paper, but however I'll just cite an example from there. So, under that they also have a topic regarding special children- assessment and evaluation for special children. So, under that topic they talk about the concept of special children. So basically, the theoretical part is there where the student trainees they have an idea about what special child is, or how to evaluate and assist special child now when it comes to practical part under the suggestive activity, the student-trainees are even asked to visit inclusive education schools. So basically, after they learned, after they have an idea and knowledge about special children, how to interact, how to teach, how to evaluate and assess this kind of special children, when they go and visit the school, automatically they apply their knowledge. So, application part comes in. So, I strongly believe that the internship acts as a bridge between the theoretical knowledge and practical implementation.”

ITE8: *“I would say yes, because whatever they have learned in the theory during this B.Ed. course starting from the first semester, all the topics are very important which will help them to prepare to be an effective teacher. So whatever they have learned through this internship, they get an opportunity to make use of all the knowledge and skills that they have acquired throughout this B.Ed. course, so they get to have an hands-on experience when they go for the real classroom teaching, and so they get to have this real classroom teaching experience and whatever they have learned, they are able to practice that and even as supervisors, we can also make out what they have learned, what they have been learning, and how they are implementing that in the short internship period.”*

2. Internship acts as a bridge between theory and practical but only to some extent: Some teacher educators (frequency-3) were of the opinion that internship does help interns put theory into practice but only to some extent as the real classroom situation does not allow interns to apply everything they have prepared into practice as local schools till today do not follow the constructivist approach for the teaching learning process in the classrooms.

ITE2: *“This one, not very much because it is only in the fourth semester that we have this internship where they actually go for teaching in the classroom for a month, or maybe for some few weeks. So now if we are to expect from student-teachers to incorporate constructivist approach in their teaching, then I think we should start from the foundation because even in*

our institute we are not applying this constructivist approach. I feel like this related to theory and practical is not very effective. This gap can be bridged but there has to be a lot of workshop and orientation programs even for teacher educators, because until and unless we apply this practically in the class that is the usage of this constructivist approach, we cannot implement them, and because the whole first, second and third semester has been all about theoretical only. So now in one semester, that also only in two months it is not very applicable also. So, I feel like as teacher educators we have to start from ourselves and start implementing this because student-teachers also learn from us so the teacher educators need to practice this in order to let student-teachers understand how the real classroom environment should be. Somehow only 50 percent is put into practice because they struggle to implement all the 5Es in the internship and that is why evaluation is also not effective at all.”

ITE3: *“According to me I feel that the internship acts as a bridge between theoretical knowledge and a practical knowledge, but not to a very great extent which we are supposed to do. No doubt it is doing up to some extent, but not to a very great extent. I feel we can still do more and that's what I feel.”*

ITE4: *“To some extent, yes because we have all the three semesters theory except when they go for private school internship and government school internship phase, the rest all are theory, so the real B.Ed. is actually when they go for internship, so this internship it does act as a bridge here, So, yeah, we go through so many psychological aspects throughout the first three semesters, and there are few things like understanding of files, nature and, , the way they act, the way they behave, the growth, development, and the curriculum, so many things they learn. So, when they go for internship or when they go for the real practice teaching, all those things that they have learned in the previous semesters they can use this and apply it throughout this internship program or in the B.Ed. program, but to some extent I feel like it's not also because they don't get the resources or they don't get the area or the space where they can 100% practically implement that because we have so many B.Ed. trainees but they don't get the right schools or the type of schools where they can implement whatever they have learned in B.Ed. So theoretical knowledge, I think, I would go for 50-50 for this because there are more into running of competing of syllabus so I don't think they fully focus on these psychological aspects and whatever other things they have learned.”*

3. Internship helps a student teacher fall in love with teaching as a profession: A teacher educator shared that internship helps a student teacher realize what teaching really is and eventually makes them fall in love with the profession.

ITE8: *“We can also see the way they are able to make use of their creativity in making the class interesting and they put in a lot of effort and we can also see the way they have become more confident during this internship period. Through their teaching and also through the interaction we can also make out that the students have really realized how teaching is, sometimes they share a lot of things like teaching is not easy, and then how they have developed love and passion for teaching during this internship period. Before they have come with family pressure or maybe with something else in mind but then during this internship period, many students share the experiences like they have realized how teaching is, what real teaching is and how they have developed love and passion for teaching. So I would say that whatever they have learned in theory they are able to implement and practice that during this internship period.”*

Tool Q9. Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.

All the teacher educators are of the opinion that B.Ed. indeed helps in the preparation of effective future teachers. The major categories of ideas which emerged from their interviews are as follows:

1. B.Ed. helps student teachers in acquiring pedagogical skills: Two teacher educators said that B.Ed. helps student teachers to be pedagogically skilled and this differentiates a trained teacher from an untrained teacher.

ITE1: *“It did, it does, at least pedagogically they will be well trained to teach their own specific subjects because there are certain ways or certain arts of teaching, although we cannot say that after pursuing B.Ed. they'll be 100 percent effective, it is not necessarily so, the individual teacher will have to work a lot on that one, but to a big extent, at least it will develop a base, understanding of how to teach, but it entirely depend on the teacher, how they end up as an effective teacher.”*

ITE2: *“Yes, it helps because at least we see a difference between a B.Ed. trained teacher and an untrained teacher. They at least acquire few pedagogy skills whereas those who does not have B.Ed. are not aware of the skills.”*

ITE6: *“Yes, I would strongly agree that internship is very important, and there is a huge difference between a trained teacher and a non-trained teacher. For a non-trained teacher, teaching will be just delivery of the content, it is just teaching what is required of a typical teacher to teach, but a trained teacher is one who is not being appointed just to deliver the content, but he/she also knows how to teach, like using different methods, approaches and also, the teacher is a better guidance and counsellor, and is able to understand the psychology of the students.”*

2. B.Ed. helps student teachers in all round development: One teacher educator said that B.Ed. helps in the all-round development of the student teachers and makes them efficient and humane facilitators too.

ITE8: *“Yes, I would confidently say yes for this also, B.Ed. program it helps an individual to be an effective teacher in the future because this B.Ed., when we look at the curriculum it comprises of different subjects, not only education but science, social science, language, and we have EPC enhancing professional capacities course which includes ICT, we even have drama and art, we even have reading and reflecting on text which is very important to learn any subjects, and then we also have the correlation of different subjects here. So, the students they get to understand about the interrelationships of the different subjects, not only education, so that is how it helps them to acquire knowledge about all this and also it helps them to develop skills, life skills, their life skills, their soft skills. We also focus on the co-curricular activities not only on the academics. They cooperate and that's how they develop their life skills. So, throughout the course from the first semester, I would say that all these opportunities are given, which will help them to be a humane facilitator in the future because this B.Ed. it's all about all round development. So, they get to acquire knowledge and also skills. This B.Ed. course it gives the students opportunity to complete all the task that is done by a teacher, by a normal teacher and especially during this internship period they get to learn about the real classroom teaching and how to manage with the classroom environment, class classroom management and also to take part in the different school activities. So, in general, I would say that this B.Ed. program it helps an individual to develop in all round aspects.”*

3. Makes student teachers more confident: Some teacher educators (frequency-3) said that B.Ed. course helps student teachers become better teachers by enabling them to have a real-life experience in teaching in a real classroom setting, thus helping them to become more confident as teachers.

ITE3: *“Yes, it really helps for preparing future teachers. The B.Ed. program is different from any other course and program because during the course the student teachers may not realize that it's helping them to mould their personality or it's helping them to build their self-confidence, social skills, interpersonal skills and all, but eventually they come to a realization.”*

ITE5: *“Yes, it does help, because like I have said earlier, teachers are not born but they are made. So, this B.Ed. provides them with a real-life situation or with a real-life environment of the school where the students give or get the firsthand experience of the reality of how to teach in a classroom. B.Ed. is also about theoretical knowledge, but it is mainly concerned about the practical aspects. How the students observe the classroom and how the student deals in a real-life classroom so it does help.”*

ITE6: *“So I believe this internship is the backbone of B.Ed. course. It equips them with all the skills to deal with the students. Most of my students are also very shy and not very confident, but once we start with the internship, they slowly develop their confidence and slowly learn how to teach.”*

4. B.Ed. helps student teachers become humbler and more teachable: A teacher educator shared that B.Ed. course enables student teachers to understand their students better by making them humble and more teachable which in her opinion are the most important ingredient in becoming an effective teacher.

ITE7: *“Now the question is who is considered as an effective teacher? So genuinely also the first thing that comes to our mind is a teacher who is really passionate about teaching, a teacher who is prepared, a teacher who is very well equipped with the knowledge and the information, most importantly a teacher who has a positive attitude. So, this B.Ed. programme, I strongly believe that it prepares individuals for becoming an effective teacher in the future because when we take up B.Ed. courses, even from my personal experience also, I completed my masters in counseling psychology after that only I joined B.Ed. So, when we join B.Ed., most of the student-trainees are say graduates or post graduates, so they come with this attitude and some of them even experienced teacher for 10 years, for five years. So, they come with this 'I know it all' attitude, so even us also, we all have that weakness and I'm not saying only the student-trainees but even the teachers also we have also been students once, so we come with that attitude. When we look into the B.Ed. course there are also certain areas where we are asked to become a child, where we have to act like a child. So, all these activities emphasize upon inculcating and shaping the individual in becoming a better teacher. So, it really makes*

an individual to be more humble and teachable and I feel being humble and teachable is one of the most important and essential ingredient in becoming a very effective teacher. So as a teacher, we have to be humble, when we are humble, then only we are able to say, 'I don't know, please teach me', 'I can't do that, please help me', 'I don't have this idea', etc. So yes, B.Ed. programme helps an individual to become an effective teacher in the future."

Tool Q10. What are the challenges and solutions for an effective internship programme for B.Ed. course?

1. Difficulty finding schools for internship: Most of the teacher educators shared that the major challenge they all faced was finding a school for the practice teaching/internship (frequency-8) as schools don't want to accommodate B.Ed. interns as they think it disturbs their school routine.

ITE1: *"One challenge is that, many of the schools or the practicing schools do not positively take in our students."*

ITE2: *"Schools are non-cooperative because they think that we are coming and disturbing their normal routine."*

ITE3: *"Okay, here the challenges will differ from college to college or from context to context, but depending on my experience and our context, the few challenges that we face is, finding schools for internship. That is one very big challenge."*

ITE4: *"The challenges are that we don't get schools as they do not allow B.Ed. students to go for internship so schools they hesitate and they resist to allow trainees to take up or they feel like these people they come and disturb the entire system so we will not allow any B.Ed. trainees to come."*

Some teacher educators (frequency-3) said that schools are difficult to find because there is time clash between the internship and the practicing schools as during the time of internship the schools usually have their terminal examinations.

ITE3: *"And another challenge is the timing of internship and the school's timing. When the time is suitable for internship for B.Ed. colleges, sometimes the schools have exams. So, during the examination program, the student teachers find problem in taking classes. So, no doubt the students are supposed to teach like a regular teacher, but practically invigilating, or going for examination duty does not help much for internship. so timing is also another challenge."*

ITE5: *“In our society, mainly when we have to send student teachers for internship, the first problem that we face as a teacher educator is, in order to get schools for their internship program, most of the schools are very busy with their own schedule, they are busy with their own content, syllabus, that they don't want to take B.Ed. trainees. They think that B.Ed. trainees would just be another problem and another headache for them. So, it becomes a trouble for us teacher educators to get schools for student teachers. So that will be one of the challenges. I think that is the only challenge that I am facing.”*

ITE6: *“OK, one of the challenges that we have faced is, most of the schools do not cooperate.”*

ITE8: *“Okay, so coming to challenges, according to my personal experience here in our college, selection of schools is one. Selection of schools because the school schedules, the timing and our course, our semester session, sometimes it's very difficult for us to adjust so we have to request to the schools and we send out request letters to all the schools and some they reply positively, and that's how we select the schools. I want to keep this under challenges because it's not that easy to select schools”*

2. Supervisors not welcomed in the practicing schools: Another teacher educator shared that supervisors were not welcomed in the practicing schools although they had to observe and evaluate the B.Ed. student teachers.

ITE4: *“One more challenge is many schools they don't allow the supervisors to observe the classes. So, we have to request them that we need to observe them and we need to rectify their mistakes. Possible solution is, the schools should allow or we should convince the school.”*

3. Practicing schools are ignorant of the importance of B.Ed. internship programme: Some teacher educators said that many local schools/practicing schools are still unaware of the importance of B.Ed. internship programme

ITE5: *“Because importance is not given when internship program or when internship session is conducted, so most schools they usually don't take our students.”*

4. Private schools preferred over Government schools: Some teacher educators said that they prefer private schools for internship as students are more, whereas in government schools the student enrolment/population is very less and hence it becomes difficult for interns to execute or practice their teaching skills.

ITE5: *“And then we find that it's very difficult to get in private schools, in government schools we do have some challenges regarding the population of the students because if there is less population of students in government schools then the particular intern doesn't learn much because their skills are not effectively used. So, if the private schools can provide or accommodate these student teachers for internship then that would be very helpful.”*

5. Very limited duration for internship: A teacher educator said that as per NCTE/SCERT there should be 30 days of internship, but the local schools do not accommodate interns for that long period.

ITE6: *“Some schools give only limited time. As per the. NCTE or SCERT we need to have 30 days of Internship, but the schools don't give 30 days, they give 20 days or 15 days, one week, so that is also one of the challenges that we have faced.”*

6. Strict nature of the practicing schools: A teacher educator shared that the management of the practicing schools are sometimes too strict that B.Ed. interns are not allowed to teach the way they have prepared for their classes i.e., using the constructivist method. Hence, the interns are unable to practice/execute in the class whatever they have learned.

ITE4: *“The trainees sometimes get de-motivated and whatever they have prepared, the school doesn't allow them to use those in the classroom. So, trainees they feel bad because whatever they're learning, they're unable to even execute in the class, and the management is so strict, etc., I'm talking from the perspective of the schools where they are practicing, and student's non participation and then, B.Ed. students are asked not to be rude to students, but sometime we need to be rude also to some students. So, dealing with those situations in a new school, the trainees face lot of challenges and sometimes they feel like giving up also.”*

7. Importance of rapport building: One teacher educator said that many a times there is lack of rapport building amongst the different stakeholders which leads to the practicing schools giving a cold attitude to the B.Ed. student teachers.

ITE7: *“Going back to me as being not very experienced, just teaching for one and almost two years in the B.Ed. colleges, from my personal observation there are so many issues and challenges, but one very small issue which we don't even discuss openly is rapport building. I feel the student-trainees along with the teacher-educators also, I feel this is one of the very small issues that we all face when it comes to rapport building with the schools that we go for internship, rapport building with the administrators, rapport building with the faculties and*

the other teachers because as an intern student-trainee, we are supposed to go and also build a very good rapport with the other teachers who are already teaching in that particular school. We are not just asked to go and teach and come back. No, we have to build that very good relationship, very good communication, very good conversation, discussion with the administrators and with the other faculties. So, I feel we fail here, the student-trainees they tend to fail here, not everyone but most of the time and many of them. But then again, another issue is that it's only the fault of the student-trainees but also the schools. They say yes to giving internships because they can't say no to the administrators so they simply say yes for the sake of saying yes. So, when the student interns go there, they tend to give us a very cold attitude. Not everyone, I mention again, not everyone but many a times. So, in that way, it interferes in building a rapport with the administrators or with the faculties. And as a result, I feel this is also an issue and we can only solve this kind of issues when we all come together, when we are more welcoming, more encouraging so that basically at the end of the day, generate better future effective teachers.”

8. Preparing student teachers for the internship: A teacher educator also mentioned about the challenges they face while preparing student teachers for their internship. It is mentioned that both teachers and students have sleepless nights as the course is very hectic which demands a lot of rigorous trainings, workshops, seminars and the like in order to be able to send student teachers out in the real classroom for practice teaching, while everything has to be covered in just one semester i.e., 5 months.

ITE8: *“Another one is preparing the student teacher before we send out to the internship. It's not easy to prepare the student teachers also, like the different workshops which I have mentioned, of course those are very hectic and we have to complete that just in one semester that is five months I would say. So, it's not that easy because we as teacher educators, we also have to prepare. Both students and teachers we have sleepless nights every time during this internship period, so we have to prepare ourselves in order to prepare our student teachers. So that is one very challenging thing.”*

4.4.3 B.Ed. Principals (Thematic analysis item-wise)

Tool Q1: What kind of support and direction do you provide to the interns before/during the internship period?

The first question of the tool discusses about the support and direction given to the B.Ed. student-teachers during different phases of the internship. The responses collected from the principals of seven B.Ed. colleges of the Nagaland revealed following themes in this regard:

- 1. Selection of the appropriate school-** The most effective support is provided to the B.Ed. student-teachers during the pre-internship period by orienting them about selecting the right school for their internship. The criteria for selecting a school are discussed. B.Ed. interns are even advised about the selected school. They can be asked to find two or three options for schools. Therefore, helping select an appropriate school conducive to an intern's practical knowledge is the most important support provided to them. The principal coded as **IPr1** detailed this process as stated below:

“...the main focus is, whenever they are entering to the school educational institutions, they need to check it out mainly some of the categories which is very crucial like the teaching staff, the vision of the school, the facilities, the infrastructure, the resources, the school environment, mid-day meals, availability, the school uniform, the school timings, the school classes, different categories, teacher workload, student-teacher ratio, classroom environment, and sports and games availability, extracurricular activities, co-curricular activities, after school programs, assembly area, discipline, student diaries teacher lesson plans, administrator role, principal role, headmaster or headmistress role, vice principal duties and responsibilities, teacher duties and responsibilities...”

The principal, coded as **IPr6**, also emphasized the importance of selecting the school for internship and orienting interns about it. The related portion of the statement is as follows:

“...We try to support them by arranging the schools ourselves which we heard that in some institutions the interns they go themselves searching for schools, but then for our college, we prepare the schools. Before that also after identifying the schools, we call all the school coordinators because we have a selected one each in every school. And so, after that, we brief the coordinators that we will be sending our interns and that their needs and arrangements and routine and their refreshment, everything we tell them about it and then we send them with lots and lots of information. I mean, how to

behave even in the school and how to help out and how to take care of maybe co-curricular activities...”

The principal, coded as **IPr5**, also emphasized the importance of the appropriate school for the internship and how the principal gets interested in finding the one. The related portion from their response is;

“...Then principal is to go around and find out all the schools. Schools are selected after meeting various headmasters, principals of the various schools, schedules are made and selected schools and selected topics are given to the trainees so that they can go and take the class in a proper way. We also give many instructions and many inputs before they go for the internship, like proper behaviour, and also regarding punctuality, dress code, good manners and to abide by the norms and regulation of the schools so that they don't misbehave or they don't spoil the discipline of the school wherever they are.”

- 2. Dedicated Supervisor allocation-** The second most important support was allocating a dedicated supervisor for each B.Ed. student-teacher. Mentor support is the most crucial human factor for making their internship effective. One of the principals shared that supervisors are available 24/7 for the interns during the internship. The principal **IPr2** stated,

“...So, two months the supervisors will engage with student-teachers. So anytime student-teachers get any problem related to their own areas, 24X7 the supervisors will be available for the student-teachers.”

The principal **IPr6** also stated about the prime role of college supervisors acting as bridging agents,

“...During the internship period also the college faculty visits them and give them support, encouragement and if there is any need or maybe in the case of sickness and all, the college communicate with the coordinator and then everything is done that way.”

The principal **IPr5** also shared about the moral support of the college supervisors,

“...Teacher-educators visits them while having internship and give them moral supports and encourage them and also, they give feedback for their improvement.”

The portions from the principal **IPr2** are also noteworthy to mention in this regard,

“... And we used to allocate supervisors also. Supervisors also get guidance and counselling. We used to send supervisors to the respective schools also. Each and every point they used to observe the student-teachers and also if they require any help, supervisors used to take care. The same way in semester 2 also, pre-internship phase 2, same thing-orientation will be done, then supervisors will take care. Anytime they can approach supervisors.”

3. Continuous and stage-specific support- Another important aspect of the successful conduction of the internship was believed to be constant and stage-wise appropriate support given to the B.Ed. interns. There are three stages of the internship: (i) Pre-internship, (ii) Internship, and (iii) post-internship. The interns are given stage-specific support in all ways. In this regard, the following principals responded as follows:

Principal **IPr1** stated,

“...Before and during the internship period we give all the guidelines regarding how to check the environment, what is the aim, vision, objective nature of that particular institution, whether it is a middle school, whether it is a high school or primary school whatever the category, whatever the grades are available in that particular school. And the school categorization as we know that stands for Government schools, Private schools and NGO schools, Central Board schools, State Board schools, in this criterion we prepare the students on what are the things they need to focus during the pre-internship, internship, and post internship. These are the main three categories which are very important, especially at the Bachelor of Educational level...”

Principal **IPr2** stated,

“Yeah. So here regarding your first question, always we used to conduct orientation before pre-internship phase-1, Phase-2, and also Internship. So, suppose, during 1st

semester, we used to conduct pre- internship phase-1. So, before that, orientation will be there. And we used to allocate supervisors also. Supervisors also get guidance and counselling. We used to send supervisors to the respective schools also. Each and every point they used to observe the student-teachers and also if they require any help, supervisors used to take care. The same way in semester 2 also, pre-internship phase 2, same thing-orientation will be done, then supervisors will take care. Anytime they can approach supervisors.”

4. Hands-on training of pedagogical aspects: Another prominent support or training is given in arranging practical classes in the form of demonstrations by the teacher educators and the interns of various pedagogical skills, approaches, strategies, and arrangements required for effective teaching. In this regard, the following are the portions of the responses shared by the college principals:

College Principal **IPr1** stated,

“...That is why apart from the resources, facilities, and infrastructure, we ask them to focus on the teaching methods, teaching approaches, teaching skills, teaching strategies, teaching-learning materials, how to use the TLM inside the classroom, how to handle the students outside of the classroom, how to use the laboratories, how to incorporate information communication technology- ICT in the classroom.”

College Principal **IPr4** stated,

“...Actually, before internship period in our Mount Mary college of Teacher Education, we organize workshop. So, in workshop, we give B.Ed. trainees hands-on training, that is micro teaching, on lesson planning based on 5 E model and concept, we teach them classroom management skills, how to use TLM and teaching skill. During internship period, they go to schools and in that school, they observe classroom teaching and also attendance, lesson planning, etc.”

College Principal **IPr3** stated,

“... Towards the later part as we intensely prepare them for the internship, we begin with preparing them with, say, for instance Skills, Techniques, approaches from the constructivist perspective. demo class by teacher-educators, and demo class by teacher trainees, lesson plans are prepared according to their method papers, teaching aids

are also prepared by the various method subjects wise, micro teaching, as well as intern students also they do the micro teaching demo classes. Besides this, we also prepare students by making them to have block teaching in our own classroom...”

College Principal **IPr7** stated,

“...We teach the lesson plan according to the subject pedagogy wise. We teach them lesson plans; we prepare them very well. And we teach them the classroom management, seminars will be given every day on how to teach and we will be having block teaching where they will teach by themselves where they will divide themselves into different groups and they will teach by themselves according to the subjects, and we teach them micro teaching skills also...”

5. Direction by College principals: The respondents also revealed the significant role of B.Ed. college principals in directing and even actively selecting appropriate schools for internship. They seem to be the able leaders who ensure various effectiveness criteria of the internship. Following are the portions of their responses:

College Principal **IPr7** stated,

“... I the principal had given a letter explaining about what is the purpose of internship. It is a long letter which is around almost one page about what is internship, when we will begin, how many days we are expected to have, and what are the things they will be doing, what things the principal will be doing for them. For example, internship phase, the school principal will be their principal. They will work as a regular teacher, and a number of things are there. Like mentally they are ready. And on the last second day of the exam, I met them again revising everything, whichever schools they go, everything is ready but everything begins only next semester from January but they are fully ready and in case anyone wants to change their schools, they will come before opening the colleges when the schools are opening, they will come back. And before our college opens, they can go again and are free to change schools depending on the subject...”

“... And the principle has got 50 marks allotted for this one, and they will be monitoring as they have to give mark at the end, 50 marks for each student. Our teachers will also be going to all the students for that...”

College Principal **IPr5** stated,

“... Then principal is to go around and find out all the schools. Schools are selected after meeting various headmasters, principals of the various schools, schedules are made and selected schools and selected topics are given to the trainees so that they can go and take the class in a proper way. We also give many instructions and many inputs before they go for the internship, like proper behaviour, and also regarding punctuality, dress code, good manners and to abide by the norms and regulation of the schools so that they don't misbehave or they don't spoil the discipline of the school wherever they are...”

6. Bridging Role of School Coordinators:

College Principal **IPr6** stated,

“... We try to support them by arranging the schools ourselves which we heard that in some institutions the interns they go themselves searching for schools, but then for our college, we prepare the schools. Before that also after identifying the schools, we call all the school coordinators because we have a selected one each in every school. And so, after that, we brief the coordinators that we will be sending our interns and that their needs and arrangements and routine and their refreshment, everything we tell them about it and then we send them with lots and lots of information...”

Tool Q2: What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship?

When B.Ed. college principals were asked about the teaching resources they provide to the B.Ed. student-teachers to prepare for their internship, there were three major themes emerged from their responses:

1. Effective lesson planning: College principals (f=2) emphasized the need for an effective lesson plan pedagogy-wise. The principal IPr7 stated,

IPr7: *“...we teach them lesson plans subject or pedagogy-wise. We make them practice; they have to show a sample lesson plan, and the teachers will correct it, and they will not be teaching in the schools without the corrected lesson plans; later, they have to submit the rough copy and teach only with the corrected lesson plan...”*

They shared that the college teacher taught and checked various teaching methods-based lesson plans for the final lesson plans. The principal IPr2 shared that,

IPr2: *“...various methods of teaching like lecture cum discussion, like project method, assignment method, discussion, method is taught, at the same time the various teachers teach the various lesson plans according to their content so that the students who are going to school, they will be benefiting and they also learn the various ways of making lesson plans and various ways of preparing teaching aids, even sometimes they take extra classes to cover the syllabus and to prepare them with help of various methods to impart the knowledge to the students...”*

2. Effective and innovative Teaching-learning aids

Many B.Ed. college principals (f=3) highlighted the effective and innovative teaching-learning material/aids as the most important resource.

Principal IPr1 stated, *“... teaching learning material is very important. When we talk about teaching learning material, a division will be there like audio learning material, radio learning material, the combination of audio and video learning material...”*

Almost all felt and shared that colleges support and teach student-teachers to prepare effective and innovative teaching-learning material.

Principal IPr1 stated, *“... So we prepare the students, discuss with the students, guide the students to prepare teaching learning materials very effectively. So in this category, sometimes we ask them to prepare charts, posters, paper-made or handmade items or readymade material also, sometimes we ask them to take them to the laboratory, library, flashcards, worksheets, audio-video clips, YouTube channels, websites, and a lot of areas they need to cover...”*

Principal IPr7 stated, *“...Plus, the resources also will mean that we teach them teaching aids, how to use the charts, what are teaching aids, we will be teaching them about what are teaching aids...”*

This is also being achieved through ICT usage or interactive media in developing the teaching-learning resources. The principal IPr1 stated,

Principal IPr6 stated, “...*We are following the constructive is approach so even if it is a chart, it has to be an interactive chart and a lot of teaching resources, teaching aids and they have to prepare two each to start with, to give them an idea of how to prepare interactive teaching aids. So, they take it into the classroom and then involving the children, maybe in group wise or something, like they try to make use of the interactive chart, or pictures or any other demonstrations, maybe models, working models and so on. So that is how we prepare them. And so, after giving them the idea of how to make interactive teaching learning aids and charts, they prepare for their different lesson plans, whichever the content maybe...*”

3. Micro Teaching skills and block teaching

The B.Ed. The college principal also highlighted the micro-teaching and block teaching skills as the teaching resources in the lesson plans and their implementation.

Principal IPr2 stated, “...*Okay. So, regarding this area pedagogical preparations, here especially for internship, this is teaching practice. So, you know very well for teaching practice, before that how to prepare a learning plan, how to use teaching-learning support materials, and how to incorporate all the micro teaching skills. Because this is like a 45 minutes duration of the class that is a real classroom. So, for real classroom they should follow everything. So before sending them for the internship, we used to conduct block teaching. So, during that block teaching, regarding how to prepare a learning plan...*”

Tool Q3: What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?

The third question of the tool enquired about the teaching/pedagogical skills/knowledge imparted by the colleges to B.Ed. student-teachers during the internship. The responses from the college principals can be identified under the following three major themes:

1. Constructivist approach prevails

The B.Ed. colleges of Nagaland are following constructive approach in every sense and just not for lesson planning. Their pedagogical preparations and other skills development activities

followed the constructive approach completely. The following portions of the responses from the two college principals are evident of this:

IPr1 stated, “...Some of the pedagogical fields we use constructive approach nowadays in this 21st century, we encourage the students to use constructive approach. And the methods which we every teacher students is Lecture method, Inductive method, Deductive method, Laboratory method, and Discussion method and other skills also like oral work, drill work, homework, classroom tests, and we encourage our students to participate in seminars, workshops, orientation programs, training programs, but basically I encourage my B.Ed. students when they are in the internship or the pre-internship, the main thing is the activity based learning. So the engagement of the students is very important, hands-on experience is very important. So when they're in the classroom, how they are using the 50 minutes is very important. Apart from that board work is also important. We encourage our B.Ed. students to involve with the students, whatever they are asking try to focus on the student's point of view, mostly we encourage student centric teaching learning process...”

IPr6 stated, “...we prepare them how to make use of the different techniques and strategies of constructivist approach and that includes how to conduct a brain storming session for example, and how to conduct cooperative learning among students, how to conduct group technique and how to reinforce the combination of the previous behavioral approach and present constructive approach, reinforcements and then all those stimulus...”

Principal **IPr2** stated that they use a constructivist demonstrational approach:

“...Okay. So here especially for suppose Science- lecture method, lecture cum demonstration method, then laboratory method, team teaching, then related to this constructivist approach-demonstrational...”

2. Micro-teaching skills are the key focus area

Microteaching is the key aspect of practical training imparted to the B.Ed. student-teachers. The majority of college principals directly or indirectly emphasized the importance of breaking down teaching skills into micro-skills and practicing each of them individually. Following are the portions from the responses of college principals:

IPr3 stated, “...So skills wise, we have a variety of skills. I mean, I think there are certain basic skills which every teacher needs to possess, like for instance use of the blackboard, no matter whether it's the constructivist or behaviorist classroom, a teacher has to make use of the blackboard, for instance, how to make use of questions, how to make use of examples then those are from the behaviorist teaching skills. So there are about 5-6 skills that we compulsorily make use of although the way we present the skills is not in the behaviorist way, it's in the constructivist way...”

IPr7 stated, “...Yes, the main skills are: skill of introducing a lesson, skill of explaining, skill of stimulus variation, skill of questioning, probing a questioning and a skill of questioning, skill of demonstration, skill of blackboard work, and skill of reinforcement...”

IPr6 stated in this regard, “...So all these are incorporated in that one week long workshop whereby all the teacher trainees are made to teach and made to practice in micro teaching class with about 10 to 12, and about 10 to 12 minutes. That way we prepare them and then we give them feedback, and if anybody needs re-planning and re-teaching, that is also followed. The low cost interactive workshop precede micro teaching session so they have to make use of all those interactive teaching-learning resources even in the micro session...”

3. 21st century skills are developed: The responses of the B.Ed. college principals also highlighted the progressive ways of B.Ed. colleges that go beyond the development of conventional professional elements of an effective teacher. The practices of colleges are focused on development of 21st century skills of teachers as soft skills, digital skills, cognitive skills, interpersonal skills etc. they are also advised by the National Education Policy 2020. Following are the excerpts from the responses indicating practices for fostering 21st century skills of the B.Ed. trainees:

IPr5 stated, “...There are many techniques and many skills. But we mainly stress that teacher trainees should be able to talk inside the classroom, be able to explain the topic in the classroom, for this we stress that they should speak loud and clearly, they should have the skill and the knack of how to explain the topic, the skill of explanation is taught, at the same time we also impart the skill of writing on a blackboard so that wherever they write, whatever they do inside the classroom, it becomes neat and clean. We also inculcate them the skill of stimulus variation, which is very important to make the classroom alive and active. We also teach them

how to introduce the topic, how to introduce the class so that class become lively and not monotonous. Besides these various skills, we also teach them how to use, TLMs, like resources from the internet as well as how to use video clips, how to use the power points, how to use laptop and LCD, so that when they take class, it becomes all effective and students gain knowledge...”

IPr6 stated, “...we prepare them how to make use of the different techniques and strategies of constructivist approach and that includes how to conduct a brain storming session for example, and how to conduct cooperative learning among students, how to conduct group technique and how to reinforce the combination of the previous behavioral approach and present constructive approach, reinforcements and then all those stimulus...”

Tool Q4: How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?

As per the question that how is performance of the B.Ed. student-teachers evaluated throughout the internship programme, the three major themes have emerged. Majority of B.Ed. college principals expressed that the evaluation of the performances of the student-teachers is done quantitatively as well as qualitatively through various methods and tools by internal and external persons. Therefore, the three major themes were identified from the thematic analysis of the B.Ed. college principals on question 4 of the tool as follows:

1. Observation is the prime manner of evaluation

Almost all B.Ed. college principals (frequency=6) expressed that observation is the prime way of evaluation. It is mostly objective with an assessment criteria sheet. There is a subjective assessment by the various persons. The following are the principals’ responses regarding this:

IPr2: “...Then pre-internship phase-2, that is classroom observation. So, like pre-internship phase-1, we used to send supervisors...”

IPr2: “...Then final internship, so we used to send student-teachers for two months. For the entire period i.e. for all 60 days, the supervisors will observe their performances and everything- their attendance, their teaching skills and also supervisors used to check learning plans also because every day they need to write a learning plan...”

IPr3 “... they are all given a format and then when they go for supervision, the classes are observed in that manner and assessed. So, the same thing is also given to the coordinators in the schools. We keep coordinators in the schools, and we orient them before the internship on how our students are going to be engaging the pupils in the classroom. So we orient the coordinators in the schools also, and then we explain the whole format of assessment and we tell them that this is how the teachers are supposed to be transacting in the classroom and this is how they are supposed to be assessed. So that is also given to the coordinators and the coordinators also, observe, supervise, as well as, assess the student-teachers during the internship...”

IPr4: “...This way, as B.Ed. student-teachers are evaluated through monitoring and supervision of trainee by supervisors...”

IPr5: “...They observe the interaction of the teacher with the students, the co-operation of the students, even the handling of the students, even the sympathetic or how the students behave with the teachers. Teacher-educators also see the performance of the teacher-trainees regarding the communication skills, how the teacher-trainees communicate in the classroom example: the expression, the language, the speech, the voice, in this regard, our teacher-educators go and observe the teacher-trainees in this manner. At the same time the teacher-educators also observe our teacher trainees like facilitating the individual differences like appearances, the movements, the manner, effective dealing with the pupil or relevance of the needs of the students. So, all these things are observed by our teacher-educators while the teacher-trainee is taking class. We also see the resources how they use inside the classroom that is handling of the resources, the effectiveness of the resources, appropriateness of the resources and also the originality, the materials that they use. At the same time our teacher-educators also observe the involvement of students, how the teacher trainee involves students inside the classroom like accuracy, organization, appropriateness, relevance, and variety...”

IPr6: “...yeah. So, after having them prepared in the micro session with lots and lots of feedbacks through evaluation, through observation, and so on. We also make use of observation schedule, which is in the form of rating scale...”

The observations by the school coordinators and college teachers are objective, sometimes rating scale based on various criteria. The principal IPr6 further expressed;

IPr6: "... So, evaluation starts right from the micro session. A faculty today will evaluate and give some ratings or mark and tomorrow another faculty goes, day after another faculty goes, so all these are taken into account while calculating how they performed. Another one is, the school coordinators are given the sheet of paper in which different criteria are listed so that they will also go round to the classroom and give their marks in different areas...teacher trainee deals with the school and then the punctuality, the discipline and the cleanliness and whatever, all the aspects are evaluated by the school coordinator, however, the real evaluation of teaching learning is done by the faculty of that day. So, all these are brought in and then we, calculate the average of all this and then that's how the evaluation is done.

...So, schools sometimes express to us in the coordinator's meeting that they would like our teachers to provide notes to their students of what they covered in the content area, so that's how we are also supplying notes, not dictating or not writing on the blackboard, but through the class teacher written notes also supplied because our pupils, the school, the curriculum, everything is in the behaviorist approach..."

IPr7: "... Normally they appoint the teacher and some schools are very good for that. They take in charge of these people and teachers will be monitoring by sitting in the classroom, and they will access and they will put the marks that is evaluation, and that same assessment sheet is used by our professors also when they visit schools the same sheet is used by our professors. Our college teachers will be going and monitoring them. They also sit in the classroom and they would put mark which is of 50 marks. This is the evaluation process. It is followed up throughout the internship and the principal will give the time for the teacher educators to visit the schools..."

