INTERNSHIP MANUAL FOR BS ECCE PROGRAM

Code: 8276

DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ELEMENTARY TEACHER EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

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FOREWORD

It is with great purpose and anticipation that the Internship and Teaching Practice Manual is being introduced to our student teachers. Teaching practice is not merely a course requirement; it is the heart of teacher preparation. It is during this critical phase that theory meets practice, ideals are tested in real classrooms, and the identity of a teacher begins to take shape.

Allama Iqbal Open University has always envisioned producing educators who are reflective, resourceful, and responsive to the needs of learners across diverse contexts. This manual is designed to provide you with clear guidance, structured expectations, and practical support as you step into classrooms not only as learners but as beginner/novice teachers in the teaching profession. It emphasizes planning, observation, reflective practice, and professional conduct, the qualities that distinguish effective educators.

Teaching practice is both a privilege and a responsibility. It provides the opportunity to inspire young minds, to learn from mentor teachers, and to engage with the realities of schools and communities. At the same time, it demands commitment, resilience, and ethical sensitivity. This manual will serve as your teacher, ensuring that you approach this experience with clarity of purpose and confidence in action.

The future of education in Pakistan rests in the hands of teachers who can combine knowledge with empathy, skill with creativity, and discipline with passion. I am confident that through this internship experience, guided by this manual, you will grow into professionals who not only meet the standards of the teaching profession but also exceed them by becoming role models for the next generation.

I encourage you to use this manual with dedication, to learn earnestly from your mentors, and to reflect deeply on your experiences. Your journey as a teacher begins here with courage, humility, and a commitment to lifelong learning.

Prof. Dr. Nasir Mahmood
Vice Chancellor
AIOU Islamabad

1- Introduction to the Course

The internship in Early Childhood Care and Education (ECCE) is a vital component of teacher preparation, particularly for prospective educators who are being trained to work with young children aged 3–8 years. This period of practical engagement allows student teachers to bridge the gap between theory and practice by immersing themselves in real classroom environments. It is during this internship that prospective teachers begin to understand the holistic development of children, apply developmentally appropriate practices, and respond to the individual needs of learners.

Internship experiences in ECCE settings equip student teachers with firsthand knowledge of how children grow, learn, and interact in early learning environments. It also helps them internalize the values of care, patience, and professionalism required for working with young learners. For students enrolled in distance and non-formal education systems, the internship serves as a critical opportunity to physically engage with teaching and learning processes, making their preparation more grounded and practical.

2- Objectives of the Internship Course

The internship course/manual has been designed to help prospective ECCE teachers to achieve the following key objectives:

- To provide hands-on teaching experience in real early childhood classroom settings.
- To enable student teachers to plan, implement, and evaluate play-based, child-centered activities.
- To develop skills in observing and documenting children's development and behaviour.
- To enhance understanding of the physical, emotional, social, and cognitive aspects of children in early years schoolers.
- To enhance reflective practices and professional growth through guided and supervised feedback.

3- Learning Outcomes

Upon successful completion of the internship, student teachers are expected to:

1. Apply theoretical concepts related to child development and early learning to actual teaching scenarios.
2. Demonstrate the ability to develop and deliver age-appropriate, engaging lesson plans.
3. Manage classroom behavior and routines with sensitivity and consistency.
4. Reflect on their teaching practices and identify areas for improvement.
5. Uphold ethical standards and exhibit professionalism in interactions with children, families, and colleagues.

4- Duration of Internship Course

The ECCE internship spans a period of 6 weeks and is assigned 3 credit hours. During this time, students are required to actively engage in the daily and routine activities of an early childhood classroom, complete a minimum of 30 lesson plans, maintain a reflective journal, document observations, and compile a professional teaching portfolio. The 6-week teaching practice ensures a balanced exposure to classroom dynamics, allowing student teachers to gradually assume greater responsibility under the guidance of experienced mentors.

