

**ACTIVITY:**

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

**ACTIVITY****Mr. Balaram, Asst. teacher, Govt. Higher Primary School:**

Observation period: From: April 2006 to July 2008 Observed during Action research as a trainee and also a resource person and in Nali-kali training Programme as a resource person

| Sl.No | ROLE PERFORMED   | Perceived Strengths  | Perceived Weaknesses  |
|-------|--|--|---|
| 1.    | Social secretary                                       | <ul style="list-style-type: none"> <li>➤ Encouraged groups to work together</li> <li>➤ used to see that all participate in the training</li> <li>➤ took care programme of work</li> </ul>  | <ul style="list-style-type: none"> <li>➤ needs help in taking care of arrangement of materials</li> </ul>   |
| 2.    | Person with a knowledge base and a source of expertise | <ul style="list-style-type: none"> <li>➤ expertise enough to act as adviser to participants on academic issues and problems they brought up</li> <li>➤ never gave wrong/unsatisfactory answers and he used to gather information from the trainees.</li> </ul> | <ul style="list-style-type: none"> <li>➤ needs help to resolve administrative</li> <li>➤ depth of knowledge in the area is to be improve</li> </ul> |
| 3.    | Motivator, Encourager and inspirer                     | <ul style="list-style-type: none"> <li>➤ good in generating enthusiasm</li> <li>➤ encourages trainees to involve in interactions</li> <li>➤ In singing songs, participated initiatively</li> </ul>   | <ul style="list-style-type: none"> <li>➤ needs skills to motivate the trainees</li> </ul>   |
| 4.    | Presenter  | <ul style="list-style-type: none"> <li>➤ presenting the information is good</li> <li>➤ solved the issues and problems thinking of his own</li> <li>➤ used to give example for some issues</li> </ul>   | <ul style="list-style-type: none"> <li>➤ using in vocabulary</li> <li>➤ logical delivery</li> </ul>   |

|     |                                       |   |  |
|-----|---------------------------------------|---|--|
|     |                                       | considering of his own  |  |
| 5.  | Quality Controller and Disciplinarian | <ul style="list-style-type: none"> <li>➤ Discipline in terms of course time, it is good in keeping</li> <li>➤ delivery of materials- presentation made is good</li> </ul>                       | <ul style="list-style-type: none"> <li>➤ used to make the trainees to fingers on the lips – that is not to interfere when he was giving information</li> <li>➤ sometime giving feedback became ineffective, he could not convince the trainees easily</li> </ul>     |
| 6.  | Chair person                          | <ul style="list-style-type: none"> <li>➤ In interactive sessions he acted as a chairperson, he drew every ones attention</li> </ul>   | <ul style="list-style-type: none"> <li>➤ giving feedback to trainees during the interaction</li> </ul>   |
| 7.  | Mediator, Referee and peacemaker      | <ul style="list-style-type: none"> <li>➤ During the discussions he could manage</li> </ul>  | <ul style="list-style-type: none"> <li>➤ if the interaction with arguments he needed help</li> <li>➤ He needs improvement in de-fusing the conflicts skills</li> <li>➤ He could not alone get back the interaction on the track, he needed help of others</li> </ul> |
| 8.  | A democrat                            | <ul style="list-style-type: none"> <li>➤ While giving information about policy matters in implementation of the Nali-kali in classroom he used to tell the trainees as if a democrat</li> </ul> |  |
| 9.  | An elicitor                           | <ul style="list-style-type: none"> <li>➤ He elicited the information in two periods- history of Nali-kali, incentives under SSA project</li> </ul>  | <ul style="list-style-type: none"> <li>➤ hesitated to elicit the informations</li> </ul>   |
| 10. | Not a Nursery School Teacher          | <ul style="list-style-type: none"> <li>➤ He used to talk down in singing rhymes, survey in environmental science classes.</li> </ul>  |  |

ACTIVITY

**Mrs. Nagarathna, Asst. teacher, Govt. Higher Primary School**

Observation period: From: January 2007 to July 2008

Observed during English for young Learners Training as a trainee and also a resource person, A participant in preparation of English activity bank and in Nali-kali training Programme as a resource person.

| Sl.No | ROLE PERFORMED   | Perceived Strengths  | Perceived Weaknesses   |
|-------|--|--|--|
| 1     | Social secretary                                       | <ul style="list-style-type: none"> <li>➤ Encourages group to work together</li> <li>➤ used to see all the trainees participate in the training</li> <li>➤ used to take care of arrangement of materials</li> </ul> | <ul style="list-style-type: none"> <li>➤ Arrangement of programme of work</li> </ul>   |
| 2     | Person with a knowledge base and a source of expertise | <ul style="list-style-type: none"> <li>➤ Depth of knowledge base is moderate</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Often she asked to clear doubts, problems and issues</li> </ul>   |
| 3     | Motivator, Encourager and inspirer                     | <ul style="list-style-type: none"> <li>➤ motivation and generating enthusiasm is moderate</li> <li>➤ a good inspirer in activity based sessions</li> </ul>   |  |
| 4     | Presenter  | <ul style="list-style-type: none"> <li>➤ Presenting skill is good</li> <li>➤ Clarity of expression is good</li> <li>➤ she solved the problem thinking on her own feet</li> </ul>                                   | <ul style="list-style-type: none"> <li>➤ Handwriting on charts and B.B work is not so good</li> <li>➤ confident to guide the course forward</li> <li>➤ resolving problems</li> </ul>   |
| 5     | Quality Controller and Disciplinarian                  | <ul style="list-style-type: none"> <li>➤ Discipline in terms of course time, it is good in keeping</li> <li>➤ delivery of materials- presentation made is good</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Sometimes she used to make the trainees to fingers on the lips – that is not to interfere when she was giving information</li> <li>➤ sometime giving feedback became ineffective, she could not convince the trainees easily</li> </ul> |
| 6     | Chair person   | <ul style="list-style-type: none"> <li>➤ In interactive sessions she acted as a</li> </ul>   | <ul style="list-style-type: none"> <li>➤ summarizing what has been said,</li> </ul>  |

