



OUR LADY COLLEGE OF EDUCATION
CHENNAI - 95

2.4.10 COMPENTENCY AND SKILL
DEVELOPMENT – INTERNEE
ENGAGEMENT



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(A Christian Minority Institution)

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Key Indicator

2.4 Competency and Skill Development

Metric No. 2.4.10

Nature of Internee engagement during internship

Any other relevant information

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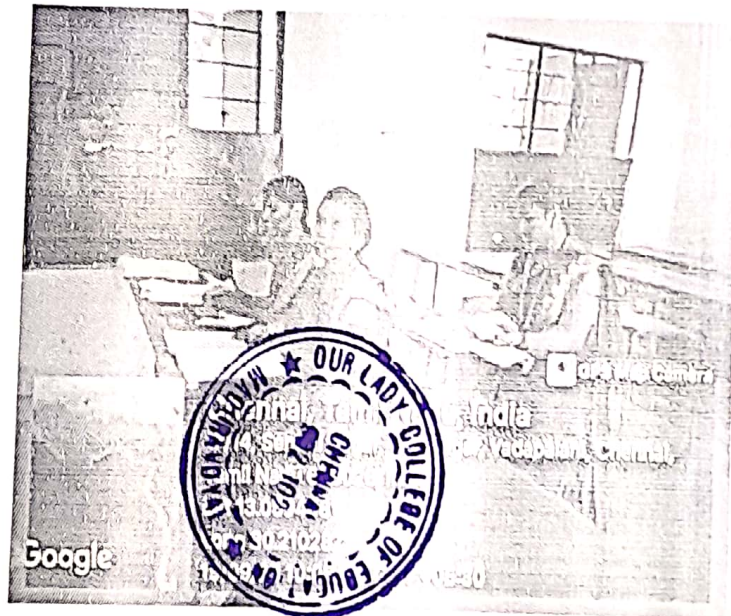
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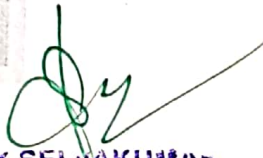
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2.4.10 Any other relevant information

Formulating Learning Objectives

The faculty members teach the student teachers the General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs) of teaching and learning with reference to Blooms Taxonomy of learning. The entire lesson plan format such as GIOs, SIOs, Teaching Learning Material used, Motivation, Set Induction, Presentation, Summary, Recapitulation, Evaluation and Assignment are taught step by step with relevant examples. As a consequence, the student teachers in turn prepare the lesson plans on various topics effectively implementing the above lesson plan format accordingly. Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching, internship orientation and training encompasses certain significant skills and competencies. Student teachers prepare the lesson plans before going to various schools for the internship. The faculties evaluate the written lesson plans, gives feedback to the student teachers and the corrections are carried out by the student teachers.





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Lesson Planning/ Individualized Education Plan

The preparation of the lesson plans is of foremost importance in the internship process. The inputs regarding the General Instructional Objectives, Specific Instructional Objectives, Action Verbs, Concept of Microteaching and techniques of Evaluation are oriented to the students in the beginning of the second semester. The students were given practice in Microteaching skills through a three-day Workshop for various subjects with a prior demonstration by the teacher educators. The general orientation regarding Bloom's Taxonomy and format of a lesson plan is given during second semester every year before internship. The lesson plan was taught in two formats namely Herbartian and Active learning Method. The concerned teacher educators trained the students in writing and mastering the formats before the internship session. Hence the student teachers were trained in a systematic manner in lesson plan writing before internship in Schools.

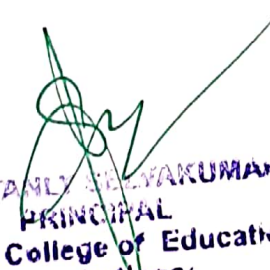



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Dealing with Student Diversity In Classrooms

The student teachers are given a wide range and scope of inculcating and imbibing knowledge on education, philosophy, psychology, methods, techniques and strategies of learning. The whole process of training enables them to identify the individual differences of the students with respect to kinds of learners such as audio, visual and kinesthetics learners and the type of learners who are slow, average, above average learners and achievers. Hence the student teachers are provided knowledge and training to fulfil the scope, need and demands of the types of learners. Adding the institution provides a number of exposures to the student teachers on special schools through field visits.

