

EXPLAIN

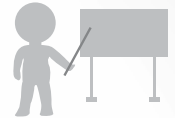
To the α lpha Teacher



Setting the Context and
Building the Field.
(10 to 12 Working Days)

MODEL

For the α lpha Teacher



Modeling, Analyzing,
Evaluating and Categorizing
(10 to 15 Working Days)

01
EXPLAIN

02
MODEL

SCAFFOLDING
03

INDEPENDENT
04

INDEPENDENT

α lpha Teacher



Independent Planning, Delivery
and Assessment
(35 to 40 Working Days)

SCAFFOLDING

For the α lpha Teacher



Joint Planning, Delivery
and Assessment
(30 to 35 Working Days)

The Principal,

Greetings!

We are delighted to welcome **School as an associate school** of Department of Education, Chitkara University, Punjab. Your efforts and contributions to Chitkara University, Teacher Education Program under the internship initiative '**Learning to Function as a Teacher**' are greatly appreciated.

In an endeavour to bridge the gap between the need and availability of adequately qualified educators for the K–12 schools, the Department of Education and School will work in successful collaboration with each-other. This collaboration will link K–12 schools with Higher Education institution to bring about overall improvement in teacher training program and students' learning experiences.

'Learning to Function as a Teacher' is an internship initiative of the 2-Year Bachelor of Education (B.Ed.) Program of the Department of Education, Chitkara University, Punjab. It is a collaborative effort between the Department of Education and its associate school/s to alter the DNA of prospective teachers and reshape them as **Alpha Teachers** who are capable of facing the challenges and meeting the diverse needs of 21st-century learners. Today's learners, also known as Generation-Z and **Alpha** (born after 2003), has significantly stronger digital literacy skills as compared to their parents, instructors and other stakeholders. In order to give them adequate opportunities for self-expression and creativity, they need to be instructed by qualified facilitators which in turn is the utmost responsibility of school administrators and higher education institutions.

Under the internship initiative, 'Learning to Function as a Teacher', the prospective **Alpha Teachers** will be working as interns in your esteemed organization for a stipulated time period where in they will get an exposure to NEP 2020 recommended 5+3+3+4 school structure which consists of Foundational, Preparatory, Middle and Secondary stages. The 2-Year Bachelor of Education (B.Ed.) Program of the Department of Education, Chitkara University, Punjab revolves around 12 modules in shaping aspiring **Alpha Teachers** under the nomenclature - **EDLearner, EDTutor, EDManager, EDPedagogue, EDAssessor, EDExpert, EDMentor, EDSocial, EDGlobal, EDTech, EDValue & EDProfile**. This docket accompanies an infographic and module description for the ease of understanding. It is expected that under your able mentorship and expert team of Department of Education, Chitkara University, **Alpha Teachers** get an opportunity to gain expertise in the fields relevant to school education their role as a teacher. These experiences may include classroom teaching, organizing co-curricular activities, following timetable, examination and related duties, utilizing substitutions productively, attending professional development courses, managing events and other responsibilities. The welcome docket will also apprise you with different teaching stages that **Alpha Teachers** will undergo during their internship period.

It is hoped that your esteemed organization will encourage **Alpha Teacher/s** to explore and learn the best of the teaching practices and to have a great learning experience, under your dynamic leadership.

Please know Department of Education will work closely with your team to sail through this journey of creating efficient, trained and equipped **Alpha Teachers**. It would be appreciated if you could nominate a coordinator from your organization with whom the regular communication and feedback sharing could be made possible. Kindly feel free to approach the Department of Education regarding signing the Procedural Handbook of **Alpha Teachers** incase you haven't signed one.

Again, sincere gratitude to the management and staff of your reputed organization for being part of this revolutionary journey. This collaboration will positively aid both professional development of the **Alpha Teachers** and the implementation of new age teaching-learning pedagogy.

Warm Regards,
Dr. Sangeeta Pant
Dean, Department of Education
Chitkara University, Punjab

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GLOSSARY FOR PROGRAM GUIDE

- **DOE:** Department of Education
- **Associate School:** The school which has signed a Procedural Handbook with Department of Education, Chitkara University, Punjab and is providing internship to the **Alpha Teachers**
- **Alpha Teacher:** Prospective teachers being trained at Department of Education, Chitkara University, Punjab for teaching generation- Z and generation **Alpha**
- **Associate Teacher:** An experienced teacher from the Associate School who shall mentor the **Alpha Teacher** during his/her learning to function as a Teacher
- **Reflections of Alpha Teachers (Alpha Teachers' Diary):** A repository of all the tasks that **Alpha Teachers** will be doing during a span of 2- year degree program
- **Daily Teaching Nib:** An academic tip being provided to the **Alpha Teacher** to help them to use different pedagogies in their classrooms as a part of **Alpha Teachers Tool Kit**
- **Anecdotal Record:** A repository of the implementation of the daily teaching nib, detailed lesson plan, reflection of the seminars and workshops attended and other activities by the **Alpha Teacher** in his/her respective classes during Learning to Function as a Teacher
- **Teachers' Excel Sheet:** A quarterly e-newsletter dedicated to sharing resources in teaching, pedagogies, learning and assessment
- **Scaffolding:** The successive levels of temporary support provided by the associate teacher to the Alpha teacher that helps her/him to reach higher levels of comprehension and skill acquisition that alpha teacher would not be able to achieve without assistance
- **Learning to Function as a Teacher:** Commonly called as Teaching practice, it forms an Integral part of the Teacher Education curriculum
- **ZPD:** Zone of Proximal Development
- **Novice:** The stage guided by rules and as set of objective facts and features related to the skills with consideration for the context of the actions.
- **Advanced beginner:** The stage where the **Alpha teacher** recognizes situational elements needed to consider from the actions.
- **Competent Stage:** The stage where the **Alpha Teacher** independently handles tasks like assessments of students, correction of notebooks, etc.
- **Proficient:** The stage characterized by good procedural knowledge where the **Alpha Teacher** acts without conscious deliberation.
- **Expert:** The stage characterized by effortlessness and fluidity, and guided by intuition. No need for conscious decision making or problem solving unless a novel situation encountered (Adapted from Tsui, 2003).

PROGRAM GUIDE FOR α LPHA TEACHERS' SCHOOL INTERNSHIP

Learning to Function as a Teacher (Teaching Practice) and school internship is an integral part of the Teacher Education Program under the module EDEExpert and EDTutor respectively. Our intensive teacher training program focuses to enhance the language proficiency and digital literacy of the α Lpha Teachers thus catering to the needs of Generation- Z and Generation - α Lpha learners. It provides α Lpha Teachers with an opportunity to learn to function as a teacher under the all embracing school internship program.

This document gives a detailed account of the activities that are to be conducted for an α Lpha Teacher during the internship program. Department of Education, Chitkara University, Punjab is very well aware about the nature of different schools and deeply understands the symbiotic relationship between the school education and teacher education. Keeping this relationship in mind it provides enough space for flexibility and negotiations.

Learning to Function as a Teacher and school internship is divided into four stages which are based on Socio-Cultural theory, proposed by **Lev Semyonovich Vygotsky** a Soviet psychologist. Thus, program guide outlines an approach to 'Learning to function as a Teacher' that is inspired by **Vygotsky's Socio-Cultural Theory (SCT)**, and it maps the view about what Vygotsky claims about students' learning in school setting by applying it to the α Lpha Teachers internship experience in the Associate Schools under 'Learning to function as a Teacher'. The 4 stages of **Vygotsky's** theory are:

Stage 1: Explain

Stage 2: Model

Stage 3: Scaffolding

Stage 4: Independent

The stages explain the progression of the α Lpha Teacher through the various stages of scaling up from a Novice α Lpha Teacher to an Expert α Lpha Teacher in the Associate School.

During learning to function as a teacher, the α Lpha Teachers are expected to show progression in each of the four stages. It is expected from the α Lpha Teachers to articulate the pieces of evidences of all the four stages under the Twelve Modules for final evaluation.

The α Lpha Teachers development during **Learning to Function as a Teacher** will be readily observable. As the α Lpha Teacher acts upon and adapts the curriculum of the school, he/she should be able to justify his/her decision making and practice. The α Lpha Teachers must maintain the record of all the activities done during the **Learning to Function as a Teacher** mapped to the Four Stages of **Vygotsky** theory catering to all the modules as this would act as a major indicator for evaluating the progress in their respective portfolios/anecdotal record. The observation of the α Lpha Teacher by the Associate Teacher from the Associate School followed by the reflections and the Anecdotal Records shall form the significant component of the evaluation of **Learning to Function as a Teacher**.

ANATOMY OF TEACHING PRACTICE STAGES UNDER LEARNING TO FUNCTION AS A TEACHER PROGRAM OF DEPARTMENT OF EDUCATION

STAGE 1: EXPLAIN

The α Lpha Teacher needs to be guided about the first stage of the Anatomy of teaching practice by the Associate School. The Explain stage provides an opportunity to the α Lpha Teacher to enhance their Zone of Proximal Development (ZPD) wherein interaction in the form of Explanation takes place about the overview of the Associate Schools. This stage involves explanation about the vision, mission and ethos of the Associate School and its overall working.

Duration: Proposed or minimum time duration for the "Explain" stage can be 10 to 12 working days at the beginning of the School Internship.

Delivery: For the successful implementation of this stage, please find below a suggestive list of activities with respect to the 12 modules of DOE's curriculum.

Keyword: Orientation

| MODULE | SUGGESTED ACTIVITIES UNDER STAGE 1 (EXPLAIN) |
|--------------------|--|
| EDLearner | Conduct an interactive lecture using videos, infographics and real-life examples to explain the key concepts of learning styles, cognitive development and the characteristics of Generation Z and Generation Alpha learners. |
| EDSocial | Conduct a thematic seminar that enables Alpha Teachers to identify various social and gender issues and introduce the concepts of diversity, inequality and marginalization in contemporary India, and how these issues impact education system. Include discussions on various policies and commissions evolving understanding of gender roles and role of modern schools in enhancing quality of education, especially among Generation Z and Generation Alpha. |
| EDMentor | Conduct an interactive seminar that introduces Alpha Teachers to the principles of guidance and counselling, with a specific focus on Generation Z and Generation Alpha. Use case studies, statistics and examples to highlight the unique challenges these generations face, such as cyber bullying, peer influence, and the impact of technology on mental health. |
| EDExpert | Conduct a seminar where Alpha Teachers are introduced to the concepts of school culture, the various roles a teacher plays, and the challenges of assessing Generation Z and Generation Alpha learners. This seminar will also cover the importance of integrating technology into the learning process. |
| EDManager | Conduct a seminar that introduces Alpha Teachers to the various dimensions of leadership styles appreciated by Generation-Z and Generation-Alpha learners, such as rational communication, relational connection, practical management, developing interpersonal skills and strategic direction. Include an introduction to relevant management concepts like Conflict resolution, Management styles, Effective classroom management, and importance of Emotional Intelligence (EQ) in leadership. |
| EDGlobal | Conduct introductory lectures on the concepts of globalization, sustainable development, and global citizenship. Provide an overview of various international education systems, including IB, IGCSE, CBSE, and ICSE. |
| EDProfile | Conduct a session explaining the importance of resume writing, interview skills, e-portfolio construction and evaluate the procedures and practices used for recruitment and selection of suitable employees. Discuss the current trends in job markets and how to prepare for careers that may not yet exist. |
| EDValue | Conduct orientation sessions that introduce Alpha Teachers to the fundamentals of effective communication, the importance of health and physical education, basics of paper presentation, report writing and the principles of action research. |
| EDTech | Conduct introductory sessions explaining various educational technology tools and digital platforms like DIKSHA, SWAYAM, PMe -VIDYA, E-Pathsala, and NISHTHA. Include demonstrations of these tools and their functions. |
| EDTutor | oConduct an interactive lecture introducing Alpha Teachers to the terminologies of assessment (formative, summative, etc.), evaluation, and various pedagogy techniques relevant to Generation Z and Generation Alpha learners. The session should include examples of how these assessments can be altered to fit modern learning styles. |
| EDPedagogue | Conduct an interactive lecture where Alpha Teachers are introduced to the differences between pedagogy, andragogy and heutagogy. Discuss the roles of a pedagogue versus a teacher and explore the aims and objectives of various teaching subjects. |

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| EDAssessor | Conduct a comprehensive lecture introducing Alpha Teachers to the stages of school design as per NEP 2020, the fundamentals of Language 1, Language 2, and Language 3 education, and contemporary difficulties faced in language learning at the secondary stage. |
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**Refer Annexure I: Checklist of Suggested Activities under Explain Stage for Associate School*

GUIDELINES FOR THE ASSOCIATE SCHOOL

1. Please make sure that proper orientation is given to the α lpha Teachers in the beginning of the teaching practice.
2. Kindly ensure that the Associate teacher/Coordinator countersigns the Reflections of α lpha Teacher on daily basis or as applicable.
3. It should be ensured that the α lpha Teacher's Assessment Report of the Explain Stage (*Annexure - 6*) is compiled by the Associate teacher/Co-ordinator for all the α lpha Teachers pursuing internship at Associate School.
4. In order to successfully complete this stage, an α lpha Teacher is required to achieve "**competent level**" assessment (*Annexure - 5*) from the Associate School. Kindly ensure to inform the coordinator from DOE if any α lpha Teacher is not able to achieve this level so that joint corrective measures can be taken.
5. In case any of the suggested activities, in any of the modules under the stage, are not a part and parcel of the Vision, Mission and working of the school, then same can be informed to the coordinator from DOE so that the same could be arranged at DOE.
6. All the activities listed above are suggestive in nature. The Associate School can formulate and deliver the Explain Stage as per the working of the school.

GUIDELINES FOR THE α LPHA TEACHER

1. α lpha Teacher is expected to attend all the orientation and briefing sessions delivered during the said stage.
2. α lpha Teacher is expected to record and document the evidence mapped to the stage and respective modules in anecdotal record/e-Portfolio.
3. α lpha Teacher may record his/her evidences in the form of pictures, video recordings and pen paper document in accordance to the Associate School's regulations in Anecdotal Record/e-Portfolio.

STAGE 2: MODEL

This stage comprises of α lpha Teachers' observation of different lessons being delivered in classes or duties being discharged by the staff members of the Associate School. The α lpha Teacher will also observe the response of the learner during the lesson delivery and reflect upon it. The Model Stage imbibes higher thinking processes amongst α lpha Teachers which are enhanced through the observation and reflections. The α lpha Teacher observes the more knowledgeable i.e. Associate Teacher to acquire and absorb the requisite skills.

Duration: Proposed or minimum time duration for the “Model” stage can be 15 working days after the successful completion of “Explain” stage.

Delivery: For the successful implementation of this stage, please find below a suggestive list of activities with respect to the 12 modules of DOE’s curriculum.

Keyword: Observation

| MODULE | SUGGESTED ACTIVITIES UNDER STAGE 2 (MODEL) |
|------------------|--|
| EDLearner | The Alpha Teachers will observe a demonstration on effective teaching strategy altered for Generation Z and Alpha learners. This could involve role-playing scenarios where different learning styles are addressed, such as visual, auditory, and kinaesthetic methods. |
| EDSocial | Present case studies that depict real-life scenarios in Indian schools where issues of diversity, inequality and gender are evident. Alpha Teachers will analyse various policies and reforms in education system, observe or participate in role-plays that demonstrate how to handle these situations inclusively and sensitively. |
| EDMentor | Demonstrate effective counselling techniques through role-playing in different scenarios. Alpha Teachers will observe or participate in mock counselling sessions that address common issues faced by Generation Z and Alpha learners, such as peer pressure, online communication challenges, social media and subject combination dilemma for the choice of career for future success. |
| EDExpert | Conduct a simulation where Alpha Teachers observe or participate in mock classroom assessments designed specifically for Generation Z and Generation Alpha learners. These assessments will demonstrate how to integrate technology to address common classroom problems related to assessment. |
| EDManager | Organize role-play sessions where Alpha Teachers observe and participate in scenarios that demonstrate effective leadership and managing various types of conflicts encountered in a classroom setting/ school. This includes providing immediate feedback, conducting parent-teacher meetings, and leading co-curricular activities. |
| EDGlobal | Arrange observational sessions where Alpha Teachers can watch experienced educators from international boards conduct classes, integrate global issues into the curriculum, and demonstrate assessment techniques used in IB, IGCSE, and other international systems. |
| EDProfile | Arrange workshops where career coaches or HR professionals demonstrate effective resume writing, successful interview techniques, and the creation of compelling e-portfolios. Include sample resumes, interview role-plays, and examples of effective e-portfolios. |
| EDValue | Organize workshops where experienced educators and researchers demonstrate effective communication techniques, conduct sample health and physical education sessions, and present papers. Include a demonstration of how to write a report and conduct action research. |

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| EDTech | Arrange sessions where experienced educators use digital tools in their teaching, including online teaching strategies, AI integration, and digital content creation. |
| EDTutor | Demonstrate the use of cooperative learning and active learning strategies in a classroom setting. This could include a mock classroom session where Alpha Teachers participate in or observe hands-on laboratory work, project-based learning, or collaborative tasks that cater to the learning preferences of Generation Z and Generation Alpha learners. |
| EDPedagogue | Provide a live demonstration of both micro and macro teaching techniques, showing how to apply instructional objectives in practice. This could include the use of various teaching-learning materials and innovative methods that engage students. |
| EDAssessor | Demonstrate effective pedagogy and assessment techniques through a model classroom session. This session could include examples of assessing language competencies, interdisciplinary areas, and physical education, along with the application of assessment for, of, and as learning. |

**Refer Annexure 2: Checklist of Suggested Activities under Model Stage for Associate School*

GUIDELINES FOR THE ASSOCIATE SCHOOL

1. Please make sure that a proper observation schedule is drafted and shared with the α lpha Teacher and the Coordinator from Department of Education in advance.
2. Kindly ensure that the Associate teacher/Co-ordinator countersigns the Reflections of α lpha Teachers on daily basis as applicable.
3. It should be ensured that the α lpha Teacher's Assessment Report of the Model Stage (*Annexure - 6*) is compiled by the Associate Teacher/Co-ordinator for all the α lpha Teachers pursuing internship at Associate School.
4. In order to successfully complete this stage, an α lpha Teacher is required to achieve "**competent level**" assessment (*Annexure - 5*) from the Associate School. Kindly ensure to inform the coordinator from DOE if any α lpha Teacher is not able to achieve this level so that joint corrective measures can be taken.
5. In case, any of the suggested activities, in any of the modules under the stage, are not a part and parcel of the Vision, Mission and working of the school, then same can be informed to the coordinator from DOE so that the same could be arranged at DOE.
6. All the activities listed above are suggestive in nature. The Associate School can formulate and deliver the Model Stage as per the working of the school.

GUIDELINES FOR THE α LPHA TEACHER

1. α lpha Teacher is expected to observe all the sessions delivered during this stage (*Refer Annexure - 7*).
2. α lpha Teacher is expected to record and document the evidences mapped to the stage and respective modules in Anecdotal Record/e-Portfolio.
3. α lpha Teacher may record his/her evidences in the form of pictures, video recordings and pen paper document in accordance with the Associate School's regulations in Anecdotal Record/e-Portfolio.

STAGE 3: SCAFFOLDING

This stage comprises of α lpha Teacher working jointly with the Associate Teacher starting from the planning stage to the implementation stage of lesson delivery, keeping in mind the different kinds of learners and their requirements. The Associate Teacher will act as a mentor in guiding and chiseling the skills of the α lpha Teacher. As per the Vygotskian's perspective, the ZPD of α lpha Teacher's can be enhanced through joint hand holding and at this stage, scaffolding is provided to the α lpha Teacher thus helping in his/her progression.

Duration: Proposed or minimum time duration for the "Scaffolding" stage can be 35 working days after the successful completion of "Model" stage.

Delivery: For the successful implementation of this stage, please find below a suggestive list of activities with respect to the 12 modules of DOE's curriculum.

Keyword: Working Jointly

| MODULE | SUGGESTED ACTIVITIES UNDER STAGE 3 (SCAFFOLDING) |
|------------------|---|
| EDLearner | In pairs or small groups, Alpha Teachers will create lesson plans that incorporate various learning styles and cognitive development strategies. They will receive guidance and feedback from Associate Teachers or experienced educators throughout the process. |
| EDSocial | In groups, Alpha Teachers will develop curriculum strategies that promote inclusivity, gender neutrality and sensitivity towards societal issues. They will receive guidance from mentors on how to integrate these strategies into lesson plans and classroom activities, ensuring they are relevant to Generation Z and Alpha learners. |
| EDMentor | In small groups, Alpha Teachers will design guidance and counselling programme in schools. The programme which will not only include personal and career related issues of the students but will aim to make parents aware of such programmes. They will receive guidance on creating mentorship goals, selecting appropriate online platforms for communication, and developing strategies to address specific issues like cyber bullying and peer influence and career counselling. |
| EDExpert | In small groups, Alpha Teachers will collaborate to design and develop assessment strategies that cater to the unique characteristics of Generation Z and Generation Alpha learners. They will receive guidance on how to integrate these assessments with technology and how to address potential challenges. |
| EDManager | Conduct workshops where Alpha Teachers practice leadership and classroom management techniques under the guidance of mentors. This includes developing management skills to provide reflections on observations, keep records, manage human resources and organize team-based activities. |
| EDGlobal | Engage Alpha Teachers in collaborative lesson planning sessions where they design lessons that incorporate global challenges and sustainable development goals. Follow this with mock teaching sessions where they receive feedback from mentors. |
| EDProfile | Conduct guided sessions where Alpha Teachers create their own resumes, participate in mock interviews, and build e-portfolios with feedback from mentors. Include peer reviews and iterative improvements. They will be able to identify job opportunities and techniques for quality measurement of schools. Form groups where Alpha Teachers collaborate to critique each other's resumes and e-portfolios, simulate interviews, and provide constructive feedback. |

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| EDValue | Arrange for Alpha Teachers to engage in guided practice sessions where they prepare and deliver presentations, draft reports, conduct mock action research, and participate in health and physical education activities. Mentors will provide feedback and support throughout the process. |
| EDTech | Engage Alpha Teachers in hands-on workshops where they practice using various educational technology tools and platforms, like CANVA, Podcasts, Nearpod, Padlet, etc. Include tasks like creating digital content, designing online learning modules, and using AI for curriculum integration. Organize collaborative projects where Alpha Teachers design and implement a lesson plan using digital tools and platforms, receive feedback from mentors, and refine their approach. |
| EDTutor | Organize a workshop where Alpha Teachers work in groups to create rubrics, formulate formative and summative tasks, and design assessments (e.g., open book exams, project-based evaluations) suitable for their students. Guidance will be provided on using Bloom's Taxonomy to assess different levels of learning. |
| EDPedagogue | Organize a workshop where Alpha Teachers collaboratively create lesson plans that incorporate innovative pedagogies, micro and macro teaching techniques and appropriate teaching-learning materials. They will also receive guidance on planning and organizing resource rooms or subject-specific labs. |
| EDAssessor | Organize a workshop where Alpha Teachers collaborate to plan curriculum strategies that integrate vocational education and subject choices. They will also develop assessment techniques for various subjects, including major subjects and interdisciplinary areas. Mentorship will be provided to guide them through the process. |

**Refer Annexure 2: Checklist of Suggested Activities under Model Stage for Associate School*

GUIDELINES FOR THE ASSOCIATE SCHOOL

1. Please make sure that the **Alpha Teacher** is given minimum of 10 minutes of the regular class under the supervision and guidance of the Associate Teacher.
2. Associate Teacher is required to highlight the good techniques being used by the **Alpha Teacher** and also identify and advise the **Alpha Teacher** on improving the learning outcomes of the class.
3. Kindly ensure that a proper schedule is drafted and shared in advance with the **Alpha Teacher** and the Coordinator from Department of Education for this stage.
4. It should be ensured that the **Alpha Teacher's** Assessment Report of the Scaffolding Stage (*Annexure - 6*) is compiled by the Associate Teacher/Co-ordinator for all the **Alpha Teachers** pursuing internship at Associate School.
5. Kindly ensure that the Associate teacher/Coordinator countersigns the Reflections of **Alpha Teachers** on daily basis as applicable.
6. All the activities listed above are suggestive in nature. The Associate School can formulate and deliver the Scaffolding stage as per the working of the school.
7. In order to successfully complete this stage, an **Alpha Teacher** is required to achieve "**competent level**" assessment (*Annexure - 5*) from the Associate School. Kindly ensure to inform the coordinator from DOE if any **Alpha Teacher** is not able to achieve this level so that joint corrective measures can be taken.
8. In case, any of the suggested activities, in any of the modules under the stage, are not a part and parcel of the Vision, Mission and working of the school, then same can be informed to the coordinator from DOE so that the same could be arranged at DOE.

GUIDELINES FOR THE α LPHA TEACHER

1. α lpha Teacher is expected to actively participate in this stage of teaching practice.
2. α lpha Teacher is expected to share her lesson plans with the Associate Teacher in advance and only deliver the approved lesson plans in the presence of the Associate Teacher.
3. α lpha Teacher may record and document the evidences mapped to the stage and respective modules in the form of pictures, video recordings and pen paper documents in accordance to the Associate School's regulations in Anecdotal Record/e-Portfolio.

STAGE 4: INDEPENDENT

This stage comprises of α lpha Teachers' working independently starting from the planning stage to the implementation stage keeping in mind the different kinds of learners and their requirements. The α lpha Teacher will be observed by the Associate Teacher/Coordinator during this stage at regular intervals and provide his/her with the feedback to enhance his/her skills further. The α lpha Teacher needs sufficient time to become independent which gets realized only after long hours of trial and errors. The α lpha Teacher tests her/his newly gained skills and ideas in actual classroom situation independently and reflect upon its applicability and these reflections on the other hand helps in restructuring their existing thoughts and behaviours. In this stage the Scholarship can be offered to the α lpha Teacher by the Associate School.

Duration: Proposed or minimum time duration for the "Independent" stage can be 40 working days after the successful completion of "Scaffolding" stage.

Delivery: For the successful implementation of this stage, please find below a suggestive list of activities with respect to the twelve modules of DOE's curriculum.

Keyword: Freehand Teaching

| MODULE | SUGGESTED ACTIVITIES UNDER STAGE 4 (INDEPENDENT) |
|------------------|--|
| EDLearner | Alpha Teachers will conduct micro teaching sessions where they independently teach a short lesson to their peers, using the lesson plans they created. After each session, they will receive constructive feedback to refine their teaching approach. |
| EDSocial | Alpha Teachers will analyse significant policy debates in Indian Education, compare education system during pre- and post-independent India and various reforms introduced from time to time. They will independently design and implement lesson plans in a simulated or real classroom setting, focusing on contemporary issues such as diversity, inequality and gender. They will then reflect on their experiences and receive feedback from peers and mentors. |
| EDMentor | Alpha Teachers will conduct online as well as offline counselling sessions with their peers, simulating real-life scenarios wherein they will provide guidance and support to Generation Z and Alpha learners. Thereafter, they will receive feedback from mentors and peers. |
| EDExpert | Alpha Teachers will independently conduct teaching sessions, including the implementation of the assessments they developed. They will reflect on their experiences, focusing on the effectiveness of their assessment strategies and their ability to manage the classroom environment. Peer and mentor feedback will follow these sessions. |
| EDManager | Alpha Teachers will independently conduct assessments/ activities focussing on the global trends in education and reflect on applying motivational and leadership theories in their tasks such as organizing co-curricular activities, conducting parent-teacher meetings, providing immediate feedback to students, and managing classroom dynamics. They will also reflect on their experiences, documenting their observations and improvements. |
| EDGlobal | Alpha Teachers will independently design and implement a global education project or a lesson series that aligns with the curriculum of an international board (e.g., IB or IGCSE). They will also independently conduct classes or workshops that integrate global citizenship and sustainable development themes. |

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| EDProfile | Alpha Teachers independently develop knowledge for recruitment, selection, training, and job analysis and finalize their resumes, e-portfolios, prepare for interviews and develop the techniques of managing Group Dynamics. They should implement the feedback received and demonstrate their readiness for real-world job applications. |
| EDValue | Alpha Teachers will independently prepare and deliver a paper presentation, write a report on a chosen topic, conduct action research on a relevant issue, and organize a health and physical education event. They will also participate in community work and reflect on their experiences through journal entries or blogs. |
| EDTech | Alpha Teachers independently create and implement a technology-enhanced lesson plan or digital content. They should utilize educational tools and platforms to engage students and provide personalized learning experiences. After implementation, Alpha Teachers will evaluate the effectiveness of their technology use, reflect on their experiences, and make adjustments based on feedback. |
| EDTutor | Alpha Teachers will independently conduct the assessments they have designed in real or simulated classroom environments. Following the assessments, they will reflect on the effectiveness of their techniques, the outcomes, and the engagement level of the learners. Peer and mentor feedback will be provided. |
| EDPedagogue | Alpha Teachers will independently conduct teaching sessions using the lesson plans they created, incorporating the principles and maxims of teaching they've learned. These sessions could be conducted in a simulated or real classroom environment, followed by peer and mentor feedback. |
| EDAssessor | Alpha Teachers will independently implement the assessments and curriculum plans they have developed in a classroom or simulated environment. They will also engage in advising students on subject choices, vocational courses, and university-level courses. Afterward, they will reflect on their experiences and the effectiveness of their strategies. |

**Refer Annexure 2: Checklist of Suggested Activities under Model Stage for Associate School*

GUIDELINES FOR THE ASSOCIATE SCHOOL

1. Please make sure that the **Alpha Teacher** is given 40 minutes of the regular class independently.
2. Associate Teacher/Coordinator is required to supervise the **Alpha Teacher** periodically and give her/him feedback for improving the learning outcomes of the class
3. It should be ensured that a proper schedule is drafted and shared in advance with the **Alpha Teacher** and the Coordinator from Department of Education for this stage
4. It should be ensured that the **Alpha Teacher's** Assessment Report of the Independent Stage (*Annexure - 6*) is compiled by the Associate Teacher/Co-ordinator for all the **Alpha Teachers** pursuing internship at Associate School.
5. Kindly ensure that the Associate teacher/Coordinator countersigns the Reflections of **Alpha Teachers'** on daily basis as applicable
6. In order to successfully complete this stage, an **Alpha Teacher** is required to achieve **"competent level"** assessment (*Annexure - 5*) from the Associate School. Kindly ensure to inform the coordinator from DOE if any **Alpha Teacher** is not able to achieve this level so that joint corrective measures can be taken.

7. In case, any of the suggested activities, in any of the modules under the stage are not a part and parcel of the Vision, Mission and working of the school, then same can be informed to the coordinator from DOE so that the same could be arranged at DOE
8. All the activities listed above are suggestive in nature. The Associate School can formulate and deliver the Independent Stage as per the working of the school

GUIDELINES FOR THE α LPHA TEACHER

1. α lpha Teacher is expected to actively participate in this stage of teaching practice.
2. α lpha Teacher is expected to share the lesson plans with the Associate Teacher in advance and only deliver the approved lesson Plans in the classes.
3. α lpha Teacher may record and document the evidences mapped to the stage and respective modules and record her evidences in the form of pictures, video recordings and pen paper documents in accordance to the Associate School's regulations in Anecdotal Record/e-Portfolio.

RESOURCES PROVIDED TO α LPHA TEACHERS BY DOE DURING THE 'LEARNING TO FUNCTION AS A TEACHER' - Mobile Learning@DOE

The Mobile Learning programme at Department of Education endeavours to support the Alpha Teachers in 'Learning to Function as a Teacher' and 'School Internship'. The initiative essentially entails the following innovations which form part of the Alpha Teachers Tool Kit.

1. Teachers' Excel Sheet

1. Daily Teaching Nib
2. Value Footprint
3. IT Nib
4. Language Bug

1. TEACHERS' EXCEL SHEET: This quarterly e-newsletter is dedicated to sharing resources in teaching, pedagogies, learning and assessment. It is an endeavour of Program Curators of Department of Education to voice the interactive and innovative techniques in the field of pedagogies that can be used by the teaching fraternity in various streams as educational innovators. The Teachers' Excel Sheet will bring the spotlight on the best practices across the network. The main aim is to provide the teachers with such innovative teaching tools which will alter the DNA of prospective teachers so that they can cater to the diverse needs of the 21st-century learners and evolve as α lpha Teachers. The evolved α lpha Teachers would henceforth shape the future generation thereby taking the learners to the zenith of learning.

| | | |
|---|--|---|
|  <p>TEACHERS' EXCEL SHEET For Excellence In Teaching, Pedagogies, Learning & Assessments DICTOGLOSS</p> <p>CHITKARA UNIVERSITY September 2018, Volume 4, Issue 3</p> |  <p>DICTOGLOSS</p> <p>A BRIEF HISTORY A long tradition of implementing dictation has been traced in the history of literacy and in the history of the second language which was usually associated with a dull and boring task. This traditional form of dictation has come under heavy criticism as with the passage of time, a modified form of dictation was introduced by Dr. Ruth Wajnryb known as dictogloss as an effective communicative tool.</p> <p>To read more, visit- https://teacher.pj/en/dictogloss-another-approach-to-teaching-grammar</p> <p>DICTOGLOSS Dictogloss is a language teaching technique. It combines four skills: listening skill, reading skill, writing skill and speaking to help students make their own text in learning foreign language. The students reconstruct the text by listening to the</p> | <p>PROCEDURE The procedure of dictogloss consists of four basic steps:</p> <ol style="list-style-type: none"> Preparation - In this step the teacher provides with the background information on the topic to the students, this step has two folds: <ol style="list-style-type: none"> Warm up - To activate their background knowledge. Vocabulary preparation - To familiarize them with the meaning and the form of new words. Listening procedure - In this step the passage is read out by the teacher to the students thrice. Initially, the students just listen to get the general idea of the text. In the second go they take notes and in the third listening, they get a chance to discuss their notes. Reconstruction - This is a central part in which students work in small groups where they discuss and produce coherent text and then reconstruct the text in writing. To enforce the target vocabulary, the students are asked to use all the words from the preparation stage. Analysis and correction - The main purpose of this stage is to identify the problems students had with the text comprehension. Correction can be done as a group work where the students are given the transcripts of the recording and then they compare it to the other group. They also provide feedback on the accurate/inaccurate and missing information. Teachers may also give students a reconstruction checklist in which the students are asked to check whether all the target words have been used and if all ideas have been included in the reconstruction. <p>To read more, visit- https://files.eric.ed.gov/fulltext/ej1081435.pdf</p> <p>ADVANTAGES OF DICTOGLOSS This method of teaching has some advantages over the other models of teaching listening comprehensions. This method is an effective way of combining individual (listening and taking notes) and group activities (reconstruction and analysis/correction procedure) where there are different opportunities for peer learning. It can help the learners to write a cohesive text and they can also explore their knowledge of grammar, vocabulary, spellings and punctuations. The learners can develop their communicative skills. The dictogloss procedure promotes and encourages learners' autonomy - error correction, editing skills and proof reading skills. It reduces the anxiety of public speaking amongst the learners.</p> <p>To read more, visit- https://files.eric.ed.gov/fulltext/ej1081435.pdf</p> <p>PURPOSE OF DICTOGLOSS Dictogloss serves the purpose of introducing keywords and target lexical items which helps the students to focus on the meaning while listening to the text. It gives assistance to those who are weak in reading and writing. Dictogloss provides the opportunity for cooperative learning.</p> <p>To read more, visit- https://peltjournal.wordpress.com/2013/10/21/dictogloss-technique/</p> <p>TYPES OF TEXT USED IN DICTOGLOSS A song can be used as a form of dictogloss technique by a teacher in a class where the learners are made to listen to a song chunk by chunk. The teacher can also read a short story at a normal speed in the class so that the students can clearly understand the text. Audio clips from movies can also be used as a dictogloss technique by a teacher</p> |
| | <p>passage read by the teacher it gives them the opportunity to talk about both content and language. Dictogloss encourages the learners to focus on the form of their language and is a useful way of presenting new factual information to the students.</p> <p>To read more, visit- https://peltjournal.wordpress.com/2013/10/21/dictogloss-technique/ https://en.wikipedia.org/wiki/Dictogloss</p>  | |

A Sample Snapshot of Teachers' Excel Sheet on Dictogloss

2. DAILY TEACHING NIB: It is an endeavor to support the Learning to Function as a Teacher by providing the Alpha Teachers with the 'Daily Teaching Nib' as a part of α lpha teachers' tool kit. 'Daily Teaching Nib' is an academic tip being provided to the α lpha Teacher to help them to use different pedagogies in their classrooms.

The 'Daily Teaching Nib' will help the α lpha Teachers to enhance their teaching practice experience. It will help them in engaging the students in their classes positively. The 'Daily Teaching Nib' shall be provided to the α lpha Teacher daily during learning to function as teacher module.



DAILY TEACHING NIB
Sudoku as a part of
 α lpha Teachers'
Tool Kit

Dear α lpha TEACHER,
Sudoku is a number puzzle which has 9x9 grid having 3x3 sub- grids. The aim of this game is to fill each row and each column and each 3x3 sub- grids with numbers from 1 to 9. The numbers can't get repeated in a row, column or sub- grid. This, as an instructional aid, helps the learners to improve their concentration level, develop problem solving skills, critical and logical thinking, etc.

Following are some tips for the α lpha Teachers to use Sudoku in the classroom at Primary Level.

1. By dividing the class into pairs α lpha Teacher can give students the Sudoku having geometrical shapes in 4x4 grid having 2x2 sub- grid.
2. α lpha Teacher can distribute Sudoku having fruits to some groups and vegetables to other groups instead of filling the numbers in 4x4 grid having 2x2 sub- grid.
3. α lpha Teacher can instruct the students to complete the Sudoku with drawings of animals in 4x4 grid having 2x2 sub- grid.

Following are some tips for the α lpha Teachers to use Sudoku in the classroom at Secondary Level.

1. α lpha Teachers can use this aid by distributing number Sudoku.
2. α lpha Teacher can distribute Sudoku with any 9 random letters of English language, for example - A, Z, T, W, E, P, V, G, S. After solving it, they can be instructed to find out words, if any, in rows (horizontally, diagonally, vertically), like one does in word search. α lpha Teacher can instruct the students to solve Sudoku with any other language letters like Hindi, Punjabi.
3. A relay race can be conducted wherein the class will be divided into groups and further into sub- groups. The first sub- group will be given a number Sudoku with 4x4 grid, second sub- group will also be provided with another number Sudoku with 6x6 grid and the third sub- group will also be given a number Sudoku with 9x9 grid. When each sub- group is provided with a Sudoku, the level of difficulty will increase depending upon the potential of the learners. The learners have to solve the given Sudoku within a set time limit.

Kindly share the experience of using Sudoku in the classroom and it would further be discussed as and when feasible.

Happy Interning!
Programme Curators
Chitkara College of Education, Chitkara University, Punjab

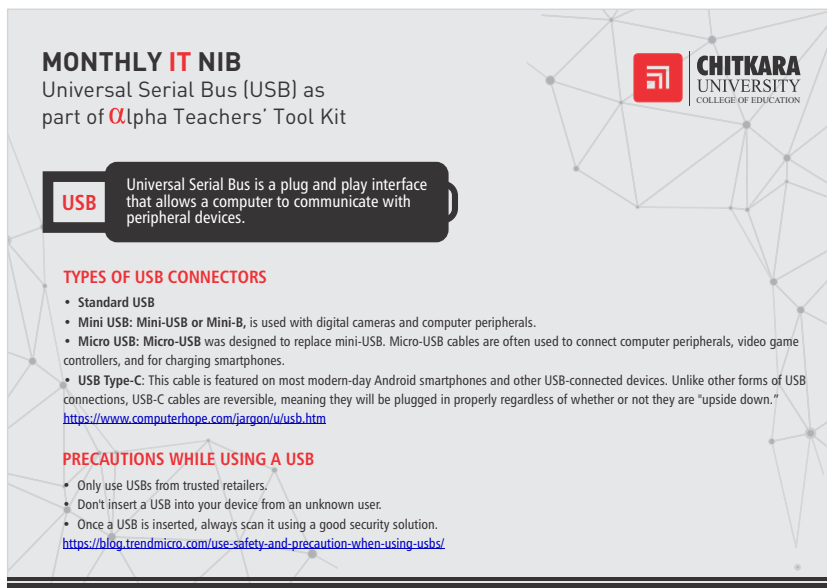
A Sample Snapshot of Daily Teaching NIB



A Sample Snapshot of Value Footprint NIB

3. Value Footprint: Value Footprint helps the α lpha teachers instil the right set of values in their students. Besides value education, the Footprints also ensure the development and refinement of important life skills. This useful Mobile Learning tool further helps students assimilate the significance of rights and responsibilities.

