



P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631
(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category
Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

2.4.2: Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

SCHOOL ACCLIMATIZATION




Reports and photographs / videos of the activities

School Acclimatization Programme

By 1

P.K.M College of Education
Madampam, Kaithapram P.O, Kannur, Kerala

(Govt. Aided Teacher Education Institution affiliated to Kannur university)
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SCHOOL ACCLIMATIZATION PROGRAMME

GHS Mamalakkandam
30th January 2023 – 3rd February 2023


Report


Submitted by

Jyothis Cyriac

2022 – 2024 Batch
Roll No: 2206

Dept. of Language Education, English
PKM College of Education




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Govt. High School Mamalakandam

Mamalakandam P.O., Eranakulam, Pin - 686681

E-mail: ghsmamalakkandam@gmail.com

Ref.

Date: 03/02/23

CERTIFICATE OF PARTICIPATION

This is to certify that JYOTHIS CYRIAC a BEd student from P.K.M. College of Education, Madampam under Kannur university has successfully participated in the School Acclimatization Programme at GHS Mamalakkandam between 30th January and 3rd February, 2023.

It is with great pleasure that we acknowledge his effort and dedication in making the most of this opportunity.




Headmaster
Govt. High School
Mamalakandam - 686 681


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INTRODUCTION

The responsibilities of a teacher go much beyond simply giving lessons while at the front of the room. Lesson planning, preparation, and extra support for kids require a lot of work behind the scenes. A skilled instructor could have a beneficial effect on students frequently serving as sources of encouragement and inspiration. Thus, a one-week curriculum called "School Acclimatization" is included in Kannur University's two-year B. Ed. programme for student instructors.


This programme seeks to aid in a better comprehension of the academic environment and to assist with internship preparation.

The four dimensions included in school acclimatization programme are

1. School and its environment
2. School dynamics
3. Teaching learning process
4. Understanding of children (through observation)

The school acclimatization programme will assist the student teachers in becoming familiar with the school, its surroundings, its facilities, its activities, its timetable, its teachers' activities, its classes, and its students' conduct and features.




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OBJECTIVES

1. To become familiar with the current infrastructure of the school and the basic facilities offered to students
2. To be informed of the most modern and advanced resources provided by school to support learning and in the overall development of students.
3. To understand the learners, their behavior and changing characters.
4. To carefully analyze the school administration, club activities, skill development programs, programs conducted by school to enhance the teacher's competence, various scholarship provided by government and school authorities and other school activities
5. To comprehend the efficiency of teaching and learning in the classroom and how it affects children.

METHODOLOGY

To attain objectives, we have used methods like observation, data analysis and enquiry. The method of observation was used to understand the school infrastructure, regular school activities, school dynamics, time table teaching learning process and understanding students. Data analysis and enquiry with senior staffs was the method used to study the school achievements, club activities, different endowment offered by school and office records.




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School Acclimatization Programme 2022-24

School and its Environment

I. Preliminary details of the school

1. Name of the school : GHS Mamalakkandam
2. Place : Mamalakkandam
3. Year in which school was established : 1983
4. Whether the school is Government /Aided/Unaided : Government
5. Name of the school headmaster : Siji Mathew
6. Total number of teachers in the school : 10
7. Total number of students in the school :74
8. Boys : 42 Girls: 32

II. School environment

1. Locality of the school
 Town Village
2. Are there any trees grown around the school environment?
 Yes No
3. Is there any Transport facilities are available for the school students?
 Yes No



Siji Mathew
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4. If yes, what is it?

School van School bus Autorickshaw Jeep

5. Does the school at a sufficient distance from the road side?

Yes No

6. Is there a wall that separate school from road?

Yes No

7. Are there pure water facilities available in the school?

8. If yes, what are they

Well Bore well Pond

9. Are there any bio-waste facilities available in the school?

Yes No

If yes, what are they?

Biogas plant Vermi compost Pipe compost

III. School infrastructure

1. School building

Asbestos Concrete Roofing Sheets Clay Tiles

2. Age of school building

15 years 20 years 30 years 40 years above 40 years

3. Number of class rooms in the school: 8

4. Number of divisions in the school

8 9 10

5. Available facilities in class rooms

Bench and desk Chairs Fan Light

6. Are there English medium divisions in this school?

Yes No




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7. Are there enough toilet facilities for students?

Yes No

8. How many toilets are available

Boys Girls

9. How many smart classrooms: 4

10. Does the school have Wi-Fi connection?

Yes No

12. How many computers are available in this school : 14


11. Facilities for the LCD projector

Yes No

13. Available lab facilities

Science lab Mathematical lab Computer lab language lab




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14. Is there library facility in the school?

Yes No

15. Are there any special IED classrooms in the school?

Yes No

16. Is there Public addressing system in school

Yes No

17. Is there a store in the school?

Yes No



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School Acclimatization Programme 2022-24

School Dynamics

Name of the School: GHS Mamalakkandam

Place : Mamalakkandam

I. Regular School Activities

1. Starting time of the school

9 am

9.30 am

10 am

2. Is the assembly conducted every day?

Yes

No

3. What is the duration of the assembly?

15 minutes

30 minutes

45 minutes

4. What are the activities included in assembly?

Prayer

Pledge

News Reading

Thought of the Day

Special Activity

Message by teachers

National Anthem

II. Time Table

1. How many periods are there in the school?

6

7

8

2. Duration of the period

30 minutes

45 minutes

1 hour




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3. Duration of interval

5 minutes

10 minutes

15 minutes

4. Duration of lunch break

45 minutes

1 hour

1.30 hour

5. Co-curricular activities in time table

Sports

Arts

Work Experience

III. Activities among teachers

1. What are the different methods to enhance professional competency among teachers?

Seminar

Workshops

Conference

Refresher Cours

Meetings

2. What are the IT oriented materials used?

Blog

Group

Websites

IV. Records

Teacher

Attendance Register

Cash Book

Acquittance Register

Mid-day meal register

Bill book

Log book

Factual diary

Service book

Leave register

Students

Admission Register

Attendance Register

Scholarship Register

Transfer Certificate Register

Movement Register




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Income tax

registerInsurance

register

V. Scholarship

OBC

SC/ST

e-grant

VI. Organizations

Student

Science Club

Social Science Club

Mathematics Club

Natural Club

Tourism Club

Health Club

Sahithyasamajam

Folklore Club

Language Club

Parents

PTA

MPTA

Student's Social Service Organizations

Scout

NCC

SPC

Guides

NSS


Red Cross

VII. School Achievements

State

Arts Item:




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Sports Item:

District

Arts Item:

Sports Item:

Sub District

Arts Item: Students got A grade in different items in youth festival

Sports Item: Shot put first prize

VIII. Creativity oriented Programs

Digest Competition Arts day

Ureka competition Sports day

IX. Days of Observance

Republic day

National Science day

Pi day

International Water day

Environment day

Reading day

Hiroshima day

Nagasaki day

Independence Day

Ozone day

World student's day

National education day

Children's day

World energy conservation day



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School Acclimatization Programme 2022-24

Teaching Learning Process

Name of the teacher : Arun
Subject : Social Science
Topic : Plastic Waste Management

I. Methodology of teaching process


1. What are the methods used to orient students in the class?

- Start with a story
 Start with an xample
 Start with daily life process
 Start with anything
 Start with history
 None of these

2. What are methods for

- teachingLecture method
 Demonstration method
 Historical method
 Heuristic method




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Project

method

Seminar

II. Learning resources

Blackboard

ICT

Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes

No

2. Does the students raise their doubts to the teacher?

Yes

No

3. Does the teacher take these questions positively?

Yes

No

Reinforcement

1. Does the teacher appreciate the students?

Yes

No

2. Does the teacher give equal attention to all students?

Yes

No




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3. Does the children take down notes from the class?

Yes No

4. Are there any children with special needs in the class room?

Yes No

5. If yes, how many children are with special needs? 2

IV. Group Activities

1. Are the children given group activities in the classroom?

Yes No

2. What are the methods chosen by the teacher to form groups?

3. Does the teacher involve in group activities?

Yes No

4. Are there any discussion held after the activities?

Yes No

V. Application

1. Does the teacher site any examples given from the daily life?

Yes No

2. Does the teacher give any work related to daily life?

Yes No

VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?

Yes No



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2. Do the students actively participate in this revision process?

Yes

No

VII. Follow up

1. Is the teacher able to give any values to the children through his/her classes?

Yes

No



A handwritten signature in blue ink, appearing to be "J. S. S.", written over the printed name of the Principal.

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Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Using bad words
- 2) Unaware of proper behavior
- 3) Restless
- 4) Improper dress code
- 5) Dominance of physical attacking tendency
- 6) Careless in studies



A handwritten signature in blue ink, appearing to be "J. S. S.", written over the printed name "PRINCIPAL".

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Data Analysis

School Environment

GHS Mamalakkandam is in Ernakulam district and belong to the Kothamangalam subdistrict. Due to geographical characteristics there are only 74 children in the school who mostly living nearby. The school has a bus which is a necessary as the students has to walk for kilometers to reach to the school. The school is situated in a lush green environment and surrounded by hills.

School Infrastructure

Established in the year 1983, the school started as an upper primary school. In 2000, it got upgraded as a high school. Currently the school has three concrete buildings that comprises of nine classrooms, an office cum staffroom and a meal preparation room. Out of these five are smart classrooms. There is a compound wall and a small school ground. From the well situated near to the office all the needs are met. Two separate toilet buildings for girls and boys are there.

School Dynamics

School working hour is from 10.30 am to 3:30 pm. At 9:45 am the teachers will gather in the office and plan the day. The classes will start after the general prayer at 10 am. The assembly meets every Monday. The 15 to 20 minute assembly consists of prayer, pledge, thought of the day, main events, teacher's speech, national anthem, etc. There are 8 periods of 40 minutes. There is an interval of 10 minutes after two periods in the morning and two periods in the afternoon. Lunch break is 45 minutes. Sports, arts, work experience etc. are also included in the timetable. At 3:30 pm school dismiss with national anthem. Due to geographical constraints, there is limitations in the time available at school.

Teachers and Activities

There are 10 teachers working in GHS Mamalakkandam. Seminars, courses, meetings, conferences, workshops etc. are conducted for them as part of enhancing professional




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competence. They are hardworking and dedicated teachers although they have limitations due to various factors.

School Records

The school keeps all the records except movement register for the students

SCHOLARSHIPS

There are various scholarships like OBC, SC/ST, Minority, Pre-matric etc., As a good number of students belong to the ST category the staff are well aware about the scholarships available to them and try to make use of it the maximum.

Achievements

Despite of the lack of facilities, the students of the school actively participate in various competitions and win prizes in different levels. The school is also proud to have 100% victory in SSLC in the recent years.

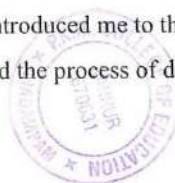
Teaching Learning Process

From 30/01/23 to 03/02/23 I was able to observe classes of teachers in different classes. It is a fact that Covid pandemic has hit this area very badly especially school education and as a result, some of the students face difficulty in reading and writing. Thus, the teachers try to classify the students and give them care and support accordingly. A special programme called Sradha is organised for backward students. 11 students are beneficiaries of this special training on Tuesdays and Thursdays. Even though lab facilities are not available for science classes, the teachers make use of the maximum available resources. A well-structured and equipped IT lab provides maximum support for students in mastering IT.

Day wise Report

Day 1, 30/01/2023

I reached the school before time and met the HM Siji Mathew teacher and handed over the letter from the college. She took me to the school premises and explained the structure and available facilities at the school. At sharp 11 am one minute silence was observed as it is the Martyrs Day. During the first interval, she introduced me to the other teachers and staff. After the interval visited the library and understood the process of digitization of the school library.



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At noon interval, helped to serve the rice and curry which continued till the last day. The first day was mostly used to understand the functioning of the school.

Day 2, 31/01/2023

An assembly was conducted in order to give necessary instructions and facilitate a student in the morning. I could understand the procedure of an assembly and how the teachers organize an assembly with the help of students of the concerned class. In the afternoon I accompanied the English teacher for the previous question paper discussion for the 10th class students. At 2.30 pm an awareness class was organized by the excise department and I could listen to the class along with high school students.

Day 3, 01/02/2023

Everyday morning, the assigned students water the newly planted herbs and trees in the biodiversity park. I went there in the morning and helped the students to water the plants. HM clarified many of my doubts regarding appointment, experience and rules regarding the selection of guest teachers at school. I also made an attempt to observe the activities in the office. I could observe the Mathematics class of Mr. Anish who is an experienced teacher in the afternoon.


Day 4, 02/02/2023

As the teacher was on leave, I was assigned to got to the sradha class in the morning. The students were not able to write properly the basic details about them and I could help them and gave necessary corrections. After the Sradha class, I could also do the remaining library digitization work. In the afternoon, I observed the class taken by Mr. Arun for the class 8 students. His class was really engaging which was about waste management.

Day 5, 03/02/2023

As it was the last day of my school acclimatization I completed the work of library digitization and I am very proud to say that I could enter the details of more than 40 books in two days. I could also observe the science class taken by Niji teacher which was very helpful in understanding nature of science classes. There was a brief sent off programme in the lunch arranged for me and the HM presented me with the programme completion certificate. I could also meet the tribal department officers who came for a visit at the school.




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Reflection Note

The school acclimatization programme as part of the B. Ed syllabus was an insightful and memorable experience for me which was conducted between 30th Jan 2023 and 3rd Feb 2023 at GHS Mamalakkandam. I could observe the activities and structure of a school very closely and understand the dynamics of school functioning. As I choose to go to a remote area, I was able to understand the various issues faced by students in the light of theories I have already studied.

The Covid pandemic has caused several impacts on students and I could understand it from the experinces of the teachers as well as the students. Some students did not even learnt anything during those two years and it affected their cognitive development. A few students are facing learning difficulties that I could see in the Sradha class. The functioning of a school office is equally important as nowadays a school has to maintain a lot of records and conduct multi level transactions. Teachers also face many problems. I could also gather information about the government schemes like mid day meal programme, scholarships, special projects etc, Hence one-week school acclimatization programme helps the student teachers to understand and prepare for school internship.



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SCHOOL ACCLIMATIZATION PROGRAMME

MARYLAND HS MADAMPAM

11th August 2022— 19th August 2022

REPORT

Submitted to

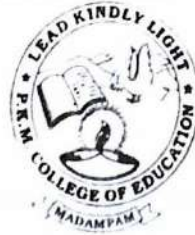
The Kannur University, Kannur

Submitted by

JWALA MARIYA CYRIAC

Reg. No. PM21EDMM05

2021-23 Batch



Department of Mathematics





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COURSE COMPLETION CERTIFICATE

This is to certify that the following students of P. K. M. College of Education, Madampam have completed the School Achromatization programme in Maxwell High School, Madampam from 11.08.2022 to 19.08.2022.