2. Evaluation of Records/lesson plan

Secondly, many principals (frequency=4) shared that lesson plans, reflective journals, and submitted records of the student-teachers are assessed as part of a comprehensive evaluation. The responses of the principals are as follows:

IPr2: "... Okay, so here. Regarding the evaluation part, we have three areas - Pre-internship phase-1, phase-2 and final internship. So here after completing pre-internship phase-1, they will submit a report to their respective supervisors. So, during pre-internship phase-1 also, supervisors visit their schools and observe their performance, after submitting report also they

will check everything and also they will do presentations after completing pre-internship phase-I...”

IPr2: “*...So as per their plan, they need to teach the classroom. So after completing internship, they will submit the learning plans record and also reflective journal. So their attendance. 20 learning plans then reflective journal they will submit. So supervisors will check. So in that way evaluation, we used to do...*”

IPr4: “*...Then B.Ed. teacher educators go to that schools to check lesson plan, teaching-learning material (TLM), attendance, most importantly, their classroom performance...*”

IPr5: “*...We also evaluate the techniques of various evaluation the teacher trainees use inside the classroom like suitability of the tools or the object or relevance of the object or the thought-provoking ideas or continuity, sequence of the explanation or the comprehensiveness of the topic that he or she is taking and also overall the lesson plan evaluations, the evaluations are done to observe the teacher trainee’s performance...*”

3. Viva voce-based evaluation

Lastly, evaluation is done through a viva voce by internal as well as external examiner. The principal coded as IPr1 shared the response as follows:

IPr1: “*... are observing the schools, when they are teaching at school level once they are completed their internship, viva voce will be there and they need to submit a journal and they need to submit their report and they need to submit their write up and they need to give their presentation and they need to showcase the skills which they used during their internship and face-to-face interactions will be there, discussions will be there and question and answer sessions will be there, presentations will be there and their records and reports will be kept confidential and we'll evaluate through viva, through external and internal and the marks will be awarded for a total of 300 for complete internship...*”

Tool Q5: Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.

As per the nature of the question, the two major themes have emerged. Majority of B.Ed. college principals believed that the evaluation of B.Ed. internship has been effective and even progressive, but a few expressed that there are some limitations to it. Therefore, the two major themes were identified from the thematic analysis of the B.Ed. college principals on question 5 of the tool:

1. The Internship evaluation is effective and progressive:

The progress is observed in the B.Ed. student-teachers from the first internship to the second internship in different semesters, where B.Ed. student-teachers become confident and self-dependent. As expressed by one of the B.Ed. college principals coded as **IPr1**;

“Yes, what we are practicing is very effective and progressive because this is divided into two stages- stage 1 and stage 2, stage one is like a preliminary where they are new to the school system. They are in the initial stage. So, once they are in the second phase definitely, they will be exposed more as they are a little bit experienced, so they know some of the wrongs, some of the do's and don'ts...”

One of the college principals in favour of increased effectiveness said that the supervisor's role in evaluation makes it effective. The principals coded as **IPr2 and IPr7** stated:

“Yeah. So definitely this evaluation is effective only because here, in each and every area, supervisors used to do evaluation so immediately they used to give clarifications or any other suggestions to the student-teachers.”

“Yes, very much because students are followed up...it is very effective and it is clearly monitoring the student-teachers. Evaluation process is very important and they know 50 marks from the teachers, 50 marks from the school, so hundred marks is for them. Some may not be doing well, some may be doing very good. So you want to be just in giving the mark, even those who don't do well will be improving after one or two weeks like that..”

Principal coded as **IPr6** emphasised and explained the role of active feedback for effective evaluation of the internship programme as stated;

“...So that way I think we are going to be very effective in our evaluation on how to deal with Rural children, Urban children, Rural school, Urban school and all that. And so this is effective and then what we do is, up to the internship we bring them all together and have a long discussion which may last for two days or so. So, whatever they have performed even on that, we give feedback. This they carry home to their schools. So I'm sure it is very, very effective.”

- 2. The Internship evaluation has some limitations also:** Some B.Ed. college principals highlighted the limitations of the evaluation of B.Ed. internship programme in various aspects of the B.Ed. internship programme.

The principal coded as **IPr3** highlighted,

“Frankly speaking, I think to a certain extent maybe, but then, somehow the school situations, the classroom situations and plus the syllabus, the curriculum in the schools, it is such that we are not able to do full justice to the constructivist approach, so even if certain teachers want to do things in a certain way, it's either especially the syllabus, the content or the school timing, the duration of the period, the routine, for instance, all these things combined put certain restrictions on the extent to which they can really use the constructivist approach...”

The principal coded as **IPr4** emphasized inadequate time period for B.Ed. internship programme:

“...somehow it is effective, because internship duration should be longer, but it is too less, practically the time period is too less. So within this short duration, it is very difficult to update students through proper teaching learning method...”

The principal coded as **IPr5** also highlighted the insufficient time period of the internship and put it this way:

“The evaluation of B.Ed. students, it is not 100% effective but somewhat around 80% or 90 % is effective. Why, because they go for the internship quite a long period and here our own teacher-educators they observe and they find that it is worthwhile. At the same time we have the school supervisors that is the headmaster or the class teacher of the school. They themselves they evaluate our own student-teachers. So through their feedback we come to know that it is effective.”

Tool Q6: What efforts have been made to employ ICT resources in the B.Ed. internship programme?

As per the question, what efforts have been made to employ resources in the B.Ed. internship programme, the three major themes have emerged from the college principals' responses. Majority of B.Ed. college principals expressed that ICT resources are best employed through EPC which is part of B.Ed. curriculum implemented by the Nagaland University. Therefore,

the two major themes identified from the thematic analysis of the B.Ed. college principals on question 6 of the tool are as follows:

1. Request to Schools for arranging ICT resources

Almost all principals shared that their faculties are ICT trained and there are facilities of ICT-based software and hardware in their colleges but internship schools have few or no ICT provisions. In such situations, schools are requested to make student-teachers available for ICT facilities. The principal IPr1 stated;

IPr1: *“...The information and communication technology resources and services are very important. Once we are using a presentation, a projector, we put up our laptop and all other facilities should be available for the student teachers and the same thing we are telling the students to utilize the ICT resources, which they are available in those schools...”*

IPr1: *“...If ICT facilities are not available also, we ask them to provide by the heads of the institutions, or developed, or prepared by the self or teacher educator and student teachers...”*

2. EPC programme in B.Ed. syllabus is a key way to employ ICT education

Almost all principals (frequency=6) shared that Enhancing Professional Capacities-3 (Critical Understanding of ICT) EPC-3 programme of B.Ed. syllabus is *the key way to impart ICT education to the student-teachers. Following are the pertaining responses of the principals:*

IPr2: *“...In one of our syllabus, we have EPC-3 (critical understanding of ICT). So related to internship, we used to assign some activities, how to prepare a lesson plan using ICT...Actually, each and every semester, some topics we used to assign them. So they will prepare PowerPoint presentations and also they will present in the classroom. So automatically they are able to use ICT...”*

IPr3: *“...See, they have the EPC course on ICT right, so what we do is, what we try to do is now, especially during and after the pandemic it has served a good purpose because both the faculty and the students have had to equip themselves on how best to use ICT in teaching-learning . So there are a lot of applications that they make use of, and we also encourage the students to make use of maybe not only in the classroom, but also after the class, maybe off the school*

campus to make use of maybe ICT for assessment, evaluation, submission of small assignments that they give to the students...”

“...Some schools do not encourage bringing laptops. I don't know the reason why, but we have had the experience that some schools have discourage not only discourage you told the students that they do not like students to bring their laptops and all that, Maybe they thought maybe that could make the students have a comparison between their teachers and our students or maybe I don't know what the reason was. So where they are permitted, where it is welcome, they make use of streaming things from online, , and then showing students videos pertaining to the lesson. this and that. All that. So at first for possible, we encourage them and the skill they possess...”

“...we have smart classrooms even when our faculty transact the course, they're making use of online resources like videos, clips or some talks on important things like that. So the students in a way throughout the course are already aware about how this can be brought into the teaching learning process...”

“...We don't have a separate teacher like that, but all the faculty are, ICT literate, I mean since they all make use of and since we encourage the use of the smart classroom, now they are more or less well equipped but when there are certain higher technical things then we do have a staff who is a computer engineer among the staff so that higher technical things he takes care but generally for the process of teaching-learning and for use of a teacher in the school, for instance, preparation of mark sheets, results, all those things, all the faculties are confident to handle those things, and we have a very good computer lab with, Wi-Fi plus, broadband plus, fiber optic connection, so, there's no problem in so far and as long as it is in the college...”

IPr4: *“...So here I will say that in B.Ed. internship programme, B.Ed. students are encouraged to use audio-visual aids, PowerPoint presentation, user e library, etc. and separate class is given for this purpose...”*

IPr5: *“...As we all know, ICT is one of the course which has got 50 marks and it is called EPC, so ICT is in the course for the B.Ed. program. So we have tried our best to impart the knowledge of ICT to the teacher trainees. In ICT Program/course we have number of things like how to handle or maintain the projector OSP, then interactive whiteboard, and how to use with the help of ICT various lectures and methods. We also teach our student how to use MS excel, then for CCE comprehensive continuous evaluation we also teach the students how to create email account, editing, sending receiving mails. We also teach them how to preserve the data, how*

to print, how to publish school magazine, college magazine, how to use the collaborative learning with the use of ICT, how to use MS PowerPoint, then how to use networking, how to use twitter, Facebook and using services. various blocks, various things are taught to the teacher trainees...”

IPr6: *“...Currently in our college even during the daily activities we incorporate ICT-PowerPoint presentation and then interactive session through the use of ICT. We also encourage them to make use of ICT even in internship. The thing is, hardly any school have PowerPoint facility in their classroom so especially in the rural areas where students are small in number, for example around 10, 12 or only 15 students in the classroom, the student-trainees take their laptops and they are able to cover the class as all of them can see...”*

IPr7: *“... ICT means information and communication technology. We have computer lab and we have computer classes. There is one subject under EPC-3 in third semester which is critical understanding of ICT. It is part of the syllabus, part of the curriculum. Class is taken and they are being taught how to use, handling or maintaining of ICT tools, projector, interactive white boards, use of MS Excel, creating email, how to edit, how to send and receive mails, etc. Besides this they are taught how to make certificates, blogs, how to make Google form, how to use photoshop and how to edit, this have been taught by us in one full semester. We have two computer experts to teach the course and they are employees of our college...”*

Tool Q7: What innovative practices have your college adopted for an effective B.Ed. internship programme?

The seventh question of the tool enquired about the innovative practices implemented by the colleges for effective B.Ed. internship. The responses from the college principals can be understood as common practices and innovative practices (distinctive). For simple presentation, eight themes identified are as follows:

1. Continuous and comprehensive Feedback

Many colleges have adopted a comprehensive feedback system where teacher educators, student-teachers, and principals continuously give feedback. These are taken at every stage and during all phases of the internship. The responses of the principals about this complete feedback system are;

IPr1: “...Suppose, when we talk about lecture method, we ask the students to come up and give their feedback on what they understand at the end of the lesson or end of the topic and we ask the students to give their own presentations on that particular topic or we ask the students to come up with their innovate ideas through poster or through presentation or chart. Discussions are done to come up with ideas...”

IPr6: “...Another innovative practice that we also do is, during the micro session we maintain notebooks for each group, example: for group A, B, C, D, E, F, notebooks are maintained so that the teacher or the faculty in charge of the micro-teaching of that group writes down for each student his/her strong and weak points or areas. And so when the next micro-teaching observer or faculty goes in, he flips the notebook and then see the strengths and weaknesses of each and every teacher-trainee. So accordingly he or she will look for these improvements...”

IPr6: “...So during the demonstration, the student teachers also give feedback and then the same faculty members also give feedback so that the students learn and improve from both the feedbacks. So, those are some small innovative things that we do around the area of evaluation and feedback and everything. And so we get a lot of feedback from the teachers as well as the students themselves...”

2. Brainstorming

A college principal shared the implementation of brainstorming in various processes;

IPr1: “...In this case, oral work and oral communication is also very important, written communication is important, speaking language is also important, and brainstorming is also important, when they are going back to their home they need to do some research, they need to prepare their own notes also for some topics, like that we encourage each and every time but every teacher or every student has to come up with a different way according to the circumstances, according to the situations, so that we need to check how much progress is going on every time for each and every student...”

3. Innovative teaching-learning material

The college principal shared the development of innovative teaching-learning material through reusing available resources or ICT resources;

IPr2: “...So you know very well innovativeness is very important. So because of this reason, especially for teaching-learning process while preparing learning support materials, we used

to tell them to prepare innovative teaching-learning materials, ...Also suppose for teaching English, LSRW how to introduce in the classroom. Supposed flashcards, so generally they used to prepare flashcards but, for understanding the new words, vocabulary, these things, with ICT, the particular figures or words used to be printed with colors and pasted...

4. Special workshops/seminars for school teaching and administration

Many college principals highlighted the significance of workshops/seminar for hands-on training for practice teaching and how they are implementing in their colleges;

IPr1: *“...But on the top of that hands-on experience is also very important for students. So in this case, the dialogues or the training or the workshops or development programs are very important for that, and live interactions is also very important when we take a class of 50 or 25 students every class having average students, toppers, below average students, slow learners, backward students, etc., so to reach every category of student community we need to use innovative methods...”*

IPr3: *“...See, Like I said, there are many things which are not incorporated, some basic things which student-teachers need to know, but it is not in the syllabus. So what we do is, we organize special programs workshop in the workshop mode for preparing them on these lines, now, for instance, this time we are planning to have next year at the beginning that is in the fourth semester, like two day workshop on school administration and school maintenance, school management procedures, because the very concept of internship requires them to be functioning as normal teachers in the schools and then they are supposed to maintain records, they are supposed to work out the results, maintain stock registers, but there is no paper in the course which prepares them for these things...”*

IPr4: *“...Here I will say, before sending the students for internship program to other schools, we organize two weeks workshop where we train them in developing skills for professional growth...”*

IPr7: *“...We have two or three seminars on classroom management where people come from outside, that is given to them. Normally, I meet one or two principals of other B.Ed. college. They will come and take seminar. Also clear cut full day seminar is given on the qualities of good teachers and discipline in the classroom, teaching aids, etc...”*

5. Soft skills training

The college principal shared the development of soft skills and communication skills of student-teachers during workshops and teaching for practice teaching;

IPr3: *“...So those are some of the things that we additionally give them and say, for instance, soft skills, because as teachers it's not only about your teaching, but there are so many other etiquettes that a teacher needs to possess and those things are hardly ever looked into, so we try to incorporate all these kind of facilitations through workshop mode or through some other means...”*

Teaching through art and drama

Various distinctive responses highlighting unique practices were also obtained. Two college principals shared how they teaching lesson planning to be implemented through art and drama;

IPr3: *“...So as per the pedagogical papers, they have been doing that and in fact they have also presented some dramatized lessons in the All India Radio for the consumption of the community so that teachers in the schools and even students in the schools can listen to them and learn concepts through the dramatized process. So that is how we are doing it...”*

IPr4: *“...Secondly, we involve them in activities like music, sports, and etc...”*

6. Use of Open Educational Resources (OER)

The college principal shared the use of OER for the development of material and practice teaching;

IPr5: *“...As I have stated earlier, we have demo classes by all the teacher-educators as well as all the students are also given opportunity to give demo classes. Besides this, we also show various videos which are there in the Internet, taking class, various topic, various unit, various subject. So we, with the help of internet and PowerPoint we take those videos and we show to the students so that they learn from other teachers who are giving demo classes in the internet which we download and show them...”*

7. Two supervisors

The responses from the college principals also highlighted the important role of two supervisor;

IPr5: *“...Another one is when they are in the school, as I have told you earlier, we have two supervisors. One supervisor is from the college that is our own teacher educator, another*

supervisor is from their school where they are practicing. So the school supervisor they are there all the time so they know how things are going. That is the reason why we gave the school supervisors some authority and some marks so that they are able to evaluate our student-teachers since our teacher-educators may not be able to go all the time. This way they evaluate and give us feedbacks, which is useful for the performance of the student-teachers...

8. Community-based service learning

A college principal truly shared a unique way of teaching. It was a community-based service-learning programme that they implemented with the help of their student-teachers;

IPr6: *"...So, one of the innovative practices would be the Rural and Urban. Actually, the NCTE norms says nothing about it, but then we just identify schools in the rural setup and urban setup. And so, when the teacher-trainees goes to the village, they stay there with their beddings and everything and then they teach in the school and they also have, some kind of community interaction on different topics like consumer rights or AIDS education or environmental awareness and all. They also take initiatives in a lot of co-curricular activities even involving in the church also because they are staying there even on weekends. So, in the Sunday service they also take part by singing or maybe leading or sharing or any other thing. So that is one innovative practice, involving the community. Sometimes they even call the community members in a village council type of meeting and then they also instruct them on different issues..."*

Tool Q8: Do you think the internship acts as a bridge between theoretical knowledge and practical implementation of B.Ed. programme? Please specify the reasons for your answer.

The nature of the question was such that there could only be two definite ways of responding that is yes or no and then the justification for the answers. Therefore, the responses were as expected mostly positive, but the reasons shared by the teachers were not very explanatory. Therefore, we can say the following two themes have emerged for the question eighth of the tool:

1. Internship essential to bridge theory to practical

Almost all college principals (frequency=6) emphasized the importance of internship for bridging theory to practice for various reasons as resented through the following responses:

IPr1: *“...In B.Ed. level both theory and practice are very important, theory and application of theory in practice and hands-on experience is very important..”*

IPr2: *“...Yeah, so definitely this internship program is a bridge between theoretical knowledge and practical knowledge because, here for suppose three semesters. Especially during semester two, we start pedagogy classes, so different pedagogy subjects like Social Science, English like that. So during that time, regarding micro teaching then, different methods, approaches, techniques, everything, teachers used to teach. So after completing second semester again during fourth semester, student-teachers used to visit the schools so before that- this is theory. So after completing the theory, definitely student-teachers need to apply in the real life situation. Here real life situation is classroom. So whatever they learn, they need to apply in the classroom. So without learning theory, there will not be a possibility to apply in the classroom. So definitely, there is a bridge between the theoretical knowledge and practical knowledge. We also used to observe and student-teachers are applying in real life situation...”*

IPr4: *“...Yes, internship acts as a bridge between theoretical knowledge and practical implementation of the B.Ed. program because through internship only students acquire proper teaching skills...”*

IPr6: *“...Why not, it definitely acts as a bridge because, in the different papers we teach them, for example in the paper childhood and growing up, the student teachers are given information and knowledge about how a child grows and then what are the different developments that take place at that stage, what children like and then what will be their characteristics and all that. And so all those are learnt and then when they actually practice inside the classroom, and supposing they enter class 6 or 7, so that is around 9-12 years of age. So in that classroom, what are the characteristic of the children in that classroom and then what kind of activity they like, what kind of activity they enjoy, etc. so that is practice. In real life situation, in the real classroom they implement and they try to act and put into practice whatever they have learned in the theory. So also in so many other papers they try to implement, especially in the method papers like how the evaluation must go on, what are the appropriate techniques for teaching that particular content and all. So those are learned in theory, so those are now practiced in the practice session or in the internship program. So definitely, this is something which helps them put those theoretical knowledge into practice...”*

IPr7: *“...Definitely acts as a bridge because theoretical knowledge alone will not work out. There has to be practical knowledge also in the school...”*

1. Hindrances in the B.Ed. internship to act as a bridge between theory and practical

A college principal highlighted the hinderances of the B.Ed. internship in bridging theory to practice through the following response:

IPr3: *“It should be a bridge because the two year preparation of the student-teachers is ultimately culminating in the internship program and that should be the very purpose and the whole program should prepare them for internship. But like I said, there are there are certain loopholes even in the curriculum itself. Like I said, although internship implies taking responsibilities of everything that happens and goes on in the school by the interns, there are no papers, no subjects which actually tell them how to prepare a routine, how to manage the schools, how to conduct co-curricular activities, those kind of things are really not in the syllabus. There's no theoretical foundation to that. So, if we just send them like that, they will just be going for transaction in the classroom and nothing else. So first and foremost, I think our B.Ed. curriculum has a short fall.”*

IPr3: *“Secondly, like I said, we are theoretically saying so many things about the constructivist approach, but I feel that in many of the Teacher Education institutions it is just theoretically transacted, practically they are not really equipping the student-teachers as to how it is to be practically done because faculty in the B.Ed. colleges are still making use of the behaviorist approach to teaching. So how do we actually make them internalize that processing them. So I think that could also be a major drawback and this is the reason why we try as far as possible in the college to see that the teacher educators are themselves making use of the constructivist approach be it in teaching-learning, also in evaluation...”*

IPr3: *“Then thirdly, I think our school system is not ready for the constructivist approach. Firstly because of the curriculum that we have in the school, and secondly because of the non-orientation of the schools towards this new approach because for them B.Ed. students do not teach. That is their impression that we only leave everything to the students. So, they have not understood, they do not know, they are not aware about the new trend, new approach to teaching. So, the schools are poorly, although like I said every year we invite the school heads, the coordinators, and then we orient them and we keep telling them and we sent very detailed sort of information in the written form to the schools about what the new curriculum demands, but like I said, unless the whole system changes they cannot change because they still have that structured curriculum and structured time where they have to finish a certain part of the curriculum. So, they're rushing with the course, teachers are explaining and giving notes and*

then conducting exams. We are still in that traditional mode, so somehow the two do not fit into each other. What we are doing in the B.Ed. and what the schools are practicing, the practices that they have. So, these are some of the biggest challenges because of which I think we are not able to do full justice.”

Tool Q9: Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.

1. B.Ed. internship is helpful for future teachers

Almost all college principals (frequency=6) opined that internship is required for effective future teachers. Some explained how theoretical concepts like child growth and development, teaching methods etc. can really be implemented through the internship programme. Some others pointed out the practical aspect of getting a B.Ed. degree for better employment opportunities and successful teaching. The pertaining excerpts from the principals are as follows:

IPr1: *“...For future teachers the two years B.Ed. course is very essential because if we talk about NEP 2020 not any of the 2020 before all the committees. Everyone is recommending at the school level. To teach for primary level, middle level, high school level, higher secondary level, the qualification especially the degree of B.Ed. is very essential for them so that they need to know how to teach, how to start the lesson, how to end the lesson, how to write a lesson plan, how to prepare teaching learning materials or what are the different methods they have to use in the classroom, what are the different skills they have to use in the classroom, what are the areas in teaching learning techniques, and then on top of that, they learn the psychology of the student, the behavior of the students, the motivation of the students, the stress level, the anxiety level in the form of psychology, philosophy, education, knowledge and curriculum. So many varied courses they learn in B.Ed. level in different semester. At the end of the B.Ed. level, they get the qualities of a teacher, parameters of a teacher, they are knowing each and everything. So, this degree, this qualification is very essential once they really choose to select this noble teaching profession...”*

IPr2: *“...Yes. This is a very good question. Because of this reason only we are conducting this course. Suppose after completing this B.Ed. course and there is no effectiveness in the future then there's no use. So definitely this preparation of B.Ed. training is very useful for the future*

and also you know very well, these days our government is also trying to implement NEP 2020...”

IPr6: *“Yeah, definitely. It will help. Our objective is also to prepare good teachers and we try our best to shape them when they are here with us for two years. What the alumni of the college have expressed is that, they have learned so much and then now they see the realities of what is to be done and what is not to be done in the schools. We get feedback from the alumni and then we see that many of our alumni they got placed even in NPSC, around five of them this year as assistant professors, in colleges and then the graduate teachers, a lot of them maybe around 20- 30 around of them got selected from our colleague itself. So, what we feel is, they are able to remember they are able to implement whatever they have learned and they have been better teacher...”*

IPr7: *“Yes, because if you check, the schools where all the teachers are trained like B.Ed., M.Ed., DIET, D.El.Ed., etc., the result of the school is very good and it has been proved also...”*

2. B.Ed. internship is only partially helpful for future teachers

Some B.Ed. college principals also emphasized the challenges of B.Ed. internship in Nagaland which may not be helpful for future teachers. The issues with the B.Ed. curriculum, also with the school system and the attitudes of student-teachers which don't implement everything they learnt in B.Ed. course after getting the jobs and posting. Their responses in this regard are as follows:

IPr3: *“Definitely, it should. Like I said it should and comparatively compared to the one year B.Ed. program, this two year B.Ed. program because of the kind of courses that they've brought in, we find at least students who are taking the course seriously. The tremendous change that they undergo through the two years, and also the change in their perspective, many of them come with a certain understanding, but then that understanding is deconstructed by the end of the course and they go back with a new mindset. We see that. But like I said, had things been different, like for instance, the problems that I mentioned be it in the B.Ed. curriculum, also with the school system, the outcome would have been a lot better.”*

IPr4: *“Somehow, I will say yes, B.Ed. helps in preparation of effective future teachers because B.Ed. program gives students hands on training on lesson planning based on 5E model.*

Secondly, classroom management skills, and improvisation of TLM and teaching skills. All those things are taught and students learn.”

IPr5: *“Yes. B.Ed. course helps teacher trainees to prepare well. In fact, they do very well when they are in the college, but sad thing is that when they are posted and they work in their own school, they are not implementing the skills, the innovativeness, and the ideas that they have acquired and learnt in the institutions where they were when they were during their time of training period.”*

Tool Q10: What are the challenges and solutions for an effective internship programme for B.Ed. course?

The question number 10 is the one of the most important questions as it gives us answers to improve the situations of B.Ed. internship in Nagaland. It would certainly give recommendations to all the concerned authorities for effective implementation of B.Ed. course in Nagaland especially in terms of B.Ed. Internship. In this regard, the eight major themes have emerged from the thematic analysis of the B.Ed. college principals’ responses:

1. Different format for implementation of lessons:

A college principal expressed the problem of different formats for different boards and schools.

IPr2: *“...Yeah possible solutions like for suppose, we need to have unique format. For example, private schools, government schools, teacher education institutions, universities. So, actually, we need to conduct a meeting with all the managements. So, in that meeting, we have to finalize the unique way of format. So, if we frame like that only it's possible. Some schools have state syllabus, some schools have CBSE. Here there's no uniformity...”*

2. Curriculum revision

Some college principals opined that B.Ed. course has to be revised;

IPr1: *“...To more effective and dynamic internship at B.Ed. level, the resources should be stressed a lot and the resources facilities should be increased. The financial status should be given more importance and we need to develop the standards also and quality of the internship. Some of the key areas, like the curriculum should be revamped and the structure of internship also should be highlighted in the 21st century, for that, they have to check...”*

IPr4: *“...Secondly, there should be well defined curriculum for internship program. Well defined curriculum means what now what is happening, only fourth semester with minimum 50 lesson plans are going for few days only. So here it is not possible for students to get 100 % effective teaching skills to learn. If from the first semester to the fourth semester if curriculum is split for internship programme and properly arranged then it will be more effective. But practically what is happening, for partial fulfilment of Nagaland University B.Ed. curriculum, the trainees are going to schools only for few days. The schools have exams, holidays are there, so B.Ed. students are not able to teach. It is not possible to complete 50 lesson plans, so maximum 20-25. So that is why, if Nagaland University can modify the B.Ed. syllabus, and if internship program is re arranged and re programmed in such a way maximum time should be given for B.Ed. students for practice teaching then it will be more effective...”*

3. Evaluation should be strengthened

The college principal also opined that the evaluation has to be strengthened;

IPr1: *“... After that, every time the evaluation should be done, every time the checking will be done from the higher authority, from the board of directors, from the school, different school, education departments when the evaluation and the feedback, the dialogues, the training will be done effectively than the progress we can see, but it is very tough and really challenging...”*

4. Well-qualified and experienced faculty

The responses from the college principal highlighted the need for well-qualified and experienced faculty;

IPr1: *“...The man power is also very important in this case. If you provide a specialized person or a specialized faculty then definitely we can see some standardness...”*

5. Appropriate schools for internship

The responses from all the college principals highlighted the biggest challenge of finding an appropriate school for B.Ed. internship. There are multiple challenges attached to allocating a school for the internship programme. The location, willingness of the school, number of periods, classes according to the interns’ pedagogy subjects, and availability of ICT resources and facilitates are some of them. The responses as are follows:

IPr2: “... sometimes they don't want to allow B.Ed. trainees as the schools are also very busy with other activities and also, sometimes, hectic schedule from the private school side so they don't want to give us the opportunity to do internship...”

IPr3: “...First and foremost, the cooperation of our schools. I don't know why, but this seems to be a problem with all the Teacher Education institutions in our state. Other states I believe they are able to get schools for internship for minimum of two to three months. But in our context it's very difficult to get schools even for four weeks...”

IPr4: “...Here I would say, challenges means practically we face maximum school management are not ready to allow our B.Ed. students for internship program, they think it is over burden for them. Regarding the solution, if Nagaland University take initiative and direct school management for the intake of B.Ed. trainees then it will be more effective...”

IPr5: “...Challenges that we face for the B.Ed. internship is: the problem of schools. All the schools have their own timetable, their own schedule. So when we go for internship and practice teaching, schools are not willing to accommodate and not willing to allow us very easily for the internship schedule since the period is long. Maybe the solution lies that if the school education or higher authorities, if they tell the various schools to help out the B.Ed. trainees since we are limited in Nagaland, we have only eight B.Ed. colleges so if the School Education higher authorities tell the school authorities to allow or to give chance B.Ed. trainees for some time to interact or to have the practice teaching, it will be good...”

IPr6: “...Yeah one of the biggest challenges- the schools are sometimes reluctant to give a lot of days for us to work on, so we try to make them understand through the coordinators as well as two faculties definitely will be selected to visit the schools to make the principals and head teacher understand the importance of internship program...”

IPr7: “... If I say point wise, the first point is lack of acceptance from the school side to accept the trainees, and also the lack of number of days allotted to the B.Ed. trainees, and indifferences on the side of the school...”

IPr6: “...when we search for the schools, other Teacher Education colleges also search for schools so there's a clash, like one college will come down till the high school side and then

maybe we have to go up till that area which is very far off. To avoid that, what we planned is that the principals of different colleges will have a sharing wherein one portion/ area of the town will be covered/ occupied by one teacher-education college, and the other portion/area of the town can be covered/ occupied by another teacher education college and so on for the school internship. Demarcation of area is necessary so that teacher education colleges don't clash and they don't face situations wherein some schools will have to reject teacher educators due to lack of seats. Also, it is troublesome for the teacher trainee to go from one end to another every morning to the schools and being stuck in traffic jam. So if the schools near our college is left to us, then it is better for us. Also, it's better for them if the schools around their college is left to them as it is better for supervision too...”

As the challenges were highlighted, the solution was also discussed by one of the principals which is as follows:

IPr7: *“...Possible solutions can be: principals should be able to give opportunity to the students and welcome them with a welcoming attitude for internship. We had suggested earlier also to the higher education and school education to request all the schools to give permission to B.Ed. students to come and have practice and they should not say no, but it is not strongly coming up because majority of schools are welcoming. So in case anybody is facing difficulty, school education can also make it compulsory for the schools to give B.Ed. college trainees to have practices and give permission and give them an opportunity...Another solution is, B.Ed. college students should be told that they should be well prepared when they go to the schools for teaching, they should teach properly and the school teachers should not have any worry about the topics the B.Ed. students have taken...”*

6. Implementing the constructivist approach

Implementing the constructive approach of teaching-learning was also a challenge as highlighted;

IPr2: *“...They may follow behaviorism but ours is constructivism and hence sometimes clashes will be there, so because of this reason, many private school managements, they don't want to allow us...”*

7. Time period of the internship

Some college principals also felt problems with the duration of the internship as stated below:

IPr3: *“...Another thing would be, if this internship program could be for a full semester, schools would have lesser problem because for atleast six months our students are taking care of things, so they can do the transaction, they can do the evaluation and assessment, everything, and for which the B.Ed. course also has to be slightly updated. Certain additional courses to prepare them for the full responsibility of the school should be incorporated because very often we also find that some of our alumni, although they have no teaching experiences, they are being appointed as headmasters and mistresses of schools...”*

IPr1: *“...We can think of increasing the number of days for the internship previously 10 years back or 15 years back, it will be like a three months or 90 days or 50 days...”*

8. Other challenges

Some college principals also highlighted some specific issues like giving classes to interns of absent teachers and not allowing them to teach their content. It creates kind of discontent among the student-teachers and also overburdens them. The related response is:

IPr 6: *“...Sometimes the schools give extra classes to the student teachers and they are burdened because when the normal school teachers do not arrive the interns are asked to fill up the class and sometimes they are unprepared...”*

Some other principals emphasised the need for establishing strong relationships between schools and colleges.

IPr 7: *“...There should be a correlation between the principal of the schools and the principal of the B.Ed. colleges with constant interaction, and principles should also be visiting the schools at least once besides the teacher-educators these are the solutions...”*

IPr 1: *“...we have a cordial relationship with private schools and government schools' Headmasters, principals, directors, administrators, managing board members and from my side as an administrator, I always maintain cordial relationships, kind relationship, warm relationships with all these people. But yes, some of the intuitions according to the routine according to the timetable, at the time when we ask for the internship they are having some regular classes, some important classes, some revision classes, some board examinations...”*

4.4.4 Observation/Checklist

Table 4.4.4 Observation/Checklist (SPO: Student Teacher Participant - Observation)

Participants	Teacher's Activity				Student's Activity	Classroom environment
	Classroom Management	Use of Teaching Learning Materials (TLMs) or Teaching Aids	Other Innovative Practices	ICT Integration		
SPO-1 (Science)	<p>-The student teacher is confident, has good class management skills and controls the students well.</p> <p>-Student teacher asks questions to make students recollect previous knowledge and links it with present lesson.</p> <p>-The student teacher asks appropriate questions to evaluate student's understanding of the topics taught.</p> <p>-The student teacher makes proper use of the 5E model of teaching learning.</p>	-The student teacher made use of real-life objects as TLMs.	-Student teacher conducted a brainstorming activity by bringing a life object in the class and asking students to list down the different properties of that object.	-The school does not have any ICT facilities and hence the student-teacher did not integrate it into the teaching-learning process.	<p>-The students are attentive and responsive.</p> <p>-Students are excited and participate enthusiastically in the brainstorming activity.</p> <p>-Students are receptive to innovative methods in teaching.</p>	<p>-The classroom is bright, airy and clean, making it a conducive environment for learning.</p> <p>-Three students share a bench hence they are not congested and are comfortably seated.</p>
SPO-2 (English)	-The student teacher is not very confident but he tried his best to introduce the topic properly.	-The TLM is made properly and is	-The student teacher conducted spelling bee competition in the	-The school does not have ICT provisions.	-The students are responsive and engaging but since the teacher is too	-The classroom is big and spacious.

