

Bridging Gaps in Theory and Practice

Exploring the Value of Internship

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Abstract

This article examines internship in the context of teacher education. It looks into issues that need to be addressed, such as duration, implementing innovative strategies while teaching, regular feedback from school administrators, teachers and peers, reflective activities on the teaching process during internship and so on that are faced by student teachers during internships, as well as some of the ongoing practices: use of student case diary and checklist, to maintain diversity and inclusion record for school, etc., which are prevalent in some institutes and can be incorporated by others in order to improvise the internship programmes. The article also proposes measures or methods viz. identifying partner institutions, Sandwich model, etc., for addressing issues and augmenting the internship experience.

INTRODUCTION

The lexical meaning of internship is “a period of undergoing practical instruction in one’s field of study or career seeking”. Modern day internship is distantly related to apprenticeships that came into picture under the guild system in the 11th century. It was replaced with vocational training in the 18th

and 19th centuries. Apprenticeship resurfaced in late 1800s and early 1900s; employers replaced masters. Internship then evolved over in the 20th century as many fields laid emphasis on practical experiences within the curriculum. The term ‘intern’ was first used in the medical field in the 1920s. The Government and Private sector gradually adopted

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the term and courses have been designed emphasising the practical experiences (Taylor, 2014).

Internship in different professions viz. medical, fashion, law, media and public relations are prevalent in various forms. They may be based on various factors some of which are mentioned below:

1. **Duration:** Internships are planned on the basis of duration or the specific time of year, such as quarterly internships, semester internships, fall internships, holiday (summer or winter break) internships, etc. These types of internships are prevalent in the field of sales, management, journalism, etc.
2. **Paid or Unpaid:** Private sector/ other large organisations usually offer paid internships. These paid internships are common in management, medicine, journalism, judiciary, etc. They also evaluate the trainees on various fronts in order to develop/sculpt them as future professionals. Unpaid internships on the other hand, though beneficial, yet have a drawback that the magnitude and type of work assigned is limited in terms of accountability and completion of tasks. Also these internships are not very popular.
3. **Credit/No Credit:** Internships in colleges or universities are based on credit points or they are a part of Intern's co-curricular activity just to gain firsthand experience of the activities.
4. **Virtual or Offline Internship:** Virtual or Online Internships can be attended remotely. Such internships are popular among interns as they provide flexibility in working hours. In offline internships, the intern needs to be present physically. However, the experience gained through offline internships is generally more valuable as it exposes the intern to actual field situations (Chegg, Internships, 2019).
5. **Area or Field:** Internships can be based on area or field or discipline viz. marketing internships, advertising internships, legal internships, teaching internships, PR internships, etc. After studying about various fields, especially the ones with internships as an integral part the author has listed some in form of a figure:

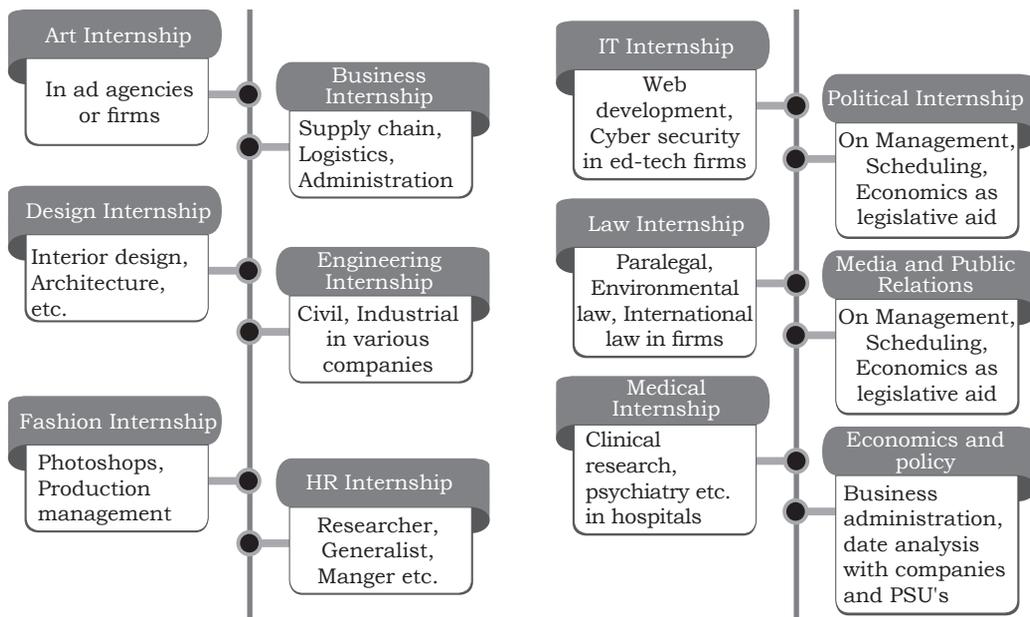


Fig 1: Areas of Internship
(Source: Authors)

INTERNSHIP IN TEACHER PREPARATION

The concept of 'internship' was introduced in the education system to enable student teachers to experience first-hand. The teacher education system of the country is always a cynosure of all eyes. As teachers form the backbone of a society, they sculpt future citizens, contributing to the growth of the economy and society. Thereby, the governments always emphasise on the necessity

of focusing on teacher education and bringing about reforms which cater to the demands of the society. Any educational reform looks to the teaching fraternity in particular for effective implementation.

Teacher preparation programmes in our country have a lot of variety; preparation of prospective quality teachers has been the aim of these teacher preparation programmes. We have programmes for different levels, of different duration and a varied

nomenclature: B.Ed. (1st year), B.El. Ed., D.El.Ed., D.Ed, B.Ed (2nd year) and B.A. B.Ed (4th year), B.Sc. B.Ed (4 years), *Shastri* and *Acharya* (for Sanskrit teachers), etc. While most teacher preparation programmes emphasise theory, internships help to bridge the gap between theory and practice. Wrenn J. and Wrenn B. (2009), mention that there are far too many anecdotal narratives of interns who are unable to confidently and successfully move from theory to practice. Making the transition from theory to practice could be challenging, at least in part considering the teacher or curriculum didn't incorporate theory and practice into the same academic programme in ways that were relevant and meaningful to the students. Hutchings (1990) also stated that, "What's at stake is the capacity to perform, to put what one knows into practice." It also provides Student-Teachers an opportunity to apply the skills and the learning of their teacher preparation programmes. The importance of internship has been emphasised by various commissions and committees on education, set up after independence in teacher education programmes.

The Secondary Education Commission (1952) suggested that effective teacher preparation is a key factor for equipping them to teach. It also mentioned that the opportunities of practice teaching in the classroom should be provided to prospective teachers in the able guidance of the experienced teachers. Teachers

should be prepared to cater to the needs of students from diverse areas fields backgrounds.

The Kothari Commission (1964–1966) recommended improvement of quality by revising curriculum and syllabus of teacher education courses regularly.

Establishment of NCTE in 1995 was for planning a qualitative development of teacher education. It is a statutory body responsible for policy formulation and coordination of teacher education throughout the country.

The Justice Verma Commission (2012), identified various gaps in the functioning of NCTE and major issues and challenges faced by the teacher preparation institutes, their functioning and the inability of many such institutes to stand up to the aspirations of the entire teaching community.

Traditionally, teacher preparation programmes have laid more emphasis towards theoretical aspects, leaving insufficient time for student teachers to get an experience in real classroom situations. Kothari Commission (1964–66) recommended that practice teaching for student teachers should be organised in collaboration with cooperating schools. Acharya Ramamurti Committee (1990), in its review of NEP 1986, observed that internship model should be adopted for teacher education as internship involves development of teaching skills based on actual field experience. Presently, the

requirement of internship, which was initially confined primarily to medical practices, is now an essential part of teacher preparation programmes.

