

छत्तीसगढ़ शासन
स्कूल शिक्षा विभाग
मंत्रालय
महानदी भवन, नया रायपुर

क्रमांक/एफ/201 /2017/20-तीन,
प्रति,

नया रायपुर, दिनांक 22/09/2017

समस्त जिला शिक्षा अधिकारी
जिला -

विषय - द्विवर्षीय बी.एड. पाठ्यक्रम के छात्राध्यापकों को शाला अनुभव कार्यक्रम के लिए संस्था आबंटन करने के संबंध में दिशा-निर्देश।

- संदर्भ - 1. NCTE द्वारा जनवरी 2016 में जारी स्कूल इंटर्नशिप : फ्रेमवर्क एवं गाइडलाइन्स।
2. संचालक, एस.सी.ई.आर.टी., रायपुर का पत्र क्रमांक/शिक्षक शिक्षा/30-1/बी.एड./2017-18/4135 रायपुर, दिनांक 10.08.2017।
3. माननीय भरत मटियारा, अध्यक्ष, छत्तीसगढ़ मछुआ कल्याण बोर्ड, रायपुर का पत्र क्रमांक/105, दिनांक 04.08.2017।
4. जिला शिक्षा अधिकारी, बिलासपुर का पत्र क्रमांक/प्रशि./2017/1439, रायपुर दिनांक 25.07.2017।

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उपरोक्त विषयान्तर्गत लेख है कि बी.एड. पाठ्यक्रम के स्कूल इंटर्नशिप कार्यक्रम में जिला शिक्षा अधिकारी, बिलासपुर तथा मान. भरत मटियारा, अध्यक्ष, छत्तीसगढ़ मछुआ कल्याण बोर्ड रायपुर ने यह सुझाव दिया था कि शासकीय विभागीय बी.एड. प्रशिक्षार्थियों को उनके मूल पदस्थ शाला में शाला अनुभव कार्यक्रम (स्कूल इंटर्नशिप) के लिए भेजा जाया। इसी प्रकार परिषद् द्वारा यह बात ध्यान में लाया गया है कि जिला शिक्षा अधिकारी, रायपुर तथा बिलासपुर द्वारा शिक्षक-शिक्षा संस्थानों (TEI) के बी.एड. प्रशिक्षार्थियों को उस संस्था से 70-75 कि.मी. दूर में स्थित स्कूलों को शाला अनुभव कार्यक्रम के लिए आबंटित कर रहे हैं।

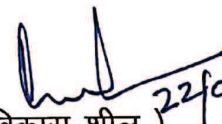
राष्ट्रीय अध्यापक शिक्षा परिषद् (NCTE), नई दिल्ली द्वारा जनवरी 2016 में स्कूल इंटर्नशिप : रूपरेखा व दिशा-निर्देश जारी किया गया है, जिसमें राज्य शासन, शिक्षक शिक्षा संस्थान, विश्वविद्यालय, अभ्यास शाला तथा प्रशिक्षार्थी क्या कार्य करेंगे इसका स्पष्ट दिशा-निर्देश दिया गया है। इसके अनुसार स्कूल इंटर्नशिप में प्रशिक्षार्थी की भूमिका एक स्थानापन्न शिक्षक के रूप में है। उन्हे अभ्यास शाला में केवल शिक्षण कार्य ही नहीं बल्कि

समाज को समझना, पाठ्यपुस्तक का विश्लेषण करना, कक्षा का अवलोकन, उपचारात्मक शिक्षण, केस स्टडी व प्रोजेक्ट कार्य इत्यादि कार्य भी करना होता है तथा सप्ताह में उन्हे शिक्षक-शिक्षा संस्थान में समीक्षा के लिए अपनी उपस्थिति देनी होती है। इस शाला अनुभव कार्यक्रम के लिए शिक्षा महाविद्यालय अपने संस्था से पर्यवेक्षक तथा अभ्यास शाला से मेन्टर नियुक्ति करता है, जिनका लगातार उन्मुखीकरण वर्कशाप भी आयोजित करना होता है। NCTE के दिशा-निर्देश में अर्तनिहित उद्देश्यों की पूर्ति के लिए शाला अनुभव कार्यक्रम के लिए संस्था आबंटन करते समय निम्नलिखित बिन्दुओं का ध्यान रखना आवश्यक होगा :-