5- Internship Guidelines

The following guidelines are necessary to be followed by interns during their internship.

5.1- Eligibility and Prerequisites for the Internship

To be eligible for the ECCE internship, students must have completed the foundational courses in child development, early learning theories, curriculum planning, and teaching methodologies. These prerequisites ensure that students have a sound theoretical base before entering a practical teaching environment. The internship is offered in the 4th semester of the degree program as per HEC undergraduate policy. For distance and non-formal mode students of AIOU, additional orientation is provided in an online workshop of the course to familiarize them with expectations and procedures before they begin field placement.

5.2- Criteria for Selection/Placement of ECCE Schools/Centres

Internship placements must be made in recognized early childhood education centres, including public, private, or NGO-run schools that follow developmentally appropriate practices for children of early years. Placement should ideally be arranged near the intern's residential location, particularly for distance learners, to ensure accessibility and continuity.

These schools /centres must meet the following criteria:

1. Have trained and experienced ECCE staff willing to mentor student interns.
2. Maintain child-centered, activity-based learning classroom environments.
3. Provide access to age-appropriate learning materials and resources.
4. Operate under a structured schedule that supports holistic child development.
5. Adhere to child safety and protection standards.

5.3- Code of Conduct and Professional Ethics

Interns are expected to uphold the highest standards of conduct and ethics throughout the internship period. Professionalism must be demonstrated in interactions with children, school staff, families, and university supervisors.

Key expectations include:

- Respecting cultural, linguistic, and individual diversity.
- Maintaining confidentiality of child records and sensitive information.
- Avoiding any form of discrimination or favouritism.
- Using respectful, non-violent, and developmentally appropriate language and behavior.
- Following school rules, dress codes, and protocols.

Unprofessional behaviour, including habitual tardiness, absenteeism, or misconduct, may result in disciplinary action and failure in the course.80% of attendance is required during teaching practice at school.

5.4- Policies on Attendance, Punctuality, and Leave

Interns are required to be regular and punctual throughout the 6-week teaching practice. They must follow the daily schedule of the school and attend working days of the week. Interns must

maintain an attendance log signed daily by the mentor/assigned/head teacher. Any planned or emergency leave must be communicated to both the school. Absences must be compensated by extending internship hours or additional days. Late arrivals are discouraged and will be recorded. Repeated delays without valid reasons can affect the final grade. Commitment to consistent attendance reflects professional responsibility and builds trust within the ECCE setting.

5.5 Health and Safety Guidelines (Including Child Protection Protocols)

Ensuring the safety, well-being, and protection of young children is a shared responsibility. Interns must familiarize themselves with the health and safety policies of their placement schools and adhere to national child protection protocols.

Key health and safety guidelines include:

- Maintaining hygiene and cleanliness in classrooms and during activities.
- Ensuring materials used in activities are non-toxic, age-appropriate, and safe.
- Actively supervising children during play, transitions, and routines.
- Reporting any injuries, illnesses, or unusual behaviors to the mentor teacher immediately.
- Never leaving children unattended under any circumstances.

5.6 Child Protection Protocols

- Interns must never engage in physical punishment or emotional abuse.
- Any suspicion or observation of abuse or neglect must be reported to the mentor teacher or designated child protection focal person.
- Interns must avoid taking photographs or sharing children's information without explicit written permission.

6- Roles of Stakeholders

6.1 Student Intern

The student is at the centre of the internship experience. Their responsibilities include observing classroom practices, planning and implementing instructional activities, maintaining records of children's learning, reflecting on their own teaching practices, and upholding professional behaviour at all times.

6.2- Mentor Teacher

Mentore is a supervisor teacher assigned to the student by the school administration during teaching practice. The mentor teacher plays a supportive and supervisory role. They provide on-site guidance, display effective teaching strategies, offer constructive feedback, and facilitate the intern's gradual integration into the teaching team. Mentor teachers also participate in evaluating the intern's performance using university-provided rubrics for feedback and analysis.