Internships give compliance and legitimacy to the teaching practices and involve work based learning (Dewey, 1997; Resnick, 1987, Kuh, 2008). It further aids in gaining professional experiences and opportunities to develop networks related to the profession. In Kansas City, Missouri, Burns and McDonnell, an engineering firm while hiring paid interns looks into the school activities the interns had participated in, apart from good grades and job experiences. Another company named *The Nation Magazine* also considers school activities and personal interests of the interns apart from grades, as these form the basis of how one's personality grows (Encyclopedia of Internship). Before hiring interns, companies assess their specific skills, personal interests as every corporation or institution has its own specific needs. Fletcher (1990) suggested that internship *enhances students' self confidence, values, attitudes and leads to an increase in student independence, social maturity and interpersonal skills*. It also provides employers with a pipeline of new talent who are equipped to deal with the changing scenarios (Bailey et al., 2000). NCTE, a regulatory body for teacher education has also emphasised on the internships. NCTE recommends that internship should be an integral part of a teacher

education programme and should have a duration of at least 20 weeks. It also recommends that the objectives of internship should be to enable student teachers to gain practical experience, develop teaching skills and to understand the challenges of working in a real classroom setting. NCTE recommends that every student-teacher should be assigned a mentor teacher during the internship period.

Overall, the NCTE recommends that internship should be an integral part of teacher education programmes and should provide opportunities for student teachers to gain practical experience, develop teaching skills and prepare them for the challenges of working in real classroom settings. The NCTE also emphasises the need for mentorship, appropriate assessment mechanisms, and the selection of suitable schools for internship to ensure the effectiveness of the internship programme. Based on the recommendations of numerous commissions, organisations, and relevant policies that underline the value of internships in teacher preparation have been mentioned below.

THE ROLE OF INTERNSHIPS IN TEACHER PREPARATION

- 1. Enhancing Confidence and Competence:** Internships are pedagogically based on the concept of experimental learning. The practicum part can be seen as a means for ameliorating the pedagogical skills, pedagogical

content knowledge, attitudes and behavioral aspects (Mora, 2014). During internship, the learner actively creates knowledge through direct experiences which he/she gains and creates the reflection for him/her. Student teacher applies the methods and techniques learned to real life classes/ pupils and gains necessary skills and attitude to face future professional challenges.

2. Addressing the Needs of Heterogeneous Group(s):

Humans are diverse and dynamic by nature. Therefore, a singular approach may not be sufficient to devise methods for imparting education to a diverse group. Student-teachers through internship come across pupils from various backgrounds and with varied abilities. This experience enables the student-teacher to improvise upon the existing age-old methods and devise a seamless learning process addressing needs of every pupil in the class.

3. Developing an Inclusive Perspective:

Time and over educational policies have emphasised an inclusive approach in classrooms; NEP, 2020 too lays special emphasis on inclusive education. The student-teachers should be able to understand the philosophy of inclusive education, and to be oriented towards the various interventions of the schools in fields of curriculum,

infrastructure, school activities etc., so as to accommodate diverse learners. These can only be achieved through exposure in the field. (NCTE, is working on modalities and interventions for Digital Inclusive Education in the domain of Teacher Education, Draft NPST, 2021).

4. Classroom Dynamics: There may be various reasons behind classroom diversity. For example, while some of the pupils might be first generation learners, the others may come from a well educated family background. Further, some students may be more technologically equipped than others. A teacher should be able to cater to the requirements of all the pupils individually as well as a whole group. Internship provides the much needed training to a student-teacher to develop this capability.

5. Improving Classroom Management:

The theoretical methods and techniques taught in teacher training institutes make the student-teacher aware of a 'bouquet of strategies' which works like a broad spectrum antibiotics, when they face the real classrooms. However, teaching or managing a class involves tackling situations that need a more localised solution. Internships enable student teachers to face these situations during the training itself, thereby allowing the time to improvise and improve

upon oneself before entering the arena of professional teaching. The failures in internships act as stepping stones towards maturing of student-teachers (Capasso and Daresh, 2001).

6. Prepare for Varied Job Profiles:

The working/teaching conditions in India vary across institutes as well as different regions. For example, different teaching approaches may be required while teaching in *Anganwadis*, *Navodaya Vidyalyayas*, private schools, etc. Internship across varied institutes helps the student teacher to be prepared for varied job profiles. It is therefore advisable that Student-Teachers should be sent to different types of schools to gain experience of the different working conditions and understand the pleasures and pains of the teacher. (Capasso and Daresh, 2001).

