

Semester – III
PART – B: PRACTICUM COURSE
BPC – 301: INTERNSHIP / TEACHING PRACTICES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	8	8	-	256	256	200	-	200

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to develop competence and professional identity as a Teacher, by means of their engagement in school-classroom-community matters, that will shape their perspective and develop their professional competence to exhibit ethical responsibility as a teacher. It aims to provide the student (intern) with the opportunity to inculcate and demonstrate necessary skills for excelling as a professional teacher, develop skills and competencies for working with diverse groups (individual, cultural, gender, special ability, etc.) in the school, demonstrate the professional ability to provide physical education; outreach and liaison through collaboration with the school community and off-school campus community, interdisciplinary colleagues/experts and Educational Institution

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- demonstrate professional responsibility with ‘self- classroom- school’ management, proper documentation & reporting, timely submissions-correction-signature and time management.
- identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
- demonstrate awareness of the impact teachers’ behaviour has on school children, staff members, the public, and the profession.
- demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
- demonstrate competence in facilitation and presentation of skills using appropriate technology and with proper documentation for ensuring efficient liaisoning.
- develop teaching proficiency for outdoor and indoor activities.
- organize and compose mass demonstration /displays.
- conduct physical education program for various age groups.

COURSE CONTENTS

1. Be provided a **School Internship Program Diary (SIPD)** which will have all details of SIP.
2. Practice in accordance with professional ethics for school teachers given in SIPD. Identify and make detailed **note of complex ethical situations that challenge professional values** and seek guidance for addressing these situations from mentors at appropriate venue.
3. Apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools. With an intention to actively involve

himself/herself **TI will ensure planning, documentation and teaching (with feedback schedules) of at least 20 lessons.**

4. TI should be able to articulate individual theoretical perspective and approach prior to, during, and after completing internship experience and how they utilize it within the context of treatment in and outside classroom in school. Articulation opportunity will be provided in a '**Follow-up Workshop (FW)**' (preferably from 4.00 pm to 6.00 pm on Friday/Saturday) every week by IO in Teacher Education department/Faculty during which all mentors will be present.
5. TI should demonstrate awareness of the impact behaviour has on school children, staff members, the public, and the profession. They will share their recorded observations during follow-up workshop every week. Complete required case documentation and report signing promptly and accurately everyday and every week.(**TI behaviour & its impact record sheet**)
6. Facilitate completion of individual program requirements including necessary hours i.e. 36 hours of school internship (SI) per week.
7. Participate in all regularly scheduled activities of the school and develop a daily routine schedule for his/her Internship School (IS) based on personal observation, participation and thorough consultation with the mentors (**Internship School daily routine schedule**).
8. Become familiar with all sorts of formal and informal activities in and outside classroom in the school campus and develop a detailed checklist of all such activities (formal and informal separately) with brief notes of each of them.(**Checklist of Formal and Informal Activities in School**) Better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community member. They will develop **student profile, anecdotal record and report card for all students of one class** (Assuming roles of a class teacher for the class of his/her MST preferably) and present them in FW.
9. Involve themselves in creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The various efforts must be recorded as planning, preparation, procedure, implementation and feedback of various creative ways (**Creative Ways Record File**)

Some Other Important notes for ITS :

1. This should include an initial phase of 4 weeks for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
2. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.
3. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.

4. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and engaging in dialogue with the School Management Committee, parents and the community.
5. Based on the experiences and actions during SIP, TI will prepare an innovative practices record file for himself/herself. This will enrich professionalism in TI.
6. The details of records of attendance for all Internships will be maintained by Mentors and countersigned by IO (**Attendance Record of TI**)

TEACHING LEARNING STRATEGIES

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation/Field Work/learning by doing etc.

ASSESSMENT RUBRICS

- 10 Lesson Plans (10 x 10 Marks)
- Other document sheets/records
(as per list of documents in annexure 2)

Marks: 200

Marks: 100

Marks: 100