

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.

Present your analysis in terms of points.

£ÄÑö Ç‘Đù± ÀĐÔ³ĐÔê ³Đ±Đ¾ÚÓ’ ÊĐ□ÉÛë ‘ÙÖÓÄÑ±Đ
...□, ¹Đ Ç‘Đù± ÀĐÔÀÈÛë□|ĐÔÄö –ĐÔ²Ñ³Đó‘Đ Ç‘Đù± °Ó®ĐÔÀĐÄö
³Đ±Đ¾ÚÓ’–ĐÎĐÔ ÀĐÔÌĐ³Đ÷-Đ »Ñ³ĐöÀĐÍÉĐÔ³ĐêÀÙ...-Đ±Ù
³Đ±Đ¾ÚÓ’–ĐÎĐ □|ĐÔÆĐÉĐÔú ³Đ±Đ¾ÚÓ’ °Ó®ĐÔÀĐÄĐ±Đ ÊÑÀĐÔμĐôþ ÌÑ–
ĐÔ ÀĐÔ¹ÙÖÓ·°ĐÀĐÔþ-Đ ÀÙÖÓÄÙ „·Ñ±Đ »Đ«â±ĐÓ³Đê·Ù.³Đ±Đ¾ÚÓ’ –
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»Đö¾°ÑÀĐ ¿ÓŞ-Đ ...½ñ±Đ ÁÀĐ±Đ–ĐÎĐ¹ĐÔÎ ...Äö °Ó- ·ÙìÓ¹Ù,

‘Đõ. ÉĐ □	³Đ±Đ ¾ÚÓ’ ÌÛÉĐ ±ĐÔ	Ç‘Đù±Đ ÌÛÉĐ±Đ Ô ÀĐÔ³ĐÔ ê ÁÎÑÉĐ	°ÀĐþÍË-Đ »Ñ³Đö	–ĐÀĐÔ²Ë-Đ †³ĐêÀĐÔ f□ÆĐ–ĐÎĐÔ Perceived Strengths	– ĐÀĐÔ°Ë- Đ ½ÄÍÓ¹Đ f□ÆĐ– ĐÎĐÔ Perceived Weaknes ses
1	¹ĐÄ‘Đ Ä	ÇöÓ°ÄÑ ÉĐ ¿„±ý.¼ ¿„±ý.Ë ¾Ñ– ÙÓ»ĐÄö	1.ÆÉĐ□ ĐÔ çÙÖÓ®Đ²Ù ÌÑ–ĐÔ ÀĐÔ®Đ¹Ù. \ 2 .»ÙöÓ±Đ‘Đ.†³Ùé Ó‘Đ.ÉĐÖÏ‘þ °Ó®ĐÔÀĐÄĐ±Ñ — 3.–ĐÔ±ÀĐÔ®â ‘Ñ□ ĐÔÔÎ¹ÙÖÎĐ ÔÛÄ¹Ù	¹ĐÄ-‘ĐÄ □□-ĐÔ ¾ÚÓÖÓ·°Đ¹Ñ Á·°Ñ¹Đ ÄÑ—ĐÔÎ ‘Ñ®ĐÔþ– ĐÎĐ ÀÙÖ®âÄÖ, ÄÑ·Đ‘Đ–ĐÎĐÔ ...ÀĐÔ–ĐÎĐ ÁÀĐ±Đ²Ù ÌÑ–ĐÔ ½ÎĐ¹Ù□ ĐÔ ½–Ùþ ŠÄö□ ĐÔÖÇ –ÙÖ□·ĐÄÄÄö·Ù ÁÀĐ±Đ²Ù °Ó- ·ĐÔÎ Ç¿°Ñ¶þ–ĐÎĐ ÉĐ□ÆĐ□ ĐÔ–ĐÎĐ °ÄÑ±Đ²Ù ÀĐ!Ñ- ·Đ ŞÓ’ »ĐŞ²ÑÀĐÔ‘ÑŞ□ Đ!Ñ—³ĐÇ ÀĐ±ĐÔ ³Đ±Đ¾ÚÓ’ »Đ®Ù□ ĐÔÄÖ ½□ ±ĐÔÀĐÄĐ±ĐÄö ÌÛÖÉĐ œ□³Đ¹Ù ¾ÚÎÉË ,†³ÙéÓ¹Ù ÌÑ– ĐÔ »ÙöÓ±Đ²Ù °Ó- ±ĐÔ³Ñê±Ù.□ ÙÖÓ¹Ù–ĐÎĐ ĐÎĐ¹ĐÔÎ ÀĐ!Ñ®ÄÖ †³ĐêÀĐÔ ŞÓ³Đ□ ĐÔÄö ÉĐÖÏ‘þ°Ó- ±ĐÔ³Ñê±Ù ÉĐÀĐÔ□ ĐÔ»Ñ¹Ù,ÉÑÀĐÔ— Á³Đ±Đ²Ù□ ĐÔÄö	

