

**A Report
on
Capacity Building of Teacher Educators of
DIETs, CTEs, IASE and
Directorate of TE and SCERT**

**Phase II
Developing the Attitude and Skills of
Facilitation and Mentoring**

**October 9-13, 2014
December 19-23, 2014**

The Right of Children to Free and Compulsory Education (RTE) Act, implemented on 1st April 2010, marks a historic moment for the children of India. The Act guarantees the right for every child aged 6 to 14 to receive quality education, aiming for the holistic development of children's physical and mental abilities to the fullest extent, without any trauma, fear or anxiety, without corporal punishment or mental harassment. The RTE Act also mandates professionally qualified teachers who are able to provide quality education which supports the development of all children. The existing Teacher Education system in the country has enormous task of supplying huge numbers of quality trained teachers to the school system. This is a significant opportunity for revamping the systems and processes of teacher education in the country, and there is enhanced momentum and support both at national and state levels for bringing in significant changes in Teacher Education over the next few years.

The quality and effectiveness of any education system largely depends on the quality of its teachers. They are the single most important factor in determining success in meeting the system's goals. Equally well, the educational and personal well-being of children hinges crucially on their competence, commitment and resourcefulness".

OBJECTIVES:

- Experience the importance of active involvement in learning.
- Understand how to be a responsible member of the community of learners.
- Engage in learning through experiencing and reflecting.
- Understand the meaning and significance of facilitation and mentoring.
- Develop the attitudes of acceptance, respect and understanding of mentees.
- Recognize and unlearn non-facilitative behaviors and attitudes.
- Develop specific attitudes, behaviors and skills of facilitation and mentoring.
- Support one another in the group in learning to be a facilitator and mentor.
- State clearly the significant attitudinal and behavioral outcomes from the training.

A five days training was organized by Directorate of TE & SCERT, Odisha, Bhubaneswar in collaboration with Department of School & Mass Education, Govt. of Odisha with support from UNICEF on capacity building of Teacher Educators on 'Facilitation and Mentoring Skills". The participants comprised of teachers and teacher educators from DIETs & CTEs. The main objective of the workshop was to bring quality in education through developing the capacities of the teacher educators.

Inaugural Session

There was a saying "well began" is half done". The first day programme on capacity building of Teacher Educators... started with a good beginning of formal inaugural function and lighting candle by the dignitaries. The workshop was inaugurated by Ms. Usha Padhee, Commissioner-cum-Secretary, School & Mass Education Department, Govt. of Odisha, Sri Debaraj Senapati, Director, Directorate of TE & SCERT, Ms Yumi Bae,



State Chief, Unicef, Ms LalitaPattnaik, education Specialist, Unicef, along with the Resource Person from Ms University, Baroda prof. Thomas Vadeya.

Dr Snigdha Mishra, DD (TE)At the outset welcomingall the dignitaries to lit the lamp and formally inaugurated the five days residential Capacity Building Workshop. She appraised the dignitaries about the last phase of training and objectives of current batch training programme. She particularly inspired the participants to make this programme a successful one in the institutional level. In her address to the participants she said that keeping the local and global challenges faced by the education system it is a very timely intervention.

Mr. Debaraj Senapati, Director, TE & SCERT addressed the participants. He defined capacity building as a self change in self and empowering own knowledge resources contributing the same for improvement of teacher education and teacher educators of the State. He **shared the objective of the programme**, he introduced about the capacity building programme and its role in the life of ateacher. He **addressed the participants by stating that the meeting was particularly important for the teacher educators who have taken a series of training on developing their self and also how to facilitate as a mentor**. He said “We need to bring about the awareness at the right time and built the confidence within us. He mentioned 4 C’s:- Character, Confidence, Commitment, and Comparison.

Afterwards **Ms. Lalita Pattnaik, Education Specialist, UNICEF**provided a background to the programme. She explained that five days capacity building training on different sessions based on facilitation and mentoring have been an important aspect of personal and professional growth of a teacher educator. The materials were enriched with experiential learning for the overall development of the learners. Interactive and participative activities that facilitated the application of learning Skills were carefully woven in the subject materials. She highlighted on institutionalization of this programme, taking it as a journey for a destination or a mission.

