

Perception of Student-Teachers Regarding Internship Programme

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Abstract-- This study examines the perceptions of student-teachers regarding the internship programme within the Bachelor of Education (B.Ed) curriculum. The research aims to evaluate the effectiveness of the internship in bridging the gap between theoretical knowledge and real-world classroom practice, while also identifying the challenges faced by trainees.

Utilizing a descriptive survey design with both quantitative and qualitative elements, data was collected from a sample of 45 student-teachers at SreeSiddaganga College of Education, Tumakuru, Karnataka. A three-point scale was employed to measure responses across various pedagogical dimensions.

Key findings indicate an overwhelmingly positive perception of the internship:

- 100% of participants reported that micro-teaching, demonstration classes, and ICT-based lesson planning significantly enriched their professional readiness.
- 98% successfully utilized Teaching Learning Materials (TLMs) and followed the 5E-based lesson model.
- Over 95% felt an increase in teaching confidence, evaluation skills, and the ability to conduct action research.

The study concludes that the internship is a vital component of teacher education, essential for developing classroom management, administrative insight, and professional identity. The paper recommends that B.Ed institutions maintain rigorous pre-internship workshops and provide continuous feedback to ensure trainees transition effectively into the teaching profession.

Keywords-- Internship Programme, Student-Teachers, B.Ed (Bachelor of Education), Pedagogy, Micro-teaching, Classroom Management, 5E Lesson Plan, Teaching Skills, Action Research, Teacher Education.

I. INTRODUCTION

An internship is a systematic programme designed to provide practical experience for students or trainees within a professional setting related to their field of study. Generally, an "internship" refers to a short-term training period where students work temporarily in an institution or company to gain industry-specific exposure.

In the specific context of the B.Ed (Bachelor of Education) programme, an internship is defined as a clinical experience where student-teachers apply theoretical pedagogical knowledge in a real classroom environment. During this period, they fulfil the responsibilities of a regular classroom teacher without remuneration, gaining firsthand insight into the teaching profession.

The internship facilitates a seamless connection between theory and practice. It builds teaching confidence, enhances motivation, develops communication skills, and fosters a deeper understanding of student psychology. By serving as a bridge between academic learning and professional work culture, the internship—usually conducted over a full academic semester—prepares trainees for the complexities of the educational landscape.

II. MEANING

An internship is a structured programme in which trainees are placed in real-life professional situations to gain direct, hands-on experience in their specific field of study.

III. IMPORTANCE OF THE INTERNSHIP PROGRAMME:

The internship plays a vital role in the teacher training process by achieving the following:

- *Enhances Self-Confidence:* It develops self-esteem and professional identity in every trainee.
- *Administrative Insight:* It provides exposure to the administrative functions and clerical responsibilities within a school setting.
- *Real-World Application:* It offers a platform for trainees to apply pedagogical theories in actual classroom situations.
- *Institutional Knowledge:* Due to the extended duration of the placement, trainees gain comprehensive knowledge of school operations and organizational culture.
- *Professional Motivation:* It encourages and inspires trainees to commit to becoming high-quality educators in the future.



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- *Skill Development:* It helps trainee’s master essential skills such as classroom management, student discipline, and effective use of the blackboard.
- *Self-Assessment:* It provides a framework for trainees to reflect on their performance and engage in self-evaluation.
- *Professional Networking:* It helps trainees build social and professional relationships with the Head of the Institution, faculty, and staff.
- *Holistic Training:* It encourages trainees to organize and conduct various curricular and co-curricular activities for students.
- *Strategic Teaching:* It enables trainees to adapt and implement diverse teaching-learning strategies tailored to student needs.

IV. OBJECTIVES OF THE STUDY:

The objectives of the study were:

- To analyse the internship program perceived by student-teachers.
- To identify the problems perceived by student-teachers during the internship program.

Research questions:

- How do Student-Teachers perceive internship program?
- What is the contribution of internship program in improving teaching skills and practices of prospective teachers?

Statement of the problem:

Perception of Student-Teachers during internship program.

V. METHODOLOGY

Research Design:

This study has been designed in both quantitative and qualitative paradigm. This research study is descriptive survey type in nature. The purpose of this study is to determine the effectiveness and weakness of internship program offered to student teachers.

Population and Sample:

The population of the study comprised of all the student-teachers of teacher education institution of Tumkur University where internship program is practiced.

The sample of the present study comprised of 45 Student-teachers of Sree Siddaganga College of Education, Tumakuru, Karnataka, India.

