



Reshmi Educational and Charitable Trust ®

**Sri Murugha Rajendra Swamiji**

**B.Ed and M.Ed College**

Saraswatipura, Kusnoor Road, Kalaburagi

(Permanently Affiliated to Gulbarga University, Kalaburagi and Accredited NAAC "B" Grade)

**A Report**

**on**

**INTERNSHIP/IMMERSION ACTIVITIES**

**Name of the School**

**University High School, University Campus, Kalaburagi**

**BATCH-I**

**Submitted by**

**Priyanka Ramanna**

**Register No: 2202433**

**Course: B.Ed IV Semester**



**Supervised by**

**Dr. Rajashekhara Shirvalkar**

**Year: 2021-22**

## Preface

Internship is known for giving students the opportunity to apply their knowledge in real world environment. At the same time, they will also develop skills which will help them perform better at their jobs.

Internships greatly increase the chances that a student will gain full time employment after graduation. By using internship, students are provided with experience that will make them stronger. In addition to this, their work ethic will increase, and they will be confident in their abilities. Internship will also allow students to learn about time management, discipline, and effective communication skills.

When students use internship, they will bring benefits to themselves as well as their employers and the stakeholders.

We are one of such lucky students to have the chance of Internship during our B.Ed-IV Semester programme. We are grateful to our college and university for developing such practical courses and benefiting the students. We were lucky to have Gulbarga University High School, Gulbarga as our Internship institute. A group of seventeen trainees were allotted to this college.



Reshmi Educational and Charitable Trust ®  
**Sri Murugharajendra Swamiji B.Ed and M.Ed College**  
Saraswatipura, Kusnoor Road, Kalaburagi  
(Permanently affiliated to Gulbarga University, Kalaburagi and Accredited NAAC 'B' Grade)

## CERTIFICATE

*Shri/Smt/Kum. Priyanka Ramanna has taken training for his/her B.Ed.-IV Semester Internship Programme in the School **University High School, University Campus, Kalaburagi** from 5<sup>th</sup> July 2022 to 04<sup>th</sup> August 2022.*

*During her tenure of Internship he/she was found to be enthusiastic, punctual and sincere in his/her work. She/he has shown much interest in participating practice teaching, co-curricular activities, observation, evaluation and information gathering.*

*Hence This is certified that She/He has successfully completed his/her internship programme.*

*We wish him/her all the very best in future.*

Internship Coordinator

Date:



**PRINCIPAL**  
Sri Murugha Rajendra Swamiji  
B.Ed. and M.Ed. College,  
Kusnoor Road, Kalaburagi-585106  
Signature of Principal

# **INDEX**

- 1) Introduction**
- 2) Immersion Work**
- 3) Internship and immersion**
- 4) Field Work Activities**
- 5) Reading and reflecting context:**
- 6) Internship Phases:**
  - I. PRE\_INTERNSHIP**
    - 1) Preparation and Observation of Reflective Diary:**
    - 2) Procedure of Lesson Plan observation(Reflective Observation)**
    - 3) Preparation of Internship Activities Time Table**
  - II. ACTUAL INTERNSHIP**
    - 1) Actual Internship Stage (Phase-I): Time table**
    - 2) Actual Internship Stage (Phase-II): Time table**
  - III. POST INTERNSHIP**
    - 1) Post-Internship Time Table**
    - 2) Preparation of CTC/tour programme:**
- 7) Conclusion:**
- 8) References**
- 9) Appendices**

### **1) Introduction:**

As a part completion of B.Ed.-IV Semester, Gulbarga University Kalaburagi prescribed 52 days of Internship Programme is to be completed. It is the privilege of the student to attend such Internship Programme that is much rewarding so far as the experience of fields are concerned. The Internship Programme aims to deliver the trainee a real life experience in an academic School. I also got this chance to be a trainee with Gulbarga University High School, Kalaburagi.

### **2) Immersion Work:**

Immersion Work at the School internship was very interesting. The internship activities were very co-operative and the students were very enthusiastic and sincere in their work. It was a very rewarding experience of teaching practice, field activities and co curricular activities.

