

ASSIGNMENT 1 OF AREA2

ACTIVITY

Think of two teachers/trainers who have impressed you deeply.

Analyze the roles they played in the class in terms of the categories listed in the unit.

Two teachers/trainers who have impressed me deeply are,

- 1) Shri Vishnu Naik.
- 2) Shri Manjunath Naik.

They both have worked as resource persons for many training programmes conducted by DIET& BRC'S. Shri Vishnu Naik has worked as CRP.I have personally observed their classes during training sessions.

Activity1

Observation period From:-02-06 08 to14-06-08

1.Shri Vishnu Naik

Sl.No	Role performed	Perceived Strengths	Perceived Weakness
Inter-Personal Roles			
1	As a facilitator	He can create an atmosphere and environment that encourage the learning process to take place.	Is not able to makeout whether learning has taken place
2	Social Secretary	He made all the trainees to participate in the training.	Managing group activity is a sort of problem.
3	As Adviser	If the trainees face a problem,he can be a good adviser.	-----
4	Motivator	He motivate the trainees to involve in the training.	He cannot make 100% participation of all the trainees.
5	Encourager	He encourages the trainees when they come up with their opinion.	-----
6	Inspirer	He tries to inspire the trainees to take active part in the programme.	He cannot inspire the trainees

7	Chairperson	Drawing every one out Summarizing what has been said &keeping the agenda are noticed	Time allocation is not given importance.
8	Presenter	Has the ability to guide the course forward confidently ,has the ability to resolve problems	Question handling skill has to be improved.
9	Quality Controller&Discip linarian	Presentation & Presenting the material are good	Some times could not maintain discipline& giving feedback was not satisfactory.
10	Mediator.Referee& Peace keeper.	Has the skill to de-fuse the conflict.	In certain circumstances he cannot de fuse the conflict
Task –Related Roles.These were classified into organization,PRESET&INSET			
11	Content Related	1) Organize& present information in such away that trainees can use it to increase their knowledge base. 2)Organize & present activities that will reinforce the learning process.	Checking to see if the learning has taken place is not observed.
12	Evaluator roles	After the training is over ,the post test is done	Follow-up of training is not satisfactory.

Activity1

Observation period From:-16-06-08 to 28-06-08

2)Shri Manjunath naik.

Sl.No	Role performed	Perceived Strengths	Perceived Weakness
Inter-Personal Roles			
1	As a facilitator	He provides an atmosphere and environment that encourage the learning process to take place.	Is not able to see whether learning has taken place
2	Social Secretary	He encourages good work together and see that all trainees participate in the training.	Managing group work is bit difficult.
3	As Adviser	Attend to trainers problems& advise them	-----
4	Motivator	He generates enthusiasm in the trainees.	He cannot make full participation of all the trainees.
5	Encourager	He gives opportunity for open discussion.He encourages the trainees when they come up with their opinion.	-----
6	Inspirer	He can make quality involvement of the group.	He cannot inspire the trainees
7	Chairperson	Drawing every one out summarizing what has been said &keeping the agenda are noticed	Time allocation is not given importance.
8	Presenter	Has the ability to guide the course forward confidently ,has the ability to resolve problems	Handling skill of questions has to be improved.
9	Quality Controller&Disciplinarian	Presentation & Presenting the material are good	The major draw back was that, he cannot maintain discipline.
10	Mediator.Referee& Peace keeper.	Tries to bring the interaction on the track , when there is conflict.	In certain circumstances he cannot de fuse the conflict
Task –Related Roles.These were classified into			

organization,PRESET&INSET			
11	Content Related	1)Organize& present information in such away that trainees can use it to increase their knowledge base. 2) Organize & present activities that will reinforce the learning process.	Checking to see if the learning has taken place is not observed.
12	Evaluator roles	After the training is over ,the post test is done	After that follow up training in the schools is not done.

Activity

If a Trainer were to follow the following guide lines, Think what would you find and what behaviours you would not find in him/her during the training programme.

