



A Report on **Capacity Building of** **DIET Teacher Educators**



Date: 16th to 28th June, 2014
Venue: Ananya Resort, VIP Road, Puri



Directorate of TE & SCERT, Odisha



A school system's most important asset is its teaching force and the most important investment a school board, administrators, and parents can make, in a school system is to ensure that teachers continue to learn. Continuous, high-quality professional development is essential to the nation's goal of high standards of learning for every child if education for sustainable development is to be realized. It is widely recognised that although content, text books, buildings, equipment, laboratories, exam and testing systems are all important factors, learning result would be fairly meagre if teachers did not know how to use the tools. This clearly puts stakeholders in the picture the position of teachers in the education process.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teaching skills include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Each of the two training programmes is residential in nature and scheduled for 5 days each. The first phase programme for Odisha was held in Ananya Resort, Puri for 102 participants, which included 95 teachers Educators and Principals from DIET & DRCs.

Inauguration of the Capacity Building Training;

The five days training programme held its formal inaugural function. The Capacity building training was conducted for the Teacher Educators of DIET and DRCs. There were in total of 102 participants for the two batches of training held during 16th to 20th of June and 24th to 28th of June, 2014 at Ananya Resort, Puri. This training was organized in collaboration with the Department of School and Mass Education, Govt. of Odisha, the Directorate of TE & SCERT and supported by Unicef, Odisha.

Following are the guests present for the inaugural and training days: -

- Ms.Usha Padhee, Secretary, School & Mass Education Department, Govt of Odisha
- Ms Yumi Bae, State Chief, Unicef, Odisha.
- Ms. Padmavati Yedla, Programme Manager, UNICEF
- Ms Lalita Pattnaik, Education Specialist, Unicef
- Sri Dasarathi Satpathy, Director, Directorate of TE & SCERT
- Ms.Snigdha Mishra, Deputy Director (TE), Directorate of TE & SCERT
- Prof. Thomas Vadeya, Retd. Professor, M.S University, Varoda
- Prof S.L Jena, Lead Coordinator, Think Tank, Directorate of TE & SCERT

Ms. Usha Padhee, Commissioner-cum-Secretary School & Mass Education Department, Govt. of Odisha:

In her address she shared that it is an occasion of great significance in many ways. There is no better investment that the individual, parents, and the nation can make than an investment in education of the highest possible quality and building the self. But education comes in many forms, and has been used for many purposes. An education for success in the modern world must be enabling and it must be outward looking. It must not only teach the time tested skills of reading, writing, and mathematics, which remain important, but in the other way development of self for personal growth is also needed which has a great impact in personal and professional growth and development. I hasten to add that these capacities cannot be developed quickly, nor can they be mastered at the high school level but a beginning is made, and taking this effort ahead is the process and should be part of the mission of the self and for the betterment of the institution.

Ms Yumi Bae, State Chief, Unicef, Odisha

While addressing she tried to explain the values of self which is required in each and every walks of life. Believing self and igniting self are the keys of success. She mentioned that the professional development does not stop at the employment level rather it is a continuous process which should be considered as a priority to achieve quality delivery. It is very essential in our education system. There should be space for teacher development and training should be imparted for their skill development and to provide a space where the teachers can come voluntarily for learning, enhance their professional knowledge through using available resources and develop the professional learning communities. This training provides an opportunity for teachers to create and mobilize the resources that they need for their own development. While summing up she aspired for all Teacher Educators in the districts to function as they are more capacitate. She assured the technical and other development support for teacher education.

Ms. Padmavati Yedla, Programme Manager, Unicef

Being a part of Unicef, she is also attached to many other projects and has expertise in nutrition, sanitation and other related units. She has expressed her interest to join in the workshop and would be like to be a full time participant

here to get the sessions and exercises by heart to access the high quality training for teachers. These resources will be enriching what this workshop can offer, and will help it achieve the very high aspirations.

Ms LalitaPattnaik, Education Specialist, Unicef

She shared about the inspiration for inception of the capacity building training of DIET teacher Educators. Her sharing was focused on the need of capacity building for the teacher educators over 30 districts. The major points highlighted are as below:-

- Capacity building training i.e. Visioning, methodology and process,
- Inspiration from exposure visit to other States of SCERT & DIET
- Discussion with the Secretary, S & ME Department, Director TE & SCERT and the Resource Person of this Programme Prof Thomas Vadeya on importance of holding this training its objectives, design, materials, activities and Plan.
- Formation of resource groups for District.