Trainees prepared time table for School Internship Activities under the guidance of Mentor. The tentative time tables for training were prepared under three phases. The time tables are given as follows;

- I) Time table on Pre-Internship Activities
- II) Time tables on School Internship Activities
  - A) Actual Internship Stage (Phase-I)
  - B) Actual Internship Stage (Phase-II)
- III) Time table on Post Internship Stage

### **3) Internship and immersion:**

#### **a) Internship**

It is the period where in the candidate visits the Teacher Education Institutes, Schools, or any educational Institutes and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a Mentor (Guide). The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is on development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.

#### **b) Immersion:**

The activities were in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. She/he will undertake all the roles of a full-fledged teacher and equip him/herself in real situation.

#### **4) Field Work Activities:**

These are the activities assigned to the student to undertake in team or individually. The work may be in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship. The student has to visit the field to collect the required data, systematize, process and present fall under these types of the courses.

#### **5) Reading and reflecting context:**

The aim of this course is to enable student teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on content/concept/themes may be organized regularly.

#### **6) Internship Phases**

##### **I. Pre-Internship:**

In this first stage meeting was held under the supervision of the Principal. The presentation of whole immersion activities were made by one of the teacher. Later, all teacher educators discussed immersion activities under the supervision of principal. The whole School Internship activities were planned and prepared a time table along with date, days and activities. All the teachers were prepared supported tools of observation, reflective diary, Lesson plan, Innovative Lesson plan, and many more materials regarding school internship activities.

The next day, all teachers were engaged in conducting work shop on School Internship Activities. Here trainees were trained under the subject teachers. All trainees were trained how to engage themselves in internship activities. The trainees were trained as following;

1. Preparation and observation of Reflective Diary
2. Procedure of Lesson Plan observation(Reflective Observation)
3. Preparation of Internship Activities Time Table
4. Actual Internship(Phase-I): Time table
5. Actual Internship(Phase-II): Time table
6. Post-Internship Time Table
7. Preparation of CTC/tour programme
8. Prepare trainees Groups

### **1) Preparation and Observation of Reflective Diary:**

A reflective Diary is a personal record of student's Teaching and learning experiences. It is a space where a learner can record and reflect upon their observations and responses to situations, which can then be used to explore and analyze ways of thinking. In workshop mode all the student teachers were trained how to prepare and observe the Reflective diary.

### **2) Procedure of Lesson Plan observation (Reflective Observation)**

Observation diary or reflective observation is a tool during each teaching placement; pre-service teachers are required to observe a number of lessons each day, preferably across a wide range of subject areas. Pre-service teachers should observe the number of classes specified in their Subject Learning Guide. It is important to ask permission of a teacher (preferably well in advance of the session) before observing a lesson. It is also important that observation diary, the details of the lesson observed, and that the mentor or supervising teacher after the lesson observed and given the related feedback.

### **3) Preparation of Internship Activities Time Table**

Internship time table is the schedule of experiential activities. This time table consisted date, Number of days, name of activities and name of supervisors. These activities undergoes actual internship phase-I and Phase-II.

## **II. Actual Internship**

### **1) Actual Internship Stage (Phase-I): Time table**

This stage consist 10 activities. Here the student teachers get direct experiences in the academic field. The student teachers here visited different institutions, Schools and Government Educational offices. They observed and discussed with academic authorities about different academic matters and programmes. All activities conducted as per timetable. The list of all Actual Internship of Phase-I activities are mentioned in the time table.

### **2) Actual Internship Stage (Phase-II): Time table**

In this stage the student teachers were trained in practicing Schools. The student teachers provided time table for teaching practice and other activities.

## **III. Post Internship**

### **1) Post-Internship Time Table**

Post internship is a period where an intern evaluated her/his internship work thoroughly. It helps intern to verify his/her work in detail. If any errors are noticed those can be rectified by the mentor.

Typically, post internship consists of an evaluation of services of the intern in the organization. Post Internship period is used to determine if the intern still has to improve in that field after the real-life experience.

## 2) Preparation of CTC/tour programme:

In this stage B.Ed institution has organized Citizenship Training Camp or Tour programme for 3 days. The entire trainee must attend and participate either CTC or Tour Programme.