Ms Usha Padhee, Commissioner-cum-Secretary, Dept. of School & Mass Education in her address reiterated the commitment of UNICEF to such programmes which are important for preparing a workforce trained on the capacity building of their self. She requested Ms Yumi, Chief UNICEF present on the occasion to continue support to this Directorate in order to sustain the momentum generated during this phase. She expressed the need for more such programmes in the State. She also outlined that the focus should be on behavioural change that would reflect on their attitude. She expressed her concept for quality and teacher education of the State with some remarkable and rare moments with HE APJ Abdul Kalam, Ex-President of India on the occasion of 150th Anniversary Celebration of Chandrasekhar H/s, Sambalpur. She was very much inspired by the noble soul and described a story of a ladder, which remains strong and stable on its own place and we cross it step by step. So she wants to see us as a strong, stable, and immovable ladder in our educational pyramids.

Ms Yumi Bae, State Chief, UNICEF, in her addressin Professional development through in-service training we believe in the importance of continued training and support for teachers. In-service training is not a one-off measure but an on-going process. Evaluations help to adapt the training available to professional requirements.



The sessions in the workshop were based on the modules of the Training Package (Ice Breaker, Conditions for effective learning, facilitation and mentoring skills, Qualities of facilitators and mentors, comparison between teaching or training, mentoring and facilitation, and many more.) that was provided to the participants. Special focus was given on skills of facilitation & mentoring.

Purpose of Teacher Education

To grow persons as the best possible human beings:

- Knowledgeable
- Responsible
- Caring

Educators to accomplish this purpose,

There are two things:

- Shift away from the present day ‘deficit model’ of education.
- Shift towards the ‘abundance model’ of education.

The participants showcased their creativity in organizing the morning assemblies. The sessions in the training were interactive and participatory wherein all the teachers and teacher educators had mock sessions and hands-on experience on the sessions in the module. The workshop was entirely participatory mode with discussion-based, activity based. Throughout the workshop, the teacher educators presented their work to their peers through presentations of their task assigned during the workshop. Written feedback for each session was collected from the participants. The participants felt that this was a unique course in for the development of self on education for teacher education. The teacher educators particularly appreciated learning as all of them got the opportunity to explore them-selves. Almost all the participants mentioned that the sessions were enriching and they would certainly use the experience in their teaching program.

“It is vital to improve the quality of teaching in order to create and sustain new opportunities for the poor and for orphans and vulnerable children.”

Activity: The formal session started with a “warm up” activity counting the numbers 1, 2, 3, 4.... and multiple of 4. Prof Thomas Vadeya explained the rule of the game and started with much enthusiasm and interest. After some rounds, the circle was left only with four participants and all the participants enjoyed a lot.

Then Prof Thomas Vadeya, asked all participants to jot down their experiences and changes of first phase of training programme. All the participants prepared a list of changes individually and also in a group. All the pertinent changes were discussed in detail. Prof Vadeya paid personal attention to individual queries and suggested the strategies nicely. He also requested all the participants to keep knowing and keep growing always.

Before starting on the presentation, the resource person asks the participants to write down individually their own ideas of what facilitation and mentoring are. Every day in the morning session he used to ask the participants to share their respective significant learning points, from the day learned which will be helpful to meet the action plan.

He highlighted on the qualities that a facilitator and mentor has to possess. A comparison level of ownership of learning is being explained by showing the flow chart of teaching, mentoring and facilitation. In the chart he explained how the level of ownership of learning is lowest in teaching and highest in facilitation.

Facilitation& Mentoring

Facilitation is a process by which one individual helps another to unlock their natural ability to learn, perform and achieve, increase their sense of self-responsibility and ownership of their performance, identify and remove internal barriers to achievement. It is a process of empowering others to be their best selves, to identify and cultivate their talents to grow to be what they can be and express themselves creatively as best as they can be, both as persons and as competent professionals.



Mentoring is a process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's personal and professional development. Mentoring functions are carried out within the context of an on going, supportive relationship between the mentor and mentees.