Sri Dasarathi Satpathy, Director TE & SCERT

In his deliberation he focused on the tools and processes taught in professional development modules focus on developing adolescent students' abilities to read and write and discuss various academic issues. Reflection activities for teachers provide opportunities to think about past lessons and plan how to address specific challenges. Teachers are expanding their roles and responsibilities beyond the classroom, which in turn improves the way they think about their own practices. Many other activities like entertainment can also be planned in the evening to make the programme more lively.

Ms. Snigdha Mishra, Deputy Director (TE) TE & SCERT

The need for capacity building of the teacher to equip them with the necessary skills to impart knowledge and have confidence in his profession to face global competitiveness is very critical. The need of professional development otherwise known as capacity building in other ways to get abreast with new teaching technologies. Capacity building of teachers should be a life-long process. Years back capacity building of teachers was in-service training consisting of short-term courses that would offer teachers new information on a particular aspect of their work. And hence within a very critical period the programme is being conducted and it is good to see the active participation of the participants.

Prof. Thomas Vadeya, Retired Professor M.S University, Varoda

Mr. Thomas Vadeya started his speech by expressing his pleasure to be here in Odisha and facilitating such a programme with a huge number of participants who have attended the training from over 30 districts. He mentioned that it is his pleasure because-

- In his first visit for the vision building workshop, Secretary S&ME Department and Ms LalitaPattnaik, both expressed their thought to hold

the Capacity Building Training for Teacher Educators of DIET and DRCs on several themes for personality development as well as development in personal and professional well-being.

- This is a major recommendation of JRM, 2013 and the programme is soon implemented by the team.
- Good learning experience for implementing the same with the field institutions.
- A good academic team i.e. DIET

Prof. S.L. Jena, Lead Coordinator, Think Tank, TE & SCERT

In his address he said that there should be a continuous learning process in teachers so that they can share their learning with children in the class room. The enabling facilities like adequate teachers, good infrastructure etc., are very essential to ensure quality education. The attitude and the behavior of teacher are also important factors. Teachers should be the role models in their school as well as in the surrounding. He summed up stating that all the teachers and teacher educators should utilize the training effectively for their professional development.

The program was concluded with the vote of thanks by Ms Jayajyoti, Consultant Unicef. In closing she extends her congratulations and best wishes to everyone associated with this programme. It was the cornerstone that is put forth here and it will take us a long way ahead in the journey. It is her sincere hope that it will be an important part of this journey and continue to be a part with us for a long time in the future. Later the guests were guided towards the training where they can be a part of the active learning and provided their feedback for improvement.

Content of this training module:

"The true purpose of self-reflection is to correct our mistaken thoughts and actions, and learn from them, thereby creating a more constructive life. Self-reflection is not just the simple act of discovering past mistakes and making up for these mistakes, like resetting a negative to zero. The ultimate objective of self-reflection is the development of a more positive self and the realization of a utopia on earth as the fulfilment of God's will."(From the book: Ten Principles of Universal Wisdom | p223)

These are the contents of the 5 days training module. Several hand-outs are also included as well with the module.

- Self-Awareness
- Enhancing Self Awareness
- Benefits of Enhanced Awareness
- Self-Acceptance
- Self Confidence
- Goal Setting
- Managing Stress
- Cognitive Restructuring
- Emotional Freedom Technique
- Sorting out Personality Aspects

- Transactional Analysis
- Your Attitude Makes the Difference
- Mental Steps to Motivation
- Transactional Analysis
- Strokes

Training model

Once you choose hope, anything's possible

- Christopher Reeve

The training model, which empowers the teachers to pass on knowledge, skills, and practical expertise as new young people join in the teacher education training. This is a series of capacity building training providing a system for continuous training and recognizes commitment and excellence of Teacher Educators. This training provides the foundation of the initiative. The ultimate purpose of the on-going training and supervision is to improve the ability of the teacher educators to provide accurate information and confidently influence other teacher educators in a positive way. These training provide more in-depth information, techniques, theory and practical knowledge. These trainings give even more in-depth information on relevant topics, such as self-awareness, self-discovery, stress management, self-acceptance, mindfulness etc. The bright Teacher Educators from the participants will be selected from these two batches to remain as district resource group and care should be taken for upgrading their skills.

Tell me ... I forget, show me ... I remember, involve me ... I understand.