Sl.no	Trainer Role	Behaviours you would observe	Behaviours you would not observe
1	A trainer should function like a chair person	Summarizing what has been done	I did not observe the importance given to time allocation .Some times he was not able to draw every body's attention
2	A trainer need not function like a quality controller and disciplinarian	Careful task setting was there.Time keeping was also there.	We did not find true Discipline. Many times we found "finger on your lips" type discipline was found.
3	A trainer should function like a mediator, referee and peace keeper,and need not give the final judgement	In training we found interaction which led to heated discussions ,arguments& quarrels. They played the role of mediator,referee and peace keeper	We did not observe her/him giving final judgement.I felt that the trainer losing the head when other trainees were losing theirs.
4	A trainer should be an expert in his/her field	Certainly I found that the trainer is expert in his/her field.	I did not observe him /her as not expert in the field.

Assignment I of Area 2 By

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Date:26-07-08

ASSIGNMENT 2 OF AREA 2

“MANAGEMENT SKILLS”

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

As a trainer first I would discuss with her what her problem is, & then I would ask her politely to study harder. I would guide her in all possible ways to make her understand the course.

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

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

I would just listen to the trainee. I would just listen to the trainee first and then I would guide him to overcome the difficulty. I would ask him to make some other arrangement to look after his sick father.

From my answer I feel that humanity is the prime importance to any human beings. Even though he may be an executive officer, he should understand the difficulty of the subordinates. Harassing the subordinates bring down the quality of their work.

ACTIVITY

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

Code of management' for a group of teacher trainers are

1) He Should be good academician

He should be well versed in education fields. He should also have experience & He should be an educationist

2) He should be well- Organiser.

He must have organizing skills .

3) Poces all management skills

He must also poces skills of management. Management of time,resources etc.

4) He must know how to make use of quality tools.

He must know what are quality tools & how to make use of it.

5) Should have the knowledge of his organizational need & also teachers needs.

He must take in to consideration the trainers(teacher)needs.He must be aware of his organizational need also.

6) He should know his ability& capability.

He must know his ability& capability. He can know it by introspection or getting feed back from the trainees.

7) Commitment & Dedication towards work.

He must be dedicated to the service. He should have the

commitment

8) **He should have the skill making involvement of community.**

He should be able to take the help of community resources.

9) **Receive feed back from the trainers positively.**

When he want to improve himself professionally he must take feed back from the trainees.

10) **He should posses positive attitude.**

Negative attitude hinders the development of one ,so a trainer

must always develop positive attitude.

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

The activities I most enjoy in my training classes

- 1) when I do effective presentation
- 2) To see the happy smiling faces of the trainees,when they are contented.
- 3) When there is full involvement of the trainees
- 4) when I handle A .V aids skillfully.
- 5) when trainers are happy with my training

The activities I least enjoy in my training classes

- 1)When the training duration is too long.
- 2)When the training is residential.
- 3)when the trainees get bored.
- 4)When the trainees do not take active part.
- 5)when the trainees donot learn anything.

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

I see myself in the classroom as manager.

- 1) As manager I will always follow democratic principles.
- 2) I will Give opportunity for everybody in the group to express themselves.
- 3) I will Give them a chance to learn with their own speed.
- 4) Never suppress any child to express itself.
- 5) I will never use negative reinforcements to the students ,which will hinder their growth.
- 6) I will create very interesting learning situations

Self-Check Questions

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

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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.

There are many factors that affect formal learning in school.

While keeping in mind the students.

1) **motivation** : If there is no motivation there cannot be learning at all.

It is a factor which is responsible for activities.

