



## PERCEPTION OF TEACHER TRAINEES TOWARDS INTERNSHIP PROGRAMME IN PRACTICE

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### ABSTRACT

Internship is a formal program to provide practical experience for trainee teachers in a teaching profession. The most important part of internship programme is that the trainee teachers integrate classroom knowledge and theory with practical application and skills developed in professional or school settings for a limited period of time. The objective of the study was to analyze the perception of Pre-service Teacher Trainees towards internship programme in practice. The present study was descriptive survey research. This study was conducted in 10 primary teacher training colleges of the Paschim Medinipur district of West Bengal. Researcher had taken 50 teacher trainees as a sample on the basis of Simple Random Sampling. Questionnaire was used in order to collect information from teacher trainees for the study. The study found that 62% teacher trainees prepared 45 lesson plans during internship programme and 28% teacher trainees prepared 60 lesson plans whereas 10% teacher trainees prepared 90 lesson plans. Teacher trainees were prepared by teacher educators before going to internship through micro teaching class.

**KEYWORDS:** Internship Programme, Trainee Teachers, School Settings.

### INTRODUCTION

Internship is an important component of pre-service teacher education programme which make the trainees into an efficient teacher of tomorrow. An Internship allows the teacher trainees to gain first-hand experience of working in the real school environment. It also allows the trainees to incorporate their skill, knowledge, and theoretical practices which they learnt in their college. 'Internship' provides a nice learning arch for pre service trainee-teachers with little experience of the teaching profession. It also helps the teacher-trainees to go more deeply into a specific teaching area, gain knowledge about the school activities, and learns more about their typical interest and abilities as teachers (Kosnik & Beck, 2010). The Acharya Ramamurti Committee (1990) revealed that internship model is definitely based on the field experience in a real situation, on the development of teaching skills by practice over a period of time. The 'Yashpal Committee Report' (1993) also emphasized in these programs which should be on enable the trainees as an independent thinker. NCTE-2014 Regulation broadly emphasized about the internship programme for the development of prospective teachers who are the back bone of our society. So, we know that 'Internship' would help to prepare efficient teachers who are the most responsible member of the society because their professional effort affects the fate of our nation.

### RATIONALE OF THE STUDY

Quality education depends upon the quality of teachers and the quality of teachers depends upon the quality of training in teacher training colleges. For the fulfillment of quality training internship programme play an important role. So, it is very crucial to know the perception of trainee teachers towards existing internship programme in practices. There is some research studies relating to the topic discussed in the following paragraph:

Ekpo (2019) opined that the Internship programme provides an opportunity for the trainee teachers to teach and increase their professional competence. Soundala (2019) revealed that internship programme in primary school help them to gain teaching experiences as well as they learned how to be a teacher in a real school situation. Anisha (2018) stated that internship programme help the trainees to understand about the teaching profession and it also help to teach so many students at a time in a professional manner. Jaseena (2018) found that due to extended school internship trainees faced many problems like overloaded duty of cooperative school teachers, duty of mid day meal, compulsory participation in all co-curricular activities in school. Chavan & Khandagale (2017) revealed that student teacher had actively participated in all activities of the internship programme and got various experiences. During internship they faced various problems like: classroom management, insufficient time for



teaching technique, long distance from their college to practicing school. Kumar & Azad (2016) found that internship programme does not provide proper opportunities for trainee teachers to develop their competency due to the existing problem in school. Teacher trainees viewed that their relationship with school faculty is so much authoritative. Varsat (2015) opined that a significant improvement was observed among the trainee teachers’ in terms of teaching lessons, preparing lesson plans, blackboard work, classroom language, treatment to the learners and classroom management. Akinsola (2014) stated that Anxiety was found to be particularly associated with classroom control problems, with being evaluated by supervisors, with forming relationships with students and the subject teachers, and with achieving lesson goals. Panda & Nayak (2014) found that student teachers considered distance of practicing school and designing curricular and co curricular activities as obstacles during internship programme.

From the above discussion, it is clear that there are many researcher who concurred that the internship programme provides an opportunity to gain teaching experiences as well as developed their professional competency. It helps them to gain first- hand experience. In spite of that some researcher opined that due to extended school internship, trainees faced many problems like: overloaded duty of cooperative school teachers, duty of mid day meal, compulsory participation in all co-curricular activities, long distance from their college to practicing school. This agreement and disagreement of the above-discussed study encouraged researcher to study about ‘‘Perception of Teacher Trainees towards Internship Programme in Practice’’.