|    |                                  |  |   |
|----|----------------------------------|--|---|
|    |                                  | chairperson, she drew every ones attention   | keeping the agenda made her difficult she found difficult in time allocation  |
| 7  | Mediator, Referee and peacemaker | <ul style="list-style-type: none"> <li>➤ During the discussions she could manage</li> <li>➤ if the interaction with arguments she managed the sessions with confidently</li> </ul> | <ul style="list-style-type: none"> <li>➤ She needs improvement in defusing the conflicts skills</li> <li>➤ She could not alone get back the interaction on the track, he needed help of others</li> </ul> |
| 8  | A democrat                       | <ul style="list-style-type: none"> <li>➤ While giving information about policy matters she used to tell the trainees as if a democrat</li> </ul>                                   |   |
| 9  | An elicitor                      | <ul style="list-style-type: none"> <li>➤ She elicited the information in two periods- history of Nalikalikali, incentives under SSA project</li> </ul>                             | <ul style="list-style-type: none"> <li>➤ asking questions to elicit the information</li> </ul>  |
| 10 | Not a Nursery School Teacher     | <ul style="list-style-type: none"> <li>➤ She used to talk down while giving information in craft, puppet making classes</li> </ul>   |   |

## ACTIVITY

If a trainer were to follow the following guidelines, 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 chairperson   | <ul style="list-style-type: none"> <li>➤ generate enthusiasm</li> <li>➤ During training in an interactive session, the trainer has to often act as a chairperson drawing everyone out, summarizing what has been said, keeping to the agenda and the time allocation.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ start to feeling like a god indispensable to the trainees and to the course.</li> <li>➤ might even feel that they are the ultimate and unquestionable source of all information</li> <li>➤ giving final judgements</li> </ul> |
| 2     | A trainer need not function like a quality controller and disciplinarian                                 | <ul style="list-style-type: none"> <li>➤ Discipline would be in terms of course time, delivery of materials, giving feedback and not taking it easy</li> </ul>  | <ul style="list-style-type: none"> <li>➤ A trainer must keep discipline 'not the fingers on trainees' lips'.</li> <li>➤ Sloppy thinking, careless task setting and poor time keeping</li> </ul>  |
| 3     | A trainer should function like a mediator, referee and peacekeeper, and need not give the final judgment | <ul style="list-style-type: none"> <li>➤ During the interaction session, if it leads to heated discussions, arguments or quarrels, the trainer has to step as mediator, he needs skills to the de-fuse the conflicts as a referee, get the interaction back on the track as a peacemaker above all keep trainer's head when all others are losing their.</li> <li>➤ Not to give the final judgement as the training is aims at making trainees independent functionaries in the system</li> </ul> | <ul style="list-style-type: none"> <li>➤ Give the final judgment</li> </ul>  |
| 4     | A trainer should be an expert in his/her field   | <ul style="list-style-type: none"> <li>➤ Depth of knowledge in the area is important, he/she will be the source information on a training programme.</li> <li>➤ He should have an expertise enough to act as adviser to participants on issue and problems</li> </ul>   | <ul style="list-style-type: none"> <li>➤ pretend to be an expert –makes the trainer to loose credibility with the group</li> </ul>   |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>➤ Saying ‘ I don’t know let me find out ‘ is better than giving unsatisfactory answer or wrong answer.</li> <li>➤ should be good presenter in his field</li> </ul> |  |
|--|--|---|--|

*Given below are some ‘role definitions’ and a list of Trainer’s functions. Think about the ‘definitions’ and functions for 3 Mts. and match the ‘definitions’ with their appropriate ‘functions’. Identify more than one function for a role. Remember, for some ‘roles’ you may not find any function to match.*

