

The Lord's Universal College of Education

INTERNSHIP

The internship is an integral part of B.Ed. Program. It provides a Direct learning experience to student-teachers on various roles of a teacher including teaching the subject. The important aspect of school-based teaching practice is that it provides trainee teachers with the opportunity to integrate the theoretical knowledge on strategies and methods and instructional aids to try out in real-life situations.

The Institution is determined to create the teachers who are in demand who are compatible to adjust to the ever-changing learning culture of the schools. They are provided with exposure to different essential theoretical bases and also the learning situations to get acquainted with any kind of challenges they may face in their future career as teachers.

The revised syllabus of the B.Ed. program has provided the student teachers the opportunity to work as Interns for almost 20 weeks spread out in three phases wherein they are exposed to the actual school working environment, reflect on its positive and negative side, modify and design their lesson plans using their ideas and the inputs provided during theory lectures. This would enable them to achieve the following functions and objectives expected from them.

Functions (as recommended in the syllabus)

- To obtain immediate knowledge of educational reality in terms of personal, material, and functional elements.
- To acquire real experience that compensates the theoretical learning.
- To provide an encounter between pedagogical knowledge and short reality to develop the future teacher's sense of security which derives from contrasted, useful, and applicable knowledge.
- To provide knowledge of the motives and conditioning practice (social, personal, economic, etc.) which sometimes require the teacher to adapt pedagogical norms to reality.
- To perfect reading skills while it is true that teaching requires several basic skills, it is also the case that these skills can be improved under guidance and practice. [Saenz (1971/72)]

Objectives (as given in the syllabus)

- To check the level of interest the student-teacher has in the profession.
- To gain an insight into the student (interest, needs, individual differences, etc.)
- To know how the school and classroom work
- To understand the school as a collective enterprise that arises as a result of a positive relationship between its member.

- To complete routines such as organizing clarifying material, applying classroom management techniques, etc.
- To learn from experienced teachers
- To contrast academic knowledge with the school reality.
- To put techniques learned (motivation techniques, how to introduce a theme, carry out a dialogue, etc) into practice.
- To judiciously put the profession of teaching into practice. [Benjamin Bloom (1986)]

PROCEDURE:

For the internship program, permission is taken from schools. Groups are made and sent to the schools. Before going to school they are oriented to perform the activities in the school.

As part of the B.Ed. curriculum, the student-teachers have to go for three phases of the internship. The first phase of the internship is in Semester II for four weeks, where they carry out mainly shadowing of subject teachers, observation of school activities, and observation of peer lessons.

The second phase of the internship is in Semester III for eleven weeks, where the student-teachers have to take 15 lessons in their pedagogic subject. Along with this, they have to observe the school activities and also have to conduct one activity. The student-teachers are trained to prepare unit tests and how to administer the test. Reflection journal has to be maintained where the student-teacher writes their own experiences, what they learned, and also further how it can be improved.

The third phase of the internship is in Semester IV for four weeks, where the student-teachers have to take five peer lessons. At this stage, the student-teachers have to develop the learning resources and carry out the teaching-learning process. This year students were trained to prepare lessons using various teaching models, edpuzzle software, and art & craft session of Pidilite -- to use in their peer teaching and also conduct co-curricular activities. By showing the video on the social and moral values.

They did action research on the study of the implementation of such innovative ways of teaching on achievement of students, with the data of multiple intelligences (w.r.t Gardner's Multiple intelligence theory) of each student. For this purpose, data was collected during this internship period.

Interview of one special child is taken by each student-teacher to bring awareness of their problems and to stress the importance of inclusive education.

After every phase of the internship, feedback from the school coordinators is taken regarding the performance of student-teachers. The school also guides them in every aspect as to create innovative, quality teachers.

STANDARD OPERATING PROCEDURE FOR CONDUCTING INTERNSHIP

Grouping of the students based on pedagogy subjects and allotment of Schools and Colleges to students

The internship program is carried out in three phases

1st Phase of Internship (3 Weeks)	2nd Phase of Internship (11 weeks)	3rd Phase of Internship (5Weeks) 4 weeks of internship +1 week of community service
Prior Permission letters and detailed timetable of activities for an internship is sent to schools/colleges	· Prior Permission letters and detailed timetable of activities for an internship is sent to schools/colleges	· Prior Permission letters and detailed timetable of activities for an internship is sent to schools/colleges
Students are oriented for internship and every concept is clarified	· Students are oriented for internship and every concept is clarified	· Students are oriented for internship and every concept is clarified
Activities for 1st phase i) Observation of school activities (Any 3) ii) Observation of lessons given by peers (Any 5) iii) Shadowing of school teachers for a week (5 Lessons) iv) Teaching 5 lessons in the pedagogy of school subject 1	Activities for 2nd phase i) Teaching not less than 10 lessons in the pedagogy of school subject 1 ii) 2 theme-based lessons iii) 3 co-teaching lessons with school teachers iv) Administration of unit test and analysis of results v) Maintain a reflective journal	Activities for 3rd phase i) Develop learning resources ii) Conduct Action research iii) Teaching 5 lessons in the pedagogy of school subject 2 iv) 5 co-teaching lessons with peers v) Maintain a reflective journal vi) Participation in community work II in collaboration with schools or NGO's