### OBJECTIVE OF THE STUDY

1. To analyze the perception of Pre-service Teacher Trainees towards internship Programme in practice.

### RESEARCH QUESTION

1. What is the perception of Pre-service Teacher Trainees towards existing internship programme in practice?

### METHODOLOGY

**Research Method:** The researcher had selected a suitable research method called ‘‘Descriptive Survey Method’’.

**Population and Sample:** The present research study was conducted on 10 primary teacher training colleges (both govt. and private) in the Paschim Medinipur District of West Bengal (Affiliated under West- Bengal Board of Primary Education). Total 2 Government and 8 Private Primary Teachers’ Training Colleges were selected as sample from the whole population. ‘Simple Random Sampling Technique’ was used in the sample selection process. And from selected 10 Primary Teachers’ Training Colleges, 50 teacher trainees were selected to collect relevant information for the present study.

**Tool:** The researcher had used a questionnaire as a tool in this study.

### ANALYSIS AND INTERPRETATION

The investigator enquired from teacher trainees about internship programme in practice, which is presented in table-1:

**Table-1: Perceptions of Teacher Trainees towards Internship Programme in Practice**

| Items   | Frequency & Percentage |           |
|---|------------------------|-----------|
|   | Yes                    | No        |
| Teacher educators prepared trainees before going to internship programme                        | 50 (100%)              | 0 (0%)    |
| Teacher trainees prepared lesson plan during internship programme                               | 50 (100%)              | 0 (0%)    |
| Teacher trainees prepared concept map in lesson plan  | 0 (0%)                 | 50 (100%) |
| Teacher trainees used 5E model of constructivism during lesson deliver in internship programme. | 50 (100%)              | 0 (0%)    |
| Teacher trainees prepared teaching aids during internship programme                             | 50 (100%)              | 0 (0%)    |
| Included peer observation during internship programme   | 0 (0%)                 | 50 (100%) |
| Teacher trainees prepared action research during internship programme                           | 5 (10.0%)              | 45 (90%)  |
| College organized any orientation programme before going to internship                          | 0 (0%)                 | 50 (100%) |
| College organized any post conference after internship programme                                | 10                     | 40        |



|   |           |          |
|---|-----------|----------|
|   | (20%)     | (80%)    |
| Internship programme held far away from college                                   | 13 (26%)  | 37 (74%) |
| Teacher trainees used school resource during internship programme                 | 50 (100%) | 0 (0%)   |
| Teacher trainees prepared school information schedule during internship programme | 2 (4%)    | 48 (96%) |
| School given extra classes during internship programme                            | 9 (18%)   | 41 (82%) |
| School given extra burden during internship programme                             | 20 (40%)  | 30 (60%) |
| total   | 50(100%)  |          |

Table-1 points out that Cent percent (100%) teacher trainees opined that their Teachers prepared them before going to internship programme and they also told that they prepared lesson plan, teaching aids during internship programme and also used 5E model of constructivism during lesson deliver in internship programme. Cent percent (100%) teacher trainees replied that they did not prepare concept map in lesson plan and also replied that peer observation was not included during internship programme. 10% teacher trainees said that they prepared action research during internship programme but 90% teacher trainees said that they did not prepared action research during internship programme. Cent percent (100%) teacher trainees stated that their College did not organized any orientation programme before going to internship. 20% teacher trainees stated that their college organized post conference after internship programme whereas 80% opposed this view. Particularly 26% teacher trainees told that their internship programme held far away from college but 74% told that their internship programme was not held far away from college. Cent percent (100%) teacher trainees opined they used school resource during internship programme. Only 4% teacher trainees told that they prepared school information schedule whereas 96% teacher trainees told that they did not prepared school information schedule during internship programme. Overall 18% teacher trainees viewed that their School given extra classes but 82% trainees viewed that their school did not given extra classes during internship programme. Out of hundred only 40% stated ‘yes’ that their school given extra burden during internship programme but others 60% opposed this view.

**Table-2: Responses of Teacher Trainees about Evaluation Strategy**

| Item  | Frequency & Percentage  |           |
|-------|---|-----------|
|       | Teacher Trainees’ view about evaluation strategy used during internship programme | Grading   |
|       | 0 (0%)  | 50 (100%) |
| Total | 50(100%)  |           |

Table-2 indicates that Cent Percent (100%) teacher trainees ‘viewed that marks was assigned for evaluation strategy, during internship programme.

