

Perception of B.Ed. Teacher-Trainees Towards Sessional Work and Internship

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ABSTRACT Internship and sessional work are an indispensable part of the teacher training institutes. The present study intends to analyse the perception of teacher trainees studying for their Bachelor of Education towards internship and sessional work. It also aims to identify the challenges encountered by them during these. A descriptive survey method was employed. Self-constructed perception scale was employed to gather data from 160 teacher-trainees regarding their perception and challenges faced during internship and sessional work. However, percentage was employed as a statistical technique for the analysis of the collected data. The results of the study revealed that teacher-trainees have a positive perception towards internship and sessional work. Further, results also indicated that they face numerous problems regarding classroom management, designing and preparing the teaching material, preparing a lesson plan, interaction with students in the classroom, practising innovative teaching techniques in the classroom, etc.

INTRODUCTION

In order to strengthen India, the education system needs to be strengthened, and this depends upon its teachers. The nation's future is shaped in its classrooms and teachers are considered as the architects who outline the destiny of a nation. Any nation and community may lead to a better and higher quality of life with the help of well-qualified and trained teachers (Patel 2018). In India, teacher education institutes are the agencies that prepare the teachers and are considered as an integral part of an educational system. Teacher education institutes are referred to as universities or colleges that train teachers and is accredited by the state board of education or another governmental agency of the state where the institution is located. According to the National Council for Teacher Education Regulations (2014) passed by the National Council for Teacher Education, B.Ed. school-based programs have been made an essential part of the curriculum. The B.Ed. program is designed to prepare future educators for the challenges and responsibilities of teaching in diverse educational settings. The school-based training program has been prescribed for 20 weeks. The school-based training program is divided into two parts. In the first year of the course, it has been prescribed for 4 weeks, and 16 weeks in the second year. Its main objective is to prepare an effective teacher by keeping the students engaged in school activities. School-based training provides

an opportunity for the students to fulfil the responsibilities of a full-time teacher in the school. Those who desire to enter the teaching profession receive professional preparation in pedagogy, which covers a wide range of professional knowledge, values, and abilities with a strong functional emphasis with the help of teacher training institutes that is B.Ed. colleges (Sagar 2019). It offers a platform for the holistic development of a student teacher, trainers. Teaching is considered as both a skill and an art (Prakash and Xavier 2014). The core components of teacher training institutes include theory, practicum and internship. Along with the internship, sessional work is also one of the important components of teacher training institutes nowadays. There are numerous activities under internship and sessional work, which give hands-on training to the prospective teacher trainees and prepare them for the actual classroom teaching. Bhargava and Pathy (2011) in their study stressed that type of attitude possessed by the teacher influence the quality of the work accomplished and teaching. Hence, it is pertinent to know the perception of prospective teacher trainees about their training programme.

Internship

The teaching internship is regarded as the apex of teacher education preparation because it gives student interns so many chances to put their aca-

democratic learning and pedagogical abilities into practice (Baylan 2019). Internships facilitate stronger bonds between students and employers, fostering effective communication within the company. They also have a positive social impact by integrating students into the local community and nurturing their connections with professionals and regular employees. Unlike traditional academic exercises like role plays and case studies, internships provide real-world settings for students to refine their interpersonal skills, leading to a deeper understanding of themselves and individuals from diverse backgrounds. Moreover, internships can focus on service and social action projects, enhancing students' ability to collaborate effectively in groups. Consequently, it can be inferred that internships contribute significantly to the professional growth and personal development of B.Ed. students (Behera et al. 2024). Field engagement is essential for teacher education programs like all other professional programs (Chary and Perumal 2022). Teacher trainees have the chance to gain practical experience through internship training, which also bridges the gap between theory and practice (Jeevanantham and Muthuchamy 2022). The intern will do all duties associated with regular teaching throughout the internship, including lesson planning, assessment, classroom management, and action research while interacting with the schools principal, the institution's head, community members and children. Teaching is a combination of skills. Integrating the teaching skills in school internship will provide a holistic teaching experience among the teacher-trainees and improve planning and implementation of lessons in the classroom (Kundu and Bej 2022). Interns in internship programmes learn how to use various teaching aids in a classroom. Thus, teaching skills contribute to effective teaching (Roy and Banerjee 2021). The internship program is helpful to enrich teacher trainees with knowledge and experience of innovative teaching techniques. Actually, it assists the teacher in building their current talents in order to become an independent, thoughtful, and collaborative manager of learning who is prepared to join the teaching profession following graduation (Gupta 2019). Teaching is an exciting and rewarding activity but like other professions it is demanding. It is required that the practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the skills necessary to carry out these tasks. Teach-

