# CHAPTER - 2 REVIEW OF RELATED LITERATURE

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## REVIEW OF RELATED LITERATURE

#### 2.1 INTRODUCTION

The main purpose of training before an internship is to build strong professional knowledge in planning lessons and managing students in a classroom. Because of the changing needs in schools, teacher education courses now concentrate on structured practice, reflections and practical experience before full internships are required. This chapter reviews relevant literature from around the world and India to explain how pre-internship programs help develop essential teaching skills. It investigates how mentoring, feedback, assessment and inclusive teacher strategies work and compares different places' methods for preparing teachers who have not yet entered the profession. By looking at previous studies, the article tries to understand what supports good lesson preparation and success in the classroom and adds these ideas to the broader debate on bettering teacher education.

#### 2.2 OBJECTIVES OF THE LITERATURE REVIEW

Its focus is on exploring and consolidating what research reveals about how pre-internship training programs influence the development of pre-service teachers' instructional planning abilities. Essentially, the purpose of the review is these objectives:

- To examine whether pre-internships improve the lesson planning skills of those about to graduate from teacher training programs.
- To examine how pre-internship training affects the development of process skills by pre-service teachers during traditional classroom management.
- To show how, with guidance, pre-service teachers connect the lessons they learn in theory with the situations they meet in teaching practice.
- To find out how receiving mentorship, reflection and feedback before an internship can help pre-service teachers plan their lessons.
- To determine what in those programs makes pre-service teachers feel more ready for diversity in their classrooms.
- To evaluate how different instructional planning and classroom management are between pre-internship training in regions outside India compared to India's ones.

#### 2.3 NEED FOR REVIEW OF RELATED LITERATURE

Reviewing related works helps you realize how pre-internship training affects pre-service teachers, focusing on instructional planning, class management skills and approaches to handling student diversity. This review uses evidence from around the world and India to study how being a mentor, receiving feedback and thinking about teaching experiences support becoming a ready professional. To highlight positive approaches, the review assesses what is known now, compares teachings across systems and finds areas where teacher preparation can improve. It gives practical guidance and useful information to guide future improvement of pre-internship programs.

#### 2.4 REVIEW OF RELATED LITERATURE

### 2.4.1 REVIEW OF FOREIGN LITERATURE

Shulman (1987) pointed out that being able to instruct well relies on pedagogical content knowledge which student teachers gain through their internships. Shulman added that teachers use pedagogical content knowledge (PCK) which mixes knowledge of subjects with teaching methods designed for certain contents. He said that being able to plan means a strong understanding of both the content and the most effective ways to teach it. Having this understanding is very important for those training to be teachers as they work on lesson planning. His research indicated that pre-internship programs need to work on developing teachers' understanding of how to present educational content to improve their teaching planning. Before their full internship, student teachers can practice using practical skills learned in class during their training which greatly helps them improve their planning skills. Shulman stresses that giving pre-service teachers the skills to convert their lesson content into practical methods is important for better student results. It appears from his work, that a proper pre-internship helps educators-to-be enhance their planning skills and meet the varied requirements of their students.

**Kyriacou explains (1997)** that effective preparation for instruction should account for how to keep a positive atmosphere in the classroom. The author believes that being in a school before starting the internship gives student teachers the skills for strong classroom management. Pre-internship programs should pay special attention to classroom management skills, according to Kyriacou's study.

Wragg (2005) pointed out that, during teacher education, skills training should include strong emphasis on the value of planning effective lessons. The author pointed out that

practicing planning on the job lets student teachers test their skills in real life classrooms. The process of good instructional planning requires instructors to set objectives, pick teaching strategies and watch how students are progressing. It showed that working in mentored positions, student teachers could plan lessons that meet the needs of all their students which led to increased learning success. His study demonstrates that teaching students to plan before their internship helps them create a suitable learning environment and hit the intended learning goals. When student teachers use what they learn during their pre-internship experiences, they grow more ready to manage their own classrooms later. The author argues that including instructional planning in pre-internship courses helps student teachers cope with challenges they'll find in the classroom.