**Table-3: Responses of Teacher Trainees about Supervision**

| Item   | Frequency & Percentage      |                      |          |        |
|--|-----------------------------|----------------------|----------|--------|
|  | Cooperative School Teachers | Institution Teachers | Both     | Others |
| Teacher trainee view about supervision in internship programme | 1 (2%)                      | 12 (24%)             | 37 (74%) | 0 (0%) |
| Total  | 50 (100%)                   |                      |          |        |

Table-3 reveals that only 2% teacher trainees said that their cooperative school teachers supervised them during internship programme and 24% teacher trainees said that their institution teachers supervised but majority (74%) of trainees told that both (Cooperative school teachers & Institution teachers) supervised them during internship programme.

**Table-4: Responses of Teacher Trainees about Frequency of Supervision**

| Item  | Frequency & Percentage (100%) |          |                   |                    |
|---|-------------------------------|----------|-------------------|--------------------|
|   | Daily                         | Weekly   | Particular Period | Final Teaching Day |
| Teacher trainee view about frequency of supervision in internship programme | 10 (20%)                      | 31 (62%) | 0 (0%)            | 9 (18%)            |
| Total   | 50 (100%)                     |          |                   |                    |



Table-4 reveals that twenty percent (20%) teacher trainee viewed that the frequency of supervision in internship programme was daily and sixty percent (60%) viewed that the frequency of supervision was weekly whereas only eighteen percent (18%) viewed that the frequency of supervision in internship programme was only final teaching day.

**Table-5: Responses of Teacher Trainees about Timing of the Observation of their Class**

| Item   | Frequency & Percentage |             |
|--|------------------------|-------------|
|  | Few minutes of class   | Whole class |
| Teacher trainees view about timing of the observation of class by expert in internship programme | 42<br>(84%)            | 8<br>(16%)  |
| Total  | 50(100%)               |             |

Table-5 points out that majority (84%) of teacher trainees viewed that their timing of the observation of class by expert in internship programme was only few minutes whereas sixteen percent (16%) teacher trainees viewed that their timing of the observation of class by expert in internship programme was whole period.

**Table-6: Responses of Teacher Trainees about Participation of Different Programme**

| Item  | Frequency & Percentage |                           |  |
|---|------------------------|---------------------------|--|
|   | Curricular             | Co- curricular Activities | Both Curricular and Co-Curricular Activities |
| Teacher trainees participated different programme during internship programme | 17<br>(34%)            | 0<br>(0%)                 | 33<br>(66%)                                  |
| Total   | 50(100%)               |                           |  |

Table-6 points out that 34% teacher trainees told that they participated only curricular activities whereas others 66% teacher trainees told that they participated both curricular and Co- curricular activities during internship programme.

**Table-7: Relationships between Teacher Trainee and School Faculty**

| Item  | Frequency & Percentage |               |
|---|------------------------|---------------|
|   | Friendly               | Authoritative |
| Relationship between teacher trainee and school faculty | 28 (56%)               | 22 (44%)      |
| Total   | 50(100%)               |               |

Table-7 shows that 56% teacher trainees agreed that their relationship with school faculty is friendly and others 44% teacher trainees viewed that their relationship with school faculty is so much authoritative.

**Table-8: Duration of Internship Programme**

| Item  | Frequency & Percentage |          |
|---|------------------------|----------|
|   | 45 Days                | 2 Months |
| Teacher trainees views about duration of Internship programme | 30 (60%)               | 20 (40%) |
| Total   | 50(100%)               |          |

Table-8 shows that 60% teacher trainees viewed that their duration of internship programme was 45 days, whereas 40% teacher trainees viewed that their duration of internship programme was 2 months.



**Table-9: Timing of Internship Programme**

| Item  | Frequency & Percentage |          |             |
|---|------------------------|----------|-------------|
|   | January-March          | February | March-April |
| Teacher trainees views About the Timing of internship programme | 10 (20%)               | 30 (60%) | 10 (20%)    |
| Total   | 50(100%)               |          |             |

Table-9 reveals that 20% teacher trainees viewed that their timing of internship programme was January–March and 60% trainees viewed that their timing of internship programme was February but 20% teacher trainees viewed that their timing of internship programme was March- April.

