


REGIONAL CENTER BHUBANESWAR
IG/RC/21/Admin/2019
29th April 2019
B. Ed WORKSHOP SCHEDULE: 2019

S. No.	PSC Code	PSC Name	WORKSHOP II	WORKSHOP I	Name of the PIC PIC
1.	PSC 2150	RN IASE Cuttack	07.05.2019 TO 18.05.2019	16.05.2019 TO 27.05.2019	Dr Smita Mishra
2	PSC 2195	KSUB CTE Bhanjangan	-----	07.05.2019 TO 18.05.2019	Dr Sarojini Barai
3	PSC 2148,	PMIASE Sambalpur	07.05.2019 TO 18.05.2019	16.05.2019 TO 27.05.2019	Dr K. Pradhan
4	PSC 2149	DP IASE Berhampur	07.05.2019 TO 18.05.2019	16.05.2019 TO 27.05.2019	Dr Devendra Kumar Sathy
5	PSC 2198	CTE Baripada	-----	07.05.2019 TO 18.05.2019	Dr Sanjukta Senapati
6	PSC 2164	CTE Anugul	07.05.2019 TO 18.05.2019	16.05.2019 TO 27.05.2019	Dr Purna Chandra Behera
7	PSC 2196	CTE Rourkela	07.05.2019 TO 18.05.2019	16.05.2019 TO 27.05.2019	Dr. Basanta Manjari Ray
8	PSC 2162	CTE Balasore	07.05.2019 TO 18.05.2019	16.05.2019 TO 27.05.2019	Dr. Harekrushna Sahoo
9	2197	CTE Fakirpur	07.05.2019 TO 18.05.2019	16.05.2019 TO 27.05.2019	Dr Srikant Paikray
10	PSC 2160	Nalini Devi CTE, Bhubaneswar	08.05.2019 TO 19.05.2019	16.05.2019 TO 27.05.2019	Dr Jayashree Mohanty

PL NOTE:
Annexure I: Programme Schedule of WORKSHOP II
Annexure II: Programme Schedule of Workshop I

(Regional Director)

PROGRAMME SCHEDULE: B. Ed WORKSHOP II

DAY- 1

- Session -I Welcome &
Contextualization of Curriculum
- Session- I - Contextualization of Curriculum
Group Formation- Heterogeneous group
(Math-Science, Social Science, Humanities)
- Session- III Identification of topics- Group wise
- Session- IV Activities

DAY-2

- Session –I Introduction to the Curriculum and Curriculum analysis
- Session- II Group formation: Identification of topics and presentation-
(Science, Social Science, Literature)
- Session- III Assessment: Role of RP- Introduction
- Session- IV Group- Presentation

DAY-3

- Session- 1 How to assess
- Session- II Identification, group formation
- Session- III Analysis and interpretation of learners' result
- Session- IV Identification, group formation and presentation

DAY-4

- Session- I Children with special needs: Barriers for children with special needs
(Barrier free environment)
- Session- II Resources for inclusive class room and inclusive School
Developing inclusive School (Govt. Plan, Policies and Intervention)
- Session- III Open and distance Education: Concept of ODE
Self Learning Materials (transformation of text book chapter to SLM)
- Session- IV Tools for teaching- learning purpose: ICT intervention
Formation of Groups

DAY- 5

- Session - I BESE- 131 / BESE-132
- Session - II BESE-131/ BESE—132
- Session - III Assessment: Reflective Diary/Journal
- Session – IV Reports of Activities of internship II: Presentation- Individual

DAY-6

Session- I BESE-131and BESE-132

Session- II BESE-131 and BESE- 132

Session- III Assessment of reflective diary/journal and reports of internship II

Session- IV Cont.... Session III

DAY- 7

Session- I BESE-131 /BESE-132

Session- II BESE- 131/ BESE- 132

Session- III Action Research project to be presented (Assignment of the BED 1st year)
Science/Maths

Session- IV Action Research Project to be presented (Assignment of the BED 1st year)
Social Science/ Humanities

DAY-8

Session- I Text book analysis from gender perspective: Reference- BESE-129 Block- I

Session- II Text book analysis from gender perspective: Reference- BESE-129 Block- I

Session- III Identification of social practices hindering gender parity: Reference- BESE- 129
Block- I

Session- IV Identification of social practices hindering gender parity: Reference- BESE- 129
Block- I (Home based activities)

DAY- 9

Session- I Co-operative Learning- BESE-123 Block- I

Session- II Group Activities

Session- III Stress relieving techniques/ practices

Session- IV Stress relieving techniques/ practices

DAY- 10

Session I Understanding self (BESL-124)

Session II Group work and activity

Session III Understanding environmental issues through Drama

Session IV Group work and activities

DAY- 11

Session- I Visual Art in teaching and learning process/OR TLM in T-L Process

Session-II Visual Art in teaching and learning process/
Classroom Management in T-L Process

Session- III Assessment of activities – EPC- III (BESL-123)
Enhanced professional competencies

Session- IV Assessment of activities – EPC- III (BESL-123)
Enhanced professional competencies

DAY- 12

Session- I Assessment of activities- EPC- IV (BESL-124)

Session- II- Assessment of activities- EPC- IV (BESL-124)

Session- III- Feed back

Session- IV- Valedictory

PROGRAMME SCHEDULE: B. Ed WORKSHOP I

DAY-1

Session I and II- Welcome and Introduction

Session- III- Paradigm shifts in teacher Education

Ref- BES-123 and BES-124 along with NCF-2005 and NCFTE-2009

RP- Brief presentation on recent changes in teacher education in the light of NCF-2005 and NCFTE-2009

Formation of groups, group discussion, presentation and submission of report to RP/WF for assessment.

Students- teacher- assessment of themes and discussion and mention it in the reflective diary.

Session- IV- Quality concerns in secondary education

Initiatives taken for quality improvement

Ref- BES- 122 Block- 1- unit-3 and Block-2- units- 6, 7, 8 Block-4- unit 13(Education and policies)

RP- Discussion and presentation on various quality issues in Secondary education and recommendation made by various commissions and committees.

Formation of group- group discussion, presentation and submission of report to the WF/RP for assessment.

Students- teacher- Analysis of the discussion and mention in the reflective diary

DAY-2

Session- I- Childhood in different contexts: Implications for teachers

Ref- BES- 121 Block- I- Units 1, 2, 3 (Childhood and Growing up)

RP- Discussion with student-teachers on the concept of childhood,

Formation of groups- selection of group leader, Group wise task to share growing up experiences, discussion and presentations with open comments and observations

Each group- Submission of report to WF for assessment

Session- II- Sharing reflections narrated in reflective diary

Ref- BES-123 Block-4 Unit-15 (Teacher as reflective practitioner)

Student-teachers- sharing of reflections – teaching learning practices and continuation and submission of reflective diary at the end to WF for assessment

Session- III- Unit planning- concept mapping strategy

Ref- BES-123 Block- 3 Unit-10 (Organising teaching learning)

Identification of topic/theme- concept map

RP- Discussion on concept map for planning a unit

Student-teachers- preparation of unit plans based on concept map and its submission for assessment.

Session- IV- Presentation of Unit plans in concerned pedagogy subjects

Student-teachers- presentation of the Concept map based unit plan

05 parallel sessions on the pedagogy of specific subjects

Ref- BES-123 Block-3 Unit-10 (Organising teaching learning)

DAY-3

Session- 1- Model of Lesson plan

Understanding the process of developing 5-E model of lesson planning

Refer- BES-123 Block- 3 Unit- 10 (organizing teaching learning)

RP/WF- Presentation on general steps of 5-E based lesson planning

Student- teachers- identification of themes/topics for lesson plans in pedagogy subjects

Session- II and III- Preparation of lesson plans (5-E model)

Student-teachers- 05 parallel pedagogy subject specific session and alternation.

Ref- BES-141 to BES-145

RP- Demonstration of model lessons related to different teaching subjects and discussion on development of 5-E based lesson plans in different subjects.

Student- teachers- preparation of lesson plans in two different pedagogy subjects

Session- IV- Preparation of learning Resources

Ref- BES- 123 Block-3 Unit-11 (Teaching learning resources)

Student-Teachers- Preparation of a learning resources on any teaching

DAY-4

Session- Integration of ICT Resources in teaching learning

Ref- BES- 123 Block- 3 unit 11

WF/RP- Presentation on merits/demerits, selection, integration and use of ICT resources Student- teachers- sharing of experience of using ICT resources, and presentation

Session- II- Developing empathy

Ref- BES-121 Block- 3 Unit- 10 (Childhood and Growing UP)

RP- Discussing the meaning of empathy and its significance

Group- Sharing of reflections

Session- III & IV Presentation of Audio/Video Programme

Student-teachers- presentation of audio/video

RP- feedback. Submission of audio/video in soft copy to RP for assessment.

DAY-5

Session- 1 and II- Assessment of reflective Diary and reports of the activities undertaken during internship-I. Student- teachers- First 25 learners- Presentation of activities completed during Internship-I and constructive feedback RP- Assessment of the qualities of the activities with the help of tools and submission of grades to WIC/PIC

Session- III and IV- Presentation of lesson plan in simulated situation
Student-teachers- Formation of groups, organisation of 05 parallel sessions for all 05 pedagogy courses and presentation of lesson plans- 5E model- at least one lesson for each of two pedagogy subjects, collection of feedback from RP/WF, Peers
Student-teachers- refining the lesson plans

DAY-6

Session- I and II- Assessment of reflective journals and reports of the activities undertaken during internship-I To assess the practical activities carried out during internship-I
Student- teachers- presentation of the activities during internship-I, RP-
Assessment of the quality of activities with the help of tools and submission of grades to WF/PIC 25- Presentation of reports and rest – constructive feedback

Session- III and IV- Presentation of lesson plans in simulated situation
Organisation of parallel sessions for all pedagogy courses
Student –teachers- formations of groups according to pedagogy subjects, teaching at least one lesson each of two pedagogy subjects, collection of feedback from peers and WF/RP.

DAY-7

Session-I Constitution of disciplinary knowledge and its perspectives

Focus on evolution of a discipline, its characteristics, historical, socio-cultural, political and philosophical perspectives. Ref- BES-125- Block-1 unit-1 (Knowledge and discipline), unit-2- perspectives of disciplinary knowledges, National curriculum frame work-2005 RP- Initiating the discussion with clarification of concept of disciplinary knowledge (suitable illustration/ examples)
Student- teachers- Group discussion approach with reflection on the issues

Session- II Organizing subjects in school curriculum: Ref- BES-125, Block-2 unit-5 (organizing subjects in school curriculum), NCF- 2005 Student-teachers- group activity – five groups- group discussion approach with reflection and presentation
RP- Initiating the discussion by focusing on designing a school curriculum and

selection of subjects/content evaluation of learners by using group activity evaluation tool.

Session- III and IV- Presentation of lesson plan in simulated situation

Organization of parallel sessions for all 05 pedagogy courses

Student-teachers- formation of groups according to pedagogy subjects, teaching at least one lesson each of two pedagogy subjects, collection of feedback from peers and WF/RP

DAY-8

Session- I and II- Teacher as an action Researcher. Preparing a proposal for an action research Ref- BES-123 Block-04-unit-14 Student-teacher- group activity, identification of suitable problem and preparation of an action research proposal. Discussing the proposal within group as well as other groups and revising the proposal on the basis of feedback.

Session- III Presentation of Action Research Proposal

Session- IV- Assessment tools and techniques. Developing tools and techniques for scholastic and co-scholastic assessment Ref- CBSE modules for CCE–

<http://cbseacademic.in/publication_sqps.html> RP- Brief presentation on various tools and techniques for assessment. Student-teachers- Subject specific groups and discussion on tools and techniques.

DAY-9

Session- I- What is language across the curriculum

Ref- BES-124 Block-1 all the units Student- teachers- formation of mixed subject groups- each group to write a passage on function of language and focus on supporting language development, followed by group discussion and presentation RP/WF- scaffolding the discussion on LAC

Session- II- Using literature to teach mathematics. Ref- BES-124 two Blocks (Language across the Curriculum) Student- teachers- designing and teaching various forms of literature mathematically. Group activity- collection of story/article/poem with mathematical content and preparing questions, presentation and discussion. RP/WF- scaffolding the discussion on LAC.

Session- III and IV- Preparation and presentation of subject specific assessment tools.

Ref- CBSE modules for CCE. Student-teachers- identification of the content from respective teaching subjects and development of assessment tool for scholastic assessment with assessment parameters.

Presentation in respective groups. Submission of the tool to WF/RP- for Resource Person

DAY-10

Session- I- Using different texts for developing critical thinking skills

Reflective and independent thinking- Ref- BES-121 Block- 01 Unit-2 (Reading and Reflective on the text) Student-teachers- mixed group activity (participants from different disciplines). WF- Identification of a text from any subject and planning questions for development of critical thinking skills

Session-II Using a suitable Resource from NROER (National Repository of open Education

Resources) Ref- BES-122 Block- 1 unit-2, WF- Presentation on NROER Student-teachers – subject specific groups- identification of topic from their discipline and preparation of lesson plan using NROER and presentation. Submission of the lesson plan by each group for assessment

Session- III and IV- Use of Concept map software for classroom assessment.

Ref- BES-122 Block- 1 unit-2, web based tool

WF- Presentation on installation and use of soft ware and web based tools.

Student-teachers- each subject specific group – construction of concept map using soft ware/web based tool, submission of scoring criteria by each group for grading the concept map and presentation

RP- Assessment of group presentation report and concept map

DAY-11

Session- I and II- Reading across the curriculum understanding of how a piece of writing helps in developing vocabulary and building cross-curricular concepts.

Ref- BESL-121 Block-01, unit-1(Reading and Reflecting on the text)

WF- selection of a few articles from news paper, text books, etc.

Student-teachers- formation of mixed groups (participants from different disciplines), Each group – distribution of an article and identification of two/three disciplines where the concept is used. Developing one worksheet for reading across the curriculum followed by presentation.

Session- III and IV- Assessment of activities related to EPC-1

To assess the practical activities related to EPC-1

Ref- BESL-121- EPC-1 Reading and reflecting on the text and bring all reports

Student-teachers- presentation of activities related to EPC-1

RP- Authentication and assessment of the quality of the activities with the help of tools, submission of grades to PIC/WIC

DAY-12

Session – I and II Assessment of activities related to EPC-II

To assess the practical activities related to EPC-2

Ref- BESL-122 (EPC-2) Application of ICT and bring all reports

Student-teachers- presentation of activities related to EPC-2

RP- authentication and assessment of the quality of the activities with the help of tools, submission of the grades to the PIC/WIC

Session- III and IV- Valedictory

Sharing of feedback about various aspects of the workshop

WIC- Information about 2nd year workshop, internship, examination, assignments, etc.
