

SCHOOL INTERNSHIP PROGRAMME

**FOR TWO-YEAR B.Ed. COURSE
UNDER
GAUHATI UNIVERSITY**



R-Report on Internship Experiences

Months: February – May 2023

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1. INTRODUCTION

India-wide, the B.Ed. program has seen a significant transformation in recent years. The transition from a one-year degree to a two-year B.Ed. programme is a fascinating and difficult task. Any teacher education programme aims to provide instructors with the necessary teaching abilities.

The practicum method used in contemporary teacher education courses involves placing a student teacher in a classroom setting under the guidance of an experienced educator. An essential component of the Teacher Training Programme is the school internship. It is a crucial component of the entire B.Ed. programme, and the internship programme is given 250 marks. A brief period of work experience is known as an internship programme.

The internship programme strives to give our students the chance to solidify their knowledge via hands-on experience. It gave student teachers firsthand experience in a variety of teaching roles, including topic instruction.

The goal of internship is to foster the growth of a diverse range of viewpoints, professional abilities, and teacher dispositions, sensibilities, and skills. The different requirements of students in schools must be catered to by student instructors.

I'm a student at the College of Education, Nagaon, pursuing a second-year B.Ed. Every year, the B.Ed. second-year students at our college are sent to other schools to complete internships. I spent four months doing my internship at Motiram Bora H.S Balika Vidyapith. It started on February 1 and ran through May 31, 2023.

1.1 The objectives of the School Internship:

The following are the goals of a school internship:

- To teach students and teachers many abilities that are necessary for the teaching-learning process, such as the ability to write on a blackboard, modulate voice, introduce a lesson, explain a lesson, ask questions, etc.
- To help student teachers improve their reflecting and writing abilities.
- Gain knowledge about teaching-related topics, pedagogical concepts, and diverse challenges and issues.
- Foster the right professional values, attitudes, and interests. Recognize the obligations and duties of a teacher.
- Introduce key components of the current educational environment in the state or province in question to student teachers.

2. ABOUT THE SCHOOL

Name of the School- Motiram Bora HS Balika Vidyapith, Nagaon

Address- Nagaon

Ward No-15

Cluster - Kalmohan Banaah I p

Block - Urban

School Type - Girls only

School Category - Upper Primary with Secondary & Higher Secondary.

School Management - Department of Education

Medium of Instruction - Assamese

Co ordinates - Lat 26.347016°, Long 92.682828°

Motiram Bora HS Balika Vidyapith was established in 1957 and it is managed by the Department of Education. It is located in Urban area. It is located in URBAN block of NAGAON district of Assam. The school consists of Grades from 6 to 12. The school is only for Girls and it doesn't have an attached pre-primary section. Assamese is the medium of instruction in this school. This school is approachable by road in all weather conditions. The academic session starts in April.



Fig 1: School Building

3. SHORT DESCRIPTION OF THE SCHOOL.

3.1. School Building:

There are four buildings at the school, each of which was built individually. The school's two stories feature beautiful architecture. The rooms are nicely equipped and have good ventilation.

3.2. Classroom :

There are sufficient of rooms in this school for a variety of uses. 14 of these spaces are utilised as classrooms. In addition, one of the rooms serves as the principal's office, while the other two serve as staffrooms (one for academic staff and the other for non-academic staff), an office, a computer room, a kitchen, and a library.

Each classroom in the school contains a minimum of 20 desk bench pairs and one table chair for the teacher. Each classroom features a blackboard, as well as the ability to use extra teaching tools and electricity.

3.3. Toilets:

According to RMSA regulations, this school has all the amenities needed to provide bathroom and sanitary facilities. There are a total of 4 toilets with running water and appropriate drainage (3 for pupils and 1 for teaching staff). There is a sanitary pad vending machine at the school.

3.4. Drinking Water:

There is a provision of proper drinking water facility in the school. There is an RO installed in the school.

3.5. Computer Lab:

The school provides computer aided learning with 10 computers in the computer laboratory.

3.6. Laboratories:

The school has a single lab with all the essential supplies, both consumable and non-consumable. The stock register, which is updated on a regular basis, contains the complete inventory of the school.