| Sl.no | Roles of trainers                                      | Functions   |
|-------|--|---|
| 1.    | Social Secretary                                       | <ul style="list-style-type: none"> <li>➤ To organize and present information in such a way that trainees can use it to increase their knowledge base.</li> <li>➤ To organize and present activities that will reinforce the learning process.</li> <li>➤ To ensure that the students find their involvement sufficiently challenging</li> </ul> |
| 2.    | Person with a knowledge base and a source of expertise | <ul style="list-style-type: none"> <li>➤ To foster a group feeling cooperation, liking, common aims, mental confidence, etc</li> </ul>  |
| 3.    | Motivator, Encourager and Inspirer                     | <ul style="list-style-type: none"> <li>➤ To help students develop positive, individual strategies for learning</li> <li>➤ To encourage students to take responsibility for their learning</li> </ul>  |
| 4.    | Presenter  | <ul style="list-style-type: none"> <li>➤ To organize and present activities that will reinforce the learning process</li> </ul>   |
| 5.    | Quality Controller and Disciplinarian                  | <ul style="list-style-type: none"> <li>➤ To assess the progress of individuals and of the class as a whole.</li> </ul>  |
| 6.    | Chairperson  | <ul style="list-style-type: none"> <li>➤ To assess the progress of individuals and of the class as a whole.</li> </ul>  |
| 7.    | Mediator, Referee and Peacekeeper                      | <ul style="list-style-type: none"> <li>➤ To foster a group feeling cooperation, liking, common aims, mental confidence, etc.</li> <li>➤ To vary patterns of interaction with in the lesson according to the previous aims and the nature/feeling of the group.</li> </ul>   |
| 8.    | An Elicitor  |   |

|    |                              |  |
|----|------------------------------|--|
|    |                              |  |
| 9. | Not a Nursery School Teacher | ➤ To assess the progress of individuals and of the class as a whole. |

#### ACTIVITY----II

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

First I would listen to her patiently before or after the session and discuss with her about the problem. I try to make her to come out of her problem by counseling and giving some suggestions.

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

After the session or before the session starts I would listen to the problems of the trainee and help him to come out of his problems. I would support him in relation to his job. I would guide him to get treatment to his father which is a non-academic issue but it is needed to him in attending the training programme actively and motivated to attend

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

- Before and after the session during training course talking to the trainees is need to get his trust.
- Being sympathetic and patient in listening to their problem and guiding them in academic and non-academic areas helps me to run a training programme more effectively.
- Being counselor is need
- A good listener to them
- controlling the classes
- Democrat

## 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;

### **Personality of the trainer;**

- should be a good academician
- should have good communication skill
- should have skill of effective presentation
- should have skill of class room management
- should be good listener
- should have skill of management of men, materials, time
- should have positive attitude
- should be good planner
- should have the good linkage

### **Types of equipment;**

- should have the knowledge of using equipment
- should have the knowledge about its quality
- should know how to integrate with verbal skill

### **Group dynamics ;**

**Lesson plan;** helps him to know what the aims and means are, where he/she is going. Lesson plan includes content , methodology, materials required, crisis management.

**Instruction:** well planned instruction helps him/her to be clear, natural and unambiguous

**Class seating arrangements;** helps one to move here and there so that it is to observe the participants.

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

Recently we conducted Nali-Kali training programme in ten batches to Nanjanagudu Taluk teachers, who are entrusted in first and second standard learning process.

The activities most enjoyed by me:

- report reading and feedback session which are in democratic ways, everyone participated in the session whole heartedly
- During TLM preparation and Project making,
- Interacting with Teachers during practical work at schools and field visits
- During `Awareness activities` session all teachers without age factor play
- During discussions



- During a demonstration class to show how to manage a multi class, teachers participated in session as they were students
- During demonstration of games- in language and mathematics : self evaluation steps in Nali-kali
- During discussion, mono acting, mocks in EVS demonstration classes
- effective presentations
- Questioning sessions

The activities least enjoyed by me;

- During cultural programme session ; poor jokes and songs
- During repeated activities like some songs
- Long duration of training programme
- residential trainings
- classes to introduce policy matters which are compulsory

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

I see myself as good leader than as a manager. A leader would manage the sessions easily, in a democratic condition. Leader takes the trainees equally

### 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.

A class is also a miniature society with its own distinctive characteristics.

- In a society, a group of people living together in a common place with a goal of achieving to live better and also in a class, members grouped together to learn in a systematic way through education.
  - As in society, members in a class also having some of the similarities,
- people belong to different caste, creed and religion.
- people having cooperation, emotions and different attitudes
- people think in different ways.
- belongs to poor, middle income group and rich -social setting is same.
- democratic settings is adopted for ruling.
- rules and regulations, laws and orders are there for smooth functioning.

- everybody worked together for better living

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.

Factors that effect a formal learning/ teaching situation in a class:

- Motivation by giving praise, awards and rewards.
- Attentions of the participants
- Interest is very important in learning
- Intelligence of the participant
- Attitude
- Social setting of the classroom
- Physical setting of the class room
- Methodology used by the teacher
- good environment of the class and school
- Equipment available in the classroom
- Equipments used in the teaching
- Teacher and student relationship
- Administration of the school
- Time table
- planned extra curricular activities and its implementation
- School academic plan
- Evaluation method

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

A trainer needs communication skills to manage a class effectively during the training programme. The Communication skills are ;

- Verbal skills with body language, voice modulation, sequencing, integrating visuals, and simplicity and clarity of expression.
- Visual skills mean the competency of using materials like charts, transparency, video clippings, slide pictures in transaction
- Linkages, a trainer may have to work in collaboration with outside agencies or other units. It is necessary to take into confidence before ensure their co-operation.
- Motivation skill is also important on the success of the training programme

Further the trainer needs some skills which help him in presentation and managing the class more effectively;

**Class room interaction skill includes ;**

1. Skill of Explanation– ability to present the ideas, factual information, procedures in a simple language, in a fluent and systematically organized.

