

# An Investigation into the Determinants of Quality in School Internship Program During B.Ed. Courses for Strengthening Teacher Education in Alignment with NEP 2020

Dr. Seema Srivastava<sup>1</sup>; Dr. Neelima Kamrah<sup>2</sup>; Dr. Rachna Sharma<sup>3</sup>;  
Dr. Anupam Bansal<sup>4</sup>

Professor<sup>1</sup>; Principal<sup>2</sup>; Associate Professor<sup>3</sup>; Assistant Professor<sup>4</sup>

<sup>1,2,3</sup>K-IIT, College of Education, Sohna Road, Gurugram  
<sup>4</sup>K.R. Mangalam University, Gurugram

Publication Date: 2026/04/29

**Abstract:** The inclusion of internships in the B.Ed. course, guided by NEP 2020, aims to create well-rounded educators who are not only academically proficient but also possess the practical skills, empathy, and adaptability needed to become effective and reflective professionals in the 21st-century education system. School internship program forms an integral part of any pre-service teacher -education program where the trainees are exposed to real teaching-learning situations and also carry out various projects and assignments in school. Keeping in view the recommendations suggested in NEP 2020 that internships in B.Ed. courses to promote experiential and activity-oriented learning, providing practical, hands-on experience in classroom settings and other professional environments are pivotal for ensuring quality in pre-service education. These internships focus on developing teaching skills, critical thinking, and problem-solving abilities with the goal of improving graduate employability and fostering a connection between academia and the professional world. **Key Aspects of NEP 2020-aligned B.Ed. Internships include** Experiential Learning: The primary aim is for student-teachers to actively engage in real-world situations, applying theoretical knowledge in practical settings, Skill Development: Internships help develop crucial professional competencies, including communication, classroom management, 21-Century Skills, use of various pedagogical methods and Practical Exposure. Students gain first-hand exposure to the working environment of educational institutions and other entities which helps them understand organizational processes. Keeping in mind these aspects, A Study was being undertaken to get the frank opinions, experiences, and suggestions on the existing School Internship Programme under the B.Ed. two-year course from different stakeholders. The objective of this research is to suggest strategies to strengthen existing School Internship Program to make the curriculum of B.Ed. courses pragmatic and effective.

**Keywords:** School Internship Program, Teacher Education, Teaching Competency, Professional Development, Pedagogical Skills.

**How to Cite:** Dr. Seema Srivastava; Dr. Neelima Kamrah; Dr. Rachna Sharma; Dr. Anupam Bansal (2026) An Investigation into the Determinants of Quality in School Internship Program During B.Ed. Courses for Strengthening Teacher Education in Alignment with NEP 2020. *International Journal of Innovative Science and Research Technology*, 11(4), 2364-2378. <https://doi.org/10.38124/ijisrt/26apr313>

## I. INTRODUCTION

The School Internship Program (also known as teaching- practice, practicum or field experience), is considered a cornerstone in teacher -education. It bridges the gap between theory and practice by immersing B.Ed. trainees in real classroom settings. Understanding trainees' perceptions provides insight into the effectiveness of teacher preparation and highlights areas for improvement.

### ➤ Importance of School Internship

Researchers consistently emphasize the internship as a vital component of teacher- education. It is perceived as a platform where theoretical knowledge is transformed into actual classroom practice, fostering professional competence, confidence, and reflective teaching (Darling-Hammond, 2006). The internship offers exposure to classroom management, lesson planning, instructional strategies, and assessment techniques. It helps trainees

internalize pedagogical principles and prepare them for future teaching roles.

#### ➤ *Types of Internship Placements*

Internships for B.Ed. students, as envisioned by NEP 2020, are not limited to schools but can also include a variety of other entities, such as:

- Government and Private Schools: Providing direct experience in actual classroom settings.
- Higher Education Institutions and Universities: Offering exposure to the academic and research aspects of education.
- Research and Development Organizations: Fostering research skills and a scientific temper.
- Non-Governmental Organizations (NGOs): Allowing engagement with diverse educational initiatives and community-based learning.
- Local Industries and Community Entities: Broadening the scope of vocational and practical skills.
- Mentorship and Feedback: Internships involve working under the supervision of experts and mentors from the external entity, providing opportunities for feedback and guidance.
- Enhanced Employability: By gaining practical experience, students become more skilled and prepared for the job market, improving their employability in the education sector.
- Research and Reflection: Internships encourage reflection on experiences, helping students become reflective practitioners and develop research aptitude.

The research will explore the student- teachers' perception, ground realities, quality of pre-internship preparation, challenges on ground, guidance and support by Internship schools etc. to improve /strengthen the quality of School Internship in the light of NEP ,2020.

#### ➤ *Objectives of the Study*

- To study B.Ed. trainees' perceptions of the role of school internship in developing teaching competencies.
- To assess B.Ed. trainees' perceptions of the school environment and institutional support during the internship period.
- To study the perception of B.Ed. trainees regarding the integration of theory and practice through the internship program.
- To identify the challenges and difficulties faced by B.Ed. trainees during the School Internship Program.
- To examine the role of the School Internship Program in enhancing professional confidence and teaching attitude of B.Ed. trainees.
- To study B.Ed. trainees' perception of the School Internship Program in the context of experiential learning and professional development as emphasized in NEP 2020.
- To suggest measures for improving the effectiveness of the School Internship Program based on the findings of the study.

## II. REVIEW OF RELATE LITERATURE

### A. *Trainees' Perception of Internship Experience*

#### ➤ *Positive Perception*

Many studies indicate that B.Ed. trainees hold favourable views toward their school internships:

- Practical exposure: Trainees report that internships allow them to apply theoretical concepts in real classrooms, enhancing their understanding of teaching-learning processes (Smith & Lev-Ari, 2005)
- Skill development: Trainees acknowledge improvement in lesson planning, communication skills, classroom management, and instructional strategies (Zeichner, 2010).
- Confidence and professional growth: Engagement with pupils and experienced mentors' boosts self-confidence and professional identity (Kumar & Rao, 2017).

#### • *Key Findings Across Studies*

- ✓ Trainees appreciate interactive activities like microteaching and reflective teaching diaries.
- ✓ Supportive mentors and constructive feedback are linked with positive learning outcomes.
- ✓ Trainees value opportunities to experiment with diverse instructional methods.

#### ➤ *Challenges and Negative Perceptions*

Despite benefits, some trainees' express reservations about internship experiences.

- Limited mentoring support: A lack of qualified mentors can weaken the effectiveness of the internship (Darling-Hammond, 2018).
- Inadequate feedback: Some trainees report receiving minimal or non-specific feedback, leading to confusion and anxiety (Flores, 2006). Mismatch between theory and practice: Trainees sometimes struggle to apply theoretical knowledge due to curricular constraints and classroom realities (Liu & Onwuegbuzie, 2012).
- *Specific Challenges Noted:*
  - ✓ Large student-teacher ratios limiting individual interaction.
  - ✓ Pressure to perform well in evaluations rather than focusing on learning.
  - ✓ Time constraints hamper meaningful engagement with school activities.

#### ➤ *Factors Influencing Perception*

#### • *Mentorship Quality*

Quality mentoring is a consistent predictor of positive perceptions. Skilled mentors guide planning, provide

feedback, model effective teaching, and assist reflective practice (Ratcliffe, 2006).

Poor mentoring can lead to confusion and reduced self-efficacy.

• *School Environment*

Supportive school leadership, collegial atmosphere, and access to teaching resources significantly influence trainees' internship experiences (Villegas-Reimers, 2003).

• *Trainee's Prior Beliefs and Motivation*

Personal beliefs, motivation, and readiness to teach influence how trainees engage with internship tasks. Highly motivated trainees tend to perceive internships more positively (Calderhead, 1996).

• *Internship as a Reflective Learning Process*

✓ *Key Findings Across Studies:*

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- Trainees value opportunities to experiment with diverse instructional methods.

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- ✓ Inadequate feedback: Some trainees report receiving minimal or non-specific feedback, leading to confusion and anxiety (Flores, 2006).