**Table-10: Teacher Trainees Prepared Before Going To Internship Programme**

| Item  | Frequency & Percentage |                  |
|---|------------------------|------------------|
|   | Micro Teaching Class   | Other Activities |
| Teacher trainees prepared by teacher educators before going to internship | 50 (100%)              | 0 (0%)           |
| Total   | 50(100%)               |                  |

Table-10 indicates that Cent Percent (100%) teacher trainees prepared by teacher educators before going to internship through micro teaching class.

**Table-11: Maximum Marks of Internship Programme**

| Item  | Frequency & Percentage |                  |
|---|------------------------|------------------|
|   | 200 marks              | Other Activities |
| Teacher trainees opined about maximum marks of internship programme | 50 (100%)              | 0 (0%)           |
| Total   | 50(100%)               |                  |

Table -11 indicates that Cent percent (100%) teacher trainees opined that their maximum marks of internship programme was 200 marks.

**Figure-1: Teacher Trainees’ Responses about Number of Lesson Plan Prepared By Teacher Trainees during Internship Programme**

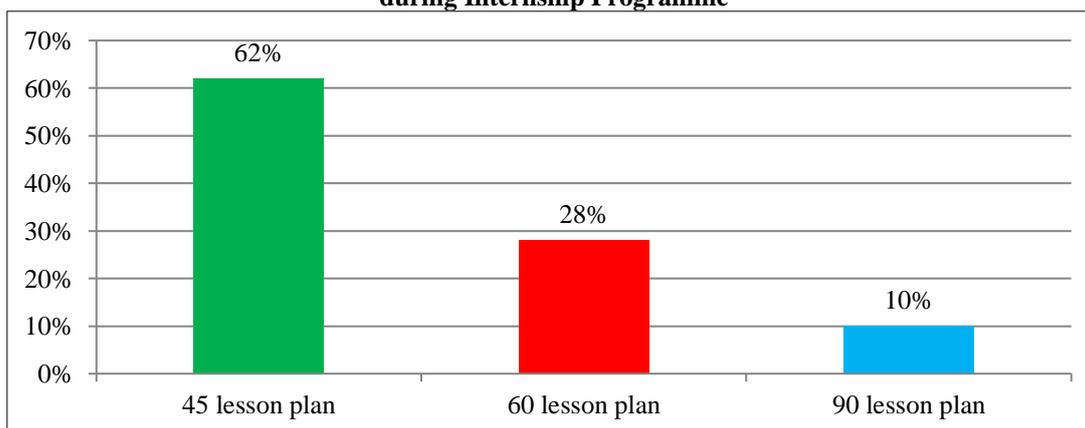


Figure-1 shows that 62% Teacher trainees prepared 45 lesson plans during internship programme and 28% teacher trainees prepared 60 lesson plans whereas 10% teacher trainees prepared 90 lesson plans.



**Table-12: Lesson Plan Helped in Curriculum Transaction**

| Item   | Frequency & Percentage                             |   |  |
|--|--|---|--|
| Teacher trainees viewed lesson plan helped in the curriculum transaction | Systematically and sequentially deliver the lesson | Effectively and properly deliver the lesson | Unnecessary things is not discussion in the classroom and properly manage the time as well as manage the classroom |
|  | 25 (50%)   | 20 (40%)                                    | 5 (10%)  |
| Total  | 50(100%)   |   |  |

Table-12 reveals that 50% teacher trainees viewed that lesson plan helped in systematically and sequentially delivered the lesson during the curriculum transaction and 40% teacher trainees viewed that the lesson plan helped effectively and properly deliver the lesson, but only 10% said that that the unnecessary things is not discussion in the classroom and properly manage the time as well as manage the classroom through lesson plan.

**Table-13: Taken Problem by Trainees for Action Research during Internship**

| Item   | Frequency & Percentage |                             |                                     |                       |                      |
|--|------------------------|-----------------------------|-------------------------------------|-----------------------|----------------------|
| Teacher Trainees Taken Problem For Action Research During Internship Programme | No Response            | Lack of Interest in Reading | Spelling Mistake in Bengali Writing | Less Speaking Learner | Irregular Attendance |
|  | 45 (90%)               | 1 (2%)                      | 1 (2%)                              | 2 (4%)                | 1 (2%)               |
| Total  | 50(100%)               |                             |                                     |                       |                      |

Table-13 indicates that only 2% teacher trainees have taken problem (like lack of interest of the student in reading, spelling mistake of the student in Bengali writing, irregular attendance) for action research during internship programme and 4% teacher trainees have taken problem like less speaking learner for action research whereas majority (90%) of the trainees have not taken any problem for action research during internship programme.