2. Skill of voice modulation- control of volume, tone and pitch variation, effective use of the pause. one should know to sue the voice effectively
3. Skill of using the examples- selecting appropriate examples to communicate an ideas and concepts, selecting both positive and negative examples, right media.
4. Skill of enhancing participation- involving the trainees in the learning experience actively includes selection of activities to promote involvement and judicious selection of question and question types
5. Use of body language in a effective way.
6. Skill of sequencing ideas- The sequencing of the goals to be achieved and the type of content in a appropriate method

**Cognitive skills include;**

the understanding the type of content knowledge to be learnt, concept map, the characteristics of the content to be transected and selection of examples.

**Integration of skills includes;**

A trainer should have the skills necessary to integrate other forms of media(audio visual media)with verbal skills.

**Skill of Effective nonverbal communication**

**Interpersonal skills;** both prescriptive and collaborative approach

**Skill of Managing both men and material is also very important one**

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

A trainer needs to ask himself questions to manage his class efficiently.

The questions are divided into three categories. They are;

- The questions to be asked before the training programme
- The questions to be asked during the training programme
- The questions to be asked after the training programme

**The questions to be asked before the training programme;**

1. Are the trainees going to learn something in this session?
2. Are they going to enjoy the lesson?
3. Is the lesson going to be satisfying the trainees?
4. Does the session connect up with what went before? Is there linkage?
5. Does the lesson as a whole have a sense of coherence and serve the purpose?
6. Is the lesson opening to new areas of knowledge and practice?

7. What are the norms (regarding finance, rules, residential etc.) laid by the government to conduct training programmes? (If the trainer is also a coordinator)
8. What are all the arrangements that have to be made for conducting training programme? (materials, boarding, lodging) (If the trainer is also a coordinator)

In the lesson plan the following questions to be listed;

9. What content is to be taught?
10. What is the methodology going to do in this lesson?
11. What are the materials going to use?
12. What are the anticipated questions that arise from the trainees? (making the probable list of questions on the content)

#### **The questions to be asked during the training programme**

1. Is the management of time, presentation, methodology, interaction in a right path are followed?
2. Whether the feedback is given sufficiently to all trainees?

#### **The questions to be asked after the training programme;**

1. What innovative methods to be introduced to train further?
2. How to improve myself to conduct the session still more effectively in future?
3. How to do follow up activities of implementation of training?
4. What are the materials to be used in future for improvement?

## ACTIVITY SHEET III– SKILLS OF MANAGING HUMAN RELATIONS

### 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?

To conduct a 5 – day programme on `Child’s Right` out side agencies to be approached are,

Department of Education-SSA

Department of human resource

Department of adult education

Department of Women and Child Welfare,

Department of labour Commission

Department of mines

Department of Health and family welfare

Department of Police commission

Department of social Welfare

Department of Minority cell

Department of Schedule caste and Schedule tribes

and Volunteers of Non government Organizations ; Lions club, rotary clubs, Ramakrishna ashram, Religious Maths etc.

Community resources use in the course programme include both Human resources and materials.

Human resources include District Commissioner, Police Commissioners, Educationists, Lawyers, Doctors, Officers of concerned departments, Presidents and members of SDMCs, Volunteers of NGOs,

Materials; auditorium hall, AV aids, chairs and table furniture, food supply, brochures and files, papers and pens, technology,

Finance from government, NGOs

### Self-check questions

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

Human Resource management is the art or practice of controlling and deploying resource, both an academic theory and working practice that addresses the theoretical and practical techniques of managing a workplace.

2. Here are some factors which affect 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?

(a) Trainee attention

The most important step in the training programme is to get attention of the trainees. By using

- Varied transactional mode to give knowledge (information about the subject),
- using relevant and interesting materials during the session and
- trainers should be always accessible to the trainees

(b) Awareness of the objectives of a training programme

It is important to inform the trainees regarding what is going to happen during the training programme and what are the learning events. It helps the adult trainers to focus on the events and sort out what is relevant to enrich their knowledge and to improve their skills and what is not by judging themselves.

(c) Previous experience/knowledge of the trainees

Trainer should put the new information/ experience into a context based on what they already know. It helps them to recall a prior event/experience, evaluate it and use it as the foundation to build the present event.

For example, group discussion about the concept/ event of the session will help trainees recall and gather points relevant they know about. the next part of the session can be built on the outcome of the group discussion

(d) Presenting new material

The trainer should tell the trainees about the facts, knowledge or skills that associated with the materials presented on the day and the context in which they operate

(e) Providing learner guidance

Trainer should provide a means of encoding the information. The encoded information must show the steps involved in carrying out a task or it should suggest how to complete the task on his own.

(f) Monitoring trainee performance

This is where trainees are expected to respond to all that has gone on before and demonstrate their learning. It is important that this part of the event is not confused with evaluation; learners here are still learning, they are not being tested.

