



7-Day Faculty Development Program Schedule and Activities

Session No	Activity	Time	Activity Methodology	Resources Needed
Day 1				
1.	Registration	1000-1030	<ol style="list-style-type: none"> 1. Greet and welcome the participants as they arrive 2. Ask them to fill in the registration form 3. Hand over the folder 	Registration Forms, Folder with Note pad, pen, Experiential Learning Book
2.	Inauguration	1030-1100	<ol style="list-style-type: none"> 1. Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp 2. A Prayer may be sung by some participants 3. Brief Speeches by dignitaries as planned, vote of thanks 4. Have a quick round of facilitator and participant introductions 	Brass Lamp Oil Wicks Match box Candle Bouquets Memento for Chief Guest
3.	School & Community: Community Engagement Process (Dialogic Method)	1100-1145	<ol style="list-style-type: none"> 1. Explain the activity to the participants 2. Form them into teams of 5-6 members each 3. Execute the activity, facilitators also take part with the participants 4. Ask them to do also measure height and weight of participants 5. Ask each group to share the experience 6. Summarise that Experiential Learning is a better method than traditional text book/rote based learning - link to Dialogic method 	Sample Activity Plan – <i>Experiential Learning Input in School Curriculum Sample Document</i> -one for the facilitator Measuring tape, Ribbons, Marker pens, Scissors, Weighing Machine A Note book and a pen per group Dialogic Method – Reading material for the facilitator
4.	Gandhiji Tolstoy Farm and Nai Talim - Gandhiji ideas on education (Content Analysis)	1200-1315	<ol style="list-style-type: none"> 1. Form Teams of 4 members each 2. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) 3. Hand over a chart paper sheet to each team 4. Assign Chapters 2, 3, 4 and 5 to teams (so if there are 8 teams, 2 teams will get each of the chapters) 5. Ask them to read the chapter allotted to them, discuss and present the key points from the chapter 6. Facilitator to record key points in a word doc /whiteboard 7. Summarise the session reiterating key points recorded on the word doc or white board 	Latest Fad Portions Hind Swaraj Presentation Experiential learning book Chart paper – one per team Computer & Projector or Whiteboard & Marker pens
5.	Nai Talim	1430-	<ol style="list-style-type: none"> 1. Continue in the same teams 	Document : Current-



Session No	Activity	Time	Activity Methodology	Resources Needed
	Patterns in India (Content Analysis)	1545	<ol style="list-style-type: none"> Hand over the document to each member of the team Ask each team to discuss and present the case including the benefits accrued to students due to Nai Talim. In which states is Nai Talim already being implemented? What are the Nai Talim/ Experiential Learning success stories in your state? 	experiments-in-nai-talim : One copy per participant
6.	Nai Talim and NCF 2005, NCFTE 2010 and RTE 2009	1600-1715	<ol style="list-style-type: none"> Make new teams of 4-5 members each Play the video/audio one after the other Allow each team member to make notes as they listen /watch , then discuss in their team and present key connections between NCF 2005, RTE 2009, NCFTE 2010 and Nai Talim Back up Activity : Word document may be distributed to each group and they are asked to present how Nai Talim is linked to NCF 2005, RTE 2009 and NCFTE 2010 	NCF 2005 : https://www.youtube.com/watch?v=JdqJUHLqNkw RTE 2009 : https://www.youtube.com/watch?v=s6U-2TtinQQ NCFTE 2010 : (hindi) https://www.youtube.com/watch?v=o5jzamJDKKI Back up : Salient Features of NCF 2005, NCFTE 2010 and RTE 2009 – document – two copies per group
Day 2				
1.	Education relating to life – Work Education and its implications	0900-1015	<ol style="list-style-type: none"> Greet and welcome the participants Recap key learnings from Day 1 Form 10 new teams Allot one typology to each team from Chapter 6 (A to J) Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) Participants are to be instructed to choose 2 activities from the assigned typology and indicate the benefits to students in the following domains: <ol style="list-style-type: none"> Head (Cognitive)- Knowledge Heart (Affective) - Attitude Psychomotor (Hand) - Skill They need to record their ideas, present and hand over the documents to MGNCRE Sum up using work education ppt 	Format for recording experiential learning typology – two copies per group A sample format for experiential learning typology – two per group Work education ppt
2.	Nai Talim for School Curricular areas	1030-1145	<ol style="list-style-type: none"> Individual work: Preparing class wise and subject wise Work education activities based on text books and suggested activities from experiential learning hand book Classes VI to X Participants to be assigned a subtopic from B Ed Curriculum 	Sample School Curriculum Experiential Learning Activity – one copy per participant Format – one copy per participant