	<p>-Student teacher has good blackboard skills.</p> <p>-The voice modulation of the student teacher needs to be improved as students can't hear properly from the back making them restless thus disturbing the class.</p> <p>-The student teacher is too lenient and thus students tend to take advantage and disturb the class. Thus, there is lack of classroom management skills.</p> <p>-The student teacher did not follow all the 5Es while executing his lesson plan.</p>	<p>clearly legible even from the last bench.</p> <p>-Student teacher makes appropriate use of the chart and uses a pointer to point at the words on the chart.</p>	<p>class where the winner was rewarded. This motivated students to give more effort in learning spellings.</p>		<p>soft spoken and lenient, the students tend to take advantage and create disturbance in the class.</p> <p>-Students are responsive to activities and innovative practices more than the traditional lecture method.</p>	<p>-The class has proper desks and benches.</p>
SPO-3 (English)	<p>-The student teacher is confident and she introduced the topic properly.</p> <p>-The student teacher followed the 5E model of teaching learning properly as the topic was a small topic.</p> <p>-Although the 5E was followed step by step, teacher did not really bother whether the students understood the topic as</p>	<p>-The student teacher made use of Charts with word meanings on it.</p> <p>-The chart was not made properly and was not legible from the last bench.</p>	<p>-The student teacher did not incorporate any innovative practices in the teaching process.</p>	<p>-The school did not have an ICT room but was not allowed access. Hence, the student teacher did not incorporate ICT in the teaching learning process.</p>	<p>-The students were noisy as they could not hear what the teacher was saying while dictating notes.</p> <p>-Students are responsive to the 5E model of teaching but some students tend to take advantage of the constructivist approach and</p>	<p>-Four students share a bench. This makes the students take advantage of fidgeting and pushing one another as they are congested.</p> <p>-The classroom needs to be bright so that the student teacher can see every student's activity in the class</p>

	<p>teacher was just rushing to complete the topic.</p> <p>-The student teacher needs to improve her voice modulation as the last benchers couldn't hear what the teacher was saying while dictating notes.</p> <p>-The student teacher needs to improve her skill of questioning and ask relevant questions to evaluate student's understanding of the topic as she asked so many irrelevant questions for the sake of Evaluation.</p>				<p>disturb the entire class with unnecessary responses/ comments.</p>	<p>but unfortunately the class is dark which effects the entire classroom environment.</p>
SPO-4 (Science)	<p>-The student teacher is very confident and introduced the topic properly and wrote it legibly on the board. Teacher has good blackboard skills.</p> <p>-The student teacher has good voice modulation and good class management skills. Teacher engages all the students in the class by asking appropriate questions.</p> <p>-Recapitulation is done constantly and class is very systematic.</p>	<p>-The student teacher made use of live objects as TLMs.</p> <p>-He even demonstrated with the help of TLMs.</p>	<p>-The student teacher conducted an activity where he divided the class into groups and asked students to work with their team members and list out the different properties of the objects on his table (TLMs).</p>	<p>-The school does not have ICT facilities.</p>	<p>-The students were very responsive and excited to learn.</p> <p>-Students ask appropriate questions.</p> <p>-Students are responsive to activities and were competitive.</p> <p>-Students seem to be livelier and learn better if teacher is organized and</p>	<p>-The classroom is spacious and bright.</p> <p>-Three students share a bench and they are seated comfortably.</p> <p>-The classroom is big enough for students to move about freely and carry out their activities.</p>

	<p>-The student teacher employed the 5E method of lesson planning but for teaching, he followed the mixed method by incorporating both the behaviourist and constructivist approaches.</p> <p>-The class as a result was very lively as the teacher had good content mastery and was very lively.</p>				authoritative to some certain degree.	-Classroom is conducive for learning.
SPO-5 (Mathematics)	<p>-The student teacher is very confident and has good voice modulation.</p> <p>-The student teacher is a good facilitator and makes use of proper reinforcement.</p> <p>-The student teacher also has good class management skills and conducts a good constructivist classroom.</p> <p>-The student teacher is very approachable and is responsive to the queries posed by the students.</p> <p>-The student teacher builds a good rapport with the students.</p>	-The student teacher made use of colourful charts which are apt to the topic being taught.	-The student teacher divided the class into groups and held quiz competition to evaluate the student's learning as well as keeping the students engaged in the activity.	-The school does not have ICT facilities.	<p>-The students are very enthusiastic and excited to learn.</p> <p>-The students are very active and responsive.</p> <p>-The students are very sincere and does what is being instructed by the student teacher.</p> <p>-They participated excitedly and actively in the quiz competition.</p>	<p>-The classroom is clean and fresh.</p> <p>-Each bench accommodates 3 students and the students can sit and move comfortably and participate freely.</p> <p>-The classroom has a proper green board, benches, chair and desk.</p>

	-The student teacher employs all the 5 E model very effectively.					
SPO-6 (Social Science)	<p>-The student teacher is confident, smart and has a good voice modulation.</p> <p>-The student teacher has good white-board skills with clean and clear handwriting.</p> <p>-The student teacher organizes the class activities haphazardly.</p> <p>-The student teacher is very lenient and lacks classroom management skills.</p> <p>-The classroom is noisy.</p> <p>-The student teacher is unable to properly employ the 5 E model in the teaching due to the class being too noisy hence leading to time constraint.</p>	<p>-The student teacher made use of charts and flashcards which are apt to the topic being taught.</p> <p>-The TLMs are attractive and well-made.</p>	-The student teacher conducted a group activity wherein the students actively participated in.	-The school does not provide ICT facilities.	<p>-The students are active and smart but noisy as the student teacher is lenient and does not have good class management skills.</p> <p>-The students are noisy and restless.</p> <p>-The students are receptive and excited towards the group activity.</p> <p>-The group leaders are very smart and responsible and every student engaged in the group activity</p>	<p>-The classroom has all the basic necessities.</p> <p>-The classroom is clean, airy and bright.</p>
SPO-7 (Mathematics)	<p>-The student teacher is smart and has a good voice modulation.</p> <p>-The student teacher successfully builds a good rapport with the students and is friendly towards the students.</p>	-The student teacher made appropriate charts and flashcards apt to the topic.	-The student teacher conducted a group activity that was very interesting and	-The school does not have ICT facilities.	-The students are sincere and actively participates in the teaching-learning process.	<p>-The classroom has all the basic necessities.</p> <p>-The classroom is clean and bright.</p>

	<p>-The student teacher has good motivation and reinforcement skills.</p> <p>-The student teacher positively engages the students to the topic being taught.</p> <p>-The student teacher gives equal opportunity to each student to respond.</p> <p>-The student teacher successfully employed the 5 E model.</p>	<p>-The TLMs were well made and very interesting.</p>	<p>thought provoking.</p> <p>-The student teacher through the activity enabled each student to participate and interact actively in the activity.</p>		<p>-The students excitedly and curiously participated in the group activity</p> <p>-The students are very responsive and eager to learn.</p>	<p>-The classroom needs to be more spacious.</p> <p>-Four students share a bench which is inconvenient.</p> <p>-The classroom is inconvenient for conducting activities.</p>
SPO-8 (English)	<p>-The student teacher has good confidence and has good communication skills.</p> <p>-The student teacher has good ethics and has good time management skills.</p> <p>-The student teacher asks appropriate questions to link the previous lesson's knowledge with what is to be learnt.</p> <p>-The student teacher facilitates the students well.</p> <p>-The student teacher has good white-board skills and engages the students to read aloud as she writes on the board.</p>	<p>-The student teacher made good use of charts and flashcards.</p> <p>-The TLMs were very catchy and apt to the lesson being taught.</p> <p>-The student made appropriate use of the TLMs and used a pointer letting the students read aloud what was written on the chart.</p>	<p>-The school does not provide ICT facilities.</p> <p>-The student teacher however made use of laptop to show certain video related to the topic being taught.</p>	<p>-The student teacher conducted pair activity and positively reinforced the students keeping them engaged and enthusiastic throughout the activity.</p>	<p>-The students were responsive and displayed disciplined manner.</p> <p>-The students are very enthusiastic and co-operative in the teaching-learning process.</p>	<p>-The classroom spacious, airy and clean.</p> <p>-The classroom is ideal for a conducive and an active class.</p> <p>-Each bench accommodates three students which enables the students to move about freely.</p>

	<p>-The student teacher engages the students in the classroom making them interested.</p> <p>-The student teacher has mastery over the 5 E model and aptly uses the model.</p>					
SPO-9 (Social Science)	<p>-The student teacher is active, confident and smart.</p> <p>-The student teacher has the necessary ethics and has good voice modulation.</p> <p>-The student teacher has good command over the classroom and has good classroom management skills.</p> <p>-The teacher tactfully enables the students to recollect the previous day's lesson by asking appropriate questions.</p> <p>-The student teacher is able to successfully incorporate the 5 E model in her teaching.</p>	<p>-The student teacher uses charts and models.</p> <p>-The TLMs were innovative and kept the students engaged in the classroom.</p> <p>-Appropriate and well-made TLMs that were apt to the lesson being taught.</p>	<p>-The student teacher divided the entire class into groups and gave various thought-provoking questions to the students to discuss and present within groups.</p>	<p>-The school does not provide ICT facilities.</p>	<p>-The students are very responsive and actively participated in the activity.</p> <p>-They are well mannered and disciplined and are not hesitant to clear their doubts.</p>	<p>-The classroom is bright and clean and has the basic classroom necessities.</p> <p>-Each bench accommodates four students</p> <p>-The classroom can be more spacious for activities to be freely conducted and for students to freely participate in.</p> <p>.</p>
SPO-10 (Social Science)	<p>-The student teacher</p> <p>Is confident, articulate and has good communication skills.</p>	<p>-The student teacher used attractive charts which kept the</p>	<p>-The student teacher conducted pair-share and brain storming activities related</p>	<p>-There were no ICT facilities in the school.</p>	<p>-The students are very responsive and obedient.</p> <p>-The students are active participators</p>	<p>-The classroom is spacious, bright and clean.</p>

	<p>-The student teacher is able to build a good rapport with the students.</p> <p>-The student teacher has good content mastery and command over the subject and the class being taught.</p> <p>-The student teacher has good voice modulation.</p> <p>-The student teacher has good blackboard skills.</p> <p>-The student teacher to a good extend incorporated the 5 E model in the teaching.</p>	<p>students engaged and excited.</p> <p>-The TLMs were well made, apt and made visible to every student.</p>	to the topic being taught.		<p>and willingly followed all the instructions.</p> <p>-The students are comfortable with the teacher and cleared their doubts and queries without hesitation.</p>	<p>-The classroom has all the basic necessities.</p> <p>-The students are well spaced in the seating arrangements.</p> <p>-The classroom is conducive for teaching-learning.</p>
SPO-11 (English)	<p>-The student teacher is loud and lucid and had good command over the language.</p> <p>-The student teacher is confident and has a proper and appropriate getup.</p> <p>-The student teacher enables the students to freely participate and has good reinforcement skills.</p> <p>-The student teacher is able to give proper attention to every student and motivates each student to participate actively.</p>	<p>-The student teacher used real dictionary and charts.</p> <p>-The TLMs are innovative and it garnered the attention and interest of the students.</p>	-The school teacher conducts a group activity where the students actively participated.	<p>-The school does not have ICT facilities.</p> <p>-The student teacher used laptop to show videos related to the topic being taught.</p>	<p>-The students willingly participated and are engrossed in all the activities.</p> <p>-The students are smart and responsive.</p> <p>-The students cleared their doubts and asked the student teacher their</p>	<p>-The classroom is very spacious enabling the students to move about freely.</p> <p>-The classroom has all the basic necessities.</p> <p>-The classroom is conducive for teaching-learning.</p> <p>-The seating arrangements are</p>

	<p>-The student teacher is a good facilitator and has good classroom management skills.</p> <p>-The student teacher caters to all the queries asked by the students.</p> <p>-The student teacher is able to incorporate the 5 E model in the teaching.</p>				<p>queries without hesitation.</p>	<p>also well spaced where the students are seated comfortably.</p> <p>-The classroom is quiet and undisturbed from outside noises.</p>
SPO-12 (Social Science)	<p>-The student teacher is confident and smart.</p> <p>-The student teacher has good voice modulation and has good blackboard skills.</p> <p>-The student teacher has adequate classroom management skills and has clear and good mastery over the topic being taught.</p> <p>-The student teacher is able to spark interest in the students and motivates each student to be responsive.</p> <p>-The student teacher is able to employ the 5 E model into the teaching with extra innovations and methods to incorporate in the teaching.</p>	<p>-The student teacher uses flashcards and charts apt to the lesson being taught.</p> <p>-The TLMs are catchy and engage the interest of the students.</p> <p>-The student teacher made appropriate use of the pointer while explaining the chart.</p> <p>-The TLMs are clear and visible to all the students.</p>	<p>-The student teacher used the scaffolding technique and conducted quiz competition to evaluate the students understanding and learning which the students actively and enthusiastically participated in.</p>	<p>-The school does not have ICT facilities.</p>	<p>-The students are engaged and enthusiastic in the teaching-learning process.</p> <p>-The students actively participated in the activities conducted.</p> <p>-The students took down the noted provided obediently.</p> <p>-The students displayed competitive nature and the zeal to learn.</p>	<p>-The classroom is conducive for teaching-learning process.</p> <p>-The classroom is spacious and students can move and freely participate in activities without the restriction of the classroom environment.</p> <p>-The students are spaciouly well-seated.</p> <p>-The classroom is undisturbed and quiet.</p>

SPO-13 (Mathematics)	<ul style="list-style-type: none"> -The student teacher is confident and has good voice modulation. -The student teacher has good content mastery. -The student teacher organizes his class properly. He incorporated the 5E method of teaching learning very effectively. -The student teacher has good class management skills. 	<ul style="list-style-type: none"> -The student teacher made use of life size objects (rulers, compass, etc.) as TLMs and demonstrated on the board how to use them. -The student teacher made appropriate use of the TLMs and made sure every student got a chance to use the TLM on the board. 	<ul style="list-style-type: none"> -The student teacher incorporated an activity wherein every student was asked to come and draw on the board with the help of the life size TLMs. 	<ul style="list-style-type: none"> -The school does not have ICT facilities. 	<ul style="list-style-type: none"> -The students were attentive and active. -The students eagerly participated in the class activity with so much excitement. -Students were comfortable with the teacher and there is a good rapport between students and teacher. 	<ul style="list-style-type: none"> -The classroom is big and spacious. -Three students share a bench and they can freely move about and carry out activities without any restriction.
SPO-14 (Social Science)	<ul style="list-style-type: none"> -The student teacher is very confident, skilful and assists the students very carefully with patience. -The student teacher has encouragement and motivation skills that drive the students to be attentive and engage in the classroom. -The student teacher has good time management skills. -The student teacher is able to build a good rapport and a good 	<ul style="list-style-type: none"> -The student teacher uses Charts and flashcards which are big, clear and catchy. -The TLMs are apt to the topic being taught and are visible to all the students. 	<ul style="list-style-type: none"> -The student teacher used the collaborative teaching method and conducted group and pair activities. 	<ul style="list-style-type: none"> -The school does not have ICT facilities. 	<ul style="list-style-type: none"> -The students were keen to learn and showed the curiosity to participate in the activities. -The students were very comfortable with the student teacher and were obedient and disciplined. -The students actively participated 	<ul style="list-style-type: none"> -The classroom is spacious, clean and bright. -The classroom is apt for teaching-learning activities. The classroom has all the basic necessities needed. -The seating arrangements are also spacious and

	<p>positive connection with the students.</p> <p>-There is smooth flow in the teaching and the student teacher has good speaking skills.</p> <p>-The student teacher is able to employ the 5 E model in her teaching along with other methods and activities.</p>				<p>in all the activities and promptly gave answers to questions asked.</p> <p>-The students listen to the student teacher attentively and with enthusiasm.</p>	comfortable for the students.
SPO-15 (Mathematics)	<p>-The student teacher is confident and has a good voice modulation.</p> <p>-The student teacher can work upon on classroom management skills as the classroom becomes noisy at times.</p> <p>-The student teacher has moderate black-board skills.</p> <p>-The student teacher is able to build a good rapport with the students.</p> <p>-The student teacher makes use of proper reinforcements and prompts the students to respond to the questions asked.</p> <p>-The student teacher fairly incorporated the 5 E model in the</p>	<p>-The student teacher made use of charts that was big, clear and apt.</p> <p>-The TLMs are visible to all the students in the classroom.</p>	-The student teacher conducted bench-wise competition and asked questions related to the exercise taught.	-The school does not provide ICT facilities.	<p>-The students showed excitement and curiosity.</p> <p>-The students were eager to learn.</p> <p>-They actively participated in the bench-wise competition and displayed competitive nature.</p> <p>-They were at times noisy and restless.</p>	<p>-The classroom is bright, airy and clean.</p> <p>-The classroom has the basic necessities and is apt for good teaching-learning process.</p> <p>-The seat arrangements are spacious and comfortable.</p> <p>-The classroom is not disturbed by outside noises.</p>

	teaching but also incorporated the mix method.					
SPO-16 (Mathematics)	<p>-The student teacher is very confident, has good communication skills and good voice modulation.</p> <p>-The student teacher has good white-board skills.</p> <p>-The student teacher makes proper reinforcements and has good classroom management skills.</p> <p>The student teacher is very systematic.</p> <p>-The student teacher learnt all the names of the students and calls them out by name which enables the student to connect better.</p> <p>-The student teacher is able to incorporate the 5 E model along with various other activities in her teaching.</p>	<p>-The student teacher made use of flashcards and models.</p> <p>-The TLMs are very well made and apt.</p> <p>-The TLMs used are unique and innovative, skilful and caught the attention of the students.</p>	<p>-The student teacher made use of many objects and items to conduct topic-related activities that enabled the students to learn hands-on.</p> <p>-The student teacher also conducted group activities.</p>	-There was no ICT provision in the school.	<p>-The students were very enthusiastic and curious.</p> <p>-The students were disciplined and attentive.</p> <p>-The students actively participated in the activities conducted.</p> <p>-The students are comfortable with the student teacher and asked any doubts and queries.</p>	<p>-The classroom is very spacious and conducive for teaching-learning.</p> <p>-The seats are well arranged and each bench accommodated two students.</p> <p>-The classroom environment is peaceful and quiet.</p>
SPO-17 (Social Science)	<p>-The student teacher is confident and articulate.</p> <p>-The student teacher has good communication skills but needs</p>	<p>-The student teacher did not make use of TLMs and only made use of the white-board,</p>	<p>-The student teacher focused on the reading and writing skills and made the students</p>	-The school does not have ICT facilities.	-The students worked and learnt collaboratively with the student teacher.	-The classroom is bright and has big windows making it airy and fresh.

	<p>to improve in her voice modulation.</p> <p>-The student teacher has a good handwriting and has good white-board skills.</p> <p>-The student teacher is a good facilitator and encourages the students when needed.</p> <p>-The student teacher has good time management skills and has good classroom management skills.</p> <p>-The student teacher fairly incorporated the 5 E model in the teaching with activities.</p>	<p>textbook and notebook.</p>	<p>read out passages loud.</p> <p>-The student teacher also made the students to write down new words in their notebooks and prompted them to find the meanings.</p>		<p>-The students are very attentive and disciplined.</p> <p>-The students are comfortable with the student teacher and responded well to all questions and also cleared their doubts.</p> <p>-The students actively participated in the activities.</p>	<p>-The classroom is however sometimes disturbed by the noises on the street.</p> <p>-The classroom has all the basic necessities.</p> <p>-The seating arrangement of the students are spacious and comfortable.</p>
SPO-18 (Science)	<p>-The student teacher is shy initially.</p> <p>-The student teacher has good voice modulation and has effective communication skills.</p> <p>-The student teacher has an excellent white-board skills.</p> <p>-The student teacher asks proper questions to the students for evaluation purpose.</p>	<p>-The student teacher made use of flashcards, worksheets and models.</p> <p>-The TLMs are very catchy, well made and executed to the students.</p> <p>-The TLMs are big, clear and kept the</p>	<p>-The student teacher conducted brain storming activity and group discussions.</p>	<p>-The school does not provide ICT facilities.</p>	<p>-The students are very responsive and work collaboratively with each other and the student teacher in all the activities.</p> <p>-The students are obedient and diligently read out what the student teacher has prepared in the charts.</p>	<p>-The classroom is a little congested and can be more spacious for a conducive teaching-learning environment.</p> <p>-The classroom needs more air and brightness.</p> <p>-The seating arrangements can also be more</p>

	<p>-The student teacher has good content mastery.</p> <p>-The student is able to build a good rapport with the students.</p> <p>-The student teacher is able to guide the students in linking their previous knowledge to the topic to be taught.</p> <p>-The student teacher</p> <p>Has good classroom management skills and controls the class well.</p> <p>-The student teacher is able to use the 5E model effectively in her teaching along with the aid of activities.</p>	students curious and excited.				<p>spacious so that students are free to move about during activities.</p> <p>-The classroom has the basic necessities.</p>
SPO-19 (Mathematics)	<p>-The student teacher is confident and has good command over the language.</p> <p>-The student teacher has good content mastery.</p> <p>-The student teacher is creative and has good whiteboard skills.</p> <p>-The student teacher is able to engage the students and organises the class well.</p>	<p>-The student teacher did not make use of any TLMs.</p> <p>-The student teacher used the textbook, notebook and white-board.</p>	-The student teacher asked each student to come and solve simple exercise on the whiteboard and in the notebooks.	-The school does not have ICT facilities.	<p>-The students are well-mannered and disciplined.</p> <p>-The students participated actively in the white-board writing and sincerely solved exercises in the notebooks.</p>	<p>-The classroom is bright and airy with big windows.</p> <p>-The classroom is conducive for teaching-learning.</p> <p>-The classroom has all the basic necessities.</p> <p>-The seat arrangements are</p>

	<p>-The student teacher has the motivating and the encouraging skill and assists the students in their class-works.</p> <p>-The student teacher is friendly towards the students and properly reinforces the students.</p> <p>-The student teacher responds to every student and maintains a proper positive contact with the students.</p>				<p>-The students are attentive and smart.</p> <p>-The students are comfortable with the student teacher and asked their queries without hesitation.</p>	<p>very spacious and students sit comfortably and can move about freely.</p>
SPO-20 (Social science)	<p>-The student teacher is shy and soft spoken.</p> <p>-The student teacher has good content mastery.</p> <p>-The student teacher tries to engage her students in an activity but fails because she is very kind and soft spoken.</p> <p>-The student teacher does not have good class management skills.</p> <p>-The student teacher could not incorporate the 5E model in her teaching learning.</p>	<p>-The student teacher made use of charts and flashcards.</p> <p>-The charts were properly made with big pictures and she used a pointer to explain the chart to the students.</p> <p>-The flashcards were too small and the pictures were not clear.</p> <p>-Students simply played with the</p>	<p>-The teacher tried to incorporate an activity in the class but was not successful as students started playing around and creating so much noise.</p>	<p>-The school has an ICT room but was not granted access. Hence, the student teacher did not use ICT in her teaching learning process.</p>	<p>-The students were not able to listen to what the student teacher was explaining and hence they started becoming restless and started fidgeting a lot.</p> <p>-The students were excited about the activity the teacher suggested but due to lack of management from the teacher's part, the students started playing around taking</p>	<p>-The classroom is spacious and clean.</p> <p>-The classroom is equipped with all the basic facilities like table, chair, desks, benches, whiteboard, markers and wastebin.</p>

		flashcards when they were passed around as the student teacher was not monitoring well.			advantage of the teacher.	
SPO-21 (Science)	<ul style="list-style-type: none"> -The student teacher is confident and has good voice modulation. -The student teacher has good content mastery and is creative. -The student teacher engages well with the students. -The student teacher has good white-board skills. -The student teacher is able to connect the topic with the real-life situation. -The student teacher is also able to link the previous knowledge with the lesson that is to be taught. -The teacher has good explanation skill. -The student teacher is able to use the 5E model effectively. 	<ul style="list-style-type: none"> -The student teacher makes use of charts and Litmus paper for demonstration purpose. -The TLMs are clear and apt. -The use of real-life objects for demonstration is innovative and creative helping the students to have a clearer and a better understanding of the topic. 	-The student teacher conducts quiz competition on the topic being taught.	-The school does not have ICT facilities.	<ul style="list-style-type: none"> -The students are disciplined and well-mannered. -The students are not very active despite the continuous prompting of the student teacher. -The students are hesitant to interact comfortably despite the student teacher being approachable. -The students listen attentively. 	<ul style="list-style-type: none"> -The classroom is spacious, bright and airy. -The classroom has all the basic necessities. -The seating arrangements are spacious and the students can sit comfortably. -The classroom is quiet and undisturbed by outside noise.

SPO-22 (English)	<ul style="list-style-type: none"> -The student teacher is confident and has good command over the language. -The student teacher has good communication skills and has excellent white-board skills. -The student teacher is able to hold the interest of the students and keeps them engaged. -The student teacher prompts the students to participate and respond in the class. -The student teacher is creative and is empathetic towards the students. -The student teacher is innovative and brings in stories and incidents to link to the lesson being taught. -The student teacher has good class and time management skills. -The student teacher is able to build a good rapport with the students. -The student teacher is able to effectively use the 5 E model in 	<ul style="list-style-type: none"> -The student teacher makes use of colourful charts, figurines and flashcards. -The TLMs are very creative and apt. -The TLMs are well made. 	<ul style="list-style-type: none"> -The student teacher uses communicative teaching method and brainstorming session to teach the students and evaluate their understanding. 	<ul style="list-style-type: none"> -The school does not have ICT provisions. 	<ul style="list-style-type: none"> -The students are very receptive of all the activities and enthusiastically participates in the teaching-learning process. -The students are active and co-operates with the student teacher. -The students are obedient and listens attentively. 	<ul style="list-style-type: none"> -The classroom is big, bright and airy. -The classroom has all the basic necessities. -The classroom is conducive for teaching-learning process and suitable for conducting activities. -The classroom is undisturbed by outside noises. -The seating arrangements are comfortable with two students seated in a bench which allows them free movements.
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	the teaching incorporating it with activities.					
SPO-23 (Science)	<p>-The student teacher is very confident and smart.</p> <p>-The student teacher has good content mastery and good voice modulation.</p> <p>-The student teacher has good class management skills and class is systematic.</p> <p>-the student teacher incorporated the mixed method of teaching (both constructivist and behaviourist).</p> <p>-The student teacher makes proper reinforcement and despite the class being congested, he created a very conducive environment for learning by engaging all the learners positively and keeping them attentive by constantly asking them questions.</p> <p>-Recapitulation is done properly.</p> <p>-Student teacher knows how to simplify things for the students.</p>	<p>-The student teacher made use of real objects like containers, water bottles, jars, etc.</p> <p>-Student teacher even made use of mirrors to show examples for concave and convex.</p> <p>-Teacher is creative in using the TLMs and make appropriate use of them to capture student's attention. Thus, student teacher was able to tap the student's concentration the entire time.</p>	<p>-The student teacher incorporated think-pair-share activities in the class.</p> <p>-The student teacher is a good facilitator and organizes the activities in a very systematic way that although the class is cramped, the activities were conducted very smoothly.</p>	<p>-The school does not have ICT facilities.</p>	<p>-The students are very attentive and responsive.</p> <p>-The students are comfortable with their teacher and asks questions to clear their doubts.</p> <p>-The students participate actively in the activities and are so excited to learn.</p> <p>-The students carry out the activities instructed by the teacher despite the classroom being cramped as the teacher is a good facilitator and gives out so much positive energy.</p>	<p>-The classroom is cramped up and five students are seated on a bench. Hence, students are not comfortable in writing and they keep pushing each other.</p> <p>-Classroom is stuffy.</p> <p>-Classroom is not conducive for learning.</p>

SPO-24 (Social Science)	<p>-The student teacher is a good facilitator. He is confident and he writes all the important points on the blackboard.</p> <p>-Student teacher is loud and clear and moves about from one bench to the other to assist students in reading from their textbooks.</p> <p>-Student teacher creates a conducive environment for discussions where students are given the platform to voice their opinions freely.</p> <p>-Student teacher incorporated the mixed method of teaching learning and encouraged students to ask a lot of questions.</p>	-The teacher did not make use of any TLMs other than the textbook.	-The teacher made students read aloud from their textbooks and from the blackboard.	-The school does not have ICT facilities.	<p>-The students are responsive.</p> <p>-Students express their opinions freely as teacher is very approachable and creates a conducive environment for everyone to voice out.</p> <p>-Students are inquisitive.</p> <p>-Students read aloud from the blackboard as the teacher writes important points on the board.</p>	<p>-The classroom is bright and airy.</p> <p>-Classroom is spacious, three students are seated together and students are comfortable.</p>
SPO-25 (Social science)	<p>-The student teacher is very confident.</p> <p>-Student teacher has good voice modulation and good content mastery.</p> <p>-Student teacher links previous knowledge of the students with the present lesson, engages students actively and asks appropriate questions and probes students to answer.</p>	-The student teacher made use of flashcards as teaching aids and passed it from one bench to the other, monitoring the passing of the pictures to make sure every student gets to see it properly.	-The teacher incorporated quiz as an activity to check student's understanding of the topics taught.	-The school does not have any ICT facilities.	<p>-The students are comfortable with their teacher and they ask questions without hesitation.</p> <p>-The students participated in the activity with so much zeal and excitement.</p> <p>-The outside noise hardly distracted the</p>	<p>-The classroom is bright and airy.</p> <p>-Students are spaced properly.</p> <p>-The classroom is noisy as the school is located by the highway.</p> <p>-The noise from the outside creates so much disturbance</p>

	-The student teacher incorporated the 5E method of teaching learning very effectively.				students during the activity as they were so engrossed in the activity.	but the teacher handles the situation properly as she is loud and smart.
SPO-26 (Mathematics)	<p>-The student teacher is very confident and has good content mastery and voice modulation.</p> <p>-Student teacher is very creative and he constantly engages the students by asking them to identify angles from the chart on the board.</p> <p>-The student teacher has good blackboard skills.</p> <p>- The class is very systematic and student teacher has good time management skills.</p> <p>-Student teacher is constantly moving about and making sure all the students are attentive.</p> <p>-Student teacher has very good class management skills.</p> <p>-Student teacher incorporated the 5E method of teaching learning very effectively.</p>	<p>-The student teacher made a model wall clock with the help of chart paper and pasted it on the board.</p> <p>-With the help of the model wall clock made of chart, the teacher drew angles on the blackboard.</p> <p>-The student teacher made appropriate use of the TLM and engaged the students by asking them to identify the angles on the chart.</p>	<p>-The student teacher incorporated a very innovative way of teaching angles by making students identify angles on the chart he pasted on the board.</p> <p>-The students were eager to participate as they wanted to move the hand of the clock which the student teacher made in a very creative way.</p>	-The school does not have ICT facilities.	<p>-The students are very responsive and active. They eagerly participate in all the activities the teacher asks them to do.</p> <p>-Students are not shy and they respond to all the questions asked by their teacher.</p> <p>-The students draw and identify angles on the chart as asked by their teacher one by one.</p> <p>-Students are very attentive and active all throughout the class.</p>	<p>-The classroom is dark and not spacious enough.</p> <p>-Classroom is stuffy as students are crowded, nevertheless, students are eager to learn and the student teacher creates a very conducive environment for learning and hence the classroom environment did not deter the learning process.</p>

SPO-27 (Social science)	<p>-The student teacher introduced the topic very systematically by making connections with student's previous knowledge.</p> <p>-The student teacher is very confident and he has good content mastery.</p> <p>-The student teacher has good time management and class management skills.</p> <p>-The student teacher encourages the students to participate by constantly asking questions to students and giving them cues to answer.</p> <p>-Student teacher has a positive attitude and encourages open discussion inside the class.</p> <p>-Student teacher did not follow the 5E model of teaching learning.</p>	-The student teacher made use of flashcards, real ID cards, Voter ID cards, etc. (real life objects) as TLMs.	-The teacher incorporated an activity called picture cue where students had to elaborate in writing about the pictures shown to them by the teacher.	-The school does not have ICT facilities.	<p>-The students are very competitive. They are responsive and listen attentively to whatever their teacher is saying.</p> <p>-They take down important notes and discusses topics with their teacher without hesitation.</p> <p>-The students love participating in the activity the teacher organized for the students. They seem to learn faster through activities.</p>	<p>-The classroom is clean and airy.</p> <p>-Classroom has all the basic amenities.</p> <p>-There is a competitive spirit in the class.</p>
SPO-28 (Social science)	<p>-The student teacher is confident and has good voice modulation.</p> <p>-The student teacher is very creative and she asks appropriate questions to evaluate student's learning.</p>	-The student teacher made use of real-life objects like soil, pebbles, etc, and a chart with drawings on it to	-The student teacher incorporated think-pair-share activity and asked students to identify the different types of	-The school has an ICT room but the student teacher did not make use of it as it was inconvenient and time consuming	-The students are very excited to learn. They are attentive and they ask appropriate questions to clarify their doubts.	-The classroom is bright and airy with proper and sufficient desks and benches.

	-The student teacher is well organized and she made proper use of the 5E method of teaching learning.	show the different types of soil.	soil and asked them to share their different properties.	to shift the whole class from one room to the other.	-The students participate in the activity very seriously and they learn from their peers too.	
SPO-29 (English)	<p>-The student teacher is confident and introduced the topic by linking student's previous knowledge.</p> <p>-The student teacher needs to improve her blackboard skills as students from the last bench cannot see what's written on the board.</p> <p>-The student teacher did not ask any questions to the students.</p> <p>-The student teacher did not incorporate the 5E method of teaching learning.</p> <p>-The student teacher lacks class management skills.</p>	-The student teacher made use of flashcards and passed it down to the students from bench to bench but the students started playing with the flashcards.	-The student teacher did not incorporate any innovative practices in her teaching learning process.	-The school does not have provisions for ICT.	<p>-The students are eager to learn.</p> <p>-Students ask a lot of questions to the teacher but the teacher fails to address/answer them.</p> <p>-Students take advantage of the teacher as she is too kind and there is no class control.</p>	<p>-The classroom is big and spacious.</p> <p>-Students are seated comfortably.</p> <p>-The outside vehicular noise seems to distract the class every now and then as school is located by the highway.</p>
SPO-30 (Social science)	<p>-The student teacher is very smart and confident.</p> <p>-The student teacher has very good voice modulation and content mastery.</p>	-The student teacher made use of a big chart which was very skilfully made.	-The student teacher incorporated scaffolding, think-pair-share and	-The school does not have ICT facilities.	<p>-The students were very attentive and responsive.</p> <p>-Students were not hesitant to participate and they</p>	<p>-The classroom is dark and stuffy.</p> <p>-The number of students exceed the size of the classroom and</p>

	<p>-The student teacher's class is systematic and very interesting.</p> <p>-The student teacher makes sure that all her students are attentive by asking them questions constantly.</p> <p>-The student teacher is creative and engaging.</p> <p>-The student teacher is a good facilitator and very approachable and her class is lively.</p> <p>-The student teacher incorporated the 5E method of teaching along with the behaviourist method of teaching in a very organized manner.</p>	<p>-The student teacher made use of a pointer to explain the chart to the students.</p>	<p>quiz to enhance student's learning.</p>		<p>were comfortable asking questions to clarify their doubts.</p> <p>-Students eagerly participated in the class activities and were very competitive.</p> <p>-Students seemed to learn more through activities and they seemed more excited to respond if the teacher is a good facilitator.</p>	<p>hence students can't carry out the activities in a proper manner but the teacher handled and managed the entire situation with proper tactics.</p>
SPO-31 (Social science)	<p>-The student teacher is smart and confident.</p> <p>-The student teacher has good content mastery.</p> <p>-The student teacher made students read aloud from the whiteboard as she writes the important points on it.</p> <p>-The student teacher constantly engages the students.</p>	<p>-The student teacher makes appropriate use of flashcards and a chart which were properly made.</p>	<p>-The student teacher could not incorporate any innovate practices in her teaching learning process.</p>	<p>-The school does not have ICT facilities.</p>	<p>-The students are responsive and responds to the questions asked by the teacher.</p> <p>-Students are excited and eager to learn.</p> <p>-Students read loudly from the white board as</p>	<p>-The classroom is neat and tidy, big and spacious, with all the basic amenities.</p> <p>-The students are spaced properly and they are comfortably seated.</p>

	<p>-The student teacher asks appropriate questions.</p> <p>-The student teacher fails to make positive reinforcements for students who gave correct answers.</p> <p>-The student teacher made use of the 5E method of teaching learning but could not complete her lesson due to paucity of time as the topic was a lengthy one.</p>				asked by their teacher.	-The classroom is conducive for learning.
SPO-32 (Science)	<p>--The student teacher is not very confident although she has good content mastery.</p> <p>-The student teacher made use of the 5E method of teaching learning.</p> <p>-The student teacher does not make reinforcements on the students.</p> <p>-The student teacher needs to improve her class management skills.</p>	<p>-The student teacher made use of a big chart for content mapping.</p> <p>-The student teacher made use of flashcards for passing it to the students to make them look at the pictures properly.</p>	<p>-The student teacher incorporated group discussion which went haywire because she could not monitor the students properly for the activity.</p>	-The school does not have ICT facilities.	<p>-The students are excited to learn but gets distracted every now and then as teacher is only focused on finishing her lesson plan.</p> <p>-The students are inquisitive and asks a lot of questions.</p>	<p>-The classroom is big and spacious but dark and stuffy and thus the last benchers always tend to disturb the class.</p> <p>-The classroom is not clean and not a conducive environment for learning.</p>
SPO-33 (Mathematics)	-The student teacher is loud and lucid and has good class management skills.	-The student teacher made use of different shapes	-The student teacher made students look closely at the different shapes of	-The school has an ICT room but is very inconvenient to access it as it is	-The students are cooperative and eager to learn.	-The classroom is bright and clean with sufficient air.