Comparison between Facilitation & Mentoring

Facilitation	Mentoring
<p>Facilitation is the process where a facilitators guide the group members in meeting to share ideas, opinions, experiences, and expertise in order to achieve a common goal and agreeable action plan.</p> <p>It is important to:</p> <ul style="list-style-type: none"> • Reduce burden • Higher level of thinking and planning • Discover the wisdom of your team • Ideas, experience, advise • high commitment • Develop People 	<p>Mentoring is the relationship between an experienced teacher (mentor), and a new teacher (mentee), that promotes a trusting and nurturing environment in which to assist new staff with support and encouragement aimed at developing quality teachers.</p> <p>Mentoring is the process to help beginning teachers to make a smooth transition into the teaching profession by relying on the expertise of veteran teachers</p> <p>Mentoring is a collaborative partnership between a Mentor and a Mentee</p>

Qualities of facilitator/ Mentors

- A facilitator/mentor is an individual who enables individuals and groups to work more effectively, to collaborate and achieve synergy to accomplish their task.
- A facilitator is an enabler whose goal is to support others as they achieve exceptional performance. The facilitator's role is to support another to do their best.
- The facilitator influences another by his or her very presence, style and manner of employing skills, valuing and caring.
- A facilitator is a guide to help people move through a process together. He isn't there to give his opinions and knowledge but draws out the ideas from them.
 - The facilitator focuses on how people participate in the process of learning or planning and not just what gets achieved.
 - A facilitator creates a structure where
 - everyone feels comfortable to participate
 - everyone's ideas are heard
 - members feel good about their contribution to the group
 - the group feels that the ideas and decisions are theirs, and not just the facilitator's.
 - Facilitators provide experiential learning.
 - They engage in reflective practice.
 - They set up a climate of inclusive inquiry where individuals feel good about their contribution.
 - They focus on ethical behavior imbued with life principles and values.
 - They shun power and control; be a person to another person.
 - They work as role model; Their life is their message
 - They challenge students to see possibilities in impossibilities. They help them dig deeper within themselves for what is seemingly absent, to stretch to greater achievements.
 - They build relationships.
 - They provide resources and opportunities.



While describing the qualities of an effective teacher educator he explained how a skill of facilitation is like lubricant to a machine. Different levels of learning such as unconscious incompetence, conscious incompetence, conscious competence, unconscious competence were explained with examples.

Harmfulness of Lack of Facilitation

- When faced with different and stressful situation, the educator may resort to controlling or belittling ways of communication blocks.
- Communication blocks come naturally to us.
- Facilitative ways are skilled behaviors. One has to learn them.

Facilitation & Mentoring skills

Facilitation Is the art of bringing adults together with the learning, by helping adults learn through self-discovery. For facilitation to be effective, the emphasis must be on both the acquisition and the use of the new knowledge, skills, attitudes, and abilities.

Key Facilitator Skills are:

- Modelling appropriate communication skills: listening; repeating and summarizing
- Ensuring a safe and conducive learning environment for all learners
- Helping learners apply content to their jobs
- Providing complete feedback during discussions and activities
- Managing group involvement processes
- Promoting the development of action plans

NEED for FACILITATION SKILLS

If you want to do good planning, keep members involved, and create real leadership opportunities in your organization and skills in your members, you need facilitator skills. The more you know about how to shape and run a good learning and planning process, the more your members will feel empowered about their own ideas and participation, stay invested in your organization, take on responsibility and ownership, and the better your meetings will be.

Questionnaire: A questionnaire was given to each of the participants to find out their individual score as instructor, mentor and facilitator.

Acquisition of Skills:

The cyclic model of process of skill acquisition was demonstrated in which the processes are theory, practice, monitoring and reflection.

There are three stages of skill acquisition:

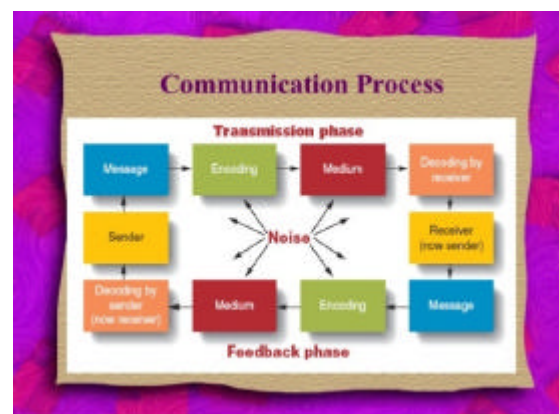
1. Cognitive—the beginning stage where the individual is working out what needs to be done to perform the skill
2. Associative—where the individual practises the skills and begins to apply them in game settings
3. Autonomous—where the individual can focus on the environment in which the skills are occurring and not on the skill itself.

Communication Process

Communication is a process of exchanging verbal and non verbal messages. It is a continuous process.

