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**INTERNSHIP/IMMERSION ACTIVITIES**  
**(PRACTICUM)**

**ACTION RESEARCH**

**M.Ed-III SEMESTER SUBMITTED BY**  
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## ***DECLARATION***

I hereby declare that the Internship Activity entitled “**Action Research**” Submitted by me for the award of the degree of Master of Education , Gulbarga University, Kalaburgi, Karnataka is my original work and has not been submitted earlier either Gulabrga University,Kalaburgi Karnataka or to any other institution for the fulfillment for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this from any earlier work done either by others or me.

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## ***CERTIFICATE***

This is to certify that .Kavitha R.Natekar Reg no **P04HT21E0006** Student of Master of Education from Kalaburgi, has been working under my supervision and guidance for her **Internship activity** for the course M.Ed. Her Research entitled is “**Action Research**” Which she is submitting is genuine and original work to our University

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## **1.0 MEANING AND CONCEPT OF INTERNSHIP**

Internship in teacher training programmes is a critical component that provides pre-service teachers with a platform to apply their theoretical knowledge and hone their practical teaching skills in a real-world setting. The internship experience is designed to equip aspiring teachers with the necessary competencies to teach effectively, engage learners, and manage classrooms.

The introduction of internship in teacher training programmes is based on the recognition that teaching is a complex profession that requires practical skills and competencies beyond academic knowledge. The programme aims to prepare future teachers for the challenges and demands of the teaching profession, such as managing classroom dynamics, assessing student learning outcomes, and adapting to the diverse needs of learners.

During the internship, pre-service teachers are placed in real-world classroom settings where they can observe, practice, and reflect on their teaching practices under the guidance of experienced teachers. This practical experience allows them to develop teaching skills, such as planning and delivering effective lessons, using appropriate teaching strategies, and engaging students.

Internship is an essential component of teacher training programmes, where aspiring teachers gain practical experience by working in a real-world classroom setting under the guidance of experienced teachers. The concept of internship in teacher training programmes involves providing pre-service teachers with an opportunity to apply theoretical knowledge gained from their coursework in a practical setting.

During the internship, interns are given the chance to observe and participate in classroom teaching, interact with students, plan and deliver lessons, and assess student learning outcomes. Internship also provides aspiring teachers with the opportunity to gain valuable feedback from experienced teachers, reflect on their teaching practices, and improve their teaching skills. It is a valuable experience that prepares future teachers for the demands and challenges of the teaching profession.

1. The National Council for Accreditation of Teacher Education (NCATE) defines internship in teacher training programmes as "a school-based experience in which the teacher candidate applies the knowledge, skills, and dispositions gained in coursework to the context of the classroom, under the supervision of a mentor teacher."

2. The American Association of Colleges for Teacher Education (AACTE) defines internship as "a clinically rich, school-based, field experience where teacher candidates engage in planned and guided teaching, learning, and assessment activities with students in P-12 classrooms under the supervision of highly skilled and knowledgeable mentor teachers."

3. The Association for Teacher Education in Europe (ATEE) defines internship in teacher training programmes as "a structured and supervised teaching experience in real schools, where pre-service teachers can observe, assist, and practice teaching under the guidance of experienced teachers."

4. The International Society for Technology in Education (ISTE) defines internship as "an experiential learning opportunity that allows pre-service teachers to develop their

pedagogical skills, integrate technology into instruction, and collaborate with colleagues in a real-world classroom setting."

The internship in teacher training programmes can be defined as a practical learning experience that provides pre-service teachers with the opportunity to apply their theoretical knowledge in real-world classroom settings, under the guidance of experienced teachers.

## **2.0 IMPORTANCE OF INTERNSHIP**

Internship plays a crucial role in the overall development of a teacher in a teacher training programme. Here are some of the important reasons why internship is crucial:

1. **Practical Experience:** Internship provides pre-service teachers with hands-on experience in the classroom setting. They get to observe and participate in teaching and learning activities, develop lesson plans, and assess student learning outcomes. This practical experience helps them to gain confidence and prepares them for the real-world teaching environment.
2. **Exposure to Diverse Teaching Strategies:** During internship, pre-service teachers are exposed to various teaching strategies used by experienced teachers. This exposure helps them to develop a broader perspective on teaching and learning, and they can learn from the best practices in the field.
3. **Feedback and Reflection:** Internship provides pre-service teachers with the opportunity to receive feedback from experienced teachers on their teaching practices. They can reflect on their performance and identify areas for improvement, leading to continuous learning and development.

4. Networking: During internship, pre-service teachers can establish professional relationships with experienced teachers, school administrators, and other professionals in the field. These relationships can provide them with valuable guidance, support, and mentorship in their teaching career.

5. Professional Development: Internship is a critical component of professional development for pre-service teachers. It allows them to apply their theoretical knowledge in real-world situations and develop practical skills that are necessary for their future teaching career.

In summary, internship is an essential component of teacher training programmes as it provides pre-service teachers with practical experience, exposure to diverse teaching strategies, feedback and reflection, networking opportunities, and professional development. It helps them to prepare for the challenges and demands of the teaching profession.

### **3.0 THE MAIN OBJECTIVES OF INTERNSHIP**

The main objectives of internship in teacher training programmes are:

1. Practical application of theoretical knowledge: Internship allows pre-service teachers to apply theoretical knowledge gained from their coursework in a real-world classroom setting.

2. Developing teaching skills: Internship provides an opportunity for aspiring teachers to develop their teaching skills through hands-on experience, feedback from experienced teachers, and reflective practice.

3. Understanding diverse student populations: Internship allows pre-service teachers to interact with and teach students from diverse backgrounds, cultures, and abilities, which

helps them develop an understanding of the unique needs and challenges of different student populations.

4. **Building professional networks:** Internship provides aspiring teachers with the opportunity to build professional networks with experienced teachers, school administrators, and other education professionals.

5. **Preparation for the teaching profession:** Internship prepares future teachers for the demands and challenges of the teaching profession, including classroom management, lesson planning, and assessment of student learning outcomes.

6. **Enhancing employability:** Successful completion of internship in a teaching programme is often viewed favorably by potential employers and can enhance the employability of pre-service teachers.

The internship in teacher training programmes is designed to provide aspiring teachers with practical, hands-on experience that prepares them for the demands of the teaching profession and enhances their employability in the education sector.

#### **4.0 ADVANTAGES OF INTERNSHIP**

Internship in teacher training programme offers numerous advantages to aspiring teachers. Some of the key advantages of internship in teacher training programme include:

1. **Practical experience:** Internship provides pre-service teachers with the opportunity to gain practical experience by working in a real-world classroom setting. This experience enables them to understand the practical aspects of teaching, which can be challenging to grasp through theoretical coursework.

2. Professional development: Internship helps aspiring teachers develop a range of professional skills, such as lesson planning, delivery, and classroom management. This experience provides a platform for aspiring teachers to put theoretical concepts into practice, develop a teaching philosophy, and refine their teaching skills.

3. Feedback and guidance: Interns receive feedback and guidance from experienced teachers, which is essential for improving their teaching skills. Feedback helps them to identify areas of strength and weakness, and how to address them.

4. Networking: Internship provides an opportunity for aspiring teachers to network with experienced teachers, other interns, and school administrators. These connections can be beneficial for career advancement and job opportunities in the future.

5. Improved employability: Having internship experience on a resume can improve employability, especially when applying for teaching positions. Potential employers appreciate the practical experience gained from internship, as it demonstrates an understanding of the demands of the profession.

## **5. THE PROCESS OF INTERNSHIP**

In conclusion, internship in teacher training programmes provides aspiring teachers with practical experience, professional development, feedback, networking opportunities, and improved employability. It is an essential component of teacher education, which prepares future teachers for the challenges of the teaching profession. The process of internship in a teacher training programme typically involves the following steps:

1. **Placement:** The teacher training institution works with local schools to place interns in classrooms with experienced teachers who will supervise and mentor them throughout the internship period.

2. **Orientation:** Before starting the internship, interns are given an orientation that includes information about the school's policies, procedures, and expectations for teachers. They may also receive training on classroom management, lesson planning, and assessment.

3. **Observation:** Interns begin by observing their supervising teachers in the classroom to gain an understanding of the teaching process and how to interact with students. They may also observe other teachers to gain a broader perspective on teaching methods and strategies.

4. **Participation:** Once they are comfortable with the classroom environment, interns begin to participate in classroom activities. This may include assisting with lessons, grading assignments, and interacting with students.

5. **Teaching:** As their skills and confidence grow, interns may be given opportunities to teach lessons under the supervision of their mentor teachers. This allows them to practice their teaching skills and receive feedback on their performance.

6. **Reflection:** Throughout the internship, interns are encouraged to reflect on their experiences and identify areas where they need to improve. They may also receive feedback from their mentor teachers and peers, which can help them develop their teaching skills.

7. **Assessment:** At the end of the internship, interns may be required to submit a portfolio of their work, including lesson plans, assessments, and reflections. They may also receive a formal evaluation from their mentor teacher that assesses their teaching skills and progress.

Overall, the internship process is designed to provide aspiring teachers with practical experience, feedback, and support as they develop their teaching skills and prepare for a career in education.

## 6. THE STEPS OF AN INTERNSHIP

The steps of an internship in a teacher training programme may vary depending on the specific programme and institution, but generally, the following steps are involved:

1. **Preparing for the Internship:** This involves preparing for the internship by meeting the programme requirements, selecting a school or institution to intern with, and developing a plan for the internship.

2. **Orientation:** This involves attending an orientation session to learn about the goals, objectives, and expectations of the internship.

3. **Observation:** This involves observing experienced teachers in the classroom, taking notes, and reflecting on teaching practices.

4. **Assisting:** As an intern, you may assist the teacher with classroom tasks, grading, or creating lesson plans.

5. **Teaching:** As the internship progresses, you may gradually take on more teaching responsibilities, such as planning and delivering lessons, assessing student learning, and managing classroom behaviour. 6. **Feedback and Evaluation:** You will receive regular



feedback from the supervising teacher, as well as formal evaluations of your teaching performance.

7. **Reflection:** This involves reflecting on the internship experience, identifying strengths and weaknesses, and setting goals for further improvement.

8. **Completion:** Once you have successfully completed the internship, you may be required to submit a report summarizing your experience and reflecting on what you have learned.

Overall, the purpose of the internship is to provide hands-on experience in teaching, allowing interns to apply what they have learned in a real-world setting and develop the skills and knowledge necessary for a successful teaching career.

## **7. THE PRE-INTERNSHIP OR PREPARATION STAGE**

The pre-internship or preparation stage in teacher training programmes is a crucial phase that prepares pre-service teachers for their internship experience. During this stage, pre-service teachers typically take coursework that focuses on foundational knowledge and skills needed to teach effectively in a classroom setting.

The pre-internship stage may involve a range of activities such as attending lectures, participating in seminars, observing experienced teachers in the classroom, and engaging in simulated teaching experiences. These activities aim to provide pre-service teachers with a theoretical understanding of teaching practices and pedagogy, as well as develop their knowledge of curriculum development, assessment, classroom management, and other aspects of teaching.

In addition, pre-service teachers may participate in professional development workshops, discussions, and group projects that provide opportunities to reflect on their personal values, beliefs, and teaching philosophy. They may also receive mentoring and guidance from experienced educators to help them develop their skills and prepare for the challenges of the internship experience.

## **8. MEANING AND CONCEPT OF PRE-INTERNSHIP**

The pre-internship or preparation stage in teacher training programmes is the period leading up to the actual internship experience. It is a crucial phase that aims to prepare pre-service teachers for the challenges and expectations of the classroom.

During this stage, pre-service teachers are introduced to the theoretical foundations of teaching, such as teaching strategies, classroom management, assessment techniques, and curriculum development. They are also taught the essential skills needed for effective teaching, including lesson planning, instructional design, and instructional delivery.

The pre-internship stage also involves the development of the interns' professional identity as teachers, where they learn about the ethical and professional standards expected of them as educators. They may also have the opportunity to observe experienced teachers in action, participate in seminars and workshops, and engage in reflective practice.