ing is not the simple method of profession but it is a complicated communication problem. Using different teaching methods, techniques and devices, one can solve the communication problem. All the teacher training institutions are not only imparting theoretical but also practical knowledge and skills in different subjects to prospective teacher-educators. In Figure 1, various activities being performed by teacher-trainees throughout their internship are presented such as preparing timetables and attendance sheets of pupil teachers, maintenance of school records, organising morning assembly, delivery of the lessons, framing question paper, data collection and to record lessons of interns. Teaching practice is an important component of turning a person into a professional teacher. Stephens (2011) stated that a teacher internship can be an effective way to ensure that instructors participate in this level of professional development. It provides student teachers with real-world teaching and learning experience. A potential teacher-educator has the opportunity to experience the skill of teaching during teaching practice before entering the real world of teaching profession. The internship is a vital component of teacher education and it can be a great success only after the proper implementation. It is not merely an academic program, which that needs to be completed, rather it is a great effort for developing successful and effective future teachers. The internship in teaching is a collaborative effort of training colleges/practising schools, cooperating schools, cooperating teachers, and the college supervisors or teacher-educators.

Globally, the teaching internship has been identified as the most significant, thrilling, and tough experience that teacher-trainees encounter during their whole teacher preparation programme. It is vital to understand the issues and challenges that student teachers confront while teaching the students for their internship (Otara 2014). Fletcher et al. (2011) stated that it is critical that teacher educators must discuss classroom management strategies and techniques, benefit from synergistic relationships with qualified and passionate mentor teachers and university supervisors, and only assign coursework that is essential for the development of student teachers during their internships. Beginner or novice teachers are confronted with various challenges in the beginning of their teaching especially in their first year of teaching. Without sufficient induction support, new teachers merely develop the teaching

skills (Tak 2005). Filiz and Durnali (2019) stated that internship training is useful for future teaching, but theoretical training is not given in the classes. In order to boost the efficacy of new teachers, some countries have implemented the policy of internship programmes. Less attention has been paid to the student teachers' perceptions of their internship experiences, even though research has demonstrated that the co-teach model for the student teaching internship results in enhanced learning for the students in the classroom.

Sessional Work

Sessional work in B.Ed. (Bachelor of Education) refers to the practical and assessment-based component of the teacher training programme. It is critical in training future educators for their roles in classrooms. It is a crucial component of the B.Ed. programme that provides aspiring teachers with the hands-on experience and abilities they need to succeed in the classroom. It assists them in becoming competent educators capable of meeting the different needs of their pupils and making a positive impact on education. It is a type of practical work associated with different courses on the curriculum. As part of the sessional work, the trainees are given projects that require a thorough assessment of their competence as it manifests in many elements of planning, teaching aids, etc. Two-year B.Ed. programmes, strive to develop and alter existing methods of teaching and training. Session work is one of the crucial activities that students must complete while being guided by their subject teacher, just like other practical exercises and tasks. Figure 2 depicted the various activities and tasks included under the sessional work such as field experience, case study and action research, community engagement, participation in cultural activities, writing reflective journals and presentations, administration, scoring and interpretation of psychological tests, writing reflective diaries, and so on. These activities are designed to improve all three domains of affective, cognitive, and psychomotor. Session work in many subjects has its own merit and significance. This practical work seeks to arouse curiosity, foster creativity, and provide opportunity for students to consolidate the link between theory and practice (Kumar and Gupta 2021).

Internships and sessional work are emerging educational advances. They play a critical role in im-

proving teachers' proficiency and effectiveness. It exposes them to how they should behave in the actual classroom. This study will be beneficial for the society and academicians as prospective teacher-educators are the future teachers of the country and they will direct or give guidance to the backbone of society, that is, the youth. So, one should check on the experiences they gained through sessional work and internships, and knowing what problems they are facing during sessional work and internship will definitely provide insights to the policy makers and academicians to make teacher training programs more effective, which in turn will result into more effective and innovative future teachers.

