DSE (III.2.3) School Field Experience
Discipline Specific Elective

1. Credit Distribution of the Course

Course title & Code DSE (III.2.3)	Credits		Credit distribution of the course		Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
School Field Experience	4	1	0	3	Undergraduate	NIL

2. Learning Objectives

This course provides students exposure to teaching-learning practices, curriculum implementation, and learner development in real school settings. Students will engage with government schools or alternative educational organizations to explore developmental perspectives in mathematics education. The experience is designed to integrate theory with practice, develop observation and analytical skills, and encourage reflective professional growth. The course also enables students to identify a classroom-based problem, collect data, implement an intervention, and analyze outcomes. Students learn how to conduct small-scale educational research projects within schools.

5. Learning Outcomes

- Apply developmental and pedagogical theories in real classroom contexts.
- Identify learner difficulties and adapt teaching strategies effectively.
- Conduct small-scale applied research in mathematics education.
- Critically reflect on teaching-learning practices and professional growth.
- Work collaboratively and independently in field-based educational projects.
- Document daily insights with a research lens, linking practice to evidence, theory, and inquiry.

Syllabus **[15 hours]**

Unit I School as an Educational Experience - School as a socio-cultural and learning environment, Vision, mission, and institutional ethos, Structural organization, roles, and responsibilities of school personnel, School as a space for curriculum transaction and hidden curriculum, Community-school linkages and social participation (SMC, PTA, local governance), Policies shaping school functioning (RTE, NEP 2020 provisions), Student diversity, inclusion, and equity issues. **[7 hours]**

Unit II Classroom processes: seating, grouping, interaction patterns - Teacher's role: facilitation, questioning, scaffolding, differentiation, Understanding learner behaviour, engagement, misconceptions in mathematics, Forms of assessment used: diagnostic, formative, summative, Intervention planning: TLM development, activity-based learning, micro-teaching, Maintaining a Pro-Journal: Daily reflections, Observation summaries, Evidence-based insights, Self-evaluation and goal-setting, Ethical conduct and professional behaviour during internship. **[8 hours]**

5. Practicals **[90 hours]**

- Prepare a School Profile Report covering vision, mission, structure, timetable, and staff organization.
- Study record maintenance (attendance, assessment, staff registers).
- Analyze school management committee (SMC) functions and community participation.
- Observe the physical and digital infrastructure of the school.
- Prepare a classroom observation report with critical reflection.
- Participate in timetable preparation, duty rosters, or co-curricular scheduling.
- Assist in managing assemblies, parent-teacher meetings, or community events.
- Observe administrative decision-making and documentation processes.
- Discuss school budgeting, resource mobilization, and institutional planning.
- Organize or participate in cultural programs, exhibitions, sports, or literacy drives.
- Coordinate parent-teacher meetings, awareness campaigns, or school clubs.
- Conduct a workshop or seminar for students or teachers on relevant topics
- Maintain a reflective internship diary throughout the internship period.
- Prepare a reflective report summarizing the internship experience.
- Planning and execution of lesson plans and TLM; peer observation; school projects; math fairs; designing math theme walls.
- Conduct small-scale educational research projects within schools.

8. Essential Readings

- NCERT (20*05*). *National Curriculum Framework for School Education. NCERT.*
- NEP (2020). Ministry of Education, Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

- National Council of Educational Research and Training. (2022). *National curriculum framework for school education.* NCERT.

7. Suggestive Readings

- Zeichner, K. (2010). *Rethinking the connections between campus courses and field experiences in college and university based teacher education.* Journal of Teacher Education, 61(1-2), 89–99. https://doi.org/10.1177/0022487109347671
- Passi, B.K. (1976). *Becoming Better Teachers: Microteaching Approach. http:///125.22.75.155:8080/jspui/handle/123456789/4828?mode=full*