Overall, the pre-internship stage is a crucial component of teacher training programmes that aims to provide pre-service teachers with a strong foundation in the theoretical and practical aspects of teaching. It is designed to ensure that they are well-prepared to take on the challenges of the classroom and make a positive impact on the learning outcomes of their students.

## 9. IMPORTANCE OF PRE-INTERNSHIP

The pre-internship or preparation stage is a crucial component of teacher training programmes that prepares aspiring teachers for their internship experience. The following are some of the reasons why pre-internship is important in teacher training programmes:

1. **Familiarization with the school environment:** During the pre-internship stage, pre-service teachers are introduced to the school environment, culture, and expectations. This helps them become familiar with the classroom setting, teaching resources, and school policies.
2. **Reflection on teaching practices:** Pre-internship stage provides pre-service teachers with an opportunity to reflect on their teaching practices, develop a teaching philosophy, and set goals for their internship experience.
3. **Collaboration with experienced teachers:** Pre-internship stage allows pre-service teachers to collaborate with experienced teachers, observe their teaching practices, and learn from their experience.
4. **Identification of strengths and weaknesses:** Through pre-internship, pre-service teachers can identify their strengths and weaknesses and work on improving their teaching skills.
5. **Development of lesson plans:** Pre-internship stage provides pre-service teachers with the opportunity to develop lesson plans, practice delivering them, and receive feedback from their mentors.

In summary, pre-internship stage is an essential component of teacher training programmes that prepares pre-service teachers for their internship experience by familiarizing them with the school environment, providing them with an opportunity to reflect on their teaching practices, collaborate with experienced teachers, identify their strengths and weaknesses, and develop lesson plans.

## **10. OBJECTIVES OF PRE INTERNSHIP**

The pre-internship or preparation stage in a teacher training programme aims to prepare aspiring teachers for their internship experience by providing them with the necessary knowledge, skills, and attitudes to be successful in a real-world classroom setting. Some of the objectives of the pre-internship stage in a teacher training programme include:

- 1. Developing an understanding of educational theory and teaching practices:** Pre-internship courses provide aspiring teachers with a comprehensive understanding of educational theory and teaching practices. It equips them with the knowledge and skills they need to create effective lesson plans, manage classrooms, and engage students.
- 2. Developing critical thinking and problem-solving skills:** Pre-internship courses aim to help aspiring teachers develop critical thinking and problem-solving skills. They learn how to identify and solve common problems that arise in the classroom, such as addressing the needs of diverse learners or managing challenging student behavior.
- 3. Developing communication and interpersonal skills:** Pre-internship courses help aspiring teachers develop communication and interpersonal skills necessary for effective teaching. They learn how to communicate effectively with students, parents, and colleagues, as well as how to build positive relationships in the classroom.

**4. Developing cultural competence:** Pre-internship courses aim to help aspiring teachers develop cultural competence, including an understanding of cultural diversity and how to teach in a culturally responsive way.

**5. Providing practical experience:** Pre-internship courses may include opportunities for aspiring teachers to gain practical experience, such as through observations in classrooms, mock teaching sessions, or simulations.

In summary, the pre-internship stage in a teacher training programme aims to prepare aspiring teachers for their internship experience by providing them with the knowledge, skills, and attitudes necessary for effective teaching in a real-world classroom setting.

## **11. ACTUAL INTERNSHIP**

Teacher training programmes typically involve both a preparation stage and an actual internship stage.

The preparation stage usually involves coursework in education and related fields such as psychology, sociology, and curriculum development. During this stage, aspiring teachers are introduced to theories and concepts related to teaching and learning. They also learn about classroom management strategies, instructional design, and assessment techniques.

The actual internship stage, also known as the student teaching or practicum stage, involves hands-on experience in a real classroom setting. This stage provides aspiring teachers with the opportunity to apply the knowledge and skills they have gained during the preparation stage in a practical context. They work under the supervision of experienced teachers and are expected to plan and deliver lessons, assess student learning outcomes, and manage classroom dynamics.

The duration of the internship stage may vary depending on the teacher training programme, but it typically ranges from a few weeks to several months. During this stage, aspiring teachers receive ongoing feedback from their supervisors and are expected to reflect on their teaching practices and make necessary adjustments.

In summary, the preparation stage in teacher training programmes provides aspiring teachers with the foundational knowledge and skills needed to be effective educators, while the actual internship stage offers practical experience in a real classroom setting to apply and refine those skills.

## **12. THE ACTUAL INTERNSHIP**

The actual internship or implementation stage in a teacher training programme refers to the period during which pre-service teachers work as interns or student teachers in actual classroom settings under the supervision of experienced teachers. It is an essential component of teacher training that allows aspiring teachers to apply the theoretical knowledge they have acquired during their coursework in a real-world context.

During the actual internship stage, pre-service teachers are typically assigned to a classroom and given the opportunity to work with students under the guidance of an experienced teacher. They are expected to participate in a variety of teaching activities such as lesson planning, teaching, assessment, and classroom management. This allows them to develop practical skills and experience the realities of teaching in a real classroom setting.

The actual internship stage is also an opportunity for pre-service teachers to reflect on their practice and receive feedback from their mentor teacher. They can use this feedback to improve their teaching skills and make adjustments to their teaching strategies.

Overall, the actual internship or implementation stage in a teacher training programme is a critical stage in the development of future teachers. It provides them with the opportunity to apply their knowledge and skills in a real-world context, gain valuable feedback and experience, and prepare for the demands of the teaching profession.

### 13. IMPORTANCE OF ACTUAL-INTERNSHIP

The actual internship or preparation stage is a crucial component of teacher training programmes, and its importance cannot be overstated. Here are some reasons why:

1. **Bridging the gap between theory and practice:** The internship stage provides pre-service teachers with an opportunity to put the theoretical knowledge gained from their coursework into practice. This helps to bridge the gap between theory and practice and enables aspiring teachers to understand how to apply their knowledge in real-world situations.
2. **Developing practical teaching skills:** During the internship stage, pre-service teachers have the chance to observe experienced teachers, plan and deliver lessons, and interact with students. This helps them to develop practical teaching skills such as classroom management, lesson planning, and student assessment.
3. **Gaining valuable feedback and mentorship:** Internship stage provides pre-service teachers with the opportunity to work with experienced teachers who can provide valuable feedback and mentorship. This helps them to improve their teaching skills and gain insights into the teaching profession.

4. **Developing professional networks:** The internship stage also provides pre-service teachers with an opportunity to develop professional networks. They can connect with experienced teachers, school administrators, and other professionals in the field, which can help them to secure employment opportunities after graduation.

5. **Meeting certification requirements:** In many countries, completing an internship or preparation stage is a requirement for teacher certification. Aspiring teachers who complete the internship stage are better positioned to meet certification requirements and obtain teaching licenses.

In summary, the actual internship or implementation stage is a crucial component of teacher training programmes as it helps aspiring teachers to bridge the gap between theory and practice, develop practical teaching skills, gain valuable feedback and mentorship, develop professional networks, and meet certification requirements.

#### **14. OBJECTIVES OF THE ACTUAL INTERNSHIP**

The objectives of the actual internship or implementation stage in teacher training programmes are:

1. **To provide pre-service teachers with practical experience:** The main objective of the internship stage is to provide aspiring teachers with hands-on experience in a real-world classroom setting. This helps them to apply theoretical knowledge gained from their coursework in a practical context and develop a better understanding of the teaching profession.



2. **To develop teaching skills:** Through the internship stage, pre-service teachers can develop teaching skills such as lesson planning, classroom management, instructional strategies, and assessment techniques. They can also learn how to work effectively with students, colleagues, and parents.

3. **To gain feedback and reflection:** The internship stage provides aspiring teachers with an opportunity to receive feedback from experienced teachers on their teaching practices. This helps them to identify areas of strength and weakness and make necessary adjustments. They also engage in reflection activities to think critically about their teaching practices and identify ways to improve.

4. **To build professional networks:** The internship stage provides pre-service teachers with an opportunity to network with other professionals in the field. This can lead to future job opportunities, mentorship, and ongoing professional development.

5. **To prepare for licensure and certification:** Many teacher training programmes require preservice teachers to complete an internship as part of the licensure or certification process. By completing the internship stage, pre-service teachers can fulfill these requirements and become eligible for certification or licensure.

In summary, the main objectives of the actual internship or implementation stage in teacher training programmes are to provide practical experience, develop teaching skills, gain feedback and reflection, build professional networks, and prepare for licensure and certification.

## **15. POST INTERNSHIP STAGE**

After completing the internship stage in a teacher training programme, pre-service teachers typically enter the post-internship stage. This stage involves the integration of the knowledge and skills gained during the internship into the overall teacher training programme.

During the post-internship stage, pre-service teachers reflect on their experiences, identify areas of strength and weakness, and develop strategies for further improvement. They may also engage in further coursework or training to deepen their understanding of specific teaching methodologies, subject areas, or instructional practices.

In addition, pre-service teachers in the post-internship stage may work closely with their mentor teachers or supervisors to receive feedback on their teaching practices, set professional goals, and develop a plan for continued growth and development. The post-internship stage is critical in preparing pre-service teachers for their future roles as professional educators. It provides them with the opportunity to consolidate and integrate their learning from the internship stage, reflect on their experiences, and refine their teaching practices to better meet the needs of their future students.

## **16. MEANING AND CONCEPT OF POST INTERNSHIP STAGE**

The post-internship stage in teacher training programmes is the phase that follows the completion of the internship component. It is a crucial stage where interns reflect on their practical experiences, receive feedback, and evaluate their performance during the internship.

During the post-internship stage, interns typically participate in debriefing sessions with their mentor teachers and supervisors. These sessions aim to reflect on the intern's strengths and

weaknesses and provide constructive feedback on their teaching practices. Interns are also encouraged to self-evaluate their performance and identify areas for improvement.

The post-internship stage is also an opportunity for interns to apply what they have learned during their internship to future teaching practices. They can identify strategies and methods that have worked well and incorporate them into their teaching approach. Interns can also reflect on areas where they struggled and develop plans to address these challenges in their future teaching.

In summary, the post-internship stage in teacher training programmes is a critical phase that allows interns to reflect on their practical experiences, receive feedback, and evaluate their performance. It is a valuable opportunity to apply what they have learned and improve their teaching practices before entering the teaching profession.

## **17. IMPORTANCE OF POST-INTERNSHIP**

The post-internship stage in teacher training programmes is crucial because it allows interns to reflect on their experiences during their internship, identify areas of strength and weakness, and further develop their teaching skills. Here are some reasons why the post-internship stage is important in teacher training programmes:

1. **Reflection:** The post-internship stage provides an opportunity for interns to reflect on their teaching experiences and identify areas where they excelled and areas where they need to improve. Reflection is a critical part of the learning process, and it enables interns to deepen their understanding of teaching and learning.

2. **Professional Development:** The post-internship stage is a time for interns to continue their professional development. It is an opportunity to build on the knowledge and skills they gained during their internship and to learn new teaching strategies and techniques.

3. **Feedback and Assessment:** During the post-internship stage, interns receive feedback and assessment from their mentors and supervisors. This feedback is critical to their professional growth and development, and it can help them identify areas where they need to improve.

4. **Career Planning:** The post-internship stage is also a time for interns to plan their teaching career. They can explore different teaching opportunities, evaluate their strengths and interests, and determine the next steps in their professional journey.

In summary, the post-internship stage in teacher training programmes is critical for interns' professional growth and development. It provides an opportunity for reflection, professional development, feedback and assessment, and career planning.

## 18. OBJECTIVES OF POST INTERNSHIP STAGE

The post-internship stage in teacher training programmes is a crucial phase in the professional development of pre-service teachers. The objectives of this stage include:

1. **Reflecting on the internship experience:** Pre-service teachers should reflect on their experiences during the internship, identify their strengths and weaknesses, and determine areas that require improvement.

2. **Consolidating theoretical knowledge:** Pre-service teachers should consolidate the theoretical knowledge gained during the coursework and reflect on how it applies to the practical experience gained during the internship.

