



**CHAPTER - 1**  
**INTRODUCTION**

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## INTRODUCTION

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### 1.1 BACKGROUND OF THE STUDY

#### 1.1.1 Teacher Education Programs Are Vital in Moulding Future Teachers

Teacher education programs are critical for preparing teachers to work effectively with students from diverse backgrounds. These programs provide future educators with the knowledge, practical skills, and attitudes needed to teach well. Research shows that good teachers significantly impact student outcomes (Darling-Hammond, 2000; Ingersoll, 2003). As education methods evolve, these programs play an increasingly vital role in equipping teachers with the skills needed for modern classrooms.

Historically, teacher training has evolved from basic lessons on classroom materials to more practical, experience-based approaches. This shift emphasizes that great teaching involves not only delivering information but also engaging students, encouraging independent thinking, and fostering inclusive learning environments (Darling-Hammond, 2006).

Teacher education programs must now address a broader range of challenges, including diverse student needs, cultural differences, and varied learning environments. Future educators must be prepared to manage classroom dynamics, support student growth, and develop social and emotional skills to foster positive teacher-student relationships. With the increasing use of technology in education, it's essential that teacher education programs train educators to effectively use digital tools in the classroom. Given the rise in online learning, particularly post-COVID-19, teachers must be prepared to use technology to enhance learning experiences (Hodges et al., 2020).

Teacher education programs help educators reflect on their beliefs about teaching and learning, which influences how they interact with students. This reflective practice is essential for teachers to adapt to evolving educational demands, build resilience, and stay committed to their profession. Mentorship plays a crucial role in teacher education. Research shows that having a strong mentor improves a teacher's learning experience, job satisfaction, and confidence (Darling-Hammond et al., 2017). Mentorship offers support, guidance, and opportunities for teachers to improve their practice.

The pre-internship phase is critical for teacher development. It bridges the gap between theoretical learning and classroom practice, giving future teachers hands-on experience. Observing experienced teachers and participating in classroom activities helps students apply what they have learned and reflect on their teaching practice. The duration of pre-internship training is vital as teacher education programs increasingly focus on developing specific skills and competencies. A strong foundation during this period ensures that student teachers are well-prepared to work effectively with both students and colleagues in real-world classroom settings.

### **1.1.2 How the Pre-Internship Phase Helps in Connecting Theory to Practice.**

- **Importance of Pre-Internship**

Teacher education programs consider the pre-internship phase crucial for bridging the gap between theoretical knowledge and practical teaching skills. This phase involves supervised teaching experiences before full-time internships, helping future teachers prepare for real classroom situations.

- **Traditionally Separate Phases**

Teacher education has traditionally focused on two areas: theory, which provides teaching concepts, and practice, where teachers apply what they have learned. The pre-internship phase addresses the need to blend these two by giving trainee teachers real-world classroom experiences (Korthagen, 2010).

- **Hands-on Learning**

Pre-internship activities include observing teachers, planning lessons, and participating in small teaching sessions. These activities allow preservice teachers to practice and refine their skills in a supportive environment, building confidence before their internships (Tschannen-Moran & Woolfolk Hoy, 2001).

- **Developing Essential Teaching Skills**

The pre-internship phase helps teachers acquire key skills such as lesson planning, classroom organization, clear communication, problem-solving, and handling various classroom situations. This phase particularly emphasizes instructional planning, giving preservice teachers a sense of control over their teaching methods.

- **Competency-Based Approach**

Competency-based frameworks focus on building specific skills, such as effective lesson planning and clear instruction. The pre-internship phase allows preservice teachers to apply what they've learned and demonstrate their ability to teach effectively (Council for the Accreditation of Educator Preparation, 2016; Cochran-Smith & Villegas, 2015).

- **Reflection and Improvement**

Reflection is a key part of the pre-internship experience. Preservice teachers evaluate their teaching methods, identify successful strategies, and improve their practices based on student responses. This process helps them understand the material better and grow as educators.

- **Mentorship and Guidance**

Mentorship is crucial during the pre-internship phase. Experienced teachers provide advice, feedback, and support to help preservice teachers improve lesson planning and classroom management. Research shows that mentorship enhances confidence and effectiveness (Darling-Hammond et al., 2017; Hobson et al., 2009).