**Table-14: Action Research Helped Trainees during Internship**

| Item  | Frequency & Percentage |                      |                               |                           |                               |
|---|------------------------|----------------------|-------------------------------|---------------------------|-------------------------------|
| Action Research Helped Trainees During Internship | No Response            | Reorganization Power | Developed Understanding Power | Increase Confidence Level | Acquired Real Life Experience |
|   | 45 (90%)               | 1 (2%)               | 1 (2%)                        | 2 (4%)                    | 1(2%)                         |
| Total   | 50(100%)               |                      |                               |                           |                               |

Table-14 shows that only 2% teacher trainees said that action research helped to increase reorganization power, developed understanding power and it helped to acquired real life experience whereas majority (90%) trainees did not take any action research during internship.

**Table-15: Teacher Trainee’s View about Post Conference**

| Item   | Frequency & Percentage |                                   |   |   |   |
|--|------------------------|-----------------------------------|---|---|---|
| Teacher Trainees Viewed About Post Conference After Internship | No Response            | Sharing the Classroom Experiences | Sharing the Happiest Moment with Students | Sharing the Cooperative School Teachers Behaviour | Submit the Format of Different Activities |
|  | 41 (82%)               | 2 (4%)                            | 2 (4%)                                    | 1 (2%)  | 4 (8%)                                    |
| Total  | 50(100%)               |                                   |   |   |   |



Table-15 points out that 82% teacher trainees said that their college did not organize any post conference after internship and 8% told that in their post conference they submit their format of different activities whereas 4% teacher trainees said that they sharing the classroom experiences and the happiest moment with students.

**Figure-2: Teacher Trainees Faced Difficulties Due to Internship Programme Was Held Far Away from College**

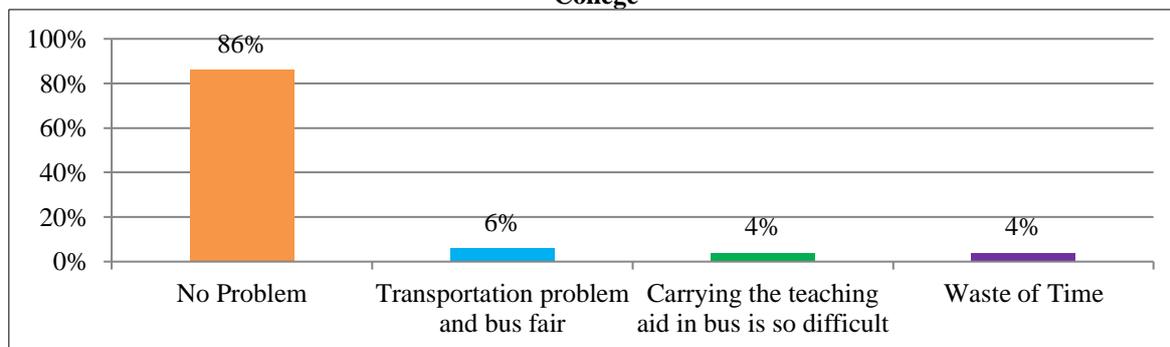


Figure-2 points out that 86% teacher trainee did not face difficulties but 6% trainees told that they faced difficulties like transportation problem and bus fair whereas 4% teacher trainees told that they waste time due to internship programme was held far away from college

**Table-16: School Resource Used By Teacher Trainees during Internship**

| Item  | Frequency & Percentage            |                                 |                    |   |  |
|-------|-----------------------------------|---------------------------------|--------------------|---|--|
|       | School Resources Used By Trainees | Black Board, Chalk, Duster Only | Globe and Map Only | Number Card, Letter Card, Story Card, And Photo Card Only | Black Board, Chalk, Duster, Globe Map Only |
|       | 18 (36%)                          | 10 (20%)                        | 6 (12%)            | 11 (22%)  | 5 (10%)                                    |
| Total | 50(100%)                          |                                 |                    |   |  |

Table 16 reveals that 36% trainees told that they used school resources like Black Board, Chalk. Duster only and 20% trainees used globe and map only, 12% trainees told that they used number card, letter card, story card, and photo card only but only 5% trainees told they used all Teaching Learning Materials.