	<p>-The student teacher creates a conducive environment for learning and has good rapport with his students.</p> <p>-The student teacher followed the 5E method to some extent.</p> <p>-The student teacher encourages students to participate by making positive reinforcements for every response from the students.</p> <p>-The student teacher is very creative, patient and a very good facilitator.</p>	<p>made out of cardboards.</p> <p>-The student teacher monitored the way the teaching aids were passed down from student to student so that they don't play with it and damage it.</p>	<p>the teaching aids and write down the number of sides each shape has.</p>	<p>on the top floor and moving the students up and down would only be time consuming.</p>	<p>-Students are responsive and obedient.</p> <p>-Students are comfortable with their teacher and they ask questions to clear their doubts.</p> <p>-The students pass down the models/teaching aids carefully after examining the different kinds of shape.</p>	<p>- The classroom is not overcrowded but not big enough for activities.</p> <p>-The classroom is not very spacious hence it was very inconvenient for the student teacher to move about in the class to monitor the students.</p>
SPO-34 (Social science)	<p>-The student teacher is confident and creative.</p> <p>-The student teacher did not follow the 5E method of teaching learning.</p> <p>-The student teacher is creative and incorporated ICT in her teaching learning process.</p> <p>-The student teacher is a good facilitator and has good rapport with her students.</p>	<p>-The student teacher made use of a chart and laptop to show relevant videos.</p>	<p>-The student teacher incorporated think-pair-share wherein she used her laptop to show videos to the students and after which she asked students to sit in pairs and discuss the important things they learned from the video with their partner and then</p>	<p>-The school does not have ICT facilities.</p> <p>-The teacher made use of her laptop to show videos to the students to make them understand the topic better.</p>	<p>-The students are smart and responsive.</p> <p>-The students are engrossed in the video and not a single one of them was distracted.</p> <p>-The video seems to be very effective in helping students learn new concepts.</p>	<p>-The classroom is cramped although there are not many students.</p> <p>-The classroom is dark and stuffy.</p>

			share their findings with the entire class.			
SPO-35 (Social science)	<p>The student teacher is confident and has a good voice modulation.</p> <p>-The student teacher is tactful in delivering his lesson plan.</p> <p>-The student teacher has good classroom management skills.</p> <p>-The student teacher has moderate black-board skills.</p> <p>-The student teacher is able to build a good rapport with the students.</p> <p>-The student teacher makes use of proper reinforcements and prompts the students to respond to the questions asked.</p> <p>-The student teacher incorporated the 5E method of teaching learning partially.</p>	<p>-The student teacher made use of a big Chart which was properly made and the words written on it is clear and legible even from the last bench.</p> <p>-The student teacher made use of a pointer to explain the chart to the students.</p>	-The student teacher incorporated group activities and conducted quiz to check their understanding of the topic.	-The school does not have ICT facilities.	<p>-The students are cooperative and eager to learn.</p> <p>-The students are more excited when there are activities in the class.</p>	<p>-The classroom is big and spacious and students can move about freely for activities too.</p> <p>-The classroom has all the basic amenities.</p> <p>-The classroom is conducive for learning.</p>
SPO-36 (Science)	<p>-The student teacher is shy and soft spoken.</p> <p>-The student teacher was only rushing to finish her lesson plan.</p>	<p>-The student teacher made use of flashcards but did not pass it around and students were not able to see it</p>	-The student teacher did not incorporate any innovative practices.	-The school does not have ICT facilities.	<p>-The students are smart and responsive.</p> <p>-Students are inquisitive and hence they ask a lot</p>	<p>-The classroom is bright, airy, clean and a conducive environment for learning.</p>

	<ul style="list-style-type: none"> -The student incorporated the 5E method of teaching learning. -The student teacher is not a good facilitator. -The student teacher lacks class management skills. 	properly as the pictures were very small.			of questions which the teacher fails to address all their questions.	
SPO-37 (English)	<ul style="list-style-type: none"> -The student teacher is very smart and confident. -The student teacher has very good voice modulation and communication skills. -The student teacher is a good facilitator and asks appropriate questions all throughout the class to keep students engaged. -The student teacher made use of the 5E method of teaching learning along with the behaviourist method. 	<ul style="list-style-type: none"> The student teacher made use of a chart for content mapping. -The student teacher made use of flashcards and passed it down from bench to bench properly monitoring how it was being passed. 	-The student teacher incorporated role play in the class and hence the 5E method of teaching learning could not be incorporated fully.	-The school does not have ICT facilities.	<ul style="list-style-type: none"> -The students participate actively in the activities. -The students are comfortable with their teacher and asks appropriate questions to clarify their doubts. -The students are engrossed in the role playing and they seem to learn faster in this manner. 	<ul style="list-style-type: none"> -The classroom is very spacious and hence the activities were carried out without any difficulties. -The classroom is bright and airy.
SPO-38 (English)	<ul style="list-style-type: none"> -The student teacher is smart and confident with good voice modulation. -The student teacher has good class management skills but the classroom environment was not 	-The student teacher made use of big charts which were properly made.	-The student teacher tried but could not incorporate any innovative practices because the students were unruly and noisy and the classroom	-The school does not have ICT facilities.	<ul style="list-style-type: none"> -The students are loud and noisy because of the classroom environment. -The students are inquisitive. 	<ul style="list-style-type: none"> -The classroom is congested and dark. -The classroom is big but the number of students exceed the size of the classroom.

	<p>allowing the students to concentrate.</p> <p>-The student teacher is patient and a good facilitator.</p> <p>-The student teacher made use of the 5E method of teaching learning and completed the topic on time.</p>		<p>environment was not allowing any activity to be conducted.</p>		<p>-The students are eager to learn.</p>	<p>-The classroom environment is not conducive for learning as students are not comfortable and they keep pushing one another creating disturbance in the class every now and then.</p>
<p>SPO-39</p> <p>(Social Science)</p>	<p>-The student teacher has content mastery.</p> <p>-The student teacher has good classroom management skills.</p> <p>-The teacher has moderate voice modulation.</p> <p>The student teacher has good white-board skills and has good handwriting.</p> <p>-The student teacher handles the class well and with confidence.</p> <p>-The student teacher incorporates all the activities systematically.</p> <p>-The student teacher builds a good rapport with the students.</p>	<p>-The student teacher made use of flashcards and charts which was clear and visible to all the students.</p> <p>-The TLMs were creative and helpful.</p> <p>-The TLMs were apt to the topic being taught.</p>	<p>-The student teacher incorporated group activities and pair discussions.</p> <p>-Questions were given to groups to strengthen their critical and creative thinking skills and to evaluate their understanding on what was being taught.</p>	<p>-The school does not have ICT facilities.</p> <p>-The student teacher made use of laptop to show relatable videos to the students.</p>	<p>-The students are eager and excited to learn.</p> <p>-The students actively participated in the group and pair activities.</p> <p>-The students are responsive and disciplined.</p> <p>-The students are interactive with the student teacher.</p>	<p>-The classroom is bright and spacious.</p> <p>-The classroom is conducive for teaching-learning process.</p> <p>-The classroom has all the basic necessities.</p> <p>-The seat arrangements are comfortable with two students seated on a bench.</p> <p>-The classroom environment enables the students</p>

	<p>-The student teacher has good motivating and encouraging skills.</p> <p>-The student teacher is empathetic towards the students and engages the students in their learning.</p> <p>-The student teacher is able to employ the 5 E model well along activities.</p>					to move about freely.
SPO-40 (Science)	<p>-The student teacher is confident and very skilful in incorporating the activities with the lesson to be taught.</p> <p>-The student teacher has good teaching skills and incorporates positive reinforcements when needed.</p> <p>-The student teacher is approachable and kind.</p> <p>-The student teacher gave equal opportunity to each student to take part in the activities and be responsive.</p> <p>-The student teacher needs improvement in classroom</p>	<p>-The student teacher made use of charts and flashcards.</p> <p>-The TLMs are apt and catchy.</p>	-The student teacher provided plain paper to the students for varied activities keeping the students engaged and enabling them in hands-on learning.	-No ICT facilities in the school, hence, the student teacher could not incorporate it in the teaching.	<p>-The students are active and curiously participated in all the activities.</p> <p>-The students are smart and competitive.</p> <p>-There is good communication between the students and the student teacher.</p> <p>-The students sometimes tend to get a little noisy and restless in the activities.</p>	<p>-The classroom is conducive for teaching-learning process.</p> <p>-The classroom is spacious and perfectly accommodated all the students comfortably.</p> <p>-The classroom is bright, airy and clean.</p> <p>-Each student is comfortably and spaciouly seated with no restrictions and hindrance.</p>

	<p>management skills while conducting the varied activities.</p> <p>-The student made good and fair use of the 5E model along with other methods.</p>				<p>-The students work co-operatively with the student teacher in all the activities and were quick to respond to any questions asked.</p>	
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40 student teachers were observed by the researcher:

The proposed study aims to seek answers to the following specific research questions:

1. What is the concept and significance of B.Ed. internship to the participants of the study?

Themes: Out of the 40 student teachers, 35 of them were very confident, smart and had very good content mastery. With time, the B.Ed. student teachers learned how to better manage and control their classrooms, developed a good rapport with their students and colleagues, and most importantly, grew a passion for teaching and developed respect for teaching as a profession.

2. What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?

Themes: The student teachers are asked to follow the 5E Model of Instruction in their classrooms. However, only 27 student teachers out of 40 made proper use of the 5E model as many faced time constraints in implementing it in the real classroom situation. The remaining 13 student teachers incorporated the mixed method of teaching i.e., blending the constructivist and the behaviourist approaches to instruction in the classroom as that way most of them were able to save time and complete their lesson plans at the allotted time.

It is important for student teachers to use Teaching Learning Materials (TLMs) in their classrooms in order to support specific learning objectives and also to make learning fun and enjoyable. 38 student teachers out of 40 incorporated TLMs in their teaching learning process, out of which 7 student teachers made use of Real-Life Objects as their TLMs in the classroom. Most of them improved their TLM making skills from the B.Ed. internship programme.

3. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?

Themes: 28 student teachers out of 40 were able to incorporate different activities in the class like think-pair-share, brain storming, quiz competitions, scaffolding, role plays, collaborative learning, etc., in order to engage the learners actively in the class and create an inclusive environment in the classroom. However, 12 student teachers did not put in any effort to incorporate activities in their classroom teaching learning.

4. What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc?

Themes: Many student teachers were able to improve both professionally and personally through the B.Ed. internship programme. 35 out of 40 student teachers were very confident while they were teaching in the real classroom. They had content mastery, good voice modulation, skilled tactics to manage the classroom, creativity in organizing various classroom activities and incorporating innovative ideas in keeping the learners constantly engaged.

However, only 4 out of 40 student teachers managed to employ ICT in their classroom teaching-learning process as most schools lack ICT facilities.

5. What are the problems and challenges experienced by the participants during B.Ed. internship?

Themes: Out of the 40 student teachers' classes which the researcher observed, 34 classrooms had a conducive and healthy classroom environment, whereas the other 6 classrooms were dark, cramped, suffocating, noisy and just not a conducive environment for learning. Out of these 6 classrooms, 2 were located by the side of the highway, making the noise from the outside extremely intolerable and disrupting the peace and coherence of the classroom. This makes the students restless and disturb the class as they're unable to hear what their teacher is teaching. The teacher is thus unable to control and manage the class and there is no learning that's taking place.

Out of the 40 student teachers, only 4 managed to employ ICT into their teaching-learning as many schools are not equipped with ICT facilities. Also, many student-teachers don't own personal laptops and using the mobile phone in a classroom is not feasible for classrooms with a good number of students as it can create distraction.

Out of 40 student teachers, only 27 of them followed the 5E Instruction Model in their classroom teaching learning as many faced time constraints in following the 5E model rigorously.

4.4.5 Reflective Journal

Table 4.4.5 Reflective Journal (SP: Student teacher Participant)

Participants	Concept & Significance of B.Ed.	Experiences on prevailing activities and practices	Implementing theory with real-life practices	Perceptions on personal & professional selves					Problems & Challenges
				Psychological Preparation	Pedagogical Preparation	ICT Integration	Innovative practices	Evaluation	
SP-1	<p>-Teaching strategies enhanced with the course of the internship.</p> <p>-With time, I learned how to manage the class more efficiently.</p> <p>-Through this internship, I also learned problem solving skills and how to retain student's attention in the class.</p>	<p>-The prevailing norm is such where the Internees don't have the liberty to choose their topic/class they want to teach. Internees are assigned topics based on the school's requirements or what the school wants them to teach. This can be frustrating for the internees as some trainees are given too many,</p>	<p>-Not easy as the real classroom situation is different and can't take class according to plan.</p> <p>-Real class is challenging</p> <p>-I am able to relate theoretical concepts with practice</p>	<p>-1st day I was nervous and tensed but with time I became more confident and my class management skills improved.</p>	<p>-for my TLMS, I used Flashcards, Charts, & Flannels.</p> <p>-The 5Es are effective in helping organize my lesson planning.</p> <p>-With time, my lesson planning skills improved.</p>	<p>-The school did not have ICT facilities.</p>	<p>-Conducted Quiz for students and they were very responsive and participated zealously.</p> <p>-Students are responsive to innovation.</p>	<p>-I am satisfied with the role of my supervisor as the feedback helped improve my class in general.</p> <p>-I feel like the positive comments on my class helps improve my class preparations.</p>	<p>-Not easy to get permission from local schools as the schools do not allow B.Ed. trainees.</p> <p>-The 5Es are challenging to implement in a real classroom as students are not always attentive/responsive</p>

		while others are given too less							
SP-2 (In-service)	- B.Ed. internship is slowly helping me realize that being a teacher is not an easy task. No wonder they say- the noblest profession of all. It demands both Patience and Passion to be an effective teacher, and the true ingredient really is Perseverance.	-The prevailing norm where the interneers are not given the liberty to choose their own topics to teach can be disappointing. Interneers are supposed to teach according to the school's requirements/wh at the school wants them to teach. -School provides satisfactory lunch for the interneers. - When the interneers are already overburdened with so many tasks to complete, asking	-I was able to relate the theoretical concepts with practical aspects during the internship/practice teaching. -Through this internship I have learned the importance of lesson planning not just theoretically but also in practice as it helps a teacher to finish the chapter within an intended time frame. -The 'childhood and growing up' paper in B.Ed.1 st semester really helped me understand my	- Thankful for the strength and confidence I am gaining with each class. This experience will truly benefit my skill of speaking, poise, thinking (presence of mind) and including many others -The student's treatment towards me as a real teacher makes me even more confident and gives me a sense of authority. -Interneers were given a chance/platform	-I feel like from amongst the 5E's, Engage and Explore can be clubbed together, Explain as in itself, Elaborate and Evaluation can come under one category, or else the theoretical and practical task of preparing and planning is tedious, lengthy and baseless. -I learned that teaching aids have to be interesting and made creatively in	-No ICT facilities in the school, hence I also did not integrate the same.	-I conducted group discussions in the class on "Environment-home and class" to encourage team work and build up confidence amongst the students. They participated eagerly. - "I asked the students to write me anything they would like me to do/incorporate in the class or in my teaching methods, or in what way they want me to	-Supervisor's visit or observer's presence in the class while observing the student-teacher's class can be really distracting and students seem more cautious, sometimes nervous, which can be a hinderance for the student-teacher/internee in carrying out the teaching process. -I am personally not satisfied with the supervisor in enhancing my teaching	- After every lesson, interneers are asked to prepare notes and this can be a heavy task especially when one is under the pressure of completing lessons within fixed/stipulated time with the practicum period /duration being very limited. -The students are aware of the interneers' short practicum duration in the school: "After a week, the students seem less bothered by the B.Ed. interns, their teachings and their hard work as students know they'll be in the school only for a short period of time".

		<p>the internees to give notes to students is one arduous task</p> <p>-Time and again internees are asked to fill in the absentee's (teacher) and hence it is important to deal with any age/student/class no matter whether you come prepared with your teaching aids or not. This can be burdensome.</p> <p>-Had teacher's fellowship after the 6th period. This is a good practice the school follows as it helps teachers build unity and grow in faith leading to building humane</p>	<p>students on another level and enabled me to connect with them, making teaching-learning more meaningful and fun.</p>	<p>m to share a speech in the school's morning assembly.</p> <p>"This type of activity can really boost the confidence of the internees because the crowd is larger which id inclusive of the head teacher, and other teachers. As an internee, one cannot get opportunities like this, so it is challenging and important to be able to share one's thoughts".</p>	<p>order to capture student's attention.</p> <p>-I have realized that writing on the board helps students more rather than dictating notes as they make fewer mistakes. With that, it is very important for an internee to have good board skills/ good handwriting.</p>		<p>improve". The responses were massive and very helpful. This way I also learned to take student's opinion and tried to make necessary improvements to better my teaching skills. This allowed me to directly see the thoughts and expectations of student from their teacher. It also helped me broaden my mindset and accept my shortcomings as a teacher and improve wherever necessary.</p>	<p>skills as no substantial guidance/feed back was given.</p>	
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		teachers in the long run.							
SP-3 (In service)	-Through this internship, I personally learned that as a teacher, one should learn to create a safe environment for student's voice to be heard if a teacher wants the teaching-learning to be productive. It taught me how to be positive, build trust, and praise and reward students as and when needed as these things can propel students to put extra effort in learning.	-As internees, we had to go to the practicing schools to collect the syllabus and necessary information on how to go about with the internship. -We weren't given the liberty to choose/select the topics we wanted to teach. The respective subject teachers assigned topics to the internees to teach for two weeks. -The school's faculty members were interactive and welcoming.	-The 5E method of teaching-learning is very effective in lesson planning (theoretically) but practically it can be very challenging as students don't cooperate all the time and real classroom situations are very different from how we perceive it to be theoretically. -I was able to relate the theoretical concepts in real life classrooms especially when it came to understanding different types of students.	-I prepared well for the class but the students were very naughty and classroom was noisy. Class didn't go according to plan. - I have noticed that students who have positive relationship with their teachers are more motivated and focused in their studies and have greater overall learning outcomes. Thus, it is important that teachers build good rapport	-I incorporated the 5Es in my lesson planning and this method helps me organize my class and complete chapters in the given time. But sometimes the students get distracted and hence the class gets disrupted. 5E lesson planning is effective no doubt but when it comes to implementation, it is one big challenge. -I used colourful pictures as TLM and I	-No ICT resources were available in the school	-I conducted an activity in the class wherein I asked students to write new words on the blackboard. Students participated eagerly and they all did well. Students are excited with activities/innovations. -With time, I got to learn the interests of my students and I designed the class activities accordingly. Hence, I incorporated the 5Es along with mixed method of teaching and it	-The supervisor observing my class distracted the entire ambiance of the class. I personally did not like the supervisor stopping me in the middle of my class and commenting on my teaching method in front of the entire class. I feel supervisors need to give their feedbacks in person to the internees only after the class got over (outside the class) and not during/while	-There was difficulty in finding a school for practice-teaching as most of the schools were already booked, while the other did not want to take B.Ed. trainees as they think it disrupts the school environment.

				with the students and understand each student properly without being biased.	found out that students are more interested and focused when TLMs are used in the class.		seemed to work perfect for my class.	the class was going on.	
SP-4	-B.Ed. internship in general helped me enhance my teaching strategies and in particular helped me boost up my confidence and helped me grow professionally as a teacher. It helped me how to choose the appropriate teaching methods for different situations and the 5E approach need not be followed rigidly at all times although it is needed to help a teacher organize	-Me and my friends were given a very warm welcome by the school's headmaster and the faculty members. - The practicing school's teachers come and observe our (internees) class which makes both me (teacher) and the students uncomfortable. This happened almost every day for the rest of the internship period. This practice makes students uncomfortable to	-The 5E method can be very challenging when it comes to implementing it. Theoretically it is very helpful in planning out the lesson but practically it is not always easy as most times students are not attentive/receptive. I prefer the mixed method of teaching-learning as the 5E model can be rigid.	-I was both nervous and excited on the 1 st day of my internship.	-I used TLMs in my teaching-learning like Flashcards and Charts with word meanings written on it. -I always follow the 5E approach to teaching-learning in my class which I find it very boring sometimes. I asked the students if they were ok with the method with which they were being taught and they	-The school does not have any ICT resources/facilities.	-I incorporated collaborative learning in my class to encourage group and peer learning. I divided the class into two groups and assigned them activities like writing new sentences and identifying conjunctions or prepositions in a sentence. The students participated actively with their group members.	-For evaluating the student's learning outcome, I used worksheets to check how far they have understood the lessons taught by their teacher. Their responses were satisfactory. -I practice formative assessment by asking/probing questions to the students after every lesson in order to check their	-The school where I practiced my internship was located by the highway and hence the classes were disturbed every now and then by the noise outside. -The classrooms were compartmentalized using ply wood and hence whatever is happening in the next class could be heard very clearly from my class. This creates disturbances and distracts the class often. -The school's infrastructure plays a major role in aiding to a child's learning process. The school where I practiced my internship lacked in infrastructural

	his/her learning plans.	open up and freely express themselves with the fear of being reprimanded by their subject teacher.			responded saying that they find it really interesting as it helps them take part and be friendly and open up.			learning outcomes.	facilities and hence can hamper a child's overall growth/development as learning is concerned.
SP-5	-The B.Ed. internship helped me improve my learning planning strategies and methods of teaching. I as a teacher learned to communicate with students, relate with them and also helped me put the theoretical concepts into practice for the real.	- The internees are not given the complete responsibility of the subjects they were teaching. We were told /ordered to do /not do things like robots. The internees had no other choice but follow whatever the school asked them to teach.	-The theoretical concepts helped me better understand my students thereby helping me in executing my class effectively.	-I was mentally prepared and I wasn't nervous as I know I am on the right path.	-The 5E model is rigid according to me because as teachers we need to give extra time to some students as per their need, also we cannot implement the 5E model for every topic (for some topics it is not relevant).	-I did not integrate any ICT during my internship at the school.	-I tried to use real life objects as TLMs as they were easily available and students were able to relate with the real life objects more.	-The supervisors were helpful in giving feedbacks and thus helping me improve my teaching strategies. -For evaluating the students, not much could be done since the internees were not given full responsibility of the subjects we were teaching.	-It was not an easy task to find a school for practice teaching as most of the local schools were about to conduct their terminal examinations. Hence it would be good if the B.Ed. colleges can make some arrangements with the local schools and come up with a common time table to be followed for internship.

SP-6	-The B.Ed. internship helped me build up my confidence level and helped me to grow professionally as a teacher.	-The school in general was very welcoming and the students were interactive.	-I was personally able to relate whatever theory I learned in my B.Ed. class with that of practice in the school I was practicing my internship. They helped me better understand students and organize my class in a seamless manner.	-I was nervous on the first day of my internship as it was my first-time teaching in a real classroom. I was mentally prepared and was excited to meet the students too	- I prepared and used different types of teaching learning materials to make my class more interesting.	-The school did not have any ICT resources/facilities but I somehow managed to integrate ICT in my class by using my phone and my laptop to show some videos and pictures to the students so that they can better understand the lesson.		-The supervisors played an important role in helping me improve my teaching skills.	-It was not easy to get permission from the schools for the internship as some schools had exams and some schools said that they don't want to disturb their classes by taking in B.Ed. interns.
SP-7	-B.Ed. internship helped me overcome my stage fright and helped boost my confidence. It also helped improve my creativity level and taught me proper class management skills.	-The school principal was very welcoming, also the students were used to having B.Ed. internees teach them so they were cooperative but they would take advantage of us internees as they knew we would be	-I was able to relate theory with practice because almost all the topics which were taught and discussed inside the classroom by out teacher-educators were applicable in real classroom situation.	-I was nervous on the first day of my internship as it was my first time experiencing a real classroom situation. But I was mentally prepared and excited to begin my	-I prepared and used different teaching learning materials to supplement my class as students are more interested if TLMs are used.	-The school did not have any ICT facilities but I used my laptop to show videos to the students so that they could understand the lesson better.	-I conducted group discussion to help students with improving their critical thinking skills.	-The supervisor played an important role in helping me improve my learning plans and teaching skills. But the feedbacks should not be given in front of the entire class as it	-It was not easy finding a school to practice our internship as most schools have their exams during the time of our internship period, and also because all the B.Ed. student teachers are on the look out for practicing schools at the same time and hence schools are not able to accommodate so many

		teaching them only for a couple of days/weeks.		practice teaching.				makes us interneers feel uncomfortable in front of the students.	interneers at the same time.
SP-8 (In service)	-Being a teacher for almost 12 years, teaching is for me a daily activity, but this new experience undergoing B.Ed. internship using teaching learning materials (TLMs) and other resources is definitely helping me upskill both personally and professionally as a teacher.	-The school where I'm interning is a government school and here most of the teachers are trained teachers, and hence they understand us B.Ed. interneers very well and are very understanding and supportive. Workload is not much and students here are interactive and smart. -The students knew that B.Ed. interneers will be there in their school only for a short while so sometimes they	-The theory taught in our academic subject indeed helps us to mentally prepare for the real classroom but it is not really applicable to the real classroom situation because if we were to follow all the theories, completion of the syllabus in an academic year is impossible.	-For me I was confident and excited as I have been teaching for almost 12 years now. I was mentally prepared how to go about with my lesson plans and TLMs.	-I used flashcards and charts as TLMs in order to supplement my lesson. -The 5Es can be rigid for me as sometimes certain topics need to be taught differently or it requires using the traditional method. I feel the mixed method would be more practical in a real classroom situation.	-The school did not have any ICT facilities.		-Role of supervisor is really important as we get proper feedbacks which helps us improve our teaching strategies. But evaluating B.Ed. interneers based on just one/two classes being observed I feel is not fair as it is not every day the same topics are being taught and sometimes certain topics require lesser teaching aids. It is my personal opinion that	-Finding schools for internship was a big challenge as many schools were not willing to take B.Ed. interneers as they think it disrupts their school routine.

		tend to not be serious in our class as they are used to having internees come and go.						more classes should be observed in order to evaluate B.Ed. internees.	
SP-9	-The B.Ed. internship helped me be more confident and fall in love even more with teaching as a profession.	-The B.Ed. internees were asked to meet the concerned subject teachers and collect the necessary materials and topics for teaching during the internship. -The internees were not allowed to take up the topics of their choice.	-There was difficulty in implementing the 5Es for each and every topic as the 5Es are not suited for some topics. -The real class situation can be very different from how we perceive it in theory.	-I was nervous on the 1 st day but with time I became more confident. I was mentally and physically prepared for my internship.	-I used charts with big pictures on it for my class.	-The school does not even have some basic amenities forget about ICT facilities. I feel this hinders students' learning as a whole.		-The supervisor's feedback did not help me much in improving my teaching skills.	-The classrooms were very dark and worn out, and once it starts to rain, the roofs start leaking thus the entire students gets distracted and the whole class is disrupted. -The headmistress was not approachable. She seemed like she wasn't happy with the B.Ed. internees' presence at the school
SP-10	-I was initially very nervous and not confident at all in myself as a teacher. I doubted that I'd be able to	-The administration and staff members of the school were not approachable. They were not	-I was not able to put the 5E model of teaching into practice as it was not feasible in a real classroom situation. The 5E	-I was nervous but I mentally and physically prepared myself for the internship and surprisingly	-The 5E for me is "a waste of time" as it is very difficult to implement it in a real classroom	-The school lags behind in infrastructure. Thus, no ICT facilities were available.		-My supervisor's visit (class observation for evaluation) made me tensed and	-The infrastructure of the school needs to be looked upon as it greatly enhances a child's learning. It was very challenging to teach in a very stuffy and cramped

	execute my lessons properly to my students. Through the B.Ed. internship, I gained a lot of confidence and I am even more motivated to be an efficient and humane teacher.	welcoming at all, but the students were very cooperative and eager to learn.	model is thus rigid for me.	everything went well.	environment. For planning my lessons, I follow the 5E model, but for implementation, I don't follow the 5E but I go with the needs and demand of the class.			nervous but the positive feedbacks I got at the end motivated me even more.	up room as both the teachers and students gets distracted. -The 5E model cannot be implemented in every class/to every topic as the real classroom situation can be very different and classes may not go according to how we plan.
SP-11	-The B.Ed. internship really helped boost my confidence and taught me how to be more creative and patient in dealing with different types of students. - It gave me an opportunity to work in a professional environment and also helped me improve my communication skills.	-The school provided the B.Ed. internees with a separate staff room where we were not disturbed by the other faculty members. We did not get to interact with the staff/faculties of the school.	-The different theories learned academically helped me better understand my students. It also helped me in my lesson planning but putting the 5Es into practice was very challenging as the real classroom situation is very different and class does not go according to plan.	-I was mentally prepared for my class. I was also ready for any challenges that might come my way during the internship period.	-I prepared flashcards, charts, Grammar games for lower classes, Pointer, and also made use of easily available resources to aid my teaching.	-The school does not have any ICT facilities.	-I incorporated activities (games, quiz) for all the classes that I went to as I noticed that students are more excited and open when activities are conducted inside the class. It even helps them understand their lessons better.	-Supervisor played a very important role in assisting and guiding us during the internship period.	-The duration of the internship is very short. It was really challenging to cover our lesson plans within a short span of time. I wish it could have been longer so that we could learn more from this experience. -The school's infrastructure needs to be improved. -the practicing school was very far from where I lived so the internship period was very taxing on me.

SP-12	-It was my 1 st experience teaching in a real classroom, thus I was initially nervous and cautious but with time, it helped me gain confidence, improve my teaching skills, helped me respect the profession and the student's emotions as well.	-The B.Ed. internees were allotted a separate staffroom and we didn't get to experience a real staffroom environment along with the school teachers. -The school teachers were not that helpful in guiding the B.Ed. internees.	-I was able to put whatever I learned in theory into practice.	-I was nervous but was mentally and emotionally prepared for my class. I was open and ready for new experiences.	-The 5E model of teaching is not very applicable in upbringing students as students in our state are so dependent on teachers. I followed the 5E model for preparing my lesson plans but did not follow them thoroughly in executing them in my class. -I used	-The school did not have any ICT facilities.	-I incorporated different types of activities with the aim of helping students express themselves and encourage creative thinking. The students seem to be open to innovation.	-Although our supervisor was not there in person every time we needed help, we were able to contact over the phone and clarify our doubts. But it would be better if the supervisor were available in person.	-Finding a school for internship was not hard for our group as we were few in number. But there was no proper coordination amongst the school authorities as we (internees) were disturbed time and again by the school subject teachers not knowing that it was our period/class and not theirs.
SP-13 (In service)	-B.Ed. internship helped me in so many ways. It taught me how to deal with unexpected problems and situations (problem solving skills). It helped me improve my time	-The B.Ed. internees were made to mandatorily attend the school's morning assembly. It can be challenging to come early and attend the same as I live far from	-The 5E model of teaching-learning is interesting in theory but in practice, it does not always go according to plan as unexpected situation may arise and the flow of the class gets	-I mentally prepared myself for my classes days before the internship began. Even after reaching the school, I revised my lessons in the staff room	-I prepared charts and flashcards for my classes. -I followed the 5E model for preparing my lesson plan as we were asked to so, but regarding the	-The school did not have any ICT tools.		-The supervisor's feedback helped me in improving my learning plans and also enhanced my teaching skills but I feel it would be better if they	-I faced a lot of difficulty finding a school for internship as many schools have their terminal exams. It was very hard for schools to also make arrangements for B.Ed. internees as they feel it disturbs their daily routine.

	management skills and also helped me grow professionally as a teacher.	the practicing school. -Internees had to prepare teaching aids for every class (prevailing norm) which I feel is burdensome as we have to prepare for the class as well as prepare TLMs every night.	disturbed. I feel it to be too rigid. Flexibility is needed to suit different needs and demands of the class.	before entering the class for my practice teaching as I had to be thoroughly prepared and have subject/content mastery in order to teach the students.	implementation part I did not follow the 5E model religiously but incorporated mixed method of teaching as I found this to be more effective for a real classroom.			could observe at least two or three classes for evaluating the internees as the students are not responsive or cooperative every single day.	-I feel the internship period could have been longer. The entire time the internees were only focussing on finishing the lesson plans and we couldn't enjoy any stress-free class (although the entire process was enjoyable) even for a single day during the entire internship period. Internees were over worked.
SP-14 (In service)	-The B.Ed. internship helped me present my lessons effectively, helped me understand my learners in a deeper way, and helped me improve my communication skills. -The internship also taught me how to manage my timing and be	-The proxy classes given to the internees without prior information can be an extra load.	-The constructivist approach seems to make teaching-learning smooth and organized in theory, but when it comes to the application part it is quite challenging as the real classroom scenario is very different and the time allotted for one period is not	-I was not nervous even on my 1 st day because I am a teacher by profession. I was mentally and physically prepared and was excited to experience teaching in a new environment.	-I followed the 5E model of lesson planning for my classes as we were trained to do so but I couldn't implement them effectively in practice.	-The school has an ICT lab and it is used for academic studies on computer. However, the internees were not asked/offered to use the ICT lab.	-I conducted group activity in the class to help students develop team spirit and critical thinking skills.	-The supervisor was helpful and proper guidance and assistance was given but I feel it would have been better if supervisors can observe more classes in order to evaluate the B.Ed. internees as observing one class for the evaluation	-We the B.Ed. internees faced lots of problems while looking for schools for internship. We had to go school hunting for almost a week after our B.Ed. classes got over and by then even the local schools would also wind up their day's activities. We had to spend a lot of money going from one end of Kohima town to the other end in search of schools but many schools were reluctant to permit us as the schools

	more creative in presenting my topics/lessons.		sufficient to follow all the 5Es as many unplanned activities happen in between the process.					of the entire internship period is not sufficient.	were about to begin their terminal examinations. -Limited number of days allotted for the internship because of the student's mid-term exams.
SP-15	-This B.Ed. internship helped me realize that "sincerity is the most important component to be a good teacher". I also learned the importance of creativity in teaching-learning. It also helped me understand my students' needs and the importance of Teaching Learning Aids.	-The B.Ed. internees met the concerned school authority (Headmistress) and the necessary procedures were done, then we met with our concerned subject teachers and were handed out books and syllabus (topics) to prepare and teach during our internship period. We were not allowed to take up topics of our choice.	-The 5Es are difficult to implement in a real classroom as time is not sufficient and the lesson planning is possible only in theory.	-I was nervous and anxious on the 1 st day of my class as it was my 1 st teaching experience. I was mentally prepared and I revised my lessons numerous times before entering the class.	-I prepared charts as teaching aids for my class. The students seemed very interested in the TLMs and hence for my next classes I prepared numerous flashcards to be used in the class. Preparing TLM was taxing but the students seemed to learn better with them and thus I had to put more effort	-The school did not have any ICT facilities.		-The supervisor was helpful in helping me improve my teaching skills and helped boost my confidence with all the positive feedbacks.	-The B.Ed. internees had a hard time finding schools for internship. -The duration of the internship is too short and it gets over just at the moment when we begin enjoying the internship.

					in preparing a variety of them.				
SP-16	<p>-B.Ed. internship helped me improve my learning planning strategies, and methods of teaching to make them in par with the need and interests of the students.</p> <p>-I have gained confidence with time and also learned the importance of good rapport building between the teacher and students in order to manage class more efficiently.</p>	<p>-The B.Ed. internees are given proxy classes every alternative day which I feel is an extra work load.</p> <p>-The school subject teacher was really helpful in guiding me on how to manage the class and also gave me the liberty to select the topic I wanted to take up for my practice teaching.</p>	<p>-The 5Es were difficult and challenging to put it into practice as all the students don't have the same mentality so I prefer the mixed method over the 5E model while executing lessons.</p>	<p>-On the 1st day of my internship, I was very nervous although I was prepared for my classes.</p>	<p>-I used the 5E model to prepare my lessons. I even prepared varieties of teaching learning materials (TLMs) like charts, flashcards, etc for making my class interesting.</p>	<p>- The school has a computer lab but apart from that it lacks other facilities.</p> <p>-I did not incorporate ICT in my class.</p>	<p>-I incorporated activities in my class (group discussion) to make students develop critical thinking skills and be confident in sharing their viewpoints.</p>	<p>-The supervisor was very helpful in making me improve my teaching strategies. The feedbacks that I received from my supervisor really helped me take teaching to another level.</p>	<p>-I faced a lot of difficulty finding a school for practice teaching as most schools have their exams coming up and they don't want their students to be distracted/disturbed.</p> <p>-Preparing learning aids or TLMs for each and every topic/class is very expensive and time consuming as more time is spent on preparing TLMs than on preparing learning plans.</p>
SP-17 (In service)	<p>-The B.Ed. internship helped me realize the importance of infrastructure to</p>	<p>-B.Ed. internees are given proxy classes every now and then.</p>	<p>-I personally was able to relate the theoretical concepts in practice as it</p>	<p>-On my 1st day I was both nervous and</p>	<p>-I followed the 5E model for preparing my lesson plans as were taught so.</p>	<p>-The school did not have ICT facilities.</p>	<p>-I encouraged students to practice reading aloud from their</p>	<p>-The supervisor's role is important as the feedbacks</p>	<p>-Finding a school for the internship was a struggle as most of the local schools were about to conduct their mid-term</p>

	aid student's holistic learning as students learn better when they are comfortably seated inside the class (congenial learning environment). It also helped me improve my teaching methods.	-We were given separate staff room so we could not interact with the school subject teachers as and when we wanted.	helped me understand my students better but regarding the 5E model, the practical aspects could not be implemented as the real classroom situation is very different and things don't always go according to plan.	excited at the same time. -I mentally prepared myself for the classes.	I also prepared many teaching aids as I personally feel it aids in student's learning and helps them understand new concepts easily.		textbooks in the class and the person who read without any error was rewarded.	we receive helps us improve our teaching skills.	exams. Also, because all the B.Ed. institutions conduct their internship almost around the same time so the other schools were already booked/occupied by other B.Ed. internees from other institutions.
SP-18	-The internship helped me gain confidence, improved my speaking skills and helped me understand and connect with my learners on a much higher level.	-The school teachers are not that interactive and no proper guidance was given regarding the syllabus/topics to take up. -The B.Ed. internees were asked to give out notes for each lessons completed and	-The 5E model is rigid and I feel it can be applied to the lower classes but it is not applicable for higher classes and hence I could not relate or put into practice the 5E model of teaching.	-The 1 st day was nerve wrecking as I did not have any prior teaching experience before. I was	-I prepared teaching learning aids for all my classes and also prepared notes to be given out after each class.	-The school did not have ICT facilities.	-I took my laptop to show videos of different countries to the students so that they can understand their culture and lifestyle better.	-The supervisor was helpful in rectifying my errors I committed in the class but the corrections could have been done outside the class and not in front of the students or inside the class while the class	-The number of days allotted for the internship was very limited because of the school's engagement with mid-term exams and hence we had difficulty trying to cover our lesson plans. -I faced difficulty trying to implement the constructive approach for every topic/lesson in practice as students were very naughty.