The Academic Year 2017-18 (for re-revised B.Ed. Curriculum)

The 2nd Year Students of 2016 – 2018 completed their 3rd and 4th phases of the Internship and acquired an understanding of the administrative and academic roles of the teacher. Teacher as an Action Researcher was another enriching learning experience that students could gain in the internship.

The students of the 1st year 2017-2019 completed their 1st phase of internship in various 13 schools and colleges. They observed lessons of their seniors with different strategies. Some of the students tried to use these strategies and different teaching methods in their teaching-learning process. For Example, cooperative learning strategies, constructivism, problem-based learning, Ed-puzzle, etc.

After coming from summer break the students were trained in different strategies and in making innovative teaching materials before commencing their 2nd phase of internship. The students were given exposure to all the boards of education during their 11 weeks of internship.

Highlights of the academic year in Internship were...

- Use of digital instructional material and innovative strategies for practice teaching.
- Using Edpuzzle software and conducting peer lessons and also making it an integral part of their action research.
- Well-planned action research was conducted on the need-based topics. (based on the need analysis done in the first semester.
- Use of innovative strategies in co-teaching
- Few Students being placed in their Internship schools

Following is the list of schools and colleges where the internship is carried out:-

Sr no	Name of the school/college	Sr no	Name of the school/college
1.	Universal High School, Daftary road, Malad (E)	7.	Thakur Shyam Narayan Hindi Vidyalay, Thakur village, Kandivali (E)
2.	Universal High School, Ashok Van, Dahisar (E)	8.	Vivek Vidyalaya, S.V.Road, Goregoan (W)
3.	St. John's universal school, S.V.Road, Goregoan (W)	9.	G.H. Junior College, Sukarwadi, Borivali (E)
4.	St. Anne's High School, Orlem Chruch, Malad (W)	10.	Lords Junior College, Topiwala Building, Goregoan (W)
5.	Carmel of St. Joseph, Adarsh, Malad (W)	11.	Vidya Vikas Junior College, Chincholi Bunder, Malad (W)
6.	Seth Vidya Mandir , Vasai (E)	12.	KES Junior College of Commerce Borivali (W)

The Academic Year 2018-19 (for re-revised B.Ed. Curriculum)

The 2nd Year Students of 2017 – 2019 completed their 3rd and 4th phase of the Internship and acquired an understanding of the administrative and academic roles of the teacher. Teacher as an Action Researcher was another enriching learning experience that students could gain in the internship.

The students of the 1st year 2018-2020 also completed their 1st phase of internship in various 15 schools and colleges. They observed lessons of their seniors with different strategies. The first-year students observed the lessons of the school/ college teacher as they are in-service and learned from them by shadowing too.

Highlights of the academic year in Internship were...

- Use of digital instructional material and innovative strategies for practice teaching.
- Using Edpuzzle software and conducting peer lessons and also making it an integral part of their action research.
- Well-planned action research was conducted on the need-based topics. (based on the need analysis done in the first semester.
- The students had productive experiences and received constructive feedback from our faculty members as well as the Internship Institute during the internship.
- In every week of the internship the students were given a theme, (the theme was selected based on some important days/ events/ festivals of that particular week) the students organized at least three activities/ competitions related to the theme every week. Some of the themes were, Guru Purnima, Religious tolerance, Creating awareness about environment-friendly ways to celebrate festivals, plantation drive, and many more.

We deputed our students to ten Institutes for practice teaching of our 51 students of batch 2018-2019.

Serial No.	Name of the Institute	Serial No.	Name of the Institute
1.	Aspee Nutan (Malad West)	7.	Mithanagar MPS (Goregaon West)
2.	Rani Sati English BMC (Malad East)	8.	Lords Jr. College (Goregaon West)
3.	Universal Highschool (Malad East)	9.	Balbharati JR. College (Kandivali West)
4.	St. John Highschool (Goregaon)	10.	St. Anthony High School(Malwani, Malad)
5.	Vivek Vidyalaya (Goregaon West)	11.	Vidhya Vikas Jr. College (Malad West)
6.	Siddharthnagar BMC (Goregaon West)	12.	Chincholi MPS (Malad West)

The Academic Year 2019-20 (for re-revised B.Ed. Curriculum)

The students of 1st year 2019-2020 completed their 1st phase of internship in 15 schools and colleges. They observed lessons of their seniors with different strategies. Some of the students tried to use these strategies and different teaching methods in their teaching-learning process. For Example, co-operative learning strategies, constructivism, problem-based learning, Ed-puzzle, etc. The first-year students observed the lessons of the school/ college teacher as they are in-service and learned from them by shadowing too.