01. जिला शिक्षा अधिकारी, बिलासपुर के सुझाव के संबंध में - शिक्षक की भूमिका स्थानापन्न शिक्षक की है, इस कारण विभागीय प्रशिक्षार्थियों को उनके मूल पदस्थ शाला में अभ्यास शिक्षण में भेजने से पर्यवेक्षण कार्य करने में भी व्यवहारिक दिक्कत आयेगी।
02. अभ्यास स्कूल के संबंध में - चूंकि प्रशिक्षार्थियों को अन्य गतिविधियों के लिए बार-बार महाविद्यालय आना होना तथा पर्यवेक्षकों को शाला अभ्यास कार्यक्रम के दौरान अभ्यास स्कूल का निरीक्षण तथा मानिट्रिंग करना होता है, मेन्टर, प्राचार्य, पर्यवेक्षक व प्रशिक्षार्थियों का उन्मुखीकरण कार्यशाला आयोजित करना होता है। इस कारण जहाँ तक संभव हो शिक्षक-शिक्षा संस्थानके 8-10 km. के दायरे में ही समस्त बी.एड./डी.एल.एड. प्रशिक्षार्थियों को अभ्यास स्कूल आबंटित किया जाय।

अतः आपके जिला में स्थित शासकीय/निजी शिक्षा महाविद्यालयों/संस्थानों के बी.एड./डी.एल.एड. के समस्त प्रशिक्षार्थियों को उपरोक्त दिशा-निर्देश अनुसार ही अभ्यास शिक्षण के लिए स्कूल आबंटित करें। ताकि NCTE द्वारा तय किये गये दिशा-निर्देश का पालन हो सके।

संलग्न - NCTE दिशा निर्देश की छायाप्रति।



(विकास शील) 22/9/17
सचिव
छत्तीसगढ़ शासन
स्कूल शिक्षा विभाग

पृष्ठ. क्रमांक/एफ/202 /2017/20-तीन,
प्रतिलिपि -

नया रायपुर, दिनांक 22/09/2017

1. निजी सचिव, माननीय मंत्रीजी, छ0ग0 शासन, स्कूल शिक्षा विभाग, मंत्रालय, महानदी भवन, नया रायपुर।
2. माननीय भरत मटियारा, अध्यक्ष, छत्तीसगढ़ मछुआ कल्याण बोर्ड, जी.ई. रोड, रेल्वे क्रासिंग के पास तेलीबांधा, रायपुर को सूचनार्थ।
3. कुल सचिव, पंडित रविशंकर शुक्ल विश्वविद्यालय, रायपुर।
4. कुल सचिव, बस्तर विश्वविद्यालय, जगदलपुर।
5. कुल सचिव, सरगुजा विश्वविद्यालय, अम्बिकापुर।
6. कुल सचिव, बिलासपुर विश्वविद्यालय, बिलासपुर।
7. कुल सचिव, दुर्ग विश्वविद्यालय, दुर्ग।
8. कुल सचिव, डॉ.सी.वी.रमन विश्वविद्यालय, करगी रोड कोटा, बिलासपुर।
9. कुल सचिव, मेटस विश्वविद्यालय आरंग, रायपुर।
10. कुल सचिव, कलिंगा विश्वविद्यालय, नया रायपुर।
11. संचालक, राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, रायपुर।
12. प्राचार्य, समस्त बी.एड. संचालित महाविद्यालय