3.7. Library:

Additionally, this school has an excellent library. Around a thousand books, including magazines, journals, additional reference books, and subject-specific literature, are available in this collection.

3.8. School Staff:

The total number of teachers of the school is 30 including Principal. Out of 30 teachers, 22 are female and 8 are male. The numbers of non-teaching staff is 3.

Table 1 : Teaching and Non- Teaching staffs of Motiram Bora H.S Balika Vidyapith

Sl No.	NAME	DESIGNATION
1	DIPTI HAZARIKA	PRINCIPAL
2	PRADIP KR. GOSWAMI	SUB TEACHER
3	ANURAG MAHANTA	SUB TEACHER (ENG.)
4	ANIMA BORAH	SUB TEACHER
5	BARNALI MAHANTA	SUB TEACHER
6	BARSHA BONYA SAIKIA	SUB TEACHER
7	RITU RANI MOU CHUMEE	SUB TEACHER
8	BAKUL RANJAN BORA	ASSTT. TEACHER
9	JYOTSNA BHATTACHARJEE	ASSTT. TEACHER
10	PURNIMA CHOUDHURY	ASSTT. TEACHER
11	JESMINE ARA CHOWDHURY	ASSTT. TEACHER
12	JATINDRA NATH MAHANTA	ASSTT. TEACHER
13	NABANITA GOSWAMI	ASSTT. TEACHER
14	SNIGDHA GOSWAMI	ASSTT. TEACHER
15	PARINITA SAIKIA	ASSTT. TEACHER
16	SEEMA SAIKIA	ASSTT. TEACHER
17	RUPLEKHA CHAKRAVARTY	ASSTT. TEACHER (HINDI)
18	BIPANJHI BORKOTOKY	ASSTT. TEACHER
19	BINOY DAS	ASSTT. TEACHER
20	PRANAMIKA ADHIKARY	ASSTT. TEACHER
21	NIRMALI DEVI BORA	ASSTT. TEACHER
22	AZBINA SULTANA	ASSTT. TEACHER
23	PANKHIIYOTI NATH HAZARIKA	ASSTT. TEACHER
24	ARUNIMA MANTA	ASSTT. TEACHER
25	PRANITA BORA	ASSTT. TEACHER
26	DEBAJIT BORAH	COMPUTER TEACHER
27	MOFIDA SULTANA	PHYSICAL INSTRUCTOR
28	PARTHA PRATIM BORA	NSQF (Pvt. Security)
29	RIPAKSHI DEKA	NSQF (Health Care)
30	MARUF INAMUL HASSAN AHMED	DIGITAL TEACHER
Non-Teaching Staffs		
31	MADONA MANJIL BORA	JR. ASSISTANT
32	PRAGYAN PRASAD BHUYAN	JR. ASSISTANT
33	RINKU BORDOLOI DEKA	GRADE-IV

3.9. Mid-Day-Meal (MDM) :

The in-charge of the MDM scheme of the school is Mrs. Dipti Hazarika (Principal). Under this scheme all students of class VI to VIII get one meal per day (6 days/week) for the betterment of their health in the break time. The school has appointed three cook-cum-helpers for the MDM scheme.



Fig 2: Distribution of Mid-day-meal in School

3.10. School Enrolment:

The total enrolment of the school is 578 as on 1st April, 2023. The enrolment details of the school are

Table 2 : Enrolment for the Academic Year 2023-24

Class	Section-A	Section-B	Total
VI	52	54	106
VII	68	62	130
VIII	62	58	120
IX	60	52	112
X	56	54	110

4. SCHOOL ACTIVITIES

I was appointed as a teacher trainee in Motiram Bora H.S Balika Vidyapith from College of Education, Nagaon. In these four months of internship, I could accumulate a lot of experience. The observations made during this short span of time of four months can be summed up in the following points—

4.1 MORNING ASSEMBLY AND PRAYER:

A school's morning assembly is a crucial tradition. It is also a part of our nation's age culture. Each new project should begin with petitions to God. Therefore, it also occurs in schools. School days begin with morning assemblies. A well-planned morning assembly sets a pleasant tone for teachers and students and promotes community involvement.