Research Tool Used:

After intensive review of related literature, a research tool was designed for collecting the data. It has a three-point scale with agree, disagree and undecided options.

Data Collection:

The data collection process started after completion of internship program in different schools. Prior permission from the principles of colleges was taken for administration of tool for the present study. The researcher personally administered the tool on the student teachers of the college.

VI. ANALYSIS AND INTERPRETATIONS OF THE DATA

Table 1
Conceptual Framework of Professional Growth Stages during the Internship Programme

Component	Impact Level (Based on Study)	Primary Benefit
Micro-teaching	100%	Skill refinement before real classrooms
5E Lessons	98%	Structured and effective delivery
Action Research	96%	Problem-solving and student analysis
ICT Lessons	100%	Modernizing the learning environment



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1. *Micro-teaching & Demonstrations:* The micro-teaching programme, alongside description and demonstration classes, yielded a **100% positive response**, indicating that student-teachers felt completely involved and supported by these foundational exercises.
2. *TLM & Lesson Planning:* A significant **98%** of student-teachers benefited from workshops on **Teaching Learning Materials (TLMs)**, while **99%** reported that workshops on lesson planning positively impacted their preparation.
3. *Subject Matter & Pedagogical Knowledge:* Through demo lessons, **96%** of participants enhanced their subject-specific knowledge. Furthermore, **98%** of the trainees successfully implemented **5E-based lesson plans** during their practice.
4. *ICT Integration:* There was a **100% consensus** that preparing ICT-based lesson plans enriched the trainees' ability to integrate technology into their teaching.
5. *Co-curricular & Administrative Skills:* Confidence in conducting co-curricular activities was built by **96%** of trainees, and **94%** reported a clear awareness of school administrative responsibilities.
6. *Classroom Management & Content Delivery:* While **93%** felt they gained the necessary skills to teach their specific content, **86%** reported successful classroom management (with 5% disagreeing and 9% remaining undecided).
7. *Evaluation & Feedback:* Most trainees (**95%**) reported acquiring better evaluation skills. The role of mentorship was highlighted by the **98%** who received constructive feedback from peers and teachers.
8. *Student Analysis & Action Research:* **100%** of student-teachers succeeded in identifying the strengths and weaknesses of their students, and **96%** found the undertaking of **action research** to be beneficial to their professional growth.
9. *Professional Outlook:* Overall, **95%** of participants stated the internship provided superior knowledge for their future profession, with **98%** expressing confidence that they will become effective teachers.

VII. EDUCATIONAL IMPLICATIONS/ ACTION PLAN FOR B.ED COORDINATORS AND TEACHER EDUCATORS:

Based on your findings, here is a checklist to ensure the internship program remains effective:

- *Enhance Pre-Internship Training:* Prioritize high-intensity micro-teaching sessions and demonstration classes, as these showed 100% success in your data.
- *TLM Workshops:* Organize hands-on workshops for creating Teaching Learning Materials (TLMs) to maintain the 98% proficiency rate.
- *ICT Integration:* Ensure all trainees are proficient in digital tools, as technology integration was highly valued by 100% of your sample.
- *Instructional Design:* Continue the emphasis on the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) to structure effective lessons.
- *Feedback Loops:* Formalize a peer and mentor feedback system; your study shows this is critical for building trainee confidence.
- *Administrative Exposure:* Schedule specific hours for trainees to observe and assist in school administrative tasks and record-keeping.
- *Action Research Support:* Provide faculty mentors to guide trainees through the action research process during their placement.

VIII. CONCLUSION

The findings of this study underscore that the internship programme is not merely a requirement of the B.Ed curriculum, but the definitive cornerstone of teacher professionalization. By transitioning from theoretical frameworks to real-world classroom dynamics, student-teachers successfully bridged the gap between "knowing" and "doing."

The near-unanimous positive response toward micro-teaching (100%), ICT integration (100%), and TLM preparation (98%) suggests that the pre-internship phase is critical in building the foundational confidence required for school settings. Furthermore, the adoption of the 5E-based lesson model proved instrumental in providing trainees with a structured approach to inquiry-based learning, ensuring that their teaching remained student-centered.



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Ultimately, the internship serves as a transformative period where trainees develop not only pedagogical skills—such as classroom management and evaluation—but also a professional identity through administrative exposure and action research. For the internship to reach its full potential, B.Ed institutions must maintain a robust support system of continuous feedback and mentorship. As this study concludes, a well-structured internship is the most effective vehicle for producing competent, reflective, and motivated educators ready to meet the challenges of the modern school system.

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