



## ST. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

(Affiliated to University of Calicut & Recognized by NCTE)

### REPORT OF INDUCTION PROGRAM TO SCHOOL INTERNSHIP

The college is preparing student teachers for the internship programme by following the academic calendar published by the University. The college calendar gives a temporary date of commencement of the internship programme. Staff meeting is conducted periodically, and detailed timetables are prepared.

#### **School induction programme:**

The programme is for five continuous working days in school. This helps the student teachers to get an idea about the functioning of school activities and overall picture of the institution. During the programme each student teacher must engage three lessons individually or as shared practice. Each student teacher must observe classes engaged by the experienced teachers in the school.



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### Observation of Video classes

Each student teacher must observe at least one videos recorded lessons of experts and prepare observation notes. Each student teacher must involve in 8 Discussion Classes 10 Demonstration Classes of experts or senior students, Criticism Classes – must take one class and 8 to observe and report.



The teacher educator also communicates with the head of the schools and gets data regarding their requirement of student teachers. The list of students and schools allotted are prepared after considering the requirement of the school regarding the number of students and subject, convenience of the college, and preference of the student teachers, students are allotted to the different schools and the principals are intimated and the list of the students is handed over to the authorities.

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## St. Gregorios Teachers' Training College

Meenangadi P.O, Wayanad, Kerala, India-673591  
(Managed by The Jacobite Educational & Charitable Society Reg. No: 2  
Affiliated to the University of Calicut and Recognized by NCTE  
Phone: 04936-247301 (Office), 04936-248553 (Principal)  
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19/08/2022

No. 15/B.Ed/2022

*"Greetings from St. Gregorios Teachers' Training College Meenangadi"*

To

The Headmaster/Principal  
GHSS Panamaram

Sir/ Madam,

Sub:- Practice teaching cum Internship permission -- reg

Ref. No :- This office even No dated 14/06/2022

We do extend our sincere gratitude for your co-operation and acceptance of student teachers from St. Gregorios Teachers' Training College Meenangadi in your school during 2021-2022 academic years. As per the revised curriculum of B.Ed course all the student teachers have to complete 80 days (40 days in High school and 40 days in UP) Practice teaching cum Internship, which will be commenced from 12/09/2022 to 21/12/2022 for the 2022-23 academic years. I request that permission may kindly be granted for the below mentioned student teachers' practice teaching cum internship in your school.

- |                     |                  |
|---------------------|------------------|
| 1. Amal Joby        | - English        |
| 2. Shibila Narghese | - English        |
| 3. Rumaisa P.M      | - English        |
| 4. Shamna U         | - Social Science |
| 5. Tisna Sibi       | - Social Science |
| 6. Leena Joseph     | - Social Science |
| 7. Anju A           | - Mathematics    |
| 8. Asmabi P.K       | - Mathematics    |

Thanking You

Yours faithfully,



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Before going for internship program, Student teachers are sent to schools to collect timetable and portions from the concerned teachers. Letters are sent to inform the arrival of students for Timetable collection.

Student teachers are also given orientation at the college regarding their conduct and behaviour at the school, preparation for handling classes, interaction with Principals and teachers, conduct of school-based practicals and ways of assessment. They are also oriented about the importance of using modern instructional strategies to be an effective, proficient, and expert teacher. Students are also given an idea about how to do assessments of their students, evaluate each other's work and to evaluate oneself. This orientation helps them become a part of the school in academics and even in providing midday meals to children, conducting programs including arts and sports. Students are also given an orientation on discipline, timing, dress code, participation in routine activities of the school and about how they are continuously monitored and evaluated. Students are also directed to get the consent of the concerned teacher in the Lesson Plan they are going to do in the class. Teaching aids are also approved by the mentor teacher before using in the class. During the Orientation students are also informed about the fact that only five times they are monitored by teacher educator but they are monitored and classes are observed daily by the teacher in school.