From the above context, the following questions have been raised in the minds of the investigators.

1. What is the perception of prospective teacher-educators towards sessional-work?
2. What is the perception of prospective teacher-educators towards internships?
3. What are the challenges faced by prospective teacher-educators during sessional work and internships?

Objectives of the Study

The present study focused to achieve the following objectives:

1. To measure the perception of B.Ed. teacher-trainees towards sessional work.
2. To assess the perception of B.Ed. teacher-trainees towards internship.
3. To identify the challenges faced by the B.Ed. teacher-trainees during sessional work and the internship.

METHODOLOGY

Descriptive survey method was employed in the present study by the investigators. The population for the present study consisted of all the teacher-trainees (200) of B.Ed. in the Government College of Education, Jammu, India. Out of the two hundred teacher-trainees, one hundred and sixty were taken as the sample of the study by using a simple random sampling technique.

Instruments

Perception scale was employed by the investigators for measuring the perception of B.Ed. teach-

er-trainees towards sessional work. It was a self-constructed scale by the investigators. The scale was constructed under three (3) dimensions such as teaching skills, time management skills and personal development. Nine (9) items were prepared for measuring the perception. After framing the items, it was sent to the experts for the content and face validity. In addition to this, the perception scale was prepared to measure the perception of the B.Ed. teacher-trainees towards the internship. It was prepared with ten (10) items under two (2) dimensions such as communication skills and analytical thinking development. Likert scale composed of twelve (12) items was prepared to know the challenges faced by the B.Ed. teacher-trainees during their sessional work and internship. After preparing the tool, data was collected through a Google Form. Before administering the scale, the investigators made everything clear to the teacher-trainees about how they should mark their responses in the Google Form and also explained to them the nature of the study, importance of the data to be collected and also assured them the confidentiality of their responses.

Data Analysis Technique Employed

In the present study, the investigators employed percentage as a statistical technique to analyse the collected data.

RESULTS

From Table 1, it has been observed that all the 160 (100%) teacher trainees agreed that sessional work helps them to work collaboratively in groups. It may be said that sessional work gives valuable experiences to the teacher-trainees in terms of developing their ability to work together effectively. In addition to this, 70 percent agreed that sessional

work helps in developing the listening power whereas 30 percent disagreed with it. Furthermore, 96 percent agreed that sessional work develops reading and writing skills whereas 4 percent remained neutral regarding this. It can also be observed that 90 percent of the teacher trainees agreed that sessional work develops a feeling of cooperation amongst them while 7 percent disagreed with it and 3 percent remained neutral. Additionally, 90 percent agreed that sessional work provides skilled knowledge whereas 3 percent disagreed with it and 7 percent remained neutral regarding this. Moreover, 86 percent agreed that sessional work develops creativity, whereas 4 percent disagreed with it and 10 percent were indifferent regarding this. Further, 90 percent respondents agreed that sessional work provides opportunities to gain real life experiences of the field whereas 7 percent disagreed with it and 3 percent remained neutral regarding this. Additionally, 60 percent agreed that sessional work helps them in weighing the pros and cons before making a decision whereas 14 percent disagreed with it and 26 percent were neutral regarding this. Furthermore, 90 percent agreed that it helps them in solving the problems efficiently whereas 7 percent disagreed with it and 3 percent were neutral. From the above responses, it can be concluded that sessional work helps in developing communication skills, analytical thinking, and provides real world experiences to teacher-trainees by giving them exposure to field work. In nutshell, building upon the insights gleaned from the aforementioned responses, it becomes evident that engagement in sessional work not only cultivates communication skills and analytical thinking but also furnishes teacher-trainees with invaluable real-world experiences through direct involvement in fieldwork. This multifaceted approach not only hones pedagogical techniques but also fosters adaptability and problem-solving capabilities cru-