**Table-17: Trainees Prepared School Information Schedule during Internship Programme**

| Item  | Frequency & Percentage  |             |   |   |
|-------|---|-------------|---|---|
|       | Trainees Prepared School Information Schedule During Internship Programme | No Response | Students Attendance, Cultural Activities, And Midday Meal Report Only | No of Student, Staff, Classroom Bench Table, Chair, Girls–Boys Toilet |
|       | 40 (80%)  | 5 (10%)     | 4 (8%)  | 1 (2%)  |
| Total | 50(100%)  |             |   |   |

Table-17 shows that majority (80%) of the trainees did not prepare school information schedule during internship programme but 10% trainees told they prepared information schedule like list of students attendance, cultural activities and midday meal report only; 8% teacher trainees prepared information schedule like no. of student, no. of staff, no. of classroom, no. of bench, table, chair, and girls –boys toilet; but only 2% teacher trainees prepared information schedule including all things (students attendance, cultural activities, and midday meal report, no of student, staff, classroom bench table, chair, girls–boys toilet).



**Figure-3: Trainees Taken Classes Daily during Internship Programme**

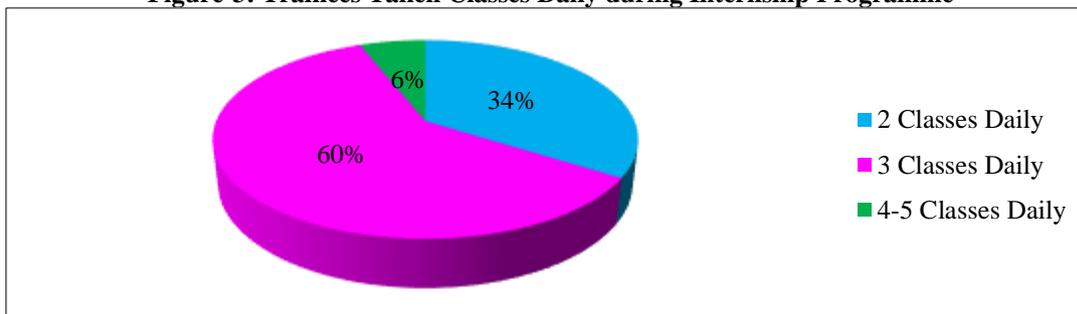


Figure-3 points out that 34% teacher trainee took 2 classes daily and 60% teacher trainees took 3 classes daily but 6% teacher trainee took 4 to 5 classes daily during internship programme.

**Table-18: Teacher Trainees Faced Problem during Internship Programme**

| Item  | Frequency & Percentage                                     |  |                              |   |                                      |
|-------|--|--|------------------------------|---|--------------------------------------|
|       | Teacher trainees Faced Problem during Internship Programme | Class Management and Communicating Problem with Students | Authoritative School Teacher | Haphazardly Arrange the Class Routine and Continue Taking the Class | Location of the School Near the Road |
|       | 20 (40%)   | 11 (22%)   | 12 (24%)                     | 4 (8%)  | 3 (6%)                               |
| Total | 50(100%)   |  |                              |   |                                      |

Table-18 indicates that 40% teacher trainees faced classroom management and communicating problem with students during internship programme. 22% teacher trainees told that school teachers were very authoritative. 24% teacher trainees told that they faced problem due to haphazardly arrange the class routine and continue taking the class and also 8% trainees told that the location of the school near the road is creating problem but very few (6%) trainees told that compulsory wearing saris is creating problem during internship programme.

**Table-19: School Provide Extra Burden to the Trainees during Internship Programme**

| Item  | Frequency & Percentage  |           |                             |   |
|-------|---|-----------|-----------------------------|---|
|       | School Provide Extra Burden to the Trainees during Internship Programme | No Burden | Mid Day Meal Programme Only | Duties during Assembly and Observe the Cleanliness of The Student |
|       | 28 (56%)  | 13 (26%)  | 6 (12%)                     | 3 (6%)  |
| Total | 50(100%)  |           |                             |   |

Table-19 reveals that out of hundred percent 56% trainees replied that their cooperative school did not give extra burden but 26% trainees replied that their cooperative school given duties of Mid Day Meal Programme and 12% trainees told that their cooperative school given duties during assembly and observe the cleanliness of the student but only 6% trainees said that their cooperative school given duties of both (Mid Day Meal Programme, duties during assembly and observe the cleanliness of the student).