1. ALEX ROSE

2. MIE. THANKACHIN

3. EDUVA MARYA CYRIAC

4. SRUTHI P. V.

Place: *Madampam*

Date: *19.8.2022*



B. R. R.
Signature of the Headmaster
B. R. R.
Headmaster
Maxwell High School
Madampam



[Signature]
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INTRODUCTION

A teacher is a person who helps others to acquire knowledge, competence or values. Formal teaching tasks include preparing lessons according to agreed curricula, giving lessons and assessing pupil progress. In this modern era i.e. teacher in the new normal era, a teacher should be an allrounder. That is, not only in academics, but also in various aspects of life. Today's teachers should be proficient in dance, singing and drama, be it in driving, in technology or in organizing things. The corona period has created great changes in everyone, especially in children. A teacher's professional duties may extend beyond formal teaching; ie. help with organisation of school functions, serving as supervisors etc. The two year B.Ed course therefore includes a one week school acclimatization programme for student teachers. This is to acclimatize them to the school and its activities, understanding of children and teaching- learning process. During this period, we shall observe the classroom transactions but will not deliver any lessons.

The four dimensions include in school acclimatization programme are:

1. School and its environment
2. Understanding children
3. Teaching learning process
4. School dynamics

Physical environment of school buildings and school ground is a key factor in overall health and safety of all who interacts with school. Students' achievement can be affected positively or negatively by school environment because students are interacting consciously or unconsciously. So it is important to have knowledge about the school environment.

Understanding children is the next important dimension. Learning strategies to be adopted and assessment for learning depends on the type of students we are dealing with. So a teacher needs to know what grabs their attention towards learning, what makes them motivated, the background of the students etc. This dimension gives completeness to the teacher.




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The teaching learning process adopted in the classroom depends on the content and context to be taught. Appropriate strategies to be taken to bring the academic achievement have to be analysed before the regular teaching.

School dynamics have an important role in the teaching learning process and in overall functioning of the school. It includes organisation, developmental activities, study tours, school assembly etc.

A teacher need to be aware of all these. Thus the school acclimatization helps the student teacher to develop ideas about school atmosphere, students' nature before practice teaching.





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OBJECTIVES:

1. To learn about the school infrastructure and the basic facilities available for the students.
2. To know about the latest and advanced facilities provided by schools, in educational field, for the development of students.
3. To get an idea about the academic interests and study habits of students, along with collection of their personal details.
4. To analyse the preference of different learners and hence to design learning materials based on these.
5. To understand about the effectiveness of the teaching-learning process in the school and its impact on children.
6. To closely analyse the school administration and other activities, to become a better teacher for future.




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METHODOLOGY:

1. To attain our objectives, we are planning to adopt different methodologies like observation, interview etc.
2. The method of observation is used to observe various infrastructural facilities in school, school environment, school activities, teaching- learning process, school dynamics, teacher pupil relationship outside classroom and other advanced facilities available in the school.
3. Interview method is used to enquire about school dynamics, teacher- student relationship and different psychological and academic aspects of students in the school.





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TOOLS:

1. Different tools were designed to study about the four dimensions of the acclimatization programme:
2. A checklist was designed to analyse about the school and its environment. The checklist includes questions regarding school infrastructure and various facilities available in the school.
3. An observation schedule is made to analyse the teaching-learning process and to collect details of school dynamics which includes different organisations in schools, records and other regular activities in the school.




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ACTION PLAN:

1. First day: This day can be utilized to observe school environment and overall working and other activities in the school. Checklist can be used for this purpose.
2. Second day: Using the observation schedule, details about school dynamics and other details can be collected.
3. Third day: Using interview method, details can be collected from teachers and non-teaching staffs about the teaching-learning process and school dynamics.
4. Fourth day: Observation schedule can be used to closely observe the teaching learning process carried out inside the classroom.
5. Fifth day: collected data can be analysed.




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Data Gathering

The school acclimatization programme was scheduled from 11th to 19th August, 2022. As a part of this programme, some of us were allotted to Maryland HS Madampam. Our principal had given us a letter for the headmaster, which included the instructions to accommodate us, along with the attendance register and list of students allotted in the school.


DAY 1

On 11/8/2022 Thursday by 9:30 am, 4 student teachers of PKM College Jwala Mariya Cyriac Mathematics), Alex Jose, (Malayalam), Sruthi PV, (Malayalam), Emil Thankachan (Natural Science) reached Madampam Maryland HS and met Head Master Benoy sir and told him about the programme and gave the letter. Then benoy sir arranged a seat for us along with the TTC trainees who were in the school for a month of teaching practice and introduced us in front of everyone in the staff room and gave us general instructions. After teachers' prayer, some teachers were on leave and sent us to different classes for class management. The first two periods were spent in classes interacting with students and having fun. After the interval, we made necessary arrangements for the Deepika Color India painting competition organized by Deepika Daily on the occasion of Independence Day. After that, during the free period, we got chance to interact with the TTC trainees for sometime. I could meet the social science department teacher Athira, who studied as a senior in P.K.M College of Education, and shared her experiences. It was a joyous experience to be able to help in the distribution of lunch at 12:30. Afternoon we collected some data from the office and used to record some information. We also got an opportunity to decide the winners of a competition named album of writers. Then I got a chance to go to another class and manage the children and in the last period to join a chemistry class in a high school section. After the class time we were assigned to help teachers in school transportation.

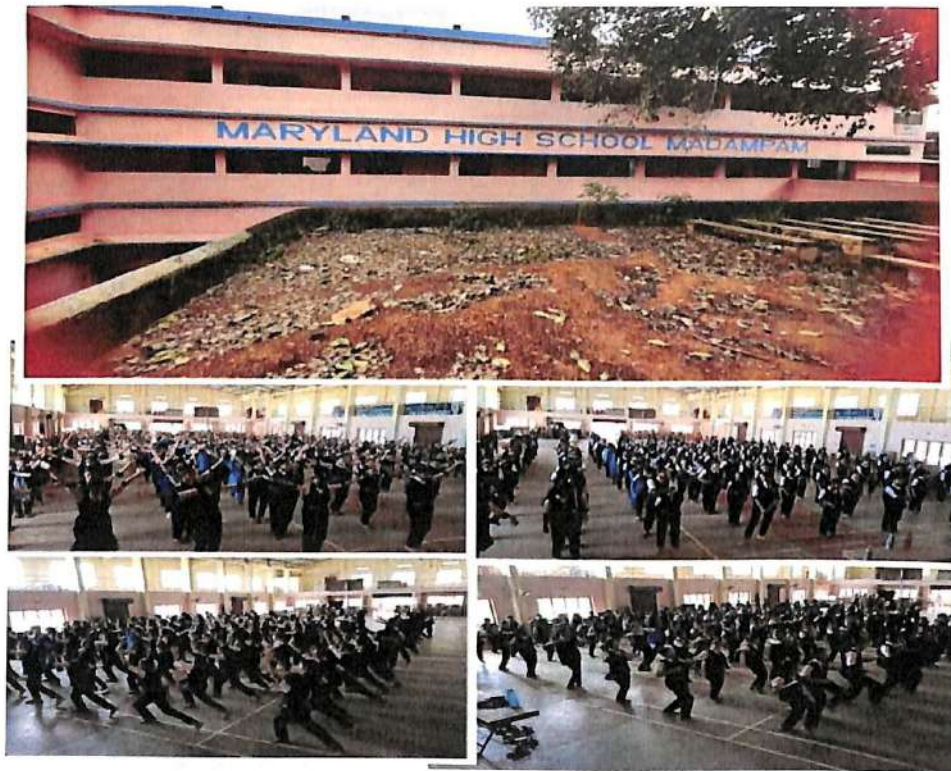


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4. Yes
- Are there any discussion held after the activities? No
- Yes
- V. **Application**
1. Does the teacher site any examples given from the daily life? No
- Yes
2. Does the teacher give any work related to daily life? No
- Yes



INDEPENDENCE DAY CELEBRATION

On Monday, August 15, 2022, at exactly 9:15 in the morning, around 10 teacher students arrived at PKM College to celebrate Independence Day by hoisting the flag. The programme started with the welcome speech of Dr. Sinoj Joseph. The Principal, Dr. JC NC, gave the message. After raising the flag and saluting, the programme ended with giving sweets. We, the 4 student teachers assigned to Madampam school, reached the school grounds and participated in the ceremony. Independence Day rally, freedom fighter's costume competition, flag hoisting, aerobic dance, patriotic song, and honouring the soldiers were added to the Independence Day celebrations. It was then possible to help and partake in the sweetness of the palpayasa distribution, and the programme ended at around 11.30.



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DAY 3(16/08/2022)

After coming to school on Tuesday morning we helped the slow learners as friday. They mainly come up with difficulty in using ക്ര, ക്യ, ക്ഷ, ക്വ. After insructions from staffroom I was assigned to standard 1. In the first 4 periods it was possible to



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carry out various activities in two D visions of class one. Children were taught Malayalam alphabet and English alphabet. Then I assisted in the judgement of the Independence Day speech competition conducted for the students of class I. After the distribution of lunch, as part of KPSTA the Freedom Day Quiz were conducted in UP HS sections. It was a very proud moment to get the opportunity to lead it.



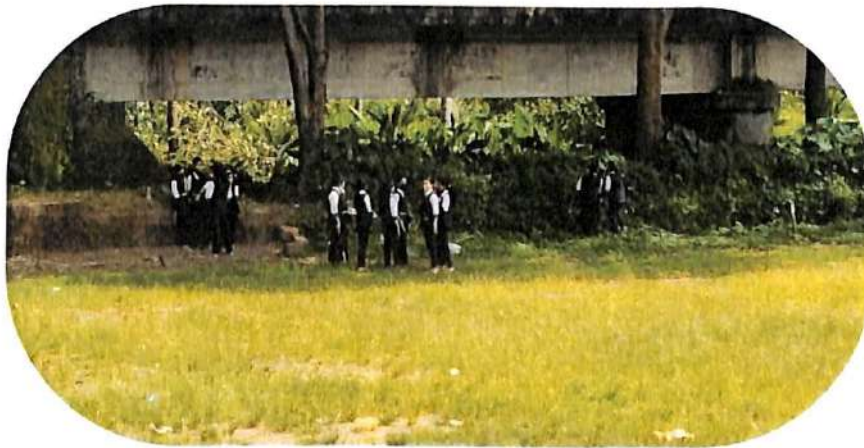
DAY 4


The fourth day of school acclimatization was started at 9.15 am. Backward students were trained till 10 o'clock. After staffroom instruction and the subsequent prayer, I got a chance to see the maths class in class 10 D. It was the class that realized how the smart classroom could be used in teaching and learning, and I also noticed that he was using the blackboard without any problems when the power went out. The second period was assigned to go to class 8 A as directed by the head teacher. As I had not yet had the opportunity to manage a




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high school class, I hurriedly went there and began to understand the children's reactions, suddenly a teacher with a girl and 2 or 3 children entered our room. I spent a period tending to that child's needs. It was a very proud moment when fellow classmate Alex stood up without any hesitation to drive car and take the student to hospital. After reaching the hospital, we were able to talk about the child's affairs and make the necessary arrangements. Realizing the fact that some students come without food in the morning and this causes serious health problems. Then we were assigned to serve midday meal after returning at 12:30 PM. In the afternoon, we used the sixth period of sports training class for assessment. After returning, we participated in the meeting regarding the oath taking of class leaders, school leader and chair person elected in the school parliament election. At 3 :50 we were assigned to the duty of carting them away. The fourth day acclimatization program ended around 4:50 pm.



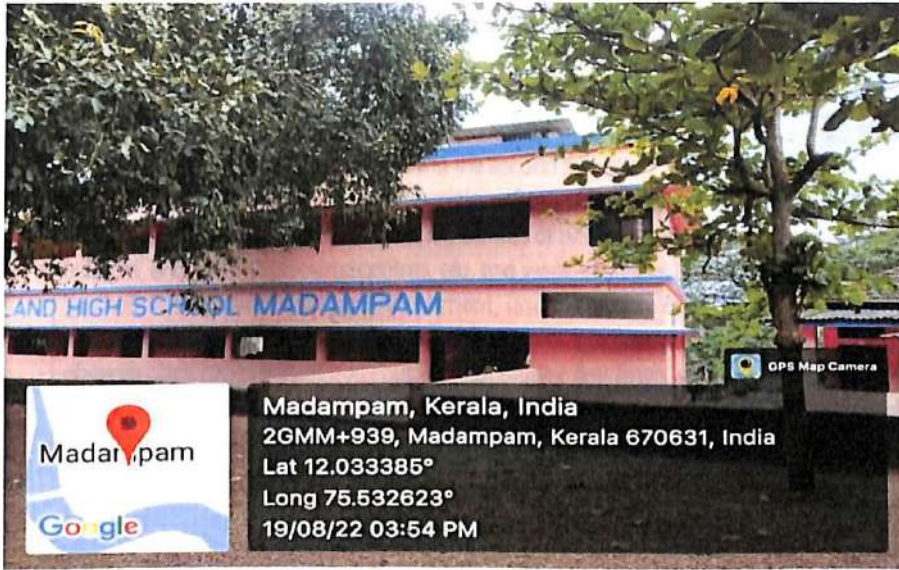

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DAY 5

Fifth day of acclimatization was started at 9:30. There were assembly in that day. There was swearing in ceremony of class leaders, school leader and chair person who were democratically elected as leaders. Then I saw math classes of 3 teachers in 10D class, 9B class and 8B class. After distribution of lunch, Maths class was seen in class 8 D, then senior teacher Stephen Sir showed us how to do various activities in Samagra. Then during the interval time, we informed all the teachers that we are leaving that day. It was mentioned to the head teacher in the morning about course completion certificate. when we went to collect the course completion certificate he said us to come back as soon as possible for Teaching Practice and share any suggestions if any. When I mentioned adding a few things to the assembly, he replied that it would be assigned to each class. Then school Acclimatization program 2022-23 ended after taking some photos as per sir's permission.




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School Acclimatization Programme- 2021-23

School Acclimatization Programme

During the first year, preferably during the second semester, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - Innovative schools, educational resource centres, etc. one week in school to acclimatize student teachers to the school and its environment, **understanding of children, teaching-learning process and school dynamics**. During this period, prospective teachers shall observe class room transactions but will not deliver any lessons. However, they may take up assignments on records/projects as assigned by the teacher educators / school teachers or principals.

I. School and its Environment

I. Preliminary details of the school

1. Name of the school : Maryland H.S Madampam
2. Place : Madampam
3. Year in which school was established : 1945
4. Whether the school is Government /Aided/Unaided : Aided
5. Name of the school headmaster : Benoy K
6. Total number of teachers in the school : 49
7. Total number of students in the school : 1450
Boys: 774 Girls: 676

II. School environment

1. Locality of the school
Town Village
2. Are there any trees grown around the school environment?
Yes No
3. Is there any Transport facilities are available for the school students?
Yes No
4. If yes, what is it?
School van School bus Autorickshaw Jeep
5. Does the school at a sufficient distance from the road side?
Yes No
6. Is there a wall that separate school from road?




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- Yes No
7. Are there pure water facilities available in the school?
Yes No
8. If yes, what are they
Well Bore well Pond
9. Are there any bio-waste facilities available in the school?
Yes No
10. If yes, what are they?
Biogas plant Vermicompost Pipe compost
11. Whether water purifier is there in school?
Yes No

III. School infrastructure

1. School building
Asbestos Concrete Roofing Sheets Clay Tiles
2. Age of school building
15 years 20 years 30 years 40 years Above 40 years
3. Number of class rooms in the school: 54
4. Number of divisions in the school
8 9 10 4
5. Available facilities in class rooms
Bench and desk Chairs Fan Light
6. Are there English medium divisions in this school?
Yes No
8. How many toilets are available
Boys : 2 for every building Girls : 2 for every building
9. How many smart classrooms: 23 (600)
10. Does the school have WI-FI connection?
Yes No
11. How many computers are available in this school : 141
12. Facilities for the LCD projector
Yes No
13. Available lab facilities
Science lab Mathematical lab Computer lab Language lab
14. Is there library facility in the school?

10/2



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- Yes No
 15. Are there any special IED classrooms in the school?
 Yes No
 16. Is there Public addressing system in school
 Yes No
 17. Is there a store in the school?
 Yes No

18. classes in the school
 1-12 1-10 5-10 8-10 8-12

19. Whether green protocol implemented in school
 Yes No

20. Is there open auditorium in school?
 Yes No

21. Whether auditorium facility is there?
 Yes No

22. Is there any rain water storage in the school?
 Yes No

23. Are there rest rooms available for students?
 Yes No

24. Does the school have playground?
 Yes No

25. Whether physical education teacher is there in the school?
 Yes No

26. Physical education tool is available?
 Yes No

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II. School Dynamics

I. Regular School Activities

- Starting time of the school
9 am 9.30 am 10 am
- Is the assembly conducted every day?
Yes No
- What is the duration of the assembly?
15 minutes 30 minutes 45 minutes
- What are the activities included in assembly?
Prayer Pledge
News Reading Thought of the Day
Special Activity Message by Teacher
National Anthem National Anthem

II. Time Table

- How many periods are there in the school?
6 7 8
- Duration of the period
30 minutes 45 minutes 1 hour
- Duration of interval
5 minutes 10 minutes 15 minutes
- Duration of lunch break
45 minutes 1 hour 1.5 hour
- Co-curricular activities in time table
Sports Arts Work Experience

III. Activities among teachers

- What are the different methods to enhance professional competency among teachers?
Seminar Refresher Course
Conference Workshops
Meetings
- What are the IT oriented materials used?
Blog Group Website

IV. Records

- Teacher Attendance Register Student Admission Register




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- | | | | |
|-----------------------|-------------------------------------|-------------------------------|-------------------------------------|
| Cash Book | <input checked="" type="checkbox"/> | Attendance Register | <input checked="" type="checkbox"/> |
| Acquittance Register | <input checked="" type="checkbox"/> | Scholarship Register | <input checked="" type="checkbox"/> |
| Mid-day meal register | <input checked="" type="checkbox"/> | Transfer Certificate Register | <input checked="" type="checkbox"/> |
| Bill book | <input checked="" type="checkbox"/> | Movement Register | <input checked="" type="checkbox"/> |
| Log book | <input checked="" type="checkbox"/> | | |
| Factual diary | <input checked="" type="checkbox"/> | | |
| Service book | <input checked="" type="checkbox"/> | | |
| Leave register | <input checked="" type="checkbox"/> | | |
| Income tax register | <input checked="" type="checkbox"/> | | |
| Insurance register | <input checked="" type="checkbox"/> | | |

V. **Scholarship** SC/ST e-grant
 OBC

- VI. **Organizations**
- | | | | |
|----------------------|-------------------------------------|---------|-------------------------------------|
| Students | <input checked="" type="checkbox"/> | Parents | |
| Science Club | <input checked="" type="checkbox"/> | PTA | <input checked="" type="checkbox"/> |
| Social Science Club | <input checked="" type="checkbox"/> | MPTA | <input checked="" type="checkbox"/> |
| Mathematics Club | <input checked="" type="checkbox"/> | | |
| Natural Club Tourism | <input checked="" type="checkbox"/> | | |
| Club Health Club | <input checked="" type="checkbox"/> | | |
| Sahithyasamajam | <input checked="" type="checkbox"/> | | |
| Folklore Club | <input type="checkbox"/> | | |
| Language Club | <input checked="" type="checkbox"/> | | |

- Student's Social Service Organizations**
- | | | |
|--|---|---|
| Scout <input checked="" type="checkbox"/> | NCC <input checked="" type="checkbox"/> | SPC <input type="checkbox"/> |
| Guides <input checked="" type="checkbox"/> | NSS <input type="checkbox"/> | Red Cross <input checked="" type="checkbox"/> |

VII. **School Achievements** No achievements in this academic year.

- | | | |
|--------------|--------------------------|-------|
| State | <input type="checkbox"/> | Item: |
| Arts | <input type="checkbox"/> | Item: |
| Sports | <input type="checkbox"/> | |
| District | <input type="checkbox"/> | Item: |
| Arts | <input type="checkbox"/> | Item: |
| Sports | <input type="checkbox"/> | |
| Sub District | <input type="checkbox"/> | Item: |
| Arts | <input type="checkbox"/> | |



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Sports Item:

VIII. Creativity oriented Programs

Digest Competition	<input type="checkbox"/>	Arts day	<input checked="" type="checkbox"/>
Ureka competition	<input checked="" type="checkbox"/>	Sports day	<input checked="" type="checkbox"/>

IX. Days of Observance

Republic day	<input checked="" type="checkbox"/>	Nagasaki day	<input checked="" type="checkbox"/>
National Science day	<input checked="" type="checkbox"/>	Independence Day	<input checked="" type="checkbox"/>
Pi day	<input checked="" type="checkbox"/>	Ozone day	<input checked="" type="checkbox"/>
International Water day	<input checked="" type="checkbox"/>	World student's day	<input checked="" type="checkbox"/>
Environment day	<input checked="" type="checkbox"/>	National education day	<input checked="" type="checkbox"/>
Reading day	<input checked="" type="checkbox"/>	Children's day	<input checked="" type="checkbox"/>
Hiroshima day	<input checked="" type="checkbox"/>	World energy conservation day	<input checked="" type="checkbox"/>





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III Teaching Learning Process

Name of the teacher : *Byju Thomas*
Subject : *Mathematics*
Topic : *2nd Degree Equations*

I. Methodology of teaching process

1. What are the methods used to orient students in the class?

- Start with a story
- Start with an example ✓
- Start with daily life process
- Start with anything
- Start with history
- None of these

2. What are methods for teaching

- Lecture method
- Demonstration method ✓
- Historical method
- Heuristic method
- Project method
- Seminar

II. Learning resources

- Blackboard
- ICT
- Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?
Yes No
2. Does the students raise their doubts to the teacher?
Yes No
3. Does the teacher take these questions positively?
Yes No

Reinforcement

1. Does the teacher appreciate the students?
Yes No




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IV. Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Biological growth and development
- 2) increased decision making
- 3) increased pressures
- 4) Different rate of growth of boys and girls
- 5) increase in modern activities.
- 6) sense of clumsiness.
- 7) many pupils get away from many things with a mask.
- 8) school children who do not eat even if they have morning
- 9) children who use bad words and afternoon meals.
- 10) A few kids who are not interested in anything.
- 11) some very energetic children.
- 12) children who are not in good health condition.



A handwritten signature in black ink, appearing to be "J. S. S.", written over the printed name "PRINCIPAL".

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General Information About the School

Madampam Maryland High School was established in 1945. This is a government aided school. The name of the head teacher is Binoy K. A total of 49 teachers are working in the school. There are 24 female teachers and 25 male teachers. Four non-teaching staff work here. The total number of children is 1450 out of which 676 are girls and 774 are boys.

2. School premises

The school is located in a rural area. 14 shade trees are there in the school compound. Three buses and three school vans are currently operating for transportation. Apart from these other private vehicles and people are used for school transportation. The approximate distance between the school and the road is one meter. A wall separates the school from the road. The only source of fresh water is the well. There is only a waste pit to avoid waste

3. School resources

The school building is mostly made of concrete. However asbestos and roofing sheet ,oat are also used as roofs. There are buildings with age 45,40,38,12,6,5,4,1. There are 54 classrooms in this school. This school has full 40 divisions consisting of four divisions in each class. The materials available in the classroom are bench and desk ,chair, fan, light, table waste box and board LCD projector. The school has English medium divisions and the ratio is 27 [english medium] 13 [malayalam medium]. There are urinal facilities in four buildings for boys and girls. Out of these One for girls and two for boys. There are 2 toilets for teachers next to the staff room. Internet facility is available in the school. And LCD projectors [18] and computers [41] are also available here for the students. The school has a science lab and a computer lab[2]. The library is active every Thursday. There is also an IED classroom for special children. A common informational instructional system is in place to provide instruction to children. There is no store facility in the school compound.

Functioning of the school

Daily activities of the school

School activities start at 10 am. The Assembly shall not meet every day. About 45 minutes are spent on assembly. Prayer, Headmaster's instructions, National Anthem

timetable




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8 periods are allowed in the school. The first two periods are 45 minutes long, the next two periods are 40 minutes long and the subsequent periods are 35 minutes long. The duration of breaks given to children is 10 minutes. 45 minutes are given for lunch. Sports training and art training are available in this timetable.

Activities of teachers

Seminars, conferences, refresher courses, workshops and other meetings are conducted for the development of the working skills of the teachers and the teachers participate in all of them. This is done in directly and through groups or websites.

Records

Teacher registers

Mainly the following registers are available in schools for teachers.

Attendance Register, Cash Book Acquittance Register, Mid Day Meal Register, Bill Book, Log Book, Factual Diary, Service Book, Leave Register, Income Tax Register, Insurance Register, Increment Register, Special Fee Cash Book, Dispatch Out and In, Stock Register, Furniture Register, Game article, lab article, scholarship, library Stock, Library Issue Register, e-mail register, local delivery book.

Students registers

The registers for students maintained in the schools are as follows: Admission Register, Attendance Register, Scholarship Register, Transfer certificate, Movement register, noon meal register, and noon meal Cash Book

Major scholarships instituted by the school

Apart from OBC SCST and this grand, minority pre-matric scholarship is awarded.

Children's organizations

Science Club Social Science Club Mathematics Club Natural Club Club Health Club Club Sahitya Samajam Language Club for children and PTA and Mother PTA for parents.

Children's Social Service Organizations




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My reflections

It was a very productive 5 days for me. It was possible to see and do a little bit of everything like how a teacher's life would be in general and in a new way, what problems he would have to face, what are the responsibilities of a teacher. Seen the teacher transform into a councilor, creative, energetic, and peace activist. Also, I have seen many teachers who do not only teach subjects but also impart values. Met some alumni of PKM College and their inspiring teaching. I thought about how behaviorism can be transformed into constructivism. I also saw how peace education and inclusive education can be done.




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CONCLUSION:

The school acclimatization programme proved to be beneficial for the student teachers. It gave us an opportunity to acclimatize with the school and its various dimensions before internship. The experiences gained through this programme can help us during the internship programme in many ways. The different dimensions analysed include: school and its environment, understanding children, teaching-learning process and school dynamics. The tools designed by us to analyse these dimensions proved to be very helpful. A detailed study of school and its environment was conducted. We collected details about the school, its location, infrastructure, history, basic facilities and other advanced facilities provided by the school. These details can help us to work for contributions towards the development of the school. The academic interest and study habits of the children could be analysed.

The real classroom transaction was observed directly. The observation schedule helped us to record the elements of teaching-learning process going on in classrooms. This data could be used to analyse the effectiveness of the teaching-learning process and its impact on the children. Also, the teacher could not give equal attention to all students. We need to overcome this challenge by adopting appropriate strategies, to make teaching-learning process most effective.

The analysis about the school dynamics helped to know about the school administration and other regular activities held in the school. It also helped to know about the defined roles and responsibilities, differential responsibilities, planning and coordination procedures with parents, community and authorities.

Thus, the data gathered and analysed through this programme can help us become a better teacher. It can be useful to optimize the learning process and to make the best organized presentations. The acclimatization programme has become an effective way to understand and comprehend with the features of school externally and internally.



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SCHOOL ACCLIMATISATION PROGRAM 2022-23

IRITTY HIGHER SECONDARY SCHOOL

11th August 2022 to 19th August 2022

REPORT

SUBMITTED TO

THE KANNUR UNIVERSITY, KANNUR

SUBMITTED BY

SIMNA N P

REGISTER No. PM21EDSS08


2021-23 BATCH



DEPARTMENT OF SOCIAL SCIENCE

PKM COLLEGE OF EDUCATION, MADAMPAM




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COURSE COMPLETION CERTIFICATE

This is to certify that the following students of P.K.M college of Education, Madampam has completed the School-Acclimatization Programme in Iritty Higher secondary School, Keezhur from 11-08-2022 to 19-08-2022

- 1) Aiswarya Manoj - Natural science
- 2) Akshaya AV - Natural science
- 3) Aswathi V - English
- 4) Simona NP - Social science

Keezhur
19.08.2022



[Signature]
19/08/22
Head Master
HEADMASTER
IRITTY HIGHER SECONDARY SCHOOL
P.O. KEEZHUR, IRITTY - 670793



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**DETAILED REPORT OF SCHOOL ACCLIMATISATION
PROGRAM 2022-23**

IRITTY HIGHER SECONDARY SCHOOL

Submitted by

Simna N P

Roll No- 2150





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INTRODUCTION


A Teacher plays a major role in the functioning of a school. Other than taking classes and helping the learners to acquire knowledge, a teacher engages in various tasks. The two- year Bed course therefore includes a one week school acclimatization programme for student teachers. During this period, prospective teachers shall observe class room transactions but will not deliver any lessons. The main objective of the school acclimatization programme is to acclimatize student teachers to the **school and its environment, understanding of children, teaching learning process and school dynamics.**

Physical environment of the school is a key factor in the education process taking place in that school since the learners constantly interact with it consciously or unconsciously. So, it is very important for the student teachers to get to know more about this factor. Understanding children is another major dimension of the school acclimatization programme. The whole teaching learning process depends upon the behavior of the learners. It would be better if the student teachers get an idea about the behavior of the learners which would help them for preparing their internship. Teaching learning process and school dynamics also play a major role in the overall functioning of the school. A teacher needs to be aware of all these four dimensions. Thus, the school acclimatization helps the student teachers to develop an idea about school atmosphere and nature of the learners before teaching practice.