There are numerous institutions that provide a wide range of teacher preparation courses. They plan the implementation of their courses on numerous approaches and models that are currently in use and that allow the institution to achieve its intended objectives.

Approaches of Internship:

Teacher internship and pre-internship handbook (Colorado Mesa University, 2022) has identified a model constituting four approaches. Teaching institutes may use these internship approaches to conceptualise internships for

student teachers. The internship models may account for factors such as mentoring, task clarity, and compensations, etc. to arrive at suitable internships for student teachers. Team teaching internship model is one of the internship models based on the collaborative efforts of both mentor and student teacher, incorporating strengths of both the partners. The key components of team teaching internship mode are: Collaborative teaching approaches, reduced student teacher ratio, peer support Groups, teaching and development opportunities.

EXISTING MODELS OF INTERNSHIP IN REGIONAL INSTITUTES OF EDUCATION (RIEs) AND SOME UNIVERSITIES

The National Council for Teacher Education (NCTE) guidelines issued in 2014 highlight the importance of internship and mandate a period of 20 weeks for the same. Pre-service training institutes in India have designed internship programme for the offered courses on the basis of these guidelines. Earlier in the Bachelor of Education (B.Ed) course of one year duration, the internship was based on a number of lesson plans. 40–60 lessons were to be covered from the two teaching subjects opted by the student. The duration of internship has been revised time and over as per emerging requirements. NCTE reviewed its recommendations and standards, notified them on 1 December 2014, mentioning the duration of B.Ed.

and M.Ed programmes will be increased from one year to two years. In 1999, NCERT introduced a B.Ed programme of two years duration in all its RIEs. NCTE regulations 2014, stipulated strengthening of practicum component by advocating a longer duration for internships, i.e., 20 weeks. This duration is segregated

in two parts of 4 weeks and 16 weeks. According to the analysis of various teacher preparation programmes in various institutes viz. four RIEs and some of the Central Universities, this period has been classified and structured in a variety of ways, which has been stated in a tabular form.

Name of Institutions	Name of Course	Duration of Internship
RIE, Ajmer	B.Sc.B.Ed/ B.A. B.Ed	4 weeks in third year 16 weeks in fourth year
RIE, Bhopal	4 year courses (B. Sc, B. Ed/B.A., B. Ed)	Semester-VII, Pre-internship—3 weeks Internship—16 weeks
RIE, Bhubaneswar	B.Sc.B.Ed/ B.A.B.Ed	16 weeks in 3rd semester 1 week pre-internship 1 week post- internship
RIE, Mysore	B.Sc, B.Ed/B.A.,B.Ed M.Sc.Ed.	7 th Semester- 60 days in school 7 th Semester- 60 days, 11 th Sem- 15 days in Sr. Sec Schools
Central University of Rajasthan	M.Sc., B.Ed integrated	Semester-I, 6 weeks Semester-II, 14 weeks
Central University of South Bihar	4 Year, B.A.,B.Ed,/B. Sc.,B.Ed	20 weeks in total 3 rd year- Micro teaching 4 th year- 16 weeks in field i.8 weeks ii.8 weeks
Central University of Haryana	B. Ed	Sem-II, 8 weeks Sem-III, 16 weeks

While examining the length and structure of the teacher preparation programmes at various institutions, we found various prevalent practices during internships that gave student teachers additional insight into real-world circumstances and the approaches for dealing with them.

A FEW INTERNSHIP PRACTICES

National Curriculum Framework for Teacher Education (NCFTE), 2009 mentions a sustained contact through internship would help teachers to choose, design, organise and conduct meaningful classroom activities, critically reflect upon their

own practices through observations, record keeping and analysis and develop strategies for evaluating students' learning for feedback into curriculum and pedagogic practice. Some universities are engaging in such practices, which can be emulated by others to improve their internship programmes. For instance, the Faculty of Education, BHU has identified different activities which are related to numerous facets of teaching and instructional behaviours, which provide the interns an introspection and reflection of their work, which helps them evolving holistically as a teacher:

- i Student case diary and checklist of personal biases as a teacher: The interns are required to note down their personal biases with respect to gender, caste, region, religion, etc. This activity gives them an opportunity to move towards non-discriminative behavior and adopt a just outlook. This task facilitates interns to identify the factors for creating an exceptional teaching learning environment. The interns also write about their negative or positive reinforcements to their students.
- ii Jot down complex ethical situations that challenge professional values: Situations can arise during internship where the intern face several ethical dilemmas relating to the profession such as

contradictions of ideals and practices, values attached to profession and their personal moral values. This activity has its importance as it provides the interns an exposure to the hidden situations which may arise and have normally not been discussed in classroom interactions. Kolb (1984) and Fenwick (2001) emphasise the fact that learning cannot occur solely through experiences. This must be followed by introspective thought and internal processing that connect the event with prior knowledge and in some way alter prior understanding.

- iii Diversity and inclusion record for school: To develop and nurture inclusive attitude in interns this activity is quite helpful. They need to be familiar with the existing diversities in the society and are visible in the classrooms.
- iv Health status record and parent profile for a class: The interns maintain a record of the physical and mental health of their students. This assists them in understanding and dealing with them in an appropriate manner. When the interns write about their parent profile, they understand their needs and can develop a dialogue with them during meetings.

- v. Brief description of the nature of collaboration with different units outside the school: The interns need to understand various formal and informal connections the organisation has to maintain with various administrative units and social agencies. (Patel and Srivastava, 2022).

In addition to these, changes have been made to the internship programmes in response to the pandemic situation. These changes were necessary in order to prevent the student-teacher from losing their academic focus. Due to the circumstances, the student-teachers had to finish their internship programmes online as well. Some of such instances of the programmes that were modified to suit the needs are mentioned below.

IMPROVISATIONS IN INTERNSHIP PROGRAMMES IN RESPONSE TO COVID-19 PANDEMIC

After the COVID-19 pandemic and subsequent introduction of social distancing norms, the education sector had to improvise drastically in order to maintain the continuity in educational activities. One of the key improvisations by the schools was adoption of an online mode of teaching. Accordingly, the pre-service training institutes were also compelled to align their internship curriculum with the school's modified mode of teaching (Eliyana, 2021). Internship programs of the

undergraduate teacher education at Adventist University of Sao Paulo, were divided into equal duration periods comprising online and offline modules. However, the offline modules remained inactive, waiting for the pandemic to get over (Prata et al., 2020). Federal University of Triângulo Mineiro, in state of Minas Gerais, suspended all its undergraduate academic events and started fully online programs in view of COVID-19 (Parta et al., 2020). The student teachers had to put in significant effort to meet the changes in teaching styles, activities and the schedules. Lack of technology literacy, compatible devices/infrastructure, and online connectivity were some of the biggest challenges faced by the student-teachers (Prata et al., 2020).

The pandemic experience further strengthened that the internship practices need better planning to integrate technological skills so that the interns develop capabilities to address the emerging challenges to address the online or offline modes of teaching as per requirement. It is the need of the hour that student teachers are given specialised training in the following areas in order to adapt to mode of online teaching—

- i. Knowledge of various web conferencing platforms and connectivity issues.
- ii. Sharing of different types of learning materials, e.g., worksheet, videos, etc.
- iii. Dealing with focus issues of students in online teaching

- especially pre-primary and primary.
- iv. Communication issues: sometimes students are not able to express themselves freely in online teaching. The instructions should also be conveyed in a way that all are able to follow.
 - v. Providing feedback.
- ii. Time management in accordance with the internship programme.
 - iii. Resistance faced by student teachers from students who are aware that student-teachers will only be teaching for a short time.
 - iv. Introducing new techniques to students who have grown accustomed to traditional methods.
 - v. Introduction of new or innovative strategies in view of limited IT or other infrastructure (Panda, 2014).
 - vi. Along with regular teachers, student teachers participate in a variety of school activities such as maintaining registers, annual meetings, sports days, parent teacher meetings, exam invigilation, and so on. It is natural for the student-teachers to expect a stipend for their efforts during the internship. Giving them a stipend as an option will undoubtedly keep them motivated and energetic about the task. (Patel and Srivastava, 2020).
 - vii. International students face a shortage of internship opportunities in their disciplines or fields. Inadequate stipends are another source of concern for international students, as many must leave their regular jobs to complete their internships and other