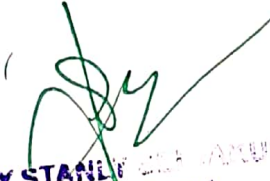



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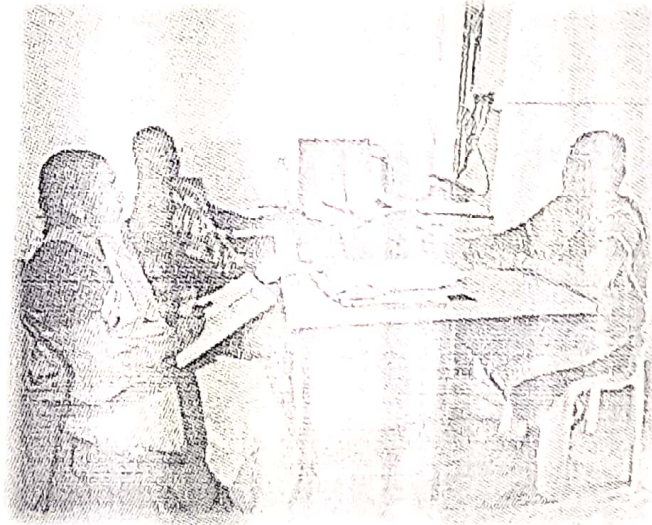
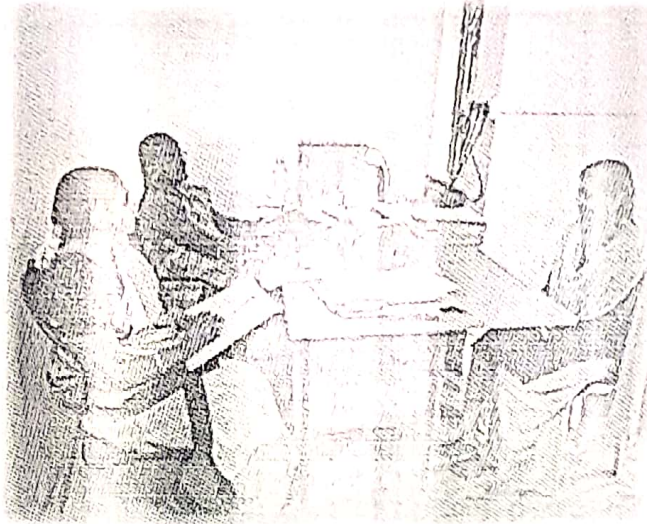
Assessing Student Learning


The student teachers are provided orientation and hands on experience in preparation of achievement tests. The student teachers use the knowledge gained to construct and conduct unit tests during internship to evaluate the level of understanding and performance of students as well as the effectiveness of student teachers in teaching.

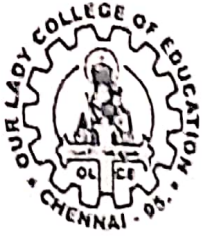



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COUNSELLING & MENTORING




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Key Indicator

2.4 Competency and Skill Development

Metric No. 2.4.10

Nature of Internee engagement during internship

Sample copies for each of selected activities claimed

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2.4.10 Sample copies for each of selected activities claimed

LESSON
PLAN


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Name of the student teacher: KEERTHANAA.K

Name of the School: Presidency girls higher secondary School.

Class : VII


Topic : The Age of Chivalry

Unit : I

Date :

Duration : 40 minutes

Subject : English

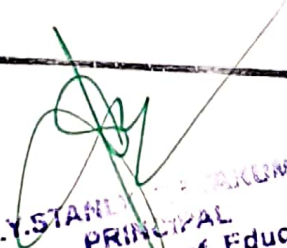

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LESSON

PLAN

RECORD

LEVEL - II


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NAME OF THE TEACHER TRAINEE	: S. JANSIRANI
NAME OF THE GUIDE TEACHER	: M. J. Feby Jacob
NAME OF THE SCHOOL	: HOLY ANGELS ANGLO INDIAN HR. SECONDARY SCHOOL.
CLASS	: XI
NO OF STUDENTS IN THE CLASS	: 20
SUBJECT	: ECONOMICS
TOPIC	: INTRODUCTION TO MICRO ECONOMICS
DATE	: 12/08/22.
TIME DURATION	: 40 MINUTES
PERIOD	: 3

Dr. Y. Siva
Principal
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TIME TABLE PREPARATION

Time-Table

Day	1	2	3	4	5	6	7	8
Monday	9A MATHS				7E MATHS	7C MATHS	7C MATHS	
Tuesday	9A MATHS				7E MATHS	7E MATHS	7C MATHS	
Wednesday	9A MATHS				7E MATHS	7C MATHS		
Thursday	9A MATHS				7E MATHS	7C MATHS	7C MATHS	9A MATHS
Friday	9A MATHS	9A MATHS			7E MATHS	7E MATHS	7C MATHS	
Saturday	9A MATHS				7E MATHS	7C MATHS	7C MATHS	