The COVID 19 pandemic lockdown led to the online set-up of the students for 2nd and 3rd phases of the internship. Though learning in the face-2-face setup would have helped the student teachers to learn the real school/college culture and internalize the teaching-learning protocols better but the pandemic results to be a boon too. The Need to explore several online learning resources creating applications and software made the students technically potent and ICT enabled.

Highlights of the academic year in Internship were...

- Use of digital instructional material for practice teaching
- Using Edpuzzle software and conducting peer lessons and also making it an integral part of their action research.
- Well-planned action research was conducted on the need-based topics. (based on the need analysis done in the first semester.)
- Use of innovative strategies in co-teaching
- Use of online applications/Softwares like :
 - ❖ emaze
 - ❖ Jamboard
 - ❖ Mindmup:-
 - ❖ Miro
 - ❖ Mindmeister
 - ❖ Renderforest
 - ❖ Inshot
 - ❖ Kahoot
 - ❖ Flippity
 - ❖ Quizlet.com
 - ❖ Nearpod-

We conducted lessons in simulations during the lockdown. Few of the lessons of the students were conducted in certain schools in an online setup. For the third phase of internship, we collaborated with MCT college of Education for peer teaching. It was a successful collaboration and both the institutes successfully conducted the internship in simultaneous Google classroom meets in simultaneous lectures for 1 week between 25th January -31st January 2021.

The Academic Year 2020-2021(for re-revised B.Ed. Curriculum)

The academic year started in lockdown condition. In the first phase, students are to be deputed in school without providing any training for playing the teacher's role. The idea of the shadowing internship is to observe and learn the school culture of academic activities and reflect upon their takeaways uninfluenced by B.Ed. training. However, due to the present crisis, the schools were reluctant to allow student-teachers to observe the teacher's daily teaching schedules. Hence, LUCE had decided to schedule the shadowing session with alumni of LUCE who are working in different schools.

We could get past students who volunteered for the hand-holding of the current batch students.

We began with a session on the Interaction of student-teachers with their respective mentor alumni. The students were allotted to the teachers as per their special methods.

It was followed by Guidance sessions, sharing of proficiency and expertise of alumni with their respective student-teachers.

The mentors also gave a demo lesson in a simulated situation for the students to get acquainted with the ways and means and protocol of teaching students. Next students prepared the lesson plan under the guidance of the mentors by following the respective school style.

It was a wonderful teaching-learning experience for all our students who got an opportunity to interact and learn on one to one basis from their shadow mentors. The current batch of students got an opportunity to connect with Alumni and learn from each other.

The Academic Year 2021-2022(for re-revised B.Ed. Curriculum)

The college collaborated with the B.Ed. college of Manav Rachna University, Noida as a week of Internship for the students.

In the collaboration, planning and implementation have the subsequent and successive steps that were followed by both LUCE and FOEH MRU.

The principals and the in-charge faculty members of both the institute virtually met to plan the schedule suitable to both the participating institutions. The practice teaching sessions were conducted from 3rd to 7th August 2021 in a virtual set up Google meets from 9:30 am to 1 pm in 2 classrooms simultaneously wherein the LUCE faculty observed the lessons of students from partner Institute and Vice-Versa.

For the current phase of the internship, students got an opportunity to conduct lessons both in offline and online setup schools that were partially working for 8th -10th std.

Fully vaccinated students visited institutes and conducted lessons. Those students who were not fully vaccinated conducted online lessons in a few institutes.

Post winter break the current batch students will be visiting allotted institutes for completion of their co-teaching lessons with in-service teachers of respected institutes. They will also be conducting 2 theme-based lessons in team teaching.

Following is the list of schools and colleges where the internship is carried out:-

Sr. No	Name of the Internship Institutes	Sr. No	Name of the Internship Institutes
1	Chincholi MPS (Malad West)	4	Chincholi MPS (Malad West)
2	Vivek Vidyalaya School(Goregaon West)	5	Vidhya Vikas Jr. College (Malad West)
3	Lords Jr. College (Goregaon West)		
4	Chincholi MPS (Malad West)- Online		
5	Vidhya Vikas Jr. College (Malad West)		