

University of Allahabad

Department of Education

SCHOOL EXPERIENCE PROGRAMME (SEP) HANDBOOK

Integrated Teacher Education Programme (ITEP)

(Four-Year Integrated B. A. B. Ed./ B. Sc. B. Ed. Secondary Stage)

1. AIM OF THE SCHOOL EXPERIENCE PROGRAMME

The School Experience Programme is an integral and core component of the four-year Integrated Teacher Education Programme (ITEP). It provides sustained, supervised, and critically reflective engagement with the school ecosystem so that student-teachers develop a broad repertoire of perspectives, professional capacities, teacher sensibilities, dispositions, and skills required to address the diverse needs of learners.

During the School Experience Programme, student-teachers (referred to as **Teacher Interns – TI**) function as regular teachers and participate fully in all school activities – planning, teaching, assessment, administration, co-curricular organisation, community engagement, parent interaction, and inclusive practices.

2. SCHOOL EXPERIENCE GOALS

The programme is designed to achieve the following four goals:

Goal 1: Develop professional identity, ethical responsibility, and competence through active engagement in school-classroom-community processes.

Goal 2: Inculcate communicative, administrative, managerial, and leadership skills required for various teacher roles (subject teacher, class teacher, counsellor, assessor, crisis manager, collaborator).

Goal 3: Build competencies to work with diversity (individual, cultural, linguistic, gender, socio-economic, special needs) and create inclusive learning environments.

Goal 4: Demonstrate ability to collaborate with school community, parents, external stakeholders, and interdisciplinary professionals, and to conduct continuous comprehensive assessment and share learner progress meaningfully.

3. DURATION AND CREDIT DISTRIBUTION (Total 20 Credits)

Component	Credits	Semester
Pre-Internship	2	5
School Observation	2	6
Internship	10	7
Creating TLM (using local resources)	2	7
School-based Research Projects	2	8
Post-Internship	2	8
Total	20	

One credit $\approx$ minimum 30 hours of supervised field/practical work.

4. AUTHORITIES AND KEY TERMS

- **Internship Director (DI):** Head, Department of Education or nominee – overall responsibility for SEP.
- **Core Group for School Experience (CGSE):** Six faculty members (at least one pedagogy expert each for Language, Social Science, Science, Mathematics + two others). Nominated by Head. Internship director or any faculty member shall act as the Convenor. Responsible for school allotment, mentor assignment, monitoring, and certification.
- **Mentor Teacher Educator (MTE):** Faculty member supervising a group of TIs.
- **Mentor School Teacher (MST):** Experienced school teacher assigned by Principal to guide the TI on a day-to-day basis.
- **Teacher Intern (TI):** ITEP student-teacher undergoing school experience.
- **Practising School:** Government/Private/Aided schools affiliated to CBSE/State Board/Other boards selected by the Department.

4.1 Stakeholders' Responsibilities

- The successful implementation of the internship programme requires coordinated efforts from multiple stakeholders. Their roles and responsibilities are outlined below:

A. Role of the Head of the Department/ Internship director:

The Head of the department shall provide academic leadership and administrative support by:

- Identifying and ensuring the availability of an adequate number of internship schools.
- Signing Memoranda of Understanding (MoUs) with participating schools.
- Clearly communicating mutual expectations between the ITEP institution and schools.
- Appointing and supporting the Internship Programme Coordinator.
- Monitoring the overall progress and quality of the School Experience Programme.
- Ensuring alignment with NEP 2020 and ITEP guidelines.

B. Role of Teacher-Educators of the Department (MTE)

Teacher-Educators shall provide academic guidance, supervision, and evaluation by:

- Guiding student teachers in lesson planning, activity design, assessment practices, observation of peer teaching, action research, and case studies.
- Conducting regular pre-lesson and post-lesson discussions.
- Assessing lesson transactions using standardized rating proformas.
- Providing constructive feedback for continuous improvement.
- Submitting monitoring and supervision reports to the institution in a timely manner.
- Organizing phase-end meetings with student teachers and school mentors to review progress and performance.

C. Role of the School Head

The School Head shall facilitate a **supportive school environment** by:

- Introducing student teachers to the school staff and students during the assembly.
- Facilitating teaching opportunities across stages—Foundational, Preparatory, Middle, and Secondary.
- Ensuring alignment of timetable, lesson plans, and assigned activities.
- Countersigning attendance registers maintained by mentors or group leaders.
- Providing necessary facilities and resources for teaching and assignments.
- Granting leave in exceptional circumstances.
- Involving student teachers in curricular and co-curricular activities.
- Organizing phase-end review meetings.