को सूचनार्थ/आवश्यक कार्यवाही हेतु।


सचिव 22/9/17

छत्तीसगढ़ शासन
स्कूल शिक्षा विभाग

**SCHOOL INTERNSHIP: FRAMEWORK
AND GUIDELINES**
(January, 2016)



NATIONAL COUNCIL FOR TEACHER EDUCATION

**Hans Bhawan (Wing-II),
1, Bahadur Shah Zafar Marg,
New Delhi-110 002
www.ncte-india.org**

1. Background

Like all other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as ‘school internship’ which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. In fact, it is this component of the teacher education curriculum which facilitates transformation of a student-teachers from being learners in the art and science of teaching to adequately-equipped teachers to perform the responsibilities of a teacher in actual school settings.

The present day educational discourse centres around the concepts of self-learning, self-knowledge, and constructivist approach to teaching and learning which implies the students need to be facilitated to graduate from being mere recipients of knowledge to become assimilators and generators of knowledge. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings.

2. School Internship: Changing Scenario

The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The earlier stipulation of practice-teaching involved teaching of a pre-specified number of lessons in the subjects offered by a student-teacher as teaching or methods subjects. The *NCTE Regulations, 2009* made an attempt to broaden the scope of practice-teaching by emphasising the importance of providing experience of all activities and programmes of the school to the student-teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of ‘Field Engagement’ by prescribing a longer duration of 20 weeks for it in the elementary and secondary teacher education programmes like D.El.Ed., B.El.Ed, B.Ed, B.A.B.Ed., and B.Sc.B.Ed. and B.Ed.-M.Ed. The ‘Field Engagement’ of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programmes, and in the second, third and fourth year of the Four-Year programmes. The engagement of 16 weeks’ duration is further split into 14 weeks of school internship and 2 weeks of engagement with the field other than the school (i.e. community engagement). Further, the total internship time is to be split between two types of schools at the rate of 80% and 20%.

The relevant stipulations of NCTE Regulations, 2014 regarding duration of school internships are summarised below:

Diploma in Elementary Education (D.El.Ed.)

S.No.		1 st Year	2 nd Year	Total
1	Internship Duration	4 Weeks (2 nd Semester)	16 Week (3 rd Semester)	20 weeks
2	Total Programme Credits	40	40	80
3	Internship (field engagement) Credits	4	16	20
4	Total Marks assigned	1000	1000	2000
5	Marks assigned for Internship	100	400	500
6	Weightage in terms of credits	10%	40%	25%
7	Weightage of Internship in terms of marks	10%	40%	25%

Bachelor of Education (B.Ed.)

S.No.		1 st Year	2 nd Year	Total
1	Internship Duration	2 weeks (2 nd Sem)	18 weeks (3 rd Sem)	20 weeks
2	Total Programme Credit	40	40	80
3	Internship Credits	4	16 (14+2)	20
4	Total Marks assigned	1000	1000	2000
5	Marks assigned for Internship	100	400	500
6	Weightage in terms of credits	10%	40%	25%
7	Weightage of Internship in terms of marks	10%	40%	25%