The main components of communication process are as follows:

Context - Communication is affected by the context in which it takes place. This context may be physical, social, chronological or cultural. Every communication proceeds with context.



Sender / Encoder - Sender / Encoder is a person who sends the message. A sender makes use of symbols (words or graphic or visual aids) to convey the message and produce the required response.

Barriers to Communication

Communicating is straightforward. What makes it complex, difficult, and frustrating are the barriers we put in the way.

- Organizational Barriers
- Psychological Barriers
- Physical Barriers
- Mechanical Barriers
- Perceptual Barriers

Types of barriers are,

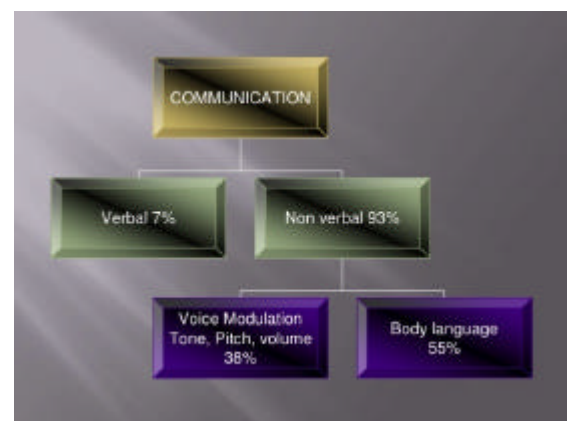
- Language
- Physical location
- Poor equipment
- Noise
- Culture
- Perception

The 3 basic elements of communication are:-

The Sender
The Message
The Receiver

- **Sender:-** He is the person who think some thing is necessary or important for the receiver.
- **Message:-** It is an important matter which has to be send by sender and received by the receiver.
- **Encode:-** Make the message in the from of some symbols, sings, pictures, digit, to maintain secrecy this is called as Encode the message.
- **Channel:-** Sender send the message with the help medium such as phone, telegram, e-mail etc. this medium is called as channel.
- **Decode:-** Convert the message in to simple language from that sing & symbol is called as encode the message.
- **Receiver:-** It is the person who receive the message and give feedback to sender.
- **Feedback:-** When the receiver send the report to the sender that he understand message, than it is an feedback to that message

SEVEN C'S OF COMMUNICATION



Attending physically involves

1. Facing the helpee. This is a basic posture of involvement.
2. Maintaining eye contact. It lets the helpee know that the helper is giving full, undivided attention.
3. Maintaining an open posture.
4. Leaning toward the helpee: this is a sign of involvement and presence.
5. Remaining relatively relaxed: this is a sign of feeling at home with the helpee.

The following are the aspects of physical attending:

1. Facing the other squarely
2. Maintaining eye contact
3. Maintaining an open posture
4. Leaning toward the attendee
5. Remaining relatively relaxed

Communication Blocks

Communication blocks can occur between personality sub-selves (internal blocks), and between people (*interpersonal blocks*) - so ineffective communication can be caused by blocks inside me + inside you + between us. A useful habit to build is intentionally identifying and reducing your inner conflicts before tackling significant problems with other people. Communication blocks predominates our conversation.

BLOCKS TO COMMUNICATION

- Low self esteem
- Shyness
- Hearing what we want to hear ('wishful thinking')
- Lack of knowledge or information on a particular topic
- Preoccupations
- Not paying attention
- Bad timing
- Physical and mental illness and disabilities
- Unresolved conflict
- Cultural factors
- Negative body language such as distracting behaviour.
- Anger and violence

- Isolation
- Not actively listening
- Noise
- Interruptions
- Uncomfortable or unsuitable physical environment.
- Being under the influence of drugs and alcohol
- Showing of emotion eg. Crying
- Offensive language
- Talking excessively
- Not getting appropriate feedback
- Taking feedback personally
- Clothes / outward appearance
- Making assumptions eg. Stereotyping
- Closing out minds
- Lack of trust
- Using jargon or words people don't understand
- Tone and volume of voice
- Standing too far or too close
- Touching in appropriately
- Lack of eye contact or too much
- Having prejudices and biases
- Being emotionally too close or too distant
- Verbals and non-verbals not matching.