- **Collaborative Learning**

In addition to mentorship, preservice teachers work in groups, sharing experiences, ideas, and solutions to challenges. Collaborative learning prepares them for teamwork and communication in real-world teaching environments.

- **Focus on Diversity and Inclusion**

The pre-internship phase also emphasizes diversity and inclusion. Preservice teachers learn how to adapt lessons for diverse learners and create inclusive classrooms that respect cultural differences. This focus helps prepare future teachers for a wide range of student needs.

- **Research-Based Benefits**

Empirical research indicates that well-structured pre-internship experiences significantly improve preservice teachers' readiness for internships. These programs provide essential skills and enhance the overall learning experience, ensuring better preparation for classroom teaching.

### **The Underpinning Theory Explaining the Pre-Internship Phase**

The foundation for the pre-internship consists of different teaching ideas centred around hands-on learning and thinking about what we have learned. Kolb's experiential learning theory (1984) says learning happens when we make sense of what we go through by first

doing things, reflecting on them, thinking about them, and then acting again with what we've learned. Kolb says people learn best when they go through the steps of doing something practical, thinking about what happened, making sense of it, and trying out new ideas in practice again. This cycle is shown when the trainee teacher works and watches what happens in a real classroom, thinks about his own teaching, figures out what he can do better, and then tries out new ways of teaching.

Vygotsky's Social Constructivism (1978) focuses on the importance of learning through talking and interacting with other people, as well as being influenced by the group and community around a person. Social interaction helps us learn and build our knowledge. The approach used in this phase is called social constructivism, since it involves working with classmates, having teachers help out, and getting to learn from other kinds of students. This learning environment helps teachers-in-training get used to working together with others, which is something they will encounter in real schools.

### **Problems and Possibilities Faced in the Pre-Internship Period**

The pre-intern phase comes with many advantages, yet it also has some challenges. It is natural for beginners in teaching to feel anxious and unsure when the learning they have done becomes practical. Anxiety can stem from not teaching well, a lack of confidence managing a classroom, or simply not feeling sure how to satisfy each student. We need to deal with these challenges to improve how efficient the pre-internship experience is.

#### **Key Points:**

- **Challenges:** Anxiety, lack of confidence, classroom management, meeting student needs.
- **Solutions:** Strong training, support, orientation sessions, peer work, teamwork.
- **Outcome:** Encouragement and confidence-building lead to more awareness of teaching practices and results

### **The Importance of Assessment in the Activity Before Internship**

The process of assessment is important because it helps check teachers' progress and development before their internship. Assessing themselves, reviewing colleagues' work, and checking in with their mentor are all ways that pre-service teachers are guided in their progress. This feedback provides insights into their skills, things to work on, and helps set professional goals (Ulrich et al., 2020).

Reflective journals are a tool that students can use to be assessed during the pre-internship part. Teachers in training can record their thoughts and feelings as their teaching practice

goes on in reflected journals. Engaging in such an approach allows candidates to go deeper into their studies, and it generates plenty of information for educators to evaluate and help each candidate (Journal of Indian Education, 2023). By including reflection in teacher assessment, programs can improve and broaden the way they assess the abilities of pre-service teachers

### 1.1.3 Implications for Teacher Education Programs

It is essential to think about how pre-internships could be prepared and implemented as an aspect of teacher education. Ensuring that theory and practice go together throughout the course is one of the main requirements for educational programs. Teaching students to apply practical examples into their learning will give them more confidence to apply what they learn in real life.

There should be emphasis in teacher education on the role of guidance and help during the pre-intern shadow period. Gaining the support and guidance of experienced teachers can greatly help pre-service teachers develop the skills needed for their career. Programs should ensure that seasoned instructors are guided through proper mentorship sessions to become better at their job.

Using technology and improved teaching methods before the internship period make future educators better prepared for the classroom. As a result, giving teacher education programs training on using education technology properly, and helping them learn new teaching methods and better planning is essential.

#### Acquisition of Essential Process Skills During Pre-Internship

A critical period in the process skills acquisition of preservice teachers is the pre-internship phase of the teacher education programs. This phase is a transition from theoretical knowledge to practical applications, helping potential educators acquire the necessary competencies to greatly influence as future practicing teachers. Among these competencies are classroom management, instructional planning, communication, problem-solving, and adaptability, which are very important to teachers in every educational setting

#### Classroom Management

- **Importance:** Well-done classroom management helps students enjoy coming to class, feel respected, comfortable, and interested in learning.
- **Strategies:** Learning theories and strategies for prevention and rewarding students (Marzano, 2003; Emmer & Evertson, 2013).
- **Practice:** Role playing and simulations help beginner teachers feel confident.

- **Reflection:** Reflective practice helps develop awareness of how management affects students and their learning outcomes (Larrivee, 2000)

### Instructional Planning

- **Importance:** Planning is crucial for learning improvement, especially for students (Guskey, 2003).
- **Activities:** Crafting lesson plans, practicing plans, and receiving feedback from peers and mentors (Darling-Hammond et al., 2017).
- **Technology:** Integrating technology in education is vital for today's students (Ertmer & Ottenbreit-Leftwich, 2010)

### Communication

- **Importance:** Proper pre-internship allows pre-service teachers to learn through communication (Mitchell et al., 2000).
- **Skills:** Delivering lessons, group discussions, and reviewing student work improve verbal and non-verbal communication (Marzano, 2007).
- **Empathy:** Practicing active listening and empathy helps connect with students (Noddings, 2013)

### Problem-Solving

- **Importance:** Being able to solve problems is crucial for future teachers (Schoenfeld, 1985).
- **Challenges:** Organizing lessons for different learners, controlling behavior, and choosing guidance methods.
- **Practice:** Working with groups and supervisors supports developing effective solutions and reflection (Larrivee, 2000)

### Adaptability

- **Importance:** Adaptability is needed due to changes in course material, student makeup, and technology (Darling-Hammond, 2006).
- **Exposure:** Pre-internship exposes teachers-in-training to various classroom contexts and cultures (Cochran-Smith & Villegas, 2015).
- **Growth Mindset:** Reflecting on experiences helps develop a growth mindset (Dweck, 2006)

## **Impact of Acquired Process Skills on Pre-Service Teachers' Confidence, Preparedness, and Success**

A critical part of becoming an effective educator is the transition from preservice teacher education to professional practice. The acquisition of essential process skills like classroom management, instructional planning, communication, problem-solving, and adaptability is crucial to developing pre-service teachers' confidence, preparedness, and general success in internships and their subsequent professional careers.

### **Key Points:**

- **Confidence:** Teachers with strong process skills have higher self-confidence (Gill, 2006; Tschannen-Moran & Woolfolk Hoy, 2001; Bandura, 1997).
- **Preparedness:** Skills prepare teachers for real classroom challenges and make teaching easier (König et al., 2018).
- **Reflection:** Reflecting on experiences helps identify areas for improvement (Larrivee, 2000).
- **Success:** Strong process skills lead to better feedback, more involved students, and better job prospects (Ingersoll, 2003).
- **Professional Identity:** Teachers who see themselves as competent are more likely to persist in their careers (Beauchamp & Thomas, 2009)

### **The Role of Mentors and Support**

Pre-internship calls for support and guidance from others. Working with a mentor helps pre-service teachers get advice, feedback, and encouragement on developing their teaching skills. Being mentored by a teacher can significantly improve the experiences and skills of those starting in the field of education (Hobson et al., 2009).

Entering the teaching field can be hard for pre-teachers, and mentors help them through the process. Mentors provide continuous feedback and suggestions that help them improve and feel more confident. When preservice teachers are in a positive environment, they are more likely to try out new strategies in teaching.

## **1.2 CONTEXTUALIZING PRE-INTERNSHIP EFFECTIVENESS**

### **1.2.1 The Significance of Structured Pre-Internship Training: Insights from Research**

This phase is essential as it transitions teachers from theoretical learning to real classroom practice. Structured pre-internship training ensures trainee teachers are ready before

entering classrooms. Key elements include mentoring, lesson reviews, and supervised teaching, all of which significantly enhance pre-internship programs.

### **The Importance of Structured Training**

- Pre-internship training offers hands-on experience, allowing trainees to practice classroom skills.
- Research shows structured training improves teaching quality and student learning (Darling-Hammond, 2006; Ingersoll, 2003).
- Organized programs help pre-service teachers develop organizational and communication skills.
- Practical work helps trainees apply classroom knowledge, making learning more memorable (Korthagen, 2010).
- Activities such as lesson planning, teaching, observing, and reflecting are core to effective preparation.