- ✓ Mismatch between theory and practice: Trainees sometimes struggle to apply theoretical knowledge due to curricular constraints and classroom realities (Liu & Onwuegbuzie, 2012).

• *Specific Challenges Noted:*

- ✓ Large student-teacher ratios limiting individual interaction.
- ✓ Pressure to perform well in evaluations rather than focusing on learning.
- ✓ Time constraints hamper meaningful engagement with school activities.

### III. RESEARCH DESIGN

A. *Sample*

B.Ed. Students of KIIT College of Education, Sohna Road, Gurugram under 2-year B.Ed. Course. All other Stakeholders: Heads of Schools of Internship Schools, Teachers and Teachers-educators.

B. *Tools*

- A Study on Perception of B.Ed. Trainees on School Internship Program-Questionnaire
- Focussed Group Discussion with Teacher- Educators, Trainee & Heads of Internship Schools
- Interview Schedule for Heads of Schools (School Visits during Internship by Teacher -Educators)

➤ *Method and Procedure:*

Tools were administered on B.Ed. Students who have undergone 2 -Year B.Ed. Program from the institute and focussed group discussions were held with different stakeholders including teachers and HOS of Internship Schools.

### IV. DATA COLLECTION AND ANALYSIS

A. *Quantitative Data Analysis*

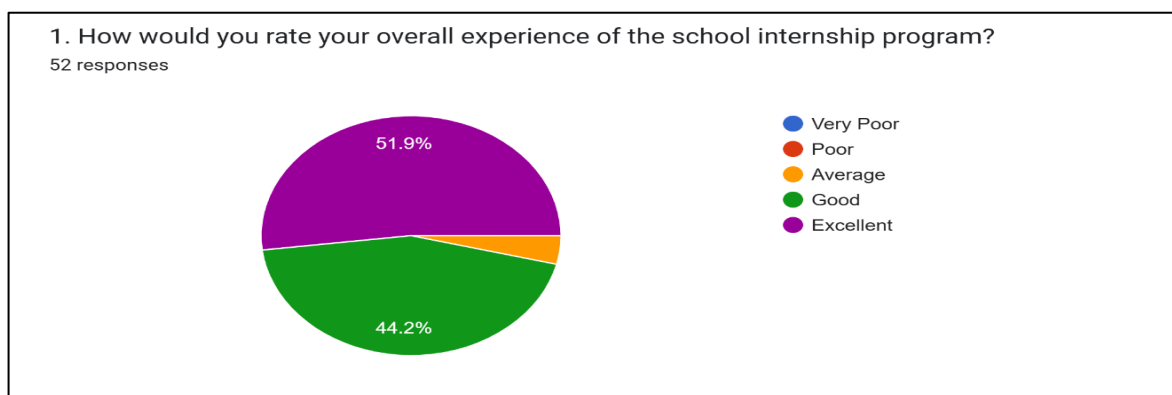


Fig 1 Overall Experience of Internship Program

Most respondents rated their experience positively, with 51.9% excellent and 44.2% good. Only 3.8% rated it average, and none rated it poor.

- Conclusion: The internship program was highly successful, with 96.1% positive satisfaction.

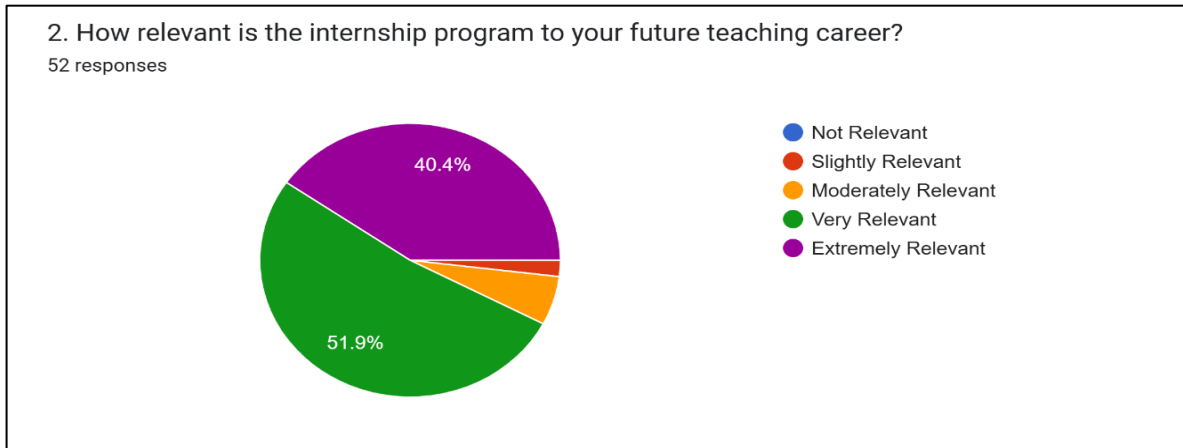


Fig 2 Relevance of Internship to Teaching Career

A majority found the internship highly relevant, with 51.9% very relevant and 40.4% extremely relevant. Only a small percentage reported moderate or slight relevance.

- Conclusion: The program strongly contributes to preparing trainees for their teaching careers.

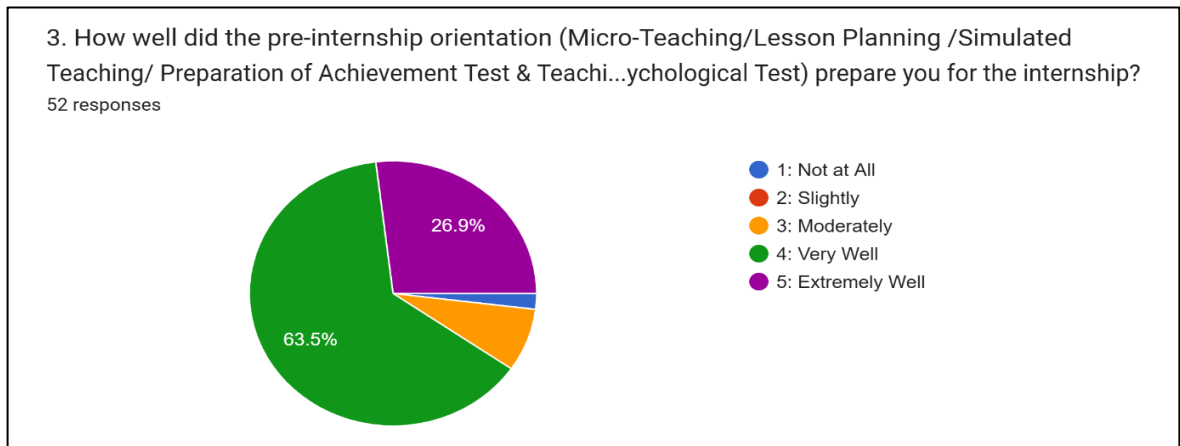


Fig 3 Orientation Program Effectiveness

Most respondents felt well prepared, with 63.5% very well and 26.9% extremely well.

- Conclusion: The orientation effectively prepared trainees for the internship.

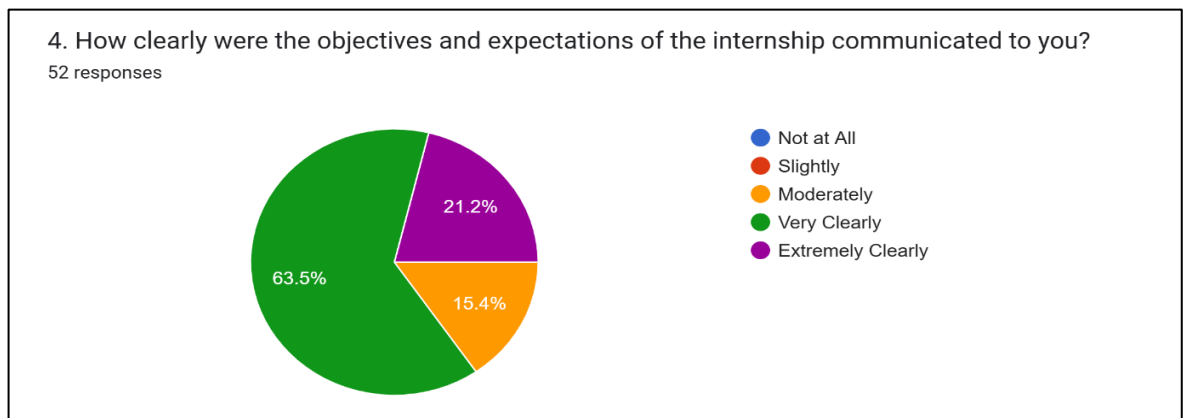


Fig 4 Clarity of Internship Objectives and Expectations

The majority reported clear communication, with 63.5% very clear and 21.2% extremely clear responses.

- Conclusion: Objectives and expectations were communicated effectively.

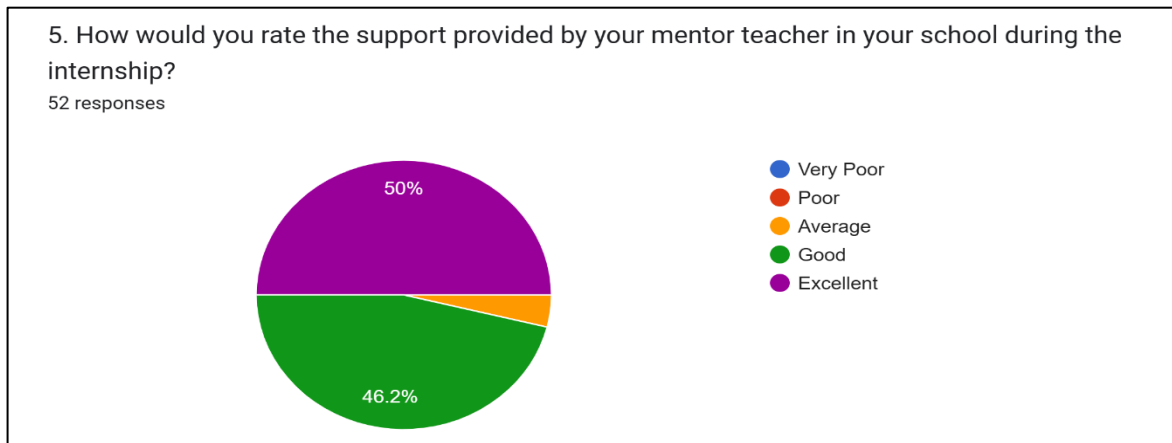


Fig 5 Mentor Teacher Support During Internship

Almost all respondents rated mentor support positively (50% excellent, 46.2% good).

- Conclusion: Mentor teachers played a crucial supportive role during the internship.

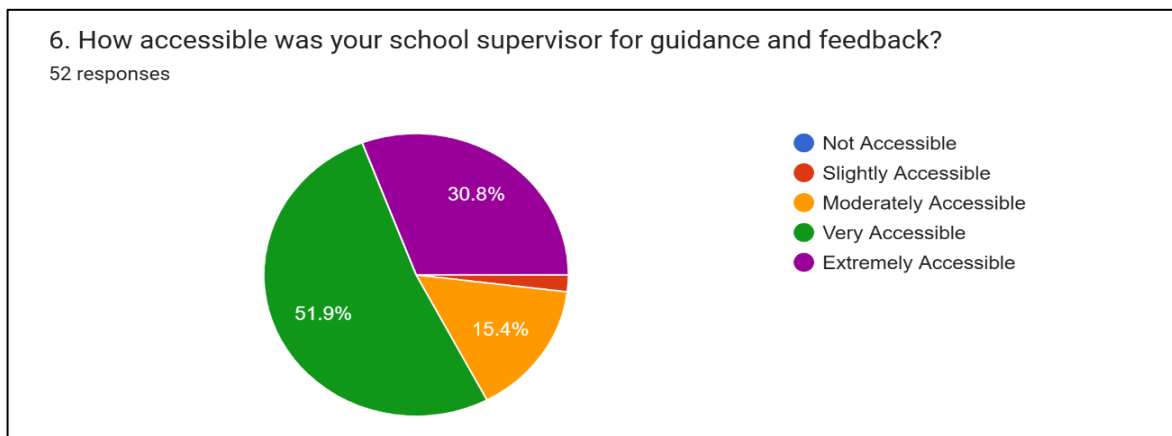


Fig 6 Accessibility of Supervisors

Most trainees found supervisors accessible (51.9% very accessible, 30.8% extremely accessible).

- Conclusion: Supervisors provided effective guidance and monitoring.

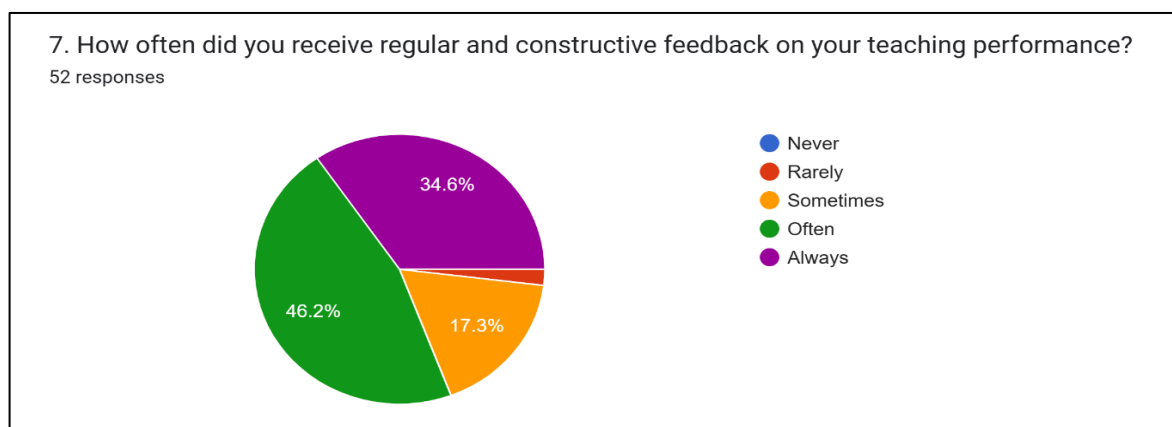


Fig 7 Frequency of Feedback Received

Regular feedback was received by most trainees (46.2% often, 34.6% always).

- Conclusion: Constructive feedback significantly supported professional development. More emphasis and attention are required.

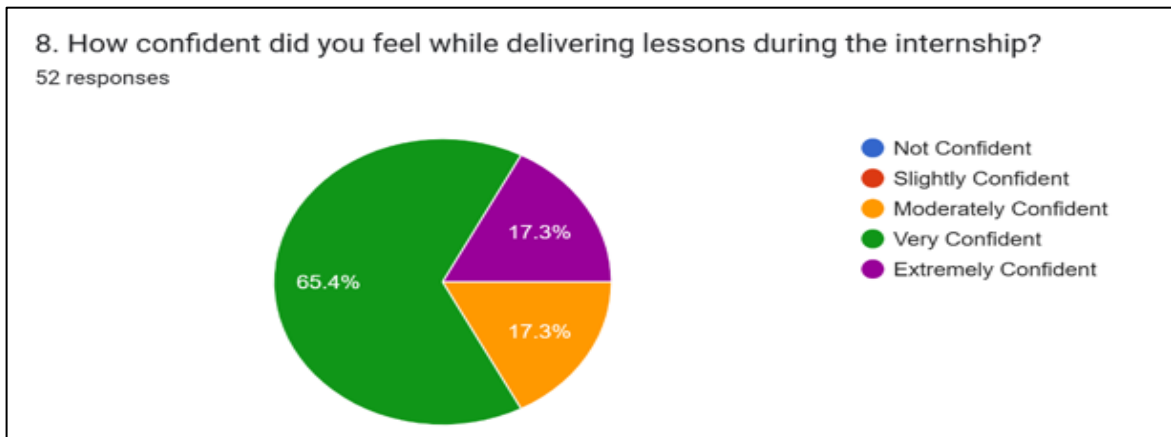


Fig 8 Confidence Level After Internship

Trainees showed strong confidence, with 65.4% very confident and 17.3% extremely confident.

- Conclusion: The internship effectively strengthened teaching confidence.

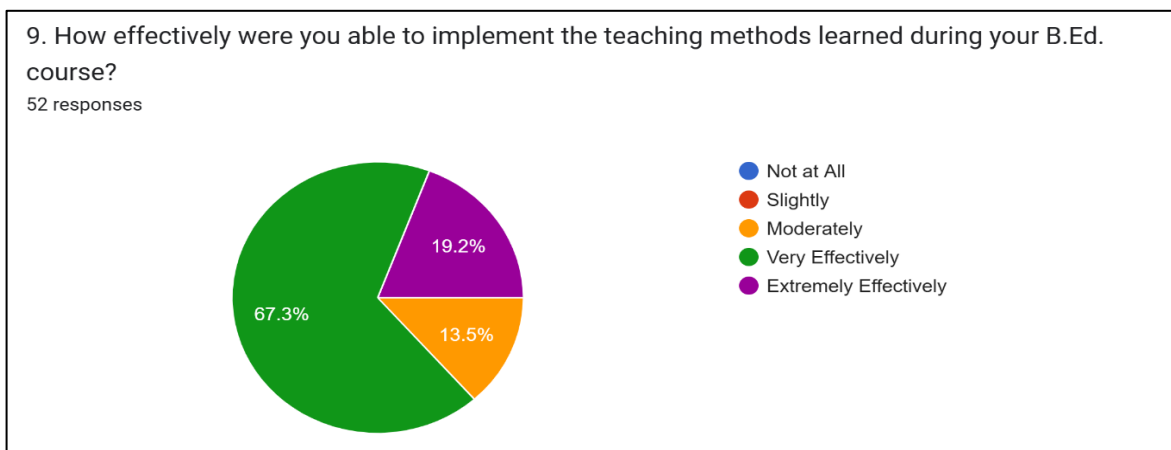


Fig 10 Effectiveness in Applying Pedagogical Methods

The internship facilitated successful application of pedagogical methods, with over 86% reporting high to very high effectiveness.

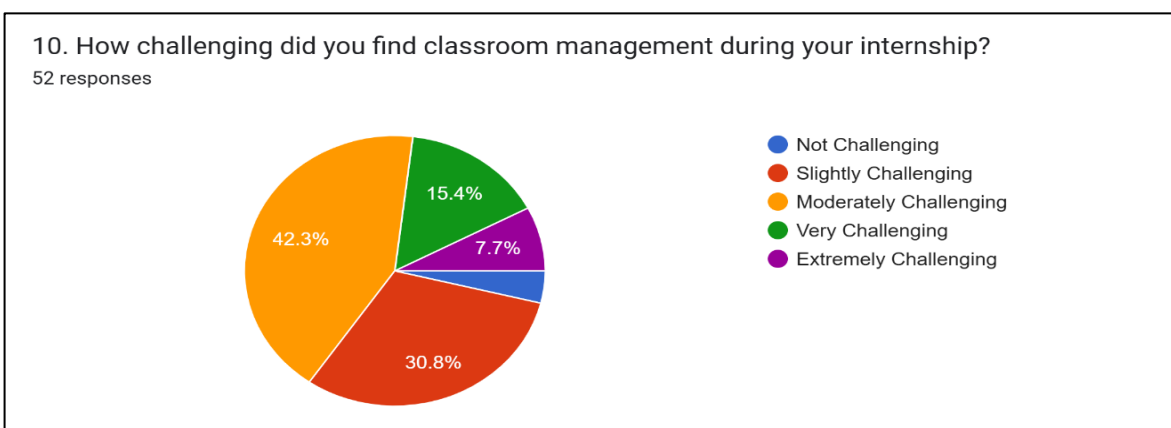


Fig 10 Classroom Management Challenges

➤ *Classroom Management Challenges:*

Many trainees found classroom management moderately challenging (42.3%), while others reported slight or higher levels of difficulty.

- Conclusion: Classroom management remains a key area needing additional training.

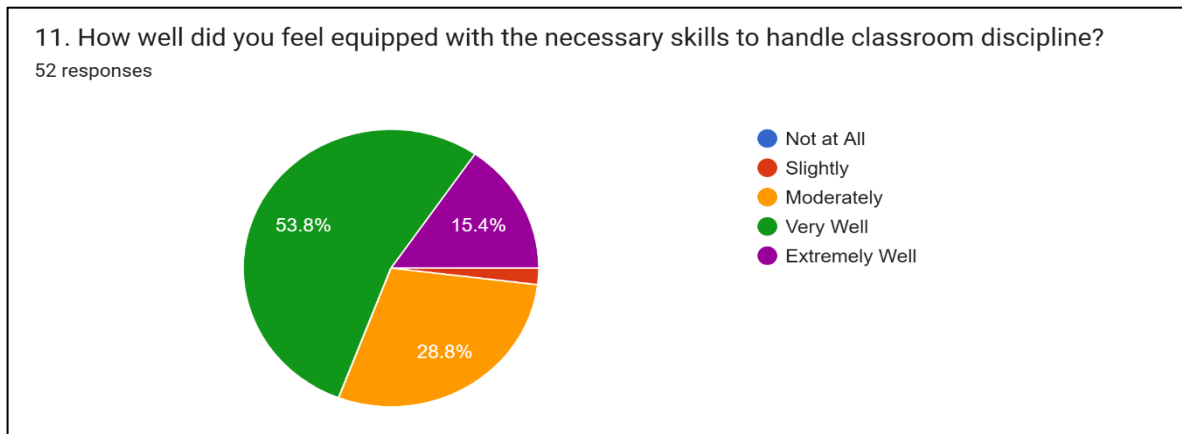


Fig 11 Preparedness for Handling Discipline

Most respondents felt confident (53.8% very well, 15.4% extremely well), though some felt only moderately prepared.

- Conclusion: Discipline-handling skills improved but require further practice.

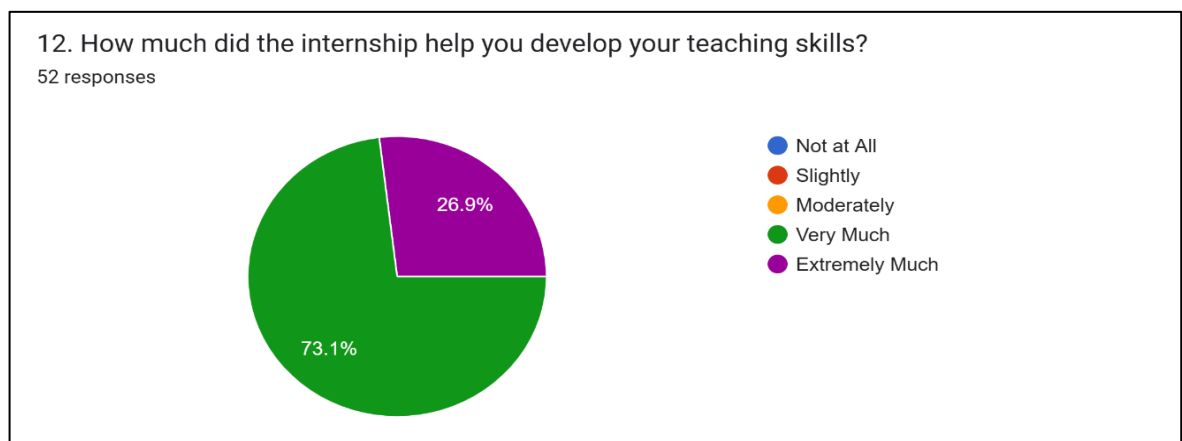


Fig 12 Improvement in Teaching Competencies

All respondents acknowledged significant improvement (73.1% very much, 26.9% extremely much).