We can motivate the children by

- a) Praise & reproof
- b) Reward & punishments

- 2) **Attention** : attention plays very important role in learning. When the child pays attention in the class he can learn.
- 3) **Interest** : When there is interest ,learning takes place naturally. In those condition the extrinsic motivation is not necessary.
- 4) **fatigue** : When a student is tired of doing a work continuously he cannot concentrate on the study.so fatigue plays a very important role in learning.
- 5) **Intelligence**: Intelligence is a major factor which effects learning
- 6) **Hereditary factors**:- hereditary factors also affects learning.
- 7) **Social background**:- Society in the child lives has its influence on learning. 8) **cultural background**:-Cultural background also effects learning.

While keeping in mind the Teachers

- 1) **Teachers attitudes**:- Teachers attitude towards profession& also attitude towards students both play very important in learning.

Teacher must take the students to her confidence.When this is done,she can really inspire the students.

- 2) **Methods of teaching**:-

Method of teaching plays very important role in learning.

When the teacher uses Activity method, group methods, it surely

creates interest among the students.

3) Relation with the students.

When the teacher loves her children, when she creates a very happy learning situation, the learning takes very effectively.

While keeping in mind the Physical aspects of the School

1) School environment:-

Physical environment of the school is also responsible for learning. When there is external disturbance learning cannot take place effectively.

2) Class environment

Physical environment of the class is also responsible for learning

3) Timings of the school

If the time period is too lengthy, the students cannot learn. If the

time is not suitable for learning (if the school starts in the afternoon) then also learning cannot take place effectively.

4) Time –table of the school

When the time-table is not structured according to the psychological principles, it again affects learning.

5) Rules & regulations of the school.

When there are Hard & fast rules in the school, Forced discipline in the school, the Normal learning cannot take place there.

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

Management is the art or practice of controlling & deploying resources both human & material optimally. In a training programme a trainer has to manage both human and material resources in such away that the performance of the trainees improves and they develop their potential.

- 1) The personality of the trainer
- 2) Types of equipments
- 3) Group dynamics are very important aspects

Apart from this we have to bear in mind

- 1) The Plan verses flexibility.

Lesson plan helps the trainer where she is going, what are the objectives'If the plan is rigid it makes the trainer the blind.

Ideal lesson plan tells

- a) What is to be taught
 - b) Methodology
 - c)Materials to be used.
 - d) Crisis management.
- 2) Planning instruction helps the trainer to be clear natural and unambiguous
 - 3) Group Dynamics :This part should not be confused with evaluation, they are still learning here.
 - 4) Providing feed back about performance correctness.
If the learning has taken place, trainees have to be able to judge how well they have performed according to the criteria.
 - 5) Assessing Performance.

Performance assessment is concerned with trainees demonstrating their total understanding of the topic.

Here managing three things are very important

They are 3M's

- 1) Man
- 2) Machine
- 3) Material.

1) Man: Here managing human resource comes. Planning by the trainer, managing the trainees, Crisis management etc.

2) Machine: Use of technological aids like ,TV, Computer,OHP.Comes under this group.

3) Material: These are paper ,pen pencil, Drawing materials etc for preparing lesson plan & to provide such things to the trainees.

If these things are managed effectively, the training programme will be effective.

The skills needed can be listed as

- 1) Leader effectiveness
- 2) Giving & receiving feed back
- 3) Good listener & Observer
- 4) Punctuality& Discipline
- 5) Mastery over the content
- 6) Equipped with skill of using& managing all equipments.

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

manage his class efficiently.

The question the trainer might need to ask himself to manage the class effectively are.

He has to bear in mind 3 aspects, they are

1) **Before training** : First he should study & understand the Government

Order & Norms of the training.

There should be proper planning in

- a) Financial aspect
- b) Venue of the training
- c) Residential
- d) Non residential

All other facilities like Furniture-Seating arrangement for the trainees Whether the trainees are to be seated on the chair or Zamkhanas?

Food : Tea & lunch arrangements has to be done previously

Technology to be used in the training.

He should be through with the content

He should prepare the time table

He should plan for feed back

Arrangement for conducting pre test & post test has to be done before training.