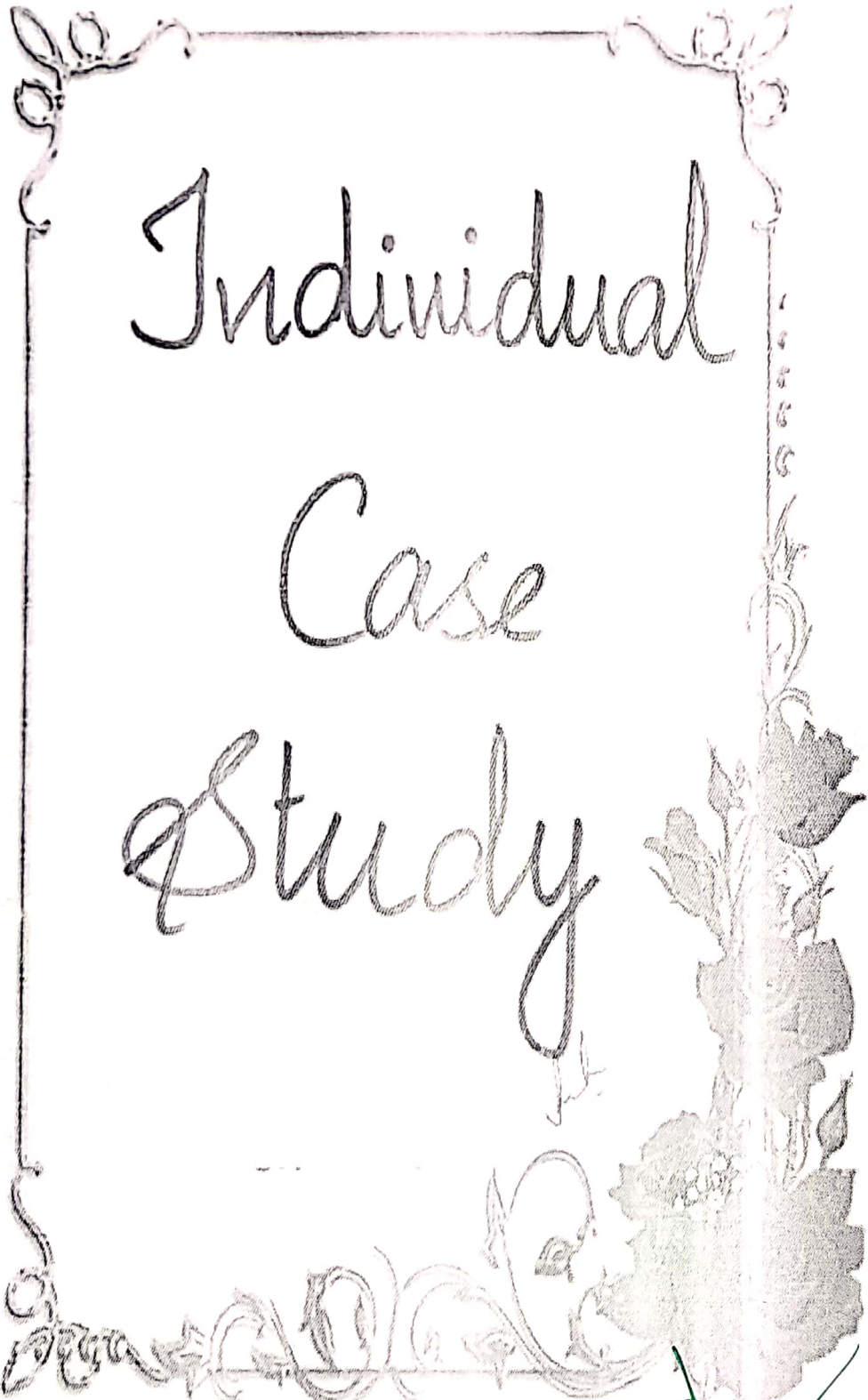
Time-Table

Day	1	2	3	4	5	6	7	8
Monday	12A1B Zoo	-	-	11E Zoo	11C Zoo	12A2 Zoo	11E Zoo	11E Zoo
Tuesday	11C Zoo	12A2 Zoo	11E Zoo	-	-	12B Zoo	11BD Zoo	-
Wednesday	12A1B Zoo	12B Zoo	11E Zoo	-	11BD Zoo	-	12A2 Zoo	-
Thursday	11C/E Zoo	11BD Zoo	12B Zoo	11C Zoo	-	11E Zoo	-	12A1B Zoo
Friday	12A1B Zoo	12A2 Zoo	-	11E Zoo	11BD Zoo	11C Zoo	12B Zoo	12B Zoo
Saturday								