Table 1: Perception of teacher-trainees towards the Sessional work

S. No.	Statements	Agree	Indifferent	Disagree
1	Sessional work helps to work well with each other in groups.	100%	—	—
2	Sessional work helps in developing listening power.	70%	—	30%
3	It develops reading and writing skills.	96%	4%	—
4	It develops feeling of co-operation among the teacher-trainees.	90%	3%	7%
5	Sessional work Provides skilled knowledge.	90%	7%	3%
6	Sessional work develops creativity.	86%	10%	4%
7	Sessional work provides opportunities to gain real life experiences in the field.	90%	3%	7%
8	It helps in weighing pros and cons before making a decision.	60%	26%	14%
9	It helps the teacher-trainees to solve problems efficiently.	90%	3%	7%

cial for navigating the dynamic landscape of education. By actively participating in sessional work, aspiring educators are allowed to be afforded the opportunity to apply theoretical knowledge in practical contexts, refining their instructional methodologies and interpersonal competencies. Consequently, the amalgamation of theoretical foundations with hands-on experience not only augments the professional growth of teacher-trainees but also enriches the educational landscape by producing adept and well-rounded educators equipped to meet the evolving needs of learners in diverse educational experiences.

From Table 2, it has been observed that 93 percent of the teacher-trainees agreed that the internship acts as a bridge between theory and practice, while 3 percent disagreed with it and 4 percent remained neutral. It is further seen that 87 percent agreed that the internship develops a true understanding of the complex nature of the teaching process whereas 13 percent teacher-trainees were neutral regarding this. Furthermore, 86 percent agreed that the internship reflects teaching style and practice whereas 7 percent disagreed and 7 percent remained indifferent regarding this. 87 percent agreed that the internship helps in conducting action research whereas 6 percent disagreed with it and 7 percent remained neutral. It can also be observed that 96 percent teacher-trainees agreed that the internship gives experience of real classroom teaching whereas 4 percent remained neutral regarding this. Furthermore, 45 percent agreed that it is a time-consuming process while 42 percent disagreed with it and 13 percent remained neutral. Further, 37 percent of the teacher-trainees agreed that the internship hinders the regular class work whereas 43 percent disagreed with it and 20 percent were neutral regarding this. Moreover, 73 percent of teacher-

trainees agreed that the internship helps in removing the inferiority complex before teaching in the actual classroom whereas 7 percent disagreed with it and 20 percent remained neutral. It is further revealed from the above table that 97 percent of teacher-trainees agreed that the internship develops self-confidence by giving exposure to teaching whereas 3 percent disagreed with it. Further, 96 percent agreed that internship boosts motivation among teacher trainees while 4 percent disagreed with it. From the above responses, it can be concluded that beyond the enhancement of teaching skills and time management abilities, these immersive experiences foster holistic personal development. Thus, internship transcends skill acquisition, nurturing well-rounded educators equipped with the emotional intelligence and interpersonal competencies necessary to inspire, empower, and positively impact the lives of their students and communities.

Based on the results given in Table 3, it has been observed that 53 percent of the teacher-trainees agreed that they faced difficulty in preparing the research tool during sessional work whereas 23 percent disagreed with it and 24 percent remained neutral. It may be due to insufficient training or guidance received on how to create the research tools during their teacher education program. Effective mentorship and support can be effective in developing these skills. It can be further seen that 33 percent faced difficulty while working with others in groups, whereas 43 percent disagreed that they faced any difficulty regarding this and 24 percent remained neutral. Additionally, it was found that there were 57 percent teacher-trainees who agreed that they faced difficulty in developing research proposals whereas 33 percent did not face any difficulty and 10 percent were neutral. Furthermore, 45 per-

Table 2: Perception of teacher-trainees towards the Internship

S. No.	Statements	Agree	Indifferent	Disagree
1	Internship act as a bridge between theory and practice	93%	4%	3%
2	It develops the true understanding of complex nature of teaching process.	87%	13%	—
3	It reflects teaching style and practice.	86%	7%	7%
4	It helps in conducting Action Research.	87%	7%	6%
5	It gives experiences of real classroom teaching.	96%	4%	—
6	It is a time-consuming process.	45%	13%	42%
7	It hinders the regular class work.	37%	20%	43%
8	It helps in removing the inferiority complex, the teacher-trainees before teaching in the actual classroom.	73%	20%	7%
9	It develops self-confidence along with exposure to teaching.	97%	—	3%
10	It boosts motivational level of teacher-trainees.	96%	—	4%

