

student activities/assignments. Post-internship Activities and Follow-up activities are to be 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 **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 student-teachers having Post Graduate degree in the concerned Optional Subject are permitted to teach at the 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 41 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 Portfolio

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 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
Other interventions in the classroom		
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
Documents		
8	Observation report of classroom teaching of mentors/	05

	peers	10
9	Record of lesson Plans	05
10	Audiovisual aids made by the intern (which are not ICT related)	10
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
	ICT related expertise	
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
	Liaison with school	
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 organized by the trainee (if any) supported by an appreciation letter by the HM / Principal.	15
	TOTAL	260

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