6.3- Supervisor

The university supervisor oversees the entire internship process, ensuring that the intern meets all course requirements. They conduct periodic observation visits (physical or virtual), review lesson plans and journals, and provide academic and professional support. The supervisor may also collaborate with the mentor teacher inside the school to assess the intern's overall performance and development.

6.4- Feedback From University Supervisor

Feedback is an essential part of the learning process during the internship. Interns will receive regular feedback from both the mentor teacher and the university supervisor. For this purpose, the Supervisor can make a WhatsApp group of enrolled students and can use it for productive feedback to improve the performance of student teachers during the internship. AGAHI LMS of AIOU or other online tools may also be used for this purpose.

7- Overview of Weekly Activities

The structure of the ECCE internship is designed to facilitate a smooth transition from passive observation to active teaching. Over the span of six weeks, student interns are expected to engage in a range of meaningful experiences that reflect the real-world demands of early childhood education. Weekly activities are scaffolded to build confidence and competence in teaching, classroom management, observation, and reflection.

In the initial stages, interns observe children, classroom management styles, and teaching strategies. As they become familiar with the routines and learning environment, they begin assisting the mentor teacher with tasks such as storytelling, organizing play-based activities, and managing small groups. In the later weeks, interns are expected to take on full teaching responsibilities, including planning and implementing lessons, managing classroom routines, and evaluating children's progress. The total duration of internship for interns is 6 weeks. The interns are required to make a plan for their 6-week teaching practice after they are assigned the tasks of teaching at school.

- **Daily Routines**

Interns are required to follow the full-day routine of the placement at the ECE school/center. A typical day includes activities such as arrival and welcome time, free play, structured group lessons, snack/lunch breaks, outdoor play, and story or closing sessions.

In addition to teaching lessons, interns are expected to:

- Assist in setting up and maintaining classroom displays
- Participate in morning circles and group discussions
- Prepare and organize learning materials
- Supervise indoor and outdoor play
- Document children’s participation and progress
- Engage in reflective journaling
- Completing a set number of lesson plans (total of 30)
- Conducting independent teaching sessions
- Submitting observation reports and reflections

8- Teaching Practice

8.1 Responsibilities During Teaching Practice

The teaching practice phase of the internship provides student teachers with direct experience in managing and delivering instruction in early childhood classrooms. Interns are expected to actively participate in all aspects of teaching and classroom life. Their primary responsibility is to apply the knowledge and strategies learned during coursework in a real ECCE environment, under the guidance of a mentor teacher.

Key responsibilities include:

- Designing and implementing developmentally appropriate lessons for children of all ages.
- Preparing learning materials and organizing classroom spaces.
- Assisting in daily routines such as arrival, snack time, clean-up, and transitions
- Observing and assessing children's development and learning
- Maintaining records of teaching sessions and reflections
- Demonstrating respectful, responsive, and ethical behavior at all times

Interns are required to maintain regular communication with their mentor teacher and should be open to feedback and constructive criticism to refine their practice.

8.2 Planning and Conducting Teaching Sessions

Interns must plan each teaching session in advance using the approved lesson plan format as given in the manual. Lesson plans should be submitted to the mentor teacher or university supervisor for review and approval before implementation. Each session should reflect thoughtful organization, age-appropriate content, and meaningful engagement.

During implementation, student teachers should:

- Begin with a warm, welcoming introduction to the activity
- Give clear, simple instructions and model the task when needed
- Facilitate the activity by guiding, observing, and encouraging children's participation.
- Adjust the pace or approach if children show confusion or disinterest
- Conclude the activity with reflection, clean-up, or a linking discussion

After each session, interns/prospective teachers should record their reflections, noting what worked well, what challenges arose, and what could be improved.

