**Part-III Engagement with the Field/Practicum**

**COURSE 008.1**

**School Experience and Community Work**

**Internal: 60**

**External: 40**

1. School Experience
2. Community work

School Experience:-

Step I Orientation in the institution by Academic Experts (7 to 10 days July last week)

* Teaching skills(orientation & Demorest ration)
* Maxims
* Classroom management
* Needs of Diversity in classroom & its inclusion
* Subject wise orientation of pedagogy
* Orientation of other relevant topics

(Record of orientation experience – to be prepared by all trainees

Step II School observation (7 days Aug. middle) fulltime in school

* Observation of regular subject teacher in actual class (at least two classes of teaching subject and one class of any other subject.

Record – observation record.

Step III Orientation for unit planning & teaching in opted teaching subject (7 days August End)

Assigning mentors to trainees ratio 1:10

Step IV School Experience (15 days, Sep I, II week)

At least 2 periods of subject & one or more additional period in any class per day.

Step V Community Experiences (7 days) in nearby community in small group with mentor.

Community work like-Awareness Programs, literacy programme, working for helpless & deprives, programme along with NGO and local agencies etc.

**Marking scheme**

School Principal 20 (Obs. & Unit play Exp.)

Mentor 40 (obs. unit play, Community Work)

External 40 (obs. unit play, Community Work)

Viva on the basis of 7 records

The B.Ed. programme shall provide for sustained engagement with self, the Child, Community and School at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

1. Tasks and Assignments that run through all the courses.
2. School Internship.
3. Courses on Enhancing Professional Capacities.

The curricular areas of ‘Perspectives in Education’ and ‘Curriculum and Pedagogic Studies’ shall offer field engagement through different tasks and projects with the community, the School and the child in school and out of school, these tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers or dialoguing with the School Management Committee etc. Community-based engagement may also include oral history projects with a community of artisans as part of ‘Contemporary India and Education’ or Pedagogy of Social Science/History’. Likewise the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or community.

Several specialized courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

Practicum courses are to be designed to give opportunities to acquire a repertoire of professional capacities and skills in craft, creative drama, music and theatre in education; developing and analyzing curricular material; work with children, work with community, classroom management; systematic observation, documentation and evaluation; there would be a progressive increase in the practicum components as the programme advances to the final year. Practicum courses shall include the following:

Activities and workshops designed to develop the personal and professional aspirations of the self as a teacher in order to provide opportunities to students for self-reflection and analysis. Students learn to be self-critical, questioning and reflective, sharpen their abilities to relate, communicate and develop positive attitudes towards children and teaching.

Workshops designed to use creative drama as an extension of one’s desire to look at oneself and the word; use theatre to deconstruct stereotypes, ask critical questions about society and belief systems and to widen ways of thinking.

Students shall be given opportunities to develop a vast repertoire of capacities and skills in drawing, craft, work education, music and physical movement, school and health education.

*Colloquia:* Colloquia would form an integral part of the B.Ed. programme, to provide opportunities to build connections between theory, observations and classroom teaching. Unlike practicum course(s), colloquium provides for a platform where students draw theory-practice connections in order to interact with children and prepare resources for them. Students are expected to present term papers, practicum reports and participate in group discussions. The colloquia shall include a school contact programme, literature for adolescents, theatre in education and developing a resource centre in schools.

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %. This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field.

**School Internship**

School internship shall be designed to lead to development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills, the curriculum of B.Ed. shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighborhood throughout the year and establishing feedback loop into the school through formal and informal interactions/dialogues. Student teachers shall be equipped to cater to diverse needs of learners in schools.

Schools are to be actively engaged at teaching at two levels namely secondary and senior secondary. They should be provided opportunities to teach in government and private with systematic supervisory support and feedback from faculty.

Internship in school for a minimum duration 16 weeks for a two-year programme, this should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice teaching lessons.

Specific components of the School Internship programme are outlined here below. The School Internship programme shall also include *visits to innovative centres of pedagogy and learning – innovative schools, educational resource centres, teaching – learning centres.*

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns’ lessons by faculty. 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. 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. 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. Moreover, teaching should not be practiced through the reductionist approach of ‘microteaching’ of isolated ‘skills’ and simulated lessons.