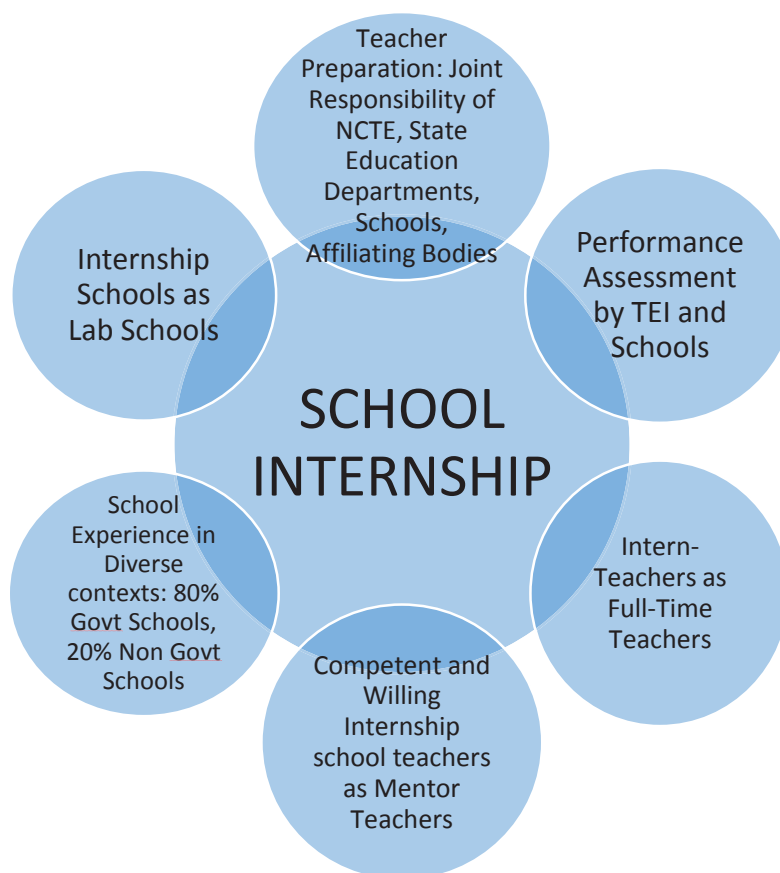
B.A B.Ed./B.Sc. B.Ed. (4 Year Integrated Programme)

S.No.		1 st Year	2 nd Year	3 rd Year	4 th Year	Total
1	Internship Duration	-	2 weeks (4 th Sem)	2 weeks (6 th Sem)	16 weeks (7 th Sem)	20 weeks
2	Total Programme Credit (Education Component)	14	10	18	44	86
3	Internship Credits (Education Component)	-	2	2	16 (14+2)	20
4	Total Marks assigned (Education Component)	350	250	450	1100	2150
5	Marks assigned for Internship (Education Component)	-	50	50	400	500
6	Weightage in terms of credits (Education Component)	-	20%	11.11%	36.3%	23.25%
7	Weightage of Internship in terms of marks (Education Component)	-	20%	11.11%	36.3%	23.25%

N.B.: - In the final year of the programme 14 weeks are recommended for school internship and the remaining two weeks for community field work.

The tables given above reveal that due to enhanced duration and enhanced weightage, school internship and field engagement component of the curriculum of three teacher education programmes has been placed at the centre stage of the programme design. Approximately 25% weightage has been assigned to this component alone. It is expected that after the completion of ‘Internship’, the intern teacher will be ready to take up the responsibilities of a teacher independently. *The enhanced duration of internship implies that tremendous amount of resources shall be required in terms of money, time and efforts and therefore these will have to be utilised in a planned and systematic manner to ensure successful implementation of internship.* To ensure realisation of the expected outcomes, the planning and organization of the internship shall have to be based on the principles mentioned below.

3. Organisation of Internship: Some Principles



a) While the Internship shall be put in by student-teachers in designated schools, the rest of the four weeks shall be spread over other semesters and involve activities like school visit, classroom observation, individual and group assignments. Out of the 16 weeks full-time school internship, two weeks shall be for community work, and the rest be divided equally between practice teaching and all school-based activities.

b) The student-teachers/intern-teacher should be called upon to work as full-time teachers in negotiated schools during internship under the guidance and supervision of school principal and mentor teachers. In other words, they should be required to undertake all such tasks as are

performed by regular teachers of the school. In addition, they ought to be provided opportunities to observe, participate and contribute in all activities of the school both in school curricular and co-curricular activities and out of school activities.

c) Some competent and willing teachers of the ‘internship schools’ could be designated as “Mentor Teachers”. In an academic session, 3-4 student-teachers could be attached with a mentor-teacher keeping in view his /her subject specialisation. The identified mentor-teachers who could be treated as members of the extended teacher education faculty shall be provided intensive orientation to the responsibilities of a mentor-teacher to avoid wastage of resources. It would be desirable to ensure stability of the tenure of the mentor-teachers.