Session No	Activity	Time	Activity Methodology	Resources Needed
			Topics by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation	Manipur School Implementation photos can be played in a loop
3.	Nai Talim for School Curriculum	1200-1315	1. Presentation of the above work by participants	
4.	PRA and PLA Methods (Community Research)	1430-1545	1. PRA and PLA methods and links to community engagement explained by facilitator through an interactive discussion with support of slides 2. Discussion and presentation on village immersion/ community work – PLA activities – 5 to 6 activities – Transect walk, Village Resource Map, Venn Diagram, FGD, Occupational Analysis etc.)	PRA/PLA ppt Copies of PRA/PLA techniques from Rural Immersion book One copy of each technique per group Charts, Sketch pens, White papers.
5.	Nai Talim Express	1600-1800	1. Form teams and share one PRA technique with each team 2. Ask the teams to go out and conduct the activity in the campus as a simulation exercise 3. Give them an hour and 15 min. 4. Then ask participants to present their output at the location wherever they have drawn/recorded it. 5. Alternatively each team can video record their work and present it in the classroom through the LCD projector. 6. Reinforce that these methods need to be used during the village engagement visits	Copies of PRA/PLA techniques from Rural Immersion book One copy of each technique per group Charts, Sketch pens, White papers. Rural Immersion Hand Book
Day 3				
1.	Rural Engagement through Participatory Learning Approaches – Learning through discovery and exploration	0900-1015	1. Greet and welcome the participants 2. Recap key learnings from Day 2 3. Continue with the previous day's teams. 4. Let them take up another method of PRA and do it in the campus 5. Video record the experience and present learnings 6. If presentation from previous evening activity was not done, it can instead be completed now Alternatively a guest lecture can be organised by the Rural Development Department of the University	Charts, Sketch pens, White papers. Village Immersion Hand Book
2.	Analysis of B.Ed Curriculum and preparing work	1030-1145	1. Individual work: Participants to be assigned a practicum from B Ed Curriculum by the facilitator and will create an experiential learning activity with Steps, Precautions, Tools, Checklists, Evaluation 2. Collect all the documents created by the	Sample B Ed Experiential Learning Activity – one copy per participant Format – one copy per participant



Session No	Activity	Time	Activity Methodology	Resources Needed
	education activities / practicums which need to be integrated into B.Ed Curriculum and practices.		participants after they present their work	
3.	Presentation on B Ed experiential Learning Activities	1200-1315	<ol style="list-style-type: none"> Individual work: Participants present their work Collect all the documents created by the participants 	
4.	Community based engagement activities – projects, case studies and group work	1430-1545	<ol style="list-style-type: none"> Form teams of 5-6 members each Ask them to discuss and list the various community(rural) engagement methodologies with examples that they will integrate into B Ed and School Curriculum Ask each group to present their ideas Collect the documents from them 	Chart papers, marker pens
5.	Nai Talim Film (Case Method for Work Education)	1600-1715	<ol style="list-style-type: none"> Show the Anand Niketan Film. Ask participants to note the ways of handling the curriculum through work education Ask a few participants to present their recordings and learning. Summarise the day's learnings 	https://www.youtube.com/watch?v=LM8Lyz1usx8 Computer Projector Audio output
6.	Preparation for Fieldwork	1730-1815	<ol style="list-style-type: none"> Participants ready with activities, required material etc ., - visit to schools, B.Ed Colleges and Villages for Community Work on 4th and 5th day 	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required teaching-learning material
Day 4				
1.	School Visit – Activities related to Curricular Inclusions and Work Education (Field Engagement)	0930-1315	<ol style="list-style-type: none"> Participants (in teams) will conduct School Curriculum Experiential Learning activities with school students Capture learnings, pictures and videos of the activity done 	School Curriculum Experiential Learning Activity Plans created by participants Camera Notepad, pen Teaching Learning Resources need for the activity
2.	Village Engagement /Immersion	1430-1645	<ol style="list-style-type: none"> Participants (in teams) will conduct Transect, Social Mapping, Venn, FGD Resource & Occupational mapping in the 	Camera Note pads, pens Charts, Sketch pens,



