



# INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

( Peer-reviewed, Refereed, Indexed & Open Access Journal )

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 8.428 (SJIF 2026)

## Reality of Teacher Education Institutions in 2025: An Internship Perspective

**Dr. Vivekanand Pandey**

Assistant Professor,  
Bhuvan Malti College of Education,  
Motihari (Bihar, India)

E-mail: [shubipandey2111@zohomail.in](mailto:shubipandey2111@zohomail.in)

DOI No. **03.2021-11278686** DOI Link :: <https://doi-ds.org/doi/10.2026-51331273/IRJHIS2604001>

### **Abstract:**

*Teacher Education Institutions (TEIs) in 2025 are operating in a rapidly transforming educational landscape marked by technological advancements, repositioned learning expectations, and the urgent need for high-quality school experiences during internships. This paper examines the reality of TEIs in 2025, focusing specifically on the internship component—arguably the heart of teacher preparation. Drawing from contemporary developments such as digital pedagogy, blended learning, competency-based frameworks, and increased emphasis on socio-emotional learning, the paper analyses how pre-service teachers experience, navigate, and evaluate their internships. It highlights the strengths, gaps, and future prospects of TEIs in equipping interns with classroom management skills, professional identity formation, assessment literacy, and real-world teaching competencies. Recommendations for a stronger practice–theory integration, improved school–TEI collaboration, and enhanced mentor teacher training are also included.*

**Keywords:** *Teacher Education Institutions (TEIs), Internship, Practicum, Teacher Training, 21st-Century Skills, Competency-Based Education, Digital Pedagogy, Classroom Realities, School Partnerships, Pre-service Teacher Preparation, Professional Development.*

### **Introduction:**

Teacher education has always been a crucial pillar in shaping the effectiveness and quality of any nation's schooling system. By 2025, the expectations placed on teachers have grown exponentially. Teachers are no longer perceived merely as content transmitters but as facilitators of learning, designers of instruction, technology integrators, emotional support providers, and community contributors. Consequently, Teacher Education Institutions (TEIs) must evolve to prepare competent professionals who can respond to dynamic classroom conditions.

In this context, internships or school-based practicum experiences play an indispensable role. They serve as a bridge between theoretical coursework and real classroom realities, offering pre-service teachers authentic opportunities to practice, reflect, and grow. This paper explores the *state of*

*TEIs in 2025 from the internship perspective*, examining how institutions address contemporary challenges and what opportunities arise for meaningful learning.

## **Teacher Education in 2025: Changing Expectations and Landscape:**

### **1. Shift Toward Competency-Based Education (CBE):**

By 2025, many TEIs have shifted from traditional lecture-heavy training to competency-based models. These models emphasize demonstrable skills over rote learning. Pre-service teachers are assessed based on competencies such as:

- Pedagogical content knowledge
- Classroom management
- Digital literacy

### **2. Digital Transformation and EdTech Integration:**

The COVID-19 pandemic of 2020 and subsequent global education disruptions accelerated digital transformation in schools. By 2025:

- TEIs incorporate courses on digital pedagogy, blended learning, and Learning Management Systems (LMS).
- Internships involve teaching in hybrid environments.
- Pre-service teachers must use digital tools for assessment, lesson design, and communication.

Internships now test a candidate's ability to adapt lessons for both virtual and physical classrooms, ensuring future readiness.

### **3. Diversity and Inclusion in Classrooms:**

Modern classrooms include learners with diverse socio-economic backgrounds, languages, abilities, and learning needs. TEIs in 2025 have made inclusive education a foundational element of training. During internships, student teachers must handle:

- Differentiated instruction
- Special education accommodations
- Multilingual classrooms
- Cultural sensitivity

This evolving demographic makes internships more challenging but also more enriching.

### **4. Increased Accountability:**

Stakeholders—parents, school administrators, policymakers—expect more from teachers. TEIs must ensure their graduates are employable and competent. As a result, internship evaluations are now more rigorous, collaborative, and comprehensive.

## **Internship as the Core of Teacher Preparation:**

### **1. Purpose of Internship:**

Internship in teacher education serves multiple purposes:

- Provides hands-on teaching experience
- Bridges theory and practice
- Develops classroom management strategies
- Promotes reflective practice
- Cultivates professional identity
- Encourages engagement with real students and community contexts

In 2025, internships are no longer seen as a supplementary requirement—they are the backbone of teacher training.