3. **Developing a personal teaching philosophy:** Pre-service teachers should develop a personal teaching philosophy based on their experiences during the internship, their theoretical knowledge, and their beliefs about teaching and learning.

4. **Enhancing professional skills:** Pre-service teachers should continue to develop their professional skills, such as classroom management, lesson planning, assessment, and communication skills.

5. **Engaging in professional learning:** Pre-service teachers should engage in professional learning activities such as attending workshops, conferences, and online courses to keep up with current trends in education.

6. **Preparing for certification:** Pre-service teachers should prepare for certification exams and ensure they meet the requirements for teacher certification in their state or country.

In summary, the post-internship stage in teacher training programmes aims to help pre-service teachers reflect on their internship experiences, consolidate their theoretical knowledge, develop a personal teaching philosophy, enhance their professional skills, engage in professional learning, and prepare for certification.

## **EVALUATION OF POST INTERNSHIP STAGE**

The post-internship stage in teacher training programmes is a crucial aspect of the training process. It involves evaluating the performance of the intern and assessing their progress and readiness for the teaching profession.

The evaluation process involves collecting feedback from various stakeholders, including the intern, the cooperating teacher, and the school administrators. The feedback is used to assess the intern's teaching skills, their ability to apply theoretical knowledge in a practical setting, their communication skills, and their ability to work effectively with students.

Based on the feedback received, the intern is provided with constructive feedback, which is used to identify areas of strength and areas that require improvement. The feedback also helps the intern to develop a plan for continued professional growth and development.

The post-internship stage also involves providing the intern with support and resources to help them transition from the training programme to the teaching profession. This may include mentoring, access to professional development opportunities, and assistance with job placement.

Overall, the post-internship stage is a critical component of teacher training programmes as it helps to ensure that interns are adequately prepared for the demands and challenges of the teaching profession. It also provides them with the support and resources they need to succeed in their teaching careers.

It is concluded that an internship in a teacher training programme is an opportunity for the intern to reflect on their learning experiences and professional growth throughout the programme. It is a time to evaluate the skills and knowledge acquired during the internship and

to identify areas that need improvement .The internship is typically marked by a presentation or report where the intern shares their experience, insights, and reflections on their teaching practice. The report usually outlines the key activities undertaken during the internship, the lessons learned, and the impact of the experience on the intern's professional growth.

Interns are also expected to receive feedback from their supervisors, mentors, and peers during the conclusion of the internship. The feedback helps the intern to identify areas for improvement and to consolidate the knowledge and skills acquired during the internship.

In summary, the conclusion of an internship in a teacher training programme is an important step in the professional development of aspiring teachers. It provides an opportunity to reflect on the learning experiences gained, identify areas for improvement, and consolidate the knowledge and skills acquired during the internship.

# ACTION RESEARCH

**2.0 INTRODUCTION:** - Action Research is known by many other names, including participatory research, collaborative inquiry, emancipation research, action learning, and contextual action research, but all are variations on a common theme. In a nutshell, action research is ‘Research in Action’. – a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again.

Kurt Lewin, a German social psychologist, has been credited with the development of the idea of action research. He first found that experimental methods, in many cases, were inadequate and unsatisfactory. He then tried to seek for a method that based on people’s real world experience; from that time on, action research has centred the world of researchers.

According to Kurt Lewin, action research is ‘a comparative research on the conditions and effects of various forms of social action and research leading to social action’; this type of research uses ‘a spiral step’, each of which is ‘composed of a circle of planning, action and fact finding about the result of the action’.

## **2.1. Characteristics of Action Research**

Many scholars have attempted to characterize action research in terms of a school based research. McDonough proposes four characteristics of action research as follows-

1. It is participant-driven and reflection.
2. It is collaborative.
3. It leads to change and the improvement of practice not just knowledge in itself.
4. It is context-specific.



Action research is implemented in a classroom by a particular teacher or group of teachers who work together to pursue a change or improvement in their teaching and learning issues. key characteristics of action research as-

1. A practical focus.
2. The education-researcher own practices.
3. Collaboration.
4. A dynamic process.
5. A plan of research.
6. Sharing research.

Creswell asserts that understanding the above characteristics will help teachers better design their own study to read, evaluate and use an action research study published in literature.

## 2.2. Difference between Fundamental Research and Action Research

Areas	Fundamental Research	Action Research
Aims	Search new facts and establish universal truths	Look for solution to the prevalent school/educational problems
Area of problem	Conductive in the context of general circumstances in the field of education	Problems related to specific school
Nature of problem	Theoretical and wide	Practical and narrow
Sample	Large and gathered from outside	Limited and gathered only from the related school
Outcome/Result	Can be used universally	Related to the specific school
Time	Unlimited, can work life long	Limited, maximum one session
Research Procedure	Rigid, technical knowledge required	Flexible, no technical knowledge required

Collection of data	Authentic tools are used	Teacher made test are used
Investigator	Anyone, not necessary of the school	Teachers belong to the same school
Analysis of data	Complex statistics are used	General statistics are used.

### 2.3. AREAS OF ACTION RESEARCH IN EDUCATION

The problems related to education are originated in the school. Therefore the problem of action research in education is only related with the following fields:-

1. **Teaching practices:** This field pertains to actual class teaching. The problems are related with instructional technology i.e. method, teaching aids, homework and other resources.
2. **Behavioral Problems:** The ultimate aim of education is to bring desirable behavioral changes in the students. Sometimes, some students can start doing some abnormal behavior. The problems pertaining to this aspect fall under this field
3. **Co-Curricular Activities:** co-curricular activities are integral part of curriculum. The problem confronted is the inadequate application of them in school.
4. **Administration and organization:** Having a healthy environment in the school is a special need today. This is why the solution relates to the problems in this area is very important.
5. **Evaluation:** Evaluation is an important part of the teaching process. Valid and reliable evaluation is the need of the day. The problems pertaining to testing falls under this area.

## **2.4. PRINCIPLES OF ACTION RESEARCH**

Borgia and Schuler describe components of action research as the “Five C’s”-

### **1. Commitment**

Time commitment should be carefully considered by participants of action research since it takes them time to get acquaintance with other participants, think about change, try new approach, collect data, interpret results etc.

### **2. Collaboration**

In an action research, all participants are equal to each others in terms of giving ideas, suggestions or anything that leads to success of the change.

### **3. Concern**

In the research process, participants will build up a group of ‘critical friends’ who trust each other and the value of the project.

### **4. Consideration**

As it is mentioned above, reflective practice is a review of a professional research like action research. It demands concentration and careful consideration as one seeks pattern and relationship that will create meaning within the investigation.

### **5. Change**

For humans, especially teachers, change is continuing and it is a significant element in remaining their effectiveness.

## **2.5. TYPES OF ACTION RESEARCH**

The main ‘streams’ that had emerged by the mid-1970s are as follows:

1. **Traditional Action Research**-Traditional action research is originated from Lewin’s work within organizations. It tends toward conservative, general maintaining the status quo with regards to organization power structures. “The growth importance of labour-

management relation led to the application of action research in area of organization development

2. **Contextual Action Research (Action Learning)** – “Contextual action research, also known as action learning, is stemmed from Trist’s work on relations between organizations. This approach stresses on participants’ act as project designers or co-researchers and structural relations among actors in a social environment (context)”.
3. **Radical Action Research-** “Radical action research has its roots in Marxian “dialectical materialism” and it centres on emancipation and the overcoming of power imbalances”. The two branches of this school is Participatory Action Research and Feminist Action Research
4. **Educational Action Research-**“Educational action research is founded after John Dewey, an American educational philosopher, who held that professional educators should become involved in community problem-solving”. Naturally, it concentrates on development of curriculum, professional improvement, and applying learning in a social contextFrom a different point of view, Creswell argues that there are two main types of action research as follows:
5. **Practical Action Research** Practical action research is used in situations in which teacher researchers “seek to enhance the practice of education through the systematic study of a local problem.” It usually involves a small-case research project, narrowly directs at a specific problem or issue and is undertaken by individual teachers or teams within a particular education setting.
6. **Participatory Action Research** Participatory action research is usually implemented in larger scale to improve “the quality of people’s organisation, communities and family

lives”. Namely, it has a “social and community orientation” and it focuses on research that “contributes to emancipation or change in our society”.

## **2.6. STEPS OF ACTION RESEARCH**

### **1. Developing a Question or Problem for Study**

The first important step for conducting action research is to identify a problem that is faced by the teacher or the practitioner and translate the problem into a research question. The problem selected may be a classroom problem faced by the teacher or a problem faced by the community or organisation. After engaging in deep reflection on the problem or issue, the action researcher needs to write down or phrase the problem as a question to be answered. It is note worthy that the question developed for guiding the research must be a question of higher order rather than a simple ‘Yes/No’ types of questions. Moreover, the question should be simple, researchable and phrased in simple and straight forward language avoiding jargon. It must also be seen that the question selected does not already have an answer.

### **2. Reviewing Literature**

Reviewing literature related to one’s topic of research is an important part of conducting all forms of research. In order to understand, locate, plan and evaluate a study more effectively, the action researcher needs to review literature in the field of his or her study. Review of related literature helps the researcher in understanding the issues related to the topic of research. It can also help in developing and refining the research topic or question selected for conducting action research. Moreover, it can help in identifying what has already been done in the field and what needs to be done. It also helps to be informed about the research methods used by other researcher in the field and also to evaluate their findings.

### **3. Formulating a Research Plan**

A good action research project needs careful planning on the part of the researcher. After identification of topic or question for research and making a survey of related literature, the task of formulating an action plan to guide the process of research has to be done.

The research plan in action research guides the researcher towards the goal of arriving at an answer to the question that the study attempts to answer. The research plan specifies what needs to be done and how and when each step should be taken.

### **4. Collection of Data**

After formulating the action plan, the next important task for the researcher is to collect relevant data. At this point the researcher has to decide the methods for collecting and organising data needed for the study. Collection of data should always be based on- an analysis of the various methods of data collection, their relative merits and demerits, nature of the data required (i.e. qualitative, quantitative or both), the time plan and time available for carrying out the research as well as a consideration as to how the data collected will be interpreted, The researcher also has to ensure that he has checked all the necessary tools and equipments required before collection of data and the collected are relevant valid and complete in all respect.

### **5. Analysis of Data**

Analysis of data is a crucial stage of any research activity. This is the stage of making final analysis and representing data before drawing conclusions and taking proper action.

At the beginning of the data analysis, the action researcher has to revisit the aims and expectations of the project.

There are different ways in which data can be analysed and presented. The method of representing data depends on the type of data collected by the investigator. Data may be descriptive, quantifiable or both.

Data displays include different types of graphs, charts and networks. Data displays organise data into a compact and easily accessible form that to help draw conclusions or to move on to the next step of analysis of the display so suggests.

## **6. Developing and Implementing an Action Plan**

This step involves developing an immediate action plan for the implementation of the findings of the ongoing study. The action plan may be a detailed and formal account or it may be a detailed and formal account or it may well be an informal outline of proposed activities or intervention.

After developing and detailing the action plan, the next important thing is to implement the plan to see if the potential solution arrived at through the process of research could really solve the problem under study. In this step the potential solution to the problem is applied and the results are observed. Sometimes, when the solutions arrived at through the action research project fails to actually solve the problem under study, the action researcher needs to try other ideas and see if that could make any differences.

## **7. Recording the Project in Writing**

Action research, like any other research, must be recorded in a logical and orderly manner so that the benefits of research could be shared among fellow practitioners, teachers, administrators and other stakeholders.

While writing the report of action research, the researcher should always keep in mind for whom is he writing the report, i.e. his audience. If the research project is funded by some agency, then it is advisable to follow format prescribed by the agency.

### **Uses and Limitations of Action Research**

Action research is a systematic investigation which is conducted by a teacher or group of teacher researchers, principles, school counsellors, or other stakeholders in an educational institution to collect information about their own practice so as to improve it through necessary action. This type of research is conducted with the purposes of gaining understanding, developing reflective practice, carrying out positive changes in educational institutions, and improving student outcomes as well as effecting professional development.