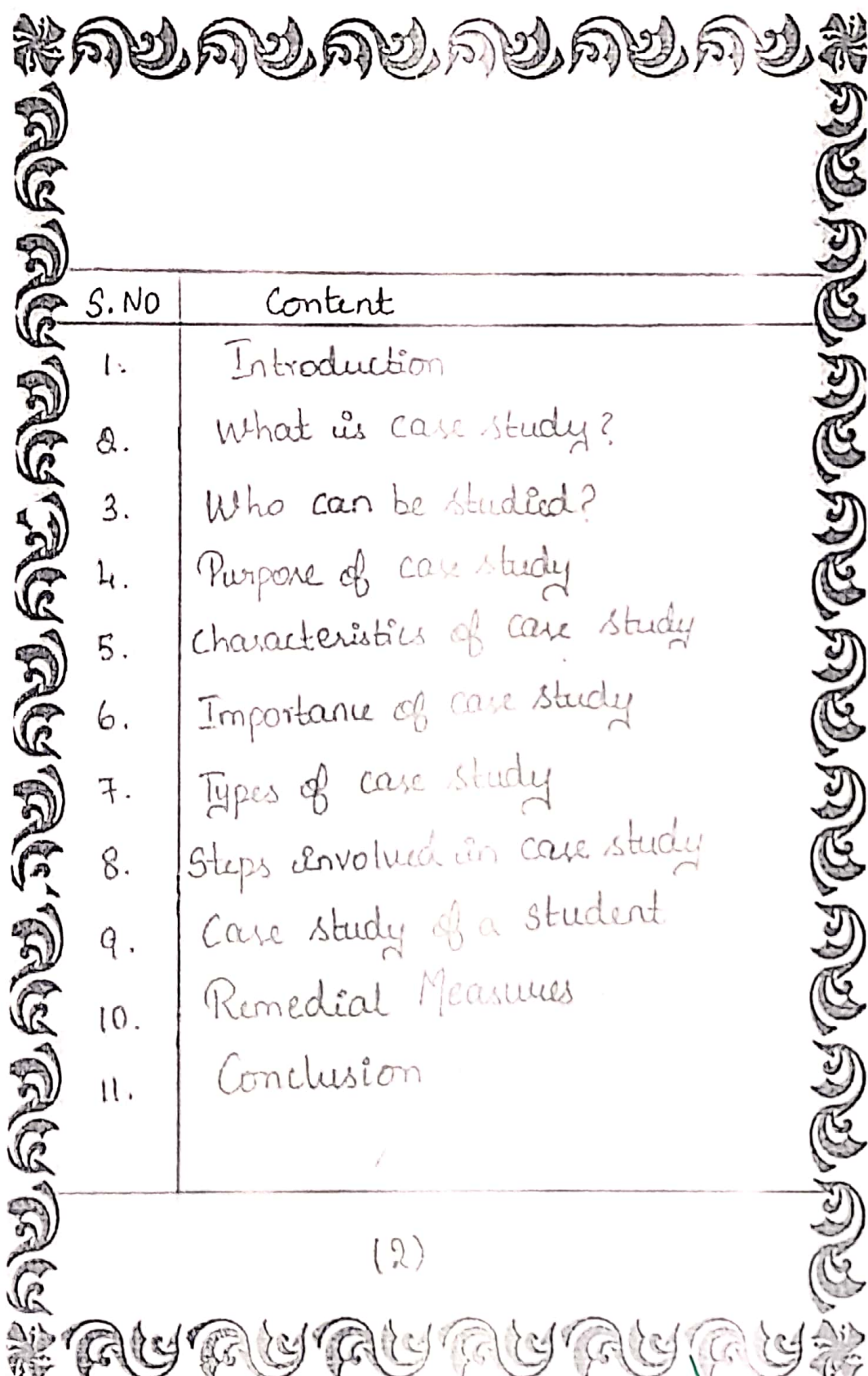

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Mentoring


Individual Case Study



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S.No	Content
1.	Introduction
2.	What is case study?
3.	Who can be studied?
4.	Purpose of case study
5.	Characteristics of case study
6.	Importance of case study
7.	Types of case study
8.	Steps involved in case study
9.	Case study of a student
10.	Remedial Measures
11.	Conclusion


