

School Internship

Maximum Marks: 450

Year I: 250; Year II: 200

To be internally assessed

Rationale and Aim

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 DIET. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school 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. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

The internship is a 2-year programme but with different expectations of what the intern is supposed to achieve in each year. First year will be dedicated to teaching at primary level whereas in the second year, internship will be organized in upper primary schools. The focus in the first and second year will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process. Then the intern will function as a regular teacher but with the support of the teacher education institution in the form of guidance from and dialogue with faculty supervisors. During first year of internship, the intern will teach Punjabi, English, Mathematics and EVS. In the second year of internship at upper-primary level, the intern will opt for any two from Punjabi, English, Hindi, Mathematics, Science and Social Science.

Year I & Year II

Specific Objectives (First Phase For 15 days in each year)

1. To observe children and the teaching learning process in a systematic manner.
2. To learn to relate to and communicate with children.
3. To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
4. To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
5. To reflect critically on practice by visiting a learning centre

These objectives can be achieved by the following components of the programme, with the proposed weightage for each:

Weightage in Marks	
First Year & Second Year	
• Developing student profiles	5+5+10
• Critical analysis of texts and material	4+4=8
• Critical analysis of material, cells and corners	4+4=8
• Developing resource material	15+15=30
• Interacting with and observing students	15+15=30
• Visiting a learning centre and reporting	7+7=14
Total 50+50=100	

Specific Objectives (Second Phase For 45 days in each year)

1. To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
 2. 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.
 3. To be able to innovate within existing systemic limitations.
 4. To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
 5. To critically reflect on her own school experiences and keep records of the same.
 6. To learn to assess different aspects of children's learning without a focus only on achievement.
- These objectives require the following components in the programme with the stated weightage:

Weightage in Marks	
• Planning	60+50=110
• Teaching	80+60=140
• Reflective Journal and Record Keeping	60+40=100
Total 200+150=350	

The School Internship Programme could include visits by the interns to centres of innovative pedagogy and learning, wherever feasible; undertaking classroom-based research projects; developing and maintaining resources in the Internship schools. School Internship should be designed for interns to teach for 4 consecutive days per week for a minimum period of 12-20 weeks, including an initial phase of observing a regular classroom.

The practice of teaching during school internship would include not more than 4 Unit

Plans per subject. Planning of the Units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject-matter, formulating questions specifically to: (a) assess knowledge base and understanding of students; (b) further the process of knowledge construction and

meaning-making in the classroom; and (c) assess students learning to improve pedagogic practice and further enhance learning.

The intern will necessarily have supervisory support from the faculty in the form of general and 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. 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 she has studied.