- Certifying reports and documents submitted by student teachers.
- Providing feedback on student-teacher performance and suggestions for programme improvement.

D. Role of School Mentors (MST)

School Mentors shall provide **day-to-day academic and professional support** by:

- Guiding student teachers in preparing detailed lesson plans and activity schedules.
- Reviewing lesson plans prior to classroom transaction.
- Observing student teachers' classes and assessing them using prescribed proformas.
- Providing continuous and constructive feedback.
- Conducting post-lesson discussions regularly.
- Countersigning peer-teaching observation schedules.
- Organizing meetings with student teachers and supervisors to discuss progress, challenges, and professional learning.

E. Role of the Student-Teacher (TI)

Student teachers shall demonstrate **professional responsibility and reflective practice** by:

- Reporting to the school at least one day prior to the commencement of internship.
- Understanding class assignments, timetable, and teaching responsibilities.
- Marking attendance as per school norms.
- Planning and executing lessons and activities with mentor guidance.
- Seeking support from mentors and supervisors when required.
- Obtaining approval for lesson plans before classroom transaction.
- Teaching according to the school timetable and taking substitute classes when assigned.
- Adhering to school conduct and dress code.
- Maintaining a reflective diary documenting innovations, challenges, and improvements.
- Participating actively in school activities and maintaining professional relationships.
- Submitting teaching profiles and required documentation on time.
- Returning all school materials before completion of the internship.

5. COMPONENTS AND DETAILED ACTIVITIES

5.1 Pre-Internship (Semester 5, 2 Credits)

5.2 School Observation (Semester 6, 2 Credits)

5.3 Internship + Creating Teaching-Learning Materials using Local Resources (Semester 7, 10+2=12 Credits total)

Supervision:

- Daily guidance by MST.
- Weekly visit/observation/feedback by MTE.
- Fortnightly follow-up workshop at the Department (2 hours) with CGSE for reflection, problem-solving, and record verification.

5.4 School-based Research Projects (Semester 8, 2 Credits)

5.5 Post-Internship (Semester 8, 2 Credits)

- Return to institute.
- Group-wise sharing of internship experiences.
- Presentation of highlights, challenges, and learnings.

- Submission of comprehensive School Experience Report consolidating all records, reflective journal, research report, and TLM portfolio.
- Final reflective seminar.

6. RECORDS AND DOCUMENTATION (As prescribed by in the respective course):

Teacher Interns must maintain and submit (duly signed by MST & MTE):

7. EVALUATION SCHEME (20 Credits)

Evaluation will be continuous, internal & external, and based on active participation, regularity (minimum 90% attendance), quality of records, teaching performance, and reflective depth. Detailed description of the evaluation strategy has been given in the respective courses.

1. Pre-Internship Practice

Assessment mechanism:

Components	Classroom Teaching Skills	Reflective Practice	Professional Artifacts
Internal Assessment (40 Marks)	20	10	10
End term Assessment (60 Marks)	30	15	15

End-term Assessment of 60 marks shall be done by the Board of examiner (one external and one internal) on the basis of report submitted for each task and performance on viva-voce/ practical demonstration/ exhibition etc. The Board of examiner shall be appointed by the BoS, Department of Education, UoA.

Assessment and Evaluation Framework: Distribution of weighted of Credits/Marks

Competence / Artifact	Method of Assessment	Assessed By	Credits
Classroom Teaching Skills (Simulated presentations, Skill integration)	Simulated Presentation / Micro-teaching	Teacher-Educator	1.0
Reflective Practice (Group discussions, Seminars, Workshops)	Systematic Observation	Teacher-Educator	0.5
Professional Artifacts (Lesson Plans, Unit Plans, TLMs, E-Content, Action Research Design)	Portfolio Evaluation	Teacher-Educator	0.5

2. School Observation

Assessment mechanism:

Components	Professional Engagement	Comprehensive School Profile
Internal Assessment (40 Marks)	10	30
End term Assessment (60 Marks)	15	45

End-term Assessment of 60 marks shall be done by the Board of examiner (one external and one internal) on the basis of report submitted for each task and performance on viva-voce/ practical demonstration/ exhibition etc. The Board of examiner shall be appointed by the BoS, Department of Education, UoA.