**Figure-4: Suggestions Provided by Teacher Trainees for Organized a Good Internship Programme**

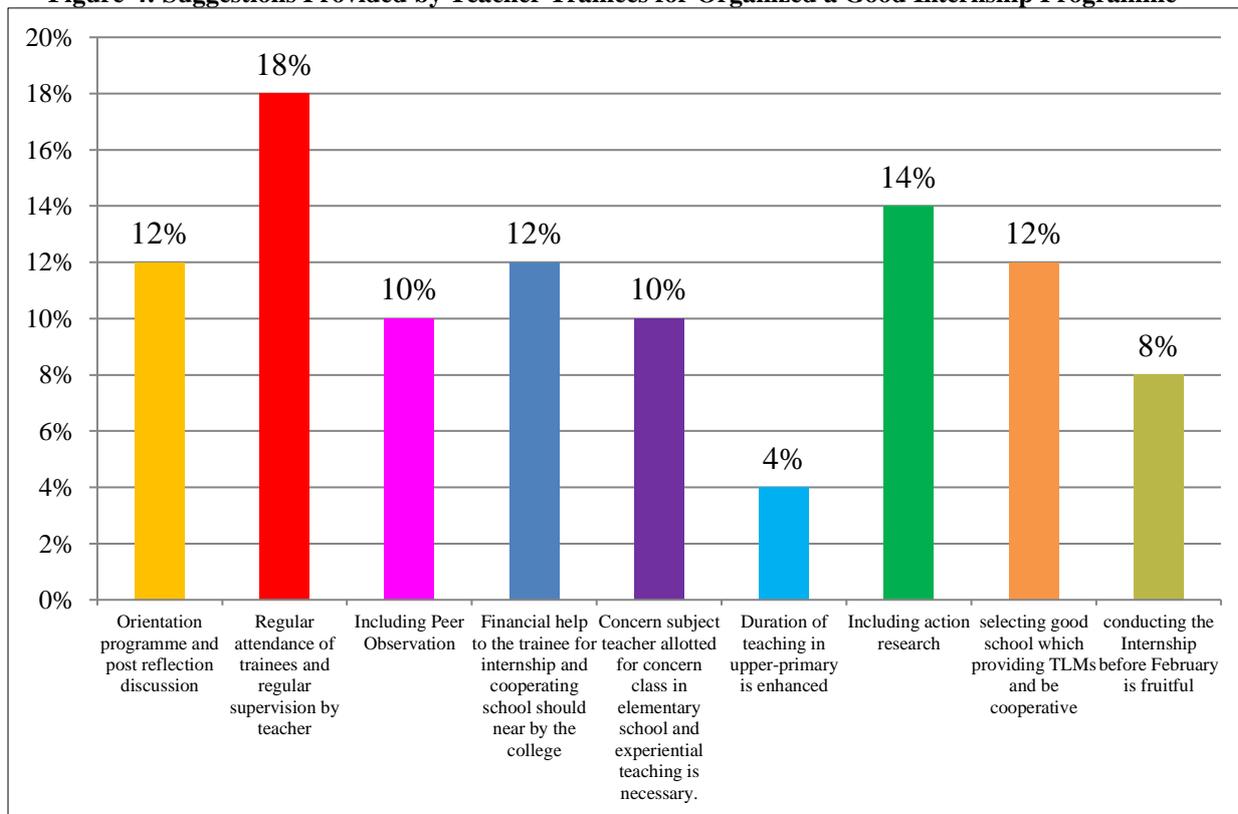


Figure-4 highlights that 12% teacher trainees suggested orientation programme and post reflection discussion is necessary for organized a good internship programme. 18% teacher trainees suggested regular attendance of trainees and regular supervision by teacher is necessary. 10% teacher trainees suggested peer observation is including internship programme. 12% teacher trainees suggested financial help to the trainee for internship and cooperating school should near by the college for organized a good internship programme. 10% teacher trainees suggested concern subject teacher allotted for concern class in elementary school and experiential teaching is necessary. 4% teacher trainees suggested duration of teaching in upper-primary is enhanced for organized a good internship programme. 14% teacher trainees suggested including action research for organized a good internship programme. 12% teacher trainee’s suggested selecting good school which providing TLM and be cooperative. 8% teacher trainees suggested that conducting the internship before February is fruitful.