-Ancient Proverb

This five-days training of teacher educators is designed for approximately 50 participants in one batch (see Annexure– 1 for an overview of the agenda). Trainees can use the material and exercises in this module when designing future trainings and field level practices.

Training Objective

When defeat comes, accept it as a signal that your plans are not sound, rebuild those plans, and set sail once more toward your coveted goal.

- Napoleon Hill

The **overall objective** of the training described here is to build the capacity of Teacher Educators to design and deliver a self-reflection of each of the participant present over here and to be a change agent for the future generation through their teaching methodology.

The **specific objectives** of the workshop are to enable participants to:

- Enhance their Self Awareness
- Discover their purposes in Life
- Live life by choice
- Express themselves and their talents more creatively in life

- Build self confidence
- Make unique contributions as a person and as a professional
- Discuss their own attitudes and values
- Develop interpersonal and group communication skills.
- Acquire the skills to facilitate a range of interactive methodologies used in the training.

The **expected outcome** of this training is as follows:

- Development of confident and competent Teacher Educators with the skills to design and implement the training programme for other teacher Educators and students.
- Develop action points based on the log of significant learning.
- The participants are involved in the training in an active way that incorporates their own self is essential.
- By getting such an exposure the trainees will get an opportunity to begin developing their skills and to receive immediate feedback.
- It will also give them an opportunity to participate in many of the training exercises and techniques first-hand, before they engage other teacher educator trainees in such exercises.

The **Training time:**

- The training time as proposed in the training agenda is from 09.00am to 6.30pm.
- Group Discussions and reviews conducted during the evening.
- Sharing and consolidation of significant learning and action plans conducted after the sessions are over during the post dinner time.
- The topics and exercises presented here are organized into day-long sessions of lectures, presentations, activities and games throughout 05 days.

Programme Agenda is annexed.

Day-1

"Having a low opinion of yourself is not 'modesty'. It's self-destruction. Holding your uniqueness in high regard is not 'egotism'. It's a necessary precondition to happiness and success.

- Bobbe Sommer

Training Topic: Day – 1

- Setting ground rules
- Participants Introduction through an activity
- Introduction to icebreakers, warm-ups, and energizers
- Methodology and conditions of training
- Activities

Getting Started

Workshop opening

The workshop starts with a brief welcome from the host organization. This gives organizers an opportunity to explain the purpose of the workshop and to give the participants any additional information about the training sessions or about special arrangements and housekeeping issues (for example, accommodations, meals and other logistics etc). The participants given a voice during this session to open up. At the very least, the trainees invited to introduce themselves to the whole group, stating their names, their experience, organizations and also something more about themselves that is not known to everybody.

Introduction of trainers and participants

Members of the trainee team introduce themselves and briefly telling about the background, experiences, training, emphasizing their enthusiasm for the opportunity to work with this group.

Members of the training team include:

- Male and female Teacher Educators, to model equal participation and promote gender sensitivity in the programme.
- Teacher Educators, Senior Teacher Educators & Principals of DIET & DRCs.
- Young women and men who have recently joined the institutions as Teacher Educators and the extensive experience persons in teaching as a profession.

Training note

A trainer in a training programme plays several roles:

- **Expert:** The trainer transmits knowledge and skills, answers questions and clarifies misconceptions.
- **Socializing agent:** The trainer strives to share values and ideals - for example, that the teacher educators share their experiences across the district and help each other in several activities and take responsibility for promoting a healthy mind with healthy self.
- **Facilitator:** The trainer leads the sessions in such a way that participants are encouraged to participate fully in acquiring the new knowledge and skills introduced in the workshop.

Introduction to the training methodology

The trainer explains very briefly the experiential and highly interactive training that will be used during the five-days session. This is a good time to invoke the old saying: Tell me ... I forget, show me ... I remember, involve me ... I understand. This training will be one of 'enjoyment' and 'involvement' of experiential learning.

Participants' expectations and concerns

Participants are given an opportunity to speak about their expectations for the training session and to state any concerns regarding teacher education that they would like to have addressed. Responses are recorded on a flip chart. The facilitator provides a brief explanation of the training team's expectations for a successful workshop, being sure to incorporate participants' expectations. The facilitator explains what will happen during the training sessions in the next coming days, so that participants are aware of what to expect.