OBJECTIVES

- 1) To learn about the school infrastructure and the facilities available for the students in the school.
- 2) To know about the advanced facilities available in the school for the development of students.
- 3) To understand the effectiveness of teaching learning process in the school and it's impacts on children.
- 4) To analyze school administration and other activities.




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METHODOLOGY

The data collection is based on both primary and secondary data. Primary data is collected through oral discussions and face to face interview. Data is actually collected through the direct interview method with the use of structured questionnaire. Secondary data is collected through the secondary sources like official records (registers), school website etc. The method of observation is used to observe various infrastructural facilities available in the school, school environment, school activities, teaching learning process and school dynamics.


TOOLS

- 1) A checklist was designed to analyze the school infrastructure and it's environment .
- 2) A questionnaire was designed to understand children and teaching learning process.
- 3) An observation schedule is made to analyze the teaching learning process.

ACTION PLAN

- ❖ First day was utilized to observe the school environment and the infrastructure facilities available in the school.
- ❖ Second day was utilized to observe the classes of teachers and also observe the behavior characteristics of children.
- ❖ The third day was utilized to participate in the Independence Day programme of the school
- ❖ Fourth day was utilized to understand the school activities. Using interview method, details are collected from the teachers about the teaching learning process and school dynamics.
- ❖ Fifth was utilized to engage the various classes and also understand the children's attitude, characteristics, academic Interests and so on.
- ❖ Sixth day was utilized to collect the details from teachers regarding student's social service organizations, school achievements, creativity oriented programs , days of observance etc.




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DATA GATHERING

CLASS OBSERVATION (12-08-2022 to 19-08-2022)

As per the instruction of Head Master, we approached the respective subjects in charge. We observed classes of three different teachers of our respective subject and also we observed the classes of other subject teachers. More focus was given on observing the kind of teaching aids used by teachers, method of teaching, time management, teacher-pupil interactions and students response.


CLASS ENGAGE

As per the instruction of the Head master, from 11th August 2022 to 17th August 2022, we had the opportunity to engage with children of classes 6th to 9th. We went to the classes during the allotted periods and after getting to know each other we gave the students an opportunity to showcase their talents. Then, we played games like word scramble, End word game, Dumb charades, Memory game, Maths trick with the students. Most of the students actively participated in all the activities. Through this we were able to understand how to manage children of different classes and also it was a great opportunity to observe the differences in behavior and attitude of students at different levels.

PARTICIPATION AND OBSERVATION OF SCHOOL ASSEMBLY

In Iritty Higher Secondary School, morning assembly is not conducted on every day. Usually assembly is conducted on Tuesday, Friday and on other important days. The student




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teachers got the opportunity to observe the morning assembly. The duration of the assembly is 15 minutes. The assembly includes activities like prayer, pledge, message by the teacher and national anthem.




AY OBSERVANCES


1) INDEPENDENCE DAY CELEBRATION

The student teachers reached the school by 8.30 am on 15/8/22 , Third day of school acclimatization, were asked to arrange variety of programs including rally, cultural events etc. Student teachers were engaged in the preparatory work to arrange school students for cultural events. On this day flag hoisting was done at 9.30 am by Head master. Student teachers participated in the rally from school to Iritty town with students and controlled them. After the completion of rally all gathered at school for the cultural programme.




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2) FARMERS DAY CELEBRATION

The farmers day was celebrated on 17th August 2022 at the school auditorium. On this day the school honored Mr. Biju Narayan, famous farmer in the locality. The student teachers got the opportunity to observe how the day is celebrated and got the chance to conduct quiz competition on this day.

MEAL DISTRIBUTION (11-08-2022 to 19-08-2022)

Lunch distribution begins at 12 40 PM for the classes 6,7 and 8. During the acclimatization programme the student teachers got an opportunity to distribute Mid-Day meal for the students. The food includes rice and vegetable curries which is enriched by nutrients.




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School Acclimatization Programme- 2021-23

School Acclimatization Programme

During the first year, preferably during the second semester, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. one week in school to acclimatize student teachers to the **school and its environment, understanding of children, teaching-learning process and school dynamics**. During this period, prospective teachers shall observe class room transactions but will not deliver any lessons. However, they may take up assignments on records/projects as assigned by the teacher educators / school teachers or principals.

I. School and its Environment

I. Preliminary details of the school

1. Name of the school : IRITTY HIGHER SECONDARY SCHOOL
2. Place : IRITTY
3. Year in which school was established : 1956
4. Whether the school is Government /Aided/Unaided : AIDED
5. Name of the school headmaster : BABU MEPAT
6. Total number of teachers in the school : 42
7. Total number of students in the school : 952
Boys : 450 Girls: 502

II. School environment

1. Locality of the school
Town Village
2. Are there any trees grown around the school environment?
Yes No
3. Is there any Transport facilities are available for the school students?
Yes No
4. If yes, what is it?
School van School bus Autorickshaw Jeep
5. Does the school at a sufficient distance from the road side?
Yes No
6. Is there a wall that separate school from road?




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7. Yes No
Are there pure water facilities available in the school?
8. Yes No
If yes, what are they
Well Bore well Pond
9. Are there any bio-waste facilities available in the school?
Yes No
10. If yes, what are they?
Biogas plant Verme compost Pipe compost

III. School infrastructure


1. School building
Asbestos Concrete Roofing Sheets Clay Tiles
2. Age of school building
15 years 20 years 30 years 40 years Above 40 years
3. Number of class rooms in the school: 32
4. Number of divisions in the school
8 9 10
5. Available facilities in class rooms
Bench and desk Chairs Fan Light
6. Are there English medium divisions in this school?
Yes No
8. How many toilets are available :
Boys : 4 Girls : 8
9. How many smart classrooms: 15
10. Does the school have Wi-Fi connection?
Yes No
11. How many computers are available in this school : 36
12. Facilities for the LCD projector
Yes No
13. Available lab facilities
Science lab Mathematical lab Computer lab Language lab
14. Is there library facility in the school?




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- Yes No
15. Are there any special IED classrooms in the school?
Yes No
16. Is there Public addressing system in school
Yes No
17. Is there a store in the school?
Yes No




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II. School Dynamics

I. Regular School Activities

- Starting time of the school
9 am 9.30 am 10 am
- Is the assembly conducted every day?
Yes No
- What is the duration of the assembly?
15 minutes 30 minutes 45 minutes
- What are the activities included in assembly?
Prayer Pledge
News Reading Thought of the Day
Special Activity Message by Teacher
National Anthem National Anthem

II. Time Table

- How many periods are there in the school?
6 7 8
- Duration of the period
30 minutes 45 minutes 1 hour
- Duration of interval
5 minutes 10 minutes 15 minutes
- Duration of lunch break
45 minutes 1 hour 1.5 hour
- Co-curricular activities in time table
Sports Arts Work Experience


III. Activities among teachers

- What are the different methods to enhance professional competency among teachers?
Seminar Refresher Course
Conference Workshops
Meetings
- What are the IT oriented materials used?
Blog Group Website

IV. Records

- | Teacher | Student |
|---|--|
| Attendance Register <input checked="" type="checkbox"/> | Admission Register <input checked="" type="checkbox"/> |




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Cash Book	<input checked="" type="checkbox"/>	Attendance Register	<input checked="" type="checkbox"/>
Acquittance Register	<input checked="" type="checkbox"/>	Scholarship Register	<input checked="" type="checkbox"/>
Mid-day meal register	<input checked="" type="checkbox"/>	Transfer Certificate Register	<input checked="" type="checkbox"/>
Bill book	<input type="checkbox"/>	Movement Register	<input checked="" type="checkbox"/>
Log book	<input checked="" type="checkbox"/>		
Factual diary	<input checked="" type="checkbox"/>		
Service book	<input checked="" type="checkbox"/>		
Leave register	<input checked="" type="checkbox"/>		
Income tax register	<input checked="" type="checkbox"/>		
Insurance register	<input checked="" type="checkbox"/>		

V. **Scholarship**
 OBC SC/ST e-grant

VI. **Organizations**

Students		Parents	
Science Club	<input checked="" type="checkbox"/>	PTA	<input checked="" type="checkbox"/>
Social Science Club	<input checked="" type="checkbox"/>	MPTA	<input checked="" type="checkbox"/>
Mathematics Club	<input checked="" type="checkbox"/>		
Natural Club Tourism	<input type="checkbox"/>		
Club Health Club	<input checked="" type="checkbox"/>		
Sahithyasamajam	<input checked="" type="checkbox"/>		
Folklore Club	<input type="checkbox"/>		
Language Club	<input checked="" type="checkbox"/>		

Student's Social Service Organizations

Scout <input checked="" type="checkbox"/>	NCC <input checked="" type="checkbox"/>	SPC <input checked="" type="checkbox"/>
Guides <input checked="" type="checkbox"/>	NSS <input type="checkbox"/>	Red Cross <input checked="" type="checkbox"/>

VII. **School Achievements**

State
 Arts Item: Sanskrit Drama, Arabic recitation, flute, Sanskrit speech
 Sports Item: Soft ball, base ball, kabaddi, long jump
 District
 Arts Item: Oppana, folk song, Thiruvathira, Bharatanatyam
 Sports Item: 400 m race, High jump, football
 Sub District
 Arts Item: Essay writing (English, Malayalam), Poem versification (Eng, Malayalam, Sanskrit), Mohiniyattam, group song, patriotic song, Vandhemathavam



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Sports Item: 100, 200 m race, Shot put, 4x100 m relay


VIII. Creativity oriented Programs

Digest Competition Arts day
Ureka competition Sports day

IX. Days of Observance

Republic day	<input checked="" type="checkbox"/>	Nagasaki day	<input checked="" type="checkbox"/>
National Science day	<input checked="" type="checkbox"/>	Independence Day	<input checked="" type="checkbox"/>
Pi day	<input checked="" type="checkbox"/>	Ozone day	<input checked="" type="checkbox"/>
International Water day	<input checked="" type="checkbox"/>	World student's day	<input type="checkbox"/>
Environment day	<input checked="" type="checkbox"/>	National education day	<input type="checkbox"/>
Reading day	<input checked="" type="checkbox"/>	Children's day	<input checked="" type="checkbox"/>
Hiroshima day	<input checked="" type="checkbox"/>	World energy conservation day	<input type="checkbox"/>




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III Teaching Learning Process

Name of the teacher : Unnikrishnan
Subject : SOCIAL SCIENCE
Topic : National Income

I. Methodology of teaching process

1. What are the methods used to orient students in the class?

- Start with a story
 Start with an example
 Start with daily life process
 Start with anything
 Start with history
 None of these

2. What are methods for teaching

- Lecture method
 Demonstration method
 Historical method
 Heuristic method
 Project method
 Seminar

II. Learning resources

- Blackboard
 ICT
 Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes No

2. Does the students raise their doubts to the teacher?

Yes No

3. Does the teacher take these questions positively?

Yes No

Reinforcement

1. Does the teacher appreciate the students?

Yes No




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2. Does the teacher give equal attention to all students?
Yes No
3. Does the children take down notes from the class?
Yes No
4. Are there any children with special needs in the class room?
Yes No
5. If yes, how many children are with special needs? |

IV. Group Activities

1. Are the children given group activities in the classroom?
Yes No
2. What are the methods chosen by the teacher to form groups?
Yes No
3. Does the teacher involve in group activities?
Yes No
4. Are there any discussion held after the activities?
Yes No

V. Application

1. Does the teacher site any examples given from the daily life?
Yes No
2. Does the teacher give any work related to daily life?
Yes No


VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?
Yes No
2. Do the students actively participate in this revision process?
Yes No

VII. Follow up

1. Is the teacher able to give any values to the children through his/her classes?
Yes No




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IV. Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Intense peer group relationship
- 2) Intensely emotional / high mood fluctuations
- 3) Very active & energetic
- 4) Arguing
- 5) Rebellious attitude
- 6) Expresses their opinions
- 7) Establish hetero sexual relationship
- 8) Feeling of social responsibility
- 9)
- 10)



A handwritten signature in black ink, appearing to be "J. S. S.", written over the printed name of the Principal.

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DATA ANALYSIS

SCHOOL ENVIRONMENT

Iritty Higher Secondary School, P O Keezhur is a leading school in this locality. It is an aided school which was established in the year 1956. The school is located in a rural area at sufficient distance from the road side. The school building is more than 60 years old with both concrete roofs and clay tile roofs. There are many trees grown around the school environment and the school is separated from the road by a wall around it. High school and Higher Secondary blocks are found within the same compound.

Mr. Babu Mepat is the headmaster of Iritty HSS. Presently there are 42 teachers in the High school session. 952 students are studying in this school which includes 450 boys and 502 girls. There are 32 classrooms with maximum 8 divisions. The school is facilitated with 15 smart class rooms. English and Malayalam medium classes are available here. Facilities like LCD projectors ensure the high tech classrooms. There is enough number of toilets for both boys and girls. All classrooms are made neat and clean to provide good learning environment. The students are cooperative in cleaning the class rooms daily and school environment weekly.

There is a well-equipped IT lab with 36 laptops. Even though the school Library is not fully facilitated, it is available for students according to their needs. Pure water facilities ensure through well. The transport facilities are available in this school for both students and teachers. For proper transportation two school buses are available. Students in the SPC, Red cross, Scout and guide are actively engaging in various activities as per the direction of the teachers. Classroom extension works and day observance are executed through various club activities. The school provides more attention to the IED students. Classes are conducted for them by the special teacher three times in a week. There is a playground found near to the school which engages the students in outdoor activities.




A handwritten signature in blue ink, appearing to be "J. M. M.", written over the printed name "PRINCIPAL".

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Generally Iritty school is maintaining a good disciplined atmosphere. The pupil-teacher interactions inside and outside the classroom are going well. Non-teaching staffs are working properly according to the school functions.




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UNDERSTANDING CHILDREN


While observing the behavior of the children most of them are disciplined and follows the rules in the institution. We found rebellious attitude and anger management issues in some learners. The COVID 19 Pandemic and the resulted lockdown had a huge influence in the learners. They became more restless and some of them didn't have the basic subject knowledge. While observing the learners it is found that the two years of online classes were not so effective for them. They face difficulty while learning new concepts since they lack the basic knowledge. In the leisure time most of the children chose to play in the school ground. It is also found that the peer interaction among the learners also has a huge influence on the character development of the children.

TEACHING LEARNING PROCESS

The classes observed by the student teachers are three English classes, one Malayalam class, two Mathematics Classes, four Biology classes and four Social Science classes. In English and Malayalam classes mostly usual lecture method is taking place, but it is interesting because of poems and stories. The English class starts with a real life example and in both classes students are actively responding to the teacher.