### OBSERVATION SCHEDULE FOR CONSTRUCTIVIST TEACHING - INTERNSHIP

SL. NO.	FACTORS	GRADE (A, B, C, D)
1.	Lesson plan	
2.	Introduction	
3.	Learning aids used (Charts, models, experiments & others)	
4.	Black board work	
5.	Involvement of students in learning process	
6.	Group discussion	
7.	Voice of student teacher	
8.	Confidence level of student teacher	
9.	Clarity of teaching. (Clear and specific, included all points related to content)	
10.	Class control	
11.	Questioning in class	
12.	Class consolidation	
13.	Given Notes	
14.	Follow up activity or homework	
15.	Time management	

DATE:

NAME & SIGNATURE



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# St. Gregorios Teachers' Training College

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(Managed by The Jacobite Educational & Charitable Society Reg. No: 22/1988)

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Email: gregoriosmgdi@gmail.com Web: www.gregoriosmgdi.com

**Manager / Principal**

No 14/BEd/2022

12/09/2022

**Greetings from St. Gregorios Teachers' Training College Meenangadi**

To

The Headmaster/ Headmistress

GVHSS Kalpetta

Sir,

Sub: Teaching practice - Permission-Requested- Regarding.

Ref. No:- This office even No dated 14/06/2022

We do extent our sincere gratitude for your co-operation and acceptance of student teachers from St. Gregorios Teachers' Training College Meenangadi in your school during 2021-22 academic years. As per the revised curriculum of B Ed course all the Student Teachers have to complete 80 days (40 days in High School and 40 days in UP) Practice Teaching cum Internship, which will be commenced from 14/09/2022 for the 2022-23 academic years. I request that permission may kindly be granted for the below mentioned student teachers' practice teaching cum internship in your school. I also request you to send these student teachers to our college for weekly evaluation on Saturdays. Details about the student teachers and their optional subjects are given below.

SI No	<u>Name of Student Teacher</u>	<u>Optional Subject</u>
1.	S. Akshai Krishna	English
2.	Rafla Sherin M	English
3.	Jesvin Thomas	Mathematics
4.	Arun Francis	Mathematics

Thanking you,

Yours faithfully

Principal




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**GHSS PANAMARAM**  
**VIII & IX CLASS TIME TABLE**

	1	2	3	4	5	6	7	8
<b>MONDAY</b>			(8B) (8E)	(8D)	(9B) (9C)	(9E)	(8A)	
<b>TUESDAY</b>	(8B)		(8A)	(9B) (9E)		(9C)		
<b>WEDNESDAY</b>		(9C)	(8D)	(8E) (8A)	(8B)		(9B) (9E)	
<b>THURSDAY</b>		(9B) (8E) (8A)	(9C)		(8B) (8D)	(9E)	(9B)	
<b>FRIDAY</b>			(9C)	(8E) (8D)		(9B)	(9E)	



  
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- Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.)
- Participation in organizing 'Beyond the class Activities' in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

### Supervision of School Internship

The supervision of **Internship** is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the Optional teacher is mandatory.

The Teacher Educators have to observe **not less than 3 lessons** of each student-teacher in the first part and **not less than 2 lessons** in the second part and enter their suggestions in the **Supervision Diary** maintained by the student-teacher. Similarly the School supervisors/mentors has to observe maximum number of classes and enter their suggestions in the Supervision Diary. Assessment of Practice Teaching will be done on the basis of the given **Indicators for assessment of internship**

**90% attendance in mandatory for Internship. There is no condonation for Internship**

#### ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

		Marks
1	Teaching Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern <b>Other interventions in the classroom</b>	10
4	Achievement test – scientific & robust blueprint, Quality questions, scoring, statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales, projective techniques, sociogram or any other.	05
<b>Documents</b>		
8	Observation report of classroom teaching of mentors/peers	05
9	Record of lesson Plans	10
10	Audiovisual aids made by the intern (which are <b>not</b> ICT related)	05
12	Improvised apparatus and learning aids made by the intern	10
13	Student artifacts generated in the class room like <i>kai ezhuthu masika</i> , learning aids, charts, posters, albums etc.	10



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14	Originality of reflective journal	10
<b>ICT related expertise</b>		
15	ICT related artifacts used for teaching as incorporated in lesson plans (to be stored in a CD/DVD etc for evidential support)	10
16	Richness and variety of the ICT related artifacts used for teaching as incorporated in lesson plans.	10
<b>Liaison with school</b>		
17	Participation of intern in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
18	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)	10
19	Any innovative programme <b>organized</b> by the trainee ( <b>if any</b> ) supported by an appreciation letter by the HM / Principal.	15
<b>TOTAL</b>		<b>260</b>