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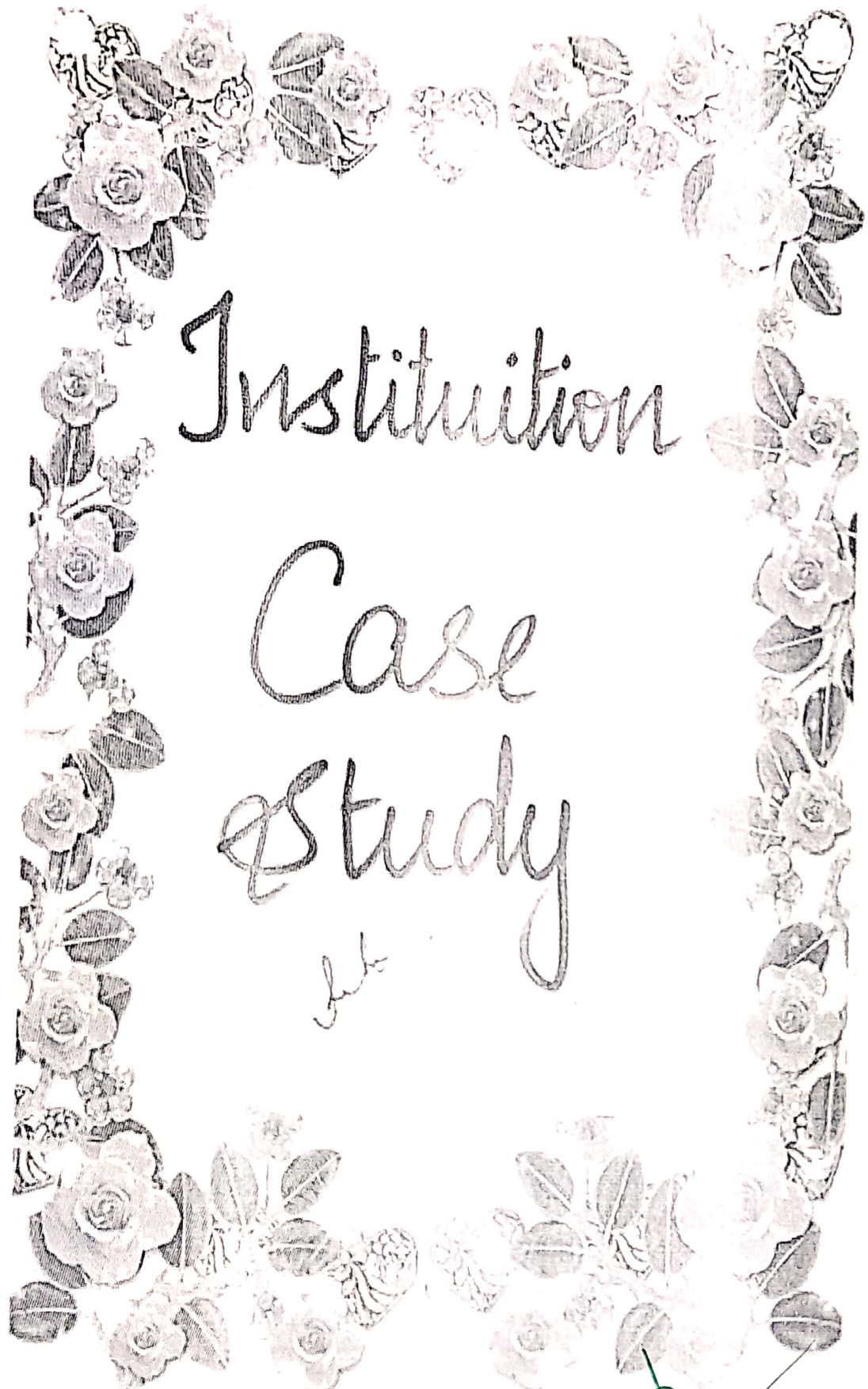
Individual Case Study

Introduction:

Case study is a process or record of research into the development of a particular person, group or situation over a period of time. This method is used to study the specific problem of an individual or institution and is highly useful to study the problems found among the school children. Case study method is one of the methods in psychological analysis of an institution or an individual.

What is case study?

The term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are measures. It involves the use of motivate such as observation, Interview, Questionnaires, etc. It is an expanded cumulative record with interpretations focused on the problem of the subject. The methods used to study a case can rest within a quantitative qualitative or mixed-method investigate (3)



Institution

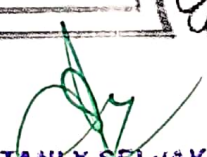
Case
Study

Sub

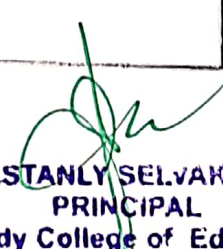
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S.No	Contents	page no.
1.	Introduction	1
2.	History of st. Raphael's school	3
3.	Objectives	4
4.	About the school	6
5.	Courses offered.	7
6.	Medium of instructions	7
7.	School timings	8
8.	Sports	8
9.	Students attendance & disciplinary rules	9
10.	Examination rules	10
11.	Uniform	12
12.	Facilities in the school	13
13.	Conclusion.	15