Selection of daily review of teams

The facilitator explains that daily review of the participants on all aspects of the training i.e. given in the log of significant learning with the module to be recorded on the content of the training and allows the trainers to make changes as needed. He suggests appointing a rapporteur of the day for each day of training. Their task will be to collect feedback from the group and report to the whole group the next morning and share the report.

Introduction to icebreakers, warm-ups, and energizers

Icebreakers are essential for helping participants get to know each other and for believing the initial tension that is to be expected among a new group of people. Icebreakers help the educators play and learn together and set the stage for continued training together. Warm-up activities are used to begin the session on a positive note or to 'recharge' if the group's energy seems to be low. The participants begin with a simple stretching exercise to get warmed up. Even when people are interested and concerned about the subject being covered, they can get tired and sleepy. Energizers give people a quick break. The trainer first introduces one of the icebreakers suggested in the exercises and then led a reflexion on how they are feeling after having this exercise. By 'warming up' the group with enjoyable icebreakers or energizers, trainers help participants relax, be more responsive, and participate more positively.

Conditions / Ground Rules of the Training

In order to achieve the objectives, all of us need to work together as one. We are members of a learning community. We should have a bare minimum of ground rules. Some suggestions for consideration and subsequent suggestions are given below.

- Attendance in all sessions
- Punctuality
- Desire to learn
- Active participation
- Support others to learn
- Learn from one another
- Be open and not judge
- Be willing to experiment with new ideas and behaviors
- Spend time with yourself to reflect and take stock of life and give it a

- new direction
- Respect others
- Confidentially

Be on your own side by accepting yourself for the way you are.

Ice Breaking Exercises Introduced:

Objectives

- To begin the process of getting to know each other in this workshop and
- To help participants understand the purpose of icebreakers and get experiences using them.

In the first day some of the activities introduced those gave the participants a reflection on self and quite enjoyable and relaxing.

Activity – 1 : Being with Oneself Process

The facilitator asks everyone to be seated comfortably and remain relaxed, with eyes closed. Take a deep breath through your nose and let it out slowly through your mouth. Repeat it another three times more. Experience yourself being deeply relaxed. Breathe in and breathe out at your normal pace. After about five minutes, the participants are asked to open their eyes and be back in the group. Invite a few participants to share what they became aware of regarding their thought and feelings.

Activity – 2 : Know your Companion as a Person

Pair up with someone in the group whom you to know the least. Or break into groups of three persons on the basis of whom you know the least. Spend ten minutes together getting to know each other as persons. Spend roughly five minutes per person interacting. You can ask your companion any question which, if asked to you, you would be prepared to answer. After the allotted time, join another group of 02 or 03 persons on the basis of whom you know the least. In your new group of 4 or 6 persons, you cross introduce each other to the new comers. When your companion introduces you to the others, keep noticing how you feel. After the introductions are over share with others how you felt when you were being introduced to the new comers.

Activity-3: Opening the Fist

Pair up with another person. Person A keeps his or her fist closed tightly. Person B opens person A's closed fist. Person A may support his or her fist with the other hand so as to keep it steady. The person B while opening the fist can use only one hand and cannot use any unfair means like hurting the fist, or tickling the person. The activity is performed for only two minutes. Reverse the roles and repeat the activity for 2 minutes. Ask the group to report on their experience of opening the fist. The following questions might guide the process.

Activity-4: Passing the Balls

Ask for 10 volunteers to stand in a circle. Assign who throws balls to whom. The participants are to keep throwing the balls to their pre-assigned partners. The idea is that the players keep passing the balls without anyone dropping them. Have a few trials to help familiarize with the game. Get the group to play and others observe what is going on. Initially only one ball is used and as the players get familiar with the game, more balls are introduced and several balls are being thrown at the same time. Players share their experiences and then the observers talk about what they observed. The feedback should pertain to what helped or prevented the goal achievement, that is, to be able to keep the balls being passed on between the prearranged pairs without dropping them.

Summarize the learning. The question is how best we can achieve a common goal. He asked the participants if they see a parallel between the game and what is happening in our workplaces.

Day- 2

The believes in your sub conscious mind can bring closure towards success or closure towards failure.

The 2nd day of the training begins by the mindfulness, a meditation for relaxation technique introduced by the resource person. After the activity the review of the 1st day carried over by the participants.

Training Topic:

- Self Awareness
- Mindfulness – the art of being in the present
- Benefits of being Self Aware : Reactive Vs Proactive Behaviours
- Self-Acceptance

Self Awareness

Objectives:

- Their personal qualities, both positive and negative
- Their strengths and weaknesses
- Their likes and dislikes
- Their goals and aspirations

Activity: "I am..."