#### EDU.302. COURSE ON *EPC 2: DRAMA AND ART IN EDUCATION* (30 Hours- 30 Marks)

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or 'acting' in a superficial manner, but is for creating that 'dramatic pressure' or tension, where the student would arrive at a problem or an understanding in a new way

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as 'hot seating' can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of 'discomfort' and 'confusion', to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by




  
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## RUBRIC FOR CONSTRUCTIVIST TEACHING

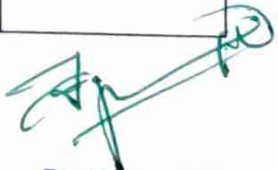
	Expert (A)	Competent (B)	Need improvement (C)	Does not meet standards (D)
<b>INTRODUCTION PHASE/ACTIVITY</b>				
1 <b>Interesting</b>	Connecting with previous knowledge & using puzzling situation, improvised apparatus, role play, interesting demonstrations etc.	Using story or questions for introducing a lesson	Using plain narration or explanation	Dull introduction, not interesting
2 <b>Motivating</b>	High	Sufficient	Average	Low
<b>DEVELOPMENTAL PHASE/ACTIVITY</b>				
1 <b>Clarity of instruction</b>	Instructions were clear and specific in nature.	Instructions were clear but were not specific.	Instructions were given casually.	Instructions were not proper
2 <b>Proper analysis of the content</b>	Relevant and proper analysis of content.	Adequate analysis of the content	Limited analysis of the content	Inadequate and irrelevant analysis of the content
3 <b>Creativity and novelty in learning process</b>	Highly creative and novel learning process	average creative learning process	average creative and novel learning process	not at all creativity and novel
4 <b>Sequencing</b>	done properly	moderate sequencing	tried to sequence but failed miserably	no sequencing
5 <b>Black board work</b>	Excellent	Good	Average	Poor
6 <b>structuring of Teacher and pupil Activity</b>	The activity was structured properly to ensure smooth progression without any doubt or ambiguity.	The activity was structured moderately and the activity was performed without much problems	The activity was low structured and the activity was just performed.	The activity was not structured and broken the smooth progression of class.



  
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7	<b>Learning aid used</b>	Variety of learning aid or improvised apparatus, visual cards & charts used	Normal learning aids & charts used	Only charts are used	No learning aid used
8	<b>Student participation in learning process</b>	Students were encouraged to participate in learning process throughout the class	Students were encouraged to participate in learning process	Student participation in learning process is average	Not ensured student participation
9	<b>Class control</b>	High	Good	Average	No class control
<b>GROUP ACTIVITY</b>					
1	<b>Grouping</b>	Grouping was done with minimum dislocation and gives proper instructions about group formation, group name and leader selection.	Grouping was done with complicated technique and not mentioned about group formation, group name and leader selection.	Grouping was done carelessly.	Grouping made a lot of disorder and chaos or No grouping was done.
2	<b>Clarity of instruction</b>	Instructions for group activity were clearly given and they were specific in nature.	Instructions for group activity were clear but were not specific.	Instructions for group activity were given casually.	Instructions for group activity were not proper or not given.
3	<b>learning materials &amp; Task familiarizing for group activity</b>	The task is made unambiguous and familiar to all students by solving examples/ detailing/ explaining & learning materials are properly familiarized to all students by detailing its parts and procedure of using it	The task was explained to students & learning materials are properly familiarized to all students by explanation	The task was presented as a whole by oral explanation only & learning materials are just shown to all students before distributing in groups.	The task was just mentioned without clarity & learning materials are not mentioned upon before distributing in groups.
4	<b>Instructional cards or Worksheets</b>	Instructional cards or worksheets are neat and self explanatory & sufficient.	Instructional cards or worksheets are prepared with only essential points.	Instructional cards or worksheets prepared carelessly. And limited in number.	No instructional cards or worksheets given.



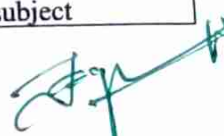
  
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5	<b>Student participation in group activity</b>	All the students were encouraged to participate by assigning roles like writing report, reading it, doing the activity etc.	All the students were encouraged to participate by asking them to show group cohesiveness.	Only few among each group really participated in the activity.	Participation of students was not ensured within the group.
6	<b>Scaffolding</b>	Scaffolding was done properly so that all the groups completed the task with proper learning outcomes.	Moderate scaffolding and teacher could not interact with pupils effectively	Scaffolding was average. Teacher could not attend to all the groups properly & not develop anticipated learning outcomes.	No scaffolding was given.
7	<b>Group work consolidation</b>	Group work was consolidated by presentation of group wise reports endorsed by teacher statement or black board work or chart etc.	Group work was consolidated by asking groups to present their reports.	Group work was consolidated by teacher pupil interactions without being endorsed by teacher statement.	Group work was consolidated by teacher statement without considering group reports.

