

SHRI GURU RAM RAI UNIVERSITY

College of Education

B.Ed. Internship Report

School Internship Programme - 2024–26

Internship Venue	SGRR Public Schools, Dehradun
Internship Duration	16 + 4 Weeks (Total: 20 Weeks)
Commencement Date	03 October 2025
Programme	B.Ed. Pre-Service Teacher Training — Internship Phase
Organising Institute	College of Education, SGRR University, Dehradun
Classes Handled	

Introduction

The School Internship Programme is a core component of the B.Ed. curriculum at SGRR University's College of Education, designed to bridge the gap between theoretical knowledge and practical classroom application. As part of the programme, more than 20 B.Ed. Pre-Service Teachers (PSTs) were placed at multiple SGRR Public Schools across Dehradun, commencing from 03 October 2025 for a duration of 20 weeks (16 weeks of teaching internship + 4 weeks of extended engagement).

The internship provided PSTs with real-school immersion spanning all grade levels — from Primary to Secondary — enabling them to develop versatile, context-sensitive teaching skills. Over the course of the internship, PSTs engaged not only in regular classroom teaching but also actively participated in school administration, co-curricular events, community outreach, and parent engagement activities.

Internship Structure

The internship was structured in two phases:

Phase	Duration	Focus Areas
Phase 1	16 Weeks	Regular classroom teaching, lesson planning, classroom management, co-curricular and community activities.
Phase 2	4 Weeks (Extended)	Observation, reflective practice, documentation, school-based projects, and wrap-up activities.

Activities Conducted During Internship

The internship encompassed a wide range of academic and co-scholastic activities, enabling PSTs to develop holistic professional competencies.

1. Classroom Teaching (Regular Lessons)

PSTs taught regular lessons across all grade levels — Primary (Classes I–V), Upper Primary (Classes VI–VIII)— at multiple SGRR Public Schools.

Each PST prepared detailed lesson plans incorporating structured objectives, engaging introductory activities, subject-specific teaching-learning materials (TLMs), in-class assessment tasks, and appropriate classwork/homework aligned to Bloom's Taxonomy.

Subject coverage spanned core disciplines including Languages, Mathematics, Science, Social Science, and Environmental Studies, based on individual PSTs' subject specialisations.



2. Classroom Management Skills

PSTs were trained to manage diverse, multi-ability classrooms across age groups. Emphasis was placed on establishing routines, maintaining discipline through positive reinforcement, time management during lessons, and creating an inclusive and participatory classroom environment.

Mentors and school supervisors provided regular feedback on classroom delivery, seating arrangements, student engagement techniques, and handling challenging behaviours constructively.



3. Organisation of Annual Function

PSTs actively participated in the planning and execution of the school's Annual Function — contributing to event design, student rehearsal coordination, stage management, decoration, and overall event logistics.

This experience provided PSTs with an understanding of event management within an academic institution and the importance of school culture and community celebration in holistic student development.



4. Winter Fair (Winter Fete)

PSTs contributed to the organisation and facilitation of the Winter Fair held at the school. Activities included coordinating stalls, managing student participation, supervising creative displays and performances, and engaging with parents and community members during the event.

The Winter Fair provided a platform for students to showcase their talents beyond academics, and PSTs gained practical skills in managing large-scale school events.



5. Co-curricular and Sports Activities

PSTs supported and organised a range of co-curricular activities including sports events, cultural programmes, quiz competitions, art and craft sessions, and other extracurricular engagements. Through these activities, PSTs learned to nurture students' non-academic talents and understood the critical role co-curricular activities play in the overall personality development and well-being of school children.

6. Parent-Teacher Meetings (PTM)

PSTs observed and participated in Parent-Teacher Meetings (PTMs), gaining firsthand experience of professional communication with parents and guardians.

They learned to present students' academic progress reports, discuss behavioural observations, and address parental concerns in a respectful and constructive manner — a vital skill for any practising teacher.

Conclusion

The B.Ed. School Internship Programme 2025–26 proved to be a highly enriching and transformative experience for all participating Pre-Service Teachers. By engaging with real classrooms at multiple SGRR Public Schools across Dehradun — spanning Primary to Secondary level — PSTs were able to consolidate their theoretical learning into practical, reflective teaching practice.

From regular lesson delivery and classroom management to organizing school events such as the Annual Function and Winter Fair, from conducting Parent-Teacher Meetings to leading community outreach programmes, PSTs demonstrated commendable adaptability, professionalism, and commitment to quality education.

The School of Education, SGRR University, remains committed to nurturing competent, reflective, and socially responsible educators who are equipped to contribute meaningfully to the Indian school education system.

Report Prepared by: College of Education, SGRR University, Dehradun

Academic Year: 2024-26

Programme: B.Ed. School Internship — 20 Weeks | Commenced: 03 October 2025