Campbell et al. (2004) found that being effective in the classroom goes hand in hand with lesson planning ability, because good lesson plans are crucial to successful teaching. It became clear in their study that pre-internship work is very important for student teachers in developing how to write lesson plans. Experts in the field added that planning well means stating aims and thinking about different student needs. The results of their work showed that making instructional planning a part of training before internship could help future educators become more effective.

Day (2004) discussed the importance of teachers making instructional plans in order to help students succeed. The author maintains that doing different practical experiences before internships build the skills people use for lesson planning. Day found that good planning helps teachers address each student's needs better, leading to better student learning results. The research indicated that pre-internship programs should pay particular attention to helping student teachers plan instruction.

Ireson and Hallam (2002) discovered that teachers have to use good planning in mixed-ability classrooms to support the needs of different students. Their research discovered that gaining teaching experience prior to their internship helps students develop skills for designing lessons that fit many abilities. Authors pointed out that new teachers should be shown how to design lessons that provide equitable and accessible education for every student. In their work, Ireson and Hallam found that building skills in differentiated and inclusive teaching at the start of an internship program would benefit the planning abilities of future teaching professionals. Providing student teachers with skills to address the range of needs their students have, pre-internship programs can greatly boost results in mixed-ability settings. According to the authors, providing support and mentoring early on in pre-

internship gives student teachers the skills they need to prepare lessons for a range of students.

Lewis and Norwich (2005) insisted that including students from different backgrounds and abilities in instructional planning should begin during pre-internship to fully equip trainee teachers. They discovered that, to plan teaching well, instructors must know about inclusive education and be able to adjust their lessons accordingly. The authors argue that introducing inclusive training before an internship would improve the planning abilities of educators. Both authors made it clear that future teachers must know how to plan lessons that respond to the different needs of all students, especially those with special educational needs. The results show that introducing inclusive education during pre-internship programs will help future teachers become better at establishing inclusion in their classrooms. When teacher preparation courses offer student teachers practice in inclusive planning early in their training, they improve results for all students.

Muijs and Reynolds (2005) found that good teaching depends on having well-prepared lesson plans. They found that before their internships, student teachers develop better skills for designing valuable lesson plans. The authors pointed out that good planning involves choosing set objectives and considering all kinds of student needs. The researchers recommended teaching future teachers how to plan for instruction as an important part of pre-internship learning.

Borich (2007) pointed out that teacher talk matters in developing lessons because good communication is key to delivering successful lessons. According to the author, preinternship courses help student teachers practice talking with students and teachers directly in schools. Pre-internship programs should place more emphasis on developing clear communication methods as part of planning lessons, according to Borich. Improving their communication skills lets student teachers involve their students and ensure students learn well. Borich added that how people communicate also includes non-verbal behavior, including facial expressions and posture which can greatly affect how students become involved. According to his results, calling on student teachers to learn various communication skills will help them become more confident instructors. Paying attention to communication while planning for preschool instruction can make future teachers more successful in their work.

Clarke (2005) argued that strong instructional planning depends on frequently checking how well students are learning. The author pointed out that working before the internship

can teach student teachers how to use formative assessment in their teaching. Researchers found that applying assessment techniques as part of the training was highly useful for improving internship planning.

Wragg and Brown (2001) showed how questioning is important in good teaching and plays a large role in course design. According to the authors, working before their main training gives student teachers practical chances to ask questions in front of students. What they found is that training for pre-internship programs should pay more attention to teaching about effective ways to use questions in lesson planning. They pointed out that carefully designed questions support thinking, increase student participation and check what students have learned. They mentioned that candidates can have difficulties asking tasks that require students to think deeply which requires careful teaching in these skills before they start their first practical training. Pre-internship students learn from this research that using good questioning techniques in class helps them build more engaging lesson plans. The authors mentioned that valuable input on student teachers' questionnaires is necessary to help them enhance their effectiveness while instructing.