		this only added to the work load.						was still going on.	
SP-19	-The internship benefited me in numerous ways as a teacher. It helped me improve my teaching skills, enhanced my creativity, improved my class management skills, and also made me fall more in love with the profession.	-I got to teach only one class in a day and hence I would always be excited about proxy classes as it was going to be very challenging to complete my lesson plans in just a few days which was allotted to us for the internship.	-Theoretically, the 5E method of teaching-learning seems appropriate and effective but in practice it is not because one cannot predict the events that might occur in a day's class. The students are not always responsive or obedient and certain topics the 5Es are not at all applicable.	-I was really nervous on the 1 st day of my internship as it was my first ever experience teaching in a real classroom. -I tried to relax and revise my lessons before each class.	-I invested my time in preparing teaching aids because the ready-made ones are very expensive and I use a variety of them to help students understand better since they seem interested with the teaching aids.	-The school is equipped with a computer lab but it is used only for computer classes.	-	-The supervisor's feedback helped me improve my teaching learning materials and teaching skills.	-The internship period could have been longer as internees had to rush and try to complete the lesson plans. - I had sleepless nights preparing for both my Teaching Learning Materials and my Lesson plans. I feel the TLMs do assist students in learning but it shouldn't be made mandatory to carry new ones all the time as they can be very expensive.
SP-20 (In service)	- I've been teaching for a couple of years now and hence it wasn't a new experience for me but the internship taught me how to be more creative in	-The school's subject teacher gives the internees a fixed set of topics to teach during the internship period and we internees do not get to	-I was able to relate the theories which was taught in the class with real life classroom situation but the 5Es couldn't be implemented in practice although	-On the 1 st day, I was anxious because I was not sure whether the students will be responsive or not but after being introduced to	-I made use of charts and flashcards for assisting my students in learning the topics I was teaching them.	-The school does not have ICT facilities.	-No innovations were incorporated as I was only rushing to finish my portion of the	-The supervisor played an important role in assisting my teaching-learning as many errors	-I had a tough time finding a school for internship as many schools were either booked or had exams. -The 5E model or the constructivist method seems pleasing in theory but is not applicable in

	executing my lessons and I also learned the significance and importance of teaching learning materials as students tend to learn faster and better with the help of teaching aids.	choose the topics.	I used the 5E model for my lesson planning format since it is not feasible in reality.	them, my 2 nd day was more relaxed as I was mentally prepared and planned my lesson according to the needs of the students.	I also followed the 5E lesson planning for preparing my lessons as we were taught so.		topics assigned to me.	were identified and rectified.	theory as I being a teacher knows for sure that most times classes do not go according to plan as students are not always attentive or receptive. Thus, the 5E method of teaching is not feasible for a state like mine where students rely 100% on teachers. The method might even work out for a day or two but not more than that as both students and teachers will grow tired. It is both rigid in form and energy draining so not practical to be following this every single day and for every topic.
SP-21	-The internship helped me to reflect on my strengths and weaknesses and improve overall as a teacher. It also helped enhance my interaction and teaching skills. I	-The school authorities are accommodating but I feel like the school teachers take advantage while the internees are around since they pressure us with	-The constructive approach to learning is interesting in theory but not so in practice because not all students are the same and some introverted	-I was nervous on the 1 st day but with time I learned how to mentally prepare myself and stay focussed by putting in extra effort and staying up late	-I prepared teaching aids (charts and flashcards) and worksheets every day after my class got over. I also prepared my lesson	-The school did have an ICT room but it was so inconvenient to be accessing that room hence I did not incorporate	-I handed out worksheets to students after every lesson/class to evaluate their understanding of the topics. They seemed interested in	-The supervisor's feedback was discouraging because the entire class was not observed and hence the introduction part was	-The internship period was only for about two weeks and hence it was not sufficient to practice our lesson plans. -The task of preparing teaching aids was tiring and expensive.

	have gained more knowledge and experience on teaching. I even realized the importance of Teaching aids as it not only helps students to understand concepts but also made explaining easier for the teachers.	numerous proxy classes. I found this very taxing as we were already over worked trying to complete our lesson plans (not forgetting teaching aids preparation) within the short time allotted for internship and then the proxy classes only made things worse.	students don't like the constructivist approach as they feel like they are constantly under threat of being asked to answer or participate. Also, the 5Es cannot be used for all the topics.	preparing for my classes.	plans based on the 5E model.	any ICT tools in my teaching.	doing the activity.	missed by the supervisor. Whereas, the feedback I received was "Introduction of lesson not done". Hence, it would be good if supervisors can observe at least two full classes in order to evaluate the B.Ed. internees.	
SP-22	-The internship helped me improve in so many ways in the area of teaching. Most importantly, I learned how to manage my time more efficiently as I had to wake up early every morning and rush	-The school was very welcoming and the teachers were helpful in assisting us with the classes. -The internees were given proxy classes everyday for which I was thankful as the number of	-I was able to relate theory with practice.	-I was nervous initially but with time I got used to the environment and was mentally more prepared. -I would revise my lessons over and over again so that I	-I prepared Charts as teaching aids for my class. The teaching aids seems to help students understand new concepts in a much easier way.	-The school had an ICT room but it was inconvenient to access it since we had to shift the entire class up to the top floor.	-I conducted discussion activity in the class and all the students participated actively. The students love to perform activities inside the class as they are	-The supervisor's role was important in helping me improve my teaching skills.	-The internship period was only for two weeks which I feel was too short. -I did not face any difficulty in finding a school for practice teaching as our institution makes all the arrangement. Only challenge is the distance of the practicing school

	to the practicing school as it is located very far away. It also helped me gain confidence.	classes allotted to us were not enough to complete our lesson plans.		can be more confident.	-The 5E model was followed for preparing my lesson plans.		smart and eager to learn.		from my place as it is so far.
SP-23 (In service)	-Internship helped me gain confidence and understand students in a better way. It also taught me different techniques to teach and make use of TLMs to make class more interesting	-The school was welcoming and the students were cooperative. -The internees were asked to prepare notes after every lesson and give the students. This added extra work load as internees already had so much to do like prepare TLMs, lesson plans, prepare for class, etc.	-I was able to relate theoretical aspects with practice and the theories learnt in the class helped me understand different learners and manage my class more effectively.	-I was tensed because I had too many things to work on as preparing teaching aids was time consuming and expensive too. -Regarding the class, I was mentally prepared as thorough preparation was done from home.	-I used TLMs extensively as I observed that students seem to understand the lessons better with TLMs. -I prepared TLMs out of easily available raw materials as buying everything amounts to a huge sum of money. -I prepared my lesson plans by using the 5E model of teaching-learning.	-The school did not have ICT facilities.	-I conducted a quiz competition and the students actively participated. They are excited about innovative techniques being used inside the class.	-The supervisor's role in observing and evaluating us internees was important as for me I got many important feedbacks and they helped me improve my learning plans.	-The internship period was very short and I found it difficult to practice and complete my lesson plans. -The task of preparing and giving out notes to students after every lesson was too taxing for me as I hardly got any rest during the internship period from preparing TLMs to lesson planning to preparing for class.

SP-24	<p>- The internship helped me grow as a teacher and gave me an opportunity to experience real life classroom teaching which will help me in future. I was a more confident and skilled person by the end of the internship.</p>	<p>-The school teachers were helpful and guided us on how to go about with the classes.</p> <p>-The students were used to having internees teach them so they were cooperative.</p> <p>-The internees were allotted a separate room and we did not sit or share the teachers' staff room which I feel is better as we internees were free to discuss and prepare for our classes.</p>	<p>-The theoretical concepts I learned from class were very helpful in helping me organize my class and understanding my students better. But the 5E method of teaching learning was not easy to implement in real classroom situation as students were not always responsive and for some topics it was not possible to follow the 5E method for teaching.</p>	<p>-On the 1st day, I was anxious because I was not sure whether the students will be responsive or not as it was my first teaching experience and I could not take classes properly. The 2nd day was better as I was mentally prepared and I did a thorough preparation of my lesson plans.</p>	<p>-I prepared charts with big pictures so that students will get a clearer picture of new concepts.</p> <p>-The 5E learning plan helped me in organizing my lesson theoretically but practically it was always challenging as the real classroom situation is always different and I would always end up applying the mixed method of teaching in my class in order to suit the needs of the students.</p>	<p>-The school did have an ICT room but the inconvenience of shifting the students to that room stopped me from using the ICT room.</p>	<p>-I incorporated role play in the class and students were very excited and they even seemed to understand the concept of the lesson more effectively.</p>	<p>-The supervisor came and observed my class and gave me some positive feedbacks which encouraged me all the more and helped me enjoy my classes even more.</p>	<p>-The school is located very far from where I live and hence the inconvenience in reaching the school on time every day.</p> <p>-The 5E method of teaching learning is such a nuisance when it comes to practice as classes can never go according to plan. I feel the best method is the mixed method where teachers select the best method based on the student's needs and interest.</p>
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SP-25 (In service)	-The school internship benefited me in so many ways. It helped me grow both personally and professionally. I also learned the importance of teaching aids and the many ways in which a class can be made into an interesting one through creativity.	-The school was welcoming. -Internees were made to fill in proxy classes for teachers who were absent.	-I personally was able to relate theory with practice and it was exciting to involve students in the teaching process by incorporating the 5Es' method.	-I was mentally and physically prepared for my internship.	-I prepared Teaching aids like flashcards and charts to use in my class to make new concepts more fun to learn for the students. -I used the 5E model to prepare my lesson plans.	-The school did not have ICT facilities.	-I conducted group activity with the students by dividing the class into two groups and made them discuss on the topics that were covered and present it to the entire class. This was conducted with the aim of encouraging team work creative thinking skills.	-I was very satisfied with the role of my supervisor in enhancing my teaching skills.	-I did not find any difficulty in finding a school for internship as my college made all the arrangements for the B.Ed. internees but the distance from the practicing school to my home was very far and finding transportation from and to the practicing school was one challenge I faced every day.
SP-26 (In service)	-The internship period although short, helped me become a better and more responsible teacher. It helped me understand my learners better and taught me the importance of creative thinking	-The school coordinator was very welcoming and she helped put all my stress at rest by giving us proper directions and guidance for the internship. -The B.Ed. internees were	-I was able to relate the theoretical concepts with practice but the 5E model is not relevant in practice as many unforeseen situations comes up in between classes and the flow gets	-I was mentally prepared for my class and was eager to experience a new school environment.	-I prepared many teaching aids for my classes and I planned my lessons before hand by following the 5E method of teaching learning but I did not follow them	-I took my laptop to show videos to the students because the school does not have ICT facilities. The students watched the videos with so much excitement and	-I incorporated group discussions, quiz, spelling bee competition, etc as activities inside the class to help students learn in a fun way. The students seemed to	-Our supervisor was very helpful and the feedbacks I received from my supervisor helped me improve my learning plans and teaching strategies. After my class	-The internship period was for a period of only 2 weeks which I feel could've been longer as I struggled to complete my lesson plans within the short span of time. -The school is located by the highway and the sound of the vehicles keeps disturbing the

	and teaching aids in making teaching learning a fun and joyful experience.	made to pick topics of our choice to teach and hence we were excited for our class.	disturbed. Also, with the 5E model, it will be “impossible to complete the syllabus as some units are very vast and teachers are always in a hurry to complete the syllabus rather than trying to make the students understand the concepts”.		religiously in practice.	attention and they were able to learn more through the video than me just explaining things to them	learn faster with activities or innovative methods.	was observed and feedbacks received from the supervisor, I felt a sense of accomplishment and my passion for teaching only grew.	class every now and then. -Preparing teaching aids and preparing lessons were very challenging as I had to do them every single day and preparing teaching aids can be very expensive.
SP-27 (In service)	-The internship programme helped me improve my critical thinking and decision-making skills. It also helped me understand students and connect with them properly enabling me to select the best methods of teaching to suit	-The school teachers and coordinator were all very accommodating and we the internees were given the liberty to choose the topics we wanted to teach for the internship.	-I was not able to relate theory with practice. The 5E model I feel is rigid and not feasible in a real classroom situation as it is difficult to apply the 5E method in many topics. It can waste a lot of time too.	-I was nervous on the 1 st day of my internship but on the 2 nd day I mentally prepared myself and was more confident.	-I prepared teaching aids of various kinds for my class. -For my lesson planning I followed the 5E model although it was very difficult (maths subject not very applicable).	-The school does not have any ICT facilities.	-I incorporated class activities in the class and students are always active and energetic while activities are conducted. This proves that they are receptive and excited about innovative ways to	-The supervisor was helpful and gave me necessary rectifications after observing my class which helped me improve my teaching strategies. I would be happier if supervisors can observe	-The class does not go according to plan (5E model) most times as students don't catch up or understand thus consuming more time than planned. Hence, I divided my lesson plan into two parts and divided one class into two. -The internship was just for two weeks and I was struggling to finish practicing my 20 lesson

	their interest and needs.						teaching learning.	two or more classes for evaluating the B.Ed. internees.	plans. Thus, I had to request for extra classes in order to complete teaching my lesson plans.
SP-28 (In service)	-The internship period helped me grow both personally and professionally as a teacher and helped me improve my teaching strategies drastically. It also taught me how to be patient and also be skilful in handling different situations or types of students.	-The internees were made to attend the morning assembly every day which can be challenging as I always face transportation issues getting to the school on time every day -Proxy classes were given to internees almost every day which can vex out the internees.	-The theoretical concepts helped me better understand my students in the real classroom situation. -The 5E model of teaching learning helped me organize my class.	-I was excited and mentally prepared for my classes.	-I followed the 5E model for my lesson planning. -I prepared charts to use as teaching aids in my class.	-The school lacks ICT facilities.	-I incorporated loud reading in the class to encourage proper pronunciation amongst students and they all took part actively in the activity. Students tend to learn more effectively by doing/ by performing.	-The supervisor was helpful and assisted in improving my lesson plans and my teaching strategies.	-I did not face any problem in finding a school for the internship as my college made all the arrangements but the distance of the practicing school from my house was a major issue as transportation was not easily accessible.
SP-29	- The B.Ed. internship helped me to build a positive	-Though the trainees were welcomed, the principal seem to be too	-I was unable to put the 5E model of teaching into practice in all the lessons as in some of the	-I was nervous as to how to go about with the constructivist approach but from the 2nd	-The 5E model though helpful in some ways was not applicable to	-The school does not have ICT facilities.	- I used group activities in my class. - Discussions and pair	- I learnt a lot from the supervisor's feedbacks though their presence and	- Inability of the students to grasp certain topics as their previous knowledge about certain common topics were not

	<p>relationship with the students.</p> <ul style="list-style-type: none"> - It also helped me to boost up my confidence and upgrade my teaching styles and methods. - It also helped me to understand the pros and cons of the constructivist approach and that not all theoretical concepts are practicable in real life scenario. 	<p>authoritative and cold.</p> <ul style="list-style-type: none"> - The students were responsive and smart. - The engaging of the internees in the morning assembly was a good way to boost up the confidence of the internees and we felt welcomed and accepted. 	<p>lessons the students' background or the previous knowledge was too poor and weak and so the 5E model was inappropriate for such cases.</p>	<p>day, I was confident.</p>	<p>all the lessons and topics.</p> <ul style="list-style-type: none"> - The review and recollect method however proved to be useful in my classes. - Gifts, positive reinforcements and encouragement helped the students. - I used TLMs such as toys and live plants for my class 		<p>activities were used in the classroom.</p>	<p>sudden visits can cause a break in the student's attention and in the flow of the class.</p>	<p>boosted or taught well in the previous classes</p> <ul style="list-style-type: none"> -The 5E model cannot be implemented in every class/to every topic as the real classroom situation is very different and unexpected changes takes place in the classrooms. - TLMs can be expensive.
SP-30 (In service)	<p>-The internship helped me grow professionally and learn different techniques of planning a lesson.</p> <p>-It also taught me time</p>	<p>-The school faculty members are very welcoming and they were happy to have us in their school.</p>	<p>-The theories that I learned from class really helped me manage my classes in an organized manner. It helped me understand the individual</p>	<p>-The 1st day was hectic and unorganized. But from the 2nd day onwards, I mentally and physically prepared myself and</p>	<p>-I prepared teaching aids using Chart papers and made some models for demonstration purposes.</p> <p>-I followed the 5E model for</p>	<p>-The school sadly did not have any ICT facilities.</p>	<p>-I conducted class activities where the entire students participated enthusiastically. The students are receptive to innovative practices and</p>	<p>-The supervisor was already seated in my class on the 1st day of my internship and hence I did not know whether to start my lesson</p>	<p>-The internship period was too short and hence internees were only rushing to complete lesson plans.</p> <p>-The Teaching learning Materials are expensive.</p> <p>-Transportation issue was another thing as the</p>

	<p>management skills.</p> <p>-The internship made me realize the importance of Teaching aids as students tend to learn faster and more eagerly with the help of teaching aids.</p> <p>-It also taught me how to be innovative and creative as a teacher because students love activities inside the class and they are receptive to innovation.</p>	<p>-The students were cooperative.</p>	<p>differences in class. However, I found out that the 5E model is not practical for every topic/class, but practicing mixed method teaching technique seems to be more effective as the 5E model can be rigid and doesn't help while one is struggling to complete the syllabus at a stipulated time. By incorporating the mixed method, I was able to select and switch between different methods to suit the interest and demands of my learners which I feel worked great to even complete my syllabus on time.</p>	<p>was ready to face any kind of challenges. There is nothing like thorough preparation for a class to be successful.</p>	<p>my lesson planning.</p>		<p>they perform all the tasks assigned to them with utmost excitement. I incorporated quiz, group discussion and debate for my class.</p>	<p>right away or have an introductory session (which I feel is mandatory for teacher and students to get familiar with each other). I feel the supervisor needs to inform internees prior to coming and make arrangements accordingly. I don't think the supervisor could get anything out of my class as it was my 1st day and I only planned on getting to know my students and not starting any lesson. The supervisor did not</p>	<p>practicing school is located far from town.</p> <p>-The supervisors need to inform the internees ahead of time and make arrangements accordingly.</p> <p>-For me personally I feel that the supervisor observing only one class to evaluate the internee is not fair/feasible.</p> <p>-Honestly, the B.Ed. syllabus needs to change as the present methods are not productive (especially the 5E) yet we have to follow them in order to pass the course. I personally could not implement the 5E model of teaching in my class although I followed it for preparing my lesson plans as our teachers would have to correct it.</p>
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								visit/observe me the 2 nd time so I don't know how the evaluation is done.	
SP-31	-The B.Ed. internship helped me gain confidence in particular, and motivated me to be an even better and efficient teacher in general.	-The school coordinator helped me relieve my stress by giving proper guidance and instructions. -B.Ed. interneers were not given the liberty to select topics to teach during the internship as we were allotted topics by the concerned subject teachers.	-The 5E model was very challenging to implement in practice. In theory the 5E envisions students to be obedient and respond to whatever the teacher asks of them, but in practical students are not responsive all the time.	-I was very nervous on my 1 st day as it was my first-time teaching in a real classroom but with time I learned to relax by mentally preparing myself and working harder for every class.	-I prepared my lesson plans using the 5E model as it helps to organize the class more efficiently but which is so only in theory. -I also worked on my teaching aids every day as preparing them demands a lot of creativity.	-The school has an ICT room but it is not being used.	-I incorporated group discussions in the class in order to help students learn from each other. The students don't shy away from activities.	-The supervisor was very helpful in identifying my weak points and giving me remedial feedbacks. I was able to improve my teaching strategies because of the feedbacks.	-I had difficulty in finding a school for internship as many schools were not willing to take in B.Ed. interneers as they think the entire school gets disturbed since they only come for a short while. Hence, the schools feel the B.Ed. interneers do not contribute anything but instead create unnecessary workload for the schools.
SP-32 (In service)	- Though I was sceptical initially, lesson planning enabled me to take my classes more efficiently.	- The students were robotic and not very responsive due to the failure to open up and participate in classroom	- Lesson plannings and teaching to be done according to the calibre and understanding level of the students. This is	- First day was nerve wrecking but gradually I gained confidence and was able to get in tune with the	- The 5Es in certain exercises were effective. - In some exercises however, the	- No provision for ICT facilities hence, it could not be incorporated	-Conducted Quiz, Think-Pair-Share, and Brain Storming which the students engaged in and	- Very satisfied with my supervisor as I was advised and given feedbacks timely that	- Alienation of the B.Ed. interneers which made it difficult to hold conversation with the real teachers and as such no skills or traits learnt from them.

	<p>- The B.Ed. internship aided me to get a grasp on the constructivist approach and co-operative learning which are the need of the hour.</p>	<p>discussions which needs a revamp in the schools.</p> <p>- Weak understanding of basic mathematical concepts which the teachers need to focus on.</p> <p>- Students need to be groomed properly on the basics and foundations as these was found lacking amidst students with very poor understanding of simple concepts, simple English and spellings.</p>	<p>not possible as the lessons are already pre-planned. There's not much room for flexibility in the teaching-learning process.</p> <p>- Rigidity of the 5 E making the internee unable to give more time and attention to the less responsive students.</p>	<p>methods, practices and the school setting.</p>	<p>application of the 5 E model was difficult to incorporate and thus slight changes were made in the lesson plan to cater to the students' needs and their understanding.</p> <p>- Activities kept the students more engaged and helped them to understand better so planned the lesson plans accordingly in the later classes.</p>		<p>participated avidly.</p>	<p>helped me improve.</p>	<p>- Time constraint in planning the lesson plans every day.</p> <p>- The classrooms were very congested and small which hampered the teaching-learning process.</p> <p>- No ICT facilities and thus what was planned and encouraged in a modern constructivist classroom could not be put into practice.</p> <p>- Students inability to link previous knowledge with the current lesson and thus the need for the internee to simplify the teaching and lesson plan as much as possible. Internee had to come up with a lot of modifications and plannings which was very hectic and time-consuming.</p>
<p>SP-33 (In service)</p>	<p>- B.Ed. internship helped me to be</p>	<p>- School's environment was warm and</p>	<p>-I was unable to relate the theoretical</p>	<p>- I was well-prepared and was confident</p>	<p>- Positive feedbacks were</p>	<p>- No ICT facilities in the school, hence I</p>	<p>- Group discussions and peer</p>	<p>- Supervisor's presence in the classroom</p>	<p>- Lesson planning for every class in accordance with the 5 E</p>

	<p>innovative with ideas so that I could reach out to the different types of students in a classroom.</p> <ul style="list-style-type: none"> - Patience and perseverance are some qualities I gained from the internship. - Time management and punctuality are also some other qualities I mastered through the internship. 	<p>friendly. The internees were warmly welcomed and the students were very polite.</p> <ul style="list-style-type: none"> - The teachers also helped us to improve on our teaching techniques and ways and helped us prepare before we started our classes. 	<p>concepts with practical aspects during the internship/practice teaching.</p> <ul style="list-style-type: none"> - As a teacher of Geography, it was difficult to put the theory into practice. 	<p>from the first day. I was mentally prepared to teach.</p> <ul style="list-style-type: none"> - Being already aware of a real classroom setting, I was at ease dealing with the students and teaching them. 	<p>appreciated by the students and so this practice was incorporated in every class.</p> <ul style="list-style-type: none"> - The more the teaching aids, the more the students were engaged in the classrooms and understood better so I tried my best to come up with as much teaching aids as I could. - The 5 E model of teaching for each and every class and topics was found to be rigid and monotonous so certain changes had to be chipped in 	<p>did not integrate it.</p>	<p>reviews where the students engaged actively in.</p>	<p>amidst taking classes was a distraction for the internee as well as the students.</p> <ul style="list-style-type: none"> - The flow of teaching is disturbed by the sudden entry of the supervisor and everyone tends to get conscious making the environment tensed and somewhat staged. - The feedbacks however helped me to improve and guided me to work on certain areas that needed refinement. 	<p>model is very time consuming, hectic and tiring. The internees are drenched and tired which also has negative impact in the teaching process.</p> <ul style="list-style-type: none"> - The high expenditure spent on making TLMs and study aids posed a problem to the internees. - The internees are burned-out with too much to do and too much to complete within a limited time frame.
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					to help the students to stay focused and engaged.				
SP-34	<ul style="list-style-type: none"> - The B.Ed. internship helped me build up relationship with the students. - It also helped me realize the joy of teaching. - It also helped me to be a more competent teacher. 	<ul style="list-style-type: none"> -The school in general was very welcoming and the students were interactive and smart. - The coordinator was very helpful, hospitable and kind. 	<ul style="list-style-type: none"> - I was able to put into practice what I learnt in my B.Ed. classrooms and it was helpful. - The 5E model was of no much help in putting theory into practice for certain topics. - Planning the entire lesson beforehand is not very practical as certain changes might occur. 	<ul style="list-style-type: none"> - I was nervous and equally excited on the first day of my internship. 	<ul style="list-style-type: none"> - I used various TLMs, charts, flashcards and models (bamboo basket) for my teaching. - I used both the 5 E model of teaching as well as other methods and activities. - The 5 E model could not help me in helping the students understand certain topics such as the formation of coal etc. - Despite its own limitations, the 	<ul style="list-style-type: none"> - No ICT provisions in the school. - For certain topics, I made use of my laptop to see videos related to the topics being taught. 	<ul style="list-style-type: none"> - Group activities - Usage of materials such as paper, scissor and lighter to conduct an activity. - Activity using bottle, water, salt and video (laptop) engaging the students in hands-on learning. 	<ul style="list-style-type: none"> -The presence of two supervisors in the classroom on a certain class was very nerve wrecking and disturbing as well. - It is unfair when supervisors are absent on certain days and yet grade us for our class and performance. 	<ul style="list-style-type: none"> - Absence of ICT facilities created a hindrance as I had so many experiments to try out with the students. - As a first timer, it was initially difficult to control students in a constructivist setting.

					5 E model helped me a lot to plan my classes and carry forward with my classes. It is time-consuming but personally, I appreciate this approach and model of teaching-learning.				
SP-35 (In service)	<ul style="list-style-type: none"> - Through the internship, I learnt the art to adapt to changes and be patient. - It taught me the values of being a teacher- understanding, empathy, care, and positivity even during difficult times. - It also taught me how to communicate 	<ul style="list-style-type: none"> - The first day was overwhelming and confusing with sudden change in plans as a result of miscommunication amongst the school head and the teachers. -The school's faculty members were interactive and welcoming 	<ul style="list-style-type: none"> - The theory was in tune with the practical aspect as in social Science the topics were related to the environment, human relationships and the surroundings. - However, not all the topics could be related to the practical aspect. 	<ul style="list-style-type: none"> - Due to the tension and confusion caused, I was nervous and tensed on the first day. - From the 2nd day on, after building a rapport with my students and with confusions cleared, I was more well-aware and 	<ul style="list-style-type: none"> - Though I incorporated the 5Es in my lesson planning, I noticed that most students were facing difficulty in the understanding process and so I had to re-do and simplify my lesson plans so that all the students could grasp 	<ul style="list-style-type: none"> - There were no ICT resources available in the school 	<ul style="list-style-type: none"> - The 5E model along with mixed method of teaching was incorporated in the class and the students were more responsive towards this method. - Division of the class into groups and conducting a 	<ul style="list-style-type: none"> - The supervisor's advice and feedbacks helped me a lot to work on areas I needed to improve. - The presence of the supervisor in the classroom was however interfering in many cases. Students were scared and 	<ul style="list-style-type: none"> - Classrooms too small to conduct certain activities and proved to be a hindrance. - Inability for the students to rightly adjust themselves into the Constructivist classroom which created tension and confusion as they were very new to such a concept of teaching-learning. - Unresponsive students as they were so used to

	<p>with people around and helped me developed inter-personal skills.</p> <p>- It also helped me to equip on how to deal with the different types of students, viz, slow learners, shy students, non-responsive students etc.</p>	<p>and so were the students.</p> <p>- The students were very polite, disciplined and punctual and were very enthusiastic to learn.</p>	<p>- The 5 E model helped to some extend but it mostly lacked in the practical aspect as it was monotonous and time- consuming.</p>	<p>more well-prepared.</p>	<p>what was being taught.</p> <p>- To follow up the 5 E model in each and every class becomes too mechanical and dull so variations in teaching had to be incorporated in the classroom.</p>		<p>quiz on the topics taken.</p>	<p>could not respond as a result of the supervisor's presence.</p>	<p>the traditionalistic method of teaching.</p> <p>- The noise pollution outside was another problem as it constantly interrupted the class.</p> <p>- Coming up with new ideas and TLMs for every chapter was hard and expensive.</p>
<p>SP-36</p> <p>(In service)</p>	<p>- B.Ed. internship enabled me to plan, implement and evaluate the learning process and guided me to understand the various types of students present in a classroom.</p> <p>- It also helped me to conduct purposeful interaction with the students in</p>	<p>- The internees were warmly welcomed and faced no problems as the school had arranged very systematically with the routines.</p> <p>- The teaching faculty was cooperative, supportive and helpful.</p>	<p>- The 5E model can be rigid though it has its own strengths. The lack of flexibility for the teacher in the teaching process is very problematic.</p> <p>- The 5 E model makes the teacher feel as though "he is trapped inside a box" with no</p>	<p>-I was very nervous initially but was able to overcome this and started off the class with confidence.</p>	<p>- I used TLMs in my teaching-learning and also incorporated various activities in my classes which the students actively participated in and were more attentive in comparison to when the 5E</p>	<p>- The school does not have any ICT facility.</p>	<p>- I incorporated collaborative learning by dividing the class into small groups and letting them discuss on questions and asking them to present their discussions.</p> <p>- I used the scaffolding technique to help students</p>	<p>- The supervisor gave honest reviews and feed backs that helped me to improve my teaching skills.</p> <p>- The students were evaluated through the activities conducted and questions asked. They were very</p>	<p>- The class was noisy.</p> <p>- Though students learn more effectively through activities, this meant that internees had to double work with double responsibility, i.e., tirelessly jot down lesson plans according to the 5 E model for every lesson which is very time consuming and tiring, make multiple TLMs and also come up with lots of activities for students to</p>

	<p>accordance to the situations faced.</p> <ul style="list-style-type: none"> - It also helped me identify the various gaps, problems and challenges in the real classrooms and the gaps that needs addressing. - It also has helped me to reflect on myself as a teacher and areas that needs work to be put in. - I could identify my strengths and weaknesses as a teacher and also improve my teaching skills. - I was able to incorporate the constructivist approach with various learner-centred methods and activities. 	<ul style="list-style-type: none"> - Students were well- disciplined, punctual and maintained cleanliness in their surroundings. 	<p>freedom and liberty.</p> <ul style="list-style-type: none"> - Also, in following the 5E model of teaching and in rushing to complete the lesson plan, focus could not be given to the weaker students and also some important points could also not be covered. - In some topics, the 5 E model was very helpful and I could relate the theories into practice. 		<p>model was only used.</p> <ul style="list-style-type: none"> - Employing the mixed methods and activities, I was able to teach my students effectively and positive results was seen in the classes. - Students were more interactive with time and the participation in activities. 		<p>who were confused on certain topics.</p>	<p>responsive and active showing improvements in their participation in the teaching-learning process.</p>	<p>understand and learn better.</p> <ul style="list-style-type: none"> - Unavailability of ICT resources created a major drawback. - Though helpful, the constructivist approach can sometimes be quite tedious and noisy causing students to take advantage of the free environment and setting.
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SP-37	<ul style="list-style-type: none"> - The B.Ed. internship helped me overcome my shyness and helped in building my confidence. - It helped me understand the problems faced in a real classroom setting and how to tackle students. - I also got to understand the working of a constructivist approach to teaching and learning. - It also helped me to incorporate TLMs and other activities in my teaching. 	<ul style="list-style-type: none"> - The school faculty was hospitable towards the internees and the students were also very interactive. - The school teachers were very helpful. - The school environment was very conducive and good. 	<ul style="list-style-type: none"> - The lessons and aptitudes taught and learnt in B.Ed. classes were helpful and practical in the real schools. - The students however at times had too much liberty in the setting that they tend to misuse their liberty. - Too much liberty to the students is not very practicable in our school settings. 	<ul style="list-style-type: none"> - The first few days were very hectic and I was also very nervous leading me to be slow and unsatisfied with my performance. However, with the passage of days, I mustered up courage and started to enjoy my internship and started feeling confident. 	<ul style="list-style-type: none"> -I used different teaching learning materials to supplement my class as students are more interested if TLMs and activities are used. 	<ul style="list-style-type: none"> -The school did not have any ICT facilities. 	<ul style="list-style-type: none"> - I conducted group discussion and quiz competition to help students improve their critical thinking skills and also understand the lesson better. 	<ul style="list-style-type: none"> - The presence of the supervisor created an uncomfortable scenario in classroom as students were very conscious and nervous. - The feedbacks were helpful. 	<ul style="list-style-type: none"> - The classrooms were over-crowded with students and hence it was difficult to teach and also conduct activities. - Not much assistance could be rendered to slow learners as the internee had to rush to catch up with the lesson plan of the day. - Since it was a constructivist classroom, some students took advantage and sometimes the class was hard to manage. - The 5E model lesson plan along with the need to employ activities led to time constraint and time management problems in some classes.
SP-38	<ul style="list-style-type: none"> - The B.Ed. internship helped me to learn on how to execute 	<ul style="list-style-type: none"> - The school was very welcoming and the faculty 	<ul style="list-style-type: none"> - It is impossible to follow exactly what is being taught and put 	<ul style="list-style-type: none"> - I was very nervous but slowly with time built up 	<ul style="list-style-type: none"> - The 5 E model of teaching alone is not 	<ul style="list-style-type: none"> -The school did not have any ICT facilities. 	<ul style="list-style-type: none"> - Used the collaborative teaching method 	<ul style="list-style-type: none"> -Role of supervisor is appreciated and a lot of 	<ul style="list-style-type: none"> - The task of framing lesson plans, preparing TLMs and coming up with activities is already

	<p>my teaching skills in a classroom.</p> <p>- It taught me to play the role of a facilitator in a classroom.</p>	<p>members very friendly.</p> <p>- The students were excited and well-mannered.</p>	<p>into practice in the real classroom scenario.</p> <p>- After experiencing the real class atmosphere and getting to know the student's level of understanding, many of the lesson plans prepared had to be changed and altered to fit into the real setting and thus the 5 E model is not completely practical in a real classroom setting.</p>	<p>my confidence.</p>	<p>sufficient and not satisfactory as it requires using the traditional method as well. The mixed method proved to be more practicable in my classroom situation.</p> <p>- With the incorporation of activities in the classroom, students are more responsive and I've managed to build a good rapport with the students.</p>		<p>together with the 5 E model by conducting group activities. Students tend to learn better and actively participates in the activities.</p> <p>- Bench-wise competition after every lesson.</p> <p>- Pair activity conducted.</p>	<p>helpful points were also received to work upon.</p> <p>- Scoring or grading marks on just one class or two classes per internee is not fair.</p>	<p>very time-consuming and tiring. To top this, the trainees were asked to give and provide notes to the students which was a very big problem.</p> <p>- Engaging the students initially was a problem with the new classroom setting of the constructivist approach.</p>
SP-39 (In service)	<p>- The B.Ed. internship helped me understand and improve teaching-learning</p>	<p>- The internees were treated with respect and warmly</p>	<p>- I could connect the topics with the practical real life and taught</p>	<p>- I was mentally prepared and was not nervous as I had been in the</p>	<p>- For most of my topics, the 5 E model was useful and helpful though in certain</p>	<p>- I made use of my phone to show some videos in some of the classes.</p>	<p>- I used many interesting TLMs for my classes.</p>	<p>- The supervisor's feedback was very helpful.</p>	<p>- With too many students in the classroom, it was very difficult to conduct activities.</p>

	<p>planning strategies and methods.</p> <p>- It has helped me to be more confident and the constant feedbacks from my supervisor during the internship has enabled me to implement the necessary methods in the teaching process and work on certain areas to be an efficient teacher.</p> <p>- I learnt about the collaboration and co-operative skills in the teaching-learning environment and classroom-management skills through the internship.</p>	<p>welcomed by the school.</p> <p>- Students were responsive and smart.</p>	<p>my class effectively.</p> <p>- The students were made to actively engage in the classroom teaching and I conducted very satisfactory classes.</p>	<p>teaching profession for quite some time.</p>	<p>situations I had to incorporate some other methods and activities for the better understanding of the students.</p> <p>- Positive reinforcement was used in the classes which proved to be very effective and helpful.</p>		<p>- I made use of the chart in writing the meanings of words and also asked the students to use their notebooks in writing activities.</p> <p>- I used group activities to help engage my students and each student actively participated.</p>		<p>- The classroom environment was small and with very limited spaces which was a hindrance to many of the group activities.</p> <p>- Lack of ICT facilities and resources created a problem for the trainees as the classes could have been more engaging and more interesting if certain topic related visuals and audios could be displayed.</p>
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	<ul style="list-style-type: none"> - It also helped me to connect with my students and helped me to develop understanding of the teaching profession and future prospects of working condition in the teaching profession. 								
SP-40	<ul style="list-style-type: none"> -The B.Ed. internship helped me to be more innovative and creative. - It also taught me to be more organized and plan systematically. 	<ul style="list-style-type: none"> -The B.Ed. interneers were assigned to their class periods properly. - The school teachers were friendly and helpful. - The interneers were however not given the liberty to choose the topics of their choice. - Mostly the students were 	<ul style="list-style-type: none"> -There was difficulty in implementing the 5Es for each and every topic as the 5Es are not suited for some topics and so some add-ins and modifications had to be done to cater to the different students. 	<ul style="list-style-type: none"> -I was confident from the first day. I was also excited and could not wait to start off with my classes. 	<ul style="list-style-type: none"> -I used colourful TLMs such as flashcards, candle, lighter, paper, balloon, worksheets, transparent objects, plastic, translucent objects, measuring tape, scale and charts. - Changes had to be made in the lesson plans as 	<ul style="list-style-type: none"> -The school does not have ICT facilities. 	<ul style="list-style-type: none"> - Quiz competitions were conducted which was found to be actively enjoyed and participated by the students. - Brain-storming sessions were conducted where surprisingly many shy students 	<ul style="list-style-type: none"> -The supervisor's feedbacks helped me to improve on my teaching styles. - The presence of two supervisors in the class was very intimidating and concerning as well. 	<ul style="list-style-type: none"> - The infrastructure of the school needs to be enhanced and necessary facilities needs to be added for the school environment to be conducive.

		receptive towards the interneers.			<p>students were not very co-operative and unresponsive</p> <ul style="list-style-type: none"> - Students were more engaged and interested with more flashy charts. - Positive reinforcements , cues, rewards and prompting helped the students to open up and answer the questions asked. 		<p>performed very well.</p> <ul style="list-style-type: none"> - Group presentation. - Usage of real-life items like forestry products, live plant samples etc, to conduct experiment. 		
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40 student teachers' Reflective Journals were collected by the researcher:

The proposed study aims to seek answers to the following specific research questions:

1. What is the concept and significance of B.Ed. internship to the participants of the study?

Themes:

All the 40 student teachers wrote that the B.Ed. internship helped them build up their confidence level as teachers, helped in upskilling both personally and professionally, helped to improve problem solving skills, improve their teaching strategies, and also develop a passion and love for teaching as a profession.