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1	¹ÐÃ-¹ÐÃ	ÇÀÐ±é Ç´Ðù´Ð¾ÐÖ ÉÐ.´§□ ÐÖ.»Ñõ.ÆÑÃÙ □□«ÀÐÖ¹Ù ÌÐÏü	‡³ÐêÀÐÖ ÁÈÐ□ ÐÖ °¾ÐÖ»Ð²Ù	¹ÐÃ-¹ÐÃ ³Ð¾Ð¾¾ÚÓ´ °Ó´·Ñ-Ð »Ðö´ f□ÆÐÀÐ¹ÐÖî f□·Ð¾Ù ‘Ñ@ýp,ÀÚÒ«áÃÖ,³ÐªÙà ...ÀÐÖ-ÐÍÐ ½-Ùp ÉÐÌ¹ÙÃÖ□·Ð ÁÀÐ§Ë ³Ð¾Ð¾¾ÚÓ´□ ÐÖÀö Ç¿ ¶Ñ¶p-ÐÍÐ ÀÐÖ¹Ð- Ð ì¾ÐÖ³Ñê¾Ù.
2			‡³ÐêÀÐÖ ÀÐ Ñ- Ðp·ÐÆÐp´Ð	³Ð¾Ð-Ð´□ ÐÖÀö - ÐÍË¾ÐÖÀÐ

			<p>f¹ĐÔ^{3/4}°ĐÀĐÀĐ¹ĐÔİ İ¹ĐİÄÜ□ ĐÔ¹Ñİ— ÀĐ Ñ⁻‘ÜÖ□@ĐÔ ‡³ĐêÀĐÔŞÓ’□ ĐÔ ÀĐ Ñ—Đp·ĐÆĐp¹Đ °Ó⁻ □ĐÔ³Ñê□Ü</p>
3		„ ³ ĐóÁÆÑ÷ÊĐ	<p>¿.....□.Ë.....□.¿„„պý.Ë Ë.□.İÑ—ĐÖ¹ĐÓŞ³Đ Ç¹ĐÙ¹Đ□Đ »ĐöÆÜİ—Đİ— Û ÊĐÀĐÔ»Đp¹Đ ‡³Đê□Đ °Ó@ĐÔÀĐÔ·ĐÄö·Ü ,^{3/4}°Đp□ ĐÔÄÑ— ³Đ□Đ^{3/4}ÜÓ’ °Ó⁻ □ĐÔ³Ñê□Ü</p>
4		ÊĐÀĐÔ□ ĐÔ ÊĐÖİ ¹ p İÑ—ĐÖ ÊĐİĐ ¹ Ü	<p>Ç¿[°]Ñİ¶p—ĐİĐÔ ‘ÜÓİĐÔÀĐ »ĐöÆÜİ— Đİ—Ü ‡³ĐêŞÊĐÔÀĐÄö ÊĐÀĐÔ□ ĐÔ ÊĐÖİ¹p İÑ—ĐÖ ÊĐİĐ¹Ü</p>
5		‡ ³ ĐêÀĐÔ ÀĐ ÜÄö—ĐİĐ »ÑÄ ¹ Ü	<p>³ĐÀĐÔó ÆĐÔ^{3/4}°Đœ□³Đ¹Ü İÑ— ĐÖ ‡³ĐêÀĐÔ ÀĐ ÜÄö—ĐİĐ »ÑÄ¹ÜÄÖ□·Đ Ç¿[°]Ñİ¶p —ĐİĐÄö 1/2·ĐÄÑÀĐ²Ü ³Đ□ □ĐÔ³Ñê□Ü</p>
6		ÊĐÀĐÔ□ ĐÔ »ÑÄ ¹ Ü	<p>‡³ĐêÀĐÔ ÀĐôÀĐÊÑë»Đ¹Đ□Ñ— ÊĐÀĐÔ□ ĐÔ»ÑÄ¹Ü ÀĐ Ñ⁻ □ĐÔ³Ñê□Ü</p>
7		ÊÜİÑ·°Đp□ ĐÔÓ ³ Đ ¹ Đ@Đ ³ Ü	<p>³ĐÀĐÔó çÜÖ³Ü□ ĐÔÄö ‘ÜÄÊĐ ÀĐ Ñ@ĐÔÀĐ ÊĐİĐ ÊĐ□»Đ¹ĐÖóÄ ÀĐô’ê—ĐİĐ çÜÖ³Ü ‡³ĐêÀĐÔ ÊĐ□1/2□·°Đ</p>
8		ÀÊĐ□ ĐÔ ÊĐ□»Đ ¹ ĐÖóÄ	<p>ÀÊĐ□ ĐÔ ÊĐ□»Đ¹ĐÖóÄ·ĐÄö f³Đô□³Đ ÊĐÀĐÔ»Đp¹Đ□Ñ— □ĐÔ³Ñê□Ü</p>
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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
Trainer

Trainer Role	Behaviours you would observe	Behaviours you would not observe	
A trainer should function like a chairperson	summarizing what has been said, keeping to the agenda and the time allocation.	Should not hurt others	
A trainer need not function like a quality controller and disciplinarian.	. course time, delivery of materials, giving feedback and not taking it easy	Sloppy thinking, careless task setting and poor time keeping	
A trainer should function like a mediator, referee and peacekeeper, and need not give the final judgement.	the de-fuse the conflict, get the interaction back on the track and above all keep his/her head when all others are losing their.	Should not over take opinions of others	

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: 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: Just listen to the trainee

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

1 As a trainer I should not neglect the feelings of trainees .if we suppress the
feelings it may create unhealthy atmosphere, when discussion takes
place between

trainer and trainee I may helpful to trainee in getting solution to the
problem he/she has

2 Some times sympathetic listening does a lot I may act as counselor instead
of writing letter to his principal or) Help his father with medicines which
gives moral support to him

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.