It is important to realize that morning assembly involves more than merely praying and singing while waiting in a long queue. The school staff and students' morning assembly exercises have a significant impact on all aspects of life. Attending school assemblies has benefits that last throughout a person's life.

The School calendar of Motiram Bora H.S Balika Vidyapith includes morning assembly as a mandatory component. At nine in the morning, the school bell rings, and everyone—students and teachers—assemble in front of the school building for the morning assembly. Students organize themselves into columns corresponding to their classes they are in, from VI to X.



Fig 3: Morning Assembly

The Morning Assembly starts with the Bhajan "Raghupati Raghobaya" which is followed by the School Song, which is then followed by the following activities:

i) Workout or Exercise

Following the prayer, students are instructed to complete a series of exercises to revitalize their bodies and minds. Every pupil should exercise. It gives students a youthful, energizing feeling.

ii) Presentation

Students can effectively learn in a large group through presentation at the school assembly. Some pupils from a particular class at Motiram Bora H.S. Balika Vidyapith are asked to present on a general topic that will benefit all students and help them learn more including headlines from important Newspapers, new innovations of Science, achievements of our Nation in different fields.

iii) Oath taking

It is the last event of Morning Assembly. The students involve in Oath taking saying aloud in union with the promise for doing their duty with full devotion.

4.1.1 Purpose Of Assembly In School:

- To develop a feeling of unity among all the students and teachers.
- To inform the students about daily activities and programs more clearly.
- To develop the sense of identity in the school.
- To motivate the students with appreciation rewards on performing well in the academics and co-curricular activities.

4.1.2 Objectives:

- To observe how morning assembly is organised.
- To observe the activities that takes place in morning assembly.

4.1.3 Observation:

- i. The morning assembly at Motiram Bora H.S. Balika Vidyapith starts at 9 O'clock in the morning.
- ii. The students and the teachers gather for the assembly and conduct the assembly in a disciplined way. The students of each class stand in a systematic way, i.e. they arrange themselves in rows corresponding to each class.
- iii. The school assembly starts with exercise of different sorts to buckle up the students for a long busy day.
- iv. After 2-3 minutes of exercise, the students sing the Morning Prayer

3.	Member Secretary	Dipti Hazarika, Principal, M.A, M.Ed
4.	Member from Vice Principal / Asstt. H/M(Sr. Teacher)	Bakul Ranjan Bora, M.A, B.Ed
5.	Senior Teacher	1. Pradip Kr. Goswami, M.A, B.Ed
		2. Bipanchi Borkakati, M.A, B.Ed (Nodal Teacher)
6.	Member from Education	Sumit Das
7.	Member from AP member	Mukta Jaiswal
8.	Member from President of GP/ULB	Ambika Majumder
9.	Member from Parents	1. Saidul Islam
		2. Dipok Das
		3. Ismotara Begum
		4. Nazrul Islam
		5. Trishma Das
10.	Member from Expert, Computer, Literacy, Humanities and Art/Craft/Music background	1. Debajit Bora, B.Com (Computer) 2. Ruprekha Chakraborty, B.A (Cultural)

4.2.1. Role and Responsibilities of SMDC:

The SMDCs are supposed to take the essential actions for the school's overall development and progress in order to provide conducive learning environments for academic excellence.

- i. The SMDC will be in charge of all activities, including planning, data collection, implementation, monitoring, evaluation, and taking corrective actions on all interventions of the schemes, including academic, infrastructural, and other ones at the school level.
- ii. The SMDC should mobilise the community extensively through a variety of stakeholders to remove hurdles that minority students from SC, ST, OBC, and educationally disadvantaged backgrounds face at the secondary and higher secondary levels.
- iii. In accordance with established norms and guidelines, SMDC shall carry out civil works, including repair and maintenance, for the enhancement of school facilities.

4.2.2 Reflection:

The School Management and Development Committee of Motiram Bora H.S Balika Vidyapith Higher Secondary School, which we have seen, perform the following obligations and functions:

- monitoring the working of the school
- Preparing and recommended the school development plan
- monitoring the utilization of the grants received from the government or any authority or any sources
- performing such other functions as may be prescribed

5. TIME TABLE PREPARATION

The importance of school timetables can be attributed to a number of factors. It ensures that no teacher has more than two concurrent classes or too many consecutive classes on their timetable. Teachers have the option to work together and modify course concepts while the planning stage is still in progress. Students can clearly grasp when a certain course is scheduled thanks to the timetable.