2. What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?

Themes:

Majority of the student teachers mentioned that they were not given the liberty or the freedom to choose the topics which they wanted to teach and they were just randomly assigned topics by the concerned subject teachers which they feel was very unprofessional.

Some student teachers also wrote that it was mandatory to take Teaching Aids to every class they went for teaching and thus preparing the teaching aids can be very tiring and taxing as they get very little time to prepare for their classes while preparing their TLMs.

Many student teachers mentioned that the interns were allotted separate rooms and they did not share the same staffrooms with the regular teachers, hence they were not able to interact with the regular subject teachers and did not get to experience sitting in a real staffroom environment.

Most of the student teachers mentioned that the practice of filling up proxy classes for absentee teachers is very taxing especially when prior notice is not given to the interns as they are not prepared for the classes not allotted to them.

3. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?

Themes:

Many student teachers wrote that the 5E Instructional model is appropriate only in theory but when it comes to the practical implementation, it is not feasible due to the paucity of time, also because one cannot predict the events that might occur in a day's class, and most importantly, for certain topics the 5E model of instruction cannot be applied.

4. What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc?

Themes:

All the B.Ed. student teachers were of the opinion that the B.Ed. programme helped them upskill their teaching skills, become more creative in managing the class and conducting activities, and above all, they developed a passion and love for teaching as a profession.

5. What are the problems and challenges experienced by the participants during B.Ed. internship?

Themes:

Majority of the student teachers penned down that they faced a lot of difficulty finding schools for internship as many schools either had exams or were already booked by some other B.Ed. Interns.

Many were of the opinion that the duration of the internship period is too short and hence not enough to complete the lesson plans on time.

There were also many who wrote that the 5E model of instruction is time consuming and energy draining and hence cannot be implemented on a daily basis.

Some student teachers wrote that the location of their practicing schools was located very far from where they lived and hence transportation becomes a major problem while also being left with very little time to prepare for class and make teaching aids at the same time.

There were few student teachers who mentioned that they faced a lot of difficulty in managing their class and teaching their students as their school was located by the side of the highway and the outside noise constantly kept distracting the learner

4.5 Triangulation of Data

The present study employed the triangulation of data sources, namely B.Ed. student-teachers, Teacher educators, and B.Ed. college principals to validate the responses obtained from these data sources. Triangulation is the method of ensuring the validity of the data by sufficing or refuting responses from different data sources. The following tables depict major themes identified by the data triangulation of each research question:

Themes identified for each data source for research objective 1, research question 1 and related items in the tools 1, 2 & 3

➤ OBJECTIVE 1: To describe the perceptions and experiences of the participants about the concept of the B.Ed. internship programme and its different stages.		
Research question 1: What is the concept and significance of B.Ed. internship to the participants of the study?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1 1. How do you see and understand/mean by B.Ed. internship? 2. Do you feel proud and better prepared to become a teacher after the internship? Please give reasons for your answer.	Tool 2 Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.	Tool 2 Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.
Themes identified:	Themes identified:	Themes identified:
1. Training ground 2. Interns Experiencing real classroom situations 3. Mental and physical preparation 4. Improved teaching skills 5. Importance of B.Ed. course for teachers	1. Acquisition of pedagogical skills 2. All round development of interns 3. Makes student teachers more confident 4. Internship helps student teachers become humbler and more humane	1. B.Ed. internship is helpful for future teachers 2. B.Ed. internship is only partially helpful for future teachers

Table 4.5.1 Objective 1 Major Themes

On comparing themes from the three data sources, the concept and significance of B.Ed. internship is clear to all the data sources. Themes # 1, 3, and 4 of B.Ed. interns and Themes # 2, 3 & 4 show high levels of understanding of the concept of B.Ed. internship and realization of its significance.

From the above inferences, we can answer research question 1 very clearly that the B.Ed. interns see B.Ed. internship as a preparatory ground wherein teachers/future teachers can enhance their teaching skills to make them competent teachers. They also believed that B.Ed. internship helps them familiarize themselves with the classroom realities and how teaching-learning occurs in a real classroom setting and is the most important part of a teaching programme. They believed that the internship made them better prepared as teachers and that they understood the importance of B.Ed. course for every teacher only after the completion of the internship. Some interns shared that the internship made them more confident, helped them prepare mentally and physically and help them grow personally and professionally as skilled and efficient teachers, and helped boost their confidence in job seeking. The teacher educator also felt that B.Ed. internship help them develop themselves personally and professionally and makes them efficient and humane facilitators too.

Similarly, B.Ed. college principals opined that internship is required for effective future teachers. Some explained how theoretical concepts like child growth and development, teaching methods etc. can really be implemented through the internship programme. Some others pointed out the practical aspect of getting a B.Ed. degree for better employment opportunities and successful teaching. To teach for primary level, middle level, high school level, higher secondary level, the qualification especially the degree of B.Ed. is very essential for the B.Ed. student-teachers so that they need to know how to teach, how to start the lesson, how to end the lesson, how to write a lesson plan, how to prepare teaching learning materials or what are the different methods they have to use in the classroom, what are the different skills they have to use in the classroom, what are the areas in teaching learning techniques, and then on top of that, they learn the psychology of the student, the behavior of the students, the motivation of the students, the stress level, the anxiety level in the form of psychology, philosophy, education, knowledge and curriculum. So many varied courses they learn in B.Ed. level in different semester. At the end of the B.Ed. course, they get the qualities of a teacher and the parameters of an effective teacher. So, this degree and

qualification of B.Ed. is essential once they choose to select this noble teaching profession and B.Ed. internship is a significant part of the B.Ed. course in Nagaland. We can conclude that there is a high level of positive attitude towards the concepts and significance of B.Ed. internship in the whole B.Ed. programme in Nagaland as captured through the experiences of the participants.

Themes identified for each data source for research objective 2, research questions 2 & 3 and related items in the tools 1, 2 & 3

➤ OBJECTIVE 2: To describe the overall effect of the B.Ed. internship programme on the participants in terms of personal and professional aspects.		
<i>Research question 2:</i> What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?		
<i>Research question 3:</i> What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1	Items of Tool 2	Items of Tool 2
➤ Area: Psychological preparedness of interns 3. What were the mental preparations you did before going for B.Ed. school internship? 4. What kind of support you got from the college and school for B.Ed. school internship? 5. Did you get your desired school for the internship? What were the major criteria in your mind for desiring to get some school for the internship? ➤ Area: Pedagogical preparations 1. What practical things did you do/gather to prepare yourself better for the internship?	➤ Area: Psychological preparedness for internship 6. What kind of support and direction do you provide to the interns before/during the internship period? ➤ Area: Pedagogical preparations 3. What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship? 4. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship? ➤ Area: Evaluation process 3. How do you evaluate the performance of	➤ Area: Psychological preparedness for internship 7. What kind of support and direction do you provide to the interns before/during the internship period? ➤ Area: Pedagogical preparations 5. What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship? 6. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship? ➤ Area: Evaluation process

<p>2. What kind of teaching/pedagogical skills/knowledge is imparted by the college to prepare you for the internship?</p> <p>➤ Area: Evaluation process</p> <p>1. What were your evaluation techniques/tools for students during the internship?</p> <p>2. Has the evaluation been as you expected/planned? What were the ground realities you experienced while conducting the evaluation of our learners' learning outcomes?</p> <p>➤ Area: ICT integration in teaching-learning</p> <p>1. What efforts have you made to integrate ICT into the teaching-learning process?</p> <p>2. What support have you got from the college and the school in incorporating ICT into the teaching-learning process?</p> <p>➤ Area: Other innovative practices</p> <p>1. Have you tried to use any innovative practice for effective teaching-learning? Give details, please.</p> <p>2. What innovative practices have your college adopted for internship preparation?</p>	<p>B.Ed. student-teachers throughout the internship programme?</p> <p>4. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.</p> <p>➤ Area: ICT integration in teaching-learning</p> <p>3. What efforts have been made to employ ICT resources in the B.Ed. internship programme?</p> <p>➤ Area: Other innovative practices</p> <p>What innovative practices have your college adopted for an effective B.Ed. internship programme?</p>	<p>5. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?</p> <p>6. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.</p> <p>➤ Area: ICT integration in teaching-learning</p> <p>4. What efforts have been made to employ ICT resources in the B.Ed. internship programme?</p> <p>➤ Area: Other innovative practices</p> <p>What innovative practices have your college adopted for an effective B.Ed. internship programme?</p>
Themes identified:	Themes identified:	Themes identified:
<p>1. Relaxation activities</p> <p>2. Practical planning</p> <p>3. Microteaching is beneficial</p> <p>4. Amicability of the school heads and teaching staff</p>	<p>1. Asking to develop cost-effective teaching aids</p> <p>2. 5E method of lesson planning:</p>	<p>1. Selection of the appropriate school</p> <p>2. Dedicated Supervisor allocation</p>

<p>5. Conducive school environment</p> <p>6. Fancy for private management school</p> <p>7. Distance-friendly schools</p> <p>8. Schools apt for the constructive approach of teaching-learning</p> <p>9. Conducive and amiable school environment</p> <p>10. Garner information pre-hand before the internship</p> <p>11. Micro-teaching/Pre-internship</p> <p>12. Preparation of TLMs and activities prior to the internship</p> <p>13. Reviewing the topics and advance preparation to tackle sudden scenarios and answer any sort of question asked by the students</p> <p>14. Teaching/Pedagogical skills (Skill of engagement, Skill of questioning, reinforcement, and communicative skill, Writing and board skills, Time management skills)</p> <p>15. 5Es and constructive approach to teaching-learning</p> <p>16. Prepare lesson plans and select appropriate topics</p> <p>17. Oral evaluation</p> <p>18. Written evaluation</p> <p>19. Activities, problem-solving, and project work</p> <p>20. Formative and Summative evaluation</p>	<p>3. Importance of good communication and adaptability skills</p> <p>4. Development of Micro-teaching skills</p> <p>6. use of APA referencing for report writing</p> <p>7. Evaluation based on the different phases of the internship</p> <p>8. Evaluation based on the different components of teaching</p> <p>9. Evaluation based on the student teacher's performance in the class</p> <p>10. Evaluation based on a common pattern/evaluation sheet</p> <p>11. Evaluation of B.Ed. student teachers done by different stakeholders</p> <p>12. The evaluation of B.Ed. student teachers not effective</p> <p>13. Effective evaluation system</p> <p>14. Selecting the right pedagogy to integrate ICT in teaching-learning</p> <p>15. Practicing schools are not equipped with ICT facilities</p> <p>16. ICT classes are given to student teachers through the EPC course, before their internship programme</p> <p>17. No innovative practices were adopted</p> <p>18. Activity-based innovative practices</p> <p>19. Hybrid teaching</p>	<p>3. Continuous and stage-specific support</p> <p>4. Hands-on training of pedagogical aspects</p> <p>5. Direction by College principals</p> <p>6. Bridging Role of School Coordinators</p> <p>1. Effective lesson planning</p> <p>2. Effective and innovative Teaching-learning aids</p> <p>3. Micro Teaching skills and block teaching</p> <p>4. Constructivist approach prevails</p> <p>5. Micro-teaching skills are the key focus area</p> <p>3. 21st century skills are developed</p> <p>4. Observation is the prime manner of evaluation</p> <p>5. Evaluation of Records/lesson plan</p> <p>6. Viva voce-based evaluation</p> <p>7. The Internship evaluation is effective and progressive:</p> <p>8. The Internship evaluation has some limitations also</p> <p>9. Request to Schools for arranging ICT resources</p>
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21. Summarization and KWL chart (Already know, want to know, and ultimately learned to check students' progress) 22. The gap between what is planned and the real classroom scenario 23. Time limitation for evaluation 24. The gap between oral and written evaluation 25. Class size affects evaluation 26. Activities kept the students more active and urged them to participate 27. The students' differences in their level of understanding and performance 28. Lack of ICT facilities in the practicing schools 29. ICT facilities not accessible 30. Use of personal laptops and mobile phones to integrate ICT in teaching-learning 31. No ICT facilities in the practicing schools 32. Demonstration-based/ Teaching Learning materials (TLMs) as innovative practice 33. No innovative practices adopted: 34. Innovative activities (cooperative learning, four corners, think-pair-share, jigsaw etc.)	20. Integration of Nai Talim 21. Blending rural and urban teaching 22. Encouraging teaching-learning for the needs and interests of the learners	10. EPC programme in B.Ed. syllabus is a key way to employ ICT education 11. Continuous and comprehensive Feedback 12. Brainstorming 13. Innovative teaching-learning material 14. Special workshops/seminars for school teaching and administration 15. Soft skills training 16. Teaching through art and drama 17. Use of Open Educational Resources (OER) 18. Two supervisors 19. Community-based service learning
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Table 4.5.2 Objective 2 Major Themes

On comparing themes from the three data sources, about the prevailing activities and personal and professional development of the B.Ed. student teachers, we get 34, 22, and 19 themes from the B.Ed. interns, teacher educators, and college principals, respectively. There have been maximum items related to objective 2 of the study finding answers to the two research questions 2 and 3 of the study. The answer to the question of prevailing activities of the internship is divided into three stages of the internship. All data sources confirmed the utmost importance of lesson planning and micro-teaching, preparation of teaching-learning material, selection of appropriate schools, and post-internship reporting. All confirmed a comprehensive and continuous evaluation by various persons on various occasions. All confirmed that there is a lack of ICT facilities at schools and EPC 3 of B.Ed. curriculum is the key way to educate student-teachers in ICT skills. In innovative practices, interns and teacher educators showed objections, but up to some extent. Teacher educators feel that no innovative practices are being followed.

Some of the Innovative activities implemented by the colleges are cooperative learning, four corners, think-pair-share, jigsaw, hybrid teaching, Integration of Nai Talim, Special workshops/seminars for school teaching and administration, Soft skills training, Teaching through art and drama, use of Open Educational Resources (OER), two supervisors and community-based service learning.

Themes identified for each data source for research objective 3, research question 4 and related items in the tools 1, 2 & 3

➤ OBJECTIVE 3: To describe the experiences of the participants about the application of theoretical knowledge imparted at the B.Ed. colleges in real-life situations of internship in the schools.		
Research question 4. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1 Do you think the internship has helped to relate the theoretical knowledge you gained at the college to the practical implementation of	Items of Tool 2 Do you think the internship bridges theoretical knowledge and practical implementation of B.Ed. programme? Please specify the reasons for your answer.	Items of Tool 2 Do you think the internship bridges theoretical knowledge and practical implementation of B.Ed. programme? Please

teaching skills at the school? Please specify the reasons for your answer.		specify the reasons for your answer.
Themes identified:	Themes identified:	Themes identified:
1. Theory and practice go hand in hand 2. Understanding individual differences in the class 3. Constructivist approach made clearer	1. Internship helps student teachers put what they have learned into practice 2. Internship acts as a bridge between theory and practical but only to some extent 3. Internship helps a student teacher fall in love with teaching as a profession	1. Internship essential to bridge theory to practical 2. Hindrances in the B.Ed. internship to act as a bridge between theory and practical (B.Ed. curriculum, Implementation of constructivist approach, School's unwillingness).

Table 4.5.3 Objective 3 Major Themes

On comparing themes from the three data sources, the B.Ed. internship acting as a bridge from theory to practical, there has been moderate acceptance from all data sources. They felt it was indeed a bridge between theoretical concepts and practical implementation. However, due to some challenges (B.Ed. curriculum, Implementation of constructivist approach, School's unwillingness), the internship cannot be carried out effectively.

Themes identified for each data source for research objective 4, research question 5 and related items in the tools 1, 2 & 3

➤ OBJECTIVE 4: To explain the problems and challenges related to the B.Ed. internship through the experiences of the participants and the researcher's observations/notes.		
Research question 5. What are the problems and challenges experienced by the participants during B.Ed. internship?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1 What were the challenges involved in the internship? Some solutions you can think of.	Items of Tool 2 What are the challenges and solutions for an effective internship programme for B.Ed. course?	Items of Tool 2 What are the challenges and solutions for an effective

		internship programme for B.Ed. course?
Themes identified:	Themes identified:	Themes identified:
1. Difficulty in practicing Lesson Plan 2. Lack of constant feedback from the supervisors 3. Difficulty in implementing the 5E method /Constructivist approach 4. Distance and transportation 5. Infrastructure and location of the school 6. Subject teacher's presence disturbs the teaching-learning	1. Difficulty finding schools for internship 2. Supervisors not welcomed in the practicing schools 3. Practicing schools are ignorant of the importance of B.Ed. internship programme 4. Private schools preferred over Government schools 5. Very limited duration for internship 6. Strict nature of the practicing schools 7. Importance of rapport building 8. Tiring Preparation by student teachers for the internship	1. Different format for implementation of lessons 2. Curriculum revision 3. Evaluation should be strengthened 4. Well-qualified and experienced faculty 5. Appropriate schools for internship 6. Implementing the constructivist approach 7. Time period of the internship 8. Other challenges 9. Solutions: School directorate can make it compulsory for schools to facilitate B.Ed. internship 10. Solutions: B.Ed. colleges can make the intern prepare to accept all situations in school during internship.

Table 4.5.4 Objective 4 Major Themes

On comparing themes from the three data sources, the challenges and issues of B.Ed. internship in Nagaland have been identified. Difficulty finding appropriate schools for the internship, ignorance of internship schools about the importance of B.Ed. the internship programme, the limited duration

for the internship, different formats for implementation of lessons, B.Ed. curriculum revision, proper implementation of evaluation, Lack of well-qualified and experienced faculty, and implementing the constructivist approach are the major challenges of the B.Ed. programme in Nagaland. Solutions were also suggested, as the Directorate of School Education can make it compulsory for schools to facilitate B.Ed. internship and B.Ed. colleges can make the intern prepare to accept all situations in school during internship.

The thematic analysis of data sources (B.Ed. interns, teacher educators, and college principals) and data types (interviews, observation and reflective journal) followed by data triangulation revealed various aspects of B.Ed. internship in Nagaland. The lived experiences and developed perceptions of the three data sources verified the real-life situations of internship in B.Ed. colleges and schools. Some of the findings of the study are welcoming and some show areas of improvement for B.Ed. internship programme in Nagaland. The following chapter will discuss all the findings and future recommendations in detail.

CHAPTER- 5

SUMMARY, FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND CONCLUSION

5.1 INTRODUCTION

The purpose of this chapter is to summarise and draw a conclusion to the research undertaken. This chapter also highlights the major findings of the study, mentions the educational implications and suggest policy and research recommendations for further researches

5.2 SUMMARY

Since time immemorial in India, teachers play a crucial role in the society. They not only impart knowledge, but they also inspire creativity and zeal to learn in students. Taking into account the importance of teachers in the nation's educational system, NEP-2020 has put teachers at the pivot when it comes to bringing about reforms in the educational system and has highlighted on restoring teachers as the most respected members of any society by training them to reach their full potential.

Kothari Commission 1964-66 very beautifully stated that the destiny of India is being shaped in the classroom. Accordingly, if the teachers are to play a very important role in educating and preparing the so called 'future generation' of India, teachers are supposed to be trained and equipped with the best skills such that the nation acquires the most suitable architects who would be able to mold the students to become efficient citizens. These citizens would in the long run take the nation ahead. Hence, the professional education and preparation of teachers is very crucial.

Teacher education is an ongoing and ever evolving process which enables teachers to deal with students effectively and help them in optimal learning. The learner's achievements by and large depend on the teacher's competency and motivation. Also, the teacher's academic and professional standards are paramount components for realizing and achieving the educational goals.

Internship which is a process of training whereby an intern can develop and enhance their job performance is considered a fundamental part of any professional course in order to garner the skills and competence in their fields. Thus, internship is incorporated in teacher education courses

in order to make the prospective teachers enhance their skills professionally and enable them to correlate their theoretical knowledge with their practical experiences.

One important objective of an internship programme in teacher education is to obtain a prudent behavioral transformation in the student-teachers or interns. It targets to equip the student-teachers the knowledge of putting into practice the theories, the methods and the different techniques they learned in alignment with the procedures involved in teacher education. The practice of putting the theory into practice will enable the student-teachers to discern whether they should teach in the manner they were once taught, or to select an entirely different method of teaching. The quintessence of internship is that, it helps the student-teachers to come to a realization that everything they have learned theoretically at their institutions might not adhere or might not be applicable to the real-life classroom situations.

The success of a teaching practicum is one of the indicators of the success of teacher education programmes. Hence, the present study seeks to study B.Ed. internship in the two-year teacher education programme in the state of Nagaland through a phenomenological inquiry. Therefore, the statement of the research problem is stated as: “B.Ed. Internship programme in Nagaland: A Phenomenological study”

Phenomenological research is a Qualitative Research Approach which helps to describe the 'Lived Experiences' of individuals. It focuses on studying the Phenomena that impacted an individual and thus highlights and identifies a phenomena as perceived by individuals in a situation. It thus explores what people experienced and focuses on their experience of the phenomena.

Phenomenology gathers in-depth information and perceptions through the inductive and qualitative methods like interviews, participant observation, discussions, and then presenting them from the participant's perspective. Hence, real phenomenological research aims to describe and not explain, to start from a perspective which is free from any kind of preconceptions or hypotheses. A phenomenological study is significant in that it aims to extract the purest data which has not been attained before, thus adding to the credibility of data and produce an unbiased narrative.

The study is focused on gaining an in-depth understanding of the B.Ed. student-teachers' personal experience on the B.Ed. internship programme. Hence, only the internship experiences of those

people undertaking the two-year B.Ed. programme in the state of Nagaland will come under the scope of the present study.

5.2.1 OBJECTIVES OF THE STUDY

1. To describe the perceptions and experiences of the participants about the concept of the B.Ed. internship programme and its different stages.
2. To describe the overall effect of the B.Ed. internship programme on the participants in terms of personal and professional aspects.
3. To describe the experiences of the participants about the application of theoretical knowledge imparted at the B.Ed. colleges in real-life situations of internship in the schools.
4. To explain the problems and challenges related to the B.Ed. internship through the experiences of the participants and the researcher's observation/notes.

5.2.2 RESEARCH QUESTIONS OF THE STUDY

The proposed study aims to seek answers to the following specific research questions arising out of the above objectives:

1. What is the concept and significance of B.Ed. internship to the participants of the study?
2. What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?
3. What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc.?
4. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?
5. What are the problems and challenges experienced by the participants during B.Ed. internship?

5.2.3 TECHNIQUES OF DATA ANALYSIS AND INTERPRETATION

In qualitative research, the most commonly used data analysis methods are: (i) Qualitative content analysis, (ii) Thematic analysis, (iii) Discourse analysis, (iv) Narrative analysis, (v) Interpretative phenomenological analysis, and (vi) Visual analysis.

For the present study, thematic analysis for analyzing qualitative raw data applied to a set of texts like interviews or transcripts has been used. It involves reading through a data set and looking for patterns in the meaning to find themes. The thematic/content analysis of data has been done with the process of data analysis consisting of the following steps-

For interviews:

- (i) Transcribing the recorded telephonic interviews,
- (ii) Coding them,
- (iii) Reducing the codes or merging similar codes,
- (iv) Looking for common patterns, and
- (v) Assigning specific themes.

For observation/checklists:

- (i) Organizing data,
- (ii) Finding out common patterns from the data, and
- (iii) Assigning themes

For reflective journals/internship diary:

- (i) Organizing data,
- (ii) Looking for common concepts and ideas, and
- (iii) Assigning themes

5.2.4 SAMPLE SCREEN OF THEMATIC ANALYSIS PERFORMED

THEMATIC ANALYSIS FOR B.ED. INTERNS' INTERVIEWS

Objective: 1. 1. To describe the perceptions and experiences of the participants about the concept of the B.Ed. internship programme and its different stages.

Research Question:

1. What is the concept and significance of B.Ed. internship to the participants of the study?
2. What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?

Tool Q1:

What were the mental preparations you did before going for B.Ed. school internship?

Text	Codes	Reduced Codes (Merging similar codes)	Themes
IG1: So before going for my B.Ed. internship, I was mentally preparing how to be positive and give out good vibes in the classroom.	preparing mentally how to be positive, give out good vibes in the classroom.	to be positive, good vibes in the classroom	1. Remaining Positive
IG2: For the mental preparation, I took my time, especially imagining myself performing or practicing the skills and, I also take skills.	imagining myself performing or practicing the skills.	Practicing skills	2. Practicing skill/micro-teaching

Figure 5.2.4 Thematic Analysis sample screen

5.3 INTERPRETATION OF THEMATIC ANALYSIS

Through the phenomenological study, researchers try to find answers from the participants through experiences related to the phenomenon, and the factors which have influenced the participant's experience of the phenomenon.

Due to the purely qualitative nature, the study did not have definite variables. The B.Ed. internship programme in Nagaland has been taken as a phenomenon shaping attitudes and skills of B.Ed. student-teachers of Nagaland. As per the nature of the study, lived experiences and factors affecting their experiences of B.Ed. internship have been collected through the three data sources, namely, B.Ed. student-teachers, teacher educators, and B.Ed. principals and through the three data types: interview transcripts, observation data, and reflective journal opinions. To bring in certain structure to the study, the lived experiences and situations of the participants of the study have been recorded and collected under certain areas of B.Ed. internship asked through the items of the three data collection tools as the interview schedule of the study.

Let us appreciate the sub-themes and themes of the study, each research question-wise. To condense the findings and make an appropriate summary each item-wise and ultimately each objective-wise, the following sub-themes, and themes that emerged out of the thematic analysis are being presented and discussed in detail:

- **OBJECTIVE 1: To describe the perceptions and experiences of the participants about the concept of the B.Ed. internship programme and its different stages.**

Research question 1: What is the concept and significance of B.Ed. internship to the participants of the study?

Items pertaining to Research Question 1 in Tool 1- “Interview Schedule for B.Ed. Interns”

- **Finally,**

1. How do you see and understand/mean by B.Ed. internship?
4. Do you feel proud and better prepared to become a teacher after the internship? Please give reasons for your answer.

Items pertaining to Research Question 1 in Tool 2- “Interview Schedule for Teacher Educators”

2. Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.

Table 5.3.1 Objective 1 Thematic Analysis

Major sub-themes identified

[A] Data Source: B.Ed. Student-teachers

The B.Ed. interns see B.Ed. internship as a preparatory ground wherein teachers/future teachers get the opportunity to enhance their teaching skills in making them competent teachers. The major categories of ideas which emerged from their interviews are as follows:

- 1. Training ground:** Some interns are of the idea that the B.Ed. internship acts as a foundation for teachers to help them polish and develop their skills as professional teachers (frequency-5).
- 2. Interns Experiencing real classroom situations:** The interns also believed that B.Ed. internship helps them familiarize themselves with the classroom realities and how teaching-

learning takes place in a real classroom setting (frequency-7). An intern went on to say that B.Ed. internship is the most important part of a teaching program as it gives a real-life experience to teaching.

All the B.Ed. interns were of the view that the internship made them better prepared as teachers and that they understood the importance of B.Ed. course for every teacher only after the completion of the internship. Some major ideas that emerged from their interview are as follows:

1. Mental and physical preparation: Some interns shared that the internship made them more confident and helped them prepare mentally and physically as teachers (frequency-3).

2. Improved teaching skills: Most of the interns believed that the internship helped them upgrade their skills as teachers and made them more confident and fluent in applying these skills in a real classroom (frequency-5).

3. Importance of B.Ed. course for teachers: An intern also expressed that the internship helped in realizing the importance of B.Ed. course for every teacher as it helps a teacher grow personally and professionally as a skilled and efficient teacher. An intern also shared that the internship groomed and helped in boosting their confidence in job seeking.

[B] Data Source: Teacher Educators/Principals

All the teacher educators are of the opinion that B.Ed. indeed helps in the preparation of effective future teachers. The major categories of ideas which emerged from their interviews are as follows:

1. Acquisition of pedagogical skills: Two teacher educators said that B.Ed. helps student teachers to be pedagogically skilled, differentiating a trained teacher from an untrained teacher.

2. All round development of interns: One teacher educator said that B.Ed. helps in the development of the student teachers and makes them efficient and humane facilitators too.

3. Makes student teachers more confident: Some teacher educators (frequency-3) said that B.Ed. course helps student teachers become better by enabling them to have real-life experience in teaching in a real classroom setting, thus helping them become more confident as teachers.

4. Internship helps student teachers become humbler and more humane: A teacher educator shared that B.Ed. course enables student teachers to understand their students better by making them humble and more teachable, which in her opinion, are the most important ingredient in becoming an effective teacher.

- **OBJECTIVE 2: To describe the experiences of the participants about the application of theoretical knowledge imparted at the B.Ed. colleges in real-life situations of internship in the schools.**

Research question 2: What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?

Research question 3: What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc?

Items pertaining to Research Questions 2 & 3 in Tool 1- “Interview Schedule for B.Ed. Interns”

- **Area: Psychological preparedness of interns**

8. What were the mental preparations you did before going for B.Ed. school internship?
9. What kind of support you got from the college and school for B.Ed. school internship?
10. Did you get your desired school for the internship? What were the major criteria in your mind for desiring to get some school for the internship?

- **Area: Pedagogical preparations**

7. What practical things did you do/gather to prepare yourself better for the internship?
8. What kind of teaching/pedagogical skills/knowledge is imparted by the college to prepare you for the internship?

- **Area: Evaluation process**

7. What were your evaluation techniques/tools for students during the internship?
8. Has the evaluation been as you expected/planned? What were the ground realities you experienced while conducting the evaluation of our learners’ learning outcomes?

- **Area: ICT integration in teaching-learning**

5. What efforts have you made to integrate ICT into the teaching-learning process?
6. What support have you got from the college and the school in incorporating ICT into the teaching-learning process?

➤ **Area: Other innovative practices**

3. Have you tried to use any innovative practice for effective teaching-learning? Give details, please.
4. What innovative practices have your college adopted for internship preparation?

Items pertaining to Research Questions 2 and 3 in Tool 2- “Interview Schedule for Teacher Educators”

➤ **Area: Psychological preparedness for internship**

11. What kind of support and direction do you provide to the interns before/during the internship period?

➤ **Area: Pedagogical preparations**

9. What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship?
10. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?

➤ **Area: Evaluation process**

9. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?
10. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.

➤ **Area: ICT integration in teaching-learning**

7. What efforts have been made to employ ICT resources in the B.Ed. internship programme?

➤ **Area: Other innovative practices**

5. What innovative practices have your college adopted for an effective B.Ed. internship programme?

Table 5.3.2 Objective 2 Thematic Analysis

Major sub-themes identified

[A] Data Source: **B.Ed. Student-teachers**

All B.Ed. interns felt that internship is a necessary part of B.Ed. curriculum and were preparing for it in mental and practical terms. The major categories of ideas that emerged out of their interviews are as follows:

1. Relaxation activities- Most were nervous and anxious about it (frequency-8). Only two in-service interns (frequency-2) were prepared for it. Taking good sleep and thinking of creating a positive classroom environment were going on in their mind.

2. Practical planning

All participants expressed that they planned their lesson plans extensively, checked schedules and arranged their teaching learning material beforehand.

3. Microteaching is beneficial

The participants also expressed the importance of microteaching and felt it is beneficial for preparing them for actual classroom teaching situations during internship.

The kind of support the interns received from the colleges and schools for B.Ed. school internship were identified as follows:

1. Amicability of the school heads and teaching staffs: The interns (frequency-8) provided good feedbacks regarding the attitude of the school assigned to them for the B.Ed. school internship. The schools' heads and teaching staffs were accommodating and supportive. The interns were properly welcomed and guided.

2. Conducive school environment: The interns were provided with a conducive and a supportive teaching-learning environment by the schools accompanied with the needed guide, support and feedback to help the interns.

Majority of the B.Ed. interns were able to get the desired school for the internship. One intern however did not get the preferred/desired school.

The major criteria set by the interns in regard to their desiring of a school are as follows:

1. Fancy for private management school: Some of the interns desired to teach in private management schools as the in-service government teachers wanted to experience the teaching-

learning environment in private schools and also one intern is of the opinion that private schools provide better facilities.

2. Distance-friendly schools: The interns set a distance-friendly school as a major criterion as they needed ample time to properly construct and plan their lesson plans and also cut down on their spending for transportation.

3. Schools apt for the constructive approach of teaching-learning: B.Ed. interns are taught and groomed for a constructive classroom scenario and as such one (1) intern desired for a school that would be apt for such teaching-learning method and for theories learnt in the B.Ed. classroom to go hand-in-hand with practice in the real classroom scenario. However, this was found to be lacking by the particular intern for which a mixed *method of teaching had to be adopted*.

4. Conducive and amiable school environment: Another major criterion desired by one (1) intern was school with conducive teaching-learning environment with amiable administrators and staffs.

The interns prepared and groomed themselves well to tackle the internship. The practical things the interns did/gathered to prepare themselves better for the internship are as follows:

1. Garner information pre-hand before the internship: One (1) intern visited the school assigned and met with the school coordinators and teachers to gather information relating to the students' enrolment in the assigned class, the routine and other necessary information to prepare for the internship. Also, another intern took advice from seniors to come up with interesting lesson plans and fun TLMs to aid in the internship.

2. Micro-teaching/Pre-internship: The micro-teaching/Pre-internship conducted in the college before the internship enabled the interns to thoroughly prepare themselves to tackle the internship successfully and confidently. It also equipped the interns with vital skills such as blackboard skills, question skills, reinforcement skills, cooperative learning, time management, and the confidence to teach in a real classroom.