8.3 Classroom Management Techniques for ECCE

Effective classroom management in ECCE settings involves creating a safe, respectful, and predictable environment where young children feel supported. Interns should use positive, proactive strategies to guide behavior and support emotional regulation.

Techniques include:

- Establishing clear rules and routines using visuals and repetition
- Offering choices to support independence and reduce resistance
- Using positive reinforcement and praise to encourage appropriate behavior
- Modeling calm and respectful communication
- Redirecting rather than punishing misbehaviour
- Using transition cues like songs or clapping patterns to manage changes in activities

Interns must remember that behavioral challenges at this age are often developmental and should be met with patience and understanding.

8.4 Use of Learning Materials and Resources

ECCE classrooms thrive on the use of rich, hands-on, and sensory materials that promote active learning. Interns are encouraged to prepare and use a variety of materials that stimulate children's curiosity and creativity.

These may include:

- Storybooks, puppets, and picture cards for language development
- Blocks, beads, and puzzles for math and motor skills

- Natural objects like leaves, stones, and water trays for science exploration
- Art supplies for creative expression
- Digital tools (used minimally and purposefully), such as audio stories or child-friendly apps

Interns should ensure materials are safe, non-toxic, age-appropriate, and inclusive. Materials should also reflect cultural diversity and real-life contexts.

8.5 Strategies for Differentiated and Inclusive Instruction

In ECCE classrooms, children differ in their backgrounds, abilities, interests, and learning styles. Interns must adopt differentiated and inclusive approaches to ensure that all children can access and benefit from learning activities.

Key strategies include:

- Adapting materials for children with physical or learning disabilities (e.g., using larger print, tactile materials)
- Offering activities with multiple entry points (simple to complex tasks)
- Using visual aids, gestures, and repetition to support language learners
- Providing one-on-one or small group support when needed
- Encouraging peer collaboration and cooperative learning
- Valuing children's home languages and cultural backgrounds

Inclusivity also means being mindful of gender representation, avoiding stereotypes, and respecting every child's individuality. Interns must strive to create a welcoming classroom where all children feel seen, heard, and valued.

9- Lesson Planning

9.1 Guidelines for Developing Lesson Plans for ECCE

Developing well-structured lesson plans is an essential skill for early childhood educators. During the internship, student teachers are required to prepare a total of 30 lesson plans. These plans should be tailored to meet the developmental needs, interests, and learning styles of young children of yearly years. The lesson plan should be clear, realistic, and flexible enough to allow for child-led exploration.

While planning, interns must ensure that each lesson:

1. Is developmentally appropriate and culturally relevant
2. Aligns with early learning domains (cognitive, physical, language, social-emotional, and creative)
3. Encourages active participation, inquiry, and exploration
4. Integrates play and hands-on experiences
5. Includes simple language and visual cues
6. Reflects sensitivity to gender, inclusion, and diversity

Interns should seek feedback from mentor teachers before implementing any lesson and be prepared to adapt based on children's responses and classroom dynamics.

9.2 Emphasis on Play-Based, Child-Centred Instruction

In ECCE, play is the foundation of learning. All lesson plans must be rooted in a play-based and child-centred philosophy. Interns should view children as active participants and co-constructors of knowledge, not passive recipients. Lessons must:

- Promote hands-on exploration and discovery
- Allow for open-ended responses and creativity
- Respect children's pace of learning
- Incorporate movement, music, role-play, and storytelling
- Be flexible to follow children's interests and spontaneous ideas

For example, a math concept like "shapes" can be taught through a scavenger hunt rather than a worksheet. A language lesson can be enriched with puppet storytelling instead of direct instruction.