### Group formation:

Batch-I:University High School, Gulbarga University, Kalaburgi				
Sl No	Reg No	Name of the Students	Method-I	Method- II
01	2202433	PRIYANKA SHARANAPPA	Phy - sci	Bio – Sci
02	2202438	SONALI SHIVANAND	Phy - sci	Maths
03	2202439	PRIYANKA RAMANNA	Phy - sci	Maths
04	2202449	HARISHKUMAR SHIVANAND	Phy - sci	Maths
05	2202448	POOJA KAMALAKAR BHARTI	Phy - sci	Maths
06	2202462	SHRINIDHI WAGGAN VITHAL WAGGAN	Phy - sci	Bio – Sci
07	2202463	MAHESHWARI SHIVAYAOGI	Phy - sci	Maths
08	2202464	BHAGYASHREE SIDDARAJ	Phy - sci	Bio – Sci
09	2202436	VISHWANATH CHANNANNA	Phy - sci	Maths
10	2202466	KRISHNA ERANNA	Phy - sci	Maths
11	2202467	ASHWINI SHIVAPUTRAPPA	Phy - sci	Maths
12	2202468	KIRAN M HUNGUND	Phy - sci	Maths
13	2202469	NIHAL HOLKAR DASHRATH	Phy - sci	Maths
14	2202470	PARTHASARATHI DEVINDRAPPA SHALI	English	Soci Scie
15	2202471	KHAIRAT SACHIN JAGANNATH	Phy - sci	Maths
16	2202472	PRASHANT RAJASHEKAR	Kannada	Soci Scie
17	2202490	JEETENDRA SHANKAR KATTI	Phy - sci	Bio – Sci

### Internship Experience:

This is one of the most memorable experiences of my life. All the people associated along with the internship programme have been very co-operative. In order to justify all the different experiences let us summarize it point wise.

- The very experience of going to the college for seeking internship permission was very rewarding. The staff of the college was very welcoming and co-operated to the full extent. The credit of the same goes to our faculties especially principal Dr. Rajashekhar Shirvalkar for creating reference beforehand.
- The staff of the college is very co-operative, supportive and encouraging. Without their encouragement it would not have been possible to conduct teaching in the class.



- The most worth mentioning experience is of conducting the teaching. On the very first session it became very evident that one must do proper homework before taking the teaching. The students on the other hand have become very smart and they expect much from their teachers. However, the students here were very co-operative and obedient.
- Observation of the student's (Peer's) classes was also a good experience. During observation, we learnt that the faculty must retain their position to encourage the students. The present teachers were quite encouraging the students even when they did silly mistakes. We learnt a very good lesson from this that one of the most desirable qualities of a teacher is that of a motivator and encourager.
- Conducting a Hand Writing Competition was also a very good experience. Handing out papers to students, asking them to maintain the speed and arranging them in special manner was all a new experience.
- The most worth noting experience is that, we learnt to maintain the class. We found that many a times students focus very properly and the topic that we think otherwise continue for an hour get completed in just half an hour. Such situation than becomes difficult to handle. We must therefore prepare for two hours to conduct lecture of one hour.
- Co-operation amongst peers also was a lesson that we learnt during this internship.
- Team – Teaching concept was very interesting and effective. We as trainees also enjoyed conducting the team teaching session.

In short, the overall experience of the internship was much rewarding and refreshing. On one side we were bothering about starting the internship programme and on the other side it just took off so well that it completed quickly and we just wondered if we had some more days for internship.

### **9. Suggestions for Internship Programme:**

Being students and benefactors of the programme, we fall short of suggesting or commenting about the programme. The internship programme is a good one and is always essential in such career oriented courses. However, we felt that the following could have been more useful:

- The internship duration of 52 days is just enough to give only a glimpse to the practical world. Instead it should extend to a month or more time period where in we can get more idea and abilities of doing practical work.
- It would be much appreciated if such internship programme can be conducted for around one to three months along with appropriate stipend.
- Rather than taking internship only at one college or institute, if more time is granted then, one must be allowed to work with more than one college to get proper experience.

### **10. Conclusion:**

These are the activities assigned to the student to undertake in team or individually. The work may be in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship. The student has to visit the field to collect the required data, systematize, process and present fall under these types of the courses.

These activities, where in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full-fledged teacher and equip himself in real situation. These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.

