



T.I.M TRAINING COLLEGE - NADAPURAM

Pin-673504, Kozhikode-District, Kerala State - Ph: 0496-2083868

Recognised by The National Council for Teacher Education and Govt of Kerala

Affiliated to University of Calicut

Email: timtcndm@gmail.com

SEMESTER-III

EDU.301.SCHOOL INTERNSHIP

(16 weeks- 260 Marks)

The Internship Program forms an integral and important component of B.Ed. programme; internship serves as a capstone experience that informs about and prepares them for the expectations of and how to succeed in the profession. Student teaching internships is an essential component for a student's success as a professional teacher. Student Teaching Internships provides students the opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

COURSE OBJECTIVES

1. To observe children and the teaching learning process in a systematic manner.
2. To understand the content and pedagogical principles, issues and problems related to teaching
3. To develop a repertoire of resources which can be used by the intern later in her teaching—textbooks, children's literature, activities, games, and excursions
4. To participate in teaching school subjects for the children of Class VI to X.
5. To experience the school in its totality
6. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
7. To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community
8. To be able to innovate within existing systemic limitation
9. To critically reflect on her own school experiences and keep records of the same.
10. To learn to assess different aspects of children's learning without a focus only on Achievement.
11. To develop proper professional attitudes, values and interests.
12. To familiarize with the existing educational scenario of the respective states.




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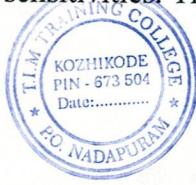
EDU.302. COURSE ON EPC 2: DRAMA AND ART IN EDUCATION

(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 caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of ’othering’ happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through



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starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognize their agency, for transformational action. Drama as critical pedagogy 'can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilizing for transformative action.

The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching-learning. Student teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives. Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature. The challenge of teacher-educators lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work.




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SEMESTER-III

EDU.303 YOGA, HEALTH & PHYSICAL EDUCATION-II

(30 Hours- 30 Marks) 30 marks Internal (30 hours)

EDU.303 HEALTH, FITNESS & PHYSICAL EDUCATION- PRACTICAL II

1. Plan lesson for HRPF programme
2. Lesson plan on any one health and fitness education theory classes (constructive approach)
3. Assisting/participation in annual athletic championship/intramural competitions
4. Yogic practices to improve flexibility, pranayama techniques, the sun salutation, shithilikarana vyayamas ,yoga and stress management




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SEMESTER-III

EDU.304. COMMUNITY LIVING CAMP

(30 Hours- 30 Marks)

COURSE OBJECTIVES

1. To realize the aim of learning to live together
2. To equip the students to live cooperatively in a society
3. To impart social values and skills (adjustment, sharing, tolerance, empathy etc.)
4. To impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc.)
5. To provide chances for democratic living, managing events, division of labour and dignity of labour.
6. To promote social accommodation and broaden the mental abilities of the student-teachers
7. To develop critical thinking about the issues related to the policies/approaches in Education
7. To inquire in to the cultural, social, scientific, educational and environmental aspects of a community
8. To manage events of various dimensions



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