3. Preparation of TLMs and activities prior to the internship: The interns prepared the TLMs and other activities to be incorporated into the internship, checking if the TLMs or activities are apt for the topics to be taught and to help create an interesting environment for students to learn and be engaged in.

4. Reviewing the topics and advance preparation to tackle sudden scenarios and answer any sort of question asked by the students: One (1) intern arrived early in the school to review, add fun facts, and formulate questions and answers to tackle sudden scenario that might happen in the classroom.

The interns acquired a lot of useful teaching/pedagogical skills/knowledge from the college that aided them in their preparation for the internship. They are as follows:

1. Teaching/Pedagogical skills:

- E. Skill of engagement:** The interns were taught how to engage their students and keep them interested so that they can be focused and learn productively by the use of apt and interesting TLMs, brainstorming sessions, and various activities, which will also enhance cooperative learning.
- F. Skill of questioning, reinforcement, and communicative skill:** The interns were also taught the skills to effectively communicate and ask the right questions to keep the students interested and aware. The interns also learned the skill of reinforcement, which will help them to encourage all the students to participate and maintain a constructive classroom.
- G. Writing and board skills:** The interns also were helped to acquire writing and managing the board skills so that they can write the topic and the necessary points on the board effectively and for the students to read and understand so that they learn effectively.
- H. Time management skills:** The college also enabled the trainees to develop time management skills, one basic teaching skill.

2. 5Es and constructive approach to teaching-learning: The interns were also able to garner the skill of using the 5Es effectively in a constructive teaching-learning environment.

3. Prepare lesson plans and select appropriate topics: One (1) intern also mentioned acquiring the skill of preparing lesson plans and selecting topics for effective delivery of class.

The interns used varied methods and techniques to evaluate and check on the progress of the students.

1. Oral evaluation: Most interns employed oral evaluation to check and evaluate their students' progress. Questions were asked, feedback was garnered from students and given, and the student's responses were taken into account to evaluate the student's learning and progress.

2. Written evaluation: The interns conducted class tests to evaluate the student's learning and understanding.

Most of the interns used together both the oral and written techniques of evaluation:

3. Observation: The interns used observation to evaluate the students.

Most of the interns used oral and observation techniques together to evaluate the students.

4. Activities, problem-solving, and project work: Along with the oral and written techniques of evaluation, the interns conducted activities and project works to evaluate the students.

5. Formative and Summative evaluation: The interns employed formative as well as summative evaluation to evaluate the students.

6. Summarization and KWL chart: One (1) intern used the method of summarization to evaluate the students and to keep a check on their progress. The intern also used the KWL chart- Already know, want to know, and ultimately learned- to check students' progress.

Most interns (frequency-9) said the evaluation went well and was according to plan. The interns had good and positive feedback relating to their evaluation techniques and methods employed and the result achieved.

1. The gap between what is planned and the real classroom scenario: One (1) intern shared that there is a gap between what is planned and the scenario of a real classroom. The certain plan had to be remodeled to cater to the real class scenario.

2. Time limitation: Certain evaluation techniques and methods were found to be inapplicable in the real classroom scenario due to the limited time frame.

3. The gap between oral and written evaluation: While some students did well in the oral evaluation, the same students lacked and performed poorly in the written evaluation methods due to the weakness in their spelling.

4. Class size: Class size/ population plays a significant role in successfully completing the evaluation process. A smaller class size enabled the interns to hold a good evaluation process successfully, but a class with a bigger or larger population made it difficult for the intern to evaluate the students with the same attention equally.

5. Activities kept the students more active and urged them to participate: More activities and lesser lecture methods were found to encourage them to participate in the class.

6. The students' differences in their level of understanding and performance: It cannot be denied that each student's level of learning, understanding, and performance differs, and this can pose a problem or be a hiccup for the interns in evaluating the students equally.

The interns faced the problem and the challenge of the schools' inability to provide ICT facilities to incorporate it into their teaching-learning process. However, many of the interns were creative and resourceful enough to incorporate with the help of their phones and laptops for audio and visual effects apart from the various TLMs to help engage the students and aid their understanding regarding the topics being taken by the interns. This being mentioned, many of the interns though wanting to, could not integrate ICT into their lessons due to the unavailability of facilities in the schools.

The major categories of ideas which emerged from their interviews are as follows:

1. Lack of ICT facilities in the practicing schools: All the interns said that the local schools where they were interning did not have ICT facilities, and hence, they were not able to integrate ICT into their teaching-learning process.

2. ICT facilities not accessible: Some interns (frequency-2) shared that schools which were equipped with projectors were not easily accessible, and hence they were not able to integrate ICT in their teaching-learning.

3. Use of personal laptops and mobile phones to integrate ICT in teaching-learning: The efforts made by the interns to integrate ICT into the teaching-learning process are as follows:

a. Integration of laptop: The laptop was used as a substitute to help the students stay focused, arouse their interest, and aid them in a better understanding of the topic being discussed.

b. Integration of the mobile phone: The mobile phone was also used as a substitute to help the students stay focused, arouse their interest, and aid them in a better understanding of the topic being discussed. The interns used the support of the mobile phone for audio as well as visual effect.

c. One (1) intern used both the laptop and the mobile phone to cater to the understanding of the students,

Some of the B.Ed. interns (frequency-3) said that they did not receive any support from the college and the school regarding incorporating ICT in the teaching-learning process. While some said that the college taught them how to use ICT tools and encouraged them to incorporate the same in their teaching-learning process (frequency-9). However, all the interns shared that they did not receive any support from the practicing schools in incorporating ICT into the teaching-learning process. The major categories of ideas which emerged from their interviews are as follows:

2. No ICT facilities in the practicing schools:

Two interns did not incorporate innovative practices, but most of the B.Ed. interns incorporated innovative practices in their teaching and learning in order to make their classes more interesting and engaging. The major categories of ideas which emerged from their interviews are as follows:

1. Activity-based:

2. Demonstration based/ Teaching Learning materials (TLMs):

Half of the B.Ed. The interns said that the college did not adopt any innovative practices for internship preparation, while the other half said that the college adopted a few innovative practices. The major categories of ideas which emerged from their interviews are as follows:

1. No innovative practices adopted: 5 interns said their college did not adopt any innovative practices for the internship preparation.

2. Innovative activities: Some interns said that their college adopted innovative activities like cooperative learning, four corners, think-pair-share, jigsaw, etc. in preparing them for the internship (frequency-3).

Major sub-themes identified

[B] Data Source: Teacher Educators

Different teacher educators/colleges provide different support and direction to the interns before they go for, and also during their internship. The major categories of ideas which emerged from their interviews are as follows:

1. Most teacher educators (frequency-4) said that before the internship, intensive workshops were being conducted, numerous practice teaching like micro-teaching sessions were being held, and lesson plans were being checked and corrected:
2. Some teacher educators (frequency-3) said that before the internship, they usually prepare the student teachers mentally by conducting a general orientation so that they will be thoroughly prepared and confident:
3. Two teacher educators mentioned that before sending the interneers for the internship, they send them for observation- Peer observations/classroom observations and learn from the real classroom situation:
4. During the internship, the teacher educators visit the different practicing schools and observe the student teachers' classes and give necessary feedback and support as and when needed:
5. A teacher educator said that their college conducts demo classes for their students before sending them out for the internship:
6. A teacher educator shared the difficulty faced going to different schools to supervise the B.Ed. interneers:

Many teacher educators said that regarding the teaching resources, they asked their student teachers to prepare good teaching aids and to be ready with the respective schools' textbooks for their internship. The major categories of ideas which emerged from their interviews are as follows:

1. Asking to develop teaching aids:

A teacher educator said that student teachers were encouraged to make teaching aids out of local teaching materials, which are cost-effective:

Another teacher educator said that student teachers were asked to prepare teaching aids that are made of real objects:

2. Some teacher educators ask their student teachers to be ready with the textbooks of the respective schools where they will be interning, i.e., NBSE or CBSE schools' textbooks:
3. Some teacher educators also encourage their student teachers to be prepared to use ICT and its resources for their internship:

Most of the teacher educators said that they encourage B.Ed. student teachers should follow the constructivist approach for their teaching-learning and lesson planning. The major categories of ideas which emerged from their interviews are as follows:

1. Three teacher educators imparted student teachers with different teaching skills along with the 5E method of lesson planning:
2. Student teachers are taught how to make their class learner-centric:
3. Two teacher educators emphasized the importance of good communication and adaptability skills for the internship:
4. Another teacher educator imparted micro-teaching skills along with the skills of Teaching Learning Material (TLM) making:
5. A teacher educator said that the constructivist approach to teaching-learning was imparted to the student teachers along with an emphasis on the Zone of Proximal Development (ZPD):
6. A teacher educator also mentioned that the skill of creativity was imparted to the B.Ed. student teachers along with observation skills, technical skills, and listening skills:
7. A teacher educator said that emphasis was given to content mastery evaluation skills, and cooperative strategies, and hence student teachers are taught accordingly:

She also mentioned that the student teachers were taught how to make use of APA referencing for report writing

Lastly, she also said that the student teachers were assisted on how to prepare lesson plans. A presentation cum discussion time is given to the student teachers where they can share their experiences, and problems, collect their feedback, etc., with the aim of better preparing them for the internship programme.

Different B.Ed. colleges have different ways and means of evaluating the B.Ed. student teachers. The major categories of ideas which emerged from their interviews are as follows:

1. Evaluation based on the different phases of the internship:

A teacher educator said that both summative and formative evaluation is done for the student teachers:

2. Evaluation based on the different components of teaching

3. Evaluation based on the student teacher's performance in the class

4. Evaluation based on a common pattern/evaluation sheet

5. Evaluation of B.Ed. student teachers done by different stakeholders

Some of the teacher educators were of the opinion that the evaluation system is effective, while some think otherwise. The major categories of ideas which emerged from their interviews are as follows:

1. The evaluation of B.Ed. student teachers not effective: A teacher educator said that the B.Ed. the evaluation system is ineffective as it ignores individual differences and follows a rigid format for the evaluation.

Another teacher educator said that the present evaluation system only assigns marks to the student teachers for the tasks they perform only to get marks and that once the B.Ed. the course is over, the student teachers do not implement whatever they have learned in the real classrooms. So, the evaluation system is only for face value and lacks quality.

2. Effective evaluation system: Some teacher educators believed the evaluation system to be effective.

A teacher educator said that the evaluation is effective although it depends a lot on the personality of the student teacher, i.e., if they take feedback in a positive light, they will improve and do well, but if they do not know how to take in positive/constructive feedbacks it will not help him/her improve.

Another teacher educator said that the evaluation is very effective as student teachers are being observed for different criteria, yet the evaluation process undeniably creates disturbances in the classroom as an outsider enters the classroom to evaluate the student teachers, which distracts the learners.

A teacher educator mentioned that the effectiveness of the evaluation system is seen in the feedback received from the pass-out students.

Most teacher educators said that from the college side, student teachers were imparted with both the theoretical and practical classes for ICT, but implementing ICT in the real classroom during the B.Ed. internship becomes difficult since the practicing schools are not equipped with ICT facilities. The major categories of ideas which emerged from their interviews are as follows:

1. Selecting the right pedagogy to integrate ICT in teaching-learning: A teacher educator said that student teachers are taught how to create and use E-resources to enhance teaching. They are also taught the importance of selecting the right pedagogy which will be appropriate for integrating ICT in the teaching-learning process so that it aids learner's learning and helps achieve the learning objectives more efficiently.

2. Practicing schools are not equipped with ICT facilities: Some teacher educators said that not much effort had been made in order to employ ICT resources in the B.Ed. internship as the practicing schools are not equipped with ICT facilities, although they encourage student teachers to try and integrate the same as and when possible. So, theoretically, student teachers are taught how to use ICT resources and how to integrate it into their classes but practically, it is difficult to implement ICT in a real classroom situation where the resources are unavailable.

3. ICT classes are given to student teachers through the EPC course, before their internship programme: Some teacher educators mentioned the EPC course in the B.Ed. programme deals with ICT wherein student teachers are given both practical and theory classes on how to use ICT tools and resources for effective teaching.

One teacher educator mentioned that the student teachers are encouraged to use projectors or their personal cell phones or laptops in order to integrate ICT in their teaching learning so that their class is made interesting.

Most of the teacher educators have different opinions when it comes to innovation. Some B.Ed. colleges were creative enough and came up with different innovative practices, while others did not incorporate any innovative practices for the B.Ed. internship. The major categories of ideas which emerged from their interviews are as follows:

1. No innovative practices were adopted: Two teacher educators shared that their college did not adopt any innovative practices for the B.Ed. internship

A teacher educator also said that their college do not put in any extra effort to prepare student teachers for the internship due to paucity of time.

2. Activity related: A teacher educator said that the college adopted innovative practices for an effective B.Ed. internship was activities related to make both the student teachers and the learners engage and have a joyful and active learning.

3. Hybrid teaching: A teacher educator said that their college adopted the Hybrid teaching learning so that student teachers will be equipped with skills that will enable him/her to teach in any circumstances.

4. Nai Talim: Another teacher educator said that their college incorporated Nai Talim, in which student teachers were taught a number of activities that they can use/integrate with their internship.

5. Blending rural and urban teaching: One teacher educator said that their college practices both rural and urban teaching so that student teachers will be able to relate even with the rural children back in their posting places.

6. Encouraging teaching-learning for the needs and interests of the learners: Two teacher educators said that their college trains student teachers to teach in a manner that meets the needs and interest of the learners and also to make use of teaching-learning materials that are based on the local ethos and are self-made so that students will be able to relate with them.

- **OBJECTIVE 3: To describe the experiences of the participants about the application of theoretical knowledge imparted at the B.Ed. colleges in real-life situations of internship in the schools.**

Research question 4. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?

Items pertaining to Research Question 4 in Tool 1 - “Interview Schedule for B.Ed. Interns”

Finally,

Q3. Do you think the internship has helped to relate the theoretical knowledge you gained at the college to the practical implementation of teaching skills at the school? Please specify the reasons for your answer.

Items pertaining to Research Question 4 in Tool 2 - “Interview Schedule for Teacher Educators”

- **Finally,**

1. Do you think the internship bridges theoretical knowledge and practical implementation of B.Ed. programme? Please specify the reasons for your answer.

Table 5.3.3 Objective 3 Thematic Analysis

All the B.Ed. interns were able to relate the theoretical knowledge with the practical implementation at the school. The major categories of ideas that emerged out of their interviews are as follows:

1. Theory and practice go hand in hand: Most of the interns were of the opinion that the theories they learned at the college helped them perform better in the practical implementation during their internship (frequency-10)

2. Understanding individual differences in the class: Some interns (frequency-2) also stated that the theories taught at the college helped them better understand individual differences in particular and understand learners in general in the class.

3. Constructivist approach made clearer: Some interns (frequency-3) also shared that internship helped them understand the constructivist approach in a much broader light by actually putting whatever was taught at the college into practice.

Some teacher educators agree that internship is a bridge between theory and practice, while some disagree. The major categories of ideas which emerged from their interviews are as follows:

1. Internship helps student teachers put what they have learned into practice: For some teacher educators, internship acts as a bridge between theory and practice as it helps interns put into practice whatever they have learned in theory in a real classroom situation.

2. Internship acts as a bridge between theory and practical but only to some extent: Some teacher educators (frequency-3) were of the opinion that internship does help interns put theory into practice but only to some extent as the real classroom situation does not allow interns to apply everything they have prepared into practice as local schools till today do not follow the constructivist approach for the teaching-learning process in the classrooms.

3. Internship helps a student teacher fall in love with teaching as a profession: A teacher educator shared that the internship helps a student teacher realize what teaching really is and eventually makes them fall in love with the profession.

- **OBJECTIVE 4: To explain the problems and challenges related to the B.Ed. internship through the experiences of the participants and the researcher's observations/notes.**

Research question 5. What are the problems and challenges experienced by the participants during B.Ed. internship?

Items pertaining to Research Question 5 in Tool 1 - “Interview Schedule for B.Ed. Interns”

- **Finally,**

5. What were the challenges involved in the internship? Some solutions you can think of.

Items pertaining to Research Question 5 in Tool 2 - “Interview Schedule for Teacher Educators”

➤ **Finally,**

6. What are the challenges and solutions for an effective internship programme for B.Ed. course?

Table 5.3.4 Objective 4 Thematic Analysis

Major sub-themes identified

[A] Data Source: B.Ed. Student-teachers

All B.Ed. interns did face some challenges during their internship period. The major categories of ideas which emerged out of their interviews are as follows:

1. Difficulty in practicing Lesson Plan: Most of the interns faced difficulty in implementing/practicing their lesson plans due to reasons like paucity of time, making changes according to the needs of the students, differences in the lesson plan and the syllabus, etc. (frequency-6).

One of the interns even went on to give a detailed encounter with the challenges faced in trying to implement the lesson plan alongside covering the syllabus for the school.

2. Lack of constant feedback from the supervisors: The interns thought it would be really helpful if the supervisors could visit the practicing schools often (and not just once, as is the present practice) and give constant feedback after observing the intern’s classes.

3. Difficulty in implementing the 5E method /Constructivist approach: Many interns faced difficulty implementing the 5E method /Constructivist approach of teaching-learning in the real classroom.

4. Distance and transportation: Some interns shared that the distance of the practicing schools limits their time for preparing for their classes as they always have to rush and look for transportation early in the morning.

5. Infrastructure and location of the school: Most interns believed that the school's location, environment, and infrastructure play a major role in a child's learning. The lack of these proper facilities hampers and disturbs the teaching-learning process.

6. Subject teacher's presence: An intern mentioned that the school subject teacher's presence inside the class disturbed the entire teaching-learning process.

Major sub-themes identified

[B] Data Source: **Teacher educators**

1. Difficulty finding schools for internship: Most teacher educators shared that the major challenge they faced was finding a school for the practice teaching/internship (frequency-8) as schools don't want to accommodate B.Ed. interns as they think it disturbs their school routine

Some teacher educators (frequency-3) said that schools are difficult to find because there is a time clash between the internship and the practicing schools. During the internship, the schools usually have their terminal examinations.

2. Supervisors not welcomed in the practicing schools: Another teacher educator shared that supervisors were not welcomed in the practicing schools, although they had to observe and evaluate the B.Ed. student teachers.

3. Practicing schools are ignorant of the importance of B.Ed. internship programme: Some teacher educators said that many local schools/practicing schools are still unaware of the importance of B.Ed. internship programme

4. Private schools preferred over Government schools: Some teacher educators said that they prefer private schools for internship as students are more, whereas in government schools the student enrolment/population is very less and hence it becomes difficult for interns to execute or practice their teaching skills.

5. Very limited duration for internship: A teacher educator said that as per NCTE/SCERT, there should be 30 days of internship, but the local schools do not accommodate interns for that long period.

6. Strict nature of the practicing schools: A teacher educator shared that the management of the practicing schools is sometimes too strict that B.Ed. interns are not allowed to teach how they have prepared for their classes, i.e., using the constructivist method. Hence, the interns are unable to practice/execute in the class whatever they have learned.

7. Importance of rapport building: One teacher educator said that many times there is a lack of rapport building amongst the different stakeholders, which leads to the practicing schools giving a cold attitude to the B.Ed. student teachers

8. Preparing student teachers for the internship: A teacher educator also mentioned the challenges they face while preparing student teachers for their internship. It is mentioned that both teachers and students have sleepless nights as the course is very hectic and demands a lot of rigorous training, workshops, seminars, and the like in order to be able to send student teachers out in the real classroom for practice teaching, while everything has to be covered in just one semester, i.e., 5 months.

5.4 Data Triangulation for Validity

In general, it was found that due to the practical importance of the B.Ed. internship, the participants focused on the practical and real-life experiences related to the B.Ed. internship while registering their responses. Therefore, the data collected through the observation and reflective journal has been added to the experiences of the interviews to draw the study's final conclusions. The study's research questions have been designed to capture the lived experiences during the B.Ed. internship under the following five inseparable aspects of B.Ed. internship in Nagaland, as shown in the figure 5.2.

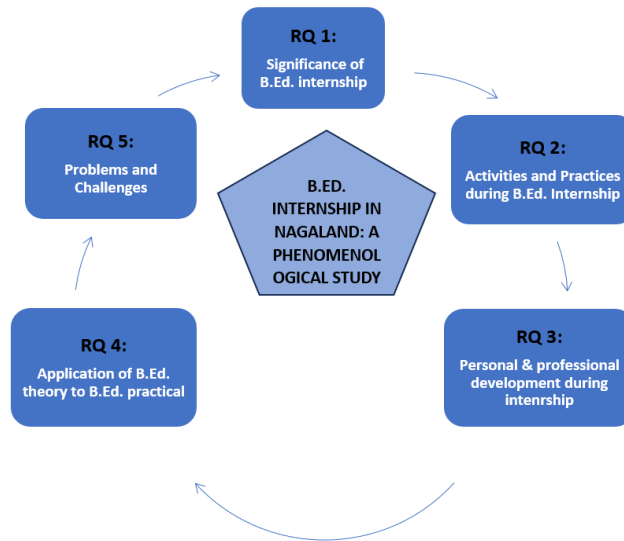


Figure 5.4 Research questions of the study

The present study employed the triangulation of data sources, namely B.Ed. student-teachers, Teacher educators, and B.Ed. college principals to validate the responses obtained from these data sources. Triangulation is the method of ensuring the validity of the data by sufficing or refuting responses from different data sources. The following tables depict major themes identified by the data triangulation of each research question:

➤ OBJECTIVE 1: To describe the perceptions and experiences of the participants about the concept of the B.Ed. internship programme and its different stages.		
Research question 1: What is the concept and significance of B.Ed. internship to the participants of the study?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1	Tool 2	Tool 2
1. How do you see and understand/mean by B.Ed. internship? 2. Do you feel proud and better prepared to become a teacher after the internship? Please give reasons for your answer.	Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.	Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.
Themes identified:	Themes identified:	Themes identified:

1. Training ground 2. Interns Experiencing real classroom situations 3. Mental and physical preparation 4. Improved teaching skills 5. Importance of B.Ed. course for teachers	1. Acquisition of pedagogical skills 2. All round development of interns 3. Makes student teachers more confident 4. Internship helps student teachers become humbler and more humane	1. B.Ed. internship is helpful for future teachers 2. B.Ed. internship is only partially helpful for future teachers
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Table 5.4.1 Objective 1 Major Themes

On comparing themes from the three data sources, the concept and significance of B.Ed. internship is clear to all the data sources. Themes # 1, 3, and 4 of B.Ed. interns and Themes # 2, 3 & and 4 show high levels of understanding of the concept of B.Ed. internship and realization of its significance.

From the above inferences, we can answer research question 1 very clearly that the B.Ed. interns see B.Ed. internship as a preparatory ground wherein teachers/future teachers can enhance their teaching skills to make them competent teachers. They also believed that B.Ed. internship helps them familiarize themselves with the classroom realities and how teaching-learning occurs in a real classroom setting and is the most important part of a teaching programme. They believed that the internship made them better prepared as teachers and that they understood the importance of B.Ed. course for every teacher only after the completion of the internship. Some interns shared that the internship made them more confident, helped them prepare mentally and physically and help them grow personally and professionally as skilled and efficient teachers, and helped boost their confidence in job seeking. The teacher educator also felt that B.Ed. internship help them develop themselves personally and professionally and makes them efficient and humane facilitators too.

Similarly, B.Ed. college principals opined that internship is required for effective future teachers. Some explained how theoretical concepts like child growth and development, teaching methods etc. can really be implemented through the internship programme. Some others pointed out the practical aspect of getting a B.Ed. degree for better employment opportunities and successful teaching. To teach for primary level, middle level, high school level, higher secondary level, the qualification especially the degree of B.Ed. is very essential for the B.Ed. student-teachers so that

they need to know how to teach, how to start the lesson, how to end the lesson, how to write a lesson plan, how to prepare teaching learning materials or what are the different methods they have to use in the classroom, what are the different skills they have to use in the classroom, what are the areas in teaching learning techniques, and then on top of that, they learn the psychology of the student, the behavior of the students, the motivation of the students, the stress level, the anxiety level in the form of psychology, philosophy, education, knowledge and curriculum. So many varied courses they learn in B.Ed. level in different semester. At the end of the B.Ed. course, they get the qualities of a teacher and the parameters of an effective teacher. So, this degree and qualification of B.Ed. is essential once they choose to select this noble teaching profession and B.Ed. internship is a significant part of the B.Ed. course in Nagaland. We can conclude that there is a high level of positive attitude towards the concepts and significance of B.Ed. internship in the whole B.Ed. programme in Nagaland as captured through the experiences of the participants.

➤ OBJECTIVE 2: To describe the overall effect of the B.Ed. internship programme on the participants in terms of personal and professional aspects.		
Research question 2: What are the experiences of the participants about the prevailing activities and practices undertaken during every stage of internships?		
Research question 3: What are the perceptions of the participants about their personal and professional selves developed through B.Ed. internship programme in terms of certain aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices etc?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1 ➤ Area: Psychological preparedness of interns 12. What were the mental preparations you did before going for B.Ed. school internship? 13. What kind of support you got from the college and school for B.Ed. school internship? 14. Did you get your desired school for the internship? What were the major criteria in	Items of Tool 2 ➤ Area: Psychological preparedness for internship 15. What kind of support and direction do you provide to the interns before/during the internship period? ➤ Area: Pedagogical preparations 13. What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship?	Items of Tool 2 ➤ Area: Psychological preparedness for internship 16. What kind of support and direction do you provide to the interns before/during the internship period? ➤ Area: Pedagogical preparations 15. What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship?

<p>your mind for desiring to get some school for the internship?</p> <p>➤ Area: Pedagogical preparations</p> <p>11. What practical things did you do/gather to prepare yourself better for the internship?</p> <p>12. What kind of teaching/pedagogical skills/knowledge is imparted by the college to prepare you for the internship?</p> <p>➤ Area: Evaluation process</p> <p>11. What were your evaluation techniques/tools for students during the internship?</p> <p>12. Has the evaluation been as you expected/planned? What were the ground realities you experienced while conducting the evaluation of our learners' learning outcomes?</p> <p>➤ Area: ICT integration in teaching-learning</p> <p>8. What efforts have you made to integrate ICT into the teaching-learning process?</p> <p>9. What support have you got from the college and the school in incorporating ICT into the teaching-learning process?</p> <p>➤ Area: Other innovative practices</p> <p>6. Have you tried to use any innovative practice for effective teaching-learning? Give details, please.</p> <p>7. What innovative practices have your college adopted for internship preparation?</p>	<p>14. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?</p> <p>➤ Area: Evaluation process</p> <p>13. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?</p> <p>14. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.</p> <p>➤ Area: ICT integration in teaching-learning</p> <p>10. What efforts have been made to employ ICT resources in the B.Ed. internship programme?</p> <p>➤ Area: Other innovative practices</p> <p>What innovative practices have your college adopted for an effective B.Ed. internship programme?</p>	<p>16. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?</p> <p>➤ Area: Evaluation process</p> <p>15. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?</p> <p>16. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.</p> <p>➤ Area: ICT integration in teaching-learning</p> <p>11. What efforts have been made to employ ICT resources in the B.Ed. internship programme?</p> <p>➤ Area: Other innovative practices</p> <p>What innovative practices have your college adopted for an effective B.Ed. internship programme?</p>
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Themes identified:	Themes identified:	Themes identified:
1. Relaxation activities 2. Practical planning 3. Microteaching is beneficial 4. Amicability of the school heads and teaching staff 5. Conducive school environment 6. Fancy for private management school 7. Distance-friendly schools 8. Schools apt for the constructive approach of teaching-learning 9. Conducive and amiable school environment 10. Garner information pre-hand before the internship 11. Micro-teaching/Pre-internship 12. Preparation of TLMs and activities prior to the internship 13. Reviewing the topics and advance preparation to tackle sudden scenarios and answer any sort of question asked by the students 14. Teaching/Pedagogical skills (Skill of engagement, Skill of questioning, reinforcement, and communicative skill, Writing and board skills, Time management skills) 15. 5Es and constructive approach to teaching-learning 16. Prepare lesson plans and select appropriate topics 17. Oral evaluation	1. Asking to develop cost-effective teaching aids 2. 5E method of lesson planning: 3. Importance of good communication and adaptability skills 4. Development of Micro-teaching skills 6. use of APA referencing for report writing 7. Evaluation based on the different phases of the internship 8. Evaluation based on the different components of teaching 9. Evaluation based on the student teacher's performance in the class 10. Evaluation based on a common pattern/evaluation sheet 11. Evaluation of B.Ed. student teachers done by different stakeholders 12. The evaluation of B.Ed. student teachers not effective 13. Effective evaluation system 14. Selecting the right pedagogy to integrate ICT in teaching-learning 15. Practicing schools are not equipped with ICT facilities 16. ICT classes are given to student teachers through the EPC course, before their internship programme	1. Selection of the appropriate school 2. Dedicated Supervisor allocation 3. Continuous and stage-specific support 4. Hands-on training of pedagogical aspects 5. Direction by College principals 6. Bridging Role of School Coordinators 1. Effective lesson planning 2. Effective and innovative Teaching-learning aids 3. Micro Teaching skills and block teaching 4. Constructivist approach prevails 5. Micro-teaching skills are the key focus area 3. 21st century skills are developed 4. Observation is the prime manner of evaluation 5. Evaluation of Records/lesson plan 6. Viva voce-based evaluation

18. Written evaluation 19. Activities, problem-solving, and project work 20. Formative and Summative evaluation 21. Summarization and KWL chart (Already know, want to know, and ultimately learned to check students' progress) 22. The gap between what is planned and the real classroom scenario 23. Time limitation for evaluation 24. The gap between oral and written evaluation 25. Class size affects evaluation 26. Activities kept the students more active and urged them to participate 27. The students' differences in their level of understanding and performance 28. Lack of ICT facilities in the practicing schools 29. ICT facilities not accessible 30. Use of personal laptops and mobile phones to integrate ICT in teaching-learning 31. No ICT facilities in the practicing schools 32. Demonstration-based/ Teaching Learning materials (TLMs) as innovative practice 33. No innovative practices adopted:	17. No innovative practices were adopted 18. Activity-based innovative practices 19. Hybrid teaching 20. Integration of Nai Talim 21. Blending rural and urban teaching 22. Encouraging teaching-learning for the needs and interests of the learners	7. The Internship evaluation is effective and progressive: 8. The Internship evaluation has some limitations also 9. Request to Schools for arranging ICT resources 10. EPC programme in B.Ed. syllabus is a key way to employ ICT education 11. Continuous and comprehensive Feedback 12. Brainstorming 13. Innovative teaching-learning material 14. Special workshops/seminars for school teaching and administration 15. Soft skills training 16. Teaching through art and drama 17. Use of Open Educational Resources (OER) 18. Two supervisors 19. Community-based service learning
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34. Innovative activities (cooperative learning, four corners, think-pair-share, jigsaw etc.)		
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Table 5.4.2 Objective 2 Major Themes

On comparing themes from the three data sources, about the prevailing activities and personal and professional development of the B.Ed. student teachers, we get 34, 22, and 19 themes from the B.Ed. interns, teacher educators, and college principals, respectively. There have been maximum items related to objective 2 of the study finding answers to the two research questions 2 and 3 of the study. The answer to the question of prevailing activities of the internship is divided into three stages of the internship. All data sources confirmed the utmost importance of lesson planning and micro-teaching, preparation of teaching-learning material, selection of appropriate schools, and post-internship reporting. All confirmed a comprehensive and continuous evaluation by various persons on various occasions. All confirmed that there is a lack of ICT facilities at schools and EPC 3 of B.Ed. curriculum is the key way to educate student-teachers in ICT skills. In innovative practices, interns and teacher educators showed objections, but up to some extent. Teacher educators feel that no innovative practices are being followed.

Some of the Innovative activities implemented by the colleges are cooperative learning, four corners, think-pair-share, jigsaw, hybrid teaching, Integration of Nai Talim, Special workshops/seminars for school teaching and administration, Soft skills training, Teaching through art and drama, use of Open Educational Resources (OER), two supervisors and community-based service learning.

➤ OBJECTIVE 3: To describe the experiences of the participants about the application of theoretical knowledge imparted at the B.Ed. colleges in real-life situations of internship in the schools.		
Research question 4. What are the experiences of the participants in implementing theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1 Do you think the internship has helped to relate the theoretical	Items of Tool 2 Do you think the internship bridges theoretical knowledge and practical	Items of Tool 2 Do you think the internship bridges theoretical knowledge

knowledge you gained at the college to the practical implementation of teaching skills at the school? Please specify the reasons for your answer.	implementation of B.Ed. programme? Please specify the reasons for your answer.	and practical implementation of B.Ed. programme? Please specify the reasons for your answer.
Themes identified:	Themes identified:	Themes identified:
1. Theory and practice go hand in hand 2. Understanding individual differences in the class 3. Constructivist approach made clearer	1. Internship helps student teachers put what they have learned into practice 2. Internship acts as a bridge between theory and practical but only to some extent 3. Internship helps a student teacher fall in love with teaching as a profession	1. Internship essential to bridge theory to practical 2. Hindrances in the B.Ed. internship to act as a bridge between theory and practical (B.Ed. curriculum, Implementation of constructivist approach, School's unwillingness).

Table 5.4.3 Objective 3 Major Themes

On comparing themes from the three data sources, the B.Ed. internship acting as a bridge from theory to practical, there has been moderate acceptance from all data sources. They felt it was indeed a bridge between theoretical concepts and practical implementation. However, due to some challenges (B.Ed. curriculum, Implementation of constructivist approach, School's unwillingness), the internship cannot be carried out effectively.

➤ OBJECTIVE 4: To explain the problems and challenges related to the B.Ed. internship through the experiences of the participants and the researcher's observations/notes.		
Research question 5. What are the problems and challenges experienced by the participants during B.Ed. internship?		
Data source 1 (B.Ed. Interns)	Data source 2 (Teacher Educators)	Data source 3 (Principals)
Items of Tool 1 What were the challenges involved in the internship? Some solutions you can think of.	Items of Tool 2 What are the challenges and solutions for an effective internship programme for B.Ed. course?	Items of Tool 2 What are the challenges and solutions for an effective internship programme for B.Ed. course?

Themes identified:	Themes identified:	Themes identified:
1. Difficulty in practicing Lesson Plan 2. Lack of constant feedback from the supervisors 3. Difficulty in implementing the 5E method /Constructivist approach 4. Distance and transportation 5. Infrastructure and location of the school 6. Subject teacher's presence disturbs the teaching-learning	1. Difficulty finding schools for internship 2. Supervisors not welcomed in the practicing schools 3. Practicing schools are ignorant of the importance of B.Ed. internship programme 4. Private schools preferred over Government schools 5. Very limited duration for internship 6. Strict nature of the practicing schools 7. Importance of rapport building 8. Tiring Preparation by student teachers for the internship	1. Different format for implementation of lessons 2. Curriculum revision 3. Evaluation should be strengthened 4. Well-qualified and experienced faculty 5. Appropriate schools for internship 6. Implementing the constructivist approach 7. Time period of the internship 8. Other challenges 9. Solutions: School directorate can make it compulsory for schools to facilitate B.Ed. internship 10. Solutions: B.Ed. colleges can make the intern prepare to accept all situations in school during internship

Table 5.4.4 Objective 4 Major Themes

On comparing themes from the three data sources, the challenges and issues of B.Ed. internship in Nagaland have been identified. Difficulty finding appropriate schools for the internship, ignorance of internship schools about the importance of B.Ed. the internship programme, the limited duration for the internship, different formats for implementation of lessons, B.Ed. curriculum revision,

proper implementation of evaluation, Lack of well-qualified and experienced faculty, and implementing the constructivist approach are the major challenges of the B.Ed. programme in Nagaland. Solutions were also suggested, as the Directorate of School Education can make it compulsory for schools to facilitate B.Ed. internship and B.Ed. colleges can make the intern prepare to accept all situations in school during internship.

5.5 MAJOR FINDINGS

- The findings of the study validated the significance of B.Ed. internship programme of Nagaland. All data sources believed firmly that it is an important part of B.Ed. curriculum and significantly contributes to the personal as well as professional development of a future teacher.
- All data sources and data methods also highlight the need to revise B.Ed. syllabus. Various responses confirmed the need to increase the length of B.Ed. internship has been voiced. B.Ed. student teachers felt that there was a huge rush before and after the internship and lots of activities go parallel. Teacher educators and principals also felt that B.Ed. curriculum revision is required now.
- Another important study finding has been the need to refine evaluation for all processes during the three internship phases. The student-teacher, teacher educators, and principals all felt that even after comprehensive and continuous evaluation, internal and external evaluation, there is a need to establish more checks, supervision, monitoring and mentoring with strong feedback mechanisms involving all stakeholders. B.Ed. student-teachers also felt that student evaluation is ineffective in classrooms due to various limitations.
- The importance of Enhancing Professional Competencies (EPC) 3 titled “Critical Understanding of ICT” of Nagaland B.Ed. curriculum plays a vital role in the ICT education of B.Ed. student teachers. It is the prime means of educating and building the ICT capacities of the B.Ed. Student-teachers. All data sources confirmed that the EPC-3 is the only key to educating prospective teachers.
- In terms of philosophical perspective, there is a prominent challenge in implementing the constructive approach of teaching in real-life teaching-learning scenarios. All data sources and classroom situations verified the findings. B.Ed. student-teachers said it is difficult to implement constructivism as depicted in lesson plans. Teacher educators and principals

also confirmed the issue. Therefore, in this regard, theoretical concepts do not map to practical implementation.