ISSUES FACED BY STUDENT-TEACHERS DURING INTERNSHIPS

A Google questionnaire was mailed to the recently graduated student teachers (100) from MSU, Vadodara and Central Universities of Haryana, South Bihar and Rajasthan. Out of 100, we received responses from 58 student-teachers. The main questions were on the procedures followed, the activities undertaken during the internship programmes, their level of satisfaction with the duration of the internship programme, the need to add additional activities, increasing the duration of internship, to mention a few. Although the majority of them felt that the current programme was satisfactory, more than 60 per cent of them said that a lot more can be done to enhance the current internship programmes. Their replies allowed us to narrow down some of the issues that must be considered while formulating an internship programme:

- i. Selecting appropriate schools for internships.

factors such as socio-economic status, achievement levels, distances and so on influence overseas students participation in internships.

PLANNING A STUDENT TEACHER INTERNSHIP

The internship practices may be improvised if we want to empower our student-teachers to face the upcoming challenges of the classrooms. For instance the existing resources must be made in tune with the requirements of the internship programme to be more comprehensive and effective. For this focus on the following points may help the student-teachers in doing so:

- i. The concept and perspective of the teacher's involvement in achieving learning outcomes differ significantly across teacher education institutions and real-world schools. Inadequate time to complete the prescribed syllabus, inadequate pupil-teacher ratio per section, community outlook, etc. (Chennat, 2014) are some of the aspects that should be addressed before planning an internship.
- ii. How to address parents' problems—teachers are the link between the school administration and the parents. The student-teachers

thus need orientations on addressing the parent's concerns in view of the administrative limitations of the school.

- iii. How to forge the bonds between student-teachers and students—For achieving the desired learning outcomes, a rapport needs to be established between the student-teacher and student. The students are well aware that the student-teachers are there for a short period; hence the attention or seriousness given to the student teacher leaves a lot to be desired. The student teachers should be oriented and equipped to deal with such situations.
- iv. Some schools may consider the task of providing internships to student-teachers as non-relevant to their institution. Therefore, the schools should be motivated to provide quality internships to the student teachers. (Patel and Srivastava, 2020).
- v. In various small cities and towns in India, only girls' schools usually prefer female interns and only boys' schools prefer male interns. The allocation of school to various interns should be

done accordingly (Patel and Srivastava, 2020).

vi. Different working set ups such as rural/urban—the conditions in rural schools differs vastly from the urban schools and the student teachers are expected to deal with:

- Parent attitude: Mindset of the rural population focuses on earning a livelihood and the need for education is evaluated by them accordingly. Sending kids to school is perceived as a loss of earning hands. Therefore, education in rural areas is not supported psychologically as well as financially (Kzlaslan, 2012).
- Gender biasness: It is widely prevalent in rural areas and affects the female participation.
- Lack of resources: In terms of lack of infrastructure, finances, etc.
- Personal issues: The conservative attitudes, restrictions in rural sector create difficulties for student teachers. Lack of basic amenities such as transportation and lodging are of concern in remote areas (Goodnough and Mulcahy, 2011).

RE-IMAGINING INTERNSHIP

A teacher educator one day came across a student-teacher, sitting and wandering his thoughts, the educator asked “what was troubling him?”, the student-teacher replied, “I feel something is missing in my way of teaching, don’t know how to that?” The educator replied, “Give up center stage! Give up any part of stage! You are not being evaluated! (only assessed). Be confident! That process is more important than the product. Cultivate uncertainty and try not to solve the problem or project ahead of time. Just be a facilitator!”

Some gaps between theory and practice which have emerged as per the recommendations from various commissions, committees and the responses to the questionnaire from various student-teachers who have recently completed internship, a few suggestions which could be instrumental in bridging these gaps while planning an internship programme emerged.

1. Identifying partner institutions, their types and requirements.
2. Orientation of principals, administrators and teachers of the identified institutes about the programme.
3. Apprise the students about the objectives of the internship.
4. Determine the learning outcomes to be achieved on the completion of the programme.