- Conclusion: The internship strongly enhanced teaching competencies.

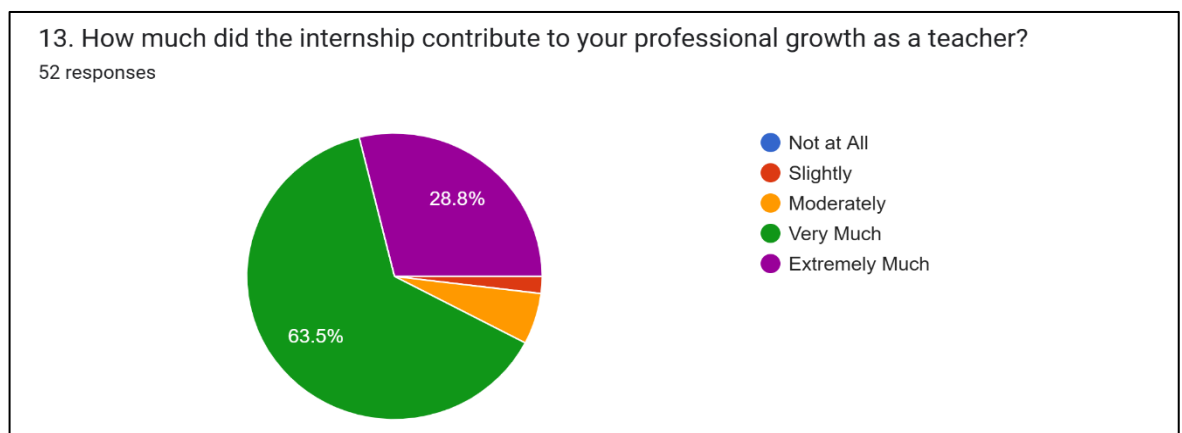


Fig 13 Professional Growth During Internship

Most trainees reported substantial professional growth (63.5% very much, 28.8% extremely much).

- Conclusion: The internship contributed significantly to career development.

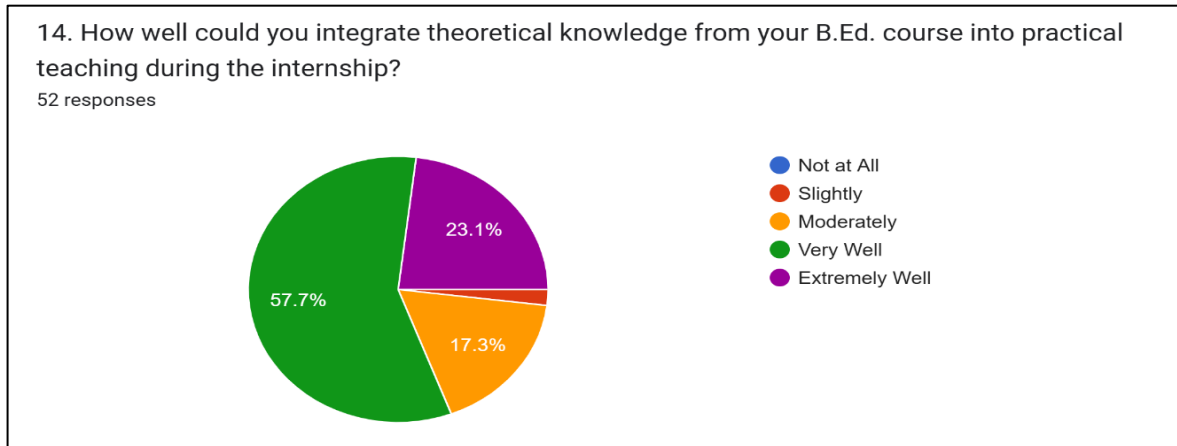


Fig 14 Integration of Theoretical Knowledge into Teaching

A majority successfully integrated theoretical knowledge into teaching (57.7% very well, 23.1% extremely well).

- Conclusion: The internship effectively bridged theory and practice. Requires more strengthening.

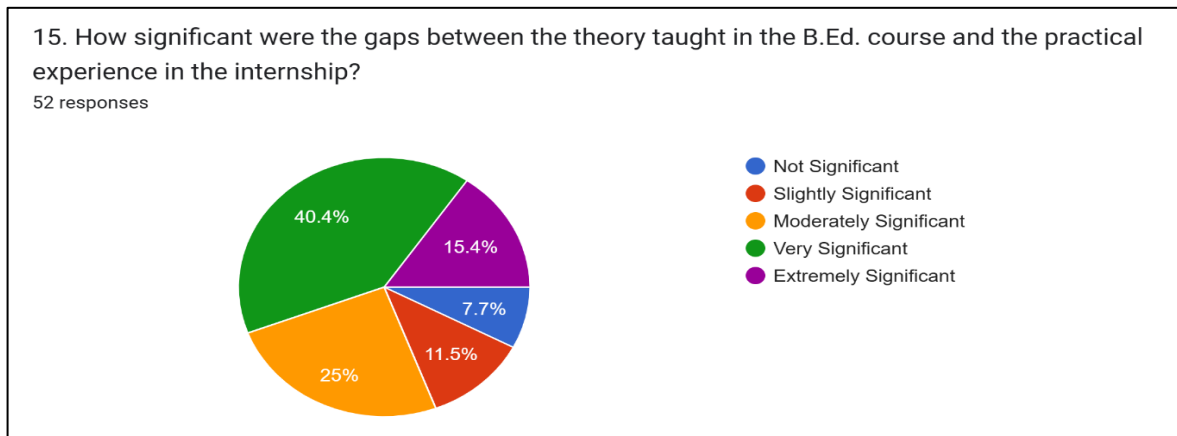


Fig 15 Significance of the Gap Between Theoretical Learning and Practical Experience

Despite effective application of theory (as seen in Figure 14), many respondents recognized a significant gap between theoretical learning and practical realities, pointing to areas where the B.Ed. Curriculum may require adjustment to be more practice-oriented.

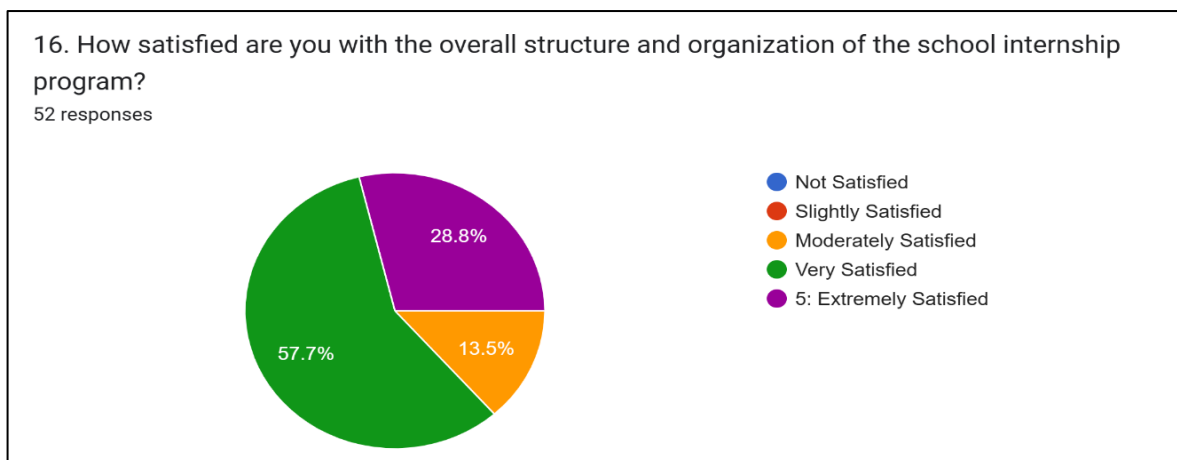


Fig 16 Overall Satisfaction with Internship Program

High satisfaction was reported (57.7% very satisfied, 28.8% extremely satisfied).

- Conclusion: The internship program was well structured and organized. It still requires required inputs.