d) A majority of teachers are generally called upon to work during their professional career in diverse contexts, such as Govt/Private schools in urban and rural areas. It would be desirable to provide opportunities to the student-teachers to gain experience of working in diverse contexts by completing internship in schools located in urban, rural and tribal areas. *It has been proposed to earmark 80% of time for Internship in Government and 20% of time in Private Schools.*

e) The schools identified for hosting the internship ought to be treated as lab schools of a TEI so as to enable the faculty and the student-teachers to engage with the school students, teachers and the local community in a sustained manner which may lead to the understanding of the education system, self, students, community, etc. These schools should be available to the faculty and students throughout the year for observation, experimentation, interaction, information gathering, etc.

f) Initial teacher preparation including organization of school internship shall be as a joint responsibility of the Teacher Education Regulator at the Central level, State Education Departments, Affiliating Bodies, Teacher Education Institutions and Internship or host schools. The above mentioned institutions/ agencies, being stakeholders in the quality of future teachers are expected to function in a coordinated manner with pre-defined and suitably demarcated responsibilities.

g) The assessment of the student teacher’s performance and achievements at different stages during the school internship will be required for certification purposes as per the scheme of evaluation prescribed by the affiliating body. The assessment of interns’ performance in tasks undertaken by them shall be done jointly by the teacher education faculty, school principals and mentor teachers. The teacher education institutions will make available to the schools the detailed guidelines for the evaluation scheme (provided in the Internship Handbook of NCTE).

- NCTE shall develop *Internship Guidelines* for State Governments/SCERTs, and *Internship Handbook* for Affiliating Universities, TEIs and Internship Schools for implementation of school internship. NCTE shall also orient University Education Faculties and SCERTs as *master trainers* to further orient the TEIs and Internship Schools.

- The State Government shall facilitate availability of especially Government Schools to the TEIs and in the smooth implementation of School Internship.
- The Internship Schools shall take responsibility in engaging and assessing student-teachers, and shaping their attitude and experiences on school and community engagement.

4. Organisational Responsibilities

As stated above, the NCTE, State Education Departments, affiliating bodies, teacher education institutions and schools have to share the responsibility of preparing future teachers. The roles and responsibilities of different players are elaborated as follows.

a) **National Council for Teacher Education (NCTE):** As a Regulator for teacher education in the country, the NCTE is mandated to formulate teacher education policy, lay down norms and standards for various teacher education programmes, and develop curriculum frameworks for different programmes. In the context of School Internship, the NCTE shall develop guidelines for its implementation and elaborate the roles and responsibilities of various agencies involved in the task of teacher preparation, such as State Education Departments and Affiliating Bodies. It is estimated that for approximately 16000 TEIs, (D.El.Ed. and B.Ed.), around 1.5 lakh schools will have to be identified for the organizations of internship. In addition, it shall develop a handbook of internship for the reference of the State Govts. and affiliating bodies, and for the use of TEIs and internship schools.

The roles and responsibilities of NCTE are summarised in the box given below:

Roles and Responsibilities: NCTE

- | |
|---|
| <ul style="list-style-type: none"> • Formulate and notify Internship Policy (already given in Regulations 2014). • Develop Internship Handbook for the use of Teacher Education Faculty, Student Teachers, School Principals and Mentor Teachers. • Elaborate Internship Tasks and Assessment Framework in the Handbook. |
|---|

b) **State Education Departments:** The schools in any state are under the administrative control of the State Education Departments. A State Education Department needs to maintain the data regarding institutions offering various Teacher Education programmes and the sanctioned intake of each institution. The department shall work out the requirement of internship school for each TEI keeping in view the norms prescribed by NCTE. The NCTE Regulations, 2014 stipulate that a TEI for an intake of 100 students, should have easy access to 10 schools for the organization of internship programme. (This shall be reduced to 5 schools for an intake of 50 students).