- The responses from all the data sources highlighted the biggest challenge of finding an appropriate school for B.Ed. internship. There are multiple challenges attached to a school for the B.Ed. internship programme. Some of them are the location of the school for the internship, the school's willingness to facilitate the interns, the number of periods, classes according to the interns' pedagogy subjects, and the availability of ICT resources and other facilities. There is a whole gamut of materialistic to attitude-based challenges with the schools for B.Ed. internship. One college principal suggested the solutions involved the Directorate of School Education to make it compulsory for schools to facilitate B.Ed. internship. Also, B.Ed. colleges can B.Ed. interns to accept all situations during school internships.
- The study's unique findings have been the innovative practices followed by the colleges. Some practices/methods/ways are unique, but some are innovative. Almost all B.Ed. colleges are implementing or experimenting with these innovative or unique practices for attitude-building and development of B.Ed. student teachers. Some of the practices are as follows:
 - 360-degree feedback mechanism: Many colleges have adopted a comprehensive feedback system where teacher educators, student-teachers, and principals continuously give feedback and make improvements accordingly. These are taken at every stage and during all phases of the internship.
 - Brainstorming: A college principal also shared the implementation of brainstorming in various processes.
 - Soft skills training: The college principal shared the development of student-teachers' soft skills and communication skills during workshops and teaching for practice teaching.
 - Teaching through art and drama: Two college principals shared how they teaching lesson planning to be implemented through art and drama. Their student-teachers dramatized lessons in All India Radio for the consumption of the community so that teachers in the schools and even students in the schools can listen to them and learn concepts through the dramatized process. Some are involved in activities like music, sports, etc.

- Use of Open Educational Resources (OER): The college principal shared using OER to develop material and practice teaching. They use various open-source videos, PowerPoint, YouTube, open slides, and pdf etc.
- Community-based service teaching-learning: A college principal truly shared a unique way of teaching. It was a community-based service-learning programme that they implemented with the help of their student-teachers. The innovative practices they called it “Rural and Urban”. They identify schools in the rural setup and urban setup. Then the teacher-trainees go to the village, they stay there with their beddings and everything, and then they teach in the school, and they also have, some kind of community interaction on different topics like consumer rights or AIDS education or environmental awareness and all. They also take initiative in a lot of co-curricular activities, even being involved in the church because they are staying there even on weekends. They also take up Sunday service by singing, leading, sharing, or anything else. This is one of the innovative practices, involving the community. Sometimes, they even call the community members in a village council meeting and advise on different community-based issues. It is in tandem with the National Education Policy 2020, which recommends learning in local context.

5.6 EDUCATIONAL IMPLICATIONS

Educational implications of the study's findings pave a path for all the study's stakeholders. The present study is very specific, focusing on lived experiences and developed perceptions of the B.Ed. student-teachers, teacher-educators and principals. The following are the major educational implications of the study for each stakeholder:

➤ *For B.Ed. Principals/administrators*

- There is an urgent need to establish strong connections with the schools to facilitate apt implementation of B.Ed. theoretical knowledge to practical implementation. Also, allocation of schools (location, facility, other criteria wise) as per the convenience of the B.Ed. student-teachers should be done by the colleges.
- B.Ed. colleges should also improve the curriculum implementation as some B.Ed. student-teachers opined it. Student-teachers experience a sudden rush before the internship, which creates a great burden on the student-teachers.

- Micro-teaching skills have been accepted as the key factor for effective teaching-learning, so there can be more emphasis on it through more innovative practices.

➤ *For B.Ed. teacher educators*

- The B.Ed. teacher educators need time-to-time professional development opportunities for Life skills education, time management, and soft skills training which are important parts of B.Ed. internship programme.
- They can also be an efficient bridging partner between schools and colleges communicating feedback on performances of B.Ed. student-teachers, schools and colleges.
- They need to be counsellors and facilitators of the B.Ed. Student-teachers as they have to perform various activities in a short duration of time.

➤ *For B.Ed. student-teachers*

- B.Ed. student-teachers should be more accommodating for real-life situations at the internship schools. For that, life skill education and a community service attitude should be developed in them.

➤ *For B.Ed. internship schools*

- The B.Ed. internship schools have to play a vital role in improving situations of B.Ed. internship in Nagaland. From providing material facilities to understanding the importance of B.Ed. internship, they are the pillar of the process. They may demand funds, qualified staff, infrastructure and other government support systems for the smooth implementation of B.Ed. internship programmes in Nagaland.

➤ *For B.Ed. policymakers*

- The policymakers for the B.Ed. programme in Nagaland needs to pay special heed, especially to the challenge of appropriate schools for internship. They can provide them with funds, resources, training and other kinds of support. Attitude-building programmes towards the importance of B.Ed. internship may also be conducted. They can also implement successful models of having a dedicated attached school for internship conduction near colleges.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

Future suggestions concerning the present study may add more depth and breadth to the present work and can be added to its contribution further. In this regard, the following avenues of research can be explored in related studies;

- A phenomenological study can also be taken up in the context of Nagaland about the effectiveness of the whole B.Ed. Programme by studying scenarios of all eight B.Ed. colleges.
- A case study of the most successful B.Ed. colleges and prevalent practices in that colleges can also be studied for further research on B.Ed. programme effectiveness in Nagaland.
- A comparative study can also be designed in the context of other B.Ed. colleges of the Northeast and their prevalent practices can be studied regarding effective internship programmes.
- It would also be beneficial to study some models of successful internship schools for B.Ed. internship in other states across the country to solve the problem of the availability of appropriate schools for B.Ed. internship

5.8 CONCLUSION

The three data sources were triangulated for validating the data, and various similar themes developed out of the initial themes/ sub-themes. The major conclusions of the study are:

- B.Ed. internship in B.Ed. Programme of Nagaland serves as a solid preparatory ground wherein future teachers get the opportunity to enhance their teaching skills to make themselves competent teachers. The major categories of ideas captured through all the sources have been that B.Ed. is a significant part of B.Ed. course for providing interns opportunities **to experience real classroom situations, improving teaching skills, all-around development, and making them humbler and more humane teachers.** It was found that B.Ed. internship was understood and valued as part of the B.Ed. course, and even its duration was felt to be extended.
- The study suggests positive, mostly positive, and progressive moves under the aspects of psychological preparedness, pedagogical preparedness, evaluation, ICT integration, and innovative practices. Again, data triangulation confirmed some themes, namely, **the difficulty in implementing the 5E constructive approach of teaching, innovative**

teaching techniques like hybrid teaching and adaption of Nai Talim in the course content, efforts to use laptops and mobiles for ICT incorporation, and mental positive state of interns for internship initiation.

- By capturing lived experiences of stakeholders of B.Ed. internship and observation study confirms that theoretical knowledge of B.Ed. the syllabus is getting well connected to the practical B.Ed. internship. The B.Ed. programme in Nagaland connects to the **theory with practical but only to some extent**: Some teacher educators reflected that internship does help interns put theory into practice completely but only to some extent as the real classroom situation does not allow interns to apply everything they have prepared into practice. Many schools do not follow the constructivist approach to the classroom teaching-learning process and do not even understand the value of B.Ed. internship programme. But on an individual level, **B.Ed. Internship helps a student teacher fall in love with teaching as a profession eventually**. A teacher educator shared that the **internship helps a student teacher realize what teaching really is and eventually makes them fall in love with the profession**.
- **But in general, B.Ed. internship does have challenges to overcome**. All B.Ed. interns face some challenges during their internship period, namely, **difficulty in practicing Lesson Plans, lack of constant feedback from the supervisors, difficulty in implementing the 5E method /Constructivist approach, distance and transportation, Infrastructure and location of the school, ignorance of practicing schools, limited duration for internship**:

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Appendix-I

PLAGIARISM REPORTS

(i) DrillBit PLAGIARISM CHECKER



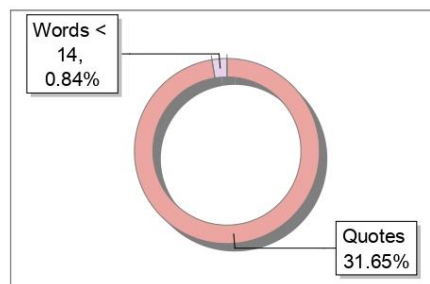
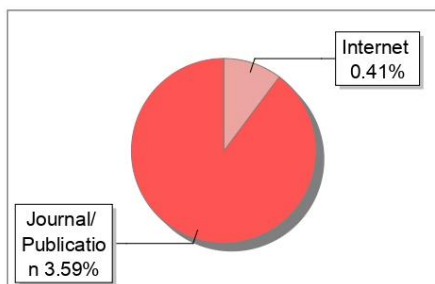
The Report is Generated by DrillBit Plagiarism Detection Software

Submission Information

Author Name	Sekulu Nienu
Title	B.Ed. Internship Programme in Nagaland-A Phenom..
Paper/Submission ID	1029023
Submitted by	neha@nagalanduniversity.ac.in
Submission Date	2023-10-16 16:19:07
Total Pages	255
Document type	Dissertation

Result Information

Similarity **4 %**



Exclude Information

Quotes	Excluded
References/Bibliography	Excluded
Sources: Less than 14 Words Similarity	Excluded
Excluded Source	0 %
Excluded Phrases	Not Excluded

A Unique QR Code use to View/Download/Share Pdf File





DrillBit Similarity Report

4

SIMILARITY %

82

MATCHED SOURCES

A

GRADE

A-Satisfactory (0-10%)

B-Upgrade (11-40%)

C-Poor (41-60%)

D-Unacceptable (61-100%)

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	repository.unam.edu.na	<1	Publication
2	ir.cuea.edu	<1	Publication
3	repository.ju.edu.et	<1	Publication
4	ccsnet.org	<1	Publication
5	researchspace.ukzn.ac.za	<1	Publication
6	uir.unisa.ac.za	<1	Publication
7	Thesis Submitted to Shodhganga Repository	<1	Publication
8	ijert.org	<1	Publication
9	www.bamu.ac.in	<1	Publication
10	docplayer.net	<1	Internet Data
11	www.europarl.europa.eu	<1	Internet Data
12	kubanni.abu.edu.ng	<1	Publication
13	Thesis Submitted to Shodhganga Repository	<1	Publication
14	www.ilo.org	<1	Publication

(ii) iThenticate PLAGIARISM CHECKER

B.Ed. Internship Programme in Nagaland-A Phenomenological Study

ORIGINALITY REPORT

6%

SIMILARITY INDEX

PRIMARY SOURCES

- | | | |
|----------|---|------------------|
| 1 | www.researchgate.net
<small>Internet</small> | 374 words — < 1% |
| <hr/> | | |
| 2 | B. Darji, Brijesh. "A study of innovative practices in teacher education institutions of Gujarat state.", Maharaja Sayajirao University of Baroda (India), 2017
<small>ProQuest</small> | 366 words — < 1% |
| <hr/> | | |
| 3 | Almeida, Jacinta dos Santos. "Creating Bridges of Knowledge in the English Classroom", Universidade de Lisboa (Portugal)
<small>ProQuest</small> | 233 words — < 1% |
| <hr/> | | |
| 4 | Amalraj, A.. "A study of the management of academic activities in various departments in colleges of education affiliated to Madurai Kamaraj University, Tamil Nadu.", Proquest, 2016.
<small>ProQuest</small> | 139 words — < 1% |
| <hr/> | | |
| 5 | ijmer.s3.amazonaws.com
<small>Internet</small> | 136 words — < 1% |
| <hr/> | | |
| 6 | Joshi, Nishant S.. "Development of an orientation program to orient selected perceptions of education in B.Ed. student teachers.", Proquest, 2016.
<small>ProQuest</small> | 132 words — < 1% |
-

Appendix-II

RELIEVING LETTER (Private)



Nagaland University
(A Central University established by the act of Parliament, 35/1989)

Department of Teacher Education

Kohima Campus, Meriema, Kohima-797004, Nagaland

To

The principal
Modern Institute of Teacher Education
Kohima: Nagaland

Sub: Relieving letter for data collection for MPhil research work

Sir,

With reference to the above-mentioned subject, I wish to inform you that Ms. SekuluNien, Roll. no. 01/2021 is an M.Phil. research scholar of the Department of Teacher Education, Nagaland University. Her approved research work is titled "B.Ed. INTERNSHIP PROGRAMME IN NAGALAND: A PHENOMENOLOGICAL STUDY" under my supervision.

As per our discussion, she is being relieved from the department from 10th May, 2022 to 30th June, 2022 to collect data through interviews, observations, reflective journals, etc in your esteemed institution.

In this regard, your kind cooperation is highly requested.

Thanks

Neela Rayan
Dr. NEHA RAYAN
Assistant Professor
Department of Teacher Education
Nagaland University
Kohima Campus
Meriema, Nagaland-797004

Dr. NEHA RAYAN
Assistant Professor
Department of Teacher Education
Kohima Campus
Meriema, Nagaland-797004

Appendix-III

RELIEVING LETTER (Government)



Nagaland University
(A Central University established by the act of Parliament, 35/1989)
Department of Teacher Education

Kohima Campus, Meriema, Kohima-797004, Nagaland

To

The principal
State College of Teacher Education
Kohima: Nagaland

Sub: Relieving letter for data collection for MPhil research work

Madam,

With reference to the above-mentioned subject, I wish to inform you that Ms. Sekulu Nienu, Roll. no. 01/2021 is an M.Phil. research scholar of the Department of Teacher Education, Nagaland University. Her approved research work is titled "B.Ed. INTERNSHIP PROGRAMME IN NAGALAND: A PHENOMENOLOGICAL STUDY" under my supervision.

As per our discussion, she is being relieved from the department from 10th May, 2022.... to 30th June, 2022.. to collect data through interviews, observations, reflective journals, etc in your esteemed institution.

In this regard, your kind cooperation is highly requested.

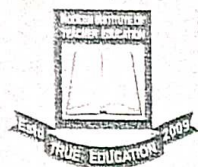
Thanks

Nehe Rawat
Dr. Nehe Rawat
Assistant Professor
Department of Teacher Education
Nagaland University
Kohima Campus
Meriema-797004

Dr. NEHA RAWAT
Assistant Professor,
Department of Teacher Education,
Kohima Campus,
Meriema, Nagaland-797004.

Appendix-IV

PERMISSION LETTER (Private)



MODERN INSTITUTE OF TEACHER EDUCATION

A.G. ROAD, P.O.BOX No - 964

KOHIMA: NAGALAND

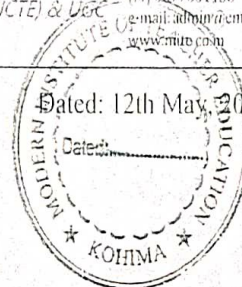
Recognized by National Council for Teacher Education (NCTE) & UGC
Affiliated to Nagaland University (NU)

(M) 9077001138

e-mail: admin@mite.co.in

www.mite.edu.in

MITE/INTSP/2018/48/58



To
The Principal
[Redacted]
Kohima Nagaland

Subject: Data collection for M.Phil Research work.

Sir/Madam,

With the subject cited above, I would like to request your esteemed authority to kindly allow Ms. Sekulu Nienu, M.Phil Research Scholar, Department of Teacher Education, Nagaland University to collect data from the Student-Teachers of MITE during their Practice Teaching (School Internship) in your School.

Thanking you.

Yours Sincerely

(Dr. Kate Dandesh Kumar)

Principal

Enclosure:

1. Relieving letter from NU

Principal
Modern Institute of Teacher Education
Kohima Nagaland

Appendix-V

PERMISSION LETTER (Government)



OFFICE OF THE
PRINCIPAL

STATE COLLEGE OF TEACHER EDUCATION

KOHIMA : NAGALAND.

Motto : "Learn Light Lead"

email : sctekohima@gmail.com

Ref. No.....

Dated

To

The Principal

Kohima, Nagaland.

Sub : Data Collection for M. Phil Research Work

Sir/Madam,

With the subject cited above, I would like to request your esteemed authority to kindly allow Ms. Sekulu Nienu, M.Phil Research Scholar, Department of Teacher Education, Nagaland University to collect data from the Student-Teachers of SCTE-Kohima during their Practice Teaching (School Internship) in your School.

Thanking you

Encl :

1. Relieving letter from NU

Yours sincerely,

(DR. ELEZABETH WALLING)

Principal

State College of Teacher Education

Kohima
State College of Teacher Education
Kohima

Appendix-VI

TOOL-1: SEMI-STRUCTURED INTERVIEW FOR B.Ed. INTERNS

INFORMATION SHEET

The focus of this research work is B.Ed. internship programme in Nagaland. It is a qualitative study conducted through phenomenological inquiry. The study aims to seek answers to the specific research questions about the concept and significance of B.Ed. internship, experiences of the stakeholders, and connection of theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools, perceptions of the stakeholders of B.Ed. internship programme in aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices, and challenges experienced by the stakeholders during B.Ed. internship.

For this research study, I will conduct a semi-structured interview with your consent. To ensure accuracy in the data collection, I would like to be able to record the interviews. However, you have the opportunity to decline the recording. Also, I will provide you with the opportunity to review, correct and edit the transcript of the interviews if demanded.

1. With respect to matters of your confidentiality, I will take all necessary steps to ensure that the information will not be disclosed or used in any way except to complete this research study. Firstly, your name and the names of people or organizations discussed in this interview will not be disclosed at any time. In other words, all write-ups will be anonymous with regard to the identity of all people and organizations. The findings will be written keeping in mind the confidentiality of the interview. Secondly, all information will be stored securely so that it cannot be accessed by anyone other than the researcher and supervisor named below.

2. The intent of the attached consent form is to acknowledge that you have been adequately informed about the purpose of this study and the steps that will be taken to ensure confidentiality. Informed consent is a standard requirement of the Research Ethics and procedures whenever individuals are interviewed in a research study.

INFORMED CONSENT FORM

The purpose of this form is to acknowledge that you have been adequately informed about the purpose of the study and the steps that will be taken to ensure confidentiality.

“I have been given a copy of the information sheet which describes the research work, and I have had an opportunity to ask questions and have them answered to my satisfaction. I understand that my participation is voluntary and that I may withdraw (with any information that I have provided previously) from the study at any time. I can decide if I want the interview to be recorded and/or have the researcher take notes. I can see the transcripts if I want to. I understand that no one other than the researchers will have access to the recordings or notes. I understand that anonymity will be guaranteed and that no remarks made during the interviews will be attributed to me. The researcher will supply general information about the research study and any further information that I request, as long as this does not breach the confidentiality of other participants.”

Any other specific conditions for agreement:

☐ I agree to take part in this research.

☐ I agree to have the interview recorded.

Participant:

Name: _____ Title: _____

Organization: _____ Signature: _____

Date _____

Researcher:

Date: _____ Signature: _____

Demographics

Gender:.....

Age:.....

College/Institution:.....

.....

Highest qualification:.....

Subject of specialization:.....

Type of student: In-service or pre-service......

Address of school of Internship:

e-mail......

Contact number......

Interview Schedule for B.Ed. Interns

These questions are indicative questions only, since the interview is semi-structured. These questions are to be used at the start of the interview; the consequent direction of the interview is determined by the responses of interviewees through intervening and supplementary questions.

➤ Area: Psychological preparedness of interns

1. What were the mental preparations you did before going for B.Ed. school internship?
2. What kind of support you got from the college and school for B.Ed. school internship?
3. Did you get your desired school for the internship? What were the major criteria in your mind for desiring to get some school for the internship?

➤ Area: Pedagogical preparations

1. What practical things did you do/gather to prepare yourself better for the internship?
2. What kind of teaching/pedagogical skills/knowledge is imparted by the college to prepare you for the internship?

➤ Area: Evaluation process

1. What were your evaluation techniques/tools for students during the internship?

2. Has the evaluation been as you expected/planned? What were the ground realities you experienced while conducting the evaluation of our learners' learning outcomes?

➤ **Area: ICT integration in teaching-learning**

1. What efforts have you made to integrate ICT into the teaching-learning process?
2. What support have you got from the college and the school in incorporating ICT into the teaching-learning process?

➤ **Area: Other innovative practices**

1. Have you tried to use any innovative practice for effective teaching-learning? Give details, please.
2. What innovative practices have your college adopted for internship preparation?

➤ **Finally,**

1. How do you see and understand/mean by B.Ed. internship?
2. What were the challenges involved in the internship? Some solutions you can think of.
3. Do you think the internship has helped to relate the theoretical knowledge you gained at the college to the practical implementation of teaching skills at the school? Please specify the reasons for your answer.
4. Do you feel proud and better prepared to become a teacher after the internship? Please give reasons for your answer.

Appendix-VII

TOOL-2: SEMI-STRUCTURED INTERVIEW FOR B.Ed. TEACHER EDUCATORS INFORMATION SHEET

The focus of this research work is B.Ed. internship programme in Nagaland. It is a qualitative study conducted through phenomenological inquiry. The study aims to seek answers to the specific research questions about the concept and significance of B.Ed. internship, experiences of the stakeholders, and connection of theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools, perceptions of the stakeholders of B.Ed. internship programme in aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices, and challenges experienced by the stakeholders during B.Ed. internship.

For this research study, I will conduct a semi-structured interview with your consent. To ensure accuracy in the data collection, I would like to be able to record the interviews. However, you have the opportunity to decline the recording. Also, I will provide you with the opportunity to review, correct and edit the transcript of the interviews if demanded.

1. With respect to matters of your confidentiality, I will take all necessary steps to ensure that the information will not be disclosed or used in any way except to complete this research study. Firstly, your name and the names of people or organizations discussed in this interview will not be disclosed at any time. In other words, all write-ups will be anonymous with regard to the identity of all people and organizations. The findings will be written keeping in mind the confidentiality of the interview. Secondly, all information will be stored securely so that it cannot be accessed by anyone other than the researcher and supervisor named below.

2. The intent of the attached consent form is to acknowledge that you have been adequately informed about the purpose of this study and the steps that will be taken to ensure confidentiality. Informed consent is a standard requirement of the Research Ethics and procedures whenever individuals are interviewed in a research study.

INFORMED CONSENT FORM

The purpose of this form is to acknowledge that you have been adequately informed about the purpose of the study and the steps that will be taken to ensure confidentiality.

“I have been given a copy of the information sheet which describes the research work, and I have had an opportunity to ask questions and have them answered to my satisfaction. I understand that my participation is voluntary and that I may withdraw (with any information that I have provided previously) from the study at any time. I can decide if I want the interview to be recorded and/or have the researcher take notes. I can see the transcripts if I want to. I understand that no one other than the researchers will have access to the recordings or notes. I understand that anonymity will be guaranteed and that no remarks made during the interviews will be attributed to me. The researcher will supply general information about the research study and any further information that I request, as long as this does not breach the confidentiality of other participants.”

Any other specific conditions for agreement:

- ☐ I agree to take part in this research.
- ☐ I agree to have the interview recorded.

Participant:

Name: _____ Organization: _____

Signature: _____ Date _____

Researcher:

Date: _____ Signature: _____

DEMOGRAPHICS

Gender:.....

Age:.....

College/Institution:.....

Highest qualification:.....

Teaching Subject/s:.....

Total experience:.....

E-mail.....

Contact number.....

Interview Schedule for B.Ed. Teacher Educators

These questions are indicative questions only, since the interview is semi-structured. These questions are to be used at the start of the interview; the consequent direction of the interview is determined by the responses of interviewees through intervening and supplementary questions.

➤ **Area: Psychological preparedness for internship**

1. What kind of support and direction do you provide to the interns before/during the internship period?

➤ **Area: Pedagogical preparations**

1. What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship?
2. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?

➤ **Area: Evaluation process**

1. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?
2. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.

➤ **Area: ICT integration in teaching-learning**

1. What efforts have been made to employ ICT resources in the B.Ed. internship programme?

➤ **Area: Other innovative practices**

1. What innovative practices have your college adopted for an effective B.Ed. internship programme?

➤ **Finally,**

1. Do you think the internship acts as a bridge between theoretical knowledge and practical implementation of B.Ed. programme? Please specify the reasons for your answer.
2. Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.
3. What are the challenges and solutions for an effective internship programme for B.Ed. course?

Appendix-VIII

TOOL-3: SEMI-STRUCTURED INTERVIEW FOR B.Ed. PRINCIPALS **INFORMATION SHEET**

The focus of this research work is B.Ed. internship programme in Nagaland. It is a qualitative study conducted through phenomenological inquiry. The study aims to seek answers to the specific research questions about the concept and significance of B.Ed. internship, experiences of the stakeholders, and connection of theoretical concepts taught at the B.Ed. colleges to the real-life practice of teaching in schools, perceptions of the stakeholders of B.Ed. internship programme in aspects like psychological preparedness of student-teachers, pedagogical preparations, evaluation, ICT integration, innovative practices, and challenges experienced by the stakeholders during B.Ed. internship.

For this research study, I will conduct a semi-structured interview with your consent. To ensure accuracy in the data collection, I would like to be able to record the interviews. However, you have the opportunity to decline the recording. Also, I will provide you with the opportunity to review, correct and edit the transcript of the interviews if demanded.

1. With respect to matters of your confidentiality, I will take all necessary steps to ensure that the information will not be disclosed or used in any way except to complete this research study. Firstly, your name and the names of people or organizations discussed in this interview will not be disclosed at any time. In other words, all write-ups will be anonymous with regard to the identity of all people and organizations. The findings will be written keeping in mind the confidentiality of the interview. Secondly, all information will be stored securely so that it cannot be accessed by anyone other than the researcher and supervisor named below.

2. The intent of the attached consent form is to acknowledge that you have been adequately informed about the purpose of this study and the steps that will be taken to ensure confidentiality. Informed consent is a standard requirement of the Research Ethics and procedures whenever individuals are interviewed in a research study.

INFORMED CONSENT FORM

The purpose of this form is to acknowledge that you have been adequately informed about the purpose of the study and the steps that will be taken to ensure confidentiality.

“I have been given a copy of the information sheet which describes the research work, and I have had an opportunity to ask questions and have them answered to my satisfaction. I understand that my participation is voluntary and that I may withdraw (with any information that I have provided previously) from the study at any time. I can decide if I want the interview to be recorded and/or have the researcher take notes. I can see the transcripts if I want to. I understand that no one other than the researchers will have access to the recordings or notes. I understand that anonymity will be guaranteed and that no remarks made during the interviews will be attributed to me. The researcher will supply general information about the research study and any further information that I request, as long as this does not breach the confidentiality of other participants.”

Any other specific conditions for agreement:

- ☐ I agree to take part in this research.
- ☐ I agree to have the interview recorded.

Participant:

Name: _____ Organization: _____

Signature: _____ Date _____

Researcher:

Date: _____ Signature: _____

DEMOGRAPHICS

Gender:.....

Age:.....

College/Institution:.....

Highest qualification:.....

Teaching Subject/s:.....

Total experience:.....

E-mail.....

Contact number.....

Interview Schedule for B.Ed. Principals

These questions are indicative questions only, since the interview is semi-structured. These questions are to be used at the start of the interview; the consequent direction of the interview is determined by the responses of interviewees through intervening and supplementary questions.

➤ **Area: Psychological preparedness for internship**

2. What kind of support and direction do you provide to the interns before/during the internship period?

➤ **Area: Pedagogical preparations**

3. What teaching resources do you tell, B.Ed. student-teachers to prepare for their internship?
4. What teaching/pedagogical skills/knowledge is imparted by you to prepare B.Ed. student-teachers for the internship?

➤ **Area: Evaluation process**

3. How do you evaluate the performance of B.Ed. student-teachers throughout the internship programme?
4. Is the evaluation of B.Ed. student-teachers effective? Give reasons for your reply.

➤ **Area: ICT integration in teaching-learning**

2. What efforts have been made to employ ICT resources in the B.Ed. internship programme?

➤ **Area: Other innovative practices**

2. What innovative practices have your college adopted for an effective B.Ed. internship programme?

➤ **Finally,**

4. Do you think the internship acts as a bridge between theoretical knowledge and practical implementation of B.Ed. programme? Please specify the reasons for your answer.
5. Does B.Ed. help in the preparation of effective future teachers? Please give reasons for your response.
6. What are the challenges and solutions for an effective internship programme for B.Ed. course?

Appendix-IX

REFLECTIVE JOURNAL/INTERNSHIP DIARY FORMAT

Student-Teacher's Profile:

1. Name :
2. Gender :
3. Name of College :
4. Semester :
5. Subject specialization/Pedagogy :
6. Highest degree qualification :
7. Any working/teaching experience (Private or Govt.)? Please specify:.....
8. Any extra degree or diploma :
9. Duration of Internship period : from date.....to.....

Guidelines

- Please write your experiences (day wise- from day 1 to the last) in the notepad provided by the scholar. Mention the date, time and period taken properly.
- You are requested to write your experiences in the pronoun "I" / "First person narrative".
- Please express in detail the following points in the diary:
 1. What is your experience of Day 1 of the internship? Were you confident/ nervous on your first day of practice teaching? Why?
 2. How many classes/ periods are you teaching in a day? What is the duration of your class?
 3. Was it easy to get a school/ get permission from the local schools for your internship? Please mention the challenges if any.
 4. How much were you able to relate Theory taught in your academic subject matter to the Real classroom situation (Relating Theory with Practice)?
 5. Did you improve your learning planning strategies and methods of teaching during the course of your internship?
 6. Was your supervisor/mentor/coordinator available to meet when needed? Are you satisfied with the role of your supervisor in enhancing your teaching skills?







7. Were you treated and welcomed properly by the school you are practicing your internship (local schools or coordinating schools)?
8. Do you think the present teaching-learning process/method i.e. the 5E model/constructivist approach is rigid? Any suggestive measures to improve the teaching-learning transaction method?
9. As a student-teacher did you benefit in any way from the Internship programme? Did it help you grow professionally as a teacher/how much have you grown as a teacher?
10. What are the problems and challenges that you faced during your internship period?

*Mention the ICT integration resources from your side and the school side. (ICT assistance you're getting/being provided by the school or are you managing on your own?)

*Mention about the innovative techniques/ practices (any new strategies) you have incorporated in your internship period.

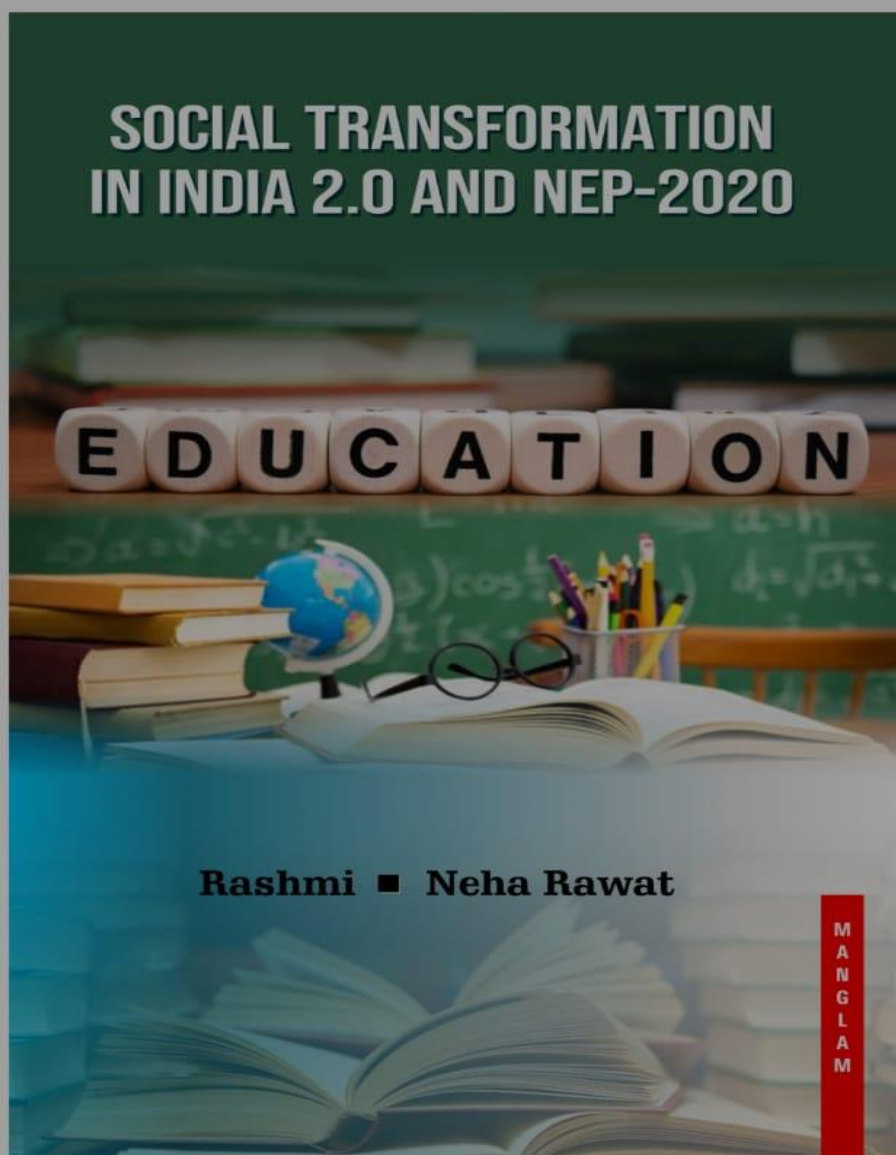
Appendix-X

CERTIFICATE OF SEMINAR PRESENTATION

	
NAGALAND UNIVERSITY (A Central University Established by an Act of Parliament, 35/1989)	
Department of Teacher Education School of Humanities & Education Kohima Campus, Meriema - 797 004	
	
<i>Certificate of Participation</i>	
This is to certify that Mr./Mrs./Ms./Dr./Prof. <u>Sehula Neima</u>	
.....	
Department of <u>Teacher Education</u> , <u>Nagaland University</u> :	
.....	
entitled <u>Teacher Education : Reflections about relating theory</u>	
<u>to practice</u>	
in the National Seminar on Social Transformation in India 2.0 and NEP-2020 held from	
21 st to 22 nd April, 2022 organised by Department of Teacher Education, School of Humanities &	
Education, Nagaland University, Kohima Campus, Meriema, Nagaland-797 004.	
 Prof. A.K. Mishra Pro-Vice Chancellor Kohima Campus	 Prof. Buni Devi Dean School of Humanities and Education
 Prof. P.K. Pattnaik Head Dept. of Teacher Education	 Dr. Rashmi Convener

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Reflections About Relating Theory to Practicum in Teacher Education with A Special Focus on the Two-year B.Ed. Course in Nagaland

~Sekula Nienu* and Dr. Neha Rawat**

Abstract

Internship, an important part of the B.Ed. the curriculum comprises of full-time action and participation in an actual school environment and situation for an extent of not less than 16 weeks time. The internship covers the observation of real classroom situations, use of instructional materials and design, teaching-learning methods and planning, and organizing co-curricular activities and different community projects under the guidance or supervision of teacher-educators (supervisor) and mentors (concerned/coordinating schools). A serious issue in teacher education is relating theories and principles with that practice. This being a reflective paper, the researcher incorporated an analytical approach for this study with a focus

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on the two-year B.Ed. course in the state of Nagaland in order to explore whether the student-teachers are really able to put whatever they learned in theory into practice.

Keywords: Education, Teacher Education, Theory, Practicum, Two Years B.Ed. programme, NEP-2020, Nagaland.

Introduction

The practicum method espoused by the Teacher Education course aims to equip teaching skills in the student-teachers and provide them the opportunity to integrate theory with practice. Practicum puts a student-teacher in a real classroom environment under the guidance and supervision of an experienced and qualified teacher. Practicum is considered important because it enables a student-teacher to acquire real classroom teaching experiences, helps them improve their lesson planning skills, enables them to apply the theory and ideas of teaching from their course work, improve their classroom management skills, and learn how to make necessary changes in their own teaching methods by observing and examining other's and their own teaching.

The objective of this study is to see if the student-teachers are able to put whatever theory they have learned into practice.

This being a reflective study, the researcher incorporated an analytical approach for this study.

Education

Education is the process of learning and acquiring knowledge, skills values, etc. to reach full human potential. Learning is incessant, and we as human beings learn many things every, but formal education, which is an academic institution where definite and properly planned curriculums are taught to learners by professional teachers is preferred for human resource development.

This so-called formal education has four important dimensions: Infrastructure, Curriculum, Students, and Teachers. The fourth dimension is a Teacher who plays a very crucial role in realizing the objectives of education.