4. IT Nib: As the name suggests, the IT NIB helps α lpha Teachers develop and refine their ICT skills. Since technologically advanced students need technologically advanced teachers, this NIB acts as the ultimate guide for the instructors and facilitators of the present generation.



MONTHLY IT NIB
Universal Serial Bus (USB) as part of α lpha Teachers' Tool Kit

USB Universal Serial Bus is a plug and play interface that allows a computer to communicate with peripheral devices.

TYPES OF USB CONNECTORS

- Standard USB
- Mini USB: Mini-USB or Mini-B, is used with digital cameras and computer peripherals.
- Micro USB: Micro-USB was designed to replace mini-USB. Micro-USB cables are often used to connect computer peripherals, video game controllers, and for charging smartphones.
- USB Type-C: This cable is featured on most modern-day Android smartphones and other USB-connected devices. Unlike other forms of USB connections, USB-C cables are reversible, meaning they will be plugged in properly regardless of whether or not they are "upside down."

<https://www.computerhope.com/jargon/u/usb.htm>

PRECAUTIONS WHILE USING A USB

- Only use USBs from trusted retailers.
- Don't insert a USB into your device from an unknown user.
- Once a USB is inserted, always scan it using a good security solution.

<https://blog.trendmicro.com/use-safety-and-precaution-when-using-usbs/>

A Sample Snapshot of IT NIB



Language Dose

Ever got confused at the thought of telling time using 'quarter' or using 'quarter' in your day to day conversation. Well, this may offer you some respite.

| Describing Timelines | Phrases |
|-----------------------------|---------------------------|
| 01:45 pm | Quarter to 2 |
| 02:15 pm | Quarter Past 2 |
| Duration of 45 minutes | Three quarter of an hour |
| A period of three months | A quarter of an year |
| January, February, March | First quarter of the year |
| October, November, December | Last quarter of the year |
| Period of 25 years | Quarter of a century |

Tip-off

If you thought that 'quarter' always meant 'one fourth of something', here are a few surprises:

- Example: We have just had help from an **unexpected quarter**.
Meaning: to speak about unspecified person, group of people, or area.
- When he shifted to his new army basecamp he was allotted **quarter** next to the army training ground.
Meaning: accommodation allotted to people in service.
- Apart from the new moon and full moon, we also have the '**first quarter moon**' and '**third quarter moon**'. (Happy Googling!)

CHITKARA UNIVERSITY

A Sample Snapshot of Language Bug

5. Language Bug: The weekly Language Bug entails the intricacies of the English language. Besides the same, the tool also highlights the common errors that occur in daily conversations, and the most appropriate usages of various phrases and terms.

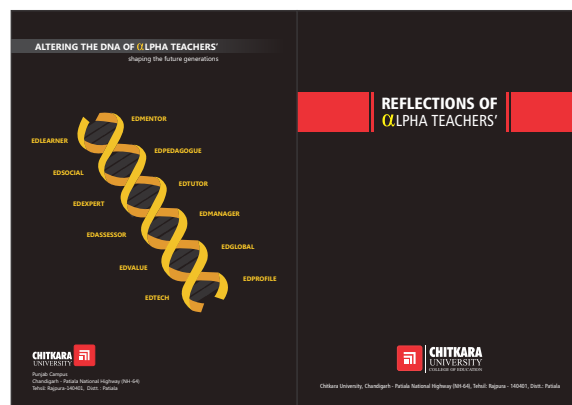
PROCEDURE

1. α lpha Teachers must read this 'Daily Teaching Nib' and use at least one suggested activity given in the 'Daily Teaching Nib' in their respective classes.
2. α lpha Teacher is expected to maintain a separate register for this which can be well covered with a brown glazed sheet and is duly labelled with details such as their Name, Name of the Associate School, Batch, Session & Semester.
3. The α LPHA Teachers' Anecdotal Record Register showcases the application of these 'Daily Teaching Nib' in the classes on daily basis.
4. The Daily Nib record table (*Annexure-8*) will help the α lpha Teachers' in keeping the record of the activities done by them in their classrooms. Make sure to use this 'Daily Teaching Nib' at any stage of the class (*Annexure-8*).

RECORDS TO BE MAINTAINED BY THE α LPHA TEACHERS DURING LEARNING TO FUNCTION AS A TEACHER

1. **Reflections of α lpha Teachers:** This is a repository of all the tasks that α lpha Teachers have to do during a span of 2-year degree program. As Learning to Function as a Teacher forms an integral part of the Teacher Education Program so this will help the α lpha Teachers to keep all the records of the activities that they have conducted in the due course of time.

*A Sample Snapshot of
Reflections of Alpha Teachers*



2. **Anecdotal Record:** This would help the α lpha Teachers to maintain their day to day activities being conducted in their classes which are not covered under Reflections of α lpha Teachers or any special task or duty assigned by the Associate School. The activities conducted by the α lpha Teachers related to Daily Teaching Nib, Value Nib, IT Nib & Language Bug are also to be maintained in this record as per the format given in (*Annexure-8*).

GENERAL GUIDELINES AND FRAMEWORK FOR THE ASSOCIATE SCHOOLS

1. Kindly assign one Coordinator for the Learning to Function as a Teacher and share his/her e- mail I.D. and Telephone number with DOE Coordinator.
2. The Associate School is required to provide the following records to DOE at the completion of each semester:
 - a). Attendance Record & Marks of α lpha Teachers for each semester (*Annexure-9*).
 - b). Stage-Wise Student Assessment Record (*Annexure-6*) on completion of respective stages. Kindly note that the duration of stages has no relation with the semesters and it is expected that exposure of each module will be provided with respect to the four stages
3. Kindly report immediately to the co-ordinator from DOE regarding any indiscipline or non-compliance and uninformed absenteeism for more than 6 days.
4. One of the DOE team members would visit your campus on regular basis for supervision of the α lpha teachers after prior information to the school authorities.
5. The Minimum suggestive time table framework for α lpha teacher school internship is attached (*Annexure-11*).

INTERNSHIP RULES

In order to streamline teaching process, α Ipha teachers must follow rules & regulations of the Associate Schools like:

- Mobile Phone Usage
- Leave Policy
- School Timings and Holidays
- Usage of Appropriate Language
- Dress Code
- Availability of School Transport facility
- Usage of Computer Lab, Internet, Library and other facilities
- Wearing Identity card
- Canteen/Cafeteria Facility etc.

JOINT DUTIES AND RESPONSIBILITIES:

DEPARTMENT OF EDUCATION

- Department of Education shall carry out internal assessment of all the α Ipha Teachers and would also arrange to hold end term exams.
- Department of Education will provide Academic Calendar, Assessment Format during the teaching practice.
- Department of Education will visit the Associate Schools from time to time.
- Department of Education will plan some important events for α Ipha Teachers during their internship period and the details of all such events will be shared with Associate Schools. Associate Schools are requested to send the α Ipha Teachers for attending such workshops and events.
- Department of Education will provide α Ipha Teachers Diary titled, 'Reflections of α Ipha Teachers' for the daily report.
- Department of Education will provide various Assessment Proformas (*Annexures-1 to 12*) to the Associate Schools and they are expected to send filled proformas from time to time.

ASSOCIATE SCHOOLS

We seek your cooperation in shaping the α Ipha Teachers and providing them with all the experiences to function as a teacher.

- The Associate Schools should provide inputs regarding α Ipha Teachers about regularity, performance and general conduct.
- The Associate Schools should allot classes to α Ipha Teachers as per the school policy. It will be appreciated if allotment will be in such a manner that they get exposure to all the levels of classes in your respective school starting from Kindergarten to Secondary Level on a rotational basis. α Ipha Teachers can be associated with the regular teacher of your school of various classes. In case, the regular teacher is on leave, α Ipha teachers may be given the substitution period.
- The Associate Schools should direct the Associate Teacher of the school/coordinator to sign α Ipha Teachers diary and lesson plans on a daily basis.
- The Associate Schools should maintain a separate attendance register for the α Ipha Teachers. The α Ipha Teachers are expected to complete 90% attendance during each Semester. DOE will request for attendance record at the end of each semester, the associate school will award marks for α Ipha teachers attendance (*Annexure-9*). In no case, Internship period will be counted as an experience. It is just a training period in which they learn to function as a teacher under your mentorship.
- The Associate Schools should facilitate α Ipha Teachers for internship and practical exposure of Sports Day Celebration, Annual Day Preparation, Swachta Abhiyan, Health Record of the students, First Aid Training, Safety Training, Computer Training or Workshop/ Seminar/Expert talk etc.

- The Associate Schools will give 20 marks of internal assessment of 'Learning to Function as a Teacher' during the internship (*Annexure-10*). The entire daily reports evidences/assignment/ activities being submitted by the students need to be duly countersigned by the coordinator/teacher of the concerned school.
- The Associate Schools should provide completion of internship certificate (*Annexure-12*) by the end of internship in each semester already given in Reflection of α lpha Teachers
- The Associate Schools should fill Assessment proformas (*Annexures-1 to 12*) of α lpha Teachers and it should be countersigned by the Principal of the School and the soft copy of the same should be mailed at the end of the internship.
- The Associate Schools should inform and discuss with Department of Education about the terms and conditions for α lpha Teachers in advance.
- The Associate Schools can offer a scholarship to the α lpha Teachers if they are exceptionally good and are happy with their performance. This needs to be approved by Department of Education wherein α lpha Teachers can continue taking classes for an extended Teaching Practice under Scholars' Internship mode.