### **Mentorship in Pre-Internship Training**

- Mentorship builds confidence and teaching skills in pre-service teachers (Hobson et al., 2009).
- Mentors guide lesson preparation and classroom management (Darling-Hammond et al., 2017).
- Feedback from mentors helps address teaching challenges and encourages problem-solving.
- Mentorship reduces feelings of isolation and builds a sense of community (Beauchamp & Thomas, 2009).

### **Guided Reflections**

- Reflection allows trainees to identify areas for improvement (DiSanza, 2019).
- Keeping reflective journals helps teachers connect theory to practice and fosters professional growth (Korthagen, 2010).
- Discussions with mentors and peers enhance reflective learning and promote new teaching ideas (Darling-Hammond et al.).

### **Supervised Teaching**

- Supervised teaching lets trainees apply skills in real classrooms under expert guidance (Darling-Hammond, 2006).
- Classroom experience builds confidence and essential teaching skills (König et al., 2018).

- Exposure to diverse classrooms prepares teachers for varied student needs (Cochran-Smith & Villegas, 2015).

### **Professional development influences the retention of teachers.**

- Pre-internship training impacts long-term teacher retention (Ingersoll, 2003).
- Well-prepared teachers are more likely to stay in the profession, benefiting schools and students.
- Confidence and competence gained in pre-internship programs foster commitment to teaching (Darling-Hammond et al., 2017).

## **1.2.2 Exploring Social Support and Learning Seminars in Universities**

Being able to use classroom learning is essential for future teachers. Pre-internship training strongly influences student confidence, competence, and classroom success. This section examines how social support and university seminars enhance internship effectiveness, as shown by Hascher and Kittinger (2014) and more.

### **The Importance of Social Support**

- Social support is crucial for teacher development, providing emotional, informational, and practical guidance from peers, mentors, and faculty.
- Studies show support increases self-belief, reduces stress, and improves well-being (Hascher & Kittinger, 2014).
- Mentorship, teamwork, and peer relationships create a positive learning environment and build resilience and skills.
- Mentors help trainees navigate challenges, offering both procedural guidance and emotional support (Hobson et al., 2009).
- Support networks help trainees overcome self-doubt and isolation.

### **The Role of Mentorship**

- Mentorship is vital for building self-efficacy, which improves teaching skills (Tschannen-Moran & Woolfolk Hoy, 2001).
- Mentors guide lesson planning, classroom management, and provide constructive feedback (Darling-Hammond et al., 2017).
- Sharing experiences helps pre-service teachers relate to and solve similar problems.
- Mentors foster a sense of community, reducing isolation and supporting professional commitment (Beauchamp & Thomas, 2009).

### **Collaborative Learning and Peer Networks**

- Peer collaboration allows trainees to share experiences, discuss challenges, and experiment with teaching styles (Hascher & Kittinger, 2014).
- Group learning enhances critical thinking, reflection, and community building among new teachers (Darling-Hammond et al., 2017).
- Peer networks offer advice, resource sharing, and motivation, improving learning quality and encouraging progress (Hobson et al., 2009).

### **University-Based Learning Seminars**

- University seminars introduce concepts and practical applications, preparing trainees for teaching roles.
- Seminars involve collaborative tasks, discussions, and reflection, supporting critical thinking and team spirit (Darling-Hammond et al., 2017).
- Activities like case studies and role-plays bridge theory and practice, allowing safe practice of teaching skills (Korthagen, 2010).

### **Integration of Theory and Practice**

- Seminars combine theory with hands-on practice, using case studies and role-plays to simulate classroom scenarios (Korthagen, 2010).
- Discussions on current educational issues and best practices deepen understanding and critical thinking (Darling-Hammond et al., 2017).

### **The connection between social support and learning seminars**

- Effective pre-internship training relies on the synergy between social support and university seminars.
- Social elements in seminars encourage participation and deeper learning.
- Support from peers and mentors boosts confidence and skill development (Hascher & Kittinger, 2014).
- Seminars build community, reduce loneliness, and improve well-being during stressful training periods (Beauchamp & Thomas, 2009).

## **1.2.3 The Benefits of Hands-on Experiential Learning for Preparing for Classroom Teaching**

A strong link exists between the quality of pre-service teachers' experiential learning and their classroom readiness. Hands-on experiential learning is now widely recognized as the

most effective way to build practical teaching skills, going beyond what curriculum theory alone can offer (Mukeredzi 2016).