The teaching method considered by teacher while teaching Basic Science in UP classes are interesting. The interaction between teacher and students are really good. Teacher uses different teaching aids and also show experiments based on the topic that invoke curiosity in students and also provide first-hand experience to them. The Biology classes in HS start with question answer section. At the end of the classes teachers provides follow up activities related to what have been taught.




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The teaching method used in one of the social classes is highly good and a learner centered classroom was developed there. All the students are very active and teacher gave all kind of activities like group activities, discussions that are very useful for the students.

The Maths class which was observed in UP section is a normal kind of class which mainly focused on lecture method but the class was good, students are active and the main teaching aid there was blackboard. But the Maths class observed in HS that is in the 10th standard was outstanding. The teacher used all kinds of teaching aids for the better understanding of the students. The teacher had his own applet for teaching Maths which is very useful for the students.

There is a Special teacher for IED students. The teacher is available for 3 days in a week. The student teachers also got an opportunity to interact with the teacher. She gives good advice and solution to the problem, that is very useful for the students who are unable to give proper attention in studies due to different problems.


It is felt that the classroom management is one of the difficult task for a teacher. We should give equal attention to all the students. Another difficulty is lack of proper teaching aid mainly the use of ICT in all the subjects. The main reason for this is the lack of time for teachers for completing the portions.

SCHOOL DYNAMICS

The school starts at 9.30 am with a prayer. Assembly was conducted at Tuesday, Friday and at any special occasions. There are 7 periods with the duration of 45 minutes. The school timing is up to 3-45 pm. All types of records are available in the office and most of them are dealt by the clerks. The school provides mid day meal to all the students during the lunch break. The meals are prepared in the *kanjipura*.

Different clubs are actively functioning in the school which provides more exposure to the students. Those clubs are social science club, science club, Maths club. The school also have good achievements in arts and sports in different levels. The different student's social service organizations are functioning in the school like NCC, Scout and guides, JRC and SPC .




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OUR CONTRIBUTION

19-08-2022, the last day of school acclimatization programme , as a token of love we gifted a book to the school library and handovered it to the Head master.



CONCLUSION

School Acclimatization is a process in which a student teacher gives his/her best to adjust to the school environment according to the changes occurring in the surrounding. The four dimensions that the student teachers focused during this programme are the **school environment, understanding the children, teaching learning process and school dynamics**. The student teacher got an opportunity to experience these things within these few days and analyse how the real classroom transaction occurs. It made the student teachers aware of the extending role of a teacher other than teaching. The overall idea about the school environment and its functioning is experienced through the acclimatization programme.


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The school details have collected through observing the compound, its functioning and interviewing the faculties. The details like school History, infrastructure, facilities, structure of school etc. had been collected.

Class room management became a task for teachers while integrating more interesting activities and new methodologies to it. Paying attention to each students in a classroom is important. Special care should be given to exceptional children and put more effort to it. The behavior of students at different age level has observed directly. It is also observed that the students are facing serious problems like inability to pay attention after the covid 19 lockdown period.

The teaching learning process should be in an integrated manner to grab the learner's attention. Using various aids and modern technologies will help to ensure students participation. The teacher sometimes put an extra effort to make it worth full.

Role and responsibilities of parents and teachers are fulfilled through active coordination among them. While analyzing the school dynamics, the student teachers got an idea about class room extension activities and school administration. the student teachers also came to an understanding that a proper plan is needed before the execution of any programme which aims to engage the students actively in school activities.

Generally, the acclimatization programme is a stepping stone before the training period in school. It is an effective way to understand and comprehend the school environment internally and externally.






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PHOTO GALLERY




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School Acclimatization Programme 2022-24

School and its Environment

I. Preliminary details of the school

1. Name of the school : GHSS Mankada Pellipuram
 2. Place : MANKADA, Pellipuram
 3. Year in which school was established : 1974
 4. Whether the school is Government /Aided/Unaided : Government
 5. Name of the school headmaster : MYRHOONA . K
 6. Total number of teachers in the school : 28
 7. Total number of students in the school : 620
- Boys : 316 Girls: 304

II. School environment

1. Locality of the school
Town Village
2. Are there any trees grown around the school environment?
Yes No
3. Is there any Transport facilities are available for the school students?
Yes No




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4. If yes, what is it?

School van School bus Autorickshaw Jeep

5. Does the school at a sufficient distance from the road side?

Yes No

6. Is there a wall that separate school from road?

Yes No

7. Are there pure water facilities available in the school?

8. If yes, what are they

Well Bore well Pond

9. Are there any bio-waste facilities available in the school?

Yes No

If yes, what are they?

Biogas plant Vermi compost Pipe compost

III. School infrastructure

1. School building

Asbestos Concrete Roofing Sheets Clay Tiles

2. Age of school building

15 years 20 years 30 years 40 years above 40 years

3. Number of class rooms in the school: 16 (HS only)

4. Number of divisions in the school

8 6 9 5 10 5


5. Available facilities in class rooms

Bench and desk Chairs Fan Light

6. Are there English medium divisions in this school?

Yes No




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7. Are there enough toilet facilities for students?

Yes No

8. How many toilets are available

Boys Girls

9. How many smart classrooms:

10. Does the school have Wi-Fi connection?

Yes No

12. How many computers are available in this school :

11. Facilities for the LCD projector

Yes No

13. Available lab facilities

Science lab Mathematical lab Computer lab language lab

14. Is there library facility in the school?

Yes No

15. Are there any special IED classrooms in the school?

Yes No


16. Is there Public addressing system in school

Yes No

17. Is there a store in the school?

Yes No




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School Acclimatization Programme 2022-24

School Dynamics

Name of the School: G.H.S.S Mankada, Pellipuram

Place : Mankada, Pellipuram

I. Regular School Activities

1. Starting time of the school

9 am 9.30 am 10 am

2. Is the assembly conducted every day?

Yes No

3. What is the duration of the assembly?

15 minutes 30 minutes 45 minutes

4. What are the activities included in assembly?

Prayer	<input checked="" type="checkbox"/>	Pledge	<input checked="" type="checkbox"/>
News Reading	<input type="checkbox"/>	Thought of the Day	<input type="checkbox"/>
Special Activity	<input type="checkbox"/>	Message by teachers	<input checked="" type="checkbox"/>
National Anthem	<input checked="" type="checkbox"/>		

II. Time Table

1. How many periods are there in the school?

6 7 8

2. Duration of the period

30 minutes 45 minutes 1 hour




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3. Duration of interval

5 minutes

10 minutes

15 minutes

4. Duration of lunch break

45 minutes

1 hour

1.30 hour

5. Co-curricular activities in time table

Sports

Arts

Work Experience

III. Activities among teachers

1. What are the different methods to enhance professional competency among teachers?

Seminar

Workshops

Conference

Refresher Course

Meetings

2. What are the IT oriented materials used?

Blog

Group

Websites

IV. Records

Teacher

Attendance Register

Cash Book

Acquittance Register

Mid-day meal register

Bill book

Log book

Factual diary

Service book

Leave register

Students

Admission Register

Attendance Register

Scholarship Register

Transfer Certificate Register

Movement Register




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Income tax register

Insurance register

V. Scholarship

OBC

SC/ST

e-grant

VI. Organizations

Student

Science Club

Social Science Club

Mathematics Club

Natural Club

Tourism Club

Health Club

Sahithyasamajam

Folklore Club

Language Club

Parents

PTA

MPTA

Student's Social Service Organizations

Scout

NCC

SPC

Guides

NSS

Red Cross

VII. School Achievements

State

Arts

Item:





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Sports Item:

District

Arts Item: Thiruvethira, Drama, Music, Dance.

Sports Item: Athletics, Basketball, Long Jump

Sub District

Arts Item: Thiruvethira, Drama, Speech, Light Music, Dance

Sports Item: Athletics, Basketball, Long Jump.

VIII. Creativity oriented Programs

Digest Competition

Arts day

Ureka competition

Sports day

IX. Days of Observance

Republic day

National Science day

Pi day

International Water day

Environment day

Reading day

Hiroshima day

Nagasaki day

Independence Day

Ozone day

World student's day

National education day

Children's day

World energy conservation day



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School Acclimatization Programme 2022-24

Teaching Learning Process

Name of the teacher : Deepthi Teabet
Subject : Social Science
Topic : Geography [Water on Earth]

I. Methodology of teaching process

1. What are the methods used to orient students in the class?

- Start with a story
- Start with an example
- Start with daily life process
- Start with anything
- Start with history
- None of these

2. What are methods for teaching

- Lecture method
- Demonstration method
- Historical method
- Heuristic method




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Project method

Seminar

II. Learning resources

Blackboard

ICT

Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes No

2. Does the students raise their doubts to the teacher?

Yes No

3. Does the teacher take these questions positively?

Yes No

Reinforcement

1. Does the teacher appreciate the students?

Yes No

2. Does the teacher give equal attention to all students?

Yes No




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3. Does the children take down notes from the class?

Yes No

4. Are there any children with special needs in the class room?

Yes No

5. If yes, how many children are with special needs? *one student*

IV. Group Activities

1. Are the children given group activities in the classroom?

Yes No

2. What are the methods chosen by the teacher to form groups? _____

3. Does the teacher involve in group activities?

Yes No

4. Are there any discussion held after the activities?

Yes No

V. Application

1. Does the teacher site any examples given from the daily life?

Yes No

2. Does the teacher give any work related to daily life?




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Yes No

VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?

Yes No

2. Do the students actively participate in this revision process?

Yes No

VII. Follow up

1. Is the teacher able to give any values to the children through his/her classes?

Yes No




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School Acclimatization Programme 2022-24

Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Intractive and friendly nature.
- 2) Attention seeking
- 3) Less Discipline
- 4) Concentration level is low
- 5) Most of the childrens have good reading habit
- 6) Students give less priority for studies
- 7) Active in works like JRC, scout and Guides
- 8) Violent nature
- 9) Low self confidence
- 10) Ambitious




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School Acclimatization Programme 2022-24

School and its Environment

I. Preliminary details of the school

1. Name of the school : Mattannur Higher Secondary School
2. Place : Mattannur
3. Year in which school was established : 1952
4. Whether the school is Government /Aided/Unaided : Aided
5. Name of the school headmaster : M.M Sujatha
6. Total number of teachers in the school : 103
7. Total number of students in the school : 2859
Boys : 1453 Girls: 1406

II. School environment

1. Locality of the school
Town Village
2. Are there any trees grown around the school environment?
Yes No
3. Is there any Transport facilities are available for the school students?
Yes No


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SREEKANDAPURAM, DISTRICT DT. 670631

4. If yes, what is it?

School van School bus Autorickshaw Jeep

5. Does the school at a sufficient distance from the road side?

Yes No

6. Is there a wall that separate school from road?

Yes No

7. Are there pure water facilities available in the school?

8. If yes, what are they

Well Bore well Pond

9. Are there any bio-waste facilities available in the school?

Yes No

If yes, what are they?

Biogas plant Vermi compost Pipe compost

III. School infrastructure

1. School building

Asbestos Concrete Roofing Sheets Clay Tiles

2. Age of school building

15 years 20 years 30 years 40 years above 40 years

3. Number of class rooms in the school: 73

4. Number of divisions in the school

8 20 9 16 10 16

5. Available facilities in class rooms

Bench and desk Chairs Fan Light

6. Are there English medium divisions in this school?

Yes No




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SREEKANDAPURAM, MALAPURU, ER.

7. Are there enough toilet facilities for students?

Yes No

8. How many toilets are available

Boys Girls

9. How many smart classrooms:

10. Does the school have Wi-Fi connection?

Yes No

12. How many computers are available in this school :

11. Facilities for the LCD projector

Yes No

13. Available lab facilities

Science lab Mathematical lab Computer lab language lab

14. Is there library facility in the school?

Yes No

15. Are there any special IED classrooms in the school?

Yes No

16. Is there Public addressing system in school

Yes No

17. Is there a store in the school?

Yes No




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School Acclimatization Programme 2022-24

School Dynamics

Name of the School: Mattannur Higher Secondary School

Place : Mattannur

I. Regular School Activities

1. Starting time of the school

9 am 9.30 am 10 am

2. Is the assembly conducted every day?

Yes No

3. What is the duration of the assembly?

15 minutes 30 minutes 45 minutes

4. What are the activities included in assembly?

Prayer Pledge

News Reading Thought of the Day

Special Activity Message by teachers

National Anthem

II. Time Table


1. How many periods are there in the school?

6 7 8

2. Duration of the period

30 minutes 45 minutes 1 hour




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3. Duration of interval

5 minutes

10 minutes

15 minutes

4. Duration of lunch break

45 minutes

1 hour

1.30 hour

5. Co-curricular activities in time table

Sports

Arts

Work Experience

III. Activities among teachers

1. What are the different methods to enhance professional competency among teachers?

Seminar

Workshops

Conference

Refresher Course

Meetings

2. What are the IT oriented materials used?

Blog

Group

Websites

IV. Records

Teacher

Attendance Register

Cash Book

Acquittance Register

Mid-day meal register

Bill book

Log book

Factual diary

Service book

Leave register

Students

Admission Register

Attendance Register

Scholarship Register

Transfer Certificate Register

Movement Register




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SREEKANTHAPURAM, KANNUR DT., 670601

Income tax register

Insurance register

V. Scholarship

OBC

SC/ST

e-grant

VI. Organizations

Student

Science Club

Social Science Club

Mathematics Club

Natural Club

Tourism Club

Health Club

Sahithyasamajam

Folklore Club

Language Club

Parents

PTA

MPTA

Student's Social Service Organizations

Scout

NCC

SPC

Guides

NSS

Red Cross

VII. School Achievements

State

Arts

Item: Group Dance, Instrumental items

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SREEKANDAPURAM

Sports Item: Athletics, Baseball, Volleyball, Throw ball

District

Arts Item: Light music, classical music, Recitation in English
Arabic, Tamil ... etc

Sports Item: Athletics, Football, Volleyball, Handball

Sub District

Arts Item: All items

Sports Item: Athletics, volleyball, Throw ball

VIII. Creativity oriented Programs

Digest Competition Arts day

Ureka competition Sports day

IX. Days of Observance

Republic day Nagasaki day

National Science day Independence Day

Pi day Ozone day

International Water day World student's day

Environment day National education day

Reading day Children's day

Hiroshima day World energy conservation day




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School Acclimatization Programme 2022-24

Teaching Learning Process

Name of the teacher : Madhusudanan
Subject : Social Science
Topic : Social Group

I. Methodology of teaching process

1. What are the methods used to orient students in the class?

- Start with a story
- Start with an example
- Start with daily life process
- Start with anything
- Start with history
- None of these

2. What are methods for teaching

- Lecture method
- Demonstration method
- Historical method
- Heuristic method




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Project method

Seminar

II. Learning resources

Blackboard

ICT

Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes No

2. Does the students raise their doubts to the teacher?

Yes No

3. Does the teacher take these questions positively?

Yes No

Reinforcement

1. Does the teacher appreciate the students?

Yes No

2. Does the teacher give equal attention to all students?

Yes No




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3. Does the children take down notes from the class?