### **2.7. USES OF ACTION RESEARCH**

Thus action research can be used to-

1. Professionalize the work of teachers and thereby increasing its efficiency.
2. Comprehend the teacher or the practitioner own work or practices.
3. Find out ways and measures to make one's teaching or other practice better.
4. Find out ways to bring changes that are thought necessary to make one's teaching or practice more effective.
5. Work on or deal with problems identified by teachers and principles themselves.
6. Make the work of teachers and principles more effective.
7. Meet the needs of divergent student body on the basis of research.
8. Encourage teachers to study and evaluate their own teaching and to think about improvements.
9. Encourage collaborative work by teachers and principals.



10. Effect professional development of teachers and principals through continuous learning and progressive problem solving.

11. Develop theoretical problem-solving and expanding scientific knowledge leading to better future decisions and actions.

12. Enhance competency of the teacher researcher through a learning processes that is integrated to the action research project.

## **2.8. LIMITATIONS OF ACTION RESEARCH**

Though action research can be very useful for teachers and academic researchers in the solution of their teaching problems and to evaluate and improve the effectiveness their teaching, as an approach to research action research has certain limitations. Following are a few of such limitations of action research-

a. Action research is often carried out in a hurry which makes it impossible to maintain the rigour that is characteristics of the research process.

b. Unfamiliarity with research methods among researchers is another limitations of action research. Action research is usually carried out by classroom teachers or practitioners who are not trained in the methodology of research.

c. Gibson (1985) suggested that action research tended towards the heavily ironic situation of little self-critique.

d. Despite the fact that most action research studies use descriptive designs of research, they attempt to draw conclusions about the effects of an action on some outcome. However, such conclusions and cause and effect relationships can be drawn only on the basis of experimental design of research.

e. Since most action research is limited to one classroom or school, the result of action research can not be generalised beyond that external validity and hence not useful for making policy decisions.

f. Action research is also criticised for researcher bias in data collection, analysis and interpretation since researchers themselves are interested parties in the research process.

g. Action research can make very limited or no contribution to the advancement of knowledge.

h. Mertler and Charles (2009) hold that, action research does not conform with many of the requirements of conventional research with which one may be familiar- it is therefore less structured and more difficult to conduct.

i. They also hold that, because of the lack of fit between standard research requirements and the process of conducting action research, one may find it more difficult to write-up the results.

**2.9 CONCLUSION:** - Thus, action research is an informal research conducted by teachers researchers are not by academic researchers. Although action research cannot match the reliability and validity of fundamental research, it can be of great use and significance in educational field since it helps teachers to know about their teaching and improve it.

## CHAPTER -1

### 3.0 Action Research Report Introduction

Action Research is a practical approach to professional inquiry in any social situation. The word Action Research was used first by a Prof. of the Massachusetts Institute of Technology (MIT) as early as 1946. In 1953, Stephen M. Corey defined Action Research as The process by which practitioners attempt to study their problems scientifically in order to guide and correct decisions, in other words Action Research is a process by which a practitioner tries to solve his own problem scientifically.

The example in these components relate to education and are therefore of particular relevance to teachers or lecturers engaged in their daily conduct with children or students- teachers, Educators, supervisors, Administrators, cluster co-coordinators workers of alternative schooling, all are Practicener in the field of education. Besides Block Education officers, District Education officers, Principals, Headmasters, Teachers educators of DIET, BTC, Normal Schools, B.Ed. Faculty of CTE, SCET, IASE, and Functionaries of alternative schooling all are practitioners in the field of Education. All these functionaries can conduct Action Research in their area of operation diagnose and improve their action thereby discharging their duties more effectively.

#### **3.1. To conduct Action Research the researchers must maintain the following process or steps-**

1. Identifying problems for Action Research.
2. Find out the probable cause.
3. Identifying the most probable cause.

4. Formulation of Hypothesis.
5. Implementation of the remedial measure or imposed the inventions.
6. Pre-Test and Post-Test may be held (if necessary)
7. Identify the different variables i.e. dependent variables and independent variables.
8. Application of Methodology maintains procedure.
  - a. Data Collection.
  - b. List of tools.
  - c. Sampling.
  - d. Data Analyses and Interpretation.
  - e. Findings.

### **3.2.Action Research Report Theoretical Background of the Study**

1. Name of Researcher:- **Kavitha R. Natekar**
2. Name of the Institute:- **Navodaya Public School, Raichur**
3. Research Problem:- A study on problems faced in Poor Achievement in Social Science of Class- IX.
4. Statement of the Problem: More than 40% of students of class IX are poor in Social Science.
5. Target Group:-: Achievement of some students in class IX is very poor in social science. The target would be those students who scored below 30% of marks in the Pre-Test.

### **3.3. PROBABLE CAUSES FOR THE SELECTED TOPIC**

**The probable causes are as follows:**

- 1 .Lack of previous knowledge.
2. Less use of TLM in the class.
3. Traditional Method of Teaching.
4. Irregular attendance in the class.
5. Lack of attention in the class.
6. The poor economic condition of parents.
- 7 .Less Guidance by the teacher and parents.
8. Maximum parents are illiterate.
9. Lack of proper educational environment in the school.
10. Lack of trained teachers.
11. Less of Co-operation between teachers and parents.
- 12 .Poor infrastructure in the school.
13. Lack of joy in a full class.
- 14 .Lack of awareness among the parents in Education.
15. Less study of the students at home.

### **3.4. MOST PROBABLE CAUSES:**

It is assumed that out of the above mentioned probable causes there are some causes on that's the achievement of the students mainly depends. We can say these causes most probable causes. On these most probable causes, we have to work for the better upliftment of the students.

These most probable causes are as follows:

1. Irregular attendance of the students in the class.

- 2 .Lack of previous knowledge.
3. Traditional Method of Teaching.
4. Lack of Motivation.

### **3.5. SIGNIFICANCE OR RATIONAL OF THE STUDY:**

A fourth advantage of the use of Action Research is it plays an important role in the improvement of specific pedagogical practices. It has changed through the work of Action Research, where educators realized that students were not getting enough just by playing sports. By conducting Action Research the Researcher can improve or change his current practice. Any Practitioner conducts Action Research for their professional development. Action Research can help a Practitioner to reflect upon and analyses his way of functioning. He can try out innovative practices to better his performance. So, Action Research for practitioners in education is very essential. By conducting Action Research teacher, teacher educators, or other educational functionaries can-

1. Solve the immediate problems faced by them.
2. Improve his current practices.
3. Try out innovative practices.
4. Critically examine existing practices in education.
5. Make an unsatisfactory situation to satisfactory.
6. Use the data collected from different sources.
7. Improve the quality of students, education.

8. Improve the professional skills of the teacher.

9. Change the classroom environment as per need understanding the psychology of students.

Finally, Action Research has the advantage of developing a culture of inquiry in the school and reflective educational practice on the part of the classroom teacher. Through Action Research, several new techniques have developed which help increase the level of inquiry in the classroom. Simply it can be said that any educational functionary can conduct an Action Research project for the development of his current practices. It develops the quality of students, teachers, and education as well.

### **3.6 OBJECTIVES OF THE STUDY.**

From the pre-test, it is observed that more than 50% of the students of this School are poor in Social Science. Therefore, this study is conducted to find out the reasons for the poor achievement of the students.

#### **The main objectives of the study are as follows:**

1. The study is about the poor achievement of the students.
2. To find out the reasons for the poor achievements of the students.
3. To find out the dependent and independent variables of the study.
4. To minimize or solve the effects of the dependent variable.
5. To identify the drawbacks of the present teaching methods.
6. To develop the current teaching techniques.

7. To develop the understanding skill of students student's psychology.
8. To enhance the attendance of the students in the class.
9. To create the class joyfully.
10. To develop the class and school environment.
11. To find out the areas where remedial measures should be taken.

### **3.7 ACTION HYPOTHESIS:**

An action hypothesis is one that is formed in Action Research. A hypothesis could be in declarative forms, predictive form, question form, or null form. An action hypothesis is formed after listing all possible causes and choosing the most likely causes among them. The action hypothesis of this study can be mentioned as follows:

1. Increasing the attendance of the students in the class, the Achievement of the students can be developed.
2. Previous knowledge of the subject helps the students to understand better their own subjects, so providing previous knowledge of the subject to the students.
3. Introducing the modern Methods of Teaching (child-centered Method) and maximizing the use of
4. Teaching-learning Materials (TLM). The interest of the students in class and subject will increase.
5. Motivating the students regarding their future, the achievement of the students can be developed. Simply it can be said that by increasing the attendance, providing the previous



knowledge, introducing modern teaching methods and proper TLM, and motivating the students, the achievements of the students in Social Science can be improved.

### **3.8 METHODOLOGY /PROCEDURE:**

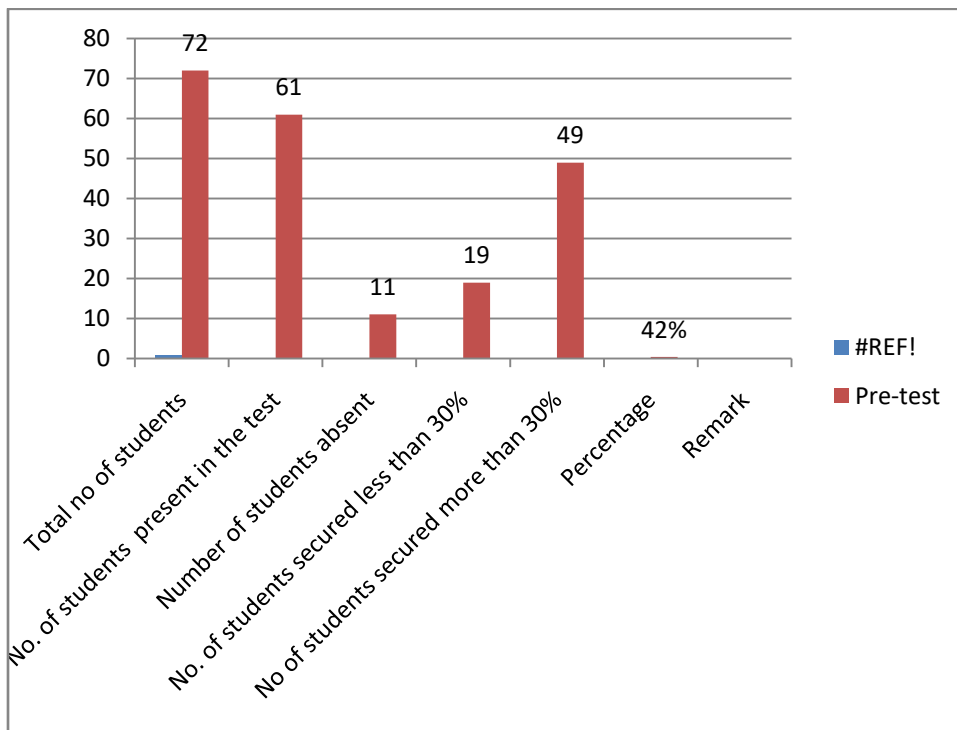
The present Action Research problem is Poor Achievement in Social Science of class-9 students of Navodaya Public school, Raichur. The current study is related to solve this problem or finding the causes of the problem and taking the remedial measures. In order to conduct the Action Research project on the poor achievement of some students in social science of the Navodaya Public School Raichur, the Researcher has used different kinds of tools like Pre-Test, Questionnaire, Observation, Remedial Classes, Motivating Classes, Post-Test, etc. that means the source of data is primary in nature.

### **3.9 SAMPLE OF THE STUDY:**

There are 79 students in class IX of Navodaya Public school Raichur, this academic (2002-23) year. As social science is a core subject, all the students have social Science as a compulsory subject. It is found that there are 61 out of 79 students were present in the Pre-Test. Again it is noticed that 7 students were totally absent in the class for a long time. It is informed that these 7 students have left the school that is why these (79-7) 72 students have been taken as the subject of study. Conducting the Pre-Test it is observed that out of 55, 19 students have secured less than 30% marks. These (19+11) 30 students were taken as the target group for the study.