### **Core Principles and Theoretical Foundations**

- Experiential learning, rooted in John Dewey's philosophy, stresses the value of firsthand experience, self-examination, and reflective practice.
- Dewey's model emphasizes active engagement, reflective thinking, and ongoing practice as foundations for teacher preparation.
- Experiential learning enables pre-service teachers to recognize real classroom situations and make informed choices, surpassing the limits of theory.

### **Benefits Observed in Practice**

- South African studies show experiential learning, including micro-teaching, community involvement, and mentoring, greatly improves instructional planning and self-assurance among trainees.
- Hands-on activities help develop technical proficiency and emotional regulation needed for diverse classrooms.
- Pre-service teachers gain practical experience in classroom management, lesson delivery, student evaluation, and collaboration.

### **Key Pointers:**

- **Active Engagement:** Teachers learn best by doing, reflecting, and refining their practice.
- **Reflection:** Regular self-assessment and journaling (Larrivee, 2000; Mukeredzi 2016) deepen understanding and professional growth.
- **Social Interaction:** Collaborating with experienced teachers and peers strengthens concepts and builds a supportive community (Hascher and Kittinger, 2014).
- **Confidence and Role Definition:** Field experience helps new teachers build confidence, define their roles, and safely apply new skills.

### **Role of Technology**

- New technologies, such as interactive simulations and video analysis, enhance experiential learning by improving self-evaluation and reflection (Eltmer & Ottenbreit-Leftwich, 2010).
- Integrating technology with hands-on experiences helps teachers understand their strengths and adapt to digital classrooms.

### **Challenges in Implementation**

- Inconsistencies in field settings, mentor quality, and resource availability can limit experiential learning's effectiveness (Darling-Hammond et al., 2017).
- Addressing these challenges requires close coordination between universities and schools, systematic mentor training, and robust feedback systems.

### **1.2.4 Institutions Have Differences in How They Organize the Pre-internship Stage**

Before starting an internship, pre-service teachers take courses to help them prepare for the everyday tasks they will encounter in schools. Here, candidates are taught by watching educational methods and applying them, under the guidance of teachers and instructors. At the same time, exploring pre-internship programs shows that every school has its own approach to structuring and carrying them out. As a result of these distinctions, programs like pre-internships can change which may improve how teachers are prepared.

#### **Variations in Organizing Pre-Internship Programs**

- Some institutions focus on classroom observation, while others require supervised teaching (Darling-Hammond et al., 2017).
- Programs may include only observation or extend to lesson preparation and class management before internships (Zeichner, 2010).
- Pre-internship placements vary in duration, from a single day to several weeks (Mukeredzi, 2016).
- Some institutions emphasize extended planning, teaching, and review, leading to stronger teaching skills (Korthagen, 2010).
- Reflection and assessment practices differ; some programs provide materials and support, others do not (Hascher & Kittinger, 2014).

#### **How the Implementation Happens and the Quality of the Mentor**

- Effective pre-internship training depends on supportive mentorship and management.
- Some programs offer committed, well-trained mentors who provide regular guidance and emotional support (Hobson et al., 2009).
- Inconsistent mentorship may result from mentors' workload, limited training, or lack of institutional support (Darling-Hammond et al., 2017).
- University-school cooperation ensures smoother transitions, but lack of coordination can cause confusion and missed learning opportunities (Zeichner, 2010).

### **Schools' Emphasis on a Certain Curriculum and Their Teaching Methods**

- Some programs stress practical experience and handling academic challenges (Mukeredzi, 2016).
- Others focus on theory, delaying hands-on practice until the internship.
- Trainers' approaches vary: some promote teamwork and inquiry-based learning, while traditional models may limit adaptive and critical thinking (Larrivee, 2000; Darling-Hammond, 2006).

### **Resources Available in Institutions and Factors in the Community**

- Institutional resources and student demographics influence pre-internship structure.
- Well-resourced institutions offer diverse placements, strong mentor support, and thorough assessment.
- Limited resources can restrict placements, mentorship, and reflection activities (Mukeredzi, 2016).
- Urban schools provide diverse experiences; rural schools may have fewer options but strong university partnerships (Hascher & Kittinger, 2014).
- Policy frameworks can help set consistent standards for pre-internship programs.