5. Develop a structured programme along with assigning experienced supervisors to guide interns.
 6. Provide resource support and encourage interns to reflect, as well as to make them aware with the necessary skills needed and ways to improve upon them.
 7. Adopt mechanisms to gather regular feedback from interns.
 8. Set evaluation criteria.
 9. Obtain periodic feedback from school administrators and school teachers, this would help in identifying strengths and weaknesses of the concerned intern.
 10. Analysis of the feedback obtained from school administrators and teachers to improve the quality of the internship programme.
 11. Monitoring of progress, this will help in evaluating the effectiveness of internship programme overtime.
 12. Advocating longer durations for internships, so as to ensure the achievement of desired outcomes.
 13. Ensuring flexibility in undertaking the course, in case of a missed internship programme. (If due to unforeseen reasons student misses the programme, they should be provided with alternate time periods to undertake the same.)
 14. Arranging internship programmes in school complexes to gain first-hand knowledge of their operations.
 15. Internships can be arranged during vacations of student-teachers on an honorarium basis. (This will motivate the interns and assist them in developing their skills.) One of the models that may be used and would be very beneficial in filling in the gaps in this context of reimagining internship is the sandwich model.
- Sandwich model:** In this model, student teachers get some period post first phase of internship and the second phase. They get time for reflective thinking on their internship experiences. This would benefit them to introspect on the techniques used, classroom management, day-to-day activities of school, etc. This would help them to rectify their mistakes when they go after a break for the next internship period, to improve their teaching practice, etc. Student-teachers should also find time for metacognition, to understand not only what was learned, also how it was learned and how this fits into future learning needs. Models like self-analysis, successful structuring of problems and interpretation should be encouraged. There are some more aspects which can be considered while planning an internship, these will aid interns for a qualitative development such as, individual skill-building problem assignments can be incorporated into project questions. The duration of the internship could be extended to include more practicum time. The Justice Verma Commission (2012),

mentions the need for improvement in teacher education programmes (2.1.4, 2.1.5), as well as the extension of pre-service teacher education and the provision of professional development. According to Building Kinder Brains, UNESCO MGIEP, 2021, Social and Emotional Learning (SEL) is a necessary condition for all learners. The evolution of the human brain is dynamic and is guided by the social emotional environment to which it is exposed. Student-teachers should embody SEL Children usually imitate the behaviour of people around them, so teachers should ideally practice SEL in their classrooms as well in other learning spaces. The pupil teachers can be made aware of these new research outcomes and up-skilled to apply the learning in the field. The student-teachers can be educated to bring about a transition in learners from 'reactive' to 'proactive'. Self Directed Learning (SDL) encourages natural blooming of self-confidence, inventiveness, tenacity and gratification. Student-teachers should be able to assess the readiness of the students; they should be able to motivate children towards SDL for their balanced growth. Internship in teacher education can be re-imagined and implemented in light of the NEP 2020. This would be a useful step in acclimatisation of student-teachers with the changing dynamics of the school and society. Probably internships with larger

durations, spreading over the teacher preparation programmes with continuous mentoring, under guidance of a subject teacher associated with a modest stipend and deeper involvement in school activities may be the cardinal change required.

CONCLUSION

An elaborate internship experience provides student-teachers an opportunity to implement the theory they have learned in practice in teaching-learning situations. Additionally, it helps prospective teachers choose, organise, plan, and carry out purposeful classroom activities. The planning for the internship in teacher preparation courses needs to be intense, considering the number of weeks and activities that will be involved throughout the programme. NEP 2020 also puts forth various recommendations regarding the preparation programmes as well as the institutions offering them (Para 5.24). One of the main directives for teacher education in the National Education Policy 2020 is holistic development of teachers considering the multidisciplinary approach and inclusive education system. In this regard ITEP which is a dual-major holistic bachelor's degree programme that awards B.A. B.Ed., B.Sc. B. Ed., and B.Com. B.Ed., was announced on 22 October 2021. In 57 Central or State Government Universities or Institutions around the nation, it is scheduled to be piloted.

We are optimistic that if the internship in the teacher preparation programmes are given due weightage and conducted in a systematic way it would definitely add quality to teacher preparation.

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