Yes No

4. Are there any children with special needs in the class room?

Yes No

5. If yes, how many children are with special needs?

IV. Group Activities

1. Are the children given group activities in the classroom?

Yes No

2. What are the methods chosen by the teacher to form groups?

3. Does the teacher involve in group activities?

Yes No

4. Are there any discussion held after the activities?

Yes No

V. Application

1. Does the teacher site any examples given from the daily life?

Yes No

2. Does the teacher give any work related to daily life?




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Yes No

VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?

Yes No

2. Do the students actively participate in this revision process?


Yes No

VII. Follow up

1. Is the teacher able to give any values to the children through his/her classes?

Yes No




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School Acclimatization Programme 2022-24

Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Students are mostly anxious and tense
- 2) Students are careless about taking notes from class.
- 3) They are argumentative and disobedient.
- 4) Students are not emotionally stable.
- 5) They have various hobbies and less concentration in studies.
- 6) Difficult to interact with peer groups
- 7) Looking for new experiences and engage in more risk taking activities.
- 8) They are appearance conscious
- 9) They have more imagination and career consciousness
- 10) For the 10th class students, the series exams along with the continuous classes creates more pressure to them.
- 11) Attention span is very less
- 12) Children have mood swings.
- 13) They have attraction towards the opposite sex.




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By 1



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Govt. Aided Teacher Education Institution

Included under UGC 2(F) 712B category

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Affiliated to Kannur University

RUSA 2.0 beneficiary

Recognized by NCTE

SCHOOL ACCLIMATIZATION PROGRAMME PERALASSERY A.K.G SMARAKA GOVERNMENT HIGHER SECONDARY SCHOOL

30.01.2023 -03.02.2023

REPORT

Submitted by,

Devika K K

Roll no:2204

2022-2024 Batch

Department of education of language

ENGLISH

PKM College of Education, Madampam




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PERALASSERY A.K.G SMARAKA GOVT. HIGHER SECONDARY
SCHOOL

P.O MUNDALURE, KANNUR DISTRICT.

PHONE: 0497 2827725, 2826646

COURSE COMPLETION CERTIFICATE

This is to certify that the following students of P.K.M College of Education,
Madampam have completed the School Acclimatization program in Peralassery
A.K.G Smaraka Govt. Higher Secondary School from 30.01.2023 to
03.02.2023.

1. Anagha V J
2. Devika K K

Peralassery

03.02.2023



[Handwritten Signature]

HEADMASTER
Peralassery AKG Smaraka GHSS
Mundaluri P.O., Kannur-670622



[Handwritten Signature]
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T. M. P. O., MADAMPAM
SREEKANDAPURAM, KANNUR DT.,-670631

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EXORDIUM

Teaching is a complex, goal-oriented, dynamic, and multifaceted activity.

Teaching is said to be an art as well as a science. As an art, it demonstrates the imaginative and artistic abilities of the teacher in creating worthwhile situations in the classroom in which the learners learn and achieve the immediate and ultimate goals of education. As a science, it points out logical, mechanical, and procedural steps to be followed to attain an effective accomplishment of goals.

It is said that a teacher can make or break a child's future. The duties of a teacher extend much further than standing at the front of a classroom and delivering lessons. Behind the scenes, a lot of work goes into planning and preparing for lessons and providing additional support to students. A good teacher may also play a pivotal role in the character formation of a child and make a positive impact on students, often becoming a source of inspiration and motivation.

Hence, the two-year Bachelor of Education programme of Kannur University has been designed with the aim to develop an understanding of teaching-learning process at the secondary and senior-secondary level among student teachers. It focuses on enabling you to reflect critically on perspectives of education and integrate holistically the theory and practices to facilitate your active engagement for knowledge construction. This programme aims to support a better understanding of the school environment and prepare for an internship.

The four dimensions included in the school acclimatisation programme are




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1. School and its environment
2. School dynamics
3. Teaching is a learning process.
4. Understanding children (through observation)

This school acclimatisation programme will help the student teachers understand the school and school premises, school infrastructure, school activities, time schedule, teacher's activities, children's activities, teacher's classes, and children's behaviour and characteristics.

It also helps us understand various things, as given below:

- ❖ to acquire the competency to undertake multiple roles as a teacher with a complete understanding of school as a system.
- ❖ Undertake responsibility for planning and implementing learning situations for specific units of study.
- ❖ Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities, and skills.
- ❖ Modify our visualization or implementation towards the betterment of student learning, and reflect upon and consolidate school experiences as well as recognize your own development as a teacher.



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OBJECTIVES

- Developing a deep understanding of the context of education in contemporary Indian society
- appreciating the role of contextual and socio-political realities in facilitating learning in inclusive settings.
- developing an understanding of the paradigm shift in conceptualising disciplinary knowledge in school curricula.
- to become familiar with the current infrastructure of the school and the basic facilities offered to students.
- To be informed of the most modern and advanced resources provided by school to support learning and in the overall development of students.
- to understand the learners, their behavior, and their changing characters.
- to carefully analyse the school administration, club activities, skill development programs, programmes conducted by the school to enhance the teacher's competence, various scholarships provided by the government and school authorities, and other school activities.
- to comprehend the efficiency of teaching and learning in the classroom and how it affects children, and to acquire the necessary competencies for organising learning experiences.
- systematizing experiences and strengthening the professional competencies of student teachers, and providing first-hand experience of all the school activities.
- To analyse and understand the behaviour and etiquette of students.




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SREEKANTHAPURAM, KANNUR DT.,-670631

METHEODOLOGY

To attain our objectives, I have used methods like observation, data analysis, and inquiry. The method of observation was used to understand the school infrastructure, regular school activities, school dynamics, the timetable for teaching and learning, and the learning process of students. Data analysis and inquiry with senior staff were the methods used to study the school's achievements, club activities, different endowments offered by the school, and office records.




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School Acclimatization Programme 2022-24

School and its Environment


I. Preliminary details of the school

1. Name of the school : PERALASSERY AKG SHARAKA
GOVT. HIGHER SECONDARY SCHOOL
2. Place : PERALASSERY
3. Year in which school was established : 1956
4. Whether the school is Government /Aided/Unaided : Government
5. Name of the school headmaster : Pradeepan. M. K
6. Total number of teachers in the school : 87
7. Total number of students in the school : 1877
- Boys : 921 Girls: 956

II. School environment

1. Locality of the school
Town Village
2. Are there any trees grown around the school environment?
Yes No
3. Is there any Transport facilities are available for the school students?
Yes No




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KANIYUR, B. O. MADAMPAM
SREEKANDAPURAM, KANIYUR DT. -676631

4. If yes, what is it?

School van School bus Autorickshaw Jeep

5. Does the school at a sufficient distance from the road side?

Yes No

6. Is there a wall that separate school from road?

Yes No

7. Are there pure water facilities available in the school?

8. If yes, what are they

Well Bore well Pond

9. Are there any bio-waste facilities available in the school?

Yes No

If yes, what are they?

Biogas plant Vermi compost Pipe compost

III. School infrastructure

1. School building

Asbestos Concrete Roofing Sheets Clay Tiles

2. Age of school building

15 years 20 years 30 years 40 years above 40 years

3. Number of class rooms in the school: 42 (9-UP)

4. Number of divisions in the school

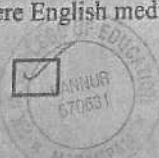
8 9 10


5. Available facilities in class rooms

Bench and desk Chairs Fan Light

6. Are there English medium divisions in this school?

Yes No




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SHESKANDAPURAM, KANNUR DT. - 670631

7. Are there enough toilet facilities for students?

Yes No

8. How many toilets are available

Boys Girls

9. How many smart classrooms: 33

10. Does the school have Wi-Fi connection?

Yes No

12. How many computers are available in this school :

11. Facilities for the LCD projector

Yes No

13. Available lab facilities

Science lab Mathematical lab Computer lab language lab

14. Is there library facility in the school?

Yes No

15. Are there any special IED classrooms in the school?

Yes No

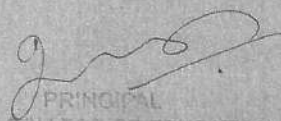
16. Is there Public addressing system in school

Yes No

17. Is there a store in the school?

Yes No




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School Acclimatization Programme 2022-24

School Dynamics

Name of the School: *Peralassery AKG Sivaraka Govt Higher Secondary school*

Place: *Peralassery*

I. Regular School Activities

1. Starting time of the school

9 am 9.30 am 10 am

2. Is the assembly conducted every day?

Yes No [*Due to construction works*]

3. What is the duration of the assembly?

15 minutes 30 minutes 45 minutes

4. What are the activities included in assembly?

Prayer	<input checked="" type="checkbox"/>	Pledge	<input checked="" type="checkbox"/>
News Reading	<input type="checkbox"/>	Thought of the Day	<input checked="" type="checkbox"/>
Special Activity	<input checked="" type="checkbox"/>	Message by teachers	<input checked="" type="checkbox"/>
National Anthem	<input type="checkbox"/>		

II. Time Table

1. How many periods are there in the school?

6 7 8

2. Duration of the period

30 minutes 45 minutes 1 hour



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3. Duration of interval

5 minutes

10 minutes

15 minutes

4. Duration of lunch break

45 minutes

1 hour

1.30 hour

5. Co-curricular activities in time table

Sports

Arts

Work Experience

III. Activities among teachers

1. What are the different methods to enhance professional competency among teachers?

Seminar

Workshops

Conference

Refresher Course

Meetings

2. What are the IT oriented materials used?

Blog

Group

Websites

IV. Records

Teacher

Attendance Register

Cash Book

Acquittance Register

Mid-day meal register

Bill book

Log book

Factual diary

Service book

Leave register

Students

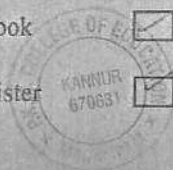
Admission Register

Attendance Register

Scholarship Register

Transfer Certificate Register

Movement Register



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Income tax register

Insurance register

V. Scholarship

OBC

SC/ST

e-grant

VI. Organizations

Student

Science Club

Social Science Club

Mathematics Club

Natural Club

Tourism Club

Health Club

Sahithyasamajam

Folklore Club

Language Club

Parents

PTA

MPTA

Student's Social Service Organizations

Scout

NCC

SPC

Guides

NSS

Red Cross

VII. School Achievements

State

Arts

Item: Nakkam (H-s), Olanthullal, Kanyakela, Vainda vadjam,
Deshabhakti Ganam, Mousa Act, Classical Music,
Kannada Poety, Samyagyanam, Sanskrita,
Kadharachana



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SHEELANBATHUNAM, KANNUR DT.-670631

Sports

Item: High Jump, Judo, Karate, Kabaddi, Boxing, chess, cricket, Badminton, Kalarippayattu

District

Arts

Item: "

Sports

Item: "

Sub District

Arts

Item: "

Sports

Item: "

VIII. Creativity oriented Programs

Digest Competition

Arts day

Science fest for
UP, HS, and HSS
students.

Ureka competition

Sports day

IX. Days of Observance

Republic day

Nagasaki day

National Science day

Independence Day

Pi day

Ozone day

International Water day

World student's day

Environment day

National education day

Reading day

Children's day

Hiroshima day

World energy conservation day



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School Acclimatization Programme 2022-24

class - J

Teaching Learning Process

Name of the teacher : Abbas. E
Subject : English - IX
Topic : A Prayer in Spring
(- Robert Frost)

I. Methodology of teaching process

1. What are the methods used to orient students in the class?

- Start with a story
- Start with an example
- Start with daily life process
- Start with anything
- Start with history
- None of these

2. What are methods for teaching

- Lecture method
- Demonstration method
- Historical method
- Heuristic method



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Project method

Seminar

II. Learning resources

Blackboard

ICT

Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes No

2. Does the students raise their doubts to the teacher?

Yes No

3. Does the teacher take these questions positively?

Yes No

Reinforcement

1. Does the teacher appreciate the students?

Yes No

2. Does the teacher give equal attention to all students?

Yes No



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RABUL KHAYMA, SAUDI ARABIA

3. Does the children take down notes from the class?

Yes No

4. Are there any children with special needs in the class room?

Yes No

5. If yes, how many children are with special needs?

IV. Group Activities

1. Are the children given group activities in the classroom?

Yes No

2. What are the methods chosen by the teacher to form groups?

3. Does the teacher involve in group activities?

Yes No

4. Are there any discussion held after the activities?

Yes No


V. Application

1. Does the teacher site any examples given from the daily life?

Yes No

2. Does the teacher give any work related to daily life?




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SREEKANDAPURAM, KATHIRUQUIL, KANNUR DISTRICT, KERALA

Yes No

VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?

Yes No

2. Do the students actively participate in this revision process?

Yes No

VII. Follow up

1. Is the teacher able to give any values to the children through his/her classes?

Yes No




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School Acclimatization Programme 2022-24

class - II

Teaching Learning Process

Name of the teacher : Sheela. K.N
Subject : English (VIII)
Topic : My Grandmother's House.

I. Methodology of teaching process

1. What are the methods used to orient students in the class?

- Start with a story
- Start with an example
- Start with daily life process
- Start with anything
- Start with history
- None of these

2. What are methods for teaching

- Lecture method
- Demonstration method
- Historical method
- Heuristic method




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Project method

Seminar

II. Learning resources

Blackboard

ICT

Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes No

2. Does the students raise their doubts to the teacher?

Yes No

3. Does the teacher take these questions positively?

Yes No

Reinforcement

1. Does the teacher appreciate the students?

Yes No

2. Does the teacher give equal attention to all students?

Yes No



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3. Does the children take down notes from the class?

Yes No

4. Are there any children with special needs in the class room?

Yes No

5. If yes, how many children are with special needs?

IV. Group Activities

1. Are the children given group activities in the classroom?

Yes No

2. What are the methods chosen by the teacher to form groups?

3. Does the teacher involve in group activities?

Yes No

4. Are there any discussion held after the activities?

Yes No

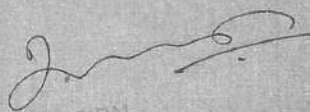
V. Application

1. Does the teacher site any examples given from the daily life?

Yes No

2. Does the teacher give any work related to daily life?




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Yes

No

VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?

Yes

No

2. Do the students actively participate in this revision process?

Yes

No

VII. Follow up

1. Is the teacher able to give any values to the children through his/her classes?

Yes

No




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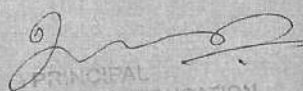
School Acclimatization Programme 2022-24

Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Emotional turbulence & stressed due to the hectic academic schedule
- 2) Peer pressure
- 3) Hate restriction and argumentative.
- 4) Shift in attitudes - towards teachers and learning as such.
- 5) Helping mentality (for differently abled teachers and students).
- 6) active participation in activities beyond classroom.
- 7) short attention span
- 8) hesitated to participate in individual works.
- 9) not interested to be under surveillance.
- 10) coordination among children regarding the issues inside the classroom.