(2)


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S.No	Content	Page No
1	Introduction	
2	Helpfulness of case study	
3	Types of case studies	
4	Direct observation	
5	Means to find data	
6	Methods of case study	
7	Characteristics of Good case study	
8	Salient Features of case study	
9	Typical cases to be studied.	
10	Steps involved in a case study	
11	The student chosen	
12	Importance of case study	
13	Suggestive treatment	
14	Individual Girl chosen	
15	Remedial measures	
16	Conclusion	

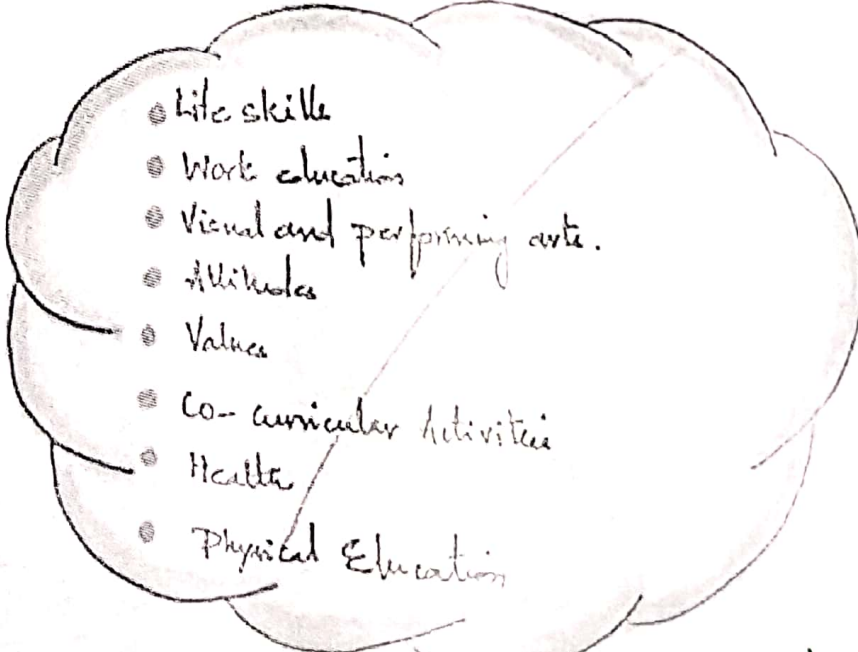

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INTRODUCTION:


Co-scholastic activities included all the other activities apart from the scholastic or academic activities. The school St. Raphael's girls higher secondary school located at Mylapore and the co-scholastic activities of the school are analyzed and reported here. The school carries out many co-scholastic activities for the students and it makes the students to come out with their special talents.

CO-SCHOLASTIC ACTIVITIES:

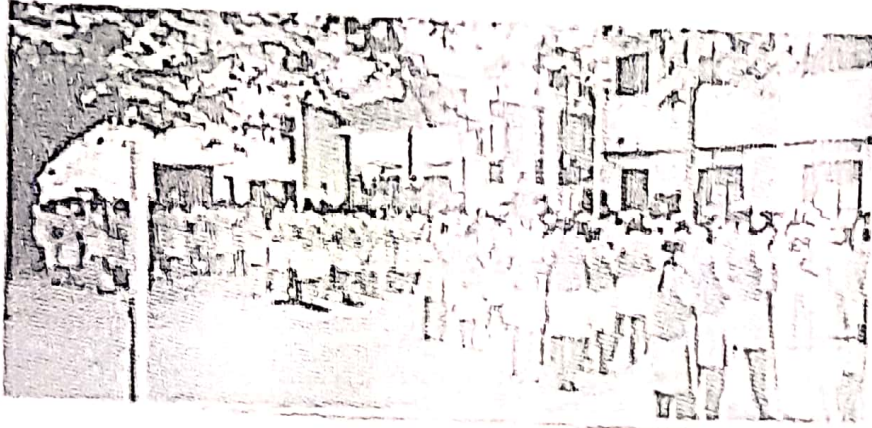
Co-scholastic activities develop knowledge of the society which involves

- 
- Life skills
 - Work education
 - Visual and performing arts.
 - Attitudes
 - Values
 - Co-curricular activities
 - Health
 - Physical Education

(1)



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SCHOOL ASSEMBLY



PRINCIPAL SPEECH DURING ASSEMBLY




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STUDENTS TAKING NATIONAL PLEDGE