The natural rhythm and habit that a well-designed schedule fosters can be relaxing for both teachers and students. A school schedule is unquestionably a useful tool. The significance of it is influenced by the following:

a) Curriculum Organization

The lengths of each session are specified in a school timetable. The edition of each era has a specific topic. Administrators are thus able to deliver the bulk of curriculum elements with sufficient resources. How carefully the timetable is structured will decide the best times to discuss important subjects.

b) Student Organization

Students can use a timetable to determine the start and end timings of instructional periods. Additionally, it provides them with the duration of each class period. Without a schedule for school, the kids won't be able to adequately plan.

c) Reducing Confusion

A clear school schedule reduces teachers' confusion. The school schedule makes it easier for teachers to establish routines. Consequently, teachers are at peace. Additionally, teachers may correct mistakes, which is a benefit.

d) Critical Routines

For the most part, developing a routine is the most important component. This schedule is mandatory for all staff members and students. Teachers need to develop student routines. Administrators are required to indicate the place and time of student attendance. Administrators must also disclose which instructor will be in charge of which class.

We find the following types of Timetable in Motiram Bora H.S Balika Vidyapith —

i) Consolidated Timetable

It's an integrated timetable of all classes in a school. One can find a copy of it in the principal office and staff room.

Table 4: Class routine of Motiram Bora H.S Balika Vidyapith

Class	1 st 9:15-10:00	2 nd 10:00- 10:40	3 rd 10:40-11:20	4 th 11:20-12:00		5 th 12:30-1:10	6 th 1:10-1:50	7 th 1:50-2:30
X(A)	G.Maths	S.Sc	Eng	ASS		B R E A K	G.Sc	Hin Geo P.S
X(B)	ASS	Eng	G.Maths	G.Sc	S.Sc		Hin Geo P.S	Ass
IX(A)	G.Maths	G.Sc	Eng	Hin Geo P.S	S.Sc		ASS	C.S
IX(B)	Eng	S.Sc	G.Maths	Hin Geo P.S	ASS		G.Sc	LIB
VIII(A)	ASS	Hin	G.Sc	S.Sc	Eng		G.Maths	Hin
VIII(B)	G.Sc	Hin	S.Sc	Eng	G.Maths		G.Maths	Music
VII(A)	ASS	G.Sc	S.Sc	Hin	G.Maths		Eng	Art Edu
VII(B)	Hin	G.Sc	ASS	G.Maths	Eng		S.Sc	Art Edu
VI(A)	Eng	Hin	ASS	G.Sc	G.Maths		Computer	S.Sc
VI(B)	Eng	G.Maths	G.Sc	ASS	Art Edu		S.Sc	Hin

ii) Class wise Timetable

This tells us which class is at which time. Furthermore, it also tells which teacher will teach what class.

iii) Teacher wise Timetable

This is useful for the teachers. It tells where a teacher will be going to teach and what subject. Each teacher must have a copy of the concerned timetable.

iv) Teachers Free Period Timetable

A copy of this is available at the principal office. The principal can use this to arrange for substitution when a teacher is absent.

5.1 Objectives of Time-table Preparation

- to look over an elementary class's timetable and annual calendar for the school.
- to think on the main elements of the school's construction as they relate to the annual calendar and timetable.

5.2 Analysis of Time-table of Motiram Bora H.S Balika Vidyapith

- i. The timetable at Motiram Bora H.S Balika Vidyapith follows psychological principles, as far as I could tell. I noticed that the challenging courses like English, mathematics, and general science always come first in a class.
- ii. The school offers 7 sessions in total. According to SEBA/Govt. directives, the morning assembly typically begins around 9:00 am. First period lasts 45 minutes and other classes are of 40 minutes, and leisure time lasts 30 minutes.
- iii. I saw that the schedule is 5.30 hours long, running from 9.00 am to 2.30 pm. At 2.30 pm, the school bell tolls to signal that it is time to leave the building. The teacher's common area has a large board with the timetable and instructor assignments for each class written on it.