### **Effects on the Quality of a Teacher's Preparation**

- Well-organized pre-internship activities with strong support improve confidence, classroom skills, and internship performance (Darling-Hammond et al., 2017).
- Poorly structured programs may leave students underprepared and uncomfortable (König et al., 2018).
- Consistency in mentoring, reflection, teaching roles, and university-school relationships is widely recommended (Zeichner, 2010; Mukeredzi, 2016).
- Adopting best practices across institutions can ensure more equitable and effective teacher preparation.

## **1.2.5 Difference Between Believing You Are Competent and Actually Learning**

### **Pre-service teachers and self-perceived competence**

During their pre-internship period, pre-service teachers practice in classrooms to improve readiness. However, studies reveal that there can be a significant gap between how much they believe they can achieve and their actual performance (König et al., 2018). This discrepancy raises concerns about the effectiveness of early internships.

### Self-Efficacy in Teacher Training

- Self-efficacy refers to a teacher candidate's belief in their ability to perform teaching tasks (Bandura, 1997). Pre-service teachers who perform well academically often feel confident, but this confidence may not align with their actual ability to handle classroom challenges.
- **Lack of Feedback:** Students often overestimate their abilities due to limited feedback during their learning (König et al., 2018). This can hinder their ability to recognize areas where they need improvement.

### Assessing Real Skills

True knowledge acquisition is measured by performance in the classroom, as well as the ability to manage a classroom (Darling-Hammond et al., 2017).

- **Knowledge vs. Perception:** Some pre-service teachers believe they are skilled, but studies show they struggle with essential tasks like lesson planning and classroom management (König et al., 2018).
- **Self-Assessment:** Without proper evaluation and feedback, self-assessment alone isn't sufficient.

### Factors Influencing Inconsistencies

Several factors contribute to the gap between perceived and actual competencies:

- **Theoretical Nature of Courses:** Many teacher training programs are theoretical, causing pre-service teachers to feel prepared without practical experience (Zeichner, 2010).
- **Lack of Classroom Experience:** The absence of early classroom teaching experience exacerbates this issue.
- **Impact of Feedback:** Effective, reflective feedback is crucial to identifying weaknesses. Superficial mentoring often fails to highlight areas needing improvement (König et al., 2018).

### The Role of Anxiety, Motivation, and Resilience

Emotional factors, such as anxiety and motivation, influence how pre-service teachers perceive their competence. Some feel underconfident, while others may overestimate their abilities, impacting their learning process.

## **Impact on the design of a pre-internship program**

### **Tailored Pre-Internship Programs**

Pre-service teachers may have significant gaps between their self-perception and actual abilities. Schools should design pre-internship programs that include regular self-reflection and consistent feedback (Larrivee, 2000).

- **Support from Experienced Mentors:** Regular interactions with mentors help pre-service teachers assess and improve their skills.
- **Utilizing Feedback Tools:** Tools like video reviews, student evaluations, and competency assessments can deepen pre-service teachers' self-awareness (Darling-Hammond et al., 2017).

### **Incorporating Practical Education**

Curricula should include more hands-on, practical learning experiences. Early supervised teaching opportunities will allow pre-service teachers to apply their skills and align their self-assessments with actual performance (Korthagen, 2010).

## **Research Studies and Examples We Can Use**

### **König et al. (2018) Findings**

Studies show that pre-service teachers often overestimate their competence in areas like lesson planning and classroom management. Teachers who cannot identify their limits tend to progress more slowly after graduation.

### **The Importance of Reflection**

Larrivee (2000) highlighted that critical reflection helps reduce the gap between actual competence and perceived abilities. Reflective practices allow teachers to better understand their teaching methods and improve their skills.

### **Educational Centers' Efforts**

Many educational centers implement short modules to encourage pre-service teachers to reflect on their learning experiences. Activities like journaling, mentor sessions, and rubrics help them assess their performance honestly (Darling-Hammond et al., 2017).

## **Effects On the Overall Availability of Teachers and How Students Perform**

### **Impact on Career Development**

The gap between perceived and actual competence can have long-term effects on pre-service teachers. Those who overestimate their readiness may face challenges during internships and early career stages, potentially leading to burnout or quitting (Ingersoll, 2003).

**Fear of Inadequate Knowledge:** Not recognizing their true skill level can cause anxiety, hindering risk-taking necessary for growth in the profession

### **The Need for Valuable Pre-Internship Experiences**

Well-designed pre-internship programs that provide honest self-assessment and feedback contribute to confident, self-aware teachers. This ultimately improves their performance and the educational outcomes for their students.