9.3 Components of a Lesson Plan

Each lesson plan must include the following components:

- **Topic:** The central theme or focus of the lesson (e.g., "Colors," "My Body," "Healthy Eating").
- **Time Duration:** The total time allocated for the activity (usually 25–40 minutes).
- **Subject/Area of Development:** The relevant domain, such as Language, Math, Science, Art, or Life Skills.
- **Learning Objectives:** Clear, measurable statements of what the children are expected to learn or do by the end of the lesson.
- **Materials / AV Aids:** A list of teaching materials, including charts, storybooks, puppets, flashcards, natural objects, or digital tools.
- **Presentation / Steps:** A detailed step-by-step explanation of how the activity will be introduced, conducted, and concluded. It includes the teacher's role, instructions given, and transitions between steps.
- **Activities:** Interactive tasks such as songs, role play, sorting games, drawing, storytelling, or simple experiments. These should actively involve the children and reinforce the concept being taught.
- **Assessment:** Informal and formative methods such as observation checklists, questioning, children's responses, or art samples to evaluate learning outcomes.

Interns must ensure that all components are completed neatly and reflect planning.

9.4 Blank Lesson Plan Templates Based on the Components of a Lesson Plan

A standard blank lesson plan template is provided to ensure uniformity and support structured thinking (See annexure-A). The template includes clearly labelled sections for each component discussed above (topic, objectives, materials, etc.). Interns will be required to fill in this template for all 30 lessons and include them in their final internship report.

9.5 Sample of Lesson Plan

These samples will help students visualize how to plan engaging lessons while meeting the learning needs of specific age groups.

The sample of a lesson plan below will help the interns to develop their own lesson plans during teaching practice.

- **Topic:** Colors Around Us
- **Duration/time period**
- **Grade: Age Group:** 4–5 years
- **Objectives:**(knowledge, psychomotor, effective)

After this lesson, the students will be able to:

1. Identify primary colours (red, blue, yellow).
2. Recognize common objects in their environment that match these colours.
3. Participate in group activities that reinforce colour learning.

➢ **AV Aids/Supporting Materials**

- Colour flashcards (red, blue, yellow).
- Real objects (apple, ball, toy car, blocks).
- Chart paper and crayons.
- Song or rhyme about colours.

➢ **Presentation**

The teacher will use flashcards and real objects to present colours one by one. Children will repeat colour names aloud and point to matching items.

➢ **Linking the New Lesson with Previous Knowledge**

Ask children: "Yesterday, we talked about shapes. Do you remember the circle we saw? Today we will see what *colour* that circle was."

➢ **Introducing the Topic**

Hold up a bright red apple and ask: "What is this? What colour is it?" → Guide children to the word *red*. Repeat with the blue ball and the yellow toy.

➢ **Activities**

1. **Colour Hunt:** Children walk around the classroom to find something red, blue, or yellow.
2. **Sorting Game:** Give mixed-coloured blocks, ask them to sort into baskets labeled red, blue, and yellow.
3. **Colour Song:** Sing a short rhyme about colours, encouraging children to clap or dance along.
4. **Art Activity:** Children colour a simple worksheet (balloon or flower) using red, blue, and yellow crayons.

➢ **Summarizing the Lesson**

Review by showing the flashcards again: "What colour is this? Can you tell me one object of this colour?" Encourage children to answer in complete sentences.

➢ **Evaluation/Assessment**

- Oral questioning: "Show me something red."
- Observe participation in sorting activity.
- Collect worksheets to see if children used the correct colours.

➢ **Feedback/Reflection**

- Teacher notes: Which children easily recognized colours, which needed more support?
- Reflection on methods: Did the sorting game engage all learners?

➢ **Homework**

Ask children to look around their home and bring (or tell about) one object of red, blue, or yellow tomorrow.

10- Observation Reports

- Purpose and types of observation (child behavior, teaching strategies, learning environment)
- Guidelines for conducting observations
- Observation formats (templates for anecdotal records, time sampling, event sampling)
- Sample filled observation reports

10.1 Purpose and Types of Observation

Observation is a foundational skill for early childhood educators and a vital part of the internship experience. It allows student teachers to better understand how children think, feel, and behave in natural learning environments. Through systematic observation, interns are able to connect theory with real-world practices, improve instructional decisions, and tailor activities to the developmental needs of children of various years of education.