Session No	Activity	Time	Activity Methodology	Resources Needed
			village 2. Capture learning, pictures and videos of their work	White papers Activity plans prepared by the participants in group along with required material
3.	Debriefing on School and Village Visits	1730-1815	1. Each team will share the field experience: a. Activity conducted b. Learning experience for students c. Learning gained by them	Project images captured by each team
Day 5				
1.	Visit to B.Ed College (Field Engagement)	0930-1315	1. Implementation of planned activities by all the groups	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
2.	Village Engagement /Immersion	1430-1715	1. Participants (in teams) will conduct a different methodology of PRA/PLA Techniques Transect, Social Mapping, Venn, FGD and Resource mapping in the village 2. Capture pictures and videos of their work	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
Day 6				
1.	Preparation for Debriefing of B Ed college and Village visit	0930-1130	1. Participants will create their presentations of B Ed college and Village visits	Chart paper, sketch pens/Laptop for PPT pres
2.	Presentation of B Ed College and Village visit	1145-1315	1. Participants will present their presentations of B Ed college and Village visits - Group Wise followed by discussion, feelings of the participants and what went well - Summing up	
3.	---do---	1430-1715	-----do-----	Project images and videos captured by each team
Day 7				
1.	Strategic Issues in Nai Talim Work Education	0930-1100	1. Participants (in teams) will discuss and present the issues and way forward for implementation of Nai Talim /Work Education in B Ed Curriculum a. (For the facilitator : suggested solution arrived at CG FDP : The B.Ed students have 4 months teaching practice in schools and practice 20 lessons. Out of 20 lessons, 8 lessons must be related to work education	Chart Papers, Sketch Pens/PPT presentation Guest faculty identified and invited



Session No	Activity	Time	Activity Methodology	Resources Needed
			<p>activities. For this, the B.Ed students will identify lesson wise work education activities under supervision of lecturer and write lesson plans take up lessons in all the subject areas from 6th to 10th class)</p> <p>2. A guest faculty may be invited here to moderate the session and give in put</p>	
2.	Strategic Issues in Community Engagement	1115-1245	<p>1. Participants (in teams) will discuss and present the issues and way forward for implementation of Community Engagement in B Ed Curriculum</p> <p>a. (For the facilitator: suggested solution arrived at CG FDP: The B.Ed students have one month school observation programme of different schools. Since school observations can be done in the morning, in the second half i.e. afternoon session would be allocated for community engagement and students will prepare and submit a community engagement record. In groups they will identify community engagement activities i.e. village agriculture and other occupations, understanding self-help groups, village health hygiene and community service on Swachhta, gender roles and equity matters, village water resources, youth status and activities they do etc.)</p> <p>2. A guest faculty may be invited here to moderate the session and give in put</p>	<p>Chart Papers, Sketch Pens/PPT presentation</p> <p>Guest faculty identified and invited</p>
3.	Feedback form	1245-1300	<p>1. Participants will fill in the feedback form and hand it over to facilitators</p>	<p>Feedback form – one copy per participant</p>
4.	Valediction & Vote of Thanks	1300-1330	<p>1. Certificate distribution</p> <p>2. Feedback from a few volunteer (participants) – please take videos of their feedback</p> <p>3. Vote of Thanks by University representative and MGNCRE representative</p>	<p>Certificates filled in and signed</p> <p>Mementos for participants (optional)</p>
Lunch and Dispersal				