**SCHEME**

**B.Ed.**

**(Bachelor of Education)**

****

**School of Education**

**Academic Session : 2019-21**

**Course Structure of Bachelor of Education (B.Ed.) under Choice Based Credit System for the Session 2019-21**

**Total No. of Credits in Four Semesters = 98 (90 + 8) (B.Ed. Course +Course offered by other Department) B.Ed. Semester-I**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.**  **No.** | **Course Code** | **Total Credits** | **Paper Title** | **Total**  **Marks** | **Credits**  **(Theory/Tutor ial/Practicum)** | **Class Teaching Hours per week** | **Internal**  **Assessment**  **Weightage** | **External**  **Assessment**  **Weightage** |
| 1 | SOE020101C3104 | 4 | Childhood and Growing Up | 100 | 4 | 4 | 30% | 70% |
| 2 | SOE020102C3104 | 4 | Contemporary India and Education | 100 | 4 | 4 | 30% | 70% |
| 3 | SOE020103C3104 | 4 | Assessment for learning | 100 | 4 | 4 | 30% | 70% |
| 4 | SOE020104C3104 | 4 | Value and Peace Education | 100 | 4 | 4 | 30% | 70% |
| 5 | SOE020105C1102 | 2 | Language Across the Curriculum | 50 | 2 | 2 | 30% | 70% |
| 6 | SOE020106C1102 | 2 | Understanding Discipline and Subjects | 50 | 2 | 2 | 30% | 70% |
| 7 | SOE020107C1102 | 2 | Reading and Reflection on Text | 50 | 2 | 2 | 30% | 70% |
| 8 |  | **4** | **To be taken from other**  **Department/MOOC** | 100 | 4 | 4 | 30% | 70% |
|  | **Total** | **26** |  | **650** | **26** | **26** |  |  |
|  | **Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours** | | | | | |  |  |
| • | * **1 Credit Theory = 16 hours in a semester** * **1 Credit = 25 Marks** | | | | | |  |  |
| • | • **Course Code offered to other Department in Semester I is presented in Table-1** | | | | | |  |  |

**Table-1: List of Courses offered by the School of Education to other Departments in Semester-I and III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Course Code** | **Course Title** |  |
| 1 | SOE020134GEC3104 | Value Based Education | Semester I |
| 2 | SOE020135GEC3104 | Art in Education | Semester I |

# B.Ed. Semester-II

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.**  **No.** | **Course Code** | **Total Credits** | **Paper Title** | **Total**  **Marks** | **Credits**  **(Theory/Tutorial/ Practicum)** | **Practical** | **Class Teaching/**  **Field Based**  **Activity Hours per week** | **Internal**  **Assessment**  **Weightage** | **External**  **Assessment**  **Weightage** |
| 1 | SOE020208C3104 | 4 | Learning and Teaching | 100 | 4 | 0 | 4 | 30% | 70% |
| 2 | SOE020209C3104 | 4 | Knowledge and Curriculum | 100 | 4 | 0 | 4 | 30% | 70% |
| 3 | SOE020210C3104 --  SOE020217C3104 | 4 | Pedagogy of School Subject-1\* | 100 | 4 | 0 | 4 | 30% | 70% |
| 4 | SOE020210C3104 --  SOE020217C3104 | 4 | Pedagogy of School Subject-2\* | 100 | 4 | 0 | 4 | 30% | 70% |
| 5 | SOE020218C2024 | 4 | Drama and Art in Education | 100 | 2 | 2 | 6 | 50% | 50% |
| 6 | SOE020219C0022 | 2 | Critical Understanding of ICT | 50 | 0 | 2 | 4 | 50% | 50% |
| 7 | SOE020220C0044 | 4 | School Internship\*\* | 100 | 0 | 4 | 8 | 50% | 50%\* |
|  | **Total** | **26** |  | **650** | **18** | **8** | **34** |  |  |
| **Practicum/Hands on/ Students Activity /Seminar/Workshop etc. during Practicum hours**   * **1Credit Theory = 16 hours in a semester** * **1 Credit = 25 Marks** * **\*Pedagogy of School Subject-1\* & Subject-2\* may choose from List given below in Table-2.** * **\*\*Students will be engaged with school for the four weeks during the Semester.**   **Course Code offered to other Department in Semester II is presented in Table-3** | | | | | | | |  |  |