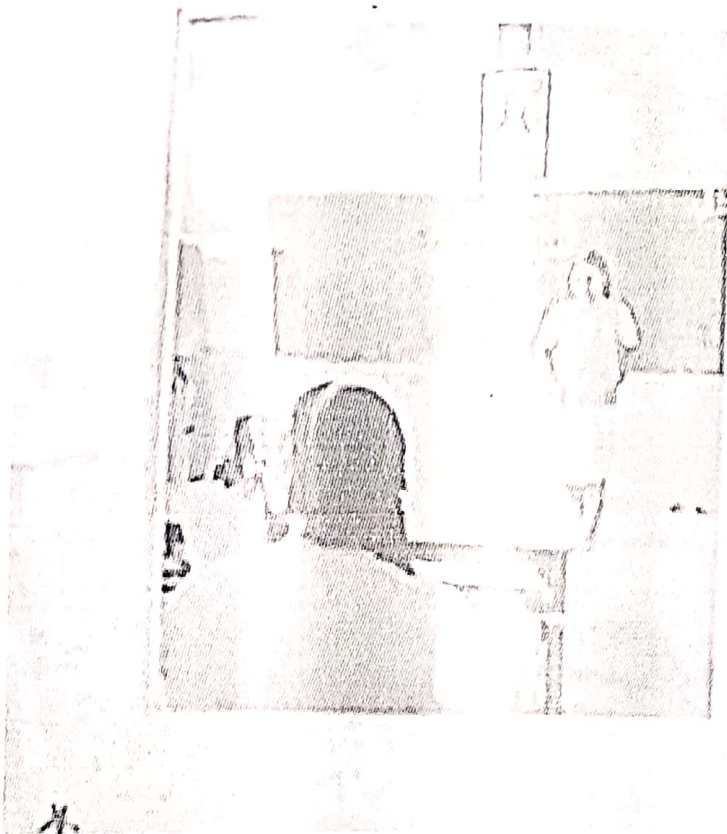
PRINCIPAL SPEECH FOR MOTIVATION

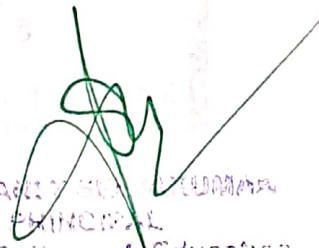


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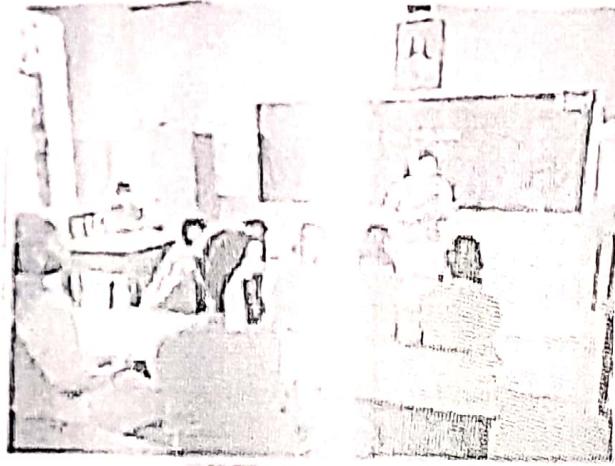

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DANCE COMPETITION




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SPEECH COMPETITION

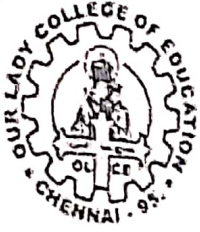


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Key Indicator

2.4 Competency and Skill Development

Metric No. 2.4.10

Nature of Internee engagement during internship

School wise internship reports showing student engagement in activities claimed

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2.4.10 School wise internship reports showing student engagement in activities claimed

Teacher Education programme requires 16 weeks of School Internship. It is mandatory that internees complete teaching practice along with a few administrative duties. Some of the activities include observing the mentor teachers, teaching and evaluating students' performance. These activities shape and train the student teachers to be a role models to the learners in the classroom.

Classroom Teaching

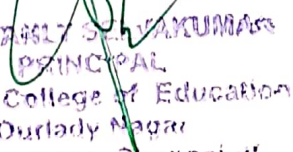
Student teachers prepare sixty lesson plans and teaching learning materials towards teaching learning process. Therefore, during the first and second semester, the student-teachers receive orientation on general and specific objectives of teaching. The student teachers adopt various approaches, strategies, methods, and techniques during teaching learning process in the classroom.

Mentoring

Besides teaching the school subject, the student teachers having identified the individual differences of the learners provide academic mentoring to those students who need help towards academic and physical well-being and the student teachers extend the follow-up.