6. GRIEVANCE REDRESSAL SYSTEM

In order to maintain the institute's conducive learning environment, the Grievance Cell aims to cultivate an attitude of accountability and responsiveness among all stakeholders.

The students are the main stakeholders in any educational institution, thus we go above and beyond to maintain transparency in all of the activities at different stages. Schools have adopted policies that reflect this philosophy in order to handle student complaints.

6.1 Objectives:

- i. To ensure a fair, impartial and consistent mechanism for redressal of varied issues faced by the stakeholders.
- ii. To uphold the dignity of the school by promoting cordial student-student, student-teacher and teacher-teacher relationship.
- iii. To ensure that grievance are resolved promptly, objectively and with sensitively and in complete confidentiality.
- iv. To ensure that each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimized.

6.2 Functions:

- i. The cases will be attended promptly on receipt of written grievances from the students, teachers or any stakeholders.
- ii. The cell formally will review all cases and will act accordingly as per the management policy.

6.3 Analysis of Grievance Redressal System of the School:

The Principal is in charge of the Motiram Bora H.S Balika Vidyapith grievance management system. The principal addresses any complaint from a student, teacher, parent, or other stakeholder. A suggestion/complaint box is set up in front of the principal's office, where the anonymous complainant can write down their complaints and suggestions for enhancing the school's administration and academics. As a result, it can be seen that the school's grievance resolution cell is a one-person organization. For the school's cell to operate more effectively a high-power committee made up of the principal, vice-principal, and a couple senior instructors may be formed. This could guarantee that the complaint has been effectively resolved within the allotted period.

7. OBSERVATION OF STUDENT UNION ACTIVITIES

It is generally acknowledged that school consists of more than just classrooms and texts. It's a time for global, societal, and personal exploration. In that situation, a good student union needs to be more than just a building. It has to be the centre of campus activity. Its pulse must be the campus's pulse. Student unions are a vital part of today's student's success and are changing to better meet their demands.

7.1 Objectives:

i) Foster leadership

Although learning about leadership starts in the classroom, the Student Union offers a setting for putting that knowledge into practise.

ii) Develop a Feeling of Belonging

Students naturally congregate in the Student Union. They can feel more a part of the community and a sense of belonging here. Not just residential students but commuters and part-time students also feel this sense of loyalty to the institution.

7.2 Student Union in Motiram Bora H.S Balika Vidyapith:

It is seen that there is a student union in Motiram Bora H.S Balika Vidyapith.

The members of the student union are as follows-

Table 5: Members of Student Union in Motiram Bora H.S Balika Vidyapith

1. General Secretary	Rimpi Saikia (IX-C)
2. Asst. General Secretary	Momi Bora (XII)
3. Cultural Secretary	Hamida Wahid Rahman (IX-A)
4. Asst. Cultural Secretary	Parthana Gogoi (IX-C)
5. Game Secretary	Purnima Begum (IX-B)
6. Asst. Game Secretary	Ritika Das (VIII-B)
7. Library and Student Common Room Secretary	Urmila Thapa
	Atifa Aktara Khanam
MEMBERS	
Mahfuja Reema (IX-B)	Joynab Khatun (VIII-A)
Aimoni Hazarika (IX-A)	Najbin Begum (VIII-B)

8. ORGANIZING CO-CURRICULAR ACTIVITIES

Every school-related activity has a big impact on how pupils develop. Co-curricular activities are a vital component of school life and aid in increasing students' academic progress.

8.1 Co-curricular Activities Definition:

Co-curricular activities are those that allow for the curricular or primary syllabus activities to be supplemented and enhanced. These are an essential component of educational institutions that help students develop their personalities and enhance classroom learning.

Co-curricular activities play a crucial role in a student's education since they are integrated with academics, ensuring that they learn what they need to know. Co-curricular activities include projects, experiments, and practicals in science or computer labs.

Cultural values are taught to students through a variety of cultural events, including as Gandhi Jayanti, Independence Day, Republic Day, Diwali, Eid, Baisaki, Onam, Raksha Bandhan, and many more national and traditional celebrations. Through books as well as extracurricular activities based on many cultures that are organized by schools, students are able to learn about these events.