There are three key areas of observation:

- **Child Behavior:** Interns observe how children interact with peers and adults, express emotions, resolve conflicts, follow routines, and respond to structured and unstructured activities.
- **Teaching Strategies:** Interns examine how mentor teachers plan lessons, facilitate learning, use questioning techniques, handle transitions, and differentiate instructions, using specific techniques for teaching early childhood education children, such as the play-based method and activity-based method.
- **Learning Environment:** Interns study the physical arrangement of the classroom, use of learning materials, classroom displays, and the overall atmosphere that supports or hinders learning and development of children.

By understanding these dimensions, interns can develop a comprehensive view of what a high-quality ECCE classroom looks like in practice.

10.2 Guidelines for Conducting Observations

Conducting effective observations requires preparation, focus, and professionalism. Interns are advised to follow these guidelines:

- **Be objective:** Describe what you see without interpretation or judgment. Use specific, concrete language.
- **Be discreet:** Avoid interfering in classroom routines while observing. Blend into the environment as much as possible.
- **Be purposeful:** Set clear goals before each observation and decide whether you're focusing on behavior, a specific child, group interaction, children's interaction with peers, or a teaching method.
- **Record promptly:** Write notes immediately after the observation to ensure accuracy and depth.
- **Ensure confidentiality:** Use pseudonyms or initials instead of real names in observation reports and keep sensitive information private.

Observations should ideally span different times of the day and activities (free play, group time, outdoor activities) to capture a broad range of insights.

10.3- Observation Formats

To support diverse observation needs, interns are introduced to three primary formats:

- **Anecdotal Records:**

These are brief, narrative descriptions of a significant event or interaction involving a child or group of children. They are useful for documenting social interactions, emotional reactions, or learning milestones.

- **Time Sampling:**

This technique involves observing and recording behaviors at specific, regular time intervals (e.g., every 5 minutes). It is useful for tracking frequency or patterns of behaviors, such as attention span or social participation, throughout an activity.

- **Event Sampling:**

This method involves recording specific events or behaviors whenever they occur (e.g., conflict resolution, helping behavior). It is ideal for understanding the context and consequences of particular actions.

Interns should use a variety of these formats to gain a well-rounded perspective and develop analytical observation skills. Templates for each format are provided in the appendices.

10.4 Sample Filled Observation Reports

To guide student interns in writing effective reports, several completed examples of observation formats are included in the manual. These samples demonstrate:

- How to structure observations using each format
- Appropriate levels of detail and description
- How to align observations with developmental domains (social-emotional, cognitive, physical, etc.)
- How to interpret observations through a reflective lens

For example, a filled anecdotal record may describe a child initiating a cooperative game, followed by a brief interpretation linking the behavior to social development milestones. A time sampling chart may show that a child remains engaged in a literacy activity for 20 minutes, highlighting cognitive focus.

These models will help students build confidence in writing their own observation reports and in using observation as a meaningful instructional tool.

11- Reflective Journal

11.1- Importance of Reflective Practice

Reflective practice is a cornerstone of professional development in early childhood education. It involves consciously thinking about one’s actions, decisions, and experiences to gain a deeper understanding and improve future performance. For ECCE interns/student teachers, reflective journaling provides an opportunity to critically analyse teaching sessions, their own performance, child interactions, classroom challenges, and personal growth.