## 2. Structure of Internship Programs

TEIs vary in structure, but internship periods typically include:

- **Pre-internship orientation:**  
Introduction to school culture, expectations, and mentor teachers.
- **Observation Phase:**  
Pre-service teachers observe classroom routines, teaching methods, and assessment practices.
- **Active Teaching Phase:**  
Interns plan, design, and deliver lessons under supervision.
- **Reflection and Feedback Sessions:**  
Collaborative discussions with mentors and peers.
- **Final Evaluation:**  
Based on teaching portfolios, performance, observations, and student outcomes.

By 2025, digital portfolios and video lesson recordings have become mandatory components.

## Realities Faced by Teacher Interns in 2025:

### 1. Theory–Practice Gap:

Despite curriculum improvements, interns often report a disconnect between what is taught in TEIs and what occurs in classrooms. For example:

- Classroom management strategies taught in TEIs are sometimes idealistic.
- Theories of motivation do not always align with students' real-life challenges.
- Assessment models in TEIs do not always match school-based requirements.

This gap becomes a source of stress for interns, reinforcing the need for TEIs to update curricula continuously.

### 2. Mentor Teacher Impact:

Mentor teachers play a crucial role. In 2025:

- Some mentors are well-trained and supportive.
- Others lack training in mentoring and may be reluctant to give autonomy.

The quality of mentoring largely determines the quality of the internship experience.

### 3. Workload and Pressure:

Interns face immense pressure, including:

- Managing classes independently
- Preparing lesson plans and teaching materials
- Conducting assessments
- Completing TEI assignments simultaneously
- Adapting to digital and hybrid teaching

Balancing these responsibilities requires resilience, time management, and emotional strength.

### 4. Emotional Realities:

Internships expose interns to emotional challenges:

- Handling student misbehavior
- Dealing with diverse learners
- Facing criticism from mentors or administrators
- Navigating stress, insecurity, and imposter syndrome

TEIs in 2025 now emphasize mental health support, but gaps still remain.

### 5. Use of Technology During Internship:

By 2025, technology use is mandatory. Interns must be comfortable with:

- Digital lesson planning tools
- Interactive learning platforms
- Online assessments
- Communication apps for parents

Interns often report initial discomfort, but many find that technology enhances creativity and engagement.

### Strengths of TEIs in 2025: Internship Perspective:

#### 1. Greater Emphasis on Practical Skills:

TEIs now prioritize practice-based training, including:

- Micro-teaching
- Peer teaching
- School-based fieldwork
- Simulated classroom environments

These experiences build confidence before the main internship.

#### 2. Formation of Professional Identity:

Interns begin to view themselves as educators. They develop:

- Confidence
- Teaching style

- Ethical values
- Leadership skills
- Reflective habits

Professional identity formation is a cornerstone of modern teacher education.

### **3. Collaboration Between Schools and TEIs:**

In many regions, partnerships between TEIs and schools have strengthened. Schools see interns as valuable contributors, and TEIs rely on schools for authentic learning spaces.

### **4. Increased Reflective Practice**

Interns are encouraged to maintain:

- Reflective journals
- Lesson study logs
- Classroom observation notes

Such practices promote continuous learning and improvement.

### **Challenges Confronting TEIs in 2025:**

#### **1. Inadequate Mentor Training:**

Not all mentors are trained in coaching or guiding interns. This inconsistency affects the internship quality.

#### **2. Limited Resources in Schools:**

Some schools lack:

- Digital infrastructure
- Teaching materials
- Up-to-date libraries

This impacts the learning experience of interns.

#### **3. Overcrowded Classrooms:**

High student–teacher ratios limit the ability of interns to practice individualized instruction.

#### **4. Variability in Internship Quality:**

Internship experiences vary widely depending on:

- Type of school
- Mentor teacher’s attitude
- Administrative support
- Available resources

This variability creates inequity among pre-service teachers.

### **The Role of Technology and Innovation in Internship Enhancement:**

#### **1. AI-Based Teaching Support:**

By 2025, AI-driven tools support interns by offering:

- Automated feedback on lesson plans
- Student data analysis
- Classroom observation analytics

TEIs integrate AI workshops into their curricula.

## **2. Virtual and Augmented Reality Simulations:**

Many TEIs use VR/AR to simulate challenging classroom scenarios such as:

- Disruptive behavior
- Lesson delivery in noisy environments
- Differentiated instruction

This allows interns to practice skills safely.

## **3. Digital Portfolios and Continuous Assessment:**

Interns maintain e-portfolios showcasing:

- Lesson plans
- Teaching videos
- Reflections
- Assessments

Digital portfolios help in evaluation and employment.

## **Internship and Professional Development: The Road to Becoming Future-Ready Teachers:**

### **1. Development of 21st-Century Skills:**

Internships help interns build:

- Critical thinking
- Creativity
- Communication
- Collaboration
- Adaptability
- Emotional intelligence

These skills are indispensable for modern educators.