Table 3: Challenges encountered by the teacher-trainees during Sessional work

S. No.	Statements	Agree	Indifferent	Disagree
1	I faced difficulty in preparing the tool	53%	24%	23%
2	I faced difficulty in working with others	33%	24%	43%
3	I faced difficulty in preparing the research proposal	57%	10%	33%
4	I faced difficulty in preparing the resume	45%	13%	42%
5	I faced difficulty in collecting the data	80%	3%	17%
6	I faced difficulty in managing the time	77%	10%	13%

cent of the teacher-trainees agreed that they faced difficulty in preparing their resume as a part of sessional work whereas 42 percent disagreed with it and 13 percent were neutral regarding this. It can be further observed that 80 percent of the teacher-trainees agreed that they faced problems during data collection whereas 17 percent disagreed with it and 3 percent remained indifferent. Moreover, 77 percent agreed that they faced difficulty in managing the time during sessional work whereas 13 percent disagreed with it and 10 percent remained neutral. In nutshell, while the findings shed light on the challenges faced by teacher-trainees during sessional work, they also underscore opportunities for improvement and refinement within teacher education programs. By critically examining and addressing these challenges, stakeholders can work towards fostering a more supportive and empowering learning environment that nurtures the development of competent and resilient educators.

It has been observed from Table 4 that 60 percent of the teacher-trainees agreed that they faced problems while managing the classroom during internship whereas 23 percent disagreed with it and 17 percent remained indifferent. Further, 60 percent of the teacher trainees agreed that they faced problems in designing and preparing the teaching material while 26 percent disagreed with it and 14 percent remained indifferent to it. Moreover, 53 percent agreed that they faced difficulty in preparing the lesson plan during the internship while 30 percent

disagreed with it and 17 percent remained neutral regarding this. However, 43 percent agreed that they faced difficulty while interacting with students in the classroom while 50 percent disagreed with it and 7 percent remained neutral. Furthermore, 63 percent of the teacher trainees agreed that they faced problems while practising innovative teaching techniques during the internship whereas 23 percent disagreed with it and 14 percent remained neutral regarding this. 67 percent agreed that they faced a problem of long distance from the teacher training institute to practising schools during the internship whereas 10 percent disagreed with it and 23 percent remained neutral. To conclude, we may say that addressing the identified challenges demands collaborative efforts from teacher education programs, mentor teachers, and practising schools to provide comprehensive support and guidance to aspiring educators. By critically examining and addressing these challenges, stakeholders can work towards fostering a more supportive and enriching internship experience that better prepares teacher-trainees for the demands of the teaching profession.

DISCUSSION

The results from the collected data revealed that teacher-trainees have a positive perception regarding the sessional work, as it aids them in working collaboratively, developing their listening power, fosters a sense of collaboration, develops creativi-

Table 4: Challenges encountered by the teacher-trainees during Internship

S. No.	Statements	Agree	Indifferent	Disagree
1	I faced difficulty in managing the classroom during teaching	60%	17%	23%
2	I faced difficulty in designing and preparing the teaching material	60%	14%	26%
3	I faced difficulty in preparing the lesson plans	53%	17%	30%
4	I faced difficulty while interacting with students	43%	7%	50%
5	I faced difficulty in practicing the teaching techniques	63%	14%	23%
6	I faced problem of more distance between teacher training institute and practicing schools	67%	23%	10%

ty, offers chance to acquire real world experiences in the field, and helps in weighing the pros and cons before reaching a solution and aids in solving the problems efficiently. The results of the present study are supported by Kumar and Gupta (2021), which reported that the teacher-trainees have a positive perception towards the sessional work as a part in developing teacher-trainees programmes, as it develops the thinking ability and creative power of teacher-trainees. The results of the present study showed that teacher-trainees have a positive perception regarding the internship, as majority of the teacher trainees affirmed that the internship acts a bridge between theory and practice, develops a true understanding of complex nature of teaching process, aids in reflecting teaching style and practice, gives experience of real classroom teaching, helps in removing the inferiority complex before entering the real classroom, develops self-confidence by giving exposure of teaching, and boosts motivation amongst them. The results of the present study are in agreement with Gupta (2019), which stated that teacher-trainees have a positive perception regarding the internship programme, as it provides a real opportunity to refine and improve the teaching skills in an actual classroom setting. In addition to this, results are also aligned with the study conducted by Nath (2020) which concludes that teacher-trainees agreed that internship programme is fruitful for them to acquire the required competencies and intensely comprehend the process of teaching learning process as a student as well as a teacher. Further, the results of the present study are aligned with Khajuria (2024) which stated that majority of the teacher-trainees/student teachers have a positive perception towards the internship programme as a part of professional preparation of teachers. Further, Parveen and Mirza (2012) stated that the teacher-trainees view the internship program as a real opportunity to refine and improve their teaching skills in an actual school setting, and it has a positive impact on the performance of the teacher-trainees. Further, the results of the present study are not aligned with the study conducted by Chary and Perumal (2022) which stated that the low or negative perception of B.Ed. teacher trainees towards the internship programme.