**Table-2: List of Pedagogical Courses\* offered by the School of Education in Ist Year (Semester II)**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Course Code** | **Course Title** |
| 1 | SOE020210C3104 | Pedagogy of Hindi |
| 2 | SOE020211C3104 | Pedagogy of English |
| 3 | SOE020212C3104 | Pedagogy of Social Sciences |
| 4 | SOE020213C3104 | Pedagogy of Mathematics |
| 5 | SOE020214C3104 | Pedagogy of Life Science |
| 6 | SOE020215C3104 | Pedagogy of Physical Science |
| 7 | SOE020216C3104 | Pedagogy of Economics |
| 8 | SOE020217C3104 | Pedagogy of Commerce |

## Table-3: List of Courses offered by the School of Education to other Departments in Semester-II

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Course Code** | **Course Title** | **Semester** |
| 1 | SOE020236GEC3104 | ICT in Education | Semester II |
| 2 | SOE020237GEC3104 | Essentials of Guidance and Counseling | Semester II |
| 3 | SOE020238GEC3104 | Performing and Visual Arts | Semester II |

# B.Ed. Semester-III

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Course Code** | **Total**  **Credits** | **Paper Title** | **Total Marks** | **Credits**  **(Theory/Tutorial/ Practicum)** |  | **Class Teaching/**  **Field Based**  **Activity Hours per week** | **Internal**  **Assessment**  **Weightage** | **External**  **Assessment**  **Weightage** |
| **Practical** |
|  |
| 1 | SOE020321C001616 | 16 | **School Internship\*** | 400 | 0 | 32 | 32 | 60% | 40% |
| 2 |  | **4** | **\*To be taken from other Department** | 100 | 4 | 0 | 4 | 30% | 70% |
|  | **Total** | **20** |  | **500** | **4** | **32** | **36** |  |  |
| **Practicum includes lesson planning/ Engagement with the field/ Hands-on experience/activities/seminars/workshops etc.**  courses for advanced level pedagogy ( senior secondary level) can be offered to post graduates in a school subject.  @ internship + school and community-based activities ( credits 14+2) = Marks 350+50=400  **Note: During School Internship School and Community-Based Activities may be arranged in terms of resources available in the teacher education institutions/university.**    **\*School Internship will be treated as Practicum Course.**  **1Credit Theory = 16 hours in a semester**  **1 Credit = 25 Marks**  **\* Students will be engaged with school for 16 weeksduring the Semester.**  **\*Courses offered by the other Department: maximum -4 Credits** | | | | | | | | | |

# B.Ed. Semester-IV

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Course Code** | **Total Credits** | **Paper Title** | **Total**  **Marks** | **Credits**  **(Theory/Tutorial/ Practicum)** | **Practical** | **Class Teaching/**  **Field Based**  **Activity Hours per week** | **Internal**  **Assessment**  **Weightage** | **External**  **Assessment**  **Weightage** |
| 1 | SOE020422C3104 | 4 | Gender, School and Society | 100 | 4 | 0 | 4 | 30% | 70% |
| 2 | SOE020423C3104 | 4 | Transaction of Curriculum:  Issues & Challenges | 100 | 4 | 0 | 4 | 30% | 70% |
| 3 | SOE020424C3104 | 4 | Creating an Inclusive School | 100 | 4 | 0 | 4 | 30% | 70% |
| 4 | SOE020425C1102 | 2 | Understanding the Self | 50 | 2 | 0 | 2 | 50% | 50% |
| 5 | SOE020426C1102 | 2 | Environmental Education | 50 | 2 | 0 | 2 | 30% | 70% |
| 6 | SOE020427C2024 | 4 | Yoga Education | 100 | 2 | 2 | 6 | 30% | 70% |
| 7 | SOE020428DCEC1102- SOE020433DCEC1102 | 2 | Optional Course\*-1 | 50 | 2 | 0 | 2 | 30% | 70% |
| 8 | SOE020428DCEC1102-  SOE020433DCEC1102 | 2 | Optional Course\*-2 | 50 | 2 | 0 | 2 | 30% | 70% |
|  | **Total** | **24** |  | **600** | **22** | **2** | **24** |  |  |
| **Practicum/Hands on/ Students Activity /Seminar/Workshop/etc; during Practicum hours**   * **1Credit Theory = 16 hours in a semester** * **1 Credit = 25 Marks\*Optional Course may choose from Table-4.**   **Course Code offered to other Department in Semester IV is presented in Table-5** | | | | | |  |  |  |  |

**Table-4: List of Optional Courses offered by the School of Education in 2ndYear (Semester IV)**

## Choose any two from the following List

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Course Code** | **Course Title** |
| 1 | SOE020428DCEC1102 | Educational Administration and Management |
| 2 | SOE020429DCEC1102 | Life Skills Education |
| 3 | SOE020430DCEC1102 | Guidance and Counselling |
| 4 | SOE020431DCEC1102 | Health &Physical Education |
| 5 | SOE020432DCEC1102 | Education in Indian Constitution |
| 6 | SOE020433DCEC1102 | Comparative Education |

**Table-5: List of Courses offered by the School of Education to other Departments in Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Course Code** | **Course Title** | **Semester** |
| 1 | SOE020439GEC3104 | Educational management and Leadership | Semester IV |
| 2 | SOE020440GEC3104 | Peace education | Semester IV |

# ABOUT INTERNSHIP

**4 weeks of internship preparation and exposure to school life spread through different courses in First year and 16 weeks of internship in Second year which shall include two weeks of community based activities.**

**Marking Scheme:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Based Internship Programme** | **Examination Scheme** | |  |
| **Internal Assessment** | **External Assessment** | **Total Marks** |
| **60 Marks** | **40 Marks** | **100 Marks** |

**Evaluation Stragies:**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Activity** | **Mode** | **Weightage of Marks** |
| **1** | Skills in teaching (10 micro teaching lessions in both pedagogy Papers) | Presentation | 10+10 |
| **2** | School observation/Class room observation (both Teaching Subject) | - | 10+10 |
| **3** | Internal Viva | Viva-Voce | 10+10 |
|  | **Total Marks** |  | **30+30=60** |

## Essence of School Internship Programme (SIP)

* School Internship would be a part of the broad curricular area of “Engagement with the field” and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. provides for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighbourhood throughout the year. Student teachers shall be equipped to cater to diverse needs of learners in schools. The preparation of internship would be done through practicum activities across different courses and by making provisions for organising activities like visit to educational resource centres, innovative centres of pedagogy and learning,etc. It shall be organised for 4 weeks in the **first year** of the course and spread throughout the year as per the resources available to the Teacher education institution (TEI)/ University.

* Students are to be actively engaged in planned teaching for 16 weeks in the **Second year** of the course. This should include two weeks of school and community based activities like cleanliness drive in the neighbourhood, awareness on environmental concerns,etc.
* Students are to be engaged in teaching at any two levels, namely, upper primary,secondary or senior secondary levels classes.They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty. This should also include, besides practice teaching, an initial phase of classroom observation and faculty observations of practicelessons.The students will engage with 80 lessons in the B.Ed.practice teaching (i.e. 40 lessons in each of the two levels of education). Interns would also engage with peer observations, write reflective journals and take up short action research/mini projects on any aspect of the school life.
* Each student-teacher/intern is expected to divide the school internship time in two types of schools in the proportion of 80%-20% (i.e. Government-Private;English-vernacular;Rural-urban;Single-Multi grade;Tribal, minority schools,etc).
* TEI shall select schools as per their choice where student teachers will be allowed as Full Time Interns to undertake various activities.TEI.A TEI Faculty shall mentor and monitor the internship activities while the Principal and subject teachers shall also support/guide the intern in various activities. All of them will assess the interns and a collated grade shall be awarded to the studentteacher.

## The main aim of School Internship is the development of a broad repertoire of Perspectives in: • Professional competencies;

* Teacher dispositions, sensibilities and Teacher Interns (TI) towards catering to diverse needs of learners in schools; and
* Entire school organisation and management, including teaching-learning, co-curricular activities, school environment and cleanliness, and school innovation and leadership. **Teaching Learning Experience**

During the Internship, a student-teacher shall work as a Full time teacher and participate in all the school activities and experience the school life, including:

* Planning;
* Teaching;
* Assessment;
* Interacting with school teachers;
* Interacting with community members; and
* Interacting with children.

## Expected Learning Outcomes

The achievement of above aims of SIP will be done through the below mentioned goals, objectives and competencies:

**Goal 1:** Teacher Interns will develop competence and professional identity as a Teacher, by means of their engagement in school-classroomcommunity matters that will shape their perspective and develop their professional competence to exhibit ethical responsibility as a teacher.

## Objectives

* Interns will demonstrate knowledge of the laws and regulations related to the professional practice of teaching, including any that specifically relates to State, Boards and NCTE.
* Interns will interact professionally with their peers, supervisors (Mentor Teachers and Educators), Administrators, school students and all other individuals encountered daily during the course of internship and will demonstrate professional maturity through their behaviour, appearance and attitude.
* Interns will engage in an ongoing exploration of their professional interests, strengths, and weaknesses.
* Interns will demonstrate professional responsibility with ‘self- classroom- school’ management, proper documentation & reporting, timely submissions-correction-signature and time management.
* Interns will be knowledgeable about their academic programs' requirements, inform their Supervisors/Mentors/Director of those requirements and communicate their needs if they feel that their internship needs are not being adequately met in the school.

***Activities***

1. Interns will conduct themselves in accordance with ethical principles of the practising school.
2. Interns will identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
3. Interns will apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools.
4. Interns will be able to articulate individual theoretical perspectives and approaches, prior to, during, and after completing, internship experience and how they utilize it within the context of treatment in and outside classroom in school.
5. Interns will demonstrate awareness of the impact teachers’ behaviour has on school children, staff members, the public, and the profession.
6. Interns will complete required case documentation, report it and get it evaluated (signed) promptly and accurately.
7. Interns will facilitate completion of individual program requirements including necessary hours.

**Goal 2:** Interns will inculcate and demonstrate necessary skills *(communicative-administrative-managerial)* in different roles (*as a subject teacher, class teacher, individual and group counsellor in school premise, as performance assessor, reporting assessments and providing feedback, as a leader effectively responding to crisis situations in the school campus, and a proactive manager engaging in consultation and collaboration)* for excelling as a professional teacher.

## Objectives

* Interns will demonstrate the ability to communicate as a teacher, administrator and manager of various activities in and outside the classroom (class, laboratories, play-fields, common places like canteen, library, office, entertainment spots etc.).
* Interns will demonstrate knowledge of one's own limitations as a teacher, administrator and manager of various activities including acknowledgment of and inexperience with certain types of children, colleagues, situations and practical areas of weakness in understanding of theory and their applications.
* Interns will effectively assess holistic aspects of students and record them thorough documentation. They will demonstrate the ability to effectively handle individual student and follow-up with individual crisis situations utilizing consultation and collaboration through professional knowledge of self and their mentors.
* Interns will demonstrate involvement in all school processes through preparedness, punctuality, evidence of thoughtfulness, openness to feedback and exploration of issues, ability to articulate own position on a given issue, and willingness to share his or her own work in form of presentation of hand written reports/recordings/videotapes, case reports etc.
* Interns will demonstrate a professional ability to refer individual, group or school issues for acknowledgement, reporting, discussion or solution to administrators, parents, community members or appropriate authorities as and when needed.

## Activities

1. Interns will participate in all regularly scheduled activities of the school.
2. Interns will become familiar with all sorts of formal and informal activities in and outside classroom in the school campus.
3. Interns will 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 members.
4. Interns will identify their own weaknesses in dealing with students and themselves; hence will handle oneself in a more appropriate professional manner.
5. Interns will learn to communicate effectively using variety of media (ICT etc.) in and outside the classroom to work professionally as a successful teacher excelling as communicator-administrator-manager.

**Goal 3:** *Interns will develop skills and competencies for working with diversities (individual, cultural, gender, special ability, etc.) in school and community hence learn to operate successfully and develop an inclusive setting.*

## Objectives

* Interns will demonstrate the ability to examine their own attitudes, assumptions, behaviours, and values in working with individuals with various types of diversity issues.
* Interns will demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
* Interns will demonstrate the ability and readiness to seek consultation with mentors/experts for dealing with individuals having various types of diversity issues prior to further engaging in teaching- learning.

Activities

1. Interns will explore personal biases, stereotypes and cultural assumptions as they affect their professional practice as a School Teacher.
2. Interns will provide, culturally-relevant and competent services for holistic growth, to students from diverse populations attending the schools.
3. Interns will become more aware of how culture influences their world- view, life- view and professional practice as a School Teacher.

**Goal 4:** *Interns will demonstrate the professional ability to provide education; outreach and liaison including school and neighbourhood watch and cleanliness through collaboration with the school community and off-school campus community, interdisciplinary colleagues/experts and Teacher Education Institutions. They will also ensure sharing of continuous and comprehensive assessment based performance of learners in Parent-Teacher Meetings for sustained growth of the learner.*

## Objectives

* Interns will demonstrate the ability to participate in community activities, collaborate with the Health Centre, Sports Centre, Student Affairs professionals, school staff, other school teachers, parents, University Departments, Teacher Education Departments, administrative units in and outside school (Boards, railways, roadways, NCC, etc.).
* Interns will demonstrate competence in facilitation and presentation skills using appropriate technology and with proper documentation for ensuring efficient liaisoning.
* Interns will actively participate in Continuous and Comprehensive Evaluation (CCE) and PTA meetings in the school.

## Activities

1. Interns will be knowledgeable about consultation and liaison relationships in general and with particular regard to a school community.
2. Interns will develop ability to participate in various extension activities and administrative works related to welfare of individual students and community.
3. Interns will become efficient in CCE based assessment procedures, reporting and PTA meeting conduction in schools.

## Duration: 16 weeks

The B.Ed. curriculum shall provide for sustained engagement with:

* the Self,
* the Child,
* the Community, and • the School

At different levels, and by establishing close connections between different curricular areas.

* In the first year, there shall be engagement with the field and practicum through different courses to develop an integrated picture and perception of school and classroom, along with experience of teaching and feedback etc.
* Minimum 16 (Sixteen) weeks are for school internship which would include engaging with teaching and experiencing school life. It would also include community based activities and observation and documentation of at least two types of SchoolsGovernment/private,rural/urban,single/multi grade,tribal and Inclusive/Special schools / Low achievement schools / high achievement schools etc.

## Suggested outline of School Internship Programme

The Pupil Teachers/Teacher Interns will have the opportunity to enhance planning, teaching and assessment, interacting with school teachers, interacting with community members and interacting with children.

The Teacher Intern will have opportunity to work as a regular teacher and participate in all the school activities, including:

* Planning,
* Teaching,
* Assessment,
* Interacting with School Teachers, • Interacting with Community Members,
* Interacting with Children.
* Crisis Management, and
* Involvement in Outreach Activities.

1. On every working day Pupil Teacher (PT) /TI will get direction by a Mentor School Teacher (MST) during school hours. During four weeks in Semester I and II the Mentor Prospective Teacher Educator (MPTE) and Mentor Teacher Educator (MTE) will observe **(regularity and up keep of records),** interact, advise and instruct the PT/TI.
2. During sixteen weeks internship, each week Interns will receive 2 hours of weekly individual supervision/ group supervision by Mentor Teacher Educator/s (based on group discussion among internees, problems, experiences, cases will be discussed and Day-wise Weekly Reports will be checked and verified), and 2 hours of weekly training seminars by Internship Director (ID) and Core Group for Internship (CGI).

Seminars and consultations will be provided by the CGI which will include a team of Teacher Educators, School Teachers/ Educational Administrators i.e. professionals in the field of teaching and school administration. **Suggested Training Activities**

## i) Individual Supervision

Each intern will receive at least 2 hours per week of regularly scheduled effective supervision from a Teacher Educator. Additional unscheduled supervision and consultation with the supervisor and other staff members are available and encouraged. Individual supervision will focus primarily on an intern's personal strengths and weaknesses as a teacher, communicator and leader/ manager of the classroom events. Conduct in the class and teacher ethics (ethical conduct towards students, ethical conduct towards profession, ethical conduct towards peers and colleagues, and ethical conduct towards community and parents) and other professional issues are to be monitored and equally valued for discussion.

Supervisor/Mentor Teacher Educators may be rotated during mid-semester so that interns will have an opportunity to experience different supervisory styles. The primary supervisor/mentor will be responsible for ensuring that intern is getting a comprehensive experience in holistic terms of theory and practice in school and classroom (inside and outside). The primary supervisor/mentor will monitor all written and verbal communications regarding all aspects and will co-sign progress notes and reports. The primary supervisor will also monitor the intern’s adherence to internship guidelines and procedures. Additionally, the primary supervisor/mentor will be responsible for evaluating the intern’s performance during internship and providing feedback to the intern.

It is the responsibility of the intern to keep his/her supervisor/mentor apprised of all issues during internship. In the event that a supervisor/mentor is unavailable (leave etc.), the intern should inform/consult with another professional staff member who has taken the responsibility during that period.

ii) Group Supervision

Interns will meet together with the Internship Director (ID) and Core Group for Internship (CGI) for at least 1/2 hour/s each week to discuss internship issues and seek advice to gain additional support for holistic development as a school teacher.

## Suggested SIP Authorities and Key-Terms

The effectiveness of SIP depends on the authorities and their professional touch related to SIP. Therefore, for effective implementation of SIP following authorities’/key terms will be in use.

*Internship Director (ID):*The Head / Principal or his/her nominee shall be the Internship.

*Core Group of Internship (CGI):* It will consist of a group of Teacher Educators of which there shall be at experts from different pedagogy areas. Besides, there will be one senior teacher educator (preferably Professor) and one Teacher Educator (Associate Professor/ assistant Professor). All members will be nominated by the Head / Principal. One of them will be the convenor. For smooth conduction, facilitation and official liasoning the core should be provided Secretarial assistance through one office assistance and a peon. The CGI will also be responsible for allotment of Mentors and attaching five TIs with each Mentor. Similarly, the attachment of MPTE will be ensured by CGI in the case where M.Ed. course also exists. Thus CGI will work out modality for ensuring successful organization of “engagement with school” in coordination with ID.

*School Principal:*Principal/s of the school/s chosen for SIP.

*Mentors:*There will be following three categories of mentors (Number of TI allotted to each mentor should be preferably five to ten only) **–**

* Mentor School Teacher (MST): School teacher assigned the responsibility of mentoring.
* Mentor Teacher Educator (MTE): School teacher assigned the responsibility of mentoring. (At least five MPTE will be attached to each MTE for smooth mentoring. Five TI will be allotted to each MTE)
* Mentor Prospective Teacher Educator (MPTE)\*: M.Ed. Students and Research Scholars will be MPTE. (At least five MPTE will be attached to each MTE for smooth mentoring.)

\* Subject to M.Ed. Course being run in an institution. *Teacher Intern (TI) or Pupil Teacher:*The B.Ed. student admitted in the Teacher Education Institution and issued permission letter for internship by the CGI in consultation with the ID.

## Suggested Specific Procedure of SIP

***First Year:*** Gaining some experience with the child, the community and schools in First Year through practicum and engagement with field across different courses.

## Annexure-3: List of Abbreviations

The following terms have been used as abbreviations in the SIP document:

|  |  |  |
| --- | --- | --- |
| SIP | : | School Internship Program |
| *PES* | : | Pre-internship Engagement in Schools |
| *PESCL* | : | Pre-internship Engagement in Schools Completion Letter |
| *SIPPL* | : | School Internship Program Permission Letter |
| *SIPD* | : | School Internship Program Diary |
| *ID* | : | Internship Director |
| *CGI* | : | Core Group of Internship |
| *TI* | : | Teacher Intern/Pupil Teacher |
| *MTE* | : | Mentor Teacher Educator |
| *MST* | : | Mentor School Teacher |
| *ICT* | : | Information and Communication Technology |
| *CCE* | : | Continuous and Comprehensive Evaluation |
| *PTA* | : | Parents Teachers’ Association |
| *SMC* | : | School Management Committee |
| *BOD* | : | Board of Directors |
| *SIPCL* | : | School Internship Program Completion Letter |

*TISIPES* : Teacher Intern School Internship Program Evaluation Sheet.

*SICC* : School Internship Completion Certificate