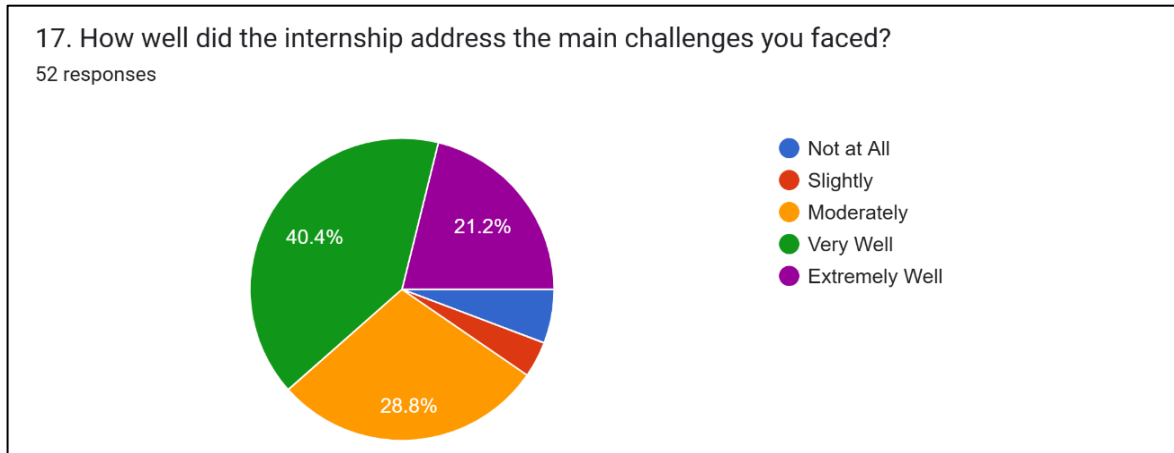


Fig 17 Effectiveness in Addressing Challenges

Most respondents felt their challenges were addressed effectively, with 40.4% reporting “very well” and 21.2% “extremely well.” However, 28.8% felt they were only moderately addressed, while a small minority reported slight or no support.

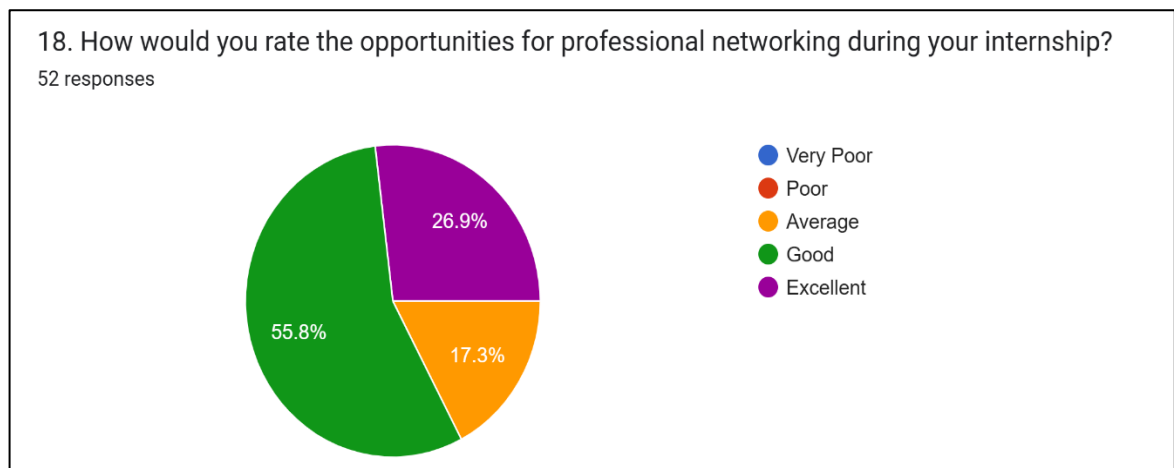


Fig 18 Networking Opportunities During Internship

The results clearly indicate that most trainees were satisfied with the networking opportunities, with over 80% rating them as either good or excellent. This suggests that the internship provided valuable connections and exposure in the professional field.

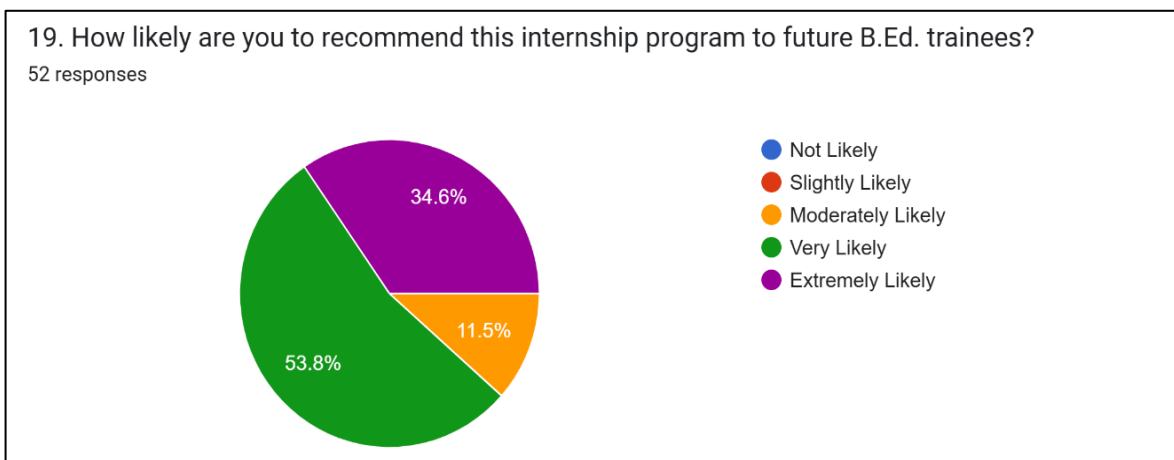


Fig 19 Likelihood of Recommending the B/Ed. Course to Future B.Ed. Trainees

34.6% trainees expressed that they will strongly recommend this Course, 11.5% are likely to recommend moderately and 53.8% would recommend very likely.

- Conclusion: The B.Ed. Course holds significance in furthering professional career and advancement.

### B. Qualitative Data Analysis

Based on the data provided in the pie chart for the 52 responses from B.Ed. trainees, here is an interpretation of how well the pre-internship orientation prepared them for their school internship.

#### ➤ Overview of Sentiment

The data shows an overwhelmingly positive perception of the pre-internship orientation. A vast majority of the

trainees felt that activities like Micro-Teaching, Lesson Planning, and Simulated Teaching provided them with the necessary foundation for real-world classroom settings.

#### ➤ Breakdown of Responses

The responses are categorized on a 5-point scale. By calculating the percentages and correlating them with the total sample size (N=52), we can derive the following distribution:

Table 1 Level of Preparation

Rating	Level of Preparation	Percentage	Estimated Count
5	Extremely Well	26.9%	~14 trainees
4	Very Well	63.5%	~33 trainees
3	Moderately	~7.7%*	~4 trainees
2	Slightly	0%	0 trainees
1	Not at All	~1.9%*	~1 trainee

- *\*Note: Some percentages are inferred based on the visual slices for categories 1 and 3 which are not explicitly labelled with numbers in the image.*

#### ➤ Key Observations

##### • Strong Preparation for Internship

Around 90.4% of trainees felt well prepared, indicating that components like lesson planning and micro-teaching effectively connect theory with practice. Only a small minority felt moderately prepared, suggesting the need for additional individualized support.

##### • Need for More Practical Exposure

Trainees emphasized the importance of practical and real-world teaching experiences beyond theoretical knowledge. Suggestions included more classroom observations, simulated teaching practice, and exposure to basic school administrative tasks.

##### • Use of Teaching Aids and Technology

Respondents highlighted the importance of teaching -aids, digital tools, and ICT integration to maintain student engagement and make lessons more interactive.

##### • Structural Improvements in the Program

Suggestions included extending internship duration, continuous evaluation, and stronger mentorship, along with improved coordination between institutions and schools.