Through reflection, interns can:

- Identify what strategies worked well and why
- Recognize gaps in their teaching or understanding
- Develop awareness of children's diverse needs
- Make connections between theory and practice
- Set goals for continuous improvement

11.2 Weekly Prompts or Guiding Questions for Reflection

To support meaningful reflections, the following prompts or guiding questions can be used by interns at the end of each week:

1. What were the most successful parts of my teaching this week, and why?
2. How did the children respond to my lesson or activity?
3. What challenges did I face, and how did I handle them?
4. What have I learned about individual differences in children?
5. How did I manage the classroom environment and routines?
6. What feedback did I receive from my mentor teacher, and how will I use it?
7. What would I do differently if I repeated the same activity?
8. How did I incorporate play-based and inclusive practices?
9. How have I grown as a future ECCE teacher this week?

Interns are encouraged to be honest, specific, and thoughtful in their responses.

11.3 Sample of reflective journal Entries

Interns are expected to write one reflective entry/journal at the end of each week (a total 6 reflections/journals). Each entry should be approximately 200–300 words. A structured format is given to maintain consistency and depth in reflections (See Annexture-B). The students can write the reflective journal in two different ways. They can write it in the form of a paragraph, focusing on the given questions inside the template, or they can write the answers to the questions given in the format of a reflective journal. Both types of samples are given below for your understanding.

Sample No-1

Reflective Journal – Week 1

Name of Intern: Ayesha Khan

Week Number: 1

Date: 1–5 September 2025

Topic/Activity Observed or Taught: Colors Around Us (Identifying Red, Blue, Yellow)

1. What happened?

During this week, I observed how the teacher introduced primary colors using flashcards and real objects. Later, I conducted a sorting activity where children placed red, blue, and yellow blocks into baskets. Most children showed interest and actively participated, though a few were distracted.

2. What went well and why?

The real objects, such as a red apple and a blue ball caught children's attention and made learning meaningful. The sorting game worked well because it was hands-on and encouraged active participation. Children responded enthusiastically and enjoyed repeating the color names.

3. What challenges did you face?

Some children lost focus quickly, and a few struggled to pronounce certain colors, particularly "yellow." Managing the group's attention throughout the activity was difficult for me as a beginner.

4. What feedback did you receive, and how will you use it?

My mentor appreciated the use of materials but suggested giving shorter, clearer instructions. I will practice breaking directions into small steps before starting future activities.

5. What would you do differently next time?

I would begin with a short color rhyme to create excitement and use small groups to help maintain focus.

6. What did you learn about yourself as a teacher?

I learned that I can engage children through interactive activities, but need to strengthen my classroom management and clarity of instructions.

Sample No-2

Reflective Journal – Week 3

Week 3 Reflection:

"This week, I conducted my first storytelling session using a puppet. The children were very engaged, and I noticed they responded well to the expressive voice and gestures. However, a few children sitting at the back were distracted. I learned that the seating arrangement plays a crucial role in maintaining attention. Next time, I will ensure a semi-circle setup to include everyone. My mentor teacher appreciated the storytelling but advised me to give more space for children to retell or extend the story. I plan to include more child-led storytelling in my next session."

12- Assessment and Evaluation

12.1 Assessment Components

Assessment of the internship experience is holistic and includes both formative and summative evaluations. Interns are assessed on their planning, execution, documentation, and reflection throughout the internship. The assessment components are designed to evaluate the intern's knowledge, skills, attitude, and professionalism in working with children in early years.

The key assessment components include:

12.2- Teaching Practice (Evaluated Lesson Plans + Delivery):

Interns must submit a total of **30 lesson plans**, each of which will be evaluated based on its relevance, clarity, creativity, and alignment with learning objectives. In addition, teaching delivery is assessed through mentor teacher observations and supervisor feedback, focusing on instructional strategies, child engagement, and classroom management.

12.3.1 Reflective Journal

Interns are expected to maintain a reflective journal throughout the internship. This includes weekly entries analysing experiences, challenges faced, strategies used, and personal growth. The quality of reflection is assessed based on depth, honesty, and the ability to connect practice with theory.