Myhill et al. (2006) reviewed how important pupil talk is in instructional planning and suggested that good planning depends on knowing how to lead beneficial discussions among students. According to the authors, taking part in pre-internship activities can help student teachers learn how to encourage pupil participation in their plans. The team found that extending classroom dialogue can help students engage more with what they learn. They suggested that teachers who are not yet certified should prepare ways to help students interact, so they can better grasp and remember the course material. According to the authors, making sure students join in the discussions is important for any successful instructional design. The results point out that pre-internship training should include methods to encourage pupil talk, so future educators can handle teamwork well in class. If pre-internship activities involve detailed discussions, teacher preparation programs help student teachers build their instruction planning skills more effectively.

Smith et al. (2004) looked at how whole-class interactive teaching shapes lesson planning, finding that using this approach means teachers must support all students in learning. The authors believe that learning in other school settings gives student teachers the opportunity to learn how to design interactive lessons. What they found was that emphasis on using interactive strategies in training helps teachers develop better planning abilities before their internships. Community and collaboration can develop in the classroom because whole-

class interactive teaching, according to Smith et al. They pointed out that a mix of teaching methods in planning gives students opportunities to use the teaching approach that suits them best. This makes it obvious that placing tools for interaction in teaching early in their internship is essential. If pre-internship programs put interactive teaching at the heart of their instructional planning, students will be more involved and achieve greater success.

Costello (2003) pointed out that learning to design instruction plans through action research is easier when students have pre-internship practice. She said that action research allows student teachers to understand the parts of their planning that need improvement. Pre-internship coursework should, according to Costello's research, include action research tasks to improve people's planning abilities. Student teachers can use action research to carefully study what they do in the classroom, monitor student progress and make helpful choices about instruction. Costello said that self-reflection supports a student teacher's professional advancement and helps them control their own learning. What he found stresses the need for pre-internship training by using action research for teacher preparation. Putting emphasis on reflections in action research, these programs increase student teachers' instructional planning skills.

Hobson et al. (2006) In 2006, Hobson and colleagues studied how mentors help student teachers with instructional planning by giving advice and support. According to the authors, well-chosen mentoring can greatly improve the planning abilities of novice teachers. Researchers determined that including mentorship in pre-internship sessions was important for greatly developing instructional planning skills. Hobson et al. pointed out that mentors can help student teachers learn better ways to plan instruction, control a classroom and assess how well their students are learning. Mentors, according to the authors, guide preservice teachers in lesson planning and give useful feedback on their teaching methods. The results prove that having substantial mentor-mentee relationships prior to internship can help teacher preparation programs run more effectively. If teacher preparation programs give high priority to mentorship, future educators can greatly improve their planning for lessons.

Jones et al. (2006) The authors found that the use of teacher appraisal in instructional planning can indicate where student teachers should develop their skills further. The authors pointed out that by participating in pre-internship, student teachers can get comments on their teaching planning. The results indicated that appraisal activities in internships can help student educators improve their planning abilities.

Middlewood and Cardno (2001) pointed out that instructional planning benefits from teachers receiving ongoing professional training. They made the case that doing assignments prior to the internship can help future professional development related to instructional planning. The experts thought that pre-internship courses should mainly help future teachers advance in developing their planning skills. Experts Middlewood and Cardno stressed that keeping informed about latest developments in education requires ongoing professional advancement for teachers. The study found that pre-service teachers taking part in professional development when they are still in their pre-internships are better equipped to put good instructional planning into practice once they start teaching. The study demonstrates that including professional development in pre-internship training helps improve how teacher preparation programs work. Building on existing teaching knowledge, students gain significant improvement in planning lessons through pre-internship programs.

According to **Thomas and Pring (2004)**, instructional planning should be built on an understanding of what research tells us about teaching methods. According to the authors, having pre-internship experiences helps student teachers grow the skills to use evidence-based practices in their classes. The study found that learning how to use evidence-based strategies should be at the heart of pre-internship programs to improve planning skills.