## **1.2.6 Articulating learning objectives, guidance from a mentor and time for reflection aids in acquiring competencies (Ulrich et al., 2020)**

### **Pre-Internship Teacher Development**

Before internships, teachers-to-be apply what they have learned to develop key skills for their future careers. Recent changes in education have led to a re-evaluation of pre-internship programs to determine their effectiveness in preparing teachers for the classroom (Ulrich et al., 2020)

- **Integrated Assessments**

These assessments combine various evaluation techniques to assess pre-service teachers' skills and abilities as a whole, helping to determine their readiness for the classroom (Ulrich et al., 2020). This approach promotes self-solution finding and real-world application of teaching knowledge (Darling-Hammond et al., 2017).

### **Integrated Assessment and How it Works**

- **Purpose of Integrated Assessment**

Integrated assessments measure multiple skills and areas of understanding together, unlike traditional assessment methods. This helps gauge a pre-service teacher's overall readiness for teaching (Ulrich et al., 2020).

- **Benefits of Integrated Assessments**

It encourages teachers to reflect on their strengths and weaknesses and improve their methods based on feedback (Ulrich et al., 2020). Real-world simulations and classroom observations offer a clear view of a teacher's capabilities (Darling-Hammond et al., 2017).

**What Is the Importance of Mentoring**

Mentoring helps pre-service teachers learn what to expect in the classroom and develop teaching strategies. Ulrich et al. (2020) emphasize that mentors share essential knowledge and skills.

**Why Do We Engage in Structured Reflections?**

- **Reflective Practice**

Reflecting on teaching allows pre-service teachers to assess how their actions help students learn. This insight encourages growth and enhances teaching effectiveness (Larrivee, 2000).

- **Reflective Activities**

Journaling, group discussions, and mentor sessions allow pre-service teachers to identify their strengths and weaknesses (Ulrich et al., 2020). These activities promote personal and professional development, benefiting both teachers and students.

**Assessment, mentoring and self-reflection should all be united.**

- **Collaboration Between Mentors and Students**

Final-year students improve their skills when they receive mentoring and engage in reflective practice. Combining knowledge and experiences enhances the effectiveness of pre-internship training (Ulrich et al., 2020).

- **Impact on Teacher Education Programs**

Integrated assessments, combined with mentoring and self-reflection, provide valuable insights for both students and teacher education programs. Feedback and reflection help improve teaching practices and education institutions (Darling-Hammond et al., 2017).

### **1.2.7 Reflective Practices in the Indian Setting: Using Reflective Journals**

In experiential learning, reflective practice requires us to think deeply about our experiences to help us advance both at work and in life (NCERT, n.d.). Since most Indian schools focus on memorizing facts and theory, using journals encourages pre-internship students to develop their overall skills (Threja & Kaur, n.d.).

### **Why Reflective Practices are Useful?**

Students participate in learning by carefully studying their experiences, spotting their learning progress and becoming more aware of their strengths and weaknesses (Mahlanze & Sibiya, 2017). Using these approaches in preparation for internships helps Indian students combine the things they learn in class with those used in real life. Reflective journals direct students to keep track of what they have learned and assist them in staying adaptable to ever-changing scenarios (NCERT, n.d.).

### **Using Reflective Journals Enhances Your Skills Before the Internship**

Many people agree that using reflective journals improves a person's readiness for an internship. Over the past few years, more professionals in engineering, management and healthcare are now using e-learning tools in India (Threja & Kaur, n.d.). As a result, students have to:

- Log the unique things you observe when preparing for the business.
- Review the strengths and weaknesses that are useful for the student's job sector.
- Decide what you want to improve before starting the internship.
- Ensure that students can talk with their mentors and teachers about how they are doing (Mahlanze & Sibiya, 2017).

### **Considerations about Culture and Education**

Limitations in learning about workplaces and a shortage of lessons on soft skills are the main difficulties for Indian students in the traditional curriculum (NCERT, n.d.). Using reflective journals is important as it:

- Helping students consider their thoughts, behaviour in communication and team-working efforts.
- Your daily entries encourage you to be accountable and focused as you monitor your achievement.
- Reflection allows students to link what they learn in class with situations they may meet at their internship (Threja & Kaur, n.d.).