Personality development - Through various events like debates and recitations, co-curricular activities students participate in at school help them hone their communication skills, expression abilities, public speaking, participation, and sense of belongingness. Crafts, creative art contests, reading assignments in class, group discussions, etc.

8.2 Role of a Teacher in organizing curricular Activities:

- The teacher needs to be a good planner in order for the many activities to be completed consistently throughout the school year.
- It should be the responsibility of the teacher to provide the student with progressively more opportunities while engaging in extracurricular activities.
- The educator should take on the role of an innovator by implementing some cutting-edge programmes.

• The teacher should also act as director, recorder, evaluator, manager, decision-maker, advisor, motivator, communicator, and coordinator so that the student and child could benefit as much as possible from the finer aspects of Co-curricular activities.

A variety of co-curricular events were organized throughout our internship programme. Co-curricular activity classes were held every Saturday. There were activities for moral development, literary development, cultural development, and intellectual development, among others.

Activities for academic growth, such as the creation of charts, projects, and quiz competitions, were organized. Activities like essay writing, poetry writing, extempore speeches, etc. were planned to develop literary skills. Activities like painting, singing, dance, festival celebrations, etc. were organized for cultural development.

We were prompted to participate in many extracurricular pursuits. As a result, we gave those people various recommendations and methods to complete their tasks, just as we did when they were competing in essay contests. \

Additionally, we organized quizzes, discussions, storytelling in the classroom, all of which benefit the kids in different ways.

Following are the details of co-curricular activities organized during our internship period-

I. Tree Plantation Drive :

A programme of distribution of plants was organized by Alumni Association, College of Education, Nagaon in the month of February, 2023. For this purpose a no. of Bakul and Neem plants were purchased from nursery and distributed among the practice teaching schools and internship school. There were two former trainees of College of education Nagaon, namely Principal Smt. Dipti Hazarika and Assistant teacher Pradeep Kumar Goswami sir at Matiram Bora H.S.Balika Vidyapith .On 18/02/2023 the trees are planted by them. Later the trees were covered with net and the responsibility of trees was taken by the alumni cum teachers of the institution.

II. Quiz:

A quiz is a form of game or mind sport in which players attempt to answer questions correctly on one or several specific topics. Quizzes can be used as a brief assessment in education and similar fields to measure growth in knowledge, abilities, and skills, or simply as a hobby. During the period of our Internship Period we have organized a quiz competition among the students of Class VI.



Fig 5: Tree Plantation Drive



Fig 6: Quiz Competition

III. Drawing & Eassy Writing Competition:

On 20th May '2023 we the Trainees' of Motiram Bora HS Balika Vidyapith organized an Art & Essay competition among students of class 7 and 8. The theme of the art competition was "Amar Gaon" and for essay writing the theme was "Our Environment". More than 30 enthusiastic students participated in both the events of art competition and essay writing. The event was graced by presence of Motiram Bora HS Balika Vidyapith Principal Mrs. Dipti Hazarika madam and Jahnabi Das madam, Vice Principal (College of Education, Nagaon). We welcomed them both with a gamusa. At the end of the competition prize distribution was done among the winners of both the event of art competition and essay writing competition respectively.



Fig 7: Drawing & Eassy Writing Competition

IV. Extempore Speech:

Extempore speech is an impromptu amalgamation of thoughts culminating into a self-composed speech, the topic for which one receives then and there. During our Internship Period we have also organized Extempore Speech competition among the students of class VII to improve their speaking ability. Every students were given different topics on which they have given a speech



Fig 8: Extempore Speech

V. Other Activities :

a. Farewell of Jyotshna Bhattacharjee Maa'm:

On 6th Feb, 2023, Farewell meeting of Jyotshna Bhattacharjee Maa'm was organized in the school auditorium. I along with other interns attended the meeting. Jyotshna maa'm shared her experience of 30 years of teaching in the meeting. It was indeed a very great experience.

b. Farewell of class X and XII:

Before the board exams, the farewell meeting of Class X and XII was held on 7th Feb, 2023. All the teachers gave them valuable advices and wished them good luck for their upcoming exams. A lunch was also organized after the meeting.

c. Training Program on First Aid Awareness :

A training program on First Aid Awareness was organized on 8th Feb. The training program was conducted by Dr. Piyush Agarwal and Dr. Bhaswati Sarmah. It was a completely new experience for us.

d. Awareness program on Anemia :

An awareness program on Anemia was organized by the Trainees of College of Education, Nagaon along with the Alumni Association. Among the girls, Anemia is a common problem. Therefore, awareness is very necessary.