AIDS TO COMMUNICATION

- Appropriate eye contact
- Positive body language
- Active listening
- Honesty
- Trust
- Comfortable and safe atmosphere
- Minimising distractions and interruptions
- Confidence

- High self esteem
- Good timing
- Open feedback
- Using feedback constructively
- Giving clear and specific messages
- Suitable physical environment
- Not jumping to conclusions
- Using words that people will understand (appropriate language)
- Clear and steady voice
- Respecting the personal space of others
- Using touch appropriately
- Clothes / outward appearances.
- Showing of emotion e.g. crying
- Being focussed
- Paying attention
- Matching verbals and non-verbals
- Using assertive statements such as “I think...”, “I feel...”
- Being informed and aware
- Keeping an open mind
- Check that meaning is accurate.

SOME WAYS WE BLOCK COMMUNICATION

Ordering - You must, you have to

Advising - Why don't you, it would be best if

Sympathising - Don't worry, you'll feel better

Warning - You'd better, if you don't then

Lecturing - Do you realise, the facts are

Diagnosing - What you need is, What's wrong with you is

Undermining - You're nothing but...

Moralizing - You should, you ought to

Judging - You are wrong, you are acting stupidly

***Activity:** A task was given to the participants with three questions, like*

- 1. Which two blocks do we use often?*
- 2. With whom and when?*
- 3. What is the effect of the behaviour on the other person?*

Here all the participants were engaged in this activity and noted briefly about these questions and shared with the house.

Mentoring

Mentoring is a learning process where helpful, personal, and reciprocal relationships are built while focusing on achievement; emotional support is a key element. Within mentoring relationships, mentees develop and learn through conversations with more experienced mentors who share knowledge and skills that can be incorporated into their thinking and practice. By comparison, tutoring or coaching is provision of academic and professional assistance in a particular area with a sole focus on competence.



The process of mentoring may be viewed under three models – the apprentice, competency and reflective models. In the **apprentice model**, the mentee observes the mentor and learns. In the **competency model**, the mentor gives the mentee systematic feedback about performance and progress. In the **reflective model**, the mentor helps the mentee become a reflective practitioner. This learning object subscribes to the reflective model in which mentoring is seen as an intentional, nurturing and insightful process that provides a powerful growth experience for both the mentor and mentee. You will be introduced to a mentoring relationship process that develops through four stages – preparing, negotiating, enabling and reaching closure. Mentoring is especially important to first-generation students, first-generation professionals, and those entering fields dominated by persons of a different gender or race. It is found that mentors not only transmitted formal academic knowledge and provided socialization experiences into their chosen discipline, but also strengthened students' confidence and professional identity, giving them a vision of the identity they might one day achieve.

Understanding Mentoring

Mentorship refers to a personal developmental relationship that enables synergetic purposeful conversation to reflect on experiences, make informed decisions and act upon ideas generated.

MENTOR concept -

- M – Manages the Relationship
- E - Encourages
- N - Nurtures
- T - Teaches
- O – Offers mutual respect
- R – Responds to the Mentee's Needs

Basis of Mentoring

- Mutual Trust
- Regular “contact” and conversation
- Genuine Belief in the process
- Desire to build the “Institution”
- Helps both persons to “grow”

Principles of Mentoring

- **Synergy**
 - Mentoring should be enriching for both mentor and mentee.
 - Mentoring is about learning and not teaching.
 - Mentee is empowered to take responsibility of his/her actions.
- **Relationship**
 - Mentoring is a power-free partnership between two individuals.
 - Focus is not to make mentee dependent but to develop mentee's independent critical thinking.
- **Uniqueness**
 - Understanding the concept of mentoring and how it is different from coaching and counseling is important.
 - Mentoring must provide direction in order to channelize efforts in the right direction.



Skills needed for an effective mentor:

- Listening actively
- Building trust
- Ability to encourage
- Identifying goals and current reality
- Providing corrective feedback
- Inspiring
- Developing capabilities in mentees
- Managing risks
- Good motivator
- People orientation

- Introspection
- Facilitation

Effective Mentoring Skills

Skill #1: Open mindness. By far, one of the most important skills is the ability to keep an open mind. We all come to mentoring with our own thoughts, our own value system, and our own prejudices. This is normal: it's called being human. But the purpose of mentoring is to transform...not only the mentoree, but also the mentor. For this to occur, everyone needs to open their minds to new ways of thinking. It's not always easy, and it will likely be an on-going process throughout the mentoring relationship. The point is to be aware of what you're thinking...and how it's affecting the relationship.