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DATA DISSECTION

GLIMPSE OF SCHOOL

AKG Smaraka Higher Secondary School was Established in the year 1956 as a government high school in Peralassery. Later in 1991 the school was upgraded as higher secondary school. The school was named after forerunner of the Indian communist movement, *Ayillyath Kuttiri Gopalan* popularly known as AK Gopalan or AKG. The school is located in the south block of the Kannur district. Classes from 5 to 12 function at the school. The school has a total strength of 2480 students at present in all total and 1877 students in High School in which there are 921 boys and 956 girls. In the school there are 87 teachers and 8 non-teaching staffs.

The school has been known for its excellence in both academics and Cultural Activities. The school is counted amongst the top-rated schools in Kerala with an excellent academic track record. Our school always had a 100% pass percentage for students appeared in the SSLC board Exams.


SCHOOL ENVIRONMENT

Peralassery AKG Smaraka Govt. Higher Secondary School was established in 1951 and it is managed by the Department of Education. It is located in Urban area. The school belongs to the south block of KANNUR district of Kerala. The school consists of Grades from 5 to 12. The school is Co-educational and it doesn't have an attached pre-primary section. This school is approachable by all weather road. The school provides transport facilities to the students. There are two school bus available for the students. The school have a good drinking facility and the source of drinking water in the school is well and it is functional in good condition.

SCHOOL INFRASTRUCTURE

Peralassery A.K.G Smaraka Govt. Higher Secondary School is run by government body and the school has government building. The nature of building is concrete and it is almost 40




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years above in its age. It has got 42 classrooms for instructional purposes. All the classrooms are in good condition. It has 2 other rooms for non-teaching activities. The school has a separate room for Head master. The school has Partial boundary wall. The school have electric connection.

The school has 20 boy's toilet and it is functional. and 25 plus girl's toilet and it is functional. The school has a playground. The school has a library and has 10200 books in its library. The school does not need ramp for disabled children to access classrooms. The school has 25 computers for teaching and learning purposes and all are functional. The school is having a computer aided learning lab. The school is provided and prepared in School Premises providing mid-day meal.

The school also have Wi-Fi connection and facilitates LED Projector. The school also comprises with a store. Currently the school is undergoing a renovation and in the year 2024 the infrastructure of the school will be more aesthetic for future students.

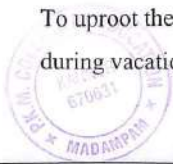
SCHOOL DYNAMICS


The school time is 9.30 a.m to 3.30 p.m. Due to construction work nowadays the assembly is not conducted regularly but in classroom the prayer is recited through the speaker and the students are followed. Before the construction work was ongoing, the duration of the assembly was 45 minutes and it includes prayer, pledge, thought of the day, message by teachers, special activities etc.. In a day the classes run in 8 periods and the duration of each period is 45 minutes. The students are given with an interval of 10 minutes and the lunch break is about 1 hour time.

The school ensure better education for better world. The school has been known for its excellence in both academics and Cultural Activities. The time table consists of various co curriculum activities such as sports, arts and work experiences.

ACTIVITIES AMONG TEACHERS

To uproot the professional competency among teachers Refresher courses are provided during vacations and the school is not basically initiating any workshops or seminars but the




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school is encouraging the teachers for the maximum participation of teachers in various courses, workshops and seminars conducted under other institutions or educational organizations.

RECORDS

When it comes to school records in case of teachers everything is registered except factual diary and the acquaintance register is asserted and maintained through online mode. For students all records are maintained and managed systematically.

SCHOLARSHIPS

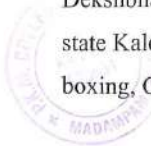
OBC, SC/ST, Minority, Pre- Metric, USS, NMMS, Fisher Folk scholarships are the major scholarship handled by the school. There are several endowments for the academic and other extra-curricular excellence.

ORGANIZATIONS

School Provide Youth Welfare Activities like ASAP (Additional Skill Acquisition Programme) and NSS (National Service Scheme) for class 11th and 12th, SPC (Student Police Cadet) for class 8th, 9th, 11th and 12th, NCC (National Cadet Corps), NCC have both Army and Navy wing, JRC (Junior Red Cross) and KITE (Kerala Infrastructure and Technology for Education) for class 8th and 9th, Scouts and Guides and Little Kites.

SCHOOL ACHIEVEMENTS

The students have got various prizes and honors in every sphere such as academic, arts and sports. For this the school plays a crux by giving proper guidance for the students. Various items such as Nattakam , Ottamthulal , Kavyakalli, Kannada recitation, Mono act , Dekshbhakthi ganam (Patriotic song), classic music , group song etc.. have got position in state Kalolsavam and in sports the events such as High Jump, Judd, Karate, Kabaddi, boxing, Chess, Cricket, Badminton, Kalaripayattu and fencing etc.. also, students got prizes.



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CREATIVITY ORIENTATION AND SKILL DEVELOPMENT

Ureka competitions, Arts Day, Sports Day etc. are conducted to increase the creativity of children. The school also conduct and organizes various competitions such as science fair, exhibition, yoga, speech competitions, drawing, quiz competitions etc. in order to develop and foster the potential and creative skills among students.

DAYS OF OBSERVANCE

The school acknowledges and observes various days such as Republic day, Nagasaki day, National Science day, Independence Day Ozone day, International Water day ,World student's day ,Environment day, Reading day ,Children's day, Hiroshima day etc..




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TEACHING LEARNING PROCESS

As part of School Acclimatization I got an opportunity to observe two classes of teachers of Peralassery A.K.G Smaraka Govt. Higher Secondary School.

First class:

The very first class that I had visited was IX and the teacher was Mr Abbas E. He had taken a poem penned by Robert Frost named "A prayer in Spring". He started his class by asking to read the poem silently in their mind and also connecting with daily life process. Then he had loudly read the poem and explain the poem to students line by line. He encouraged the students and discussed the questions after going through the whole poem. The methods of his teaching were lecture and historical. He used textbook and blackboard as teaching resources.


Second class:

The second class that I had observed was 8 .C and the teacher was Mrs Sheeba K N. Ma'am had taken a poem "My Grandmother's House" and her class was really interesting. The way she engaged the students by asking queries and making the students to raise their efforts was highly noticed.

At first she asked the whole class to read the poem silently in their mind at twice and then she asked two students individually to read the poem and pointed out the small factual mistakes and rectified it immediately such as run-on, pronunciation etc..

She explained the poem by including students and asking students not directly but making the students to apply their logic. She used heuristic method as her prime mode of teaching along with lecture and historical method. The both classes were highly informative and engrossing as it given a way to develop the teaching capacity of our career.

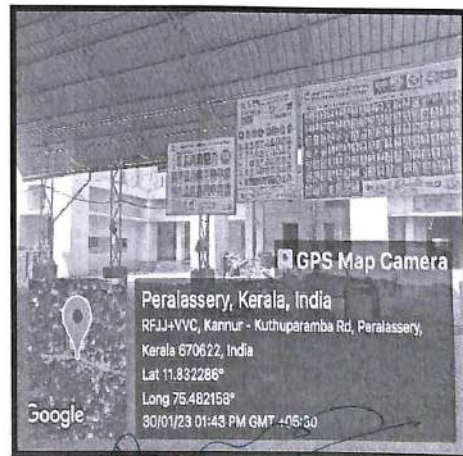



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REPORT

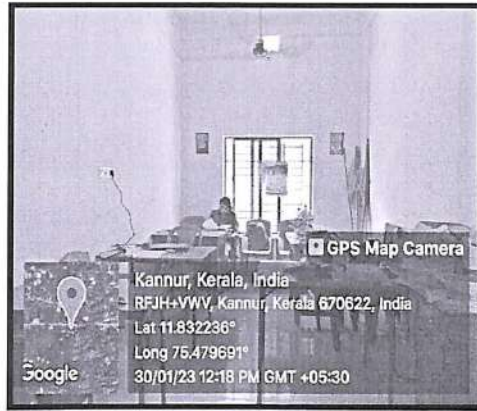
Day 1 – 30/01/2023, Monday.

As per the instructions given, I reached the school by 9:00 AM. Soon after, I met the Headmaster, Mr. Pradeepan M. K., and I handed over the letter to him and interacted with him. I pointed out the main objective of this course, and with the permission of H. M., I was directed to the staff room. At the staff room, as per the supervision of HM, I met Mrs. Sheeja C, deputy H M, who later introduced myself to other teachers in the staff room, and this made for a good interaction with teachers regarding the two-year B Ed course and the concept of acclimatization. The day was primarily used for observing the infrastructure facilities of the school and understanding the facilities of the school. The day was also marked by having good communication with teachers in charge of various extracurricular activities, competitions conducted at the school level, etc. I came to know how the school promotes the best excellence and capability enhancement of students in all extracurricular activities. Since January 30, Martyr's Day has been observed to pay homage to the father of our nation, Gandhi, who fought for the freedom, welfare, and progress of India and sacrificed his life.



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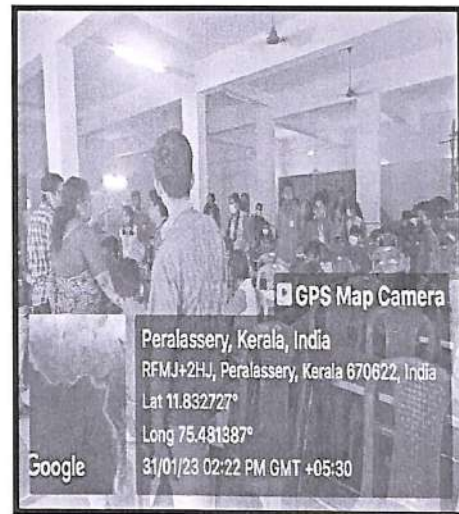
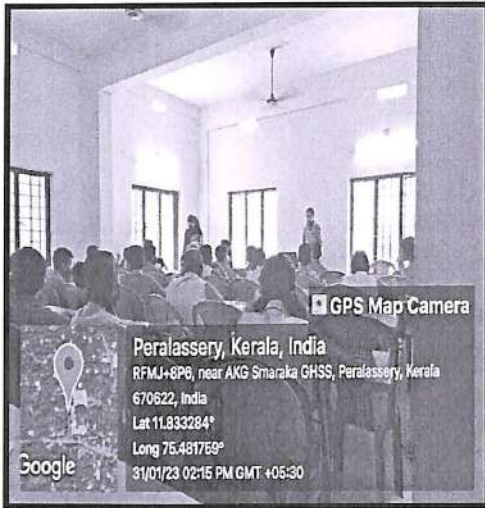
Day 2 – 31/1/2023, Tuesday

On the second day, I had a good interactive session with the school's special educator, a counselor, and drawing and music teachers. Counselor Mrs. Brelly P. Baby gave a detailed idea about the shift in attitudes of children towards learning after COVID, emotional vulnerability, different medical methods, and legal safe guards for children. Mrs. Beena, a music teacher, discussed her strategy for selecting children with a taste for music and their apathy towards a subject without an examination, as well as the various trainings they used to provide in school. For further analysis, I met with the staff secretary and collected the school diary, the academic master plan, and the brochure for the academic year 2024.

In the forenoon session, I assisted the teachers to conduct a quiz programme organised by the SPC wing of the school.




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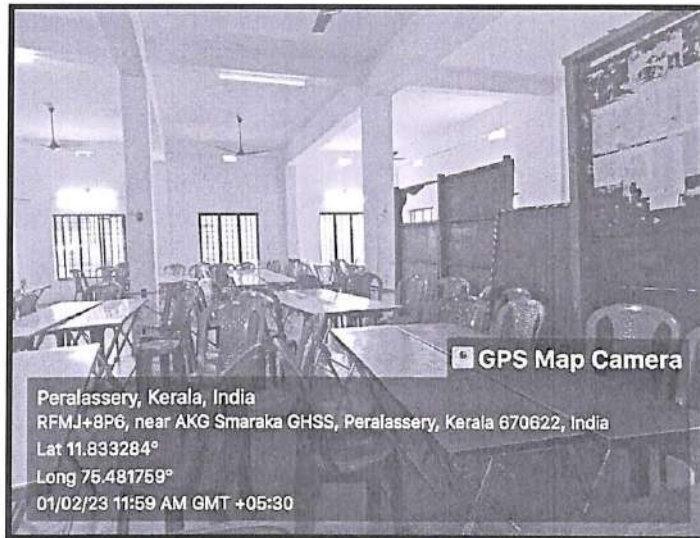


Day 3 – 1/02/2023, Wednesday

In the forenoon session, observations of different laboratories and play grounds were done on this day. The day was also marked by helping the teachers serve the midday meal. Due to a medical emergency, I accompanied a lady teacher to the hospital. In the afternoon session, H.M. Mr. Pradeepan M.K helped us get a glimpse of different records and talked in detail about their relevance in an academic scenario.

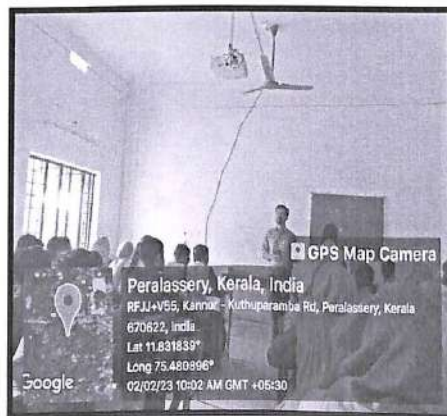


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Day 4 – 2/02/2023, Thursday

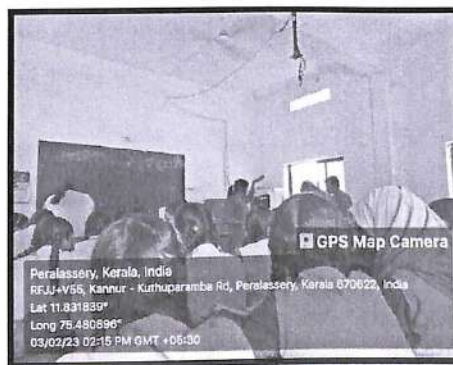
In the morning session, I observed the class of Mr. Abbas E. for class 9, and in the hour that followed, he discussed different methodologies adapted for an effective teaching and learning process. On this day, I also helped the teachers serve the mid -a- meal. In the afternoon session, I got an opportunity to handle one free hours and I interacted with students, observed and engrossed them my playing different language games.