Mus Marzano (2003) indicated that successful planning involves using different instructional methods. The author pointed out that before they ever teach, student teachers can gain skills that support choosing suitable methods for their lessons. Marzano found that, during internships, it's most important to teach about a range of teaching strategies to strengthen planning skills. He said that knowing several teaching strategies gives preservice teachers the ability to adapt their teaching for different students. His study points out that student teachers should be taught a range of instructional strategies to use during their pre-internship work. Paying attention to various teaching methods while planning helps pre-internship programs increase both student engagement and how much students learn.

Gillies (2004) suggested that good instructional planning must take into account how to encourage students to cooperate. According to the author, experiencing teaching before an internship helps student teachers gain the skills needed to design collaborative learning lessons. Gillies found that, before starting an internship, people should be taught how to work in groups to make their planning better. When cooperative learning is part of the

lesson plan, student teachers help students feel like members of a team and teach them how to learn mutually. Gillies pointed out that good instructional planning needs to support ways of handling students working together and make sure all students are taking part in learning. The results support the need to include cooperative learning in pre-internship training, so future educators are ready for the cooperation required in classrooms today. If cooperative learning is a main part of their planning, those in pre-internship will become much better future educators.

Hascher and Kittinger (2014) stressed that the effectiveness of pre-service teacher internships depends a lot on process-related factors such as supervision and learning seminars organized at the university. They pointed out that social and mentoring support from in-service teachers greatly improves pre-service teachers' self-esteem, effectiveness at their work and general satisfaction with their careers. On top of that, the research team discovered that focused training at the university, including classroom study and reflection, helped develop teaching skills more than the input from in-service teachers. Preparation for internships should involve both time spent reflecting and receiving mentoring support, since this helps fill the gap between learning in class and working in practice, according to the study.

Borich (2007) points out that teacher feedback is important during instructional planning because it depends on regularly checking student progress. According to the author, getting pre-internship experience lets student teachers work on their communication skills in real classrooms. Borich pointed out that teaching future teachers how to improve communication skills should be a main part of any internship program. Improving their communication skills helps student teachers involve students and support valuable lessons. Borich pointed out that sharing information verbally is only part of communication and overemphasizing body movements and face expressions can really boost student interest. His results point out that pre-internship programs ought to include practice in several communication approaches to help student teachers gain the skills needed for good instructional planning. If communication is a main priority when planning instruction, pre-internship experiences can help future educators do their jobs well.

Clarke (2005) In 2005, Clarke pointed out that planning in instruction should be based on frequent assessment of student development. The author stressed that gaining experience before the internship can help future teachers plan formative assessment into their teaching. From her research, it seems that pre-internship programs should put greater emphasis on

helping students practice assessment strategies that improve their planning. If formative assessment is part of instructional planning, student teachers will be able to track their students' knowledge and change how they teach. According to Clarke, formative assessment allows teachers to find out which subjects students find tricky as well as develops learners' positive attitude toward growing. This research supports giving preservice teachers useful skills to use assessment practices in their pre-internship assignments. Highlighting formative assessment in planning makes it possible for pre-internship courses to greatly enhance learning in the classroom.

Wragg and Brown (2001) found that the way teachers use questions during planning is essential for successful teaching. The authors said that student teachers can use pre-internship to sharpen their questioning skills in real classrooms. They found that teaching preservice teachers to ask good questions should be a key part of instructional planning training.

Myhill et al. (2006) According to Myhill and his colleagues (2006), excellent planning for instruction considers the usefulness of pupil dialogue. The authors said that student teachers can learn to encourage pupils to speak in class by participating in pre-internship activities. According to their research, encouraging student conversations in the classroom can help students stay engaged and reach better learning results. Myhill et al. stressed that teachers must be taught how to allow learners to talk to each other, since this makes learning both deeper and easier to keep. They pointed out that good lesson planning involves ways to manage student conversations and guarantee every student participates. It is clear from their results that talking with students during training helps future teachers get used to teamwork in today's classrooms. If teacher preparation programs encourage meaningful discussions in pre-internship, student teachers can greatly improve their planning skills for teaching. Smith et al. (2004) discussed the way that whole-class interactive teaching changes instructional planning by emphasizing that each student should be part of the learning activity. The authors say that before beginning their internship, student teachers can gain skills needed to plan and deliver interactive lessons. The study found that teaching new teachers to use interactive strategies would be most useful for improving lesson planning. Costello (2003) pointed out that action research is useful for mastering instructional planning, because pre-internship experiences encourage student teachers to reflect on their teaching. According to the author, action research helps student teachers recognize where they can better their planning abilities. In Costello's opinion, including action research into pre-internship programs can improve planning skills.

