WEB BASED INDUCTION PROGRAMME'S ASSIGNMENTS

TRAINER SKILLS-2

ACTIVITY

A participant says: 'Sir, I don't understand anything on the course
What would you do?

a) Report her to the principal
b) Discuss what her problem is
c) Ask her politely to study harder
d) Do something else
Ans:-b) Discuss what her problem is

A trainee comes and tells you that he cannot concentrate on his studies
because he has many problems" His father is sick and his principal is
harassing him for various reasons.
What would you do?

a) Write a letter to his principal
b) Just listen to the trainee
c) Help his father with medicines
d) Do something else
Ans:- b) Just listen to the trainee

From your answers, what do you feel your attitude to trainees is?

From the above Answers my attitude to trainee is
1)He/She may have some personel problems.
2)He/She may not have interest.
3)He/She does not have previous knowledge about the course.

ACTIVITY

What items would you include in a 'code of management' for a group of
teacher educators? Make a list and say how you would present it to the
trainees.

The items I would like to include in a 'code of management' for a group
of   teacher trainers are
1)Time management.

2)duty conciousness.
3)Course management.
4)Material management.
a).A.V.E.
b).E.T.
c).S.U.P.W
d).Other teaching learning materials.
5)Situational management.
6)Group management.
7)Resource management.
8)Area management.
9)Money management
10)Recording and docoumentation management.

      The above factors are code of management I can present them to follow punctuality, sense of duity, proper utilisation of money, using right materials in right time. Etc…

Think of the activities you most enjoy and least enjoy in your training classes.

    ` **I enjoy most in a training classes are**
1. Activities which are creative.
2. Self learning.
3. Interaction method.
4. New concepts of teaching.

    I enjoy least in a training are

    1.Wake up activities like singing, dancing.
    2)Lecturing.

Do you see yourself in the classroom more as a 'leader' or a 'manager'?

    I see my self in the classroom more as a manager.

<center>**Self-Check Questions**</center>

1. A class can be considered as a miniature society with its own distinctive characteristics. List some points in support of this statement.

    A class can be considered as a miniature society because

1).In a class we can find different group of students/individuals as we find in the   society.
2).In a class we can find all type of individuals/students
       for example Boys and Girls,of different age group.
3).In a class we can also see students of different culture, relegion, customs, and economical background who are studying in the same roof.

2. A class generally creates/provides opportunities conducive for formal learning and teaching. List all the factors that affect a formal learning /teaching' situation in a class.

       The factors which affect a formal teaching- learning situation are
1).A well qualified,experienced teacher
2).Teaching/Learning subject.
3).Learner capacity.
4).Atmosphere of the class room
5).Medium of instruction
6).Teaching learning material.
7)Attitude of teacher and leaerner.
8)The way of presentation.
9)The way of approach.
10)Instructional material.

3. What skills does a trainer need to manage a class during a training programme?

       Trainer needs certain skills to manage the class are

1).Good and positive attitude towards training programme
2).Good knowledge about the aims and objectives of the training programme
3).Good communication skills with language fluency
4).Knowledge of using electronic materials for training.
5).Calm and confident
6).Ability to guide
7).Ability to solve problems
8).Clarity of expression.
9)Observation capacity.
10)Patience.

4. List some questions a trainer might need to ask himself/herself so as to manage his class efficiently.

    Some questions a trainer might need to ask himself/herself so as to manage his class efficiently are

1)For whom,what,and how should I teach?
2).What type of attitude I should have towards teaching?
3).Did I have self confident and boldness to face the class room children?
4).How should I prepare a plan before entering into the class?
5).What are the TLM's I should carry to class room.?
6) What are the meyhods I should adapt to make the class lively?
7).What are other activities I should indulge rathar than teaching.?

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<div align="center">

DIET-MANDYA

WEB BASED INDUCTION PROGRAMME'S ASSIGNMENTSTRAINER SKILLS-3
ACTIVITY SHEET
</div>

SKILLS OF MANAGING HUMAN RELATIONS-
<div align="center">ACTIVITY</div>

You want to conduct a 5-day programme on "Child's Rights". Which outside agencies would you approach? What community resources could you use?

    Ans:- The agencies which I approach to conduct of 5 day programme on `child rights` are

1. Child rights commission
2. Child labour department
3. Women and child welfare department
4. Juvinile delinquency department
5. Slum board
6. Education department
7. Health department
8. NGO's
9. Women's association
10. Saksharatha Samithi
11. Akshara Prathistana
12. Azeem Premji Foundation

13. Ramanamahashree trust

The community resource I can use from the above department/Agencies as follows.
- Infrastructure facility from education department
- Financial assistance from government and non- government departments.
- Resource persons from education department, health department, and juvenile delinquency department.
- Statistic from all government agencies.
- Other assistance from all government and non government agencies.

Self Check Questions:

1. **What do you understand by the then `` Human Resource Management``?**
   Ans:-
   1. Human Resource Management means utilization of men and material at the maximum level to bring positive result.
   2. Using man power and materials to bring maximum out come.

   2. Here are some factors which effect the mindset of the trainees in a training situation. What skills does a trainer need so as to regulate the factors mentioned below to his advantage?

Factors	Skills
1. Trainee attention	1. a. Use varied transactional mode b. Use relevant and interested materials c. Be accessible to trainee
2. Awareness of the objective of a training program	2. Trainees are adults and capable of making the judgment so trainer need to inform what is going to happen during the learning level.
3. Previous experience/ knowledge of the trainees	3. Trainee should be able to put the new information/experience in to a context based recall a prior event, evaluate it and use as the foundation on which to build the present event.
4. Presenting new material	4. Knowledge or skills that are associated with the materials and the context in which they operate.
5. Providing Learner guidance	5. Provide a means of encoding the information. In providing means if encoding the information, learning

TRAINER SKILLS-4
ACTIVITY SHEET

ACTIVITY SHEET – TRANSACTIONAL SKILLS 1

ACTIVITY

Imagine that you have to give a lecture on word processors. Complete the mind map including all possible points. Then reduce these to the points you
will actually use in the lecture. Say who your audience are, their level, and
the time available. Write out at least one objective for the lecture.

Using a computer to create, edit, and print documents. Of all computer applications, word processing is the most common. To perform word processing, you need a computer, a special program called a *word processor*, and a printer. A word processor enables you to create a document, store it electronically on a disk, display it on a screen, modify it by entering commands and characters from the keyboard, and print it on a printer.

The great advantage of word processing over using a typewriter is that you can make changes without retyping the entire document. If you make a typing mistake, you simply back up the cursor and correct your mistake. If you want to delete a paragraph, you simply remove it, without leaving a trace. It is equally easy to insert a word, sentence, or paragraph in the middle of a document. Word processors also make it easy to move sections of text from one place to another within a document, or between documents. When you have made all the changes you want, you can send the file to a printer to get a hardcopy.

Word processors vary considerably, but all word processors support the following basic features:

- **insert text:** Allows you to insert text anywhere in the document.
- **delete text:** Allows you to erase characters, words, lines, or pages as easily as you can cross them out on paper.
- **cut** and **paste :** Allows you to remove (*cut*) a section of text from one place in a document and insert (*paste*) it somewhere else.
- **copy :** Allows you to duplicate a section of text.
- **page size and margins :** Allows you to define various page sizes and margins, and the word processor will automatically readjust the text so that it fits.
- **search and replace :** Allows you to direct the word processor to search for a particular word or phrase. You can also direct the word processor to replace one group of characters with another everywhere that the first group appears.
- **word wrap :** The word processor automatically moves to the next line when you have filled one line with text, and it will readjust text if you change the margins.
- **print:** Allows you to send a document to a printer to get hardcopy.

Word processors that support only these features (and maybe a few others) are called *text editors*. Most word processors, however, support additional features that enable you to manipulate and format documents in more sophisticated ways. These more advanced word processors are sometimes called *full-featured word processors*. Full-featured word processors usually support the following features:

- **file management :** Many word processors contain file management capabilities that allow you to create, delete, move, and search for files.
- **font specifications:** Allows you to change fonts within a document. For example, you can specify bold, italics, and underlining. Most word processors also let you change the font size and even the typeface.
- **footnotes and cross-references:** Automates the numbering and placement of footnotes and enables you to easily cross-reference other sections of the document.
- **graphics** graphics**:** Allows you to embed illustrations and graphs into a document. Some word processors let you create the illustrations within the word processor; others let you insert an illustration produced by a different program.
- **headers , footers , and page numbering:** Allows you to specify customized headers and footers that the word processor will put at the top and bottom of every page. The word processor automatically keeps track of page numbers so that the correct number appears on each page.
- **layout :** Allows you to specify different margins within a single document and to specify various methods for indenting paragraphs.
- **macros :** A *macro* is a character or word that represents a series of keystrokes. The keystrokes can represent text or commands. The ability to define macros allows you to save yourself a lot of time by replacing common combinations of keystrokes.
- **merges:** Allows you to merge text from one file into another file. This is particularly useful for generating many files that have the same format but different data. Generating mailing labels is the classic example of using merges.
- **spell checker :** A utility that allows you to check the spelling of words. It will highlight any words that it does not recognize.
- **tables of contents and indexes:** Allows you to automatically create a table of contents and index based on special codes that you insert in the document.
- **thesaurus:** A built-in thesaurus that allows you to search for synonyms without leaving the word processor.
- **windows :** Allows you to edit two or more documents at the same time. Each document appears in a separate *window*. This is particularly valuable when working on a large project that consists of several different files.
- *WYSIWYG (what you see is what you get):* With WYSIWYG, a document appears on the display screen exactly as it will look when printed.

Ans:-
Our audience are in service high school teachers of computer schools. Two hours time is needed.

Objective:- To provide minimum knowledge about computer education. (word processing)

ACTIVITY
Of the following topics, which one would be best suited for brain storming? Why?
- o Making Bangalore eco-friendly.
- o Preparing hydrogen gas
- o Treating dyslexia
- o Visual aids for primary classes

Ans:- a) Making Bangalore eco-friendly.

ACTIVITY
Watch a panel discussion on the TV and make notes

- This section deals with the panel discussion, which is used by a trainer in a training programme.
- A panel of experts is set up to discuss a topic that cannot be easily resolved by just one or two persons.

There are three sets of participants in a panel disucssion.

They are :

The panel members who consist of experts in the field concerned.

1. The audience of selected students/trainees/participants and teachers. who ask questions of the panellist.
2. The moderator who initiates the discussion, questions, synthesizes and summarizes the key points.

    The word **'panel'** means a group of experts. The discussion held among these expert members in front of an audience could be called panel discussion.

- When the theme or topic tends to be complicated and controversial in nature, a panel discussion often helps to clarify issues. The difficult aspects of the topic are considered in a systematic and objective manner.

- Experts in the field are invited as panelists.
- There is an invited audience of trainers and trainees or teachers and students.
- Questions on the proposed topic are collected in advance from the audience and handed over to the panelists
- Questions are generally classified according to the sub-topic/ aspect/ dimension of the proposed theme. The panelists come prepared to the panel discussion.
-
- The moderator introduces the theme of the discussion to the participants. The moderator also initiates the discussion on the issue under consideration.
- The questions are then addressed to the panelists in a pre-determined order.
- The panelists are called (in a pre-determined order) to express their views
- Later, panel members may react to, respond to or complement the views expressed by co-panelists.
- At the end of the session, the moderator integrates and synthesizes the different points of view and presents them to the audience.
- If there is time, the moderator can call for further questions
- Finally, the moderator sums up the discussion and highlights the key points.

If you were attending a panel discussion on Universalisation of

Elementary Education as the audience, what questions would you ask?

List out the questions.

1)What do you mean by U.E.E.?
2)What is mean by universalisation ?
3)Which article of Indian constitution is given importance to U.E.E.?
4)When was N.E.P. started and what is its importance.?
5)Which age group children will come under U.E.E.?
6)What is the present statistics regarding U.E.E.?
7)How do you mobilize the finance for implementation of U.E.E.?
8)What other resources you need to implement this programme?
9)Name the agencies which involving to improvement of this U.E.E.
10)List the incentives provided to upliftment of the U.E.E. from both state and central governments?
11)What are the facilities provided by UNESCO, UNICEF,WHO, and the world bank to U.E.E.?
12)What is the target fixed for full achievement of U.E.E.?

ACTIVITY

1) What types of topics lend themselves to experiential learning? Tick your choice.
a. Note making .Media in education
b. Simultaneous equations
c. Theory of relativity
Ans:- Selected topic:- **a. Note making .Media in education**
2) Give reasons for your choice.
        Because Media in education is linked with our department. Mas media plays very important role in providing education.

3) From the choice you have made above, design an experimental activity. Design it for 20 mins for a class of 30 adult learners.

1)30 adult learners can be divided into three groups.
2)For each group the fallowing three topics will be given

a)Television.
b)News paper.
c)Cinema.

3)Each group should prepare a note/write up and present about the role and importance of the above mass medias to impart education to the people.

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WEB BASED INDUCTION PROGRAMME'S ASSIGNMENTS

TRAINER SKILLS-5

ACTIVITY SHEET - COMMUNICATION SKILLS

Given below is a list of terms used in the context of communication. **Prepare a** diagram showing the relationship between them, as you consider it to be.

Sharing	Interraction	Verbal
Face to face	Context	Message
Interraction	Reaction	Dimensions
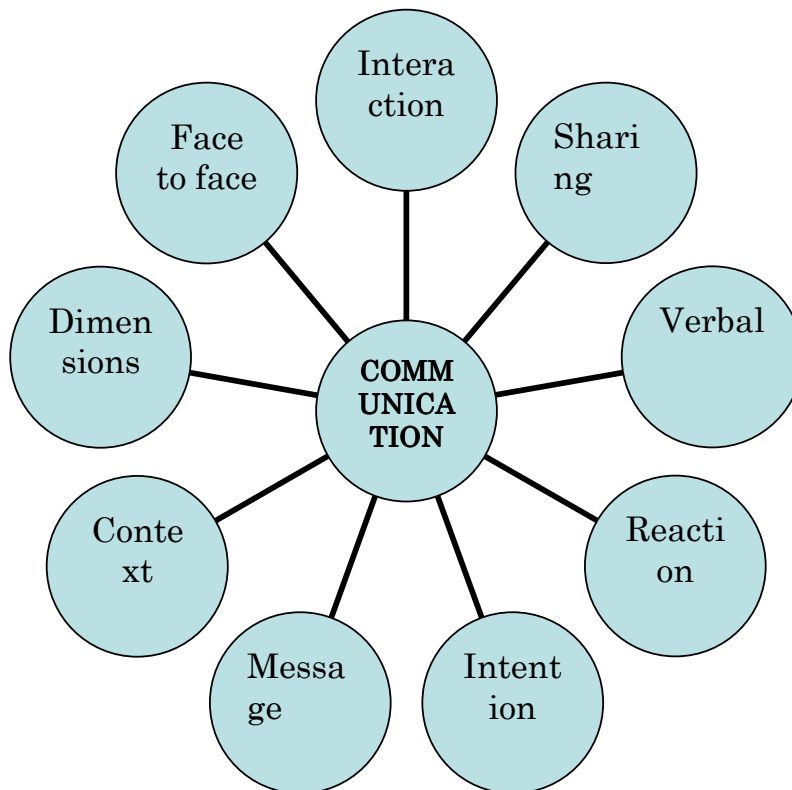
ACTIVITY

You want to conduct a 5-day programme on "Child's Rights". Which outside
agencies would you approach? What community resources could you use?
Outside Agencies Community Resources

Outside agencies	Community Resources
1. Child rights commission 2. Child labour department 3. Women and child welfare department 4. Juvinile delinquency department 5. Slum board 6. Education department 7. Health department 8. NGO's 9. Women's association 10. Saksharatha Samithi 11. Akshara Prathistana 12. Azeem Premji Foundation 13. Ramanamahashree trust	1. Resource person, statistics, history and finance 2. Different type of programs implementation and statistics 3. Incentives, conducted programs and statistics 4. No. of Juvinile delinquency children, facilities provide them, act and rules 5. Survey, censes, statistics and their facilities 6. Infrastructure, resource person, teaching materials, trainers and finance, No. of the drop outs, incentives provided to school going children, special programs for drop outs, teaching learning materials and different type of training programs, regarding child rights. 7. Vaccines to new born children and it's information 8. Finance assistant 9. Data collection of Anganavadi teachers children and facilities 10. Literacy rate of children finance assistance. 11. Adaptation of children's and facilities for orphan children 12. No. of the adaptation children, maintenance hostels, teaching learning materials, resource person, and financial assistance 13. No. of the adaptation children, maintenance hostels, teaching learning materials, resource person, and financial assistance and facilities provided to special needed children.

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WEB BASED INDUCTION PROGRAMME'S ASSIGNMENTS

TRAINER SKILLS-6

ACTIVITY SHEET – ORGANISING GROUP BASED ACTIVITIES

ACTIVITY

Given below is a game. Study it and then answer the question.

What is there in my bag to day?

The teacher puts a few articles in her bag. She holds it up and asks,
"What's
in my bag today"
The students guess the articles, for instance, an apple/a handkerchief/a
bus
ticket etc.
The class is divided into groups of 5/8

In your view for which class or age group of students is this game useful?

Ans:- This game is usefull to yhe lower primary class students who are the
age group of 6-9 Years.

ACTIVITY

Consider any one of the training programmes organised in your DIET.
Prepare a Game that you would use in the training programme.

Your plan may include the following:

Name of the Game:- Counting the number.

Objective:- Concentration and recalling the numbers.

Procedure- Make trainees to stand in a circle. Everyone should say
numbers from 01 to 50. A trainee who will tell number-05 and
multiples of 05 Instead of telling number he should clap.

Instructions to be given, including rules:
Time Required:
A trainee should say his role number, if the role number is 05 and multiples of 05 he should clap his hand otherwise he will out of that game/group. Except the persons with the number 05 and multiples of 05 the others should not clap. If he do so he will also be out of gamr/group.

Time required:- 10 Minutes.

ACTIVITY

Prepare a role-play activity based on the following text:

Raghavendra caught the express train early in the morning. He was going to
the next town to attend a Head teacher's conference. He had got up very early, and he felt tired, so he soon fell asleep. About half on hour later, he woke up suddenly in the middle of a dream. In his dream, he was in a crowded market place. People were pushing him from all directions and pulling at his clothes. As he woke up, he realized that it wasn't only a dreamsomebody
was really pulling at his shirt pocket. He opened his eyes just in
time to catch sight of a man slipping out of the compartment. His hand went
to his pocket, his wallet was missing. He jumped up and ran after the man.
But the man had vanished. Remember to prepare role cards with essential information, in clear language.

Scene-1   (Railway station)

Raghavendra:-Walk slowly and get into the train. (He finds a seat and sit there after few minutes he fell asleep)

Scene-2   (Market) (Raghavendra is dreaming)

In market the business people shouting to sell their materials, the area is crowded, people are moving here to there.
Man-1,2,3,4-starts pushing Raghavendra from all directions and pulling his cloth.

Scene-3 (Inside the train) (Raghavendra is sleeping)

Man-1- slowly comes near Raghavendra and put his hand into his pocket.

Raghavendra:-Woke up suddenly and he see a man putting his hand his pocket.

Man-1-As soon as Raghavendra woke up and saw him he starts running out of compartment.

Raghavendra:-Surches his pocket and came to know his wallet is missing, suddenly he jumps up and run to catch the thief.

Scene-3   (Railway station)

Man-1-Runs very fast and vanishes.

Work out the time that will be required to do the role-play.

The time required to do the role play is 15 minutes.

ACTIVITY

Given below are three simulation activities.

a. A report has gone to the CPI that DIET centres are not doing much work and therefore targets are not being reached. The DIET faculty feel that there are valid reasons why this is not happening.

A meeting has been called by the CPI. The meeting will be attended by the CPI, Director DSERT, DIET lecturers/lectures and also a group of selected participants.

b. A group of primary teachers are going on an educational tour of Europe They will visit different educational institutions in Germany, Switzerland and France.

The Finance Department feels that the budget for this trip is on the high side. The teachers, along with the manager of Cook's Travels, who is arranging the trip, are meeting the Deputy .Director to reach a conclusion about this matter.

c. There is only one big park in your town It is now proposed by the Corporation to sell apart of this park to a developer. The Corporation feels it has to do it, as it has no money for development and the sale of the land can earn it some money.

The Citizen's Forum is set against this as it feels the only lung space in the city will be reduced and children will have no place to play. The Developer feels that by developing a part o f the Park in a modern way will attract people to the town and bring prosperity to the town. They are meeting to discuss the issue in a public Forum.

Which of these would work well with trainees at your DIET and which of

these would not. Why?

In above three activities the **activity no (a)** would work well with trainees at our DIET.

Actvity (b)-will not work well with trainees in our DIET because it is not practicable and applicable and also too expensive.

Actvity (c)- will not work well with trainees in our DIET because it is not related our department/DIET.

ACTIVITY

Read the following excerpt about Rita M Singh, aged 18.

Rita M Singh was born in Chandigarh, Punjab. Her father is a doctor and her
mother a teacher. Some of Rita's school friends persuaded her to enter 'Miss
India' contest 'just for a joke'. She entered and won-to everybody's surprise.
This meant she had to take part in the Miss World Contest Again she won. A
week later, she gave up the title because she felt it would interfere with her
studies and private life. She also feels beauty contests are degrading to a
woman and has decided never to take part in another one. She intends to
finish her studies and qualify as a microbiologist. She wants to do research.

Decide how you can dramatize the piece given above. Will you dramatize the
whole or only apart of it? Who will be the characters? What situation will you
use?

Decide how you can dramatize the piece given above.

This piece can be dramatized as follows.

Scene-1   (School campus)

Friends of Rita M Singh 1,2,3,4,etc…are chatting and forcing Rita M. Singh to participate in 'Miss India' contest 'just for a joke'

Scene-2   (Miss India contest-Ramp)

She entered the contest and won it.

Scene-3   (Rta's house)

All of her friends congradulated her and again situation forced her to take participation in 'Miss world contest.

Scene-4   (Rta's house)

She discussed with her parents about the situation. After a week she decided not to participate in the contest.
Finally she gave importance to her studies and to become microbiologist. And also she wants to do research.

Will you dramatize thewhole or only apart of it?

This piece can be dramatisze as a whole.

Who will be the characters?

The characters are
1)Rita.M.Singh.
2)Rita's school friends.-1.2.3.4..etc..
3)Rita.M.Singh's Parents

What situation will you use?

This can be peformed on annual school day.

ACTIVITY

(To be tried out with D. Ed. Students)

Make separate slips of paper for a person, a place, the time and the weather. Put the slips
into separate boxes. Divide the class into groups of 3/4. A representative from each group
comes and takes one slip from each box, except the person box. From the person box, he/
she takes 3 slips.

The group now has to construct a short skit using the information in the slips. When they are ready, they act out the skit for other groups. The other
groups try to establish precisely who the characters in the sketch were.

PERSON	PLACE	TIME
WEATHER		
A bus-conductor	A boat	Midnight
Foggy		
A hijacker	An ice-cream factory	After lunch
A drought		
A businessman	A hotel	Dawn
Summer		
A beggar	A forest	1942
Rainy		
A film star	A beach	9.30 am
Humid		
A bank-manager		
Cold		
A housewife		

tried out with D. Ed. Students