Collaboration Between University & Associate School

- **CURIN:** Chitkara University Research and Innovation (CURIN) provides a research-oriented environment to the students. Through CURIN, we can work collaboratively and share with each other our action research and innovation so that both our α lpha Teachers and Associate Teachers could grow together.
- **PhD Programs:** With joint handholding, the Principal/Vice-Principal/Coordinator/ Teachers may opt for PhD programs in Chitkara University. Their research work would be an added benefit both for Department of Education and the Associate School.
- **Joint Teaching Community Network:** Our joint teaching community network would enable both of us to build a strong network and repository of information in the form of individual or collaboration research, workshops & programs for teachers. This would help to build an effective education community for the years ahead.
- **FDPs (Faculty Development Programme):** Department of Education organizes Summer Schools under Chitkara Centre for Academic Excellence. Associate Schools can depute their faculty members to attend the summer schools by the end of June or 1st week of July at Chitkara University, Punjab.

ATTACHMENTS AND ANNEXURES

Following annexures are attached with the program guide.

- Annexure - 1 Checklist of Suggested Activities Under Explain Stage
- Annexure - 2 Checklist of Suggested Activities Under Model Stage
- Annexure - 3 Checklist of Suggested Activities Under Scaffolding Stage
- Annexure - 4 Checklist of Suggested Activities Under Independent Stage
- Annexure - 5 Rubrics for the Assessment of α lpha Teacher (Stage-wise)
- Annexure - 6 Stage-Wise α lpha Teacher Assessment Record
- Annexure - 7 Observation Schedule for α lpha Teachers for Model Stage
- Annexure - 8 Daily Teaching Nib Record Table
- Annexure - 9 Attendance Record of α lpha Teachers
- Annexure - 10 Assessment of α lpha Teachers
- Annexure - 11 Suggestive Time Table
- Annexure - 12 Teaching Practice / Internship Certificate

EPILOGUE

This handbook is for information purpose only. The purpose of this Program Guide is to provide the Associate School with a working guide to understand the day to day procedures and practices of the department. It is designed to provide Associate Schools with a general description of internship. We hope that it helps describe the positive, engaging environment that the department is endeavoring to provide to its future teachers. It is the sole discretion of the department to frame, change or revise the procedures and policies mentioned in their Program Guide from time to time.

ANNEXURE - 1

CHECKLIST OF SUGGESTED ACTIVITIES UNDER EXPLAIN STAGE FOR ASSOCIATE SCHOOL SESSION

Name of the ALPHA Teacher

Name of the Associate School

| Suggested Activities for Stage 1 (Explain) | Done | Not Done and Intimated DOE |
|--|------|----------------------------|
| Conduct an interactive lecture using videos, infographics and real-life examples to explain the key concepts of learning styles, cognitive development and the characteristics of Generation Z and Generation Alpha learners. | | |
| Conduct a thematic seminar that enables Alpha Teachers to identify various social and gender issues and introduce the concepts of diversity, inequality and marginalization in contemporary India, and how these issues impact education system. Include discussions on various policies and commissions evolving understanding of gender roles and role of modern schools in enhancing quality of education, especially among Generation Z and Generation Alpha. | | |
| Conduct an interactive seminar that introduces Alpha Teachers to the principles of guidance and counselling, with a specific focus on Generation Z and Generation Alpha. Use case studies, statistics and examples to highlight the unique challenges these generations face, such as cyber bullying, peer influence, and the impact of technology on mental health. | | |
| Conduct a seminar where Alpha Teachers are introduced to the concepts of school culture, the various roles a teacher plays, and the challenges of assessing Generation Z and Generation Alpha learners. This seminar will also cover the importance of integrating technology into the learning process. | | |
| Conduct a seminar that introduces Alpha Teachers to the various dimensions of leadership styles appreciated by Generation-Z and Generation-Alpha learners, such as rational communication, relational connection, practical management, developing interpersonal skills and strategic direction. Include an introduction to relevant management concepts like Conflict resolution, Management styles, Effective classroom management, and importance of Emotional Intelligence (EQ) in leadership. | | |

*Continued

| Suggested Activities for Stage 1 (Explain) | Done | Not Done and Intimated DOE |
|---|-------------|-----------------------------------|
| Conduct a comprehensive lecture introducing Alpha Teachers to the stages of school design as per NEP 2020, the fundamentals of Language 1, Language 2, and Language 3 education, and contemporary difficulties faced in language learning at the secondary stage. | | |
| Conduct introductory lectures on the concepts of globalization, sustainable development, and global citizenship. Provide an overview of various international education systems, including IB, IGCSE, CBSE, and ICSE. | | |
| Conduct a session explaining the importance of resume writing, interview skills, e-portfolio construction and evaluate the procedures and practices used for recruitment and selection of suitable employees. Discuss the current trends in job markets and how to prepare for careers that may not yet exist. | | |
| Conduct orientation sessions that introduce Alpha Teachers to the fundamentals of effective communication, the importance of health and physical education, basics of paper presentation, report writing and the principles of action research. | | |
| Conduct introductory sessions explaining various educational technology tools and digital platforms like DIKSHA, SWAYAM, PM eVIDYA, E-Pathshala, and NISHTHA. Include demonstrations of these tools and their functions. | | |
| Conduct an interactive lecture introducing Alpha Teachers to the terminologies of assessment (formative, summative, etc.), evaluation, and various pedagogy techniques relevant to Generation Z and Generation Alpha learners. The session should include examples of how these assessments can be altered to fit modern learning styles. | | |
| Conduct an interactive lecture where Alpha Teachers are introduced to the differences between pedagogy, andragogy and heutagogy. Discuss the roles of a pedagogue versus a teacher and explore the aims and objectives of various teaching subjects. | | |

ANNEXURE - 2

CHECKLIST OF SUGGESTED ACTIVITIES UNDER MODEL STAGE FOR ASSOCIATE SCHOOL SESSION

Name of the α LPHA Teacher

Name of the Associate School

| Suggested Activities Under Stage 2 (Model) | Done | Not Done and Intimated DOE |
|--|------|----------------------------|
| The Alpha Teachers will observe a demonstration on effective teaching strategy altered for Generation Z and Alpha learners. This could involve role-playing scenarios where different learning styles are addressed, such as visual, auditory, and kinaesthetic methods. | | |
| Present case studies that depict real-life scenarios in Indian schools where issues of diversity, inequality and gender are evident. Alpha Teachers will analyse various policies and reforms in education system, observe or participate in role-plays that demonstrate how to handle these situations inclusively and sensitively. | | |
| Demonstrate effective counselling techniques through role-playing in different scenarios. Alpha Teachers will observe or participate in mock counselling sessions that address common issues faced by Generation Z and Alpha learners, such as peer pressure, online communication challenges, social media and subject combination dilemma for the choice of career for future success. | | |
| Conduct a simulation where Alpha Teachers observe or participate in mock classroom assessments designed specifically for Generation Z and Generation Alpha learners. These assessments will demonstrate how to integrate technology to address common classroom problems related to assessment. | | |
| Organize role-play sessions where Alpha Teachers observe and participate in scenarios that demonstrate effective leadership and managing various types of conflicts encountered in a classroom setting/ school. This includes providing immediate feedback, conducting parent-teacher meetings, and leading co-curricular activities. | | |

*Continued

| Suggested Activities Under Stage 2 (Model) | Done | Not Done and Intimated DOE |
|--|------|----------------------------|
| Arrange observational sessions where Alpha Teachers can watch experienced educators from international boards conduct classes, integrate global issues into the curriculum, and demonstrate assessment techniques used in IB, IGCSE, and other international systems. | | |
| Arrange workshops where career coaches or HR professionals demonstrate effective resume writing, successful interview techniques, and the creation of compelling e-portfolios. Include sample resumes, interview role-plays, and examples of effective e-portfolios. | | |
| Organize workshops where experienced educators and researchers demonstrate effective communication techniques, conduct sample health and physical education sessions, and present papers. Include a demonstration of how to write a report and conduct action research. | | |
| Arrange sessions where experienced educators use digital tools in their teaching, including online teaching strategies, AI integration, and digital content creation. | | |
| Demonstrate the use of cooperative learning and active learning strategies in a classroom setting. This could include a mock classroom session where Alpha Teachers participate in or observe hands-on laboratory work, project-based learning, or collaborative tasks that cater to the learning preferences of Generation Z and Generation Alpha learners. | | |
| Provide a live demonstration of both micro and macro teaching techniques, showing how to apply instructional objectives in practice. This could include the use of various teaching-learning materials and innovative methods that engage students. | | |
| Demonstrate effective pedagogy and assessment techniques through a model classroom session. This session could include examples of assessing language competencies, interdisciplinary areas, and physical education, along with the application of assessment for, of, and as learning. | | |

*To be filled by the **Alpha Teachers**

Countersigned By
Associate Teacher/Coordinator

ANNEXURE - 3

CHECKLIST OF SUGGESTED ACTIVITIES UNDER SCAFFOLDING STAGE FOR THE ASSOCIATE SCHOOL | SESSION

Name of the α LPHA Teacher

Name of the Associate School

| Suggested Activities Under Stage 3 (Scaffolding) | Done | Not Done and Intimated DOE |
|---|------|----------------------------|
| In pairs or small groups, Alpha Teachers will create lesson plans that incorporate various learning styles and cognitive development strategies. They will receive guidance and feedback from Associate Teachers or experienced educators throughout the process. | | |
| In groups, Alpha Teachers will develop curriculum strategies that promote inclusivity, gender neutrality and sensitivity towards societal issues. They will receive guidance from mentors on how to integrate these strategies into lesson plans and classroom activities, ensuring they are relevant to Generation Z and Alpha learners. | | |
| In small groups, Alpha Teachers will design guidance and counselling programme in schools. The programme which will not only include personal and career related issues of the students but will aim to make parents aware of such programmes. They will receive guidance on creating mentorship goals, selecting appropriate online platforms for communication, and developing strategies to address specific issues like cyber bullying and peer influence and career counselling. | | |
| In small groups, Alpha Teachers will collaborate to design and develop assessment strategies that cater to the unique characteristics of Generation Z and Generation Alpha learners. They will receive guidance on how to integrate these assessments with technology and how to address potential challenges. | | |
| Conduct workshops where Alpha Teachers practice leadership and classroom management techniques under the guidance of mentors. This includes developing management skills to provide reflections on observations, keep records, manage human resources and organize team-based activities. | | |