2) **During the training programme** : He should be a good listener & also a

manager during the programme He should observe that whether the

Implementation is going in a systematic manner

Whether the time table is being followed

Proper supervision & monitoring has to be done through out the training programme. During the program if the trainers wish to meet the trainer outside training hours & discuss certain issues like

- 1) Problem with content
- 2) How to make assignments.
- 3) Problem of coping with the course
- 4) Personal or study problems.
- 5) Other official matters.

3) **After the training programme** : Once the training programme is over proper follow up of the programme has to be done. When the trainer alone cannot follow up the programme, he can deligate his power to other officials to attend the trainees problems in execution of the programme.

They can give the input & guide the trainees.

After the training programme, the trainees might need advice on

- a) How to train further
- b) What resource they can use to become better teachers
- c) Through letters & telephone also they can clarify the doubts.

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ASSIGNMENT 3 of AREA 2

ACTIVITY SHEET – SKILLS OF MANAGING HUMAN RELATIONS

ACTIVITY

Self-check questions

1. What do you understand by the then “Human Resources Management?”

Management is the art or practice of controlling and deploying ,both human and material optimally. n a training programme ,a trainer has to manage both human and material resources ,in such a way that the performance of the trainees improves and they develop their potential. To have to become a learner again and sit in a class room absorbing ideas and doing tasks is very often a difficult thing for adult learners. The trainer who is also a resource person should learn to manage this mind set of the trainees and see that maximum benefit is derived by the trainees on the course or programme.

2. Here are some factors which affect the mindset of the trainees in a training situation'

(a) Trainee attention

This is the most important step in a training learning situation. How can the trainer gain and sustain the interest of the trainees? There are three ways of doing it.

- 1) Use varied transactional mode
- 2) Use relevant and interesting materials
- 3) Be accessible to the trainees.
- 4) Handle the AV aids very skillfully
- 5) Making Presentation very effective.
- 6) Planning for the activity which attracts the attention of the trainees

(b) Awareness of the objectives of a training programme.

- 1) Trainer must know the objective of the programme.
- 2) Trainees must also be informed of the objectives.
- 3) By doing so, they can focus on that event & sort out what is relevant and what is not.
- 4) trainees are adult learners & are capable of making Judgement.

(c) Previous experience/knowledge of the trainees

Trainees should be able to put the new information /experience in to a context on what they already know. it is therefore important that the learning event contains something that causes them to recall a prior event /experience, evaluate it and use it as the foundation on which to build the present event. for example brainstorming about the elements that go into micro-planning will help trainees recall and gather all points they know about this are.

(d) Presenting new material

When new material is presented, it is important to tell the trainees the facts, knowledge or skills that are associated with the materials and the context in which they operate.

(e) Providing learner guidance

One of the most important things a trainer can do is to provide a means of encoding the information. In providing learning guidance, a trainer could show the steps involved in carrying out a task or suggest how the trainee could complete the task.

(f) Monitoring trainee performance

What skills does a trainer need so as to regulate the factors mentioned above to his advantage?

ASSIGNMENT 4 of AREA 2

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.

M.S Word

Objective : To make the students understand about M S Word

Target students , D.Ed students time:1 Hour

The time available:one hour

Points:

- 1.Use of technology in education
2. Application of technology in the field of education
3. Introduction about computers.
4. What is word processor.
5. It's Uses
6. Demonstration
7. Discussion & interpretation

Age group: 19-22 Years

Basic knowledge: They will have studied computer basics & also possess practical knowledge of computer.

ACTIVITY

Of the following topics, which one would be best suited for brain storming?

Why?

- Making Bangalore eco-friendly.
- Preparing hydrogen gas
- Treating dyslexia
- Visual aids for primary classes

Of the four topics above Making Bangalore eco-friendly is best suited for brainstorming.It provides ample of opportunity to think on the part of the trainees.

ACTIVITY

Watch a panel discussion on the TV and make notes..

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.