### **2. Leadership and Classroom Authority:**

Interns gradually develop a leadership presence. They learn to:

- Set expectations
- Establish routines
- Build rapport
- Manage conflicts

These leadership skills define teaching success.

### **3. Reflective and Ethical Practice:**

Internships encourage ethical decision-making, respect for diversity, and awareness of responsibilities.

### **Recommendations for Strengthening TEI Internships in the Future:**

1. **Structured Mentor Training Programs:**

TEIs should train mentors systematically on mentorship skills.

2. **Stronger School–TEI Partnerships:**

Regular communication, shared responsibilities, and collaborative evaluation improve internship quality.

3. **Incorporation of Real-World Problems in TEI Courses:**

Coursework should reflect classroom challenges such as technology integration, differentiation, and multicultural teaching.

4. **Increased Use of Technology in Internship Supervision:**

Remote observations, video-based feedback, and AI tools can enhance teacher development.

5. **Emphasis on Mental Health and Well-Being:**

TEIs should include stress management workshops and counseling services.

6. **Standardization of Internship Quality Across Schools:**

Clear guidelines and evaluation rubrics ensure fairness and consistency.

### **Conclusion:**

Teacher Education Institutions in 2025 are navigating complex, ever-evolving educational landscapes marked by technological advancement, diverse learner needs, and increased accountability. The internship component stands as the most critical aspect of pre-service teacher preparation. It is in real classrooms, facing real students, that future teachers learn to apply theoretical knowledge, develop professional identity, and acquire essential teaching competencies.

While TEIs have made significant strides—such as integrating digital pedagogy, competency-based models, reflective practice, and strong school partnerships—challenges persist. These include inconsistent mentor quality, inadequate resources, theory–practice gaps, and high intern workload. Nevertheless, internships continue to be transformative experiences that shape the future of education. To fully prepare teachers for the demands of 2025 and beyond, TEIs must strengthen internship structures, enhance mentorship, embrace technological innovation, and prioritize mental well-being. Only then can internships fulfill their potential as the cornerstone of teacher education, producing skilled, reflective, and compassionate teachers ready to lead future generations.

### **References:**

1. *Becoming a Teacher: A Study of the Practicum Component in a Teacher Education Program* — ResearchGate (2023). Useful for trainee reflections and practicum impact.
2. “Student teachers' reflections on their teaching practicum” — ResearchGate (Learning-

while-teaching reflections; useful for reflective journals and reflective practice).

3. “An online practicum for teacher education students” — Taylor & Francis (2025). Important for alternatives/online practicum models post-pandemic.
4. “Examining practicums within initial teacher education” — ScienceDirect (W. Shi, 2025). Large-scale evaluation of practicum outcomes and influences.
5. “Reflections of school-based student teachers” — SciELO / South African Journal (2024). Good for cross-context evidence on theory–practice integration.
6. *Teacher Education: An Analytical Approach to Internship Practices Around the World* — Routledge (Prakasha & Kenneth, 2023). Useful book for international comparisons of internship models.
7. “Challenges Faced by Trainee Teachers during Teaching Practicum” — RSI International Journal (2025). Directly addresses common internship challenges (lesson planning, management, mentor support).
8. “Teacher Education and Internship: An Evaluation of Alignment Between Preparation, Practice and SEL engagement” — ResearchGate (2023). Mixed-methods study on alignment gaps between coursework and practicum.
9. “Effects of teaching internships on preservice teachers' noticing in secondary mathematics education” — Teacher Task Force / report (2024). Empirical evidence on how internships change what preservice teachers notice/attend to in classrooms.
10. “Exploring student teacher perceptions on the benefits of the teacher education practicum” — NAER Journal (García-Noblejas, 2023). Cross-sectional survey evidence about perceived benefits.
11. “Is the Practicum an efficient process for the development of competences?” — ScienceDirect (P. Gil-Madrona, 2025). Evaluates practicum efficacy in early-childhood and primary settings.
12. “Systematic reflection of teaching behaviour and changes in ...” — Springer (I. Hußner, 2023). Focus on reflective practice, motivation, and self-efficacy — valuable for internship reflection sections.
13. “Internship Program in Education: Effectiveness, Problems and Prospects” — ResearchGate (classic review / useful background on longstanding issues).
14. “Student Teacher's Reflections on the Internship Teaching” — JRTDD (2023, PDF). Field survey and reflection data — good primary-data template for qualitative comparisons.
15. “Evaluating Effectiveness and Challenges in B.Ed. Student Internship” — IJFMR (2025 PDF). India-focused empirical study on confidence, diversity, and institutional support during internship.