Skill #2: Active listening There are two types of listening: active and passive, and their definitions are just as their names imply. When you actively listen, you're fully engaged with the other person. You're focused on what he or she is saying, and you reinforce what the person is saying by offering nonverbal cues, such as eye contact and nodding your head. Active listeners are alert, sit up straight, ask questions, and show their sincere interest in what the other person is saying. Both mentors and mentorees need to engage in active listening with one another.

Skill #3: Tough questioning The way to dig deeper into an issue is by asking questions, and sometimes the most important questions are hard to ask. Ask them anyway. Do so with diplomacy and tact, of course, but go ahead and ask.

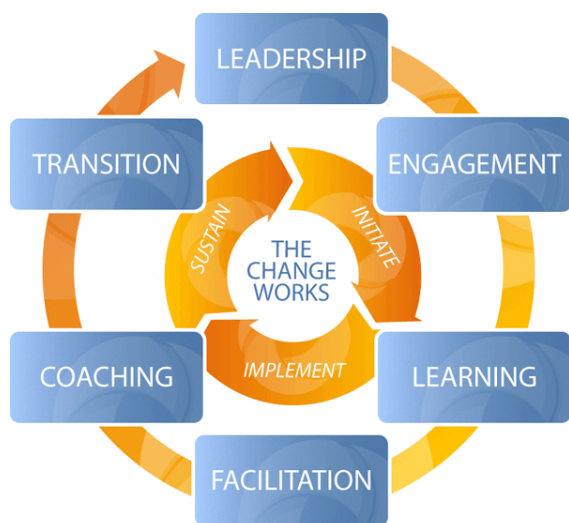
Skill #4: Total honesty. This goes hand-in-hand with the previous skill. If you ask a tough question -- or if you're asked a tough question -- be prepared to hear honest answers (or to deliver honest answers). It's not always easy to be completely honest, but it's important. Of course, to be honest, you need to feel safe.

Skill #5: Deeper reflection and self-awareness. You ask a tough question, you hear an honest answer, and now what? This is where reflection and self-awareness come in. It's easy to want to move away from the challenging conversations and onto easier subjects. But the most successful mentoring relationship won't allow for this. Instead, mentors and mentorees will take time to reflect on what's been discussed. This is important because when we're discussing difficult issues, we can often slip into defense mode in the heat of the moment. Taking time to reflect, however, can help us avoid knee-jerk reactions and, instead, help us grow. Which is the whole point, right?

Learning & Change

All learning is change, and all change is belief-change. When you learn, you modify your beliefs. People who are always learning are constantly changing their models. They have become adept at responding and adjusting to new information and knowledge as it becomes available to them. Then the interrelationship between learning and change was explained how experience brings thoughts and thought transforms to action and three methods of getting wisdom which are reflection, imitation and experience.





Learning is:

- Learning is a process of change or transformation expanding our range of possibilities and action.
- Embodied and enacted not mentalist.
- Emphasis on process not product or outcome.

Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. Experiential learning encompasses a variety of activities including internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. Experiential learning is active rather than passive. Rather than just listening to a lecture, students do role plays, or make decisions (as in a simulation game), or perform an analysis of a firm's problems (as in a small business case project).

Learning that is considered "experiential" contain all the following elements:

1. Reflection, critical analysis and synthesis
2. Opportunities for students to take initiative, make decisions, and be accountable for the results
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically
4. A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes

Attitude for Mentoring

- Start – At the start of mentoring process, mentors need to have an attitude of building trust and setting up the mentoring contract in initial meetings
- During – During mentoring, a positive attitude of encouragement and giving directions is required

- Closing – While the mentoring sessions are close to end, mentors need to have an attitude of reducing dependency of mentee and make the mentee self dependent.

Empathy is the ability to *experience* the feelings of another person. It goes beyond **sympathy**, which is caring and understanding for the suffering of others. Both words are used similarly and often interchangeably (incorrectly so) but differ subtly in their emotional meaning.

Comparison chart

	Empathy	Sympathy
Definition	Understanding what others are feeling because you have experienced it yourself or can put yourself in their shoes.	Acknowledging another person's emotional hardships and providing comfort and assurance.
Example	I know it's not easy to lose weight because I have faced the same problems myself.	When people try to make changes like this (e.g. lose some weight) at first it seems difficult.
Relationship	Personal	Friends, family and community (the experience of others).
Nursing context	Relating with your patient because you have been in a similar situation or experience	Comforting your patient or their family
Scope	Personal, It can be one to many in some circumstances	From either one to another person or one to many (or one to a group).