**Table showing the details of the Pre-Test-1**

Sr.No	Total no of students	No. of students present in the test	Number of students absent	No. of students secured less than 30%	No of students secured more than 30%	Percentage	Remark
1	2	3	4	5	6	7	8
Pre-test	72	61	11	19	49	42%	



**3.10 TOOL USED IN THE STUDY:**

To conduct the present study on poor achievements of students of class IX in social science of Navodaya public school, Raichur, the researcher has been used the following Tools.

### **3.10.1 QUESTIONNAIRE:**

Questionnaire is instruments used for collecting data. The Questionnaire usually includes a set of standardized questions that explore a specific topic and collect information about demographics, opinions, attitudes or behaviors."A Questionnaire is a systematic compilation of questions from specific units or chapters that are submitted to a sampling of the population from which information is desired. In the case of the present study also questionnaire has been used as a tool for data collection. To get information regarding the family background, economic status, information about the activities performed by the students at home, information about the students from the teachers, classmates a Questionnaire is used. The Questionnaire has been attached along with this report last.

### **3.10.2. OBSERVATION:**

Sometimes, the best way of data collection is Observation. This can be done directly or indirectly with the subject knowledge or unaware that they are observed. In this situation, continuous Observation may be used. When the objects do not know that they are observed, then they behave naturally and accurate information can be collected. In the present study also some information regarding the students is collected through the method of Observation. Here also the behavior and different kinds of activities students are observed during morning assembly, daily class activities, community activities, sports days, and observation days and in different kinds of situations, etc. Besides these, the class attendance, class work, homework, etc. were observed properly and regularly to gather information about the targeted students.

### **3.10.3. ATTENDANCE REGISTER OF STUDENTS:**

Another very important tool of data collection regarding students' attendance is an attendance register. The attendance register of class IX is one of the most important sources of data collection. From here the regularity of the students had been checked regularly.

### **3.10.4 EVALUATION REPORT CARDS:**

The term "Report card" is used to describe any systematic listing and evaluation of something for information. Generally, the report card is prepared by listing different kinds of information regarding the achievement of the students. Generally, it is prepared annually. It can be prepared monthly, quarterly, half-yearly, or annually. In the present scenario also these report cards are used for data collection regarding the achievements or the problems faced by them.

### **3.10.5 INTERVIEWS:**

Interview is also a very important source of data collection. An Interview is a conversation where questions are asked and answers are given. In common parlance, the word "Interview" refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee. The interviewer asks questions, the interviewee responds.

### **3.10.6 TEACHERS DIARY:**

Another very important source of data collection is the Teachers diary. The academic or non-academic information is collected from the diary of the parent-teacher

### **3.10.7. GUARDIAN'S MEET:**

The proper information regarding the students' interests, hobbies, study environment, peers, playmates, family background, etc were collected through the gradient's meet. In the

present study also the researcher has collected the information through the interview of students and parents or the guardians of the students. The parents were met several times and collected information from them regarding their children.

### **3.11.. PROCEDURE OF DATA COLLECTION**

Data can be collected from Primary and Secondary sources. Primary data are those which are collected for the first time and primary in nature, on the other hand, Secondary data are those which are already collected for others for other reasons and used for the second time. In the current study, the data are primary in nature since data are collected for the first time and for these reasons only. In this study, the information regarding students is collected by applying different kinds of tools like the questionnaire, observations, interviews, attendance register.

Through the questionnaire, the researcher has collected the personal information of students like name, age, sex, guardians' name, father's occupations, interest, address, family background, etc., through interview of parents, the information relating to the family background, home time consumption, behavior at home, study time, etc. can be Collected, again observation helps the researcher to understand the student's psychology and attendance register helps the researcher to know about the regularity of the students in the class. Therefore all the above tools are used to collect information about the students at school and at home.

### **3.12. FEEDBACK / OPERATIONAL**

As, I am a student of M.Ed course. I was sent to Navodaya Public School, Raichur for a period of 15 days in the internship period. As I am an B.Ed graduate and my method subjects are Social Science and English. When I started to give some classes of social science in class IX, I felt that some pupils are very poor in social science. On this assumption, I decided to conduct Action Research and wanted to find out the reasons for the poor achievement of the students in social science and also to take remedial measures. Keeping these things in mind I followed the following steps.

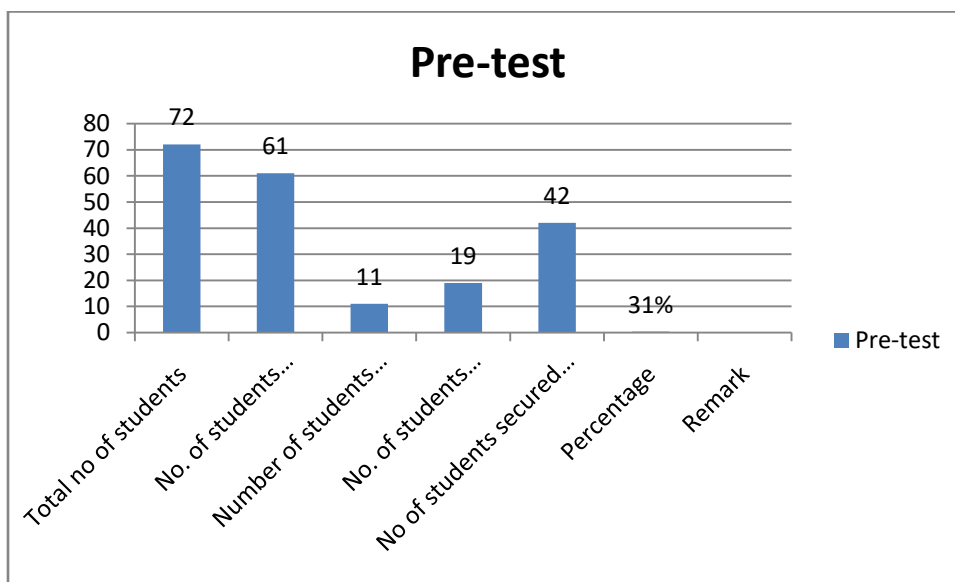
#### **3.12.1 . PRE-TEST:**

On the assumption that some students are poor in social science, I conducted a Pre-test for selecting the students whose achievements are very poor in the subject. After consulting with the superintendent and class teacher regarding the problem I have fixed the date of the test. Taking permission a question paper of 25 marks was set for 1 hour. The question paper included different types of questions like- objective type, very short type, short type, and essay type questions which are allotted 1 to 4 marks.

It is found that there are 61 out of 79 students were present in the Pre-test. Again it is noticed that there are students who were totally absent in the class for a long time. It is informed that these 7 students have left the school that is why these (79-7) 72 students have been taken as the subject of study. Conducting the Pre-test it is observed that out of 61, 11 students were absent in the test and 19 students have secured less than 30% marks. These (19+1)30 students were taken as a target group for the study.

**Table: 2**

Sr.No	Total no of students	No. of students present in the test	Number of students absent	No. of students secured less than 30%	No of students secured more than 30%	Percentage	Remark
1	2	3	4	5	6	7	8
Pre-test	72	61	11	19	42	31%	



### **3.13. REMEDIAL MEASURES:**

After getting the target group, the real activities started to develop the performances of the students in social science. The Remedial measures which are taken during this internship period are explained below:

#### **3.13.1. REMEDIAL CLASSES:**

After getting the target group, it is assumed that maximum students did not understand the topics clearly. It was also assumed that further classes are very much important to clear the topics. As a result, a discussion was held with the superintendent and prepared the date and time

for the remedial classes. It was decided to take remedial classes for 4 days in the month of February. The researcher had applied modern teaching methods and proper TLM for the Remedial measures. To improve the achievement of the poor student.

### **3.13. 2. USE OF TEACHING LEARNING MATERIALS (TLM):**

Earlier proper TLM was not used or TLM for each and every class was not used but after getting the target group and understanding the importance of TLM, the TLM was used for each and every class where necessary. Accordingly, the students become more active in the classes and started to give more attention and interest in the classes. Simply it can be said that the students became more motivated and active in the class after using the TLM in classes.

### **3.14.. MOTIVATING CLASSES:**

Giving importance to the students some motivated classes were given for the development of the students. Sometimes giving the example of the great man or explaining the motivating stories or explaining the demerits of illiteracy, the students were motivated. In the month of February 2 motivating classes were given, one for the only target group and one for the whole class. Again it was assumed that the students became motivated and inspired.

### **3.15.. GIVING MORE HOMEWORK:**

For the target groups, some extra home works were given so that they get some extra opportunities to try the lesson and clear their doubt. Again some extra care was given to them for their home works. They were inspired and asked to do the homework regularly and carefully.

### **3.16. CHECKING THE ATTENDANCE OF THE STUDENTS:**

The attendance of the students was checked regularly and feedback was given to the students. The students were motivated to present in the class in different ways. Also, the students



were asked the reasons for the irregularity in the class, if it was possible the proper solution was given, classes were made interesting using the TLMs.

### **3.17. PERSONAL INTERACTION:**

It was one of the main remedial measures. If the students were found less motivated, irregular in the class, poor achievement, less interested, or problematic then personal interactions were made with the students and proper information or measures were taken. Sometimes it was found that the students do not have previous knowledge, poor economic condition, and poor educational environment at home, etc. As per the problems the remedial measures were taken.

### **3.18 . AWARENESS PROGRAMME AMONG THE PARENTS OF THE STUDENTS:**

The researcher had organized the awareness program among the parents of the students with poor achievements students. There are five days such type of awareness meeting had been organized among the parents of the poor students. In the month of Jan, 2023. There were three days that had been selected in different places and had discussed among the parents for their children. The parent had shown more interest regarding education, regularity in the school, and reading at the home of the children.

### **3.19 ORGANISATION OF PARENT-TEACHER MEET:**

The researcher had organized the parent-teacher meet at school with the Consultation of Headmaster and the teaching staff of the school. The parent-teacher meet in the school reflects the condition of the students and the Headmaster and teaching staff had discussed the total educational value and the importance of education for the children. Also, the demerits of early marriage were elaborated. The parent had an interest regarding their children in reading regularity punctuality in the teaching-learning system in the school and at the home respectively. This meet was held in the month of February 2023

### **3.20. PREPARATION OF READY-MADE QUESTION ANSWERS:**

The researcher had prepared ready-made question-answers for the poor students. The questions were knowledge and examination-based and provide to the poor student and that helped the poor students. Besides, extra learning materials had been provided to the poor students.

### **3.21 MAKING THE CLASS JOYFUL:**

The researcher had developed his class in different ways such as the class make joyful and accordingly the poor students show more interest and pay attention in the class. Thus the students had gained more than the previous classes.

### **3.22 . PROVIDING INSTRUCTIONS AND SUGGESTIONS:**

The researcher had provided more in respect of reading books, home works, home reading, regular attendance in the class, the value of education to make themselves perfect citizens, and how to encounter future challenges in the society and country. The instruction and suggestions had influenced the mind of the students and accordingly, they paid attention in the class as well as reading the books at home.