## B.Ed-IV Sem. Students Internship Training Programme Activities – 2021-22

### B.ED-IV INTERNSHIP PROGRAMME DETAILS

#### I. PRE-INTERNSHIP STAGE

Sl. No	Activity/Mode	Date	
1.	Meeting with students	01-07-2022	
2.	Meeting with staff	02-07-2022	
3.	Workshop mode production of Observation Reflection dairy – Daily activity (Reflective diary) Lesson plan (Reflective observation diary) schedule/ class observation schedule/Tentative time table	04-07-2022	
4.	Training of Supervisory staff  CTC Camp/educational Excursion for 3 days	12-08-2022 to 14-08-2022	

#### II. A) ACTUAL INTERNSHIP STAGE (I PHASE)

Sl. No	Activity	Place	Process	No of Days/Week	Date
1.	Walk in and around school- Secondary/Senior Secondary school	Of allotted school/Colleges	Formal interaction with school HM, teachers and students of Allotted school of colleges	1 day	05-07-2022
2.	School Academic Records	-Do-	Interaction with Head Teacher and looking all academic records maintained	1 day	06-07-2022
3.	Observing various School programmes of the GOK and Department of Education (DDPI.BEO)	School Government of Karnataka (DDPI, BEO)	By involving student teacher trainees in various programmes like MMS, Milk supply,	2 day	07-07-2022 to 08-07-2022

4.	Attending SDMC/Parent Teacher Association Meeting	-Do-	SDMC/PTA constitution and meeting proceedings	1 day	09-07-2022
5.	Observing at least two Mentor's Classes	-Do-	Actual by the trainees and followed by discussion	1 day	11-07-2022
6.	Observing at least one class of Head Teacher		Actual class Observation by the trainees and followed by discussion	1 day	12-07-2022
7.	Visit to nearby HPS or Elementary School to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Elementary School	Actual Class Observation by the trainees and followed by discussion Record & Reporting of that days activities	1 day	13-07-2022
8.	Visit to Special School Deaf/Dumb/Blind/Juvenile Delinquent/		Observation following by discussion	1 day	14-07-2022
9.	Visit to Residential school Navodaya, Morarji, Kittur Channamma		Observation followed by discussion	1 day	14-07-2022
10.	Visit to BEO office/ BRC/ DIET, CTE		Observation followed by discussion	2 day	15-07-2022 to 16-07-2022

#### II B.) ACTUAL INTERNSHIP STAGE (II PHASE)

Sl.No	Activity	Place	Process	Number of days/week	Monitoring staff/ Agency
1.	Practice Teaching	Allotted School/college	Actual trainee takes the class with regular allotment and getting feedback after each class	18 working days	18-07-2022
2.	Innovative class teaching	Do	Trainees with his/her own innovation takes the class and get feedback after each class.	2 days	19-07-2022 to 20-07-2022
3.	Conducting Unit test	Do	Trainee conducts the Unit test	1 day	22-07-2022
4.	Declaring the results of the Unit test and prepare for next Remedial session	Do		1 day	23-07-2022
5.	Remedial classes	Do	Trainee organizes the	2 days	25-07-2022 to

			Remedial classes to the below average students and conducts unit test.		26-07-2022
6.	Organizing Co-Curriculum activities to the students	Do	Trainee organizes various activities in the area of his choice including PE & HE Yoga	2 days	27-07-2022 to 28-07-2022
7.	Conducting Action research	Do	Trainee during his practicing session identifies the low achievers and conducts action research	5 days	29-07-2022 to 04-08-2022

### III. POST INTERNSHIP STAGE AT COE (II PHASE)

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Method wise presentation of Actual Internship Phase I, & Phase II Activities followed by Viva-Voce by student teacher	2 days	05-08-2022 to 06-08-2022
2.	Viva – voce	2 days	08-08-2022 to 09-08-2022
3.	Reports by the Supervising authority – BEO, BRC, DDPI, Mentor, DIET/CTE/ Special School/HPS/RS	Immediately after completion of the activities.	10-08-2022

**Internship Coordinator**

**Principal**

# Photo Gallery





GPS Map Camera

 Kalaburagi, Karnataka, India  
 8R8Q+R9P, Shambhognlli, Kalaburagi,  
 Karnataka 585102, India  
 Lat 17.317028°  
 Long 76.838105°  
 19/09/22 02:15 PM GMT +05:30

GPS Map Camera

 Kalaburagi, Karnataka, India  
 8R9P+X52, Shambhognlli, Kalaburagi, Karnataka  
 585102, India  
 Lat 17.319933°  
 Long 76.835627°  
 19/09/22 12:52 PM GMT +05:30









**Gulbarga University High School,  
University Campus, Kalaburagi**

***Internship Completion  
CERTIFICATE***

Shri/Smt/Kum. **Priyanka Ramanna** has taken training for his/her B.Ed.-IV Semester Internship Programme in the School **University High School, University Campus, Kalaburagi** from **5<sup>th</sup> July 2022 to 04<sup>th</sup> August 2022**.