## ACTIVITY SHEET IV – TRANSACTIONAL SKILLS

### 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.

### THE LECTURE PLAN

**Subject:** *Word processor*

**Objectives:**

- *To enable them to understand about what is word processor*
- *To enable them to manipulate the automatic generation of functions*

**Previous knowledge:**

- *The students are exposed to theoretical and practical knowledge about how to use computers*
- *They know hard ware and soft wares in computers*
- *They know how to start and shut down the computers*
- *They know note pad and painting*
- 

**Target Group:** *First Year D Ed students*

**Size of group:** *45 students*

**Location:** *DIET, D Ed- computer hall*

**Time available:** *60 minutes*

**Materials required:** *White board, white board marker, Compute, LCD with screen*

**CONTENT:**

1. *Automatic generation of batch mailing,*
2. *Indices of key words and their page numbers*
3. *Tables of contents with titles and page numbers*
4. *Tables of figures with titles and page numbers*
5. *Foot noting*
6. *New version of a document using model numbers, product names*
7. *spell checking*

8. *grammar checking*
9. *Formatting a document*

### **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 above four topics the best suited one for brain storming is **'Making Bangalore eco-friendly'**. Because,

- Preparing hydrogen gas is a chemical process and there is no scope for discussion in it. As the preparation based on some principles and a concept is there.
- Treating dyslexia is a Psychological and medicinal process. There is no part in discussion
- Visual aids for primary classes – it is an practical work and utilization of the visual aids in the class room is important
- Making Bangalore eco-friendly is best suited topic for brain storming. Now it is a burning issues. while discussing controversial statements will come out, there is a scope for clarifying the aspects. There are many matters to discuss in the subject and generates new ideas to make eco-friendly. Causes, effects, how to stop pollution, avoiding use of non- bio degradable things, how to encourage to use bio-degradable materials etc..

### **ACTIVITY**

- **Watch a panel discussion on the TV and make notes**

**I watched a panel discussion in Udaya TV, the discussion conducted in the field of health and medicine- Diabetes and its effect on Kidney functioning, how to overcome**

1. The panel members are,  
Dr. Rajan, specialist in Diabetes  
Dr. Suresh, Nephrologist.
- 2 The Audience is the Udaya TV viewers and Patients and their wards could call. Participated audience are from Bangalore, Dubai, Kolar, more other places from Karnataka who knows Kannada well.
- 3 The moderator Mr. Ramakrishna.

The panel topic **' Diabetes and its effects on kidney function.'**



### **How the panel set up was?**

- Experts in the field of diabetes and nephrology are invited as panelists.
- Audience are the Udaya TV viewers and patients and their wards
- Questions on proposed topic are collected through phone calls and handed over to panelists there itself.
- Questions are not classified according to the sub topics as it is come online.

### **How it was conducted ?**

- In the beginning moderator Mr. Ramakrishna invited the members of the panel to the studio with hearty welcoming note and also the Udaya TV viewers.
- The moderator introduced days the theme of the topic and it's immediate necessary for discussion
- The questions are addressed to panelists which are focused on the theme of the topic and prepared
- The panelists are called to express their views started to talk on topic and gave the basic information about the topic
- The panelists started to talk on topic and gave the basic information about the topic
- The audience were invited to make call over by phone
  
- The panel members answered their questions. The way of answering was very convincing.
- Moderator tried his best to mediate the question and answers
- At the end of the programme, the moderator consolidated the discussion and highlights the points
- Finally the moderator thanked the members of the panel and the audience.

### **. 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 it is possible to achieve universalisation of education by implementing National curriculum frame work-2005 in the state?
2. So many projects, schemes were planned, implemented and executed. But we are not achieved 100% enrollment in UEE why?
3. Now we are started to talking about quality education. Why don't we think of it till now?
4. Is it possible to achieve quality education from implementation of NCF-2005?

5. Members and presidents of SDMCs and community are given so many trainings. but community participation in education is still inactive. Is there any remedies to it?

## 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

Topics for experiential learning are ; Note making, Media in education.

2) Give reasons for your choice.

According to Lewin 's an experiential learning is not just 'field work' or 'praxis'. It means connecting of learning to real life situation. The theory defines the cognitive processes of learning and it asserts the importance of critical reflection in learning. The cycle of action includes reflection, generalization and testing characters.

Topics on simultaneous equation and relativity theory are not relevant to the experiential learning. There is no reflections in this part. One could not take it to generalize and testing. They are the principles, no scope for discussion and apply feelings in it.

3) From the choice you have made above, design an experimental activity.