### **Implementation and the Results**

Many training institutions and universities in India are incorporating reflective journals into their training programs for students before internships. It appears from the initial studies that students who reflect on their journal entries consequently do the following:

- Increase in your ability to find solutions
- Being more confident at work

- Teachers are more capable of articulating their experience in learning situations during interviews and while carrying out assessments (Mahlanze & Sibiya, 2017; NCERT, n.d.)

### **1.2.8 Better internship programs lead to better-qualified teachers and emphasize the need for organize**

A well-structured internship is crucial for a teacher's development. Studies show that the quality of learning during an internship matters more than its length (Bauer et al., 2024; Patel, 2024).

- **Effective Internships:** Internships that are planned with specific activities to assess skills and provide continuous support led to greater learning and skill advancement.

## **1.3 RATIONALE OF THE STUDY**

Since classroom teaching is getting more complex, pre-service teachers should be fully ready to help students from all walks of life. When teachers plan their lessons well, it becomes easier to achieve teaching goals for learners from various backgrounds. Nonetheless, to learn how to plan lessons, teachers need to get experience practicing in the classroom. In this stage before an internship, student-teachers have chances to apply their ideas from classes in similar and partly supervised ways. At this point, individuals training to be teachers practice planning classes, attend lessons by experienced teachers, are mentored by them and reflect on their teaching habits. They help train interns to handle any challenges they may encounter during their full internship and in their teaching careers.

Many studies confirm that including practical teaching, one-on-one support, group activities and careful reflection in pre-internship training increases student-teachers' aptitude as instructors (Darling-Hammond et al., 2017; Korthagen, 2010). According to Kolb's theory and Vygotsky's theory, for learning to teach to be successful, it should happen by reflecting on practice and looking to others for advice. Regardless of its role, pre-internship experiences are varied in how they are given to students. By and large, the usefulness of the pre-internship phase is limited since not everyone has clear aims, little guidance from seniors and various chances to train. As a result, the gap leads to a difference in how student-teachers think they are ready and how ready they are, mainly noticed in how they plan lessons.

Since this is the case, the study is designed to investigate the significance of the pre-internship phase in helping final-year pre-service teachers at RIE improve their

instructional planning abilities. Through this study of students in integrated and professional teacher training programs, I researcher analysed how pre-internship planning helps develop teachers' instruction planning skills. The study looks at how effective the current pre-internship training program is and aims to provide useful information for enhancing education programs for teachers in India.

## 1.4 STATEMENT OF THE PROBLEM

Role of Pre-Internship in Enhancing Students' Instructional Planning Skills: A Study

## 1.5 OBJECTIVES

1. Assess the extent to which pre-service teachers perceive the awareness of pre-internship training in developing their instructional planning skills.
2. To investigate the relationship between pre-internship training and process skills among pre-service teachers in handling classroom scenarios.
3. To examine the extent to which pre-service teachers apply theoretical knowledge to practical teaching situations as facilitated by pre-internship activities.

## 1.6 RESEARCH QUESTION

1. How effective is the pre-internship training in enhancing the process skills of pre-service teachers at RIE Bhopal
2. How successfully do pre-service teachers apply theoretical knowledge to real classroom situations after undergoing pre-internship training
3. In what ways do reflective practices and feedback sessions contribute to pre-service teachers' readiness during the pre-internship

## 1.7 OPERATIONAL DEFINITIONS

**Pre-Internship in the Field of Education** - Pre-internship means student-teachers get experience in schools before they do full internships and practice teaching. As part of this, they observe others teaching, help the teachers and understand how the whole school system works, so they can learn to apply what they have studied and build the skills needed for classroom teaching once they begin their internship.

**Process Skills** - Process skills let learners learn about topics, answer questions and expand their knowledge by doing and experimenting. Such activities comprise observation, classification, prediction, measuring, inferring and communicating. Through STEM

education, process skills help students think critically, learn by experimenting and use science to better understand and use what they learn

## **1.8 DELIMITATIONS OF THE STUDY**

The study was delimited to –

- 1.** This study is delimited to Bhopal district of Madhya Pradesh
- 2.** This study is delimited to Regional Institute of Education, Bhopal
- 3.** This study is delimited to Final year students
- 4.** This study is delimited to students of B.Sc. B.Ed., B.A. B.Ed., B.Ed., B.Ed. M.Ed.