Further, the results of the present study revealed that teacher-trainees faced difficulty during sessional work such as to prepare the tool, developing research proposal, preparing the resume, collecting

data and managing the time. The results of the present study are aligned with the study conducted by Patel (2018) which concludes that teacher-trainees faced problems in preparing the research proposal, and collecting data for action research.

The present study revealed many areas where the teacher-trainees faced difficulty during their internship such as managing the classroom, designing and preparing the teaching material, preparing the lesson plans, interacting with students in the classroom, practising teaching techniques and more distance between teacher training institute and practising school. The results are in agreement with Panda and Nayak (2014), which discovered that difficulties in teacher-training during internship are related to managing the students, maintaining discipline and communication skills. Further, the results are also aligned with the study conducted by Patel (2018) which stated that teacher-trainees faced difficulty during their internship such as classroom management, long distance of practice school, designing and preparing the teaching material and aids.

However, it may be concluded that the teacher-trainees are not fully guided and trained to perform the activities under their sessional work and internship programme. So, it is highly recommended that the teacher educators must guide and counsel the teacher-trainees to solve the problems, which they faced during their internship and sessional work, as it is a transformative approach, which aims to train the teacher-trainees and make them efficient teachers.

Educational Implications

The present investigation has a significant role in exploring the perception of teacher-trainees towards sessional work and internship. The findings of the present study have some implications for the educationists, teacher-educators, policy makers and teacher-trainees in the field of teacher-education in general and school-education in particular. According to the study, internships helps future teachers to develop their teaching abilities, which is crucial because fieldwork exposes them to real-world situations. Teachers who improved their instructional techniques also tend to be more confident, which boosts productivity and raises student satisfaction levels. The study also suggested that since most of the teacher-trainees struggle with sessional work and internship. However, Educators and policy-makers should reinterpret some of their components.

Additionally, the study showed that internships help potential teacher trainees to strengthen their time management abilities because theory and practice go side by side, which aids in time management and productivity.

CONCLUSION

To conclude, one may say that integrating sessional work and an internship into a B.Ed. programme is a transformative approach with enormous promise for aspiring teachers. By bridging the gap between theory and practice, this combined approach gives future teachers a well-rounded skill set and a deeper comprehension of the complexity of the classroom. The incorporation of sessional work and internship develops a symbiotic relationship between theory and practice, promoting the notion that good teaching is a dynamic combination of the two. This method better equips prospective teacher educators to deal with the challenges and complexities of today's educational environment. Incorporating sessional work and internship within a B.Ed. programme enriches aspiring teachers' educational journey by providing them with a holistic learning experience. This approach provides prospective teacher educators and teachers with the skills, insights, and confidence they need to excel in the classroom and make a positive difference in the lives of their students by integrating theoretical knowledge with practical practice. It is a powerful strategy for shaping the next generation of dedicated and effective educators. Some of the recommendations regarding it are that well-structured internship programs within the B.Ed. programmes should be established, ensuring that students have opportunities to apply theoretical knowledge in real-world educational settings. Another recommendation is to assign experienced mentors to guide and support B.Ed. teacher-trainees during their internship placements as mentors can provide valuable feedback, share insights from their own teaching experiences, and offer professional advice.

RECOMMENDATIONS

Drawing upon the insights gleaned from the study and taking into account its acknowledged constraints, there are several opportunities for further research and practical implementation to be pur-

sued. The sample for conducting the present study was taken from a government B.Ed. college. A similar study may also be conducted in other private B.Ed. colleges. Furthermore, the present study was confined to a sample of 160 only. Hence, it is suggested that a large sample may be taken for future research. Additionally, in the present study, only B.Ed. teacher-trainees were taken but the scope of the study could be enlarged by including the M.Ed. teacher-trainees and teacher-educators also. Further, the present study was a descriptive survey. For exploring deeply about the target group, qualitative study can also be undertaken.

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