The criteria for allocation of schools to TEIs should be developed, which may include distance from the TEI, distance from residence, accessibility etc. The allocation of schools to TEIs could be done at the district level in the office of the District Education Officer. The district education

officials shall visit the lab school at least twice during the internship, and at least once in the first year of internship to take stock of the ongoing programme in the internship school.

The roles and responsibilities of State Education Department are summarised in the box given below:

Roles and Responsibilities: State Education Department

State Level

- Maintain database of TEIs in the State.
- Work out the requirement of Internship/ Lab Schools @10 schools per 100 student-teachers (5 per 50 student-teachers).
- Formulate internship policy of the state and issue guidelines for the District Education authorities concerning identification and monitoring of internship schools.
- Compile monitoring reports received from the districts and forward the consolidated report to the NCTE.

District Level

- Prepare internship calendar in consultation with affiliating bodies.
- Allocate schools to TEIs in the district.
- Monitor internship periodically and send reports to the state headquarters.

c) **Affiliating Bodies:** In India, the degree level teacher education programmes are affiliated to the universities and diploma level programmes are affiliated to either SCERTs or Boards of School Education. The affiliating bodies prescribe the scheme of examination of different components of the teacher education programme including internship. The affiliating body shall have to assign weightage to each component of the internship and thereafter should specify the procedure to be adopted by a TEI for determining the assessment grade or marks for individual student-teachers in different components. The responsibility of an affiliating body does not end with the formulation of evaluation scheme and development of guidelines for TEIs. It should chalkout a plan to monitor and supervise the organization of internship by the TEIs affiliated to it, for which it may devise “monitoring-cum-supervision proforma”. A consolidated monitoring report along with monitoring reports of individual institutions should be sent to NCTE for its reference and use.

The roles and responsibilities of Affiliating Bodies are summarised in the box given below:

Roles and Responsibilities: Affiliating Bodies

- Prepare a calendar of school internship in consultation with the state education department.
- Develop, notify and circulate the scheme of evaluation for the internship component.
- Suggest procedures to be followed by TEIs and internship schools for assessing student-teachers’ performance.
- Undertake periodical monitoring of TEIs (along with DEOs) and of internship and send consolidated report to NCTE.

d) **Teacher Education Institution:** A Teacher Education Institution (TEI) has to play a crucial role in the organization of internship programme. It has to: i) internalise the internship policy formulated by NCTE, ii) examination scheme formulated by affiliating body, iii) internship

schedule drawn by the state government, and prepare itself to implement the policies and plan effectively. It should interact with the lab schools and mentor teachers continuously. The TEI shall shoulder the responsibility of orienting the School Principals and Mentor Teachers to equip them for the organisation of internship. The *Handbook on School Internship* prepared by the NCTE (and also by the Affiliating Body) should be discussed in the Internship Schools attached to it. In addition to the core activities suggested in the Handbooks, the teacher education faculty and school mentor teachers may design a few need-based and locally-relevant activities, such as survey of historical monuments in the school neighbourhood, interview with local artists and artisans, meetings with retired award winning soldiers and teachers, visits to places of cultural importance assessment of the mechanism of neighbourhood cleanliness, etc.

The roles and responsibilities of Teacher Education Institutions are summarised in the box given below:

Roles and Responsibilities: Teacher Education Institutions

- Provide Internship Handbooks to the internship schools.
- Organise orientation–cum-consultation meetings with the school principals and mentors teachers.
- Develop supplementary material for additional activities in collaboration with mentor teachers.
- Hold fortnightly review meetings with mentor teachers.
- Hold follow-up meetings with student-teachers at regular intervals in the TEI.
- Monitor implementation of internship including observation of practice teaching.
- Assess, in collaboration with school mentor-teachers, the internship performance of student-teachers.

e) **Internship or Lab School:** A school categorised as Internship or Lab School by the State Education Department should prepare itself to function as the extension centre of the TEI to which it has been attached. The teachers identified by it as mentor teachers shall participate in the orientation workshop organised by the concerned TEI and contribute towards the development of the internship Implementation Plan. The mentor-teachers shall be called upon to continuously supervise the student-teachers and provide them the necessary guidance, as and when required on the listed school-based and community-based activities. The mentor-teachers will also be involved in the assessment of student-teachers’ performance for which they will be oriented to the use of a variety of assessment tools like rating scales, questionnaires, observation schedules, etc.