*Continued

| Suggested Activities for Stage 1 (Explain) | Done | Not Done and Intimated DOE |
|--|------|----------------------------|
| Engage Alpha Teachers in collaborative lesson planning sessions where they design lessons that incorporate global challenges and sustainable development goals. Follow this with mock teaching sessions where they receive feedback from mentors. | | |
| Conduct guided sessions where Alpha Teachers create their own resumes, participate in mock interviews, and build e-portfolios with feedback from mentors. Include peer reviews and iterative improvements. They will be able to identify job opportunities and techniques for quality measurement of schools. Form groups where Alpha Teachers collaborate to critique each other's resumes and e-portfolios, simulate interviews, and provide constructive feedback. | | |
| Arrange for Alpha Teachers to engage in guided practice sessions where they prepare and deliver presentations, draft reports, conduct mock action research, and participate in health and physical education activities. Mentors will provide feedback and support throughout the process. | | |
| Engage Alpha Teachers in hands-on workshops where they practice using various educational technology tools and platforms, like CANVA, Podcasts, Nearpod, Padlet, etc. Include tasks like creating digital content, designing online learning modules, and using AI for curriculum integration. Organize collaborative projects where Alpha Teachers design and implement a lesson plan using digital tools and platforms, receive feedback from mentors, and refine their approach. | | |
| Organize a workshop where Alpha Teachers work in groups to create rubrics, formulate formative and summative tasks, and design assessments (e.g., open book exams, project-based evaluations) suitable for their students. Guidance will be provided on using Bloom's Taxonomy to assess different levels of learning. | | |

*Continued

| Suggested Activities for Stage 1 (Explain) | Done | Not Done and Intimated DOE |
|---|------|----------------------------|
| Organize a workshop where Alpha Teachers collaboratively create lesson plans that incorporate innovative pedagogies, micro and macro teaching techniques and appropriate teaching-learning materials. They will also receive guidance on planning and organizing resource rooms or subject-specific labs. | | |
| Organize a workshop where Alpha Teachers collaborate to plan curriculum strategies that integrate vocational education and subject choices. They will also develop assessment techniques for various subjects, including major subjects and interdisciplinary areas. Mentorship will be provided to guide them through the process. | | |

*To be filled by the **α**lpha Teachers

Countersigned By
Associate Teacher/Coordinator

ANNEXURE - 4

CHECKLIST OF SUGGESTED ACTIVITIES UNDER INDEPENDENT STAGE FOR THE ASSOCIATE SCHOOL | SESSION

Name of the α LPHA Teacher

Name of the Associate School

| Suggested Activities for Stage 4 (Independent) | Done | Not Done and Intimated DOE |
|--|------|----------------------------|
| Alpha Teachers will conduct micro teaching sessions where they independently teach a short lesson to their peers, using the lesson plans they created. After each session, they will receive constructive feedback to refine their teaching approach. | | |
| Alpha Teachers will analyse significant policy debates in Indian Education, compare education system during pre- and post-independent India and various reforms introduced from time to time. They will independently design and implement lesson plans in a simulated or real classroom setting, focusing on contemporary issues such as diversity, inequality and gender. They will then reflect on their experiences and receive feedback from peers and mentors. | | |
| Alpha Teachers will conduct online as well as offline counselling sessions with their peers, simulating real-life scenarios wherein they will provide guidance and support to Generation Z and Alpha learners. Thereafter, they will receive feedback from mentors and peers. | | |
| Alpha Teachers will independently conduct teaching sessions, including the implementation of the assessments they developed. They will reflect on their experiences, focusing on the effectiveness of their assessment strategies and their ability to manage the classroom environment. Peer and mentor feedback will follow these sessions. | | |
| Alpha Teachers will independently conduct assessments/ activities focussing on the global trends in education and reflect on applying motivational and leadership theories in their tasks such as organizing co-curricular activities, conducting parent-teacher meetings, providing immediate feedback to students, and managing classroom dynamics. They will also reflect on their experiences, documenting their observations and improvements. | | |

*Continued

| Suggested Activities for Stage 1 (Explain) | Done | Not Done and Intimated DOE |
|--|------|----------------------------|
| Alpha Teachers will independently design and implement a global education project or a lesson series that aligns with the curriculum of an international board (e.g., IB or IGCSE). They will also independently conduct classes or workshops that integrate global citizenship and sustainable development themes. | | |
| Alpha Teachers independently develop knowledge for recruitment, selection, training, and job analysis and finalize their resumes, e-portfolios, prepare for interviews and develop the techniques of managing Group Dynamics. They should implement the feedback received and demonstrate their readiness for real-world job applications. | | |
| Alpha Teachers will independently prepare and deliver a paper presentation, write a report on a chosen topic, conduct action research on a relevant issue, and organize a health and physical education event. They will also participate in community work and reflect on their experiences through journal entries or blogs. | | |
| Alpha Teachers independently create and implement a technology-enhanced lesson plan or digital content. They should utilize educational tools and platforms to engage students and provide personalized learning experiences. After implementation, Alpha Teachers will evaluate the effectiveness of their technology use, reflect on their experiences, and make adjustments based on feedback. | | |
| Alpha Teachers will independently conduct the assessments they have designed in real or simulated classroom environments. Following the assessments, they will reflect on the effectiveness of their techniques, the outcomes, and the engagement level of the learners. Peer and mentor feedback will be provided. | | |
| Alpha Teachers will independently conduct teaching sessions using the lesson plans they created, incorporating the principles and maxims of teaching they've learned. These sessions could be conducted in a simulated or real classroom environment, followed by peer and mentor feedback. | | |

| Suggested Activities for Stage 1 (Explain) | Done | Not Done and Intimated DOE |
|---|------|----------------------------|
| Alpha Teachers will independently implement the assessments and curriculum plans they have developed in a classroom or simulated environment. They will also engage in advising students on subject choices, vocational courses, and university-level courses. Afterward, they will reflect on their experiences and the effectiveness of their strategies. | | |

*To be filled by the **α**lpha Teachers

Countersigned By
Associate Teacher/Coordinator

RUBRICS FOR THE ASSESSMENT OF α LPHA TEACHER (STAGE-WISE)

| STAGE | EXPLAIN | MODEL | SCAFFOLDING | INDEPENDENT |
|-------------------|--|--|--|---|
| Novice | The alpha Teacher is able to remember, identify, highlight the rules & regulations, ethos and other information shared under this stage about the Associate School | The alpha Teacher is able to remember, identify, highlight the observations made with respect to the strategies, methodologies followed by the Associate School | The alpha Teacher is able to remember & imitate the Associate Teacher with respect to use of the tools & techniques while discharging various responsibilities in the Associate School (Teaching in Class, Assisting in School Administration, etc.) | The alpha Teacher is able to remember, identify, highlight the lesson plans, objectives & final outcome to be achieved while working independently as an alpha Teacher |
| Advanced Beginner | The alpha Teacher is able to associate, summarize, compare, infer and extend the rules & regulations, ethos and other information shared under this stage about the Associate School | The alpha Teacher is able to summarize, compare, infer and extend the observations made with respect to the strategies, methodologies followed by the Associate School | The alpha Teacher is able to summarize, compare, infer with respect to use of the tools & techniques while discharging various responsibilities in the Associate School (Teaching in Class, Assisting in School Administration, etc.) | The alpha Teacher is able to associate, summarize, compare, infer and extend the lesson plans, objectives & final outcome to be achieved while working independently as an alpha Teacher |
| Competent | The alpha Teacher is able to articulate, display, execute the rules & regulations, ethos and other information shared under this stage about the Associate School | The alpha Teacher is able to articulate, display, execute the observations made with respect to the strategies, methodologies followed by the Associate School | The alpha Teacher is able to articulate, display, execute with respect to use of the tools & techniques while discharging various responsibilities in the Associate School (Teaching in Class, Assisting in School Administration, etc.) | The alpha Teacher is able to articulate, display, execute and reflect upon the lesson plans, objectives & final outcome to be achieved while working independently as an alpha Teacher |
| Proficient | The alpha Teacher is able to categorize, correlate, deduce and illustrate the rules & regulations, ethos and other information shared under this stage about the Associate School | The alpha Teacher is able to categorize, correlate, deduce and illustrate the observations made with respect to the strategies, methodologies followed by the Associate School | The alpha Teacher is able to categorize, correlate, deduce and illustrate with respect to use of the tools & techniques while discharging various responsibilities in the Associate School (Teaching in Class, Assisting in School Administration, etc.) | The alpha Teacher is able to categorize, correlate, deduce, measure, develop and extend the lesson plans, objectives & final outcome to be achieved while working independently as an alpha Teacher |
| Expert | The alpha Teacher is able to assess, reflect, review & comment on the rules & regulations, ethos and other information shared under this stage about the Associate School | The alpha Teacher is able to assess, reflect, review & comment upon the observations made with respect to the strategies, methodologies followed by the Associate School | The alpha Teacher is able to assess, reflect, review & comment with respect to use of the tools & techniques while discharging various responsibilities in the Associate School (Teaching in Class, Assisting in School Administration, etc.) | The alpha Teacher is able to assess, reflect, review & validate the lesson plans, objectives & final outcome to be achieved while working independently as an alpha Teacher |

ANNEXURE - 6

STAGE-WISE STUDENT ASSESSMENT RECORD

Sample Format for the **Alpha** Teacher's Assessment (Stage-Wise) as per the Rubrics

Name of the **Alpha** Teacher

Name of the Associate School

Name of the Associate Teacher

Name of the Associate School Coordinator

Stage Assessed: **Kindly tick the appropriate box**

Stage 1: Explain ☐ Stage 2: Model ☐ Stage 3: Scaffolding ☐ Stage 4: Independent ☐

| Module | Activity/ Session Organised | Alpha Teachers' Assessment (Kindly tick whichever is applicable) (Rubrics for your reference are listed in Annexure 5) | | | | |
|--|-----------------------------------|--|-------------------|-----------|------------|--------|
| | | Novice | Advanced Beginner | Competent | Proficient | Expert |
| EDExpert | | | | | | |
| EDLearner | | | | | | |
| EDTutor | | | | | | |
| EDManager | | | | | | |
| EDMentor | | | | | | |
| EDSocial | | | | | | |
| EDGlobal | | | | | | |
| EDProfile | | | | | | |
| EDValue | | | | | | |
| EDTech | | | | | | |
| EDPedagogue | | | | | | |
| EDAssessor | | | | | | |
| Overall Remarks by the Associate Teacher/Coordinator | | | | | | |
| Signature of the Associate Teacher/Coordinator | | | | | | |

*To be filled by the Associate Teacher of the Associate School.