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| **Table 1: Components of the School Internship Programme for B.Ed.** | |
| **Components** | **Transaction** |
| Period of School Internship | The Internship shall be conducted in two phase. The first year would include 4 weeks of orientation, of which one week is to be dedicated to classroom observations, one week for community experiences and two weeks for Unite Planning & Teaching in opted teaching subjects.  Teaching during the second year of school internship would be spread over 16 (sixteen) weeks spread over secondary and/or senior secondary level. In the second year, Interns will be expected to be in school for 4 continuous days of a week. 2 days in a week shall be dedicated to planning, developing materials, reflective journal writing, interacting with faculty at the Institute, participating and organizing of school activities faculty shall provide feedback and mentor interns. |
| Orientation to Internship | The purpose of observations would be t understand the school in totality, its philosophy and aims, organization and management; understanding the life of a teacher: needs of the physical, mental, emotional development of children in the elementary and secondary levels; aspects of curriculum and its transaction; quality, transaction, structure, use and assessment of teaching –learning.  Observations would include feedback from faculty, peers and regular teachers in the school.  One faculty to support a maximum of 10 students in a school for feedback, support, guidance and assessment. |
| Planning for teaching  Unit planning | Interns would develop Unit Plans in the subject of the chosen pedagogy optional course with guidance from faculty.  The Unit Plans shall include planning concept maps, transaction strategies and approaches; student’s learning needs and delineation of aspects of assessment. Planning will include integrated plans across subject areas and integrating work and education, art and education. Flexible formats shall be encouraged depending on the nature of subject and the Unit being taught. |
| Internship | Interns would work as a regular teacher on a day to day basis.  Preparing and transacting Unit plans in the opted subject.  Student teachers participate in all the school activities, including planning teaching and evaluation of school teachers, community and children. |
| Supervision at the Internship Program | Faculty would supervise lessons to give oral and written feedback. At least a few lessons should be observed by the practice teaching school teachers. |
| Developing resources | Teacher education institutions shall set up Resource Centres in the schools, where in the faculty also get a chance to teach, undertake collaborative research with school teachers, engage in-service development programs and forums for school teachers.  Materials related to the teaching learning process prepared by student teachers, school children and faculty shall be catalogued and placed in the resource centre, apart from this the resource centre may also contain children’s literature, games and other visual and audio materials. |
| Reflective journals | Interns to maintain regular reflective journals which would include reflections on children’s level of materials, critical analysis of one’s own pedagogy, issues related to school experience, observations of children with reference social cultural background observation of classroom as well as other learning situation in a school development of CCE, issue of classroom management and linkages between pedagogy and theoretical constructs. |
| Project | Drawing upon their experiences during school internship, interns shall be required to undertake small classroom-based research projects in their area of interest. This would enable inters to acquire basic research skills of systematic observation, documentation and analysis and to use these for reflective teaching and learning.  The programme shall provide opportunity to Interns in some of the following collaborative projects: work experience and SUPW; case studies; performance arts; art and craft education; school study; material production(teaching-learning materials) ; child and school health; social work; education/community work; ICT integration; projects in special/inclusive education. |
| Assessment of Internship | All aspects of Internship delineated above shall be assigned weightage for assessing an Intern’s progress during Internship. The assessment shall be a continuous process spread through the year. The feedback given to interns Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. |

**Programme implementation**

The college/institution will have to meet the following specific demands of a professional programme of study:

1. Prepare a calendar for all activities, including school internship. The school internship and other school contact programme shall be synchronized with the academic calendar of the school.
2. Enter into an MoU with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall be preferably government schools, and can include recognized public/aided/unaided upper primary/senior secondary schools. These schools shall form basic contact point for all practicum activities and related work during the course of the programme, not more than ten and twenty interns shall be attached with a school having pupil strength up to 100 (one thousand) and 2000 (two thousand) respectively.
3. Transaction of the foundation and the pedagogy course should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals and making linkages with foundation and pedagogy papers in colloquia, observations of children in multiple social culture environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
4. Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
5. Organize academic enrichment programmers including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
6. School teacher shall be invited to teacher education institutions for feed back to student teachers and for extension/guest lectures and organizing colloquium.
7. There shall be a provision for grievance redressal for students with regard to aspects of programme implementation. Mechanism shall be worked out to address issues of biases where faculty other than the ones actually dealing with the course/subject or through the involvement of school mentor and external expert in addition to the internal examiners shall be involved.
8. In the case where multiple teacher education programmers are offered in a single institute, there would be a designated faculty coordinator for each of the programmes offered.
9. There shall be a designated person from among the faculty for coordinating school internship programme.
10. There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty and grievance redressal.

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