##### • Overall Satisfaction

Despite some suggestions, most trainees expressed high satisfaction with the internship, describing it as a smooth and valuable learning experience.

#### ➤ Communication of Objectives and Expectations

Most trainees (84.7%) felt that objectives were communicated clearly. However, 15.4% reported moderate clarity, indicating a need for better communication regarding assessment methods, expectations, and digital teaching tools. Trainees also suggested including mock parent-teacher interactions and clearer guidance for diverse learners.

#### ➤ Mentorship and Communication

Mentor- support was highly rated, with 96.2% describing it as good or excellent. However, some trainees mentioned limited individual feedback and time constraints. Key challenges included classroom management, large class sizes, substitution duties, and adapting to different teaching styles.

## V. CHALLENGES IN DELIVERING LESSON PLANS

#### ➤ Challenges Mainly Fell into Three Categories:

- Operational Constraints: limited class time and interruptions.
- Pedagogical Adaptability: managing diverse- learners and modifying lesson plans.
- Psychological Factors: nervousness and lack of confidence during initial teaching experiences.

#### ➤ Suggested Support Measures

##### • Trainees Recommended:

- ✓ Workshops on Classroom Management and Innovative Teaching -strategies
- ✓ More practice -teaching sessions before internship
- ✓ Regular and structured Mentor Feedback
- ✓ Longer Internship duration and better access to teaching resources

#### ➤ Effective Teaching Methods

##### • The Most Effective Methods Reported were:

- ✓ Lecture and Demonstration methods for concept clarity
- ✓ Discussion, Question-Answer, and Activity-based learning for student engagement
- ✓ ICT tools, PPTs, and audio-visual aids to enhance understanding
- ✓ Experiential and Project-based Learning for practical knowledge.

➤ *Classroom Management Challenges*

- Student discipline issues such as talking, inattentiveness, and disruptive behaviour
- Large class sizes and time constraints affecting lesson delivery
- Diverse learning needs and socio-economic differences among students
- Limited resources and infrastructural issues in some schools

**VI. SYNTHESIS OF FINDINGS**

While trainees felt theoretically prepared, real classroom dynamics such as discipline, time management, and diverse learners remained the biggest challenges, highlighting the need for stronger practical training and classroom management strategies.

➤ *Suggested the Required Skill(s).*

Based on the qualitative input from the 52 respondents, the "Required Skills" for effective classroom management can be organized into a professional competency framework. These skills bridge the gap between being a subject expert and being an effective classroom leader.

• *Communication and Assertiveness*

Communication was the most frequently mentioned skill, but respondents emphasized it must be paired with authority.

- ✓ Clear Instructions: The ability to convey information both verbally and in writing to ensure students understand expectations.
- ✓ Assertiveness: Trainees noted that a teacher must be "confident about their topic" and use a firm tone to set boundaries.
- ✓ Setting Consequences: Being "strict" when necessary and clearly communicating the consequences of behaviour (e.g., waiting post-class).

• *Emotional Intelligence and Soft Skills*

Managing a classroom requires a high degree of "people skills" to handle the human element of teaching.

- ✓ Patience and Consistency: Essential for setting clear expectations and maintaining a positive environment over time.
- ✓ Patience & Empathy: Understanding that "a child is a child" and requires "best possible effort" and "understanding."
- ✓ Conflict Resolution: Problem-solving skills to tackle "daring" students and manage disruptions without escalating tension.

• *Strategic Management Skills*

Respondents suggested that "Good Management" is a technical skill that involves planning and oversight.

- ✓ Time Management & Planning: Ensuring "Focus" and "Planning" so that lessons do not feel rushed, which often leads to indiscipline.
- ✓ Positive Reinforcement: Using motivation and feedback to encourage good behaviour rather than relying solely on punishment.
- ✓ Student Engagement: Increasing participation through "extracurricular activities" and "experiential teaching" to reduce boredom-related disruptions. NEP 2020 strongly recommends the Holistic Development of children.

• *Administrative and Collaborative Skills*

Effective management extends beyond the four walls of the classroom.

- ✓ Parental Engagement: "Regularly updating parents" to create a support system for student discipline. NEP 2020 has emphasised on: Teacher Assessment, Self-Assessment, Peer Assessment and Parent Assessment by introducing Holistic Progress Card (HPC) by NCERT for teachers giving due weightage on all these aspects of assessment for the holistic development of children.
- ✓ Leadership and Teamwork: Working with other teachers (Rotation) , Mentor Teachers and Team -teaching to maintain a "shared goal" for school discipline.

Table 2 Top Required Skills

Category	Key Skills Mentioned
Interpersonal	Communication, Patience, Empathy, Soft Skills
Operational	Planning, Time Management, Classroom Discipline Management
Behavioural	Positive Reinforcement, Assertiveness, Strictness/Consistency
Leadership	Problem Solving, Teamwork, Confidence Building

➤ *Suggested Required Areas of Interventions*

Based on the qualitative feedback from the 52 respondents, the suggested areas of intervention to enhance teaching skill development during the B.Ed. internship can be categorized into four strategic domains:

• *Classroom Management & Behavioural Support*

This was the most frequently cited area for intervention. Trainees feel that the gap between theory and practice is widest here.

- ✓ Workshops on Discipline: Regular workshops on classroom behaviour, "clear rule-setting," and "reigning" management techniques.

- ✓ Positive Reinforcement Training: Moving beyond simple "strictness" to strategies that involve positive reinforcement and "involving parents" to support student behaviour.
- ✓ Managing Diversity: Interventions to help trainees address learning gaps and support students struggling with core subjects like reading and math.
- *Pedagogical & Technical Skills*  
Trainees expressed a need for more "hands-on" training in the mechanics of teaching.
- ✓ Lesson Planning & Time Management: Practical sessions specifically focused on delivering a full lesson within a 40-minute period without rushing.
- ✓ Innovative Techniques: Introduction and training on "new techniques," digital tools, and "different teaching methods" to maintain student engagement.
- ✓ Practical Work over Theory: A shift toward more "field experience" and "practical work" rather than theoretical assignments.
- *Psychological & Soft Skill Development*  
The internal state of the trainee significantly impacts their classroom performance:

- Confidence Building: Interventions designed to "take out fear from inside" and help trainees build a professional persona.
- Communication Skills: Focused development on public speaking and "communication skills" to interact effectively with students and school staff. (21-Century Skills -NEP 2020 in all professional Courses)
- Progress Monitoring: Implementing systems for trainees to monitor their own growth and receive "regular feedback" on their development<sup>4</sup>. Structural & Institutional Support.

Trainees identified needs that require coordination between the college and the internship schools.

- Peer Collaboration: Creating structured opportunities for "peer collaboration" and "professional development workshops" where interns can learn from one another.
- Resource Accessibility: Improving "access to quality education" resources, providing better teaching materials, and supporting schools in rural areas.
- Mentorship: Enhancing the "mentorship" model to ensure interns are guided through "clinical services" and educational skill-building.

Table 3 Priority Interventions

High Priority	Medium Priority
Classroom Behaviour Workshops	Progress Monitoring Systems
Time Management Training	Peer Observation Groups
Student Engagement Strategies	Parental Involvement Training
Digital Tool Integration	Special Education/Learning Gap Support

In response to how well could they integrate theoretical knowledge from their B.Ed. course into practical teaching during the internship, few significant challenges and suggestions by the B.Ed. trainees are as under:

Based on the survey data from 52 B.Ed. trainees, the following analysis highlights their ability to integrate theoretical knowledge into practical teaching and the specific challenges they encountered during their school internship.

➤ *Integration of Theory into Practice*

The majority of trainees felt successful in applying their B.Ed. course knowledge to a real classroom setting:

- Positive Integration: Approximately 80.8% of respondents felt they could integrate theory "Very Well" (57.7%) or "Extremely Well" (23.1%).
- Moderate Success: A smaller group of 17.3% reported a moderate level of successful integration.
- Application Areas: Trainees found theoretical knowledge most useful for lesson planning and student assessment.

➤ *Key Challenges in Practical Application*

Despite the high success rate, trainees identified significant hurdles where theoretical knowledge often fell short of practical reality:

- The Reality Gap: Several respondents noted that "practical knowledge is totally different from theoretical knowledge" and that many textbooks lack a practical point of view.
- Classroom Dynamics: While prepared for planning, interns struggled with "real-time classroom dynamics" and maintaining a healthy, focused environment.
- Resource and Time Constraints: Frequent challenges included limited resources, time limitations, and high workload.
- Class Size: Managing a high student strength was a major concern, with recommendations that classes should not exceed 40 students for effective teaching.
- Communication and Language: Interns faced communication problems with students and identified language barriers as a recurring difficulty.

➤ *Suggested Changes and Additions*

To bridge the gap between B.Ed. theory and school internship practice, trainees recommended the following modifications:

- **Enhanced Simulations:** Incorporating more real-life teaching simulations and case-based learning directly into the B.Ed. course.
- **Structural Support:** Strengthening mentorship programs and fostering better collaboration with schools to support interns.
- **Psychological Readiness:** Increasing focus on content command and techniques to overcome initial nervousness and build professional confidence.
- **Modern Distractions:** Implementing strategies to help students disconnect from mobile phones and better connect with their teachers.

In response to how satisfied are you with the overall structure and organization of the school internship program, significant suggestions for improvement are given as under:

Based on the survey data and qualitative responses from 52 B.Ed. trainees, here is an analysis and interpretation of their satisfaction with the school internship program's structure and organization as the duration of Internship Program is One Month Observation in 1 -Year and four months in II Year of the course which aligns with NEP 2020 Policy.

#### ➤ *Quantitative Analysis: Overall Satisfaction*

The quantitative data indicates a high level of satisfaction among the participants regarding the program's structure:

- **Highly Satisfied:** 86.5% of respondents reported being either "Very Satisfied" (57.7%) or "Extremely Satisfied" (28.8%).
- **Moderately Satisfied:** 13.5% of participants felt moderately satisfied with the organization.
- **Lower Satisfaction:** Notably, no respondents selected the "Not Satisfied" or "Slightly Satisfied" categories.

#### ➤ *Qualitative Findings: Suggestions for Improvement*

While general satisfaction is high, the trainees provided specific, actionable suggestions to make the internship more effective:

##### • *Program Duration and Flexibility*

- ✓ Several trainees suggested extending the internship period, with some recommending it last at least 6 months to gain more experience. (NEP 2020 :More Practice and enhanced School Internship duration)
- ✓ A need for greater flexibility in the program structure was also highlighted.

##### • *Practicality and Preparation*

- ✓ There is a strong call for more practical work and "real teaching" preparation by the college before the internship begins.
- ✓ Suggestions included adding practice classes for formatting and focusing on specific skills like Communication, Time Management, and Leadership.

##### • *Mentorship and Supervision*

- ✓ Trainees recommended more frequent visits by observers to provide ongoing support.
- ✓ Improvement in mentorship pairing and establishing clearer role definitions between schools and mentors were also identified as key areas for growth.

##### • *Institutional Coordination*

- ✓ Better coordination between schools and mentors is needed to prevent interns from being overburdened with "free teacher" tasks.
- ✓ Respondents also suggested reducing class sizes to improve the teaching-learning environment.

Based on the survey data from 52 B.Ed. trainees, here is an analysis and interpretation of how effectively the internship addressed their main challenges and the strategies they used to overcome them.

##### • *Addressing Key Challenges*

The internship was largely successful in helping trainees navigate the complexities of real-world teaching:

- ✓ **High Effectiveness:** 61.6% of respondents felt the internship addressed their challenges either "Very Well" (40.4%) or "Extremely Well" (21.2%).
- ✓ **Moderate Success:** 28.8% of trainees reported that their challenges were moderately addressed.
- ✓ **Minority Concerns:** A small segment (9.6%) felt their challenges were only slightly or not at all addressed.

#### ➤ *Effectively Managed Challenges*

Trainees demonstrated resilience by tackling various professional and classroom hurdles, often with external support:

##### • *Classroom and Instructional Management*

- ✓ **Discipline and Disruptions:** Trainees successfully managed "minor classroom disruptions" and "classroom discipline". One effective strategy for "indiscipline" was maintaining a polite but firm demeanour to build mutual respect with students.
- ✓ **Teaching Strategies:** Adaptability was key, with interns changing their "teaching strategy according to needs of the students" and using "audio-visual presentations" for better engagement.
- ✓ **Time and Syllabus:** Interns managed "time constraints," "lesson planning," and "classroom syllabus management" through self-organization.

##### • *Professional and Personal Adaptation*

- ✓ **Work Environment:** Trainees adapted to "new work environments" and "professional environments" through team collaboration.
- ✓ **Resourcefulness:** They dealt with a "lack of resources" and "making question papers" effectively.

✓ Life Obstacles: General "life obstacles" and "time management" were handled through personal effort and "dividing challenges into smaller pieces".

- *Sources of Support*

While many challenges were handled independently, trainees relied heavily on collaborative networks:

- Peer and Mentor Support: "Peer collaboration" and "mentor guidance" were vital for handling diverse learning needs and feedback.
- School Staff: Existing school teachers provided crucial assistance, especially when interns were "unknown" to the students.
- Training: Formal "training sessions" and "mentorship" provided the necessary framework for handling professional feedback.

Based on the qualitative responses from the 52 B.Ed. trainees, the challenges that remained difficult to resolve independently during the internship highlight gaps between teacher training and the unpredictable nature of classroom environments.

- *Insurmountable Challenges and Persistent Struggles*

Despite overall satisfaction, some interns reported challenges during the internship. Major issues included classroom discipline and disruptive behavior, difficulty in engaging uninterested students, and managing anger or behavioral issues among learners. Many trainees also struggled to support slow learners and students facing language barriers, especially in rural settings.

Workload and structural pressures, such as multiple classes in a day and sudden schedule changes, made it difficult for trainees to build strong relationships with students. Additionally, some interns experienced personal challenges like hesitation, loneliness, and stress, highlighting the need for better emotional and professional support.

- Summary: Classroom discipline, supporting diverse learners, and maintaining well-being were the main areas where additional training and institutional support are needed.

## VII. SUMMARY OF STRATEGIC RECOMMENDATIONS

➤ *Based on Trainee Feedback, the Following Improvements were Suggested:*

- *Structural Improvements:*

Extend internship duration to 4–6 months, start it earlier in the academic year, and provide internship exposure across both years of the B.Ed. program.

- *Pedagogical Support:*

Conduct classroom management workshops, provide training in ICT and teaching aids, and allow more

observation of experienced teachers before independent teaching.

- *Mentorship and Feedback:*

Ensure regular constructive feedback, clearer guidelines regarding roles and expectations, and stronger coordination between college, mentors, and schools.

- *Resources and Support:*

Provide stipends for interns, ensure availability of teaching resources, and encourage trainees to use innovative teaching methods.

- *Overall Program Impact*

The internship program received high appreciation from trainees. About 88.4% of respondents were very or extremely likely to recommend the program, and 92.3% reported significant professional growth, indicating its strong impact on teacher development.

## VIII. CONCLUSION

School Internship is a crucial component of teacher education, helping B.Ed. trainees connect theory with real classroom practice and develop professional teaching competencies. The pre-internship orientation is a resounding success according to this case study. The "Pragmatic and Effective" objective of the research is largely being met. The School Internship Program should be reviewed in light of recommendations as per NEP 2020 to strengthen the quality of Teacher Education. It should be implemented in a time-bound manner in all Teacher-training Institutions across India as per NCTE Guidelines based on NEP 2020. To further improve, the program coordinators might look into the ~10% who did not feel "Very Well" prepared to see if specific modules (like TLM preparation or Case Studies) need more hands-on time-bound on the qualitative feedback provided by the B.Ed. trainees, the suggestions for improvement can be categorized into four primary themes: *Practicality, Real-World Readiness, Resource Integration, and Structural Continuity.*

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