Design it for 20 mins for a class of 30 adult

Topic: Media in education

Type: Whole group work

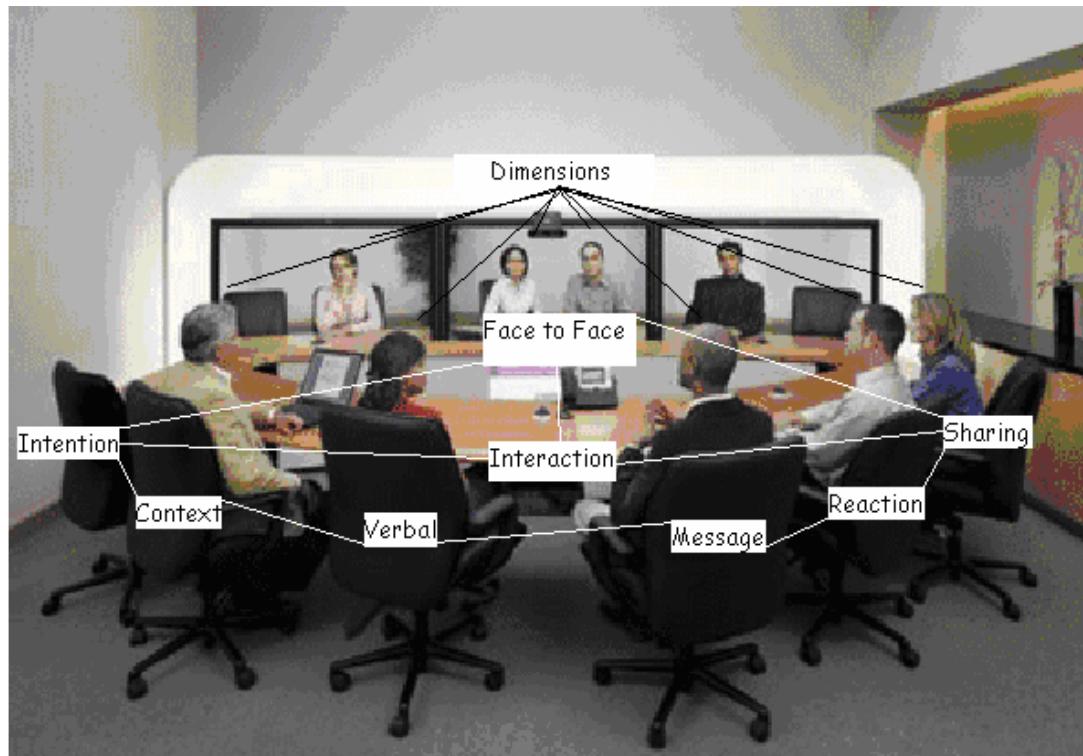
The above discussed in lecture method transaction the topic in word processor is designed for experiential learning.

- The process begins with -Adult trainees are given demonstration about word processor.
- In the second step the learners operate the carried knowledge by operating the word processor for various application in the stipulated time
- In the third step the learner has to apply his knowledge for example, a table of contents
- At the end facilitator has to consolidate the acquire knowledge

## ACTIVITY SHEET -----V- 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      | Interaction | Verbal     |
| Face to face | Context     | Message    |
| Intention    | Reaction    | Dimensions |