### MAJOR FINDINGS

- Cent percent (100%) teacher trainees opined that their Teachers prepared them before going to internship programme and they also told that they prepared lesson plan, teaching aids during internship programme and also used 5E model of constructivism during lesson deliver in internship programme.
- Cent Percent (100%) teacher trainees ‘viewed that marks was assigned for evaluation strategy, during internship programme.
- Majority (74%) of trainees told that both (Cooperative school teachers & Institution teachers) supervised them during internship programme.
- Twenty percent (20%) teacher trainee viewed that the frequency of supervision in internship programme was daily.
- Majority (84%) of teacher trainees viewed that their timing of the observation of class by expert in internship programme was only few minutes.
- 66% teacher trainees told that they participated both curricular and Co-curricular activities during internship programme.
- 56% teacher trainees agreed that their relationship with school faculty is friendly.
- 60% teacher trainees viewed that their duration of internship programme was 45 days.
- 60% trainees viewed that their timing of internship programme was February.



- Cent Percent (100%) teacher trainees prepared by teacher educators before going to internship through micro teaching class.
- Cent percent (100%) teacher trainees opined that their maximum marks of internship programme was 200 marks.
- 62% Teacher trainees prepared 45 lesson plans during internship programme and 28% teacher trainees prepared 60 lesson plans whereas 10% teacher trainees prepared 90 lesson plans.
- 50% teacher trainees viewed that lesson plan helped in systematically and sequentially delivered the lesson during the curriculum transaction.
- Majority (90%) of the trainees have not taken any problem for action research during internship programme.
- Majority (90%) trainees did not take any action research during internship.
- 82% teacher trainees said that their college did not organize any post conference after internship.
- 86% teacher trainee did not face difficulties but 6% trainees told that they faced difficulties like transportation problem and bus fair whereas 4% teacher trainees told that they waste time due to internship programme was held far away from college.
- 36% trainees told that they used school resources like Black Board, Chalk. Duster only.
- Majority (80%) of the trainees did not prepare school information schedule during internship programme.
- 34% teacher trainee took 2 classes daily and 60% teacher trainees took 3 classes daily but 6% teacher trainee took 4 to 5 classes daily during internship programme.
- 40% teacher trainees faced classroom management and communicating problem with students during internship programme.
- 56% trainees replied that their cooperative school did not give extra burden.
- 18% teacher trainees suggested regular attendance of trainees and regular supervision by teacher is necessary.

### **DISCUSSION**

The present investigation found that teacher trainees taken classes daily and prepared lesson plans which helped in systematically and sequentially delivered the lesson during the curriculum transaction (Varsat, 2015; Ekpo, 2019; Soundala, 2019). As well as they had actively participated in both curricular and Co-curricular activities during internship programme and got various experiences (Chavan & Khandagale, 2017). Due to extended school internship, trainees faced many problems like overloaded duty of cooperative school teachers, duty of mid day meal, compulsory participation in all co-curricular activities in school (Panda & Nayak, 2014; Jaseena, 2018). Teacher trainees also viewed that their relationship with school faculty is so much authoritative (Kumar & Azad, 2016). During the internship the teacher trainees faced problem due to distance of practicing school (Panda & Nayak, 2014) and few trainees faced classroom management and communicating problem with students (Akinsola, 2014; Varsat, 2015).

### **EDUCATIONAL IMPLICATIONS**

On the basis of experience and insight acquired through the findings in the study it has a lot of implication for the teacher trainees, teacher educators, curriculum framers and personal involved in the field of teacher education. The present study has practical implication to recognize the problems faced by the teacher trainees during internship programme. The present study can be used by universities and other teacher training institutes as framework for systematic organization internship programme. It has the practical implementation regarding the fruitfulness of peer observation and concept map during internship in holistic development of teacher trainees. For improvement in internship programme in future, post-conference is very important and all members should discuss on various aspects of internship.

### **CONCLUSION**

Internship programme is very important in teacher education. It provides the knowledge and skills required to become successful in teaching profession as well as it should encourage a reflective, self improvement attitude among trainee teachers. For improvement of internship programme action research must be compulsory because it helps to acquire real life experience and develop understanding power. Trainee teachers are more confident if the orientation programme and post conference should be incorporate in internship programme. Cooperative school teachers should provide more autonomy support to trainee teachers which help them to improve their overall quality of teaching practices. That's why internship programme is the first step on the path from novice to expert.



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