The participants are asked to fill up the incomplete form "I am", using both positive and negative adjectives and phrases that describe them in various ways. Share your descriptions of yourself in smaller groups of five or six persons. Have a leader for facilitating sharing by each member. Listen to each other's sharing. At the end of sharing, each member reflects on the following questions and writes them down. After individual reflection is over, each member shares his or her reflections on each question with the rest of the group. The spokesperson from each group takes note of the significant ideas that emerged during the sharing and discussion. Following the sharing, members may discuss on any issue of significance that emerged in the sharing. The spokespersons from each group are to finalize their reports in consultation with the group.

Question's for Reflection

1. How easy or difficult did you find the activity?
2. What were the difficulties encountered?
3. What did you learn about yourself from this activity?
4. What did you learn about others?
5. In the light of your experience doing the activity, describe yourself. This is your verbal self-portrait.

The spokes - persons from each group presents their reports to the larger group. The facilitator summarized the session by interacting with the group using the various responses from the groups.

Self-awareness basically describes a situation where the light of awareness is turned onto ourselves. While *awareness* is our ability to take note; *self-awareness* is our ability to take note of ourselves. With self-awareness we can monitor the negativity inside us and prevent it from getting the best of us. In breaking bad habits, self-awareness can help ensure that we are being hard on our habits instead of being hard on ourselves. It can also help us work with the mind and body connection to reduce damaging stress and revitalize. The more self-aware we become, the more power we have to create positive change in our lives. Self-awareness is the ability to have a clear understanding of one's own strengths, weaknesses, thoughts and beliefs. When we turn our awareness to shine on ourselves, we may become conscious of a great deal of internal activity.

The world of the *self* is rich and fascinating and we are privileged to possess the ability to actually enjoy all of this *consciously*. Self-awareness is the ultimate enabler. Without living knowledge of ourselves there would be no hope for conscious, positive change. This awareness plants the seeds of change in our subconscious mind. It plants in us the drive and motivation to choose to do things differently. The motivation for breaking bad habits, for example, comes

from an awareness of the detrimental effects the bad habit is having in our lives. Awareness is an inner life, it is the light that coming from within. This is not something that can be seen. It is something that can be experienced.

Mindfulness - The art of being in the present

Objectives:

- Experience inner stillness and peace.
- Focus on the experience of the present moment.
- Observe the mind dispassionately and listen to the voice in the head.

Activity: Mindfulness Practice

Procedure:

- *Take a comfortable position.*
- *Sit straight and relaxed arms and legs uncrossed.*
- *Keep the hands on the thighs with the palms open and facing upwards, and feet flat on the floor.*
- *Keep your eyes gently closed.*
- *See all parts of your body are relaxed.*
- *Now observe your breathing, observe your natural rhythm of breathing in and breathing out.*
- *Experience the touch of the breath at the entrance of the nostrils. Focus your whole attention on the experience of breathing in and breathing out.*
- *If your attention wanders, gently bring it back to the experience of breathing in and breathing out without blaming you or getting irritated with you.*
- *As you keep doing so, experience a space of stillness and calm and peace within.*
- *Thought without judging, being just an observer, and witness. Thoughts come and go like a river that flow. It is the nature of the mind to have thoughts. Observe the flow of thoughts without getting caught up with them.*
- *Keep experiencing the inner calm and peace.*
- *Continue the practice of conscious witnessing your breathing in and breathing out. If thoughts distract, be an observer to your own mind and the flow of thoughts.*
- *You may repeat the Sanskrit mantra, "So hum" (I am): with the incoming breath mentally say, "So" and with the outgoing breath say, "hum". Keep repeating it... Remaining in conscious attention and awareness is the key.*
- *For closing the mindfulness practice gradually you bring your attention from the inside to the outside – the room, the sounds in the surrounding, the touch of the chair you are seated, the experience of your physical body, when you are ready, you may open your eyes and be back in the group.*

For Reflections on the experience the participants' were asked to share their experiences. At the end, summarize the main experiences and learning from the sharing.

Mindfulness:

Mindfulness is moment-by-moment awareness of thoughts, feelings, bodily sensations, and surrounding environment, characterized mainly by "acceptance" - attention to thoughts and feelings without judging whether they are right or wrong. Mindfulness focuses the human brain on what is being sensed at each moment, instead of on its normal rumination on the past or on the future. Mindfulness is the gentle effort to be continuously present with experience.

