

## SEMESTER III

### Practical Courses

#### **EDU.301.SCHOOL INTERNSHIP (16 weeks- 260 Marks)**

The Internship Program forms an integral and important component of B.Ed. programme; internship serves as a capstone experience that informs about and prepares them for the expectations of and how to succeed in the profession. Student teaching internships is an essential component for a student's success as a professional teacher. Student Teaching Internships provides students the opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

#### **COURSE OBJECTIVES**

1. To observe children and the teaching learning process in a systematic manner.
2. To understand the content and pedagogical principles, issues and problems related to teaching
3. To develop a repertoire of resources which can be used by the intern later in her teaching—textbooks, children's literature, activities, games, and excursions
4. To participate in teaching school subjects for the children of Class VI to X.
5. To experience the school in its totality
6. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
7. To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community
8. To be able to innovate within existing systemic limitation
9. To critically reflect on her own school experiences and keep records of the same.
10. To learn to assess different aspects of children's learning without a focus only on Achievement.
11. To develop proper professional attitudes, values and interests.  
To familiarize with the existing educational scenario of the respective states.

The school internship is designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively.

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the college. The intern must function as a regular teacher and therefore be immersed in all aspects of the school.

During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.

The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts

and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice. The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses.

The activities undertaken during the internship period will be presented in Portfolios and **Reflective Journals**. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. . The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses s/he has studied. The major purpose of the Reflective Journal is Reflection on-Action. Reflective Journal would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

The internship will be organized for a continuous period of **16 weeks** in selected schools. Necessary orientation to the cooperating teachers and headmasters will be organized at the Institute. The School Internship Programme could include undertaking classroom-based research projects; developing and maintaining resources in the Internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organizing curricular and co-curricular activities etc. The intern must create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.

The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. Assessment should be developmental in nature, with clear emphasis on growth of the intern. Assessment Evaluation of performance during internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. Post-internship Activities and Follow-up activities are to be taken

up by the Institute.

## GUIDELINES FOR SCHOOL INTERNSHIP

1. The internship is to be organized as a single block program for a continuous period of **16 weeks -80 days** in selected schools.
2. For each student-teacher, internship should be conducted preferably in **one school for the entire 16 weeks -80 days**
3. Students should be assigned classes in **any two different standards** that too in **two different levels viz. elementary, secondary or senior secondary**
4. For student-teachers, classes spread over **VI to X**.
5. For post graduate student-teachers, classes spread over **VI to XII**. (Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.)
6. For student-teachers of Commerce and Computer Science, classes spread over **XI to XII**.
7. The continuous internship period of **16 weeks -80 days** is of two parts of 39 days and 40 days with an interim one day Mid Internship Reflection Session conducted in the Teacher Education Institutions.
8. Each student-teacher has to teach and record a minimum of **60 lessons** in the concerned Optional Subject- **not less than 30 lessons** in the first part (during the first 39 days) and **not less than 30 lessons** in the second part (during the next 40 days). Out of the 60 lessons each student-teacher has to include a minimum of **3 ICT enabled lessons**.
9. Lesson plans/Records have to be maintained by all student-teachers
10. During the school-internship the student teacher has to observe classroom teaching of mentors/ peers, and to record observations of not less than **10 lessons**
11. The activities undertaken during the internship period should be presented in Portfolios

### The activities to be undertaken during the internship period are listed below

- Classroom teaching
- Observing classroom teaching of mentors/ peers,
- Lessons for Health & Physical Education-
- Preparation and administration of Diagnostic tests and identifying of learning difficulties (Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test.)
- Preparation and administration of Achievement tests with quantitative and qualitative analysis of results
- Conducting a Case study/Action research
- Maintain a daily reflective journal
- Administration of any of the psychological tools like inventories, scales, projective techniques, Sociogram etc.
- Organizing Participating in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)

- Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.)
- Participation in organizing ‘Beyond the class Activities’ in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

### Supervision of School Internship

The supervision of **Internship** is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the Optional teacher is mandatory.

The Teacher Educators have to observe **not less than 3 lessons** of each student-teacher in the first part and **not less than 2 lessons** in the second part and enter their suggestions in the **Supervision Diary** maintained by the student-teacher. Similarly the School supervisors/mentors has to observe maximum number of classes and enter their suggestions in the Supervision Diary Assessment of Practice Teaching will be done on the basis of the given **Indicators for assessment of internship**

**90% attendance in mandatory for Internship. There is no condonation for Internship**

#### ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

	Teaching	Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
<b>Other interventions in the classroom</b>		
4	Achievement test – scientific & robust blueprint, Quality questions, scoring , statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales, projective techniques, sociogram or any other.	05
<b>Documents</b>		
8	Observation report of classroom teaching of mentors/ peers	05
9	Record of lesson Plans	10
10	Audiovisual aids made by the intern (which are <b>not ICT</b> related)	05
12	Improvised apparatus and learning aids made by the intern	10
13	Student artifacts generated in the class room like <i>kai ezhuthu masika</i> , learning aids, charts, posters, albums etc.	10

14	Originality of reflective journal	10
<b>ICT related expertise</b>		
15	ICT related artifacts used for teaching as incorporated in lesson plans (to be stored in a CD/DVD etc for evidential support)	10
16	Richness and variety of the ICT related artifacts used for teaching as incorporated in lesson plans.	10
<b>Liaison with school</b>		
17	Participation of intern in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
18	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)	10
19	Any innovative programme <b>organized</b> by the trainee ( <b>if any</b> ) supported by an appreciation letter by the HM / Principal.	15
<b>TOTAL</b>		<b>260</b>

### **EDU.302. COURSE ON EPC 2: DRAMA AND ART IN EDUCATION (30 Hours- 30 Marks)**

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the ‘curricular’ encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children’s creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or ‘acting’ in a superficial manner, but is for creating that ‘dramatic pressure’ or tension, where the student would arrive at a .problem or an understanding in a new way

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as ‘hot seating’ can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of ‘discomfort’ and ‘confusion’, to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by

caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognize their agency, for transformational action. Drama as 'critical pedagogy' can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilizing for transformative action

The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching-learning. Student teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives. Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature. The challenge of teacher-educators lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work.

### **Suggested Tasks**

Workshop for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences. **(10 marks)**

Participation and performance in any one PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY -of the Regional Arts forms keeping in mind the integrated approach **(6 marks)**

- Planning a stage-setting for a performance/presentation by the student-teacher. **(6marks)**
- Develop narratives in visuals, composition of an imagined situation, telling a story through comic strips **(8 marks)**