### **3.23. CREATE INTEREST TO READ MORE:**

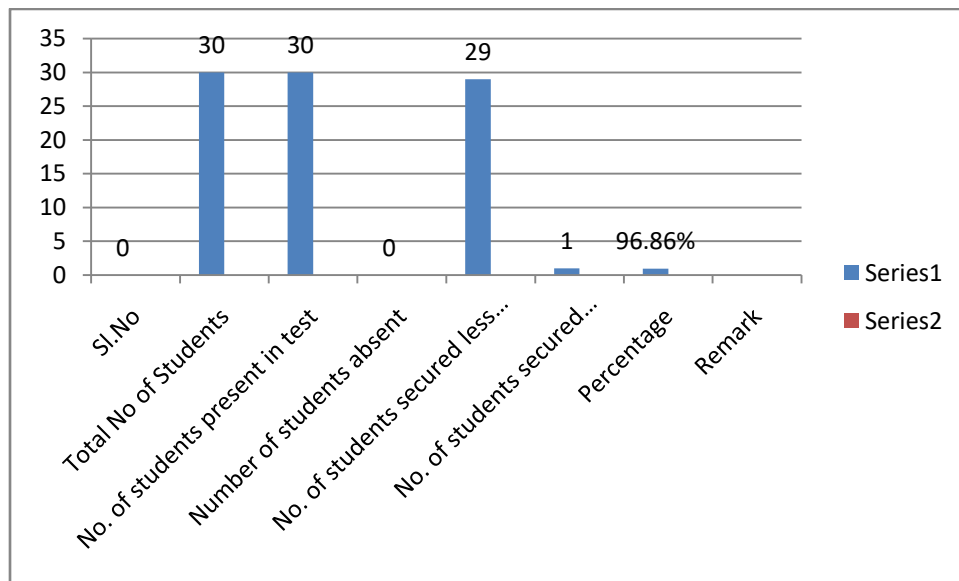
The researcher had created interest among the students to read more about the social science subject. The knowledge of social science helps the students to lead their personal life smoothly. Social science provides the present situation and political conditions of the country which helps an individual to lead his social life.

### 3.24 POST-TEST:

The Researcher had taken proper remedial measures for the upliftment of the students. Although the researcher had tried most due to some shortcomings proper measures were not applied. Even after applying the Remedial Measures or interventions among the target group during the **fifteen days**, the researcher wanted to check the development of the students. As per decision the researcher again prepared a questionnaire on particular units or chapters for conducting Post-test to test their upliftment in knowledge on the subject after consulting with the Head Master on a particular date. Accordingly, the investigator holds the post-test and the researcher also evaluate the answer scripts and find out the following results:

Table.No:-03 **total no of students who appeared for Post-test**

Sl.No	Total No of Students	No. of students present in test	Number of students absent	No. of students secured less than 30%	No. of students secured greater than 30%	Percentage	Remark
Post-test	30	30	0	29	01	96.86%	



## DATA ANALYSIS

### 3.25 . STATISTICAL ANALYSIS:

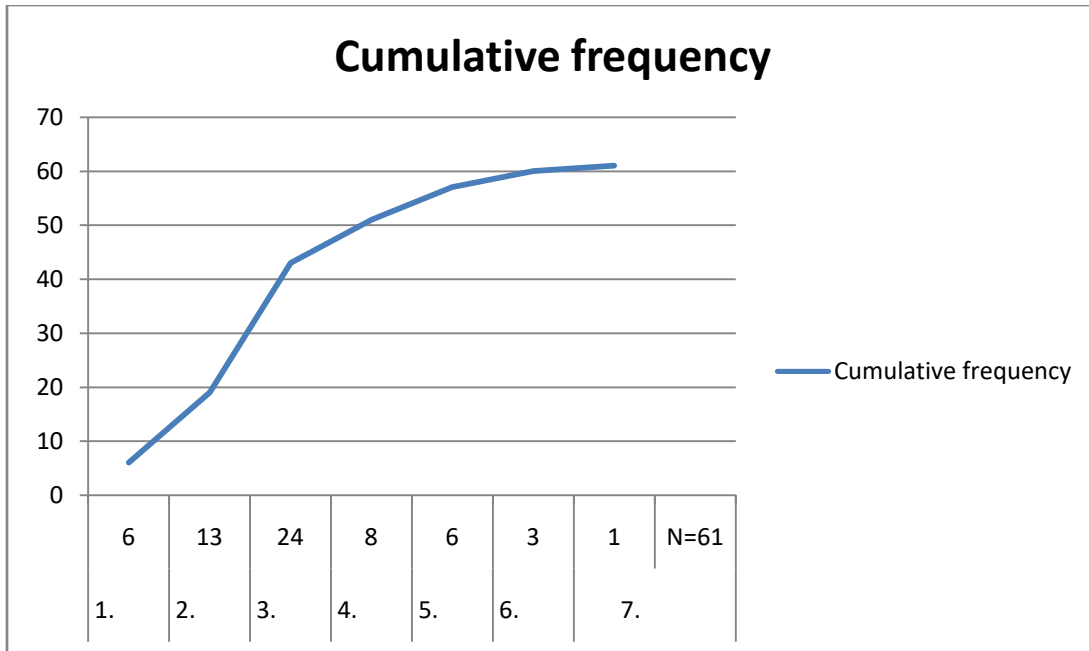
In this study, data are carefully collected from Attendance Register, from Pre-Test and Post-Test result. The tables were prepared on the basis of the objectives of the present study.

### 3.26 SECTION OF TARGET GROUP:

To select the target group a test was conducted. There are 72 regular students in class IX of Navodaya public school, Raichur in the year 2023. It is found that there were 61 out of 72 students were present and 11 were absent in the Pre-Test. The total mark was 25 and the pass mark was fixed at 7. The marks obtained by the students are organized in the table as follows:

**Table showing the distribution of marks in Pre-Test**

<b>Sr .No</b>	<b>C.I ( Marks)</b>	<b>F ( number of students)</b>	<b>Cumulative frequency</b>
1.	0-3	06	6
2.	4-7	13	19
3.	8-11	24	43
4.	12-15	08	51
5.	16-19	06	57
6.	20-23	03	60
7.	24-27	01	61
		N=61	

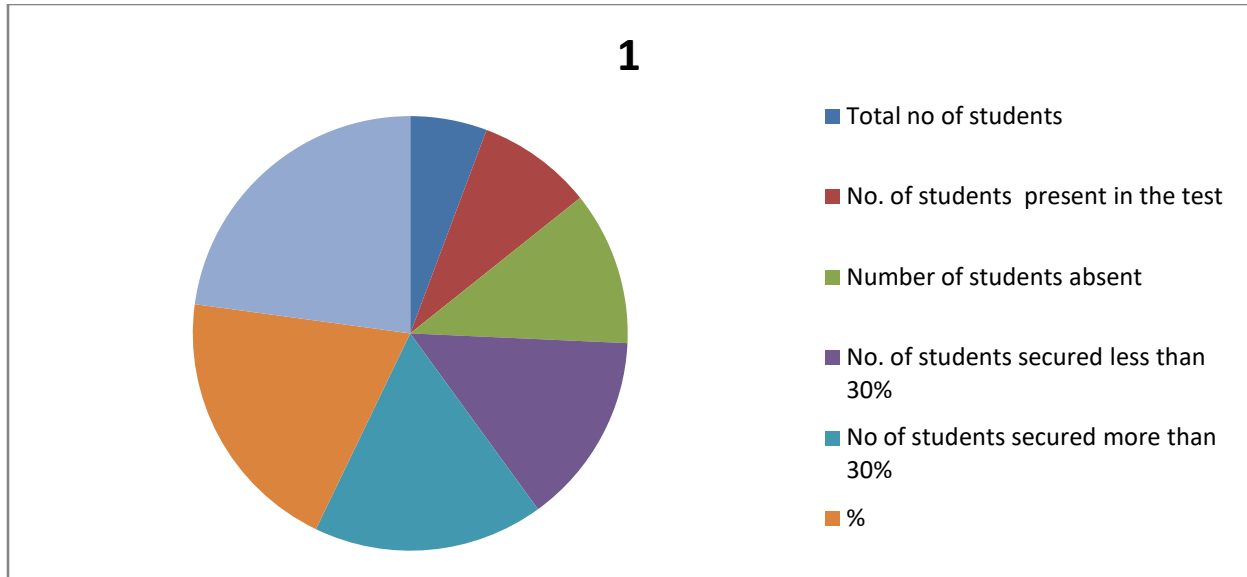


Conducting the Pre-Test it was observed that out of 61, 19 students have secured less than 30% marks and 42 students get marks more than 30% and 11 students were absent. These (19+11) 30 students were taken as the target group for the study.

**Table showing the details of the Pre-Test-1**

Sr.No	Total no of students	No. of students present in the test	Number of students absent	No. of students secured less than 30%	No of students secured more than 30%	%	Selected target group	Remark
1	2	3	4	5	6	7	8	
Pre-test	72	61	11	19	42	31%		

The information is shown in the pie chart



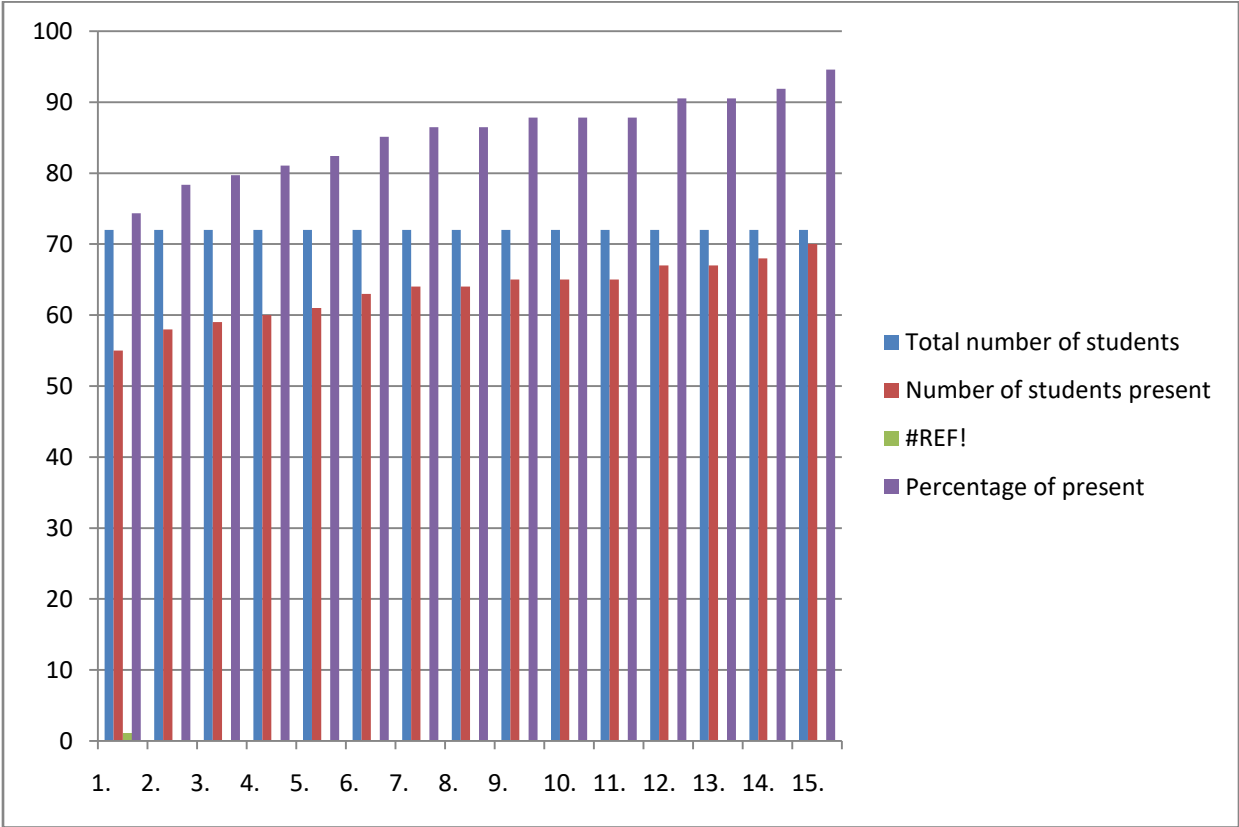
**AVERAGE ATTENDANCE OF THE STUDENTS:**

After taking the remedial measures the attendance of the students also increased. Earlier the attendance of some students was very poor. The average attendance of the students was increased which is shown as follows-

SL.No	Days in Month	Total number of students	Number of students present	Number of students absent	Percentage of present
1.	Day 1	72	55	17	74.32432
2.	Day 2	72	58	14	78.37838
3.	Day 3	72	59	13	79.72973
4.	Day 4	72	60	12	81.08108
5.	Day5	72	61	11	82.43243
6.	Day 6	72	63	9	85.13514
7.	Day 7	72	64	8	86.48649