During his tenure of Internship he/she was found to be enthusiastic, punctual and sincere in his/her work. She/he has shown much interest in participating practice teaching, co-curricular activities, observation, evaluation and information gathering.

Hence this is certified that She/he has successfully completed his/her internship programme.

***College Internship Coordinator***



***Head Master/Principal***

## References:

- 1) Akbar, R.A. (2002). A study of Practice Teaching of Prospective Secondary School Teachers and Development of Practice Teaching Model, Arid Agricultural University Rawalpindi. (Doctorial Dissertation, 2002).
- 2) Azeem, M. (2011). Problems of Prospective Teachers during Teaching Practice. Academic Research International, Volume 1(2).
- 3) Bukaliya, R. (2012). The Potential Benefits and Challenges of Internship Programmes in ODL Institutions: A Case for the Zimbabwe Open University. International Journal on New Trends in Education and their Implication, Volume 3(1).
- 4) Dana, L. (1998). Teachers Intern's Changing Perceptions during Internship. The Mid-South Educational Research Association, Orleans, LA.
- 5) Good, C. V and Scates. (1941). Methodology of educational research. New York: Appleton century crofts.
- 6) Gunarathne et al. (2010). Problems of Internship: Opinions of the Management Undergraduates of the University of Sri Jayewardenepura. Human Resources Management Journal, Volume 1(1).
- 7) Lam, T., & Ching, L. (2007). An exploratory study of an internship program: The case of Hong Kong students. International Journal of Hospitality Management, Vol. II, 26, 336-351.
- 8) Mishra, L. (2013). Teacher Education Issues and Innovation. Chennai: Atlantic Publishers.
- 9) NCTE. (2009). National Curriculum for Teacher Education: New Delhi.
- 10) International Journal of Engineering Science and Computing, July 2016, 2023  
<http://ijesc.org/>
- 11) Saleha, P. (2012). Internship Program in Education: Effectiveness Problems and Prospects. International Journal of learning and Development, Volume 2(1), 487-498.
- 12) Saxena, N.A. et al. (2009). Teacher Education. Meerut: Raj Printers.
- 13) Singh, P. (2013). Attitudes of B.Ed students towards internship as a part of B.Ed curriculum. (M.Ed dissertation, University of Jammu, 2013).
- 14) Verma, Lokesh, K. and Sharma, N., R. (2008). Advanced Statistics in Education and Psychology. Jammu: Narendra, Publishing House.

## Web References:

1. <http://ijesc.org/upload/062cd959df5c89857211f0b2c5e2ee2c.Attitude%20of%20Pupil%20Teachers%20towards%20Internship%20as%20a%20Part%20of%20B.Ed%20Curriculum%20in%20Relation%20to%20Gender,%20Stream%20and%20Academic%20Qualification.pdf>
2. [https://www.google.com/search?q=effectiveness+of+school+internship+of+trainee+teachers&rlz=1C1JZAP\\_enIN819IN819&oq=effectiveness+&aqs=chrome.0.69i59j69i57j0l4.6005j1j8&sourceid=chrome&ie=UTF-8#](https://www.google.com/search?q=effectiveness+of+school+internship+of+trainee+teachers&rlz=1C1JZAP_enIN819IN819&oq=effectiveness+&aqs=chrome.0.69i59j69i57j0l4.6005j1j8&sourceid=chrome&ie=UTF-8#)
3. <http://www.hrpub.org/download/20150201/UJER11-19503124.pdf>
4. [https://www.researchgate.net/publication/315459476\\_A\\_Study\\_of\\_the\\_MEd\\_Internship\\_Programme\\_Perceived\\_by\\_Student\\_Teacher-Educators](https://www.researchgate.net/publication/315459476_A_Study_of_the_MEd_Internship_Programme_Perceived_by_Student_Teacher-Educators)
5. <http://digitalcommons.wku.edu/theses/1117>
6. <http://dx.doi.org/10.5296/ijld.v2i1.1471>
7. <https://www.tandfonline.com/doi/pdf/10.1080/13664530100200146>
8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5522859/>