Fig 9: Farewell of Jyotshna Bhattacharjee Maa'm



Fig 10: Farewell of class X and XII



Fig 11: Training Program on First Aid Awareness



Fig 12: Awareness program on Anemia

9. ORGANIZATION OF EDUCATIONAL FIELD TRIP AND NCC

The educational field trip is an essential part of the curriculum since it offers a variety of advantages, including learning and teaching. One of them is that they support students' learning through real-world experience and can be a fun way for teachers and students to discover new things.

Students should encourage taking part in field trips because they are important for their education for this reason. Without having to worry about homework, exams, or assessments, students have plenty of opportunities to explore new things, learn about new surroundings at their own speed, and immerse themselves in authentic experiences. During our internship period, no field was organized.

9.1 The National Cadet Corps (NCC):

The time when students relied solely on their textbooks and notes in order to succeed in school and receive high grades while avoiding exposure to the outside world is long gone. Today, it is crucial for all students to participate in extracurricular activities because they give them the chance to see the world they will be living in once they graduate.

As a result, it gives students real-world experience through a variety of competitions, developing their confidence, practicality, and independence. These exercises not only relieve tension but also aid the students in broadening their horizons intellectually. One such activity that school children can participate in to enhance their knowledge and abilities are NCC. The school has the facility of Scout and Guide which is supervised by Mofida Sultana (Physical Instructor).



Fig13:Scout and Guide team of the school

10. COMMUNITY FESTIVAL AND EVENTS

Our school now considers events and festivals to be an essential component of learning and developing a strong sense of cultural identity. So apart from classroom learning, Motiram Bora H.S Balika Vidyapith encourages students to celebrate each and every festival and event with great zeal and enthusiasm.

Some of the important days celebrated in Motiram Bora H.S Balika Vidyapith School are Independence Day, Republic Day, and Gandhi Jayanti etc.

Bihu Celebration:

Bihu is the main festival of Assam. Though Bohag Bihu is celebrated in 15&16 April every year, but this time it was special. Our Bihu dance created history by entering the Guinness Book of World records with over 11,000 dancers and drummers performing Bihu at a single venue. As part of the glorious celebration of Bohag Bihu, we the trainees of Motiram Bora H.S Balika Vidyapith, Nagaon along with the trainees of Ham Ak Rural College of Education organised Bihu Program in the School Campus on 19th April, 2023. Bihu dance and Husori was performed by the students as well by the students. We have also invited Dr. Mithun Das Sir and Smritijyoti Goswami Sir (Faculty of College of Education, Nagaon) to the program.



Fig 14: Bihu Celebration

11. OBSERVATION OF PEER TEACHERS' TEACHING

Peer teaching, in essence, happens when students intentionally teach other students. The idea that "teaching is to learn twice" is the foundation of peer teaching, which entails one or more students teaching other students in a specific subject area. "Peer teaching can enhance learning by empowering students to take charge of reviewing, organizing, and consolidating prior knowledge of material; understanding its fundamental structure; filling in the gaps; identifying additional changes; and reformulating knowledge into new conceptual frameworks," according to a study. A sort of peer review known as peer teachers' teaching observation, one instructor (the server) watches another teacher teach and gives them feedback on their strengths and places for improvement.

Objectives of peer observation:

- Identifies areas of strength in teaching to improve confidence and reinforce skills.
- Provides areas to focus on to make teaching even more successful, thereby improving relationship with students and contributing to their success.
- Provides specific and unique peer feedback that can be used in a teaching portfolio.
- Increases awareness of teaching & learning.
- Increases a sense of connection and opportunity to dialogue with colleagues.

Teachers who participated in internship programmes as student teachers or teacher aides are referred to as peer teachers. Naturally, the peer teachers' efforts affected and motivated one another to improve the teaching-learning process.