8.	Day 8	72	64	8	86.48649
9.	Day 9	72	65	7	87.83784
10.	Day 10	72	65	7	87.83784
11.	Day 11	72	65	7	87.83784
12.	Day 12	72	67	5	90.54054
13.	Day 13	72	67	5	90.54054
14.	Day 14	72	68	4	91.89189
15.	Day 15	72	70	2	94.59459

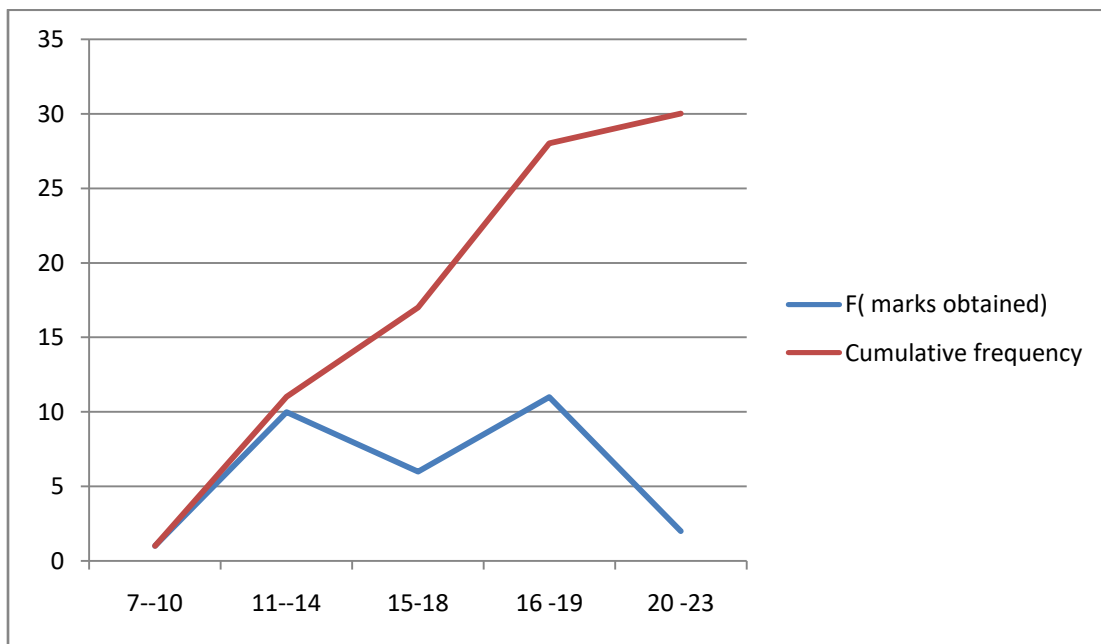
### Attendance report



### 3.27. Post Test:

Taking the remedial measures a test was constructed to test the development of the students. The marks obtained by the students are mentioned in the form of the table below:

Sl.no	Class Interval	F( marks obtained)	Cumulative frequency
1.	4 -7	01	01
2.	8 -11	10	11
3.	12 -15	06	17
4.	16 -19	11	28
5.	20 -23	02	30

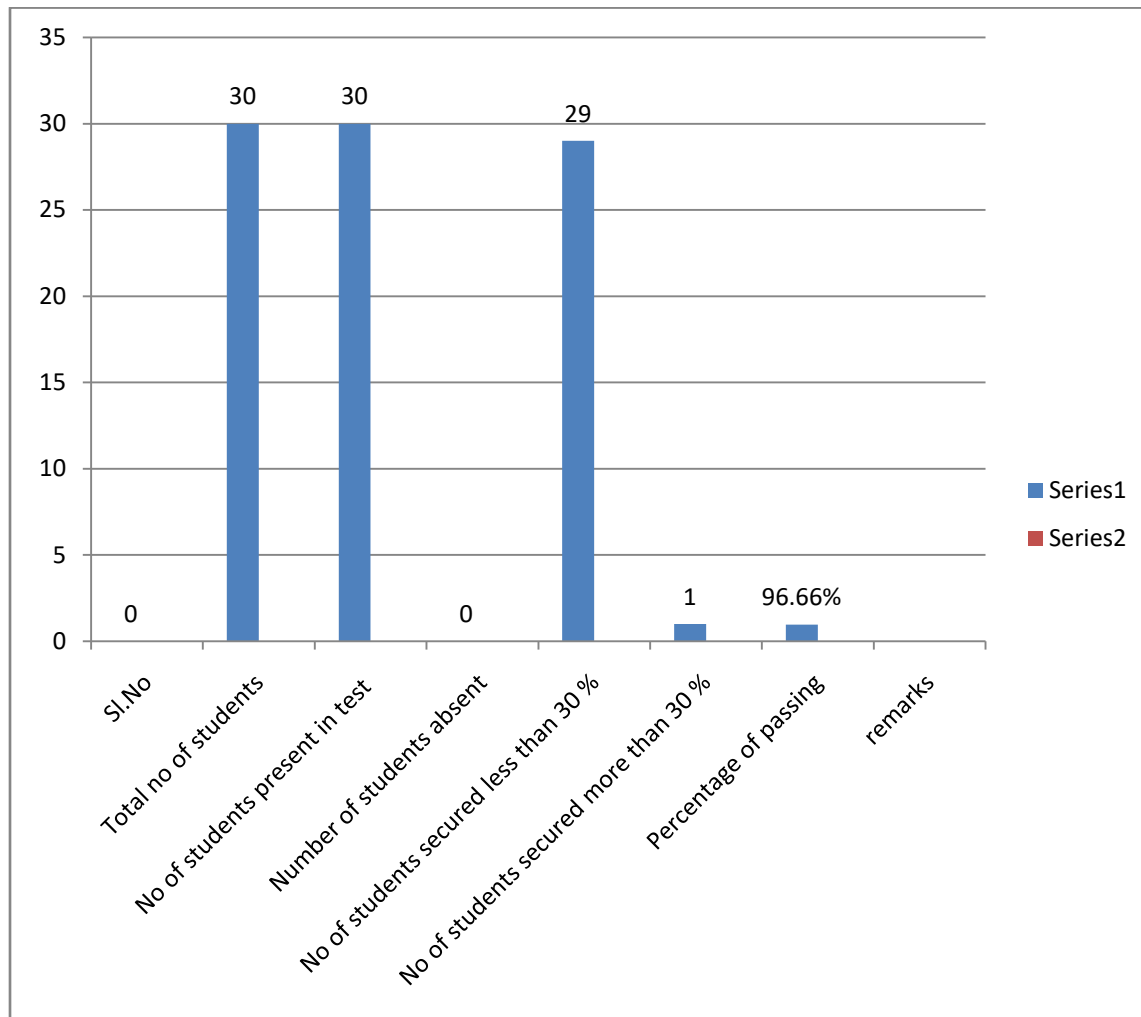


In the table, it can be shown that only 1 student gets marks less than 7. Maximum students get marks between 16 to 19. The result can also summarize as below:



**Table showing the details of the Post-Test**

Sl.No	Total no of students	No of students present in test	Number of students absent	No of students secured less than 30 %	No of students secured more than 30 %	Percentage of passing	remarks
Post –test	30	30	0	29	01	96.66%	



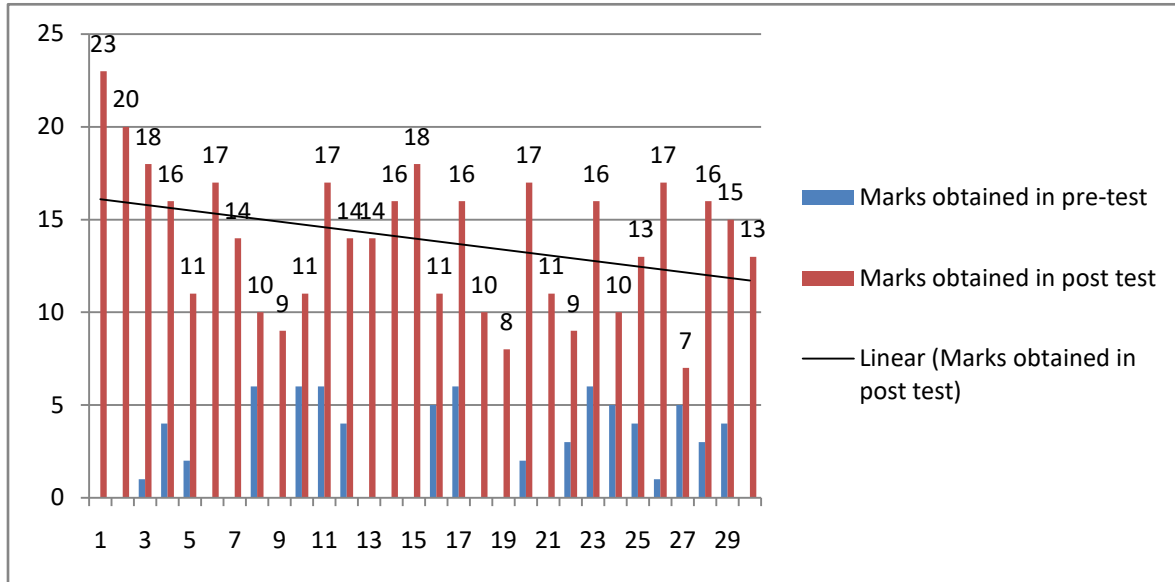
The result shows that among 30 students, the 29 students get above 30% marks e.i. 96.66 % and 1 student get below 30% mark i.e. 3.44%.

### Comparison between Pre-Test and Post-Test:

We can compare the marks obtained in the pre-test and post-test by the target group as bellow to check the development of the target group as a result taken the remedial measures:

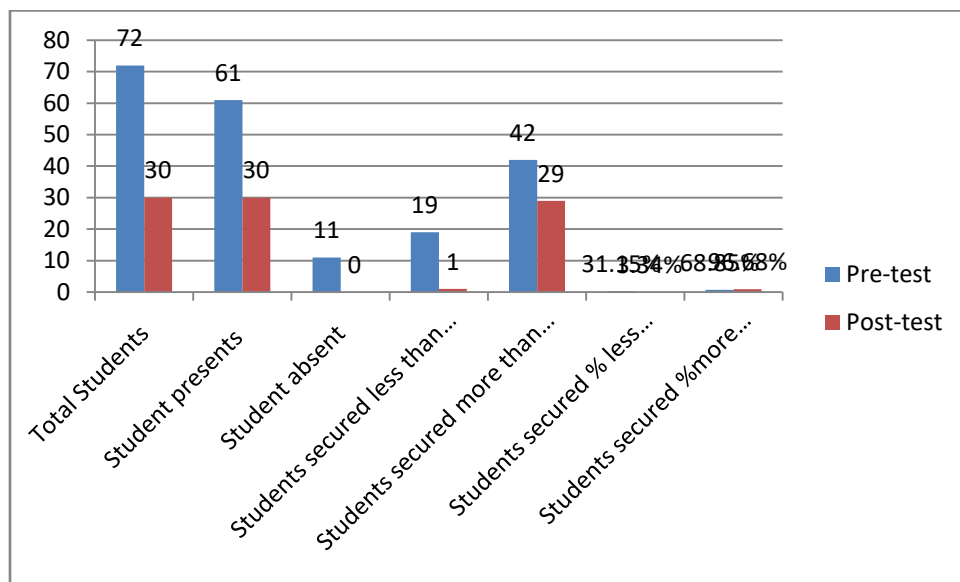
Sl.No	Roll No	Marks obtained in pre-test	Marks obtained in post test
1.	2	0	23
2.	4	0	20
3.	10	01	18
4.	15	04	16
5.	16	02	11
6.	17	0	17
7.	18	0	14
8.	20	06	10
9.	31	0	09
10.	33	06	11
11.	35	06	17
12.	36	04	14
13.	44	0	14
14.	46	0	16
15.	48	0	18
16.	49	05	11
17.	52	06	16
18.	55	0	10
19.	58	0	08
20.	61	02	17
21.	62	0	11
22.	63	03	09
23.	64	06	16
24.	65	05	10
25.	66	04	13
26.	67	01	17
27.	71	05	07
28.	73	03	16
29.	77	04	15
30.	78	0	13

The information can be shown in the bar diagram as follows-



The percentage-wise differences are shown below:

Sl.No	Total Students	Student presents	Student absent	Students secured less than 30%	Students secured more than 30%	Students secured % less than 30%	Students secured % more than 30%
Pre-test	72	61	11	19	42	31.15%	68.85%
Post-test	30	30	0	01	29	3.34%	96.68%



### **3.28 . MAJOR FINDINGS:**

During the internship period, Action Research has done. There are many things that come through Action Research. This Action Research helps all the teachers to find out their short comes and also has provided opportunities to develop them for their professional development. It is known to everybody that teacher is the heart of the educational system, without the professional development of teachers, the teaching-learning system can achieve the target. This Action Research will help the teacher in this matter. The major finding of the study can be listed as follows:

1. There are 72 students both boys and girls in class IX having Social Science as a compulsory subject.
2. Near about 31.15 percent of the students were poor in social science.
3. Maximum students were irregular in the class.
4. A major portion of parents of the students is financially not sound.
5. Maximum Parents are illiterate.
6. The school has fewer TLMs.
7. The educational environment of the school is not rich or up to marks.
8. The previous knowledge of the students is not sufficient in social science.
9. The students are not sincere in reading.
10. Girls students are less meritorious than boys.