Hobson et al. (2006) found that having mentors plays a big role in learning to develop lesson plans, since student teachers get help from experienced teachers early in their studies. The authors contended that having a mentor can improve planning skills in those who are still learning to teach. From their research, it is clear that planning instruction should be a focus of mentorship activities in teacher preparation programs.

Jones et al. (2006) looked at how teachers being appraised can help student teachers develop better instructional planning by highlighting things they can work on. The authors point out that having pre-internship experiences lets student teachers get feedback on how they plan learning activities. According to their study, having appraisal parts within pre-internship programs can help future teachers improve their skills in planning.

Middlewood and Cardno (2001) In their 2001 book, Middlewood and Cardno explained why continuing training is vital for strengthening the skills used in instructional planning. The authors claimed that experiences prior to the internship can underpin success in students' teaching skills. According to their research, pre-internship programs should mainly offer opportunities for development in planning instruction.

Thomas and Pring (2004) They argued that good planning for instruction should depend on research evidence related to teaching methods. They pointed out that even small preinternship experiences can build student teachers' abilities to use best educational practices in their lesson planning. The researchers thought that before-internship activities should mostly cover evidence-based ways of teaching, as this could strengthen planning abilities.

Marzano (2003) showed that planning for lessons should always consider the different methods a teacher uses. In the author's view, pre-internship help student teachers prepare for selecting the best instructional approaches to use in their lesson plans. Marzano's research recommended that programs before internships focus on using a range of strategies to make students better planners. He stated that knowing about different ways to teach can help new teachers adjust instruction for all sorts of students. Marzano shows that student teachers should learn to use many instructional strategies in their pre-internship year. When different teaching strategies are emphasized in instructional planning, pre-internship programs can greatly increase students' interest and how much they learn.

#### 2.4.2 REVIEW OF INDIAN LITERATURE

NCERT (2005) In 2005, NCERT argued that pre-internship experiences gave student-teachers the ability to link theory with practice in teaching. The authors expected that spending time in the classroom before starting their internship would help student teachers develop strong skills for reflecting on and organizing their lessons. NCERT believed that by looking at real lessons and collaborating with others, student-teachers can better handle diversity in their classroom, build their content and sequence each lesson. According to the document, having opportunities for reflection, teamwork and direction from experts will help new teachers plan their lessons.

Batra (2005) contended that teacher education needs to focus on developing instructional planning skills and thought pre-internship was the best time to start. She explained that structured experiences prior to the internship allow student-teachers to watch how lessons are taught, help plan them and note their thoughts about the planning. Batra pointed out that student-teachers should create learning plans that are appropriate for their community. She said pre-internship modules ought to have teachers work in groups and reflect on their practices while teaching, so they are ready for different classroom situations.

Srivastava and Kumari (2005) According to Srivastava and Kumari (2005), doing a preinternship helps student-teachers gain confidence in planning for a variety of classroom
activities, but many struggle to do so without it. They pointed out that planning for
instruction should involve knowing students' needs, preparing the content and predicting
the main learning challenges which are best learned before starting the internship. To
improve their planning, the authors suggested using planning labs, designing units on a
specific topic and asking for feedback from peers in pre-internship training. According to
their study, student-teachers who did activities before their internship were more confident
and creative at lesson planning during their final teaching experience.

NCERT (2006) The NCERT (2006) Position Paper on Teacher Education states that traditions in teacher programs mean that planning practice is put off to the internship stage. The paper recommended that students be given structured early practice in planning before they begin internships. According to NCERT, student-teachers should participate in observing, understanding curriculum and preparing lessons before attending their internship. According to the document, pre-internship would benefit from including dialogic mentoring and reflection on lesson planning to encourage instructors to plan lessons that fit the needs of their learners.