The mind wanders through all kinds of thoughts — including thoughts expressing anger, craving, depression, revenge, self-pity, etc. As we indulge in these kinds of thoughts we reinforce those emotions in our hearts and cause ourselves to suffer. Mostly these thoughts are about the past or future. The past no longer exists. The future is just a fantasy until it happens. The one moment we actually can experience — the present moment — is the one we seem most to avoid. Cognitively, mindfulness is aware that certain experiences are pleasant and some are unpleasant, but on an emotional level we simply don't react. The thoughts are the software of our brain, when we install these, then it is going to work.

Reflections on mindfulness:

- Uncontrolled mind
- Concentration.
- Touch upon the breathe
- Mindfulness
- The disturbance from outside is disturbing the inner mind
- In calm and peace we can concentrate
- Concentration level increases

Everything is mediated through the person who I am, I'm is very imp. Mindfulness is very much important, it helps us to see things in way they are. Mindfulness helps us in perceiving things as we are. Mindfulness practice is very much needed in these days.

Benefits of being self-aware: Reactive Vs. Proactive Behaviour

"Destiny is not a matter of chance, it is a matter of choice"

- William Jennings Byan

Objectives:

- Tell the difference between proactive and reactive behaviors.
- Identify their own behavior as proactive or reactive.
- Make conscious attempts to behave proactively.

Activity: Think of a time when one of your colleagues or subordinates, friends, behaved so rudely and unreasonably with you. How did you feel then and deal with in the situation? How did they and you feel after the episode was over? What was the overall effect of your way of handling the situation? Here the participants were instructed to carry out the following activity first individually and then share their experiences in smaller groups of 5 or 6 persons.

Self-awareness is an important skill to acquire because it is an attitude that will help you face problems better and get along with people well. This means it is something that must be consciously developed and constantly practiced if it is to flourish. When you are self-aware you have a skill set that can build bridges, so to speak, rather than burn relationships down. To be self-aware is to be emotionally intelligent. You become someone who can take life's turbulence in stride with a smile on your face and peace in your heart. It is an important key to success. Moreover, when you are self-aware you get to build stronger and better relationships with your family and friends. What you need is to learn to empathize so that you think things through before you say something or do something and hurt other people's feelings in the process. To be self-aware you must:

- 1) Continually pay attention on the details of your being you, like why you act the way you do or why you feel this particular emotion in a given situation.
- 2) Introspect regularly. If you want to grow and become a better person (like someone who knows how to preserve good relations with other people; knows how to deal with people who hurt you; cope with frustration, anger or depression) then a little introspection will surely help a lot. Introspection is defined as "the examination or observation of one's own mental and emotional processes" When you introspect self-awareness naturally follows.
- 3) Be open-minded. This means not judging a person or a situation based on personal beliefs, behaviour, or attitude. Accept people without bias and always put yourself on other people's shoes (without compromising your own values). In the instances that other people hurt or put you down you will be able to stand up for your rights and assert yourself with composure.

A person who is self-aware takes the drama out of his life and in the process sees through the drama of other people as well. The process of being self-aware is not always easy, but is a worthwhile and magnanimous achievement. Being aware and secure in what we think and feel usually results in happiness and good health, which is something every social worker should be mindful of. In recognizing and acknowledging our own likes, dislikes, feelings and beliefs, we continue to build on a core understanding of ourselves. This empowers us to develop a higher self-esteem and creates a positive outlook, giving us a sense of

purpose in life. We are only able to help someone else if we are fully present in our own mind, body and spirit.

Take chances, make mistakes. That's how you grow. Pain nourishes your courage. You have to fail in order to practice being brave.

-Mary Tyler Moore

Reactive Vs. Proactive Behaviour:

Reactive means, a person's behavior is determined by the actions of others or situation. For example, if it is raining outside then you are unhappy, if it is sunny outside then you are happy. If your significant other or co-worker said something to irate you then you become upset and defensive, if they said something nice then you are happy.