Countersigned By
Associate Teacher/Coordinator

OBSERVATION SHEET FOR α LPHA TEACHERS FOR MODEL STAGE

SESSION

Associate Teacher Name

Sub

Date

Class

Time Duration

Instruction: Please tick mark (✓) Yes/No as applicable

| DEMO DELIVERY | YES | NO | YES | NO | YES | NO |
|-------------------------|-----|----|-----|----|---|----|
| Topic Introduced | | | | | Hand, Eye & Body Co-ordination & Movement | |
| Smile & Expression | | | | | Computer Skills | |
| Pre-Knowledge Testing | | | | | Controlled Practice | |
| Presentation Skills | | | | | Free Practice | |
| Confidence | | | | | Drilling | |
| Methodology | | | | | Role Playing | |
| Creativity | | | | | Class Involvement & Engagement | |
| Innovativeness | | | | | Worksheet Usage | |
| Speech Clarity | | | | | Inter-Disciplinary Approach/Integrated Learning Methods | |
| Communication Skills | | | | | Home Task Assignments | |
| Blackboard Writing | | | | | Demo Conclusion | |
| Writing Skills | | | | | Greetings & Thanks Giving | |
| Motivation to Students | | | | | Dressing | |
| Teacher Talk Time (TTT) | | | | | Positive Attitude Towards Feedback | |
| Student Talk Time (STT) | | | | | | |
| Error Correction | | | | | | |

*To be filled by the α Ipha Teacher during model stage

Countersigned by Associate Teacher/Coordinator

ANNEXURE - 8

DAILY TEACHING NIB RECORD TABLE

Sample Format for covering some aspects of each of the modules related to the
'Daily Teaching Nib' at various stages of delivery

Date:

Class:

Daily Teaching NIB:

Topic:

| S.No. | Date | Module | Domain of Learning-Cognitive/ Psychomotor/ Affective | Stages of Delivery- Presentation/ Controlled Practice/ Free Practice | Topic Covered from |
|-------|------|-------------|--|---|--------------------|
| 1. | | EDExpert | | | |
| 2. | | EDLearner | | | |
| 3. | | EDTutor | | | |
| 4. | | EDManager | | | |
| 5. | | EDMentor | | | |
| 6. | | EDSocial | | | |
| 7. | | EDGlobal | | | |
| 8. | | EDProfile | | | |
| 9. | | EDValue | | | |
| 10. | | EDTech | | | |
| 11. | | EDPedagogue | | | |
| 12. | | EDAssesor | | | |

*To be filled by the αlpha Teachers

Countersigned By
Associate Teacher/Coordinator

ANNEXURE - 9

SCHOOL ATTENDANCE ASSESSMENT PROFORMA

Name of the Αlpha Teacher: _____

Roll No. of the Αlpha Teacher: _____ Class/Grade: _____ Section: _____

Assessment Period: _____

Batch: _____ Session: _____ Semester: _____

Attendance Criteria

Rubric for School Attendance Assessment

| Criteria | Excellent (4) | Good (3) | Satisfactory (2) | Needs Improvement (1) |
|------------------------------|---|---|---|--|
| Punctuality | Always arrives on time, without any late arrivals or early departures. | Rarely late, with no more than 1-2 late arrivals or early departures. | Occasionally late, with 3-4 late arrivals or early departures. | Frequently late, with 5 or more late arrivals or early departures. |
| Consistency of Attendance | Maintains perfect attendance throughout the internship period. | Attends regularly, with no more than 1-2 absences. | Attendance is inconsistent, with 3-4 absences. | Attendance is poor, with 5 or more absences. |
| Adherence to School Policies | Fully adheres to school attendance policies, including advance notice for absences. | Adheres to school attendance policies, with occasional lapses in communication. | Sometimes fails to follow school attendance policies, with lapses in communication. | Often fails to follow school attendance policies, with poor communication. |
| Reliability | Demonstrates high reliability, always present when expected. | Generally reliable, with only minor instances of being absent or late. | Reliability is inconsistent, occasionally fails to be present when expected. | Unreliable, often absent or late without prior notice. |
| Professionalism | Displays professionalism in handling attendance, with appropriate communication. | Generally professional, with only minor lapses in communication about attendance. | Professionalism is lacking, with occasional lapses in communication and attendance. | Lacks professionalism, with frequent lapses in communication and attendance. |

Scoring

- 16-20 points: Excellent attendance record, demonstrating punctuality, reliability, and adherence to policies.
- 11-15 points: Good attendance, with minor lapses in punctuality or consistency.
- 6-10 points: Satisfactory attendance, but with noticeable inconsistencies or lapses in reliability.
- 1-5 points: Needs significant improvement in attendance, with frequent issues regarding punctuality, consistency, or professionalism.

Attendance Record

| S.No. | Name of the Alpha Teacher | Starting Date of Internship | Last date of Internship | Month wise Attendance | No. of Working Days | No. of Leaves | No. of days Absent | Total Attendance | Marks of Attendance |
|-------|---------------------------|-----------------------------|-------------------------|-----------------------|---------------------|---------------|--------------------|------------------|---------------------|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Kindly note that 2 half days leave is equivalent to 1 full day leave and 3 short day leaves is equal to 1 full day leave

Coordinator/ Associate Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

Distribution of marks of attendance in evaluation criteria

20 marks- 90% and above | 15 marks- 80%-90% | 10 marks- 70%-80%

05 marks- 60%-70% | 00 marks- less than 60%

ANNEXURE - 10

SCHOOL INTERNSHIP ASSESSMENT PROFORMA

Name of the Alpha Teacher: _____

Roll No. of the Alpha Teacher: _____ Batch: _____ Session: _____ Semester: _____

Name of the Associate School: _____

Class/Grade: _____ Subject Taught: _____

Name of the Associate Teacher: _____

Assessment Date: _____

Assessment Criteria

| Criteria | Description | Marks Allotted | Marks Obtained |
|---|--|----------------|----------------|
| Lesson Planning and Preparation | Includes clarity of objectives, appropriateness of materials, and organization of content. | 4 | |
| Classroom Management | Ability to maintain discipline, manage time effectively, and handle classroom disruptions. | 3 | |
| Teaching Methods Strategies and Teaching Aids | Use of varied and appropriate teaching methods, Teaching aids, engagement with students, and adaptability. | 3 | |
| Communication Skills | Clarity of speech, use of language, and ability to convey concepts effectively. | 3 | |
| Professionalism | Punctuality, attire, and interaction with staff and students. | 2 | |
| Co-curricular Participation | Active participation, Collaboration, Commitment to Responsibility | 3 | |
| Extra Duties Assigned | Examination Duties, Notebook checking, Floor Duties | 2 | |
| | Total | | |

Comments by Associate Teacher

Strengths: _____

Areas for Improvement: _____

Coordinator/ Associate Teacher's Signature: _____

Date: _____

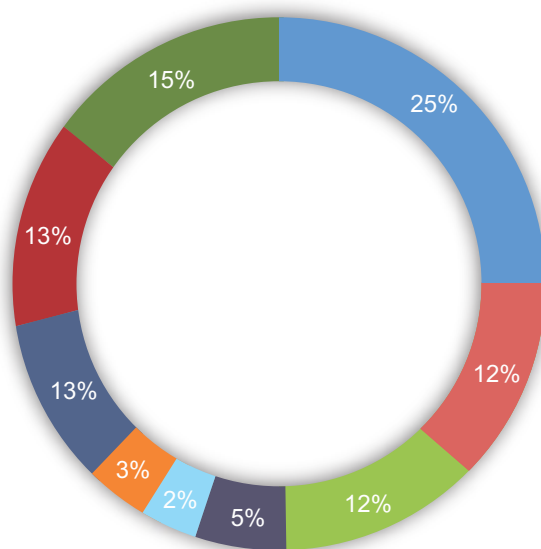
Principal Signature: _____

Date: _____

ANNEXURE - 11

SUGGESTIVE TIME TABLE

Frame Work for α lpha Teachers' School Internship



- | | |
|--|--|
| ■ Academics | ■ Co-curriculars |
| ■ Data and Report Making | ■ Workshop and Administrative Task |
| ■ Counselling and Special Education | ■ Clubs |
| ■ Research, I.T. and Library | ■ Free Periods |
| ■ Substitution | |

| S.No. | Task | No. of Periods allotted in a week |
|-------|--|-----------------------------------|
| 1. | Academics | 10 |
| 2. | Co-curriculars | 5 |
| 3. | Data and Report Making | 5 |
| 4. | Workshop and Administrative Task | 2 |
| 5. | Counselling and Special Education | 1 |
| 6. | Clubs | 1 |
| 7. | Research, I.T. and Library | 5 |
| 8. | Free Periods | 5 |
| 9. | Substitution | 6 |
| | Total Periods in a Week (Considering Five days in a week) | 40 |

TEACHING PRACTICE / INTERNSHIP CERTIFICATE

Sample Format of Teaching Practice Certificate to be awarded by
The Associate School at the end of each Semester



DEPARTMENT OF EDUCATION

TEACHING PRACTICE CERTIFICATE

This is to certify that **α** lpha teacher
of B.Ed., University Roll No. has completed her internship from dated
to of Fourth semester under the guidance and supervision of the Associate School.

Teacher Incharge
(Associate School)

Principal
(Associate School)

Dean
(Department of Education)

*To be filled by Associate School

PROGRAMME CURATORS



Dr. Sangeeta Pant
Dean
Department of Education



Dr. Parul Sood
Professor & Assistant Dean - Academics,
Department of Education



Aasheesh Bhatnagar
Director
Office of Academic Support



Dr. Vani Parwez
Assistant Dean - Outreach
Department of Education



Vismaad Kaur
Assistant Professor and
Assistant Academic Co-ordinator
Department of Education



Dr. Anu Verma
Assistant Professor
Department of Education



Dr Pooja Singh
Assistant Professor and
Assistant Examination Incharge
Department of Education



Jyotika Guleria
Assistant Professor
Department of Education



Dr. Sukhjit Singh
Assistant professor
Department of Education

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