**CLASS MANAGEMENT**

1	<b>Time management</b>	Excellent	Good	Average	Poor
2	<b>Taking notes</b>	All students recorded required notes in their notebook with teacher support	Most of the students recorded notes.	Very few students recorded notes.	No Notes given.
3	<b>Voice of student teacher.</b>	Student teacher had an impressive voice with proper modulation.	Student teacher had an audible voice even though there was no proper modulation in sound.	Voice of the student teacher was audible but was less than the student noise.	Student teacher had a very low voice and no modulation in sound
4	<b>Confidence and energy level of student teacher</b>	Student teacher was confident, pleasant and energetic. And radiate this confidence to the students.	Student teacher was confident and energetic but could not radiate the confidence to the students.	Student teacher lacked enthusiasm.	Student teacher had a tiresome look and no confidence
5	<b>Subject competency</b>	Student teacher had a high level of subject competency evident	Student teacher had good subject competency to	Student teacher had average subject	Student teacher had poor subject



  
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of student teacher.	by clarity, authenticity in instructions and arguments.	explain and illustrate the content with examples.	competency and explained the content moderately well.	competency. The student teacher went through the lesson with minimum student interaction.
<b>CONSOLIDATION PHASE/ACTIVITY</b>				
1 <b>Questioning</b>	Thought provoking questions were asked to ensure that the pupils have learnt the content or concept.	Few thought-provoking questions were asked to ensure that the pupils have learnt the content or concept.	Questions were asked to only recall or recognize the learnt facts.	Very few lower order questions were asked.
2 <b>Consolidation &amp; Follow up</b>	Good consolidation & suitable follow up activity was given and monitored properly	Average consolidation & follow up activity was just.	Poor consolidation & follow up activity was not proper	No consolidation & no follow up activity were given.




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## ASSESSMENT SHEET

INTRODUCTION PHASE	
1	Interesting
2	Motivating
DEVELOPMENTAL PHASE	
1	Clarity of instruction
2	Proper analysis of the content
3	Creativity and novelty in learning process
4	Sequencing
5	Black board work
6	structuring of Teacher and pupil Activity
7	Learning aid used
8	Student participation in learning process
9	Class control
GROUP ACTIVITY	
1	Grouping
2	Clarity of instruction
3	learning materials & Task familiarizing for group activity
4	Instructional cards or Worksheets
5	Student participation in group activity
6	Scaffolding
7	Group work Consolidation
CLASS MANAGEMENT	
1	Time management
2	Taking notes
3	Voice of student teacher
4	Student teacher confidence and energy level
5	Subject competency
CONSOLIDATION PHASE	
1	Questioning
2	Consolidation & Follow up



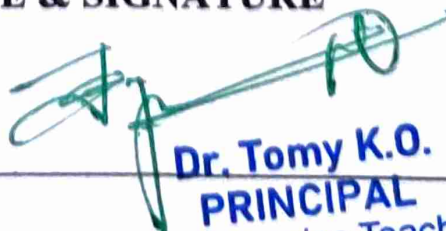
  
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**OBSERVATION SCHEDULE FOR CONSTRUCTIVIST  
TEACHING - INTERNSHIP**

<b>SL. NO.</b>	<b>FACTORS</b>	<b>GRADE (A, B, C, D)</b>
1.	Lesson plan	
2.	Introduction	
3.	Learning aids used (Charts, models, experiments & others)	
4.	Black board work	
5.	Involvement of students in learning process	
6.	Group discussion	
7.	Voice of student teacher	
8.	Confidence level of student teacher	
9.	Clarity of teaching. (Clear and specific, included all points related to content)	
10.	Class control	
11.	Questioning in class	
12.	Class consolidation	
13.	Given Notes	
14.	Follow up activity or homework	
15.	Time management	

DATE:

NAME & SIGNATURE



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