12.4 Internship Report

The Internship Report is a complete record of the intern's work during teaching practice. It should include lesson plans, observation notes, photos (with consent), samples of children's work (if the intern chooses to attach them with lesson plans), mentor feedback, and entries from the reflective journal. Record of attendance in school during internship/practice. The report will be evaluated on its completeness, organization, creativity, and evidence of the intern's professional growth. Marks of each component of the report are given in the next section.

12.5- Final Presentation:

At the end of the internship, the final presentation will be held online through Agahi LMS of AIOU. Interns have to present their overall internship experience through a visual or digital presentation. The presentation should include highlights of classroom teaching, key learning moments, problems faced, challenges overcome, sample activities, and reflective insights. It will be evaluated on clarity, structure, content richness, and communication skills.

13- Final Presentation

13.1- Objectives of the Presentation

The final presentation marks the conclusion of the internship and serves as an opportunity for student teachers to reflect on and share their journey as early childhood educators. It allows interns to demonstrate their learning, highlight significant experiences, and showcase their professional growth over the six-week internship.

The main objectives of the presentation are to:

- Communicate key learning experiences gained during the internship
- Share examples of instructional practices, reflections, and creative activities
- Showcase lesson planning, classroom engagement, and use of teaching resources
- Reflect on personal and professional development
- Receive constructive feedback from peers, supervisors, and faculty

13.2- PowerPoint Presentation:

A structured slideshow (8–12 slides) that includes visuals, bullet points, and short narrative text. Slides should be clear, visually appealing, and logically organized. The final presentation must include the following elements:

13.3- Overview of Internship Experience:

A summary of the school, children's age group, classroom structure, and overall teaching environment. Include the number of lessons taught and key responsibilities handled.

13.4- Reflections and Learnings:

Highlights of what the intern learned about child development, teaching strategies, and themselves as educators. May include quotes from journal entries or mentor feedback.

13.5- Challenges and How They Were Addressed:

Description of 1–5 major challenges faced during the internship (e.g., managing behavior, adapting lessons) and the strategies used to overcome them.

13.6- Visual Documentation:

Selected photographs (with permissions), samples of classroom displays, teaching materials,

or children's work (names should not be shown). These visuals should illustrate creativity, effort, and engagement.

Interns are encouraged to speak confidently, maintain professional language, and engage the audience during their presentation.

14. Format for Writing BS Internship Report

The general format for writing a BS internship report for all BS programs of the FSS&H is provided below.

i. Title Page
ii. Certificate of internship training
iii. Attendance Record
iv. Acknowledgements
v. List of Contents
vi. This list should contain all headings, sub-headings, and a list of all annexes.
vii. List of tables & illustrations
viii. All tables, graphs, and charts of the report should be listed in this list.
ix. Annexure

Distribution of marks of Internship

Table 4.5: Assessment Components of the Internship

S/No	Assessment Components	Marks
1.	***Internship Report Marks are as follows:***	
	Lesson plans	30
	Observation report	15
	Reflective journal	25
2.	Viva Voce/Formal Presentation	30
3.	Total	100

Annexture-A

Lesson Planning Template

1. **Subject & Topic:**
2. **Duration of teaching/period:**
3. **Grade:**
4. **Objectives:**

*After this lesson, the students will be able to***:**

1:

2:

3:

5. **AV Aids/supporting materials:**
6. **Presentation:**
7. **Linking the new lesson with previous knowledge**
8. **Introducing the topic**
9. **Activities**
10. **Summarizing the lesson**
11. **Evaluation/assessment**
12. **Homework**
13. **Feedback/Reflection by the Mentor/Head Teacher**

Annexture-B

Template of Reflective Journal

Name of Intern:
Week Number:
Date:
Topic/Activity Observed or Taught:

1. What happened? (Summary of the event/lesson):

2. What went well and why?

3. What challenges did you face?

4. What feedback did you receive, and how will you use it?

5. What would you do differently next time?

6. What did you learn about yourself as a teacher?

This template should be printed or digitally filled out weekly by the intern.