1. Attract attention.
2. Start-up, greet, socialize.
3. Deal with different space and furniture
arrangement.
4. Deal with early arrivals and late comers.
5. Ask people to do things.

6. Thank people.
7. Elicit information.
8. Praise
9. Indicate error.
10. Explain things
11. Check understanding.
12. Describe narrate.
13. Query meaning
14. Handle discipline problems.
15. Offer and accept help and apologies
16. Move to closure.
17. Close.
18. Predict what's coming next time.
19. Set tasks.

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

Sl,no	activities which I most enjoy	activities which I least enjoy	remarks
1	Introducing of trainees in a different way, for example allowing two trainees to talk each other and ask 1 to introduce the 2 one vice-versa	Cultural activities which includes only songs and jokes	
2	Preparing TLM trainees prepare new TLM infact I learn more from trainees in preparing TLM	Some group activities which are not meaningful	
3	Wake up activities		
4	Project works		
5	Interview with different people		
6	chinthana		

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

I see myself a manager in the classroom.

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.

Yes definitely a class can be considered a miniature society for example if we take a D.Ed class we can list many things with the support of this

Society means living together of different people who belong to different class, caste and culture as well as social believes .in the same we can see the students who belongs to different groups ,areas

Language: here we see students who speak different languages

Culture: students different areas will have cultural practices.

Customs

Different food habits can be seen

Sports: people belong to some areas will good in special sports which are common to them

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.

1 Classes will arranged according to time table

2 Lesson plan

3 using of teaching learning materials

4 Group activities

5 Assignments,

6 Group discussions,

7 Using audio visual aids.

8 conducting completions like debate. Essay writing .

9 Conducting cultural activities

10

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

Proper management of materials and human resources'

Gaining Trainee Attention

Stimulating Recall of Prior Experience/Knowledge

Presenting the Stimulus Material

Class room management

Proper planning

Handling of audio visual aides

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

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

ACTIVITY SHEET - COMMUNICATION SKILLS 5

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, Screen to Screen



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

slno	Outside Agencies	Community Resources	remarks
1	FEDVORK, a federation of voluntary agencies of Kolar district. ...	parents	
2	ADATS	Officers of labor department	
3	.gramavikas.org	teachers	
4	Other local ngos	Anganvadi workers	
5	janhakkyatra	Police department	

ACTIVITY SHEET – TRANSACTIONAL SKILLS

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.

slno	Points use	audience their level	, objective	time available
1	a)introduction b) meaning and definition of word processors c)Characteristics d) Typical usage	1 st D.Ed trainees	To enable the trainees to understand the meaning and importance of word processors	45 minutes

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

Brainstorming is a kind of group activity that is used to generate a lot of ideas according to me Making Bangalore eco-friendly would be best suited for brain storming

If we select Preparing hydrogen gas or Treating dyslexia it may not work unless the trainer give the feed back . If we select Visual aids for primary

slno	subject	Questions asked	Members participated	Designation	Answers	Remarks
1	State of Nation Marriages and Morals	Is life completed with out marriage	Pavankumar varma	Director general of IICR	Regarding divorce pavankumar says "it is relief for women now they are more aware of their rights	19% of Indians opinion –yes
2	Is there openess on unconventional relationship		Prathiba	Bharatnatyam dancer		79% single man and 84% single woman wish to have chidren
3	Is divorce relief for women		Yukatha mukey	An actress		
4			Poornima advani	Farmer chiar p[erson –NCW		
5			Media person			

classes it may not provide way to think in different way hence I think it is best suited for brain storming

ACTIVITY

Watch a panel discussion on the TV and make notes

I Watched a panel discussion on the TV for the purpose of this ACTIVITY .a survey conducted by CNN.IBN.CSDS' POLL

If you were attending a panel discussion on Universalisation of Elementary Education as the audience, what questions would you ask? List out the questions.

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

Topics like Note making .Media in education topics lend themselves to experiential learning

2) Give reasons for your choice.

Reasons for my choice

- a) easy for decision making
- b) encourages participation each and everybody

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

1) Design it for 20 mins for a class of 30 adult learners.

Make four groups of 5 members .see each group should contain four participants and one observer

Give the following questions for discussion time 15mins

Make a note on following

- 1. Do you accept that media plays very important role in educating all?
- 2. Is it T.V fools box?

Consolidation

After 15 mins ask all the trainees to present their opinions group wise and observers to give their opinions