11. The infrastructure of the school is not rich.

12. After remedial classes, the dependent students perform well.

Lastly, it can be said that the hypothesis of the study is correct. As after taking the remedial measures, the achievement of the students becomes good and the problems of Poor Achievement of the students of class IX in Social Science are resolved.

### **3.29. SUGGESTIONS AND RECOMMENDATIONS**

Based on the results of the present study the researcher would like to give some remedial measures for the improvement of students who have not achieved more marks in social science subject in (Name of the school) in class IX.

### **3.30 . SUGGESTIONS:**

1. The Headmaster is to conduct an Action Research program by the subject concern teacher as well as he himself conduct Action Research.
2. The awareness program is to conduct among the parents of the students to co-operate the researches to conduct the Action Research.
3. The Headmaster should take initiative to provide knowledge about Action Research among the teachers.
4. The class teacher should take initiative to conduct Action Research.
5. The class teachers should give maximum importance to the attendance of the students.
6. The teachers should give equal importance to each and every student.
7. The class teachers should give importance to the sitting arrangement of the students.

8. The last bench sitter should call to the first bench.
9. The subject teachers should take personal care of the poor students.
10. Teachers should visit the home of students frequently.
11. The Headmaster is to take initiative to awareness among the students who are poor in a social science subject and to co-operate with the concerned teachers.
12. Headmaster should provide maximum support to conduct Action Research in different areas or subject among the teaching staff.
13. The teachers should use maximum TLM for each and every class.
14. The teachers should conduct a class test after completing a lesson.
15. The teachers should conduct remedial classes for poor achievement students.
16. Headmaster should take initiative to conduct Action Research in the different subjects along with social science.
17. Headmaster should create co-operation among the teachers to conduct Action Research.
18. The teachers should arrange some inspirational classes for the students.
19. Headmaster should himself conduct Action Research in different areas and may inspire the other teachers to conduct Action Research.

20. The Headmaster should organize the meeting among the teachers along with the parents of the students base on the results of Action Research who had already conducted the Action Research.

21. The school Should conduct a workshop on Action Research among the teachers by inviting experts who have sufficient knowledge about Action Research.

22. The Headmaster can Provide financial assistance to the teachers to conduct Action Research in different had subjects or to minimize to current problems of the school or in the classes.

### **3.31. UTILITY OF THE PROJECT:**

The Action Research is a research project by which the practitioner can improve his current practices, which may be a teacher or any other professionals in the present study of Action Research the researcher had conducted Action Research on poor achievement in social science in class IX or the school and local area. In the different probable causes and accordingly the researchers had imposed remedial measures or intervention upon the probable causes. As a result, the researcher had found good feedback which was his expectation. So any teacher of Social Science subject of such related problems is found in his practices he can conduct the Action Research for improving existing practices by applying the above-mentioned interventions which had applied in the current study.

### **3.32 . Limitation of the study:**

**To Conduct the Action Research the researcher has been found the following constraints.**

1. Students were not showing interest in this purpose first.
2. Parents were not fully cooperating with the research.

3. Colleagues were also not so much interested or help to conduct this Action Research.
4. After completing the regular classes the students were shown less interest to attend the remedial classes.
5. Other school staff were not provided maximum support for conducting Action Research.
6. Financial problem is also a major problem to conduct Action Research.
7. Maximum guardians are illiterate hence they do not even understand the importance of Action Research.
8. Students always fill hesitations in the name of test/examination.
9. The economic condition of the family of the students are not good as a result the do some earning activities instead of coming to school.



### TIME SCHEDULE

**3.33 To conduct this Action Research some activities had to perform during this fifteen day internship period. The activities are mentioned in the following table:-**

Sl.No	Date of events conducted	Nature of events	Time taken
1.	27/2/23	Formal interaction with school authority	2 hours
2.	28/2/23	Observation of class room activities conducted by teachers	2.30 minutes
3.	01/3/23	Observation of students behavior, attendance and previous test results sheets	3 hours
4.	02/3/23	Selecting a topic based students' problems in learning social science of a selected topic.	1 hours
5.	03/3/23	Defining the problem with its delimitation	1.hours &30 minutes
6.	04/3/23	Collecting the probable causes for the selected topic through interaction with students and their previous results sheets	2 hours
7.	06/3/23	Constructing theoretical background to the selected topic	2.hours & 30 minutes
8.	08/3/23	Categorizing relevant causes /factors for the selected topic	2 hours
9.	09/3/23	Construction of action hypothesis to the selected problem/topic	2.hours &30 minutes
10.	10/3/23	Planning the action plan to action research	2 days
11.	11/3/23		
12.	13/3/23	Conducting pre-test /pre-observation to known the problems faces in learning the selected topic.	2 hours
13.	14/3/23	Preparing the TLM, and other relevant information to be needed for implementing the action plan in class room.	1 day

<b>14.</b>	<b>15/3/23</b>	Administering the post test know the impact of action plan on students.	<b>1 day</b>
<b>15.</b>	<b>16/3/23</b>	Analyzing their post test scores with their previous test scores, interpretation of the data with findings and finally writing the research report.	<b>1 day</b>

### 3.34. ESTIMATED BUDGET

To conduct, the Action Research the researcher has expended the following amount in different heads-

<b>Sl. No</b>	<b>Items</b>	<b>Amount spent in Rs</b>
1.	Purchasing the stationeries	500.00
2.	Tools preparation	200.00
3.	TLM preparation	500.00
4.	Purchasing the reference books and papers	300.00
5.	Communication	200.00
6.	Report writing, typing, and spiral binding etc	400.00
7.	Other Miscellaneous	200.00
<b>Total</b>		<b>2300.00 Rs</b>

**NET'S,  
NAVODAYA PUBLIC SCHOOL, RAICHUR**

**Pre-test**

**SUBJECT: SOCIAL SCIENCE**

**CLASS: 9<sup>TH</sup>**

**Date:**

**Timing:**

**Maximum Marks= 20**

**Instructions to the students:-**

**Write the section and serial number of questions correctly to which you answers.**

**I. Choose the correct alternatives.**

**2X 3= 06Marks.**

1. The holy book of Islam is
  - a. Bhagwath Gita
  - b. Bible
  - c. Odessy
  - d. Quran
2. The right for constitutional Reminds has been in corporate in Article
  - a. 32
  - b. 17
  - c. 33
  - d. 42
3. Paigamber started preaching his principles in
  - a. Mecca
  - b. Rome
  - c. Dubai
  - d. Greece

**II. Fill in the blanks.**

**1X 2= 02 marks**

1. The Law which governs the states is \_\_\_\_\_.
2. Our constitution provides for \_\_\_\_\_ citizenship to its citizens.

**III. Answer the following questions in a sentence each.**

**1X4 =04 marks**

1. Where did the place of Jesus crucified?
2. Name the holy book of Christians?
3. Who was the first prime minister of India?

**IV. Answer the following questions in a two to three sentences each. 2X 3=06Marks**

1. What is Zakanth and namaz?
2. What is Kaaba?
3. Who was the president of the constituent Assembly?

**V. Answer the following questions in a five to six sentences each.**

**3X 2=06 Marks**

1. List the teachings of Jesus Christ.
2. Write a note on the life of Mohammad Paigambar

**NET'S,  
NAVODAYA PUBLIC SCHOOL, RAICHUR**

**Post-test**

**SUBJECT: SOCIAL SCIENCE**

**CLASS: 9<sup>TH</sup>**

**Date:**

**Timing:**

**Maximum Marks= 20**

**Instructions to the students:-**

**Write the section and serial number of questions correctly to which you answers.**

**VI. Choose the correct alternatives.**

**2X 3= 06Marks.**

4. The holy book of Islam is
  - c. Bhagwath Gita
  - d. Bible
  - c. Odessy
  - d. Quran
5. The right for constitutional Reminds has been in corporate in Article
  - b. 32
  - b. 17
  - c. 33
  - d. 42
6. Paigamber started preaching his principles in
  - c. Mecca
  - d. Rome
  - c. Dubai
  - d. Greece

**VII. Fill in the blanks.**

**1X 2= 02 marks**

3. The Law which governs the states is \_\_\_\_\_.
4. Our constitution provides for \_\_\_\_\_ citizenship to its citizens.

**VIII. Answer the following questions in a sentence each.**

**1X4 =04 marks**

4. Where did the place of Jesus crucified?
5. Name the holy book of Christians?
6. Who was the first prime minister of India?

**IX. Answer the following questions in a two to three sentences each. 2X 3=06Marks**

4. What is Zakanth and namaz?
5. What is Kaaba? Briefly explain
6. Who was the president of the constituent Assembly? What are roles>

**X. Answer the following questions in a five to six sentences each.**

**3X 2=06 Marks**

3. Critically discuss the teachings of Jesus Christ.
4. Write a note on the life of Mohammad Paigambar







Reshmi Educational & Charitable Trust

## Shri Murugharajendra Swamiji M.Ed P.G College

Saraswatipura, Kusnoor Road, Kalaburagi-585106, Karnataka

Email: [rect\\_9@yahoo.com](mailto:rect_9@yahoo.com)

Website: [www.rect.org](http://www.rect.org)

Phone No.: 08472-265502

Ref. No:-SMRS/M.Ed/2021/

Date: \_\_\_\_\_

To,

The Principal

Navodaya public school

Raichur.

Subject: Permission for Internship/Immersion/Research activities for M.Ed students-Reg.

Respected Sir/Madam,

The above mentioned subject is the part of M.Ed academic course work which is prescribed by the Department of Education Gulbarga University, Kalaburagi. Our student named Shri/Kum/Smt. Kavita R. Natekar Semester: III<sup>rd</sup> Year: 2023 would like to obtain internship/research work for two weeks under your esteemed institution. As a principal I request you to give an opportunity to our student to conduct his/her activities in your institution under your supervision. After successful completion of internship/research activities, please certify his completion of work by providing letter from your institution. It is mandatory for students.

Thanking you

Permitted .

I/c. Gasti

HEAD MISTRESS  
Navodaya Public School  
Raichur

[Signature]  
Principal

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



Navodaya Education Trust (R)




# NAVODAYA PUBLIC SCHOOL

Manik Prabhu Temple Road, RAICHUR-584 103. Ph. : 08532-240432

Date.....

## INTERNSHIP COMPLETION CERTIFICATE

This is certifying that Shri/Kum/Smt. KAVITHA R NATEKAR has successfully completed his/her Internship/Immersion/Research activities in the institution/School/College Navodaya Public School, Raicur. He has attended from 21-01-2023 to 08-02-2023 for two week programme for his/her assigned work. He/She has worked regularly and completed he/her work within period. He/her work was satisfied and systematical.

P/c. 

HEAD MISTRESS  
Navodaya Public School  
Raichur