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 discussion .They are
1) The panel members who consist of experts In the field concerned

- 2) The audience of selected students/trainees/participants and teachers, who ask question to the panelist
- 3) The moderator who initiates the discussion, questions, synthesizes summarizes the key points

On TV usually we watch Fourth Empire concerned to cricket.

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) How far Universalisation of Elementary Education is achieved?
 - 2) How many years it may take to achieve Universalisation of Elementary Education?
 - 3) Even though so many schemes have been introduced why it is not possible to achieve Universalisation of Elementary Education
- List out the questions.

ACTIVITY

1) What types of topics lend themselves to experiential learning? Tick your choice.

- a. Note making .
- b. Media in education
- c. Simultaneous equations
- d. Theory of relativity

2) Give reasons for your choice.

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

Media in education is best suited to experiential learning

Experiential learning:

One of the ways in which a transaction in a training context can take place is through experiential learning. In this mode, the trainees act as learners and do whatever a learner is supposed to do. This experience gives them insights into how learners learn (strategies) and what training /teaching strategies work in class.

Types of experiential learning.

There are two main types of experiential learning.

- 1) Peer demonstration & observation
- 2) Whole group work

Here my activity is for whole group

Media in education

Topic: CAL(Computer Assisted Learning)

Materials required: Computer, CD of digestive system

Trainees are taken to computer lab. First five minutes I will give the demonstration how to switch on the computer & insert CD into CD drive. I will give instruction to them how to use it. Then they do it practically.

At the end of the class important points are discussed and consolidation is done.

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ASSIGNMENT 5 of AREA 2

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
Face to face
Intention

Interaction
Context
Reaction

Verbal
Message
Dimensions



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

ACTIVITY

MANAGING HUMAN RESOURCES

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

Outside Agencies	Community Resources
Women and child development department.	To collect information about children who are deprived of rights in that Area.
Lawyer	To make the children of that area aware of their rights as in constitution.
Hospital	Doctors & Health visitors To create awareness about child health & Nutrition
Primary school students	Students to participate in processions or jata
Printing press	Print banners and pamphlets for jata
Rotary or Lions Club	Financial resource.

ASSIGNMENT 6 of AREA 2

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 today?

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?

This activity is useful to the age group of 6-9

Students studying in standard I-III

ACTIVITY

Consider any one of the training programmes organized in your DIET. Prepare a Game that you would use in the training programme. Your plan may include the following:

The training programmes organised in your DIET
MDP Training

Name of the Game: Toy game

MATERIALS REQUIRED: Pieces of blocks of wood or hard board of assorted shapes.

OBJECTIVE:

The trainer will be able to

- 1) Take the initiative.
- 2) develop a tendency to organize initiative of everybody together when work together .
- 3) Better ideas come when work in co-operation.
- 4) Recognize& encourage initiatives in others .

PROCEDURE

1. Ask for three volunteers from among the participants. Send two of them to different places where they will not be able to communicate with each other or see what is happening at the place of the facilitation. Direct them to come back when they are called. Ask rest of the participants to remain as observers.

2) Offer the materials to the third volunteer and instruct him or her to make something with those materials within two minutes. Encourage the person to make whatever he or she can.

3) Repeat with the other two participants.

4) Call all the three participants together and ask them to make something & give them 3 minutes for the work.

- 5) After the work is finished lead a discussion by asking the observers to put in their observation. Allow the volunteers to record their opinions. Lead the discussion towards learning

Instructions to be given, including rules:

- 1) The facilitator should not allow the volunteers to speak to each other while the game is being conducted.

2) It is important to establish the fact that all the three volunteers have their own initiative to embark on one thing or the other.

3) Protect volunteers from being commented upon derisively by their fellow participants.

4) In the end remember to seek the permission of the volunteers before dismantling the structure they have made.

Time Required: 20 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 an 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 dream somebody 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. Work out the time that will be required to do the role-play.

Raghavendra: I am tired. I must sleep (said to himself)

Thief: Pulling Raghavendra's shirt and taking Raghavendra's wallet.