Assessment Framework: Distribution of Marks

Competence / Artifact	Method of Assessment	Assessed By	Credits
Professional Engagement	Observation of active participation during school visits	Teacher Educator	0.5

Comprehensive School Profile	Evaluation of written report, group presentation, and reflections	Teacher Educator	1.5
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3. Creating Teaching Learning Material

Assessment mechanism:

Components	Developed TLM	TLM Manual
Internal Assessment (40 Marks)	20 (10 for each pedagogy subject)	10 (05 for each pedagogy subject)
End term Assessment (60 Marks)	30 (15 for each pedagogy subject)	15 (7.5 for each pedagogy subject)

End-term Assessment of 60 marks shall be done by the Board of examiner (one external and one internal) on the basis of report submitted for each task and performance on viva-voce/ practical demonstration/ exhibition etc. The Board of examiner shall be appointed by the BoS, Department of Education, UoA.

Assessment Scheme

Competence / Artifact	Method of Assessment	Assessed By	Credits
Developed TLM	Exhibition & Demonstration	Panel of 2 Experts (Inc. External)	1.5
TLM Manual	Presentation & Review	Teacher Educator	0.5

4. Internship in Teaching

Assessment mechanism: Distribution of Internal Assessment of 40 marks shall have decided as per the given task. End-term Assessment of 60 marks will be done by the by Board of Examiner (Two External and One Internal Expert) on the basis of report submitted for each task and performance on viva-voce/ practical demonstration/ exhibition as decided by BoS, Department of Education.

Component	Unit Planning, Lesson Planning & Transaction	Assessment Planning and Execution	Participation / Organization of School-Level Activities	Preparation of Logbook / Teacher's Diary	Overall Feedback on Student-Teacher Performance	Test Lesson (One in Each Pedagogical Method)
Internal Assessment (40 Marks)	24	6	2	2	2	4

The End-Term External Assessment carries a total weightage of 60 marks, which is split equally between practical teaching performance and documented records. The 30 marks are dedicated to the evaluation of final teaching, with 15 marks allocated to each of the two pedagogy subjects. This portion of the assessment focuses specifically on the student-teacher's final teaching demonstration and the quality of their continuous lesson planning throughout the term.

The remaining 30 marks are awarded based on the formal records and documentation submitted by the student-teacher. This comprehensive portfolio must demonstrate proficiency across several key areas, including Assessment Planning and Execution, as well as active Participation or Organization of School-Level Activities. Furthermore, marks are determined by the diligent preparation of a

Logbook or Teacher's Diary and the Overall Feedback received regarding the student-teacher's professional performance and conduct

5. Post Internship (Review and Analysis)

Assessment mechanism:

Components	Reflective Journal & Artefacts created during the internship.	Comprehensive Internship Report
Internal Assessment (40 Marks)	20	20
End term Assessment (60 Marks)	30	30

End-term Assessment of 60 marks shall be done by the Board of examiner (one external and one internal) on the basis of report submitted for each task and performance on viva-voce/ practical demonstration/ exhibition etc. The Board of examiner shall be appointed by the BoS, Department of Education, UoA.

Competence/Artifact	Method of assessment	Assessed By	Credits
Reflective Journal: My Learning Journey & Artefacts created during the internship (TLM etc.).	Exhibition & Presentation	Teacher-Educator	1
Comprehensive Internship Report	Review & Viva Voce	Teacher-Educator	1

6. School-Based Research Projects

Assessment mechanism:

Components	Research Execution	Research Report & Viva
Internal Assessment (40 Marks)	10	30
End term Assessment (60 Marks)	15	45

End-term Assessment of 60 marks shall be done by the Board of examiner (one external and one internal) on the basis of report submitted for each task and performance on viva-voce/ practical demonstration/ exhibition etc. The Board of examiner shall be appointed by the BoS, Department of Education, UoA.

Assessment Framework

Competence / Artifact	Method of Assessment	Assessed By	Credits
Research Execution	On-site observation of the student-teacher during the intervention phase.	Teacher-Educator / Mentor	0.5
Research Report & Viva	Comprehensive report evaluation and a presentation before a panel.	Panel of 2 Experts	1.5

8. CERTIFICATION

Successful completion of all components and minimum passing marks in each **School Experience Programme Completion Certificate** issued by the Head, Department of Education, University of Allahabad, dully signed by the respective School Head and Internship director and Head of the department.

This handbook is intended to guide Teacher Interns, Mentors, and Practising Schools for effective implementation of the School Experience component of ITEP at University of Allahabad.