The roles and responsibilities of Internship /Lab School are summarised in the box given below:

Roles and Responsibilities: Internship /Lab School

- Identify well-qualified and adequately-motivated teachers to be associated with TEIs as mentor teachers.
- Depute the mentor-teachers to participate in the orientation meetings in the TEI.
- Make available all school facilities to the student-teachers such as library, laboratories, playgrounds etc.

- Permit the student-teachers to participate and contribute in all activities of the school such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers.
- Participate in the assessment of students' performance.
- Address promptly the problems and difficulties of student-teachers.

5. Student Teachers' Tasks during Internship

During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community-based activities other than teaching. However, for undertaking the activities, the student-teachers are required to develop a repertoire of understandings, competencies, and skills. They have to undertake some activities in the first part of the internship and some other in the second part. A few such activities are suggested below (which have been elaborated in detail in the Internship Handbook):

- a) Understanding the Internship School and the community around.
- b) Analysis of school syllabus and textbooks.
- c) Observing the classroom teaching of regular teachers.
- d) Observation of classroom teaching of peer student-teachers.
- e) Preparation of case study of the internship school and the innovative activities that the school undertakes.
- f) Preparation of Lesson Plans and Unit Plans.
- g) Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- h) Teaching as a substitute teacher.
- i) Mobilisation and development of teaching-learning resources.
- j) Preparation of a question papers and other assessment tools.
- k) Preparation of a diagnostic tests and organisation of remedial teaching.
- l) Undertake case study of a child.
- m) Undertake action research project on at least one problem area of schooling.
- n) Community work, community survey etc.
- o) Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- p) Writing a term paper on a selected theme.

The TEIs and Internship Schools may devise additional activities on the basis of local specific needs. While selecting the units of the syllabus, the student-teachers shall follow the annual instructional plan drawn by the host school.

6. Assessing Student Teachers' Performance for Certification

The NCTE Regulations, 2014 envisage 100% internal assessment in respect of internship. As stated earlier, the student-teachers' performance shall be assessed jointly by the TEI Faculty,

School Principals and Mentor Teachers. In order to ensure transparency and objectivity in assessment, the affiliating bodies shall have to prescribe a detailed evaluation scheme and suggest an appropriate mechanism for carrying out the assessment. (This has been explained in the Internship Handbook of NCTE). Further to ensure uniformity across TEIs, a number of assessment proformas like classroom observation schedule, teaching quality assessment proforma, term paper/ project report assessment proforma, etc. shall be developed by NCTE.

Timeline

1. Preparation of Internship Handbook by NCTE: *February, 2016.*
2. Preparation of Internship Guidelines for State Govts by NCTE: *February, 2016.*
3. Review and Finalisation of Handbook and Guidelines by Experts in a Workshop: *February, 2016.*
4. The Internship Framework and Guidelines have been circulated on February 15, 2016 to University Heads of Education, Directors of SCERTs (with copy to State Education Secretaries) to start preparation for statutory approval and identification of internship schools (especially government schools).
5. As the next step, the following activities shall be undertaken to implement Internship in TEIs by *July 2016.*

6. Orientation of Affiliating Bodies, State Education Departments, SCERTs: *March, 2016.*
7. Identification of Internship Schools and orientation of ISs and TEIs by affiliating bodies/SCERTs: *April, 2016.*
8. Preparation for school internship by TEIs: *May 2016.*
9. Allocation of student-teachers to internship schools by the TEIs: *June 2016.*
10. Start of school internship: *July 2016 (July – December 2016).*