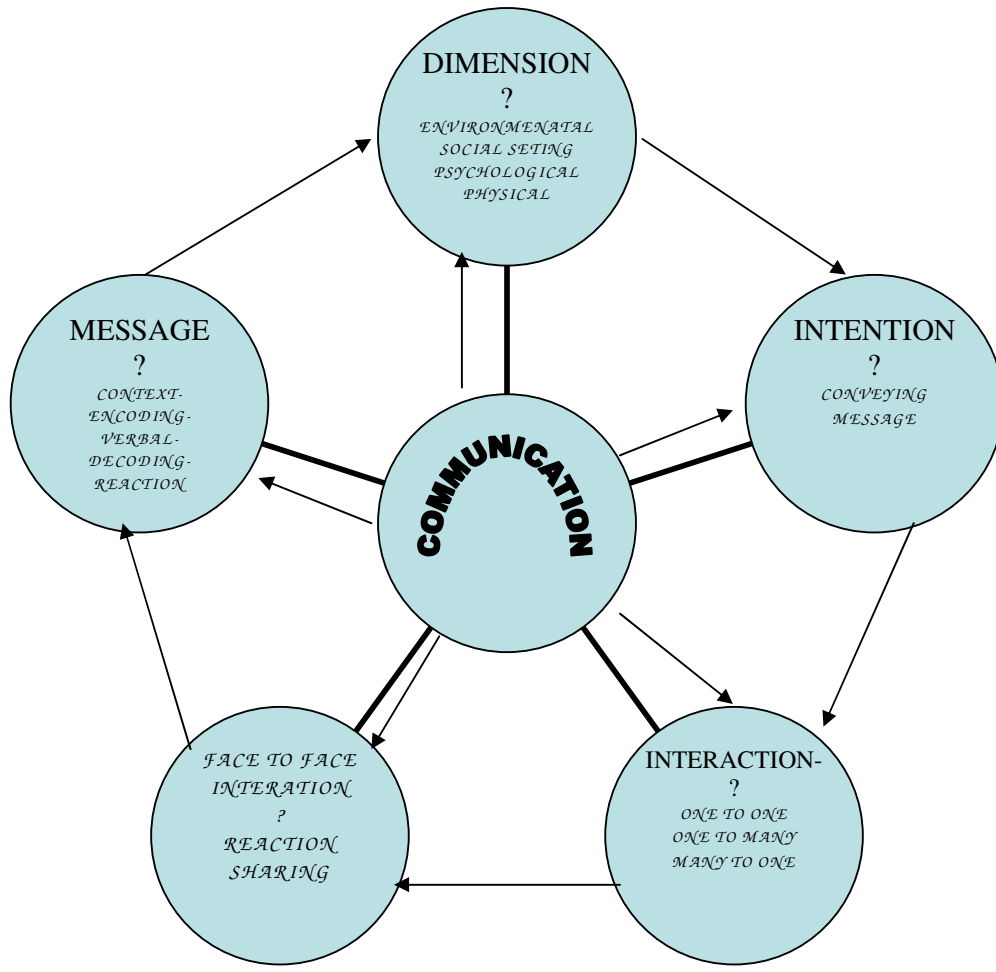


Face to Face communication – one to one



Face to face communication – One to many





## 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   |
|--|---|
| <p>Department of Education-SSA<br/>Department of human resource<br/>Department of adult education<br/>Department of Women and Child Welfare,<br/>Department of labour Commission<br/>Department of mines<br/>Department of Health and family welfare<br/>Department of Police commission<br/>Department of social Welfare<br/>Department of Minority cell<br/>Department of Schedule caste and Schedule tribes<br/>District child right committee,<br/>and Volunteers of Non government Organizations ; Lions club, rotary clubs, Ramakrishna ashram, Religious Maths etc.</p> | <p>Human resources:<br/>District Commissioner,<br/>Police Commissioners,<br/>Local panchayath members,MLA, MLC, MPs,<br/>Educationists,<br/>Lawyers,<br/>Doctors, Health officers, Staff.<br/>Officers of concerned departments, Presidents and members of SDMCs,<br/>Volunteers of NGOs,<br/>Anganawadi teachers,<br/>Students representatives from student federation</p> <p>Materials; auditorium hall,<br/>AV aids, chairs and table furniture,<br/>food supply,<br/>brochures and files,<br/>papers and pens,<br/>technology,<br/>Finance from government &amp; NGOs</p> |

## ACTIVITY SHEET – ORGANISING GROUP BASED ACTIVITIES

### ACTIVITY-1

**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?

**If the above given instructions are in mother tongue of the child group, this game is useful to first standard students or the six years old students. If the instructions are in English/second language it is useful to 7-8 years old age group students.**

### ACTIVITY-2

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 programme organized in our DIET – **Adolescent education Programme for higher primary teachers**

**Name of the Game: Let’s play the HIV transmission game**

#### **Objectives:**

The trainees will be able to,

- increase awareness of how HIV and STD’s can be spread
- increase awareness how the spread can be stopped

#### **Materials required :**

- small pieces of paper 50 (or the number of participants)
- markers
- whistle



## **Procedure :**

1. The facilitator needs to prepare in advance small pieces of paper
2. The facilitator write ' Refuse to shake hands' on two pieces of paper and ' follow the instruction given to you' on remaining pieces of paper.
3. In addition to this write 'X' on two pieces and ' C' notation on 4-8 pieces of paper.
4. The facilitator distributes the small piece of papers randomly to trainee telling them to keep information secret.
5. The facilitator gathers the trainees in a group and gives instruction to have a pen.
6. The facilitator asks trainees to form a circle - instructs to run in a circle and to stop when he whistled. When they stop running he instruct them each one to shake hands with three other trainees and write down the names they shook hands on their piece of paper
7. Asks them to sit in a circle. Asks the person with the notation 'X' to stand up and tells to pretend that the 'X' person was infected with HIV, and the three persons who shook hands with 'X- person' had unprotected sexual intercourse with 'X'
8. The facilitator asks the person with the notation 'C' to stand up and tells if they did, that means they used condom, so they did not get infected and can sit down.
9. The facilitator asks the ones standing should list the names of three people they shook hands. these people should stand up. Any one in this group with 'C' card can sit down again.
10. At the end trainer concludes the game how it spreads and how it stopped

## **Instructions to be given, including rules:**

1. The facilitator should not allow the trainees to show the written matter to others
2. Every one should have a pen/ pencil
3. Remind the trainees that the characters are only to pretend and that HIV is not spread through handshakes
4. Remind other trainees not comment on the person having 'X' notation after the game is over.
5. The same should be reach to your students while they are training to their students.

**Time Required:** 20 minutes

### ACTIVITY-3

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 is in the express train . He was going to attend a Head teacher`s conference.

**Raghavendra:** (soliloquy) I woke up early in the morning. I am too tired, I must take some rest before the conference starts. Or else I can't participate in the conference actively. I will sleep for a while.

Half an hour later, he is in sound sleep and starts dreaming.

**Raghavendra:** (In the dream he is talking) Oh! What a crowd in the market today? I cannot bear this crowd. People are pushing me from all sides. Oh, my shirt....my shirt! Leave my shirt.

Suddenly, he woke up. He realized that it wasn't only a dream but someone was really pulling his shirt pocket.

**Raghavendra:** Oh God! Someone was really pulling my shirt pocket (putting his hand in his pocket, he yells). I lost my wallet. The thief is running there. Anybody, there. Please help me.

He jumps and starts running behind the man. But the man had vanished.

**Time required to do this above role play is 7-8 minutes.**

#### ACTIVITY-4

Given below are three simulation activities.

a. A report has gone to the CPI that DIET centers 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 of 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 centers 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 , DIET lecturers/lectures and also a group of selected participants

The above Simulation activity A is suited well to work with the teacher trainees at our DIET. The DIETs administration comes under the CPI, Director DSERT. And pertaining to training issues DIETs are concerned. Academic development and empowering the teachers are concerned to DIETs and DSERT. so this simulation is suited and if there some issues like that it could solved by the discussion.

Simulation Activity B is not concerned to DIET and the financial matters are concerned to DDPI –administration.

