

Semester III
PART – C: INTERNSHIP TEACHING
MPCC –301: Course : School Internship

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	6	6	-	192	192

ESSENCE OF THE COURSE

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 Institution. The intern must be immersed in all aspects of the physical education programme as offered by the school but with the provision that the intern is enabled to be creative in her role as a practitioner. The intern should have pedagogical freedom to innovate, experiment & adapt various teaching styles and a wide variety of lead up activities. To achieve the aim of the programme the intern will need to integrate the knowledge base, understanding of children and a variety of activities games/minor games, teaching basic skills in sports and games, indigenous activities.

The institution and the school/college/sport organisation/sport academies/sports clubs focusing on the benefit will accrue to the school/college/sport organisation/sport academies/sports clubs by the proposed partnership model. The programme will be largely field based so that the intern will get to experience the real problems that a practitioner has to deal with.

The focus will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process duly guided with faculty supervisors & mentors.

COURSE OBJECTIVES:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and
- Organization of such activities.
- To learn to assess different aspects of children learning in physical education.

STUDENT LEARNING OUTCOMES:

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense and neuromuscular co-ordination.

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:

150

- 10 Lesson Plans (10 x 10 Marks)

100

- Other document sheets/records

50

(as per list of documents in annexure 2)

Marks:

Marks:

Marks:

