

**MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR (Raj.)**

**SYALLBUS**

**FACULTY OF EDUCATION**

**SCHEME OF EXAMINATION & COURSE OF STUDIES**



**B.Sc.B.Ed. FOUR- YEARS INTEGRATED PROGRAMME**

**Mohanlal Sukhadia University, Udaipur (Raj.) – 313 001**  
**MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR (Raj.)**

**Course : 24 INTERNSHIP PROGRAMME (School Intership Phase-I)**

School Internship is designed to lead to the development of broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. 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.

Objectives –

After completion of the Internship the student - teachers will be able to –

1. Develop the understanding of the school and its management.
2. Develop the ability to plan and manage the class-room teaching.
3. Develop the sensibility towards diverse needs of learners in school.
4. Develop ability to discharge various responsibilities expected from a teacher.
5. Organize and conduct the co- curricular activities.
6. Get acquainted with various school records maintained by the school.
7. Maintain records expected from a teacher.
8. Develop skills of conducting community contact programmes.
9. Get acquainted with the functioning of SMC.

**Execution of the Internship Programme**

The internship programme shall be divided into 2 years. In the first year, 4 weeks will be allotted. This will include one week of school observation and three weeks of practice - teaching during which each student - teacher has to teach 2 periods per day (one period each for 2 pedagogy subjects). Besides teaching, the student - teacher has to complete his/her tasks and assignments related to the courses mentioned in the first year. The three weeks practice teaching will also include the delivery of criticism lessons (one in each pedagogy subject) and also observation of 5 lessons of peers of each of the two subjects. This practice of teaching programme is adopted so as to give a proper training of teaching skills and thorough guidance to the student-teachers by the subject lecturer.

## Practice Teaching

S. No.	Activity	Marks
1.	Practice Teaching in both the pedagogy subjects in Schools (for three weeks) (At least 13 lessons in each subject)	50+50=100
2.	Peer Group Lesson Observation(ordinary+criticism-5 lesson in each round (5+5)	5+5=10
3.	Criticism Lessons (1-1 in both pedagogy subjects)	10+10=20
4.	Test (Blue print + question paper + Evaluation Key+Remedial Teaching)	10+10=20
	<b>Total Marks</b>	<b>150</b>

**PAPER CODE-9574**

### **Course: 25 EXTERNAL ASSESSMENT**

ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT

**[I YEAR]**

4. The weightage of final lesson will be 100 marks. Final lesson will be conducted at the end of first academic year i.e. after the completion of 1<sup>st</sup> phase of internship.
5. During the final practical examination each candidate will have to teach one Lesson in any one of the two teaching subjects. However, he shall have to prepare lesson plan in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.
6. The Board of examiners for external examination will consist of:
  - d) The Principle of the college concerned.
  - e) One senior member of the college.
  - f) Two external examiners appointed by the university.

Note: - The selection of the faculty member and two examiners be such that, as far as possible, Board of Examiners represent all the three faculties-Humanities, Languages and Science

Balasovriya, A.S. (1994) Teaching Pace to Children, National Institute of Education Maharagama, Sri Lanka.

Balasovriya, A.S. (2000) World Peace through School National Institute of Education, Maharagama.

Canfeid, Jack (1975) 101 Ways to enhance self concept in the classroom, Prentice Hall, Engle Cliffs.

Fountain, Suan (1988) Learning together – Global education, Stanley Thrones Publishers, Ltd. York University.

Graham and David Seiby (1993) Global Teacher – Global learner, Hodder and Stoughton Ltd., London.

Kreidler Willam, I, (1991) Creative Conflict Resolution more than 200 activities for keeping pace in the classroom, Foreman, Scott, Glenview.

Learning the way of Peace, A Teachers Guide to Peace Education (2001) United Nations Educational Scientific and Cultural Organization, New Delhi.

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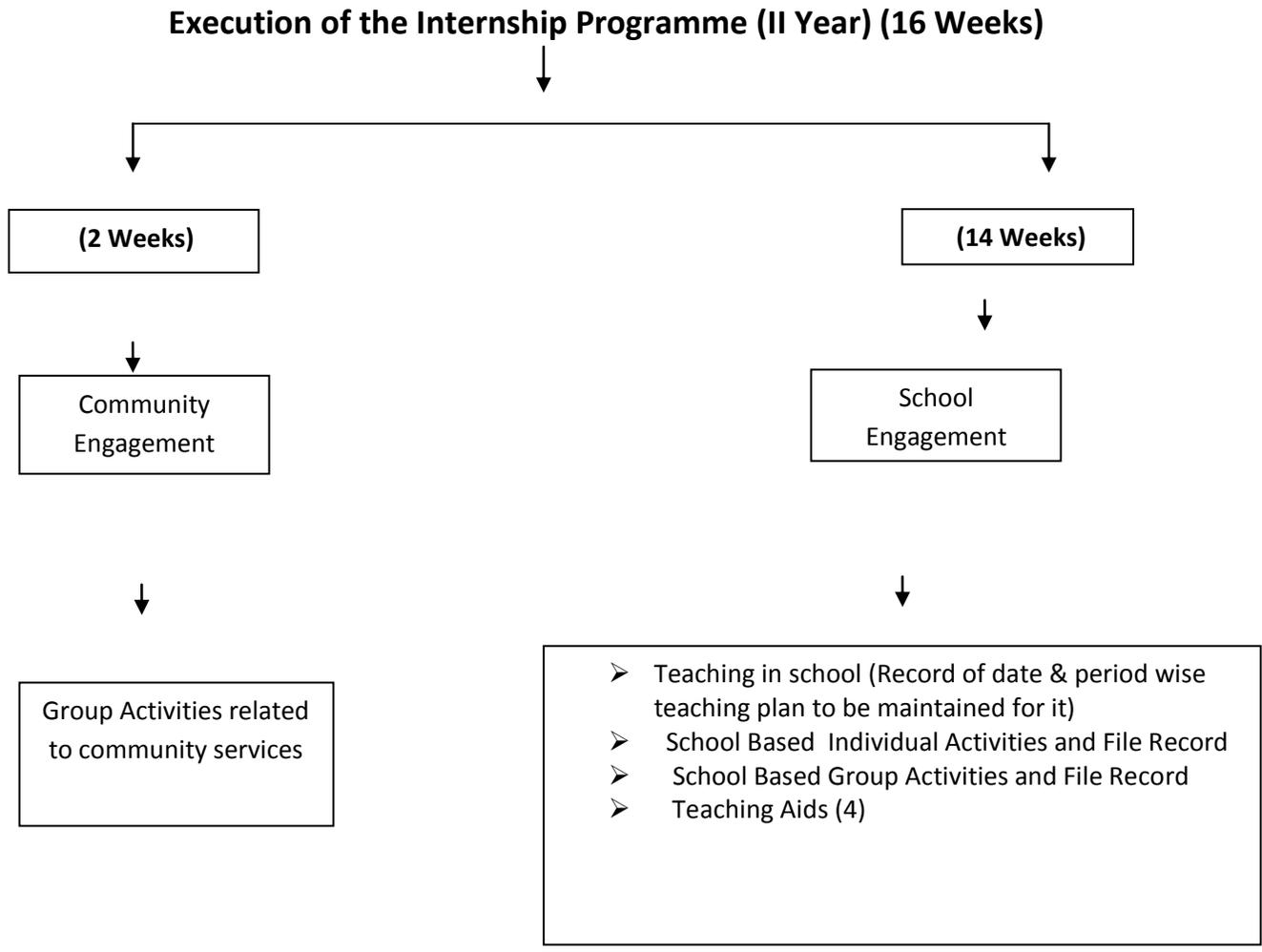
### **Course 36 - INTERNSHIP PROGRAMME (School Internship Phase-II)**

School Internship is designed to lead to the development of broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. 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.

Objectives: After completion of the Internship the student - teachers will be able to –

1. Develop the understanding of the school and its management.
2. Develop the ability to plan and manage the class-room teaching.
3. Develop the sensibility towards diverse needs of learners in school.
4. Develop ability to discharge various responsibilities expected from a teacher.
5. Organize and conduct the co- curricular activities.
6. Get acquainted with various school records maintained by the school.
7. Maintain records expected from a teacher.
8. Develop skills of conducting community contact programmes.
9. Get acquainted with the functioning of SMC.

As per the School Internship: Framework and Guidelines (Jan., 2016) of the NCTE Regulations, 2014, following revised plan of the School Internship is proposed for the consideration of the committee.



During the 14 weeks period of internship in schools, the student-teachers will perform the under mentioned tasks:-

- 1) Interact with Headmaster and mentor teachers of the school about the two teaching Subjects he/she has offered.
- 2) They will teach at least 3-4 periods per day (Minimum of 200 lessons).
- 3) They will have to discharge the duties of a class- teacher of any class.
- 4) They will have to participate in the following activities individually as well as in group. The suggested individual and the group activities are as follows:-

#### **A) Individual Activity**

1. Preparation of time table of the school other than that in force.
2. Maintaining students' attendance and preparing a monthly record of students' attendance.
3. Maintaining Teacher's diary.
4. Case study of a special child.
5. A critical study and report of Institutional plan of the school.
6. Preparation of a progress report of a student of the class of which he /she is the Class teacher.
7. Analysis of school syllabus and textbooks of their pedagogy subjects.
8. Undertaking of Action Research Project on at least one problem area of Schooling.

#### **B) Group Activity**

1. Organising Morning Assembly
2. Organising Literary and Cultural Activities
3. Organising Games and Sports Activities

4. Participation in Parent's-Teacher Meeting and Meeting of School Management Committee (SMC)
5. Observing and participating in Mid-day Meal Programme
6. Organising Science Club or other Club Activities
7. Maintaining discipline in the school.
8. Participating in Community Contact Programmes like- Rallies, awareness Campaigns, community health campaigns, cleanliness campaigns and so on.

**NOTE:** - From group activities (1) to (7), each student- teacher has to participate in at least 5 of the activities and activity no. (8) Is compulsory for all student-teachers

**5)** Study of various records maintained by the school (for instance, stock register, service book, letter receipt & dispatch register, Library book accession & issue register, scholar register, leave account, T.A. bill etc.)

**NOTE:** - Each student - teacher has to submit a file in which detailed reports of all the activities and tasks observed and discharged by him/her are to be mentioned along with reflective thinking. A viva- voce will be conducted after the internship programme. The file record, the viva-voce and the lesson plan diary will form the basis of assessment of the internship programme. The student-teachers performance shall be assessed jointly by the TEI Principal and faculty (The grade recommended for a particular student by the Principal and mentor teachers of internship school must also be considered.)

### **Evaluation for Internship Programme**

Evaluation for internship programme will consist of two parts – Internal Evaluation & External Evaluation, the details of which are as follows:

<b>INTERNAL EVALUATION</b>		
1	Teaching in Schools (Record of date and period wise teaching plan to be maintained for it.	100
2	Individual Activities and File Record	80
3	Group Activities and File Record	30
4	Teaching Aid (4)	20
5	Community Engagement and Report writing	20
<b>Total Marks</b>		<b>250</b>
<b>EXTERNAL EVALUATION</b>		
1.	Viva-Voce for Internship Programme (50 marks) Written test based on internship (50 marks) Power point presentation and documentation of internship (50 marks)	150
<b>Total Marks</b>		<b>400</b>

**Note:-**

1. The grand total for the internship programme of both the years is 550 marks (150+400)
2. The weightage of external evaluation (Viva-voce for II Year) of internship will be 150 marks.
3. During the viva- voce, student will present all the records of the work done during the internship (II Year) programme viz. teaching in school, individual and group activities.
4. Power point presentation (including videos of various activities) of the work done by the students during the second year of internship is desirable at the time of viva-voce.
 

**The Board of examiners for Viva-voce will consist of:**

  - a) The Principal of the college concerned.
  - b) One senior member of the college. (Preferably Internship Incharge)
  - c) Two external members appointed by the university.