Simulation Activity C is not concerned to DIET and the urban development matters are concerned to corporation but the D Ed students and teachers may participate in the public forum to discuss the topic but DIET has no part in the discussion

## ACTIVITY-5

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

Part of the piece given above could dramatize in 6 scenes

### Scene –one

Place –College Library

(Rita and her 2-3 friends have finished their reference works. Later they've started reading a column about beauty contest in a national news paper.)

Stella : Meera, look at this....here is an advertisement.

Meera : What is it about?

Stella :. A beauty contest for selection of Miss INDIA

Meera: Where is it going to be conducted?

Stella : In our city itself.

Meera Oh! How nice! If we knew any participant, we could have gone

Rita : I wish so!

Stella : Hey! Gorgeous of our college, why don't you compete in this?

Meera : If you participate, we will surely come and watch.

Rita : Me, for Miss INDIA contest. No not at all. I guess you aren't joking...huh?

Meera: Oh come on. I am serious. I am telling you to compete. I think, success will be yours.

Stella : Yes, please. you will have to agree with us. I am sure, you will bring a good name to our college.

Rita: let me see, I will ask my parents. Later I will decide.

### Scene –two

Place – on the road

(Rita and her father, Dr.M Singh are on their way to home)

Conversation between Rita and her father – she requested her father to give permission to compete in Miss INDIA contest as her friends forced her to participate in the competition.

Conversation goes on.....

### scene – three

place – at her home

(Rita and her Mother a teacher Mrs. Singh are talking together )

Conversation between Rita and her mother – she requested her mother to give permission to compete in Miss INDIA contest as her father agreed to participate in the competition.

Conversation goes on.....

### **scene – Four**

place – college

Conversation between Rita and Rita's college principal, lecturers , her friends. Conversation on topic

- They are congratulating Rita for her win in Miss India Contest.
- Her Friends once again forced her to compete to Miss World contest.

Conversation goes on.....

### **scene – Five**

place – Home

Conversation between her father and mother.  
topic on,

- she won in the Miss World contest.
- she feels beauty contests degrade women.
- she feels title disturbs her studies
- she decided to give back the title.
- she wants to continue her studies and become a microbiologist
- she wants to be a researcher
- 

Conversation goes on.....

### **scene – Six**

place –Assembly hall

Conversation between her friends about her decision.

Only a part of the above passage could be dramatized. The whole part can not be dramatized because,

- part -Her parents birth, and their job would be narrated in the back ground of the drama in the beginning.
- part of `Miss INDIA contest` and `Miss World contest` are not possible to enact in drama. It would be narrated only how it conducted.

The characters in the drama are ; Rita, Her friends two or three members,  
Her father Doctor M Singh, her mother teacher Mrs Singh.

Situation is a Parents` Day programme.

## ACTIVITY-6

(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<br>A hijacker<br>A businessman<br>A beggar<br>A film star<br>A bank-manager | A boat<br>An ice-cream factory<br>A hotel | Midnight<br>After lunch<br>1942 Dawn | Foggy<br>A drought<br>Summer |
| A housewife   | A forest<br>A beach                       | 9.30 am                              | Rainy<br>Humid<br>Cold       |

### Preparation:

- Separate slips of person, place, time and weather were prepared and kept in 4 boxes.
- The first year D.Ed class students are divided into 3 groups
- Instruction were given to students about how chose the slips and enact the skit.
- The students chose the slips
- 20 minutes time was given for preparation to prepare dialogues and planning
- each group enacted the skit and other two groups observed the play and gave their feedback
- at the end whole process consolidated and the students answered they are ready to implement the same intheir classroom teaching for higher primary class students in teaching –learning process of language, science and social science subjects

| Sl. no                   | Selected chits   | Theme of the enacted skit  | Remarks   |
|--------------------------|--|--|---|
| Group - 1<br>Activity -1 | Person- Film star<br>- Beggar<br>- Bank manager<br><br>Place- An ice cream factory<br><br>Time- midnight<br><br>Weather- rainy | Film star busy with his shooting work. Beggar came there for begging and went back without any help. Bank manager helped the beggar for his employment.  | Other group members identified the person, place, time and weather.<br><br>the claps in rainy background impressed very much.<br><br>But the three characters are not come at one scene |
| Group -2<br>Activity -2  | Person- Film star<br>- hijacker<br>- businessman<br><br>Place-Forest<br><br>Time- midnight<br><br>Weather- summer              | Business man with cash on hand, way back to his town stayed at a service bungalow in a forest. He was talking to his friend in front of his room. He was attacked by the bandits. film star rescued the business man from their attack. Business man assured the film star to give a chance in his next movie.   | Other group members identified the person, place, time and weather.<br><br>Acting of fighting with the hijackers is impressive  |
| Group -3<br>Activity -3  | Person- bus conductor<br>- Beggar<br>- house wife<br><br>Place-beach<br><br>Time- 1942<br><br>Weather- humid                   | The story of before independence. people are generous and humanitarian.<br><br>Bus conductor went on a trip to Gokarna beach along with his wife by his own bus. They were spending their time on the beach very happily. By the times a beggar came to them. but the conductor didn't oblige to his request for money. but the wife who was little far away made her mind to help him and finally they took him with them and gave him a post of a service boy. | Other group members identified the person, place, time and weather.<br><br>Humanitarian consideration and helping others is a notable   |