Sharing of experiences by the Participants

Now I am trying to listening to my inner voice whenever affected by my instinct.

I am passionate and positive about my professional life.

Recalling the sentence: "Every responsibility is an opportunity" I am getting pleasure from my

I have developed positive attitude and self confidence.

It enabled me to develop a cordial and friendly atmosphere among the organization.

I found satisfaction in every work of my institutional level.

I am feeling good about myself and also observed that people surrounded to me are feeling good about me. I am experiencing a positive and cordial approach of other towards me.

I have learned to manage my stress by accepting the opinions and views of others without making arguments.

I have identified my own strengths and weaknesses in the eyes of students and staff.

Now I can patient-fully listened to the problem and trying to solve the problem.

I got to know how to prioritize the different goals in my life to become a good and balanced person.

I am developing the positive attitude among the students of my institution

I have applied mindfulness and Emotional Freedom Technique during the training at DIET and the participants felt peace, relaxed and confidence by practicing this.

It gives me new energy and new path to built my professional as well as professional life.

I have increased my concentration and changed my attitude in a favourable way.

Before attending this training, I was very impatient but now my patience level increases

I have overcome my short temper and become very proactive in my behaviour both at institutional and family front.

I stop comparing myself with other and now I feel relax

USEFULNESS/ EFFECT of capacity building training programme

NAME & DESIGNATION	BEFORE	AFTER
Ms. Snehasikta Barik, Lect in Education, CTE, Balasore	Due to an accident, my life process were disturbed. I was feeling very uneasy, in secure and harassed. I always got diverted from my path and lost my self confidence.	After this training, I started analysing my problems and able to know myself clearly. Then I developed self confidence and I have lost my in-secured feeling.
	Due to the stress, I was always unhappy.	After this training I learnt the techniques to manage stress and now I can manage any situation without fear. The word "change your thought" changed my life.
Dr. Niharika Panda, Lect in Education, NDWCTE, BBSR.	I have no patience to listen to any body.	After training I realized the thing what was going on with me. But now I am able to listen patiently.
Dr Ranjan Kumar Rout, TE, DIET, Bhadrak	I was a very reactive person. I usually judge the people and give my immediate reaction.	But after this training programme I used to be conscious and I changed my reactive behaviour to proactive one.
	I was thinking myself important so I was not listening to anybody.	After attending this training I realized and now I am a patient listener.
Dr Purna Chandra Brahma, TE, DIET, Baripada	Before this training programme many a times I was feeling hopeless while working with a critical situation.	But now I am confident of what I am doing and I am able to accept the truth.
	I was reactive before this training.	Now I am behaving proactively.
Ms Pravati Mohapatra, DIET, Khalikote	Before training I was very reactive to my authority, when I felt myself overloaded in work.	Now I became proactive and think before reacting.
		I am taking every responsibility as an opportunity so the works are not going to be overloaded.
Ms Plabani Bal, Lect in Education, UGCTE, Baripada	Before training I used to be a reactive person.	Now most of the time I am behaving proactively.
	I used to use various communication blocks.	But now I have stopped using advising and ordering. It is helping me as well as my students.
	My life was stressful with lots of problems.	Now also these problems exist, but my perception level has been shifted. That's why I am happy in-spite of all the problems.