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Day 5 – 3/02/2023, Friday

The final day, I managed to meet the teachers in charge of the IT lab and little kites. Since the model examination for the 10th standard was going on, teachers were busy. In the afternoon session, I helped the teachers to serve the meal for students. I came to know that the library will be open only on Fridays, so I visited the library and interacted with the teacher in charge and came to know the details regarding the reading habits of children. The teacher said that it was very difficult for a teacher to maintain that library alone in the absence of a librarian. Later, I observed the class of Mrs. Sheeba K. N. for the 8th standard, and it was systematically structured class and had active participation from students. My school acclimatization in Peralassery A.K.G Smaraka Govt. Higher Secondary School of 5 days was at the culmination and I thanked all the staffs and HM for their special cooperation and collaboration.



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P. K. M. GOVT. HIGHER SECONDARY SCHOOL
KUTUPARAMBET P. O., MADAMPAM
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REFLECTION NOTE

Observations influence the way the teacher teach. It highly dramatizes the part of learning, how to teach; an important part at every stage of the career of teacher. For a newbie teacher, classroom observation is done to see real life teachers in their real life situations. School acclimatization programme held from 30. 01.2023to 03.02.2023 in Peralassery A.K.G Smaraka Govt. Higher Secondary School was a new experience for me. It helps me to exposed to pedagogical practices the not occurred beforehand.


Through this course I came to understand the school infrastructure, their facilities and whole initiation and strategy. It helped me to understand the behavioural pattern of students which differs from each other.

The course also gave me more understanding to deal with the students, think strategies that will be helpful to meets the need and expectations of the students and how to increase their learning experiences. I got an opportunity to visit a class engage them in their free period and I noticed the attitudes of students, their interests and it also reminds me to build a good rapport with them so as to feel comfortable with each other.

I noticed that the students were curious and anxious. Most of the students not wished to be controlled or under surveillance. They hate restriction and to counsel. There were also many positive faces in the students such as helping mentality, coordination and smartness.

Being a part of the school for one week, I started thinking about students, their needs, how to grasp their attention, and to improve the affective domain.




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P.K.M. College of Education
School Acclimatization Programme 2022-24

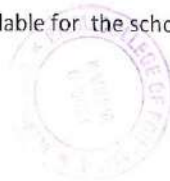
School and its Environment


I. Preliminary details of the school

1. Name of the school : GHS Mamalakkandam
2. Place : Mamalakkandam
3. Year in which school was established : 1983
4. Whether the school is Government /Aided/Unaided : Government
5. Name of the school headmaster : Siji Mathew
6. Total number of teachers in the school : 10
7. Total number of students in the school :74
8. Boys : 42 Girls: 32

II. School environment

1. Locality of the school
 Town Village
2. Are there any trees grown around the school environment?
 Yes No
3. Is there any Transport facilities are available for the school students?
 Yes No




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4. If yes, what is it?

School van

School bus

Autorickshaw

Jeep

5. Does the school at a sufficient distance from the road side?

Yes

No

6. Is there a wall that separate school from road?

Yes

No

7. Are there pure water facilities available in the school?

8. If yes, what are they

Well

Bore well

Pond

9. Are there any bio-waste facilities available in the school?

Yes

No

If yes, what are they?

Biogas plant

Vermi compost

Pipe compost

III. School infrastructure

1. School building

Asbestos

Concrete

Roofing Sheets

Clay Tiles

2. Age of school building

15 years

20 years

30 years

40 years

above 40 years

3. Number of class rooms in the school: 8

4. Number of divisions in the school

8

9

10

5. Available facilities in class rooms

Bench and desk

Chairs

Fan

Light

6. Are there English medium divisions in this school?

Yes

No



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7. Are there enough toilet facilities for students?

Yes No

8. How many toilets are available

Boys Girls

9. How many smart classrooms: 4

10. Does the school have Wi-Fi connection?

Yes No

12. How many computers are available in this school : 14


11. Facilities for the LCD projector

Yes No

13. Available lab facilities

Science lab Mathematical lab Computer lab language lab




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14. Is there library facility in the school?

Yes No

15. Are there any special IED classrooms in the school?

Yes No


16. Is there Public addressing system in school

Yes No

17. Is there a store in the school?

Yes No




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P.K.M. College of Education
School Acclimatization Programme 2022-24

School Dynamics

Name of the School: GHS Mamalakkandam

Place : Mamalakkandam

I. Regular School Activities

1. Starting time of the school

9 am 9. 30 am 10 am

2. Is the assembly conducted every day?

Yes No

3. What is the duration of the assembly?

15 minutes 30 minutes 45 minutes

4. What are the activities included in assembly?

Prayer	<input checked="" type="checkbox"/>	Pledge	<input checked="" type="checkbox"/>
News Reading	<input checked="" type="checkbox"/>	Thought of the Day	<input checked="" type="checkbox"/>
Special Activity	<input checked="" type="checkbox"/>	Message by teachers	<input checked="" type="checkbox"/>
National Anthem	<input checked="" type="checkbox"/>		

II. Time Table

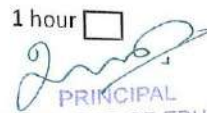
1. How many periods are there in the school?

6 7 8

2. Duration of the period

30 minutes 45 minutes 1 hour




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3. Duration of interval

5 minutes 10 minutes 15 minutes

4. Duration of lunch break

45 minutes 1 hour 1.30 hour

5. Co-curricular activities in time table

Sports Arts Work Experience **III. Activities among teachers**

1. What are the different methods to enhance professional competency among teachers?

Seminar Workshops Conference Refresher Cours Meetings

2. What are the IT oriented materials used?

Blog Group Websites **IV. Records****Teacher**Attendance Register Cash Book Acquittance Register Mid-day meal register Bill book Log book Factual diary Service book Leave register **Students**Admission Register Attendance Register Scholarship Register Transfer Certificate Register Movement Register 

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Income tax

registerInsurance

register

V. Scholarship

OBC

SC/ST

e-grant

VI. Organizations

Student

Science Club

Social Science Club

Mathematics Club

Natural Club

Tourism Club

Health Club

Sahithyasamajam

Folklore Club

Language Club

Parents

PTA

MPTA

Student's Social Service Organizations

Scout

NCC

SPC

Guides

NSS

Red Cross

VII. School Achievements

State

Arts Item:




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10

Sports Item:

District

Arts Item:

Sports Item:

Sub District

Arts Item: Students got A grade in different items in youth festival

Sports Item: Shot put first prize

VIII. Creativity oriented Programs

Digest Competition Arts day

Ureka competition Sports day

IX. Days of Observance

Republic day

National Science day

Pi day

International Water day

Environment day

Reading day

Hiroshima day

Nagasaki day

Independence Day

Ozone day


World student's day

National education day

Children's day

World energy conservation day




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P.K.M. College of Education
School Acclimatization Programme 2022-24

Teaching Learning Process

Name of the teacher : Arun
 Subject : Social Science
 Topic : Plastic Waste Management

I. Methodology of teaching process

1. What are the methods used to orient students in the class?

- Start with a story
 Start with an xample
 Start with daily life process
 Start with anything
 Start with history
 None of these

2. What are methods for

- teachingLecture method
 Demonstration method
 Historical method
 Heuristic method




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12

Project

method

Seminar

II. Learning resources

Blackboard

ICT

Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes No

2. Does the students raise their doubts to the teacher?

Yes No

3. Does the teacher take these questions positively?

Yes No

Reinforcement

1. Does the teacher appreciate the students?

Yes No

2. Does the teacher give equal attention to all students?

Yes No





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3. Does the children take down notes from the class?

Yes No

4. Are there any children with special needs in the class room?

Yes No

5. If yes, how many children are with special needs? 2

IV. Group Activities

1. Are the children given group activities in the classroom?

Yes No

2. What are the methods chosen by the teacher to form groups?

3. Does the teacher involve in group activities?

Yes No

4. Are there any discussion held after the activities?

Yes No

V. Application

1. Does the teacher site any examples given from the daily life?

Yes No

2. Does the teacher give any work related to daily life?

Yes No

VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?

Yes No



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Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Using bad words
- 2) Unaware of proper behavior
- 3) Restless
- 4) Improper dress code
- 5) Dominance of physical attacking tendency
- 6) Careless in studies




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Data Analysis

School Environment

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The school keeps all the records except movement register for the students

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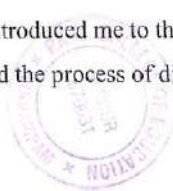
Teaching Learning Process

From 30/01/23 to 03/02/23 I was able to observe classes of teachers in different classes. It is a fact that Covid pandemic has hit this area very badly especially school education and as a result, some of the students face difficulty in reading and writing. Thus, the teachers try to classify the students and give them care and support accordingly. A special programme called Sradha is organised for backward students. 11 students are beneficiaries of this special training on Tuesdays and Thursdays. Even though lab facilities are not available for science classes, the teachers make use of the maximum available resources. A well-structured and equipped IT lab provides maximum support for students in mastering IT.

Day wise Report

Day 1, 30/01/2023

I reached the school before time and met the HM Siji Mathew teacher and handed over the letter from the college. She took me to the school premises and explained the structure and available facilities at the school. At sharp 11 am one minute silence was observed as it is the Martyrs Day. During the first interval, she introduced me to the other teachers and staff. After the interval visited the library and understood the process of digitization of the school library.



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At noon interval, helped to serve the rice and curry which continued till the last day. The first day was mostly used to understand the functioning of the school.

Day 2, 31/01/2023

An assembly was conducted in order to give necessary instructions and facilitate a student in the morning. I could understand the procedure of an assembly and how the teachers organize an assembly with the help of students of the concerned class. In the afternoon I accompanied the English teacher for the previous question paper discussion for the 10th class students. At 2.30 pm an awareness class was organized by the excise department and I could listen to the class along with high school students.

Day 3, 01/02/2023

Everyday morning, the assigned students water the newly planted herbs and trees in the biodiversity park. I went there in the morning and helped the students to water the plants. HM clarified many of my doubts regarding appointment, experience and rules regarding the selection of guest teachers at school. I also made an attempt to observe the activities in the office. I could observe the Mathematics class of Mr. Anish who is an experienced teacher in the afternoon.

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As the teacher was on leave, I was assigned to go to the sradha class in the morning. The students were not able to write properly the basic details about them and I could help them and gave necessary corrections. After the Sradha class, I could also do the remaining library digitization work. In the afternoon, I observed the class taken by Mr. Arun for the class 8 students. His class was really engaging which was about waste management.


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As it was the last day of my school acclimatization I completed the work of library digitization and I am very proud to say that I could enter the details of more than 40 books in two days. I could also observe the science class taken by Niji teacher which was very helpful in understanding nature of science classes. There was a brief sent off programme in the lunch arranged for me and the HM presented me with the programme completion certificate. I could also meet the tribal department officers who came for a visit at the school.




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Reflection Note

The school acclimatization programme as part of the B. Ed syllabus was an insightful and memorable experience for me which was conducted between 30th Jan 2023 and 3rd Feb 2023 at GHS Mamalakkandam. I could observe the activities and structure of a school very closely and understand the dynamics of school functioning. As I choose to go to a remote area, I was able to understand the various issues faced by students in the light of theories I have already studied.

The Covid pandemic has caused several impacts on students and I could understand it from the experinces of the teachers as well as the students. Some students did not even learnt anything during those two years and it affected their cognitive development. A few students are facing learning difficulties that I could see in the Sradha class. The functioning of a school office is equally important as nowadays a school has to maintain a lot of records and conduct multi level transactions. Teachers also face many problems. I could also gather information about the government schemes like mid day meal programme, scholarships, special projects etc, Hence one-week school acclimatization programme helps the student teachers to understand and prepare for school internship.



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12

- Project
- method
- Seminar

II. Learning resources

- Blackboard
- ICT
- Textbook

III. Teacher pupil interaction

Questioning

1. Does the teacher ask questions to students while teaching?

Yes No

2. Does the students raise their doubts to the teacher?

Yes No

3. Does the teacher take these questions positively?

Yes No

Reinforcement

1. Does the teacher appreciate the students?

Yes No

2. Does the teacher give equal attention to all students?

Yes No




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3. Does the children take down notes from the class?

Yes No

4. Are there any children with special needs in the class room?

Yes No

5. If yes, how many children are with special needs? 2

IV. Group Activities

1. Are the children given group activities in the classroom?

Yes No

2. What are the methods chosen by the teacher to form groups?

3. Does the teacher involve in group activities?

Yes No

4. Are there any discussion held after the activities?

Yes No

V. Application

1. Does the teacher site any examples given from the daily life?

Yes No

2. Does the teacher give any work related to daily life?

Yes No

VI. Reviewing

1. Does the teacher revise the topics taken, at the end of the day?

Yes No



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2. Do the students actively participate in this revision process?


Yes No

VII. Follow up

1. Is the teacher able to give any values to the children through his/her classes?

Yes No





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Understanding of Children

1. What are the Behaviour characteristics of adolescent child (only through observation)?

- 1) Using bad words
- 2) Unaware of proper behavior
- 3) Restless
- 4) Improper dress code
- 5) Dominance of physical attacking tendency
- 6) Careless in studies




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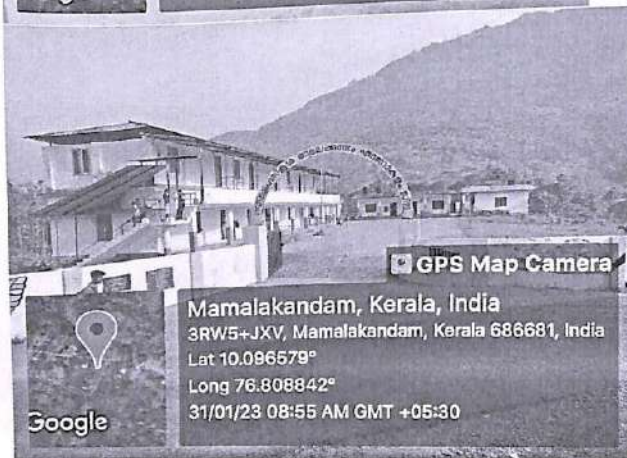
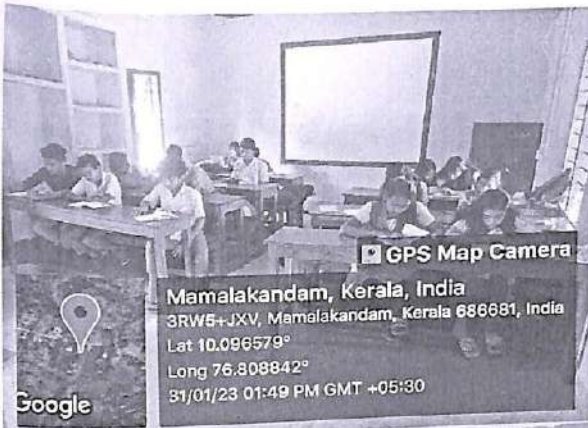
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