NCTE (2009) According to NCTE (2009), developing one's instructional planning skills is best started within the pre-internship phase. Coauthors stressed that using real classrooms, co-developing lessons and watching as someone teaches are valuable in developing planning skills. According to NCTE, before doing their internships, student-teachers must analyse goals of the curriculum, plan what they want students to learn and make lessons that fit learners' needs. The document stressed that by doing such exposure in pre-internship, new teachers can better integrate what they learned with their actual practices.

Dash and Dash (2010) pointed out that instructional planning combines learning from theory and directly applying it and both skills are developed in pre-internship. It was pointed out that beginning their work in classrooms helps student-teachers know how to prepare and organize lessons, link them to set curriculum goals and meet student needs. Planning effectiveness was found to improve by mock teaching, workshopping lessons and participating in time-on-task simulated activities during pre-internship. According to Dash and Dash, gradual introduction of evaluation and feedback in pre-internship prepares future educators for reflective planning and carries on their improvements.

**Sharma (2012)** In 2012, Sharma discovered that pre-internships help build better preparation for teaching, making lessons easier to design when students do their internships. In the author's view, carrying out curriculum analysis, studying learners and planning rehearsals in advance of the internship helps future teachers understand the main elements of good instruction. Sharma made it clear that sharpening your teaching skills happens when you receive feedback on lesson plans and your reflective notes before you begin the internship. The study found that structured planning and overseeing students in pre-internships would boost their preparation for teaching.

Mukohpadhyay and Anandalakshmy (2013) The researchers explained how the preinternship experience is designed to introduce student-teachers to the broad range of cultures and languages they will find in Indian schools. Planning, in their view, should be flexible, based on the environment, what is taught and what students need. Authors concluded that having workshops, seeing lessons done with guidance and working with colleagues helps future teachers become much better at planning. It was suggested that the pre-internship phase should encourage participants to map the curriculum, design lessons by themes and organize activities for all students. Ministry of Education (2020) As noted in the National Education Policy issued by the Ministry of Education (2020), integrated teacher programs should begin with contact with schools early in the training process. It was suggested that practicing in schools before training formally can help developing skills required for planning instruction in student-centered and flexible learning environments. NEP stressed that student-teachers use structured observation, plan lessons and practice reflection ahead of their internships to link what they have learned from courses to real teaching. The policy encouraged teachers to receive mentoring and feedback in advance of their internship to help them build good lesson and instructional planning skills.

NCERT (2023) Development of instructional planning is highlighted by NCERT (2023) in the school curriculum as an essential skill. It advises that pre-internship courses should be used to build this ability. The framework suggested that if student-teachers practice lesson sketches, check curriculum fit and design varied lesson plans ahead of internships, their classroom teaching will improve. NCERT suggested that we should start preparing for interdisciplinary work and inclusive teaching early on, before student-teachers move into their internships. The document advised including step-by-step digital tasks and working with others in the pre-internship part of teacher programs.

#### 2.5 SUMMARY

Research in this chapter demonstrates that pre-internship training is vital for giving preservice educators the teaching skills needed to fit roles in instruction and classroom handling. International and Indian researchers repeatedly confirm that well-structured early learning activities which include planning, practicing, mentoring, feedback and using multiple teaching strategies, strongly support a teacher trainee before entering a real classroom setting. It is widely agreed by researchers that the premade internship phase links what is learned at school with real-world teaching by building student-teachers' confidence, improving their understanding of teaching techniques and helping them prepare useful and student-driven lessons. Also, the findings stress that early involvement in activities such as formative assessment, communication, cooperative learning and action research promotes all-round progress for educators. A combination of global and national findings indicates that strong pre-internship training supports not only effective teaching, but also teachers who are reflective, flexible and welcoming to all students. As a result, teacher education

programs ought to give more importance and support to this stage to make sure future tutors are ready for what classrooms will need now and in the future.