Timetable

The student-teachers diligently follow the school schedule fulfilling the responsibilities as internees. They also set aside sufficient time for practical inputs, sessions, experiments, laboratory and library work, sports, extracurricular activities and mentor-mentee activities which the guide teachers and faculty monitor systematically.


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Student counselling

The student teachers provide counselling to children identified with difficulties in learning based on the observation during the classroom teaching. Common learning problems are addressed in the classroom and solutions are found.

PTA Meeting

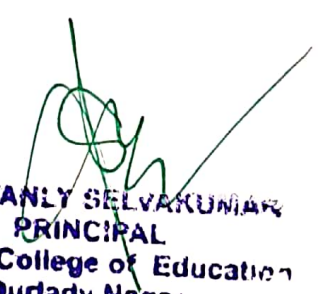
The student teachers participated and assisted in the arrangement of parent teacher meeting held in the school. They provided feedback of students' performance to the parents and suggestive measures to be taken to improve their academic performance if required.

Assessment

The student teachers assess the learners in the classroom following the continuous evaluation. Beside the assignments after the completion of a unit they organize internal test in accordance with the procedures of test construction. The student teachers evaluate and provide feedback. The assessment consists of both oral and written assessment.

Organizing Academic and Cultural Events

A school's curriculum consists of co-curricular and extracurricular activities in addition to textbooks and workbooks. The national Curriculum Framework lays emphasis on all round development hence, every school places a high value on these extracurricular activities and games for students' overall development. Student teachers provide significant contribution towards co-curricular activities such as Morning Assembly, Literary Competitions as part of Literary Club, Science Club Activities, Quiz, Debates, Days of National and International significance and Awareness Programmes those are conducted with the help and support of the mentors.


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Maintaining Documents

The B.Ed. curriculum mandates that a student-teacher have a thorough awareness of the numerous records and files that are present in schools for administrative convenience. In order to understand the various records kept in an institution, they are guided by faculty members to interact with office staff and mentors. The student teachers become familiar with the following registers: Admission Register, TC Register, Students' Attendance Register, Students Cumulative Record, Annual Report Register, Movement Register, Visitors Register, Stock Register, Lab Stock Register, Games and Sports Register, Library Books Issue Register.

Administrative Responsibilities


The student-teachers organize Morning Assembly, maintain Peer Student Teachers' Attendance Register, Students' Attendance Register, aid the mentors in preparation of Report Card, checking of Stock Registers, Games and Sports Register. The student teachers assist in administrative work. They assist the librarian to issue books and maintain Library Register.

Preparation of Progress Reports

Report cards for students include an area for teachers to enter specific comments on student's performance and conduct. While some automated card systems allow teachers to add remarks, others just include grades on the report card. The mentor teacher briefs on report cards, and the student teachers help their mentors in preparation of report cards and maintenance of mark register.

Preparation of Progress Reports

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Number of Student Teachers : 5

Pedagogy of the Student Teachers : Bioscience (UG), Mathematics (UG), Computer Science (UG), English (UG)

CLASSROOM TEACHING:

SUBJECTS HANDLED: Science, Mathematics, Computer Science, English

CLASSES HANDLED : VI-XII

Each student teacher have allotted for one class in both levels. The student teachers actively took up classroom teaching, using variety of teaching aids. Subjects such as Mathematics, Bioscience, English and Computer science were taught by the trainees for standards 6 to 12.

MENTORING:

Mentoring was provided by student teachers for the class VI-XI. Mentoring used to provide a student with personal support throughout the ups and downs of academic. As students learn new things, they may wish to discuss their ideas with someone who shares their interests.

About school

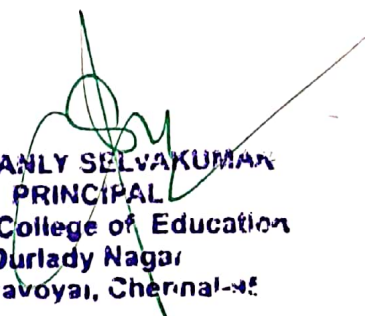
A team of highly qualified, well experienced and specially trained teachers empower the students with their knowledge.

Their moral teachings and academic guidelines help the students to innovate ideas and cherish with flying colors.

The teachers tired less and round the clock efforts can be visualized in the academic as well as co-curricular and extracurricular activities.

The school follows a "SINGLE TEACHER SYSTEM" till II std from the academic year 2017 – 2018.

1.CLASSROOM TEACHING: On November 1st teacher trainees started their internship programme in Hilton Matriculation Higher secondary school. The teacher trainees were allotted classes from 8-12th standard. All the teachers' trainees used effective teaching aids related to the topic of their discipline such as, Mathematics and Computer Science.


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