



# 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

**2.4.8: Internship programme is systematically planned with necessary preparedness**

## DEFINING ROLE OF TEACHERS OF THE INSTITUTION



## Defining role of teachers of the Institution

15/1



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### 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 GOVERNMENT  
HIGHER SECONDARY SCHOOL  
SREEKARDAPOORAM, MADHURAI DT., KERALA

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



HEADMASTER  
Peralassery AKG Smaraka GHS  
Mundalure(P.O.),Kannur-670627



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SALAM DISTRICT, TAMIL NADU, INDIA

## 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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## P.K.M. College of Education

### School Acclimatization Programme 2022-24

#### Understanding of Children

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

- 1) Interactive 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

## MARYLAND HS MADAMPAM

11<sup>th</sup> August 2022— 19<sup>th</sup> August 2022

### REPORT

Submitted to

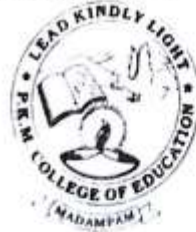
The Kannur University, Kannur

Submitted by

JWALA MARIYA CYRIAC

Reg. No. PM21EDMM05

2021-23 Batch



Department of Mathematics



*Jwala Mariya Cyriac*  
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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 Accreditation programme in Matriculation High School, Madampam from 11/09/2021 to 19/08/2022.

1. ALEX JOSE

2. AMRITHAKATHAN

3. JYALAMARIYA CYRIL

4. SRUTHI P. V.

Place: Madampam

Date: 19-8-2022



Signature of the Headmaster  
P. K. M. College of Education  
Madampam, Kannur District



Signature of the Principal  
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# SCHOOL ACCLIMATIZATION PROGRAMME REPORT

Submitted by,

JWALA MARIYA CYRIAC

Roll no:2121

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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; i.e. 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.



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

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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.



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

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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 11<sup>th</sup> to 19<sup>th</sup> 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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#### 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, കൃ. 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 (46 v)
10. Does the school have WI-FI connection?  
Yes  No
11. How many computers are available in this school : 41
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

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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DISTRICT: JALGAON, KARNATAK STATE

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



  
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- Cash Book
- Acquittance Register
- Mid-day meal register
- Bill book
- Log book
- Factual diary
- Service book
- Leave register
- Income tax register
- Insurance register

- Attendance Register
- Scholarship Register
- Transfer Certificate Register
- Movement Register

V. **Scholarship** SC/ST  OBC

e-grant

- VI. **Organizations**
- Students
  - 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
- Guides
- NCC
- NSS

- SPC
- Red Cross

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

- State  Item:
- Arts  Item:
- Sports  Item:
- District  Item:
- Arts  Item:
- Sports  Item:
- Sub District  Item:
- Arts  Item:



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Sports  Item:

**VIII. Creativity oriented Programs**


Digest Competition   
Ureka competition

Arts day   
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 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 : *Biju Thomas*  
Subject : *Mathematics*  
Topic : *2<sup>nd</sup> 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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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? 4/5

**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) 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.



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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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Scout and Guide is NCC and Red Cross. Apart from these, there is also an organization called Little Kites.

None of these past years has the school achieved any achievement in state level district level sub-district level sports and arts competitions. Creative activities for children are Eureka Competition Arts Day Sports Day.

#### Important Days

All the important days are celebrated in school. Some are added below. Republic Day, National Science Day, Pie Day, International Water day, Environment Day, Reading Day, Hiroshima, Nagasaki day, Independence Day, Ozone Day, World Students Day, National Education Day, Children's Day, World Energy Conservation day.



  
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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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By 1

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(Govt. Aided Teacher Education Institution affiliated to Kannur university)  
Recognized by NCTE, UGC 2(f) & 12B category, Accredited by NAAC with 'A' Grade,  
RUSA 2.0 beneficiary



## SCHOOL ACCLIMATIZATION PROGRAMME

GHS Mamalakkandam

30<sup>th</sup> January 2023 – 3<sup>rd</sup> 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 30<sup>th</sup> January and 3<sup>rd</sup> February, 2023.

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



  
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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**

**I. 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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**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   | Students  |
|---|---|
| Attendance Register <input checked="" type="checkbox"/>   | Admission Register <input checked="" type="checkbox"/>            |
| 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 type="checkbox"/>                        |
| Log book <input type="checkbox"/>                         |   |
| Factual diary <input checked="" type="checkbox"/>         |   |
| Service book <input checked="" type="checkbox"/>          |   |
| Leave register <input checked="" type="checkbox"/>        |   |



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Income tax

registerInsurance

register

**V. Scholarship**

OBC

SC/ST

e-grant

**VI. Organizations**

Student

Parents

Science Club

PTA

Social Science Club

MPTA

Mathematics Club

Natural Club

Tourism Club

Health Club

Sahithyasamajam

Folklore Club

Language Club

**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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## 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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- 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 black ink, appearing to be 'J. ...', 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 black ink, appearing to be "J. ...".

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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.

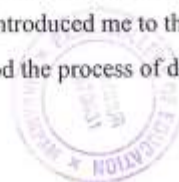
### **Teaching Learning Process**

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 10<sup>th</sup> 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 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.

**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 30<sup>th</sup> Jan 2023 and 3<sup>rd</sup> 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.



A handwritten signature in blue ink, appearing to be "J. ...".

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**SCHOOL ACCLIMATISATION PROGRAM 2022-23**

**IRITTY HIGHER SECONDARY SCHOOL**

11<sup>th</sup> August 2022 to 19<sup>th</sup> 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) Sirina NP - Social science

Keezhur  
19.08.2022



*[Signature]*  
19/08/22  
Head Master  
HEADMASTER  
IRITTY HIGHER SECONDARY SCHOOL  
P.O. KEEZHUR, IRITTY - 670703



*[Signature]*  
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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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