Raghavendra: (in dream he shouts) don't push me. Don't pull my shirt

Raghavendra: (When opened his eyes saw a man who was really pulling his shirt.) Hey Stop. Don't run.....

Raghavendra: (Saw in his pocket, the wallet was missing.) jumped up & ran after the thief saying please give my wallet, don't run

Time duration acquired to do the role play -10 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?

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 bythe CPI,

Director DSERT, DIET lecturers/lectures and also a group ofselected participants.

This would work well with trainees at our DIET. Because only choice (a) is under the control of DIET. The choice (b) is concerned with financial matter & it is concerned with DDPI Administration. The choice (c) is concerned with city corporation.

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 a part of it? Who will be the characters? What situation will you use?

ACTIVITY

Scene 1 College

Suma: Rita, Hello how are you ?

Rita: I am fine.

Suma: How is your Studies going on?

Rita: Fine.

Veda: Do you know MISS INDIA contest is going to be held on 25 july 2008?

Rita : Is it so? I don't know.

Suma: You are so beautiful& you have got very nice personality(Physical

appearance. Why don't you try a chance?

Rita : Myself oh... No....

Veda: Please try your luck.

I shall speak to my parents & take a decession.

Scene 2 Home

Mother arrives from school

Rita: My friends are asking me to take part in Miss India contest.What shall I do?

Mother:The choice is left to you. If you are willing to take part you can

Rita: I shall consult papa also.

Father arrives from hospital

Rita:papa, shall I take part in in miss India contest?

Father:Yes my child,by all means.

Scene 3 Contest

MissIndia contest is being held& Rita is participating the contest.She won the contest

Scene 4 College

Suma: Hearty congratulations, You just made our joke true.

Veda: Why don't you participate in Miss World competition?

Rita: Yes, I shall try a chance.

Scene 5 Home

Father: Congratulates my child . I am very happy about your success.

Mother: Embarrasses her daughter & congratulates her.

Rita: Shall I contest for Miss World?

Parents: yes you can.

Scene 6 College

All the friends gather around Rita & greet on her success.

Suma: Congratulations my friend. you have done a great achievement.

Veda: My hearty congratulations on your success.

Rita: Even though I won the contest I am not happy. I will give up the title because it interferes with my studies & private life. Beauty contests degrade woman . So I have made up my mind to never to take part in other such contest. First complete my studies & become a microbiologist. I want to do research.

Suma: All the best.

Rita: Thank you.

Veda: bye suma & rita

Suma & Rita: Bye.....

(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

Activity 1

The first year D.Ed students were made into two groups each consisting of 7-10 members.

The Slips for group 1 were

PERSON

PLACE

TIME

WEATHER

A businessman

An ice-cream factory

9.30 am

A drought

A film star
A housewife

A film star had shooting at 9.30 a.m., he had no water to take bath. So he goes to neighbors house asking for water, who was a business man & owns an ice-cream factory. The businessman was in vein. Films tar asks the businessman the cause for the tension. The housewife enters the room tells the film star that her husband is worried because the ice-cream factory is in loss due to drought .film star consoles the ice-cream factory owner that drought is for time being. Let us all pray for Rain

The first year D.Ed students were made into two groups each consisting of 7-10 members.

The Slips for group 2 were

Activity 2

PERSON	PLACE	TIME	WEATHER
A bus-conductor	A beach	1942	Humid
A hijacker			
A bank-manager			

This is a situation before Independence.

There were three men who wants to fight against British before independence i,e in 1942.They consult bank manager to help them financially, so that they can fight against British. They all decided to meet in beech on a humid day. Bank manager was going by bus carrying money. As the bus conductor knew this matter ,this message was conveyed to hijacker .hijacker

hijacks the bank manager. All the people gather in beech waiting for bank manager, who never comes there. At the end they will get the dead body of the bank manager.

REKHA C NAIK

LECTURER DIET

KUMTA

13-08-08