One of the key components of a school internship is peer observation. Peer observation is also conducted during the micro-teaching phase, in which we were required to instruct a small group of people—typically our peers—and in which they also played a crucial role as observers. They watch the student teacher's instruction and skill use during the microteaching segment and offer feedback for development.

Our teacher often monitored us during the internship period and pointed out both our best and negative teaching qualities. They offer constructive criticism for any subpar performance in any of the skills and praise for our strong points. In addition, they offer us corrective actions to enhance our teaching and learning processes.

Two of my friends, Nikita and Bidisha, saw me throughout my internship period. I was able to improve on a variety of skills in which I was falling behind thanks to the peer observation of my class and their insightful criticism. I greatly benefit from their input as I refine my instruction. Peer observation helped me gain confidence and to feel the least amount of pressure when the supervisors were present in the classroom, as I used to feel a little uneasy and under confident.

The School received a total of 15 teacher-trainees from the second year of the B. Ed. for the internship programme.

As an intern, I also went to observe my friends' classes. I chose to watch her class in order to try to understand the techniques she employs to teach in a fun and engaging way.

I learned from seeing her class that she attracts students by structuring her lessons in a compelling way. Additionally, she fosters a sense of curiosity in her students and engages them in a variety of educational activities, which makes her classes engaging and enjoyable.

Her instructional techniques impressed me greatly. The observations taught me other methods.

I also talked about how to improve my teaching methods so that I can encourage curiosity and critical thinking in order to make the lesson engaging and intriguing. I was able to develop my teaching techniques and skills thanks to her assistance, guidance, and advice, which led to an engaging and participatory classroom environment.

The discussion above makes it abundantly evident that peer observation plays a significant role in the development of various teaching skills. Since the teacher must take classes back in the department as well, it can be challenging for the teacher to regularly and everyday monitor each and every intern. There may also be problems with time management.

12. ROLE OF PRINCIPAL

A principal is the person in charge of a school's entire community. He or she is in charge of overseeing all teachers and students as well as managing the main administrative responsibilities.

A principal's job is to give the educational system strategic direction. In addition to creating standardised curricula, principals also analyse teaching techniques, track student progress, promote parental engagement, change policies and procedures, manage the budget, hire and evaluate staff, and manage buildings. Creating safety guidelines and emergency response plans is another crucial task.

Mrs. Dipti Hazarika the principal of Motiram Bora H.S Balika Vidyapith. She is the school's efficient administrator who consistently monitors instructor obligations and class activities. He consistently checked on the work of the teachers.

Additionally, she keeps up close relations with the aspiring instructors. She also took care of their hygiene practices and good habits.



Fig 15: Interns of College of Education, Nagaon with the Principal Ma'am

13. MY EXPERIENCES

As we know teacher plays an important role in the lives of the student. I feel lucky that through this internship I get an opportunity to contribute something to the student and to the school. Through this internship, I had tried to develop the interest among the student towards their study. I realized that students have the ability to do the things they just need guidance. Thus I told them the importance of education. And I am happy that I was able to succeed to bring their interest towards their study...

In initial days there were some students who did not respect their teachers and other elder person and they did not have good manners towards their classmates. I told them that school is their second home and teachers their classmates are the members of that family. Thus respect their elders and love their juniors.

Internship experience was truly a satisfactory one. I got the opportunity to work like a regular teacher. For doing regular classes to doing exam duties, for conducting achievement tests and cheking answer scripts to organizing co-curricular activities everything was new to me. Few monments from my internship journey are attached below-



Fig 16: During classroom interaction

14. CONCLUSION

In the conclusion, I can say it was the most gratifying experience in my life. Through this phase of the internship, I got an opportunity to contribute a little from my capacity to the school. The challenges helped me to find new route. I can able to bring transformation in me.

I know it is not the ending of my practice. It is just the beginning. There is a lot that I still have to learn and to go through. I would like to thank my Supervisor and other teachers because they were in solidarity with me.

The internship programme was an effective one. I learned all the skill to be used in the class, along with the professional ethics, values and competence to be required.

It was a great experience for me as well as one of the best exposures I have ever experienced. The knowledge, opportunity, experience and exposure which I receive during this internship is surely appreciating.

Handwritten signature
12/08/2023