PLAN OF ACTION BASED ON LOG OF SIGNIFICANT LEARNING

Participants	My significant learning	Action to be taken
Sarmistha Gadnayak	Experience is the best of learning	I will understand the feelings and thoughts of the students.
	I will be a good facilitator for my students	I will attend the students patiently and will reach the level of students.
Snehalata Raj	I will care for my students	I will deal sensitively with the students. I will listen them attentively. Create the feeling that I am with you. I shall use positive non verbal signals.
Manoranjan Mohapatra	Our non verbal behaviour have more impact than what we say.	While taking class I will give more importance to body language and para linguistic cues.
	Attending is the 1 st step of helping to a person.	I must attend to my students properly.
Chandrika Nayak	I am going to attend and listen my collagues and my students	I will follow the five aspects of physical attending and and also non verbal and paralinguistic behaviour.
Manas Chandra Rout	Attending and listening creates an atmosphere to make the communication an effective one.	My body language should be positive to the communicator. My facial expression should be that as per the situation told by the communicator.
	Frequent questions should be avoided in communication process	We have to listen carefully. i will ask questions after the communication process.
Shipra Pradhan	I will stop using communication stoppers like advising and comparing. Recreating the inner experience of another person.	I will never use the communication stoppers like advising and comparing. For this I will first build a good rapport with other person by facing him, maintaining eye contact with him.
	To be a good attender or developing the listening capacity.	For this I have to establish a good, cordial and trust climate.
	We must empathetic to others instead of showing sympathy to others.	Understanding the person completely.
Narendra Kumar Rana	Having strong bonding with my collagues and students.	Try to avoid communication blocks. Be friendly and cordial to my collagues. Be a patient listener.
	To be empathetic	Try to feel the content of the response of the facilitatee & reflect both on the content & feelings.
Goutam Ku Patra	While facilitating an individual to explore him and his situation, constructive open ended questions are very helpful.	While facilitating, I will not impose my opinion or advice on the facilitatee. Rather I will put open ended questions keeping in mind the sensitiveness of the facilitatee.
Manas Chandra Rout	Empathetic behaviour paves the way for the communicator to express his problem deeply	Understand the persons feeling. I will take it as my own situation. Understand it and experience it.

	Exploring and identifying the persons feelings meaningfully makes the communication effective.	Ask the person about the problem & more & more. Tell him/her that I am with you. You are doing well.
Pradeep Kumar Jena	Being teacher educator we should be genuine always.	In order to be a genuine person we should always be: (a) spontaneous (b) Non defective (c) consistent (d) self sharing.
Nibedita Kar	Learn how to respond the facilitatee as a facilitator.	I as a facilitator attends and listens carefully to the speaker. I try to explore the behaviour, the feelings, the attitudes of the facilitatee that what he does and what he feels.
Snehasikta Barik	Qualities and role of a facilitator	I will help the learner to unlock their ability I will increase their self responsibility. I will identify and remove their internal barriers.
	Providing experiential learning to the learners	Creating an interactive environment. Making active engagement to the learners. Involving myself and learners thoughts, beliefs, feelings.
	How to be an effective educator	Developing subject mastery Pedagogical skills, competency. Developing skills of facilitation.
Ranjan Kumar Rout	To make successful communication first of all I should attend my students. Patienceful listening is important point of communication.	Establishing rapport by eye contact and inform discussion. First listen and then communicate.
Kabita Choudhry	Maximum communication is possible through body language	develop my attending skill and for that I have to develop the five physical aspects of attending behaviour To be a listener by understanding the feelings of the person.
Niharika Panda	Attending is the first skill of helping and it is a manner of being present to another.	In both my personal and professional life I will try to attend both physically and mentally to another who is communicating me.
	Listening is what one does while attending	While listening to other, I will consider my non verbal behaviours, paralinguistic behaviour, physical gestures etc.

Agenda for Capacity Building of Teacher Education

Phase II – Developing the Attitudes and Skills of Facilitation and Mentoring

Sl. No.	Topics
1	Making a differences in education with facilitation and mentoring
2	Training objectives
3	Personal Objectives
4	Conditions for effective learning
5	Ground rules
6	What are facilitation and mentoring
7	Qualities of facilitators and mentors
8	A comparison between teaching or training, mentoring and facilitation
9	The need for facilitation skills for educators
10	Learning and change
11	Helping style questionnaire
12	Setting the stage for learning: Test yourself on your communications
13	Training in skills of facilitation and mentoring
14	Acquisition of skills
15	Communication process
16	Facilitation and mentoring process: an overview
17	Description of facilitation and mentoring skills
18	Pre – facilitation / Mentoring stage : Rapport <ul style="list-style-type: none"> 1. Physical attending 2. listening
19	Stage I : Responding to the facilitate/ facilitate self exploration <ul style="list-style-type: none"> 3. The Skill for primary level accurate empathy 4. The Skill for Genuineness 5. The Skill for respect 6. The Skill for concreteness 7. The skill for questioning
20	Stage II : Integrative understanding / Fostering dynamic self- understanding <ul style="list-style-type: none"> 8. The skill of advanced accurate empathy 9. The skill of facilitator self-disclosure 10. The skill of confrontation 11. The skill of immediacy
21	Stage III : Action Programs and problem solving <ul style="list-style-type: none"> 12. The Skill of problem solving.
22	Conclusion Appendix: The log of Significant Learning.