Proactive means, a person who will take action, initiate, and anticipate future problems to resolve them. For example, if you know that a report needs to be completed, but the manager hasn't delegated who should complete the report, a proactive person would initiate a conversation with the manager to decide if he should complete the report. If you know your significant other doesn't like dishes left in the sink, a proactive person would just wash the dishes. Proactive people use their creativity to develop a successful outcome, rather than sitting around waiting for others and complaining. Being proactive is evaluating a situation and coming up with an effective solution. Once we choose to be proactive, where we direct our attention becomes critical. We don't have control over everything that happens in our lives. As a proactive person, direct your attention to what you have control over.

Progressing from being a reactive person to a proactive person isn't as easy as it sounds. The greatest power that humans have is free will. We make the choice if we want to react or be proactive to any stimuli that we receive from our environment. If we choose to be reactive about our circumstances, consenting that there is not anything that we can do about our situation, we become passive and do nothing. Proactive people are motivated by their internal standards that are independent of the actions of others, or their surroundings. Through free will, one can always choose to handle challenging circumstances to improve personality, and build up capacity to handle similar circumstances in the future. Proactive behavior is not controlled by outside stimulus (aka someone else's behavior). To be proactive is to consider your options and make your decisions based on what you think is best for you at the time. Proactive behavior is also referred to as responding, rather than reacting.

Reactive behavior is generally spontaneous while proactive behavior requires some time and thought. When a person reacts to perceived insults, threats or actions he doesn't like, it is usually done in haste and anger, giving vent to the first words out of his mouth. These people are described as reactionary. Proactive behavior means choosing a course of action, not necessarily in response to what someone else has done.

Self-Acceptance

Objectives:

- Recognize that their strengths and weaknesses are normal aspects of their personalities.
- Accept both strengths as well as weaknesses.
- Develop and implement a plan of action to enhance their strengths.

Activity: Using Affirmations for Self-acceptance

It is important that you use positive affirmation continuously to strengthen your positive attitude to yourself and accept yourself, to like yourself, recognize your strengths and stop comparing yourself with others and running yourself down. In order to store your basic affirmations in your subconscious mind and build up their power to impress themselves in your life, the following needs to be employed.

- *Sit in a comfortable position, hands on lap and feet on floor.*
- *Close your eyes and become completely relaxed.*
- *Remove every negative thought from your mind – all hatred, fear, doubt, criticism, self-pity or inferiority. Believe in what you can do and become.*
- *Now place the affirmation in your mind. It might be a positive statement affirming your strengths, starting with “I am...” (e. g. A good communicator).*
- *Use your list of strengths one by one, or a positive statement affirming your ability to change your list of weakness, starting with, “I can...” (e.g. learn to manage my anger) or “I will...” (e. g. is on time punctually to office everyday).*
- *Hold the thought in your mind for a minute, and repeat it.*

Activity: Positive Affirmations

Ask the participants to write down on a piece of paper as many strengths/ positive characteristics they think they have and rank against each item, beginning with the strongest strength as No.1. Similarly, ask them to write down on another piece of paper as many weaknesses/ negative characteristics, that they think they possess. After they have written their weaknesses ask them to rank them beginning with the weakest weakness first. After they have finished, ask the participants to review the two lists in smaller groups. Share with the group your list of weaknesses and the effect the weakness list is having on their lives. Next, take the list of strengths, share the list with the members and talk about the effect of strengths on their lives. Think about any special gifts, talents, and abilities that may have been left out.

Self Acceptance:

Self-acceptance means accepting yourself fully for the person you are. True self-acceptance therefore comes from an acceptance of the things you like about yourself, and the things you don't. It is an active process that involves a willingness to experience thoughts, feelings and emotions without denial. A lack of self-acceptance involves an unwillingness to experience these thoughts, feelings and emotions thereby leading to a rejection of the self. Although self-acceptance involves a willingness to accept and experience your feelings this doesn't mean that once you are self-accepting you will become ruled by your emotions and incapable of logical thoughts. If you can acknowledge and accept what you are feeling you can then take the necessary and appropriate action to move forward.

Self-acceptance is non-judgemental, it accepts things for the way they are or were. It helps self-understanding. It results in oneself unique. There is no one like you ever before or in the future. It is a requisite for any personal change. *There is no GIANT step that does it. It's a lot of little steps.*

Day – 3

Nothing is so simple that it cannot be misunderstood.

— Freeman Teague, Jr.

Training Topics:

- Self Confidence
- Goal Setting: Living your life your way
- Managing Stress
- Cognitive Reframing for Managing stress

Self Confidence

Objectives:

- Assess their level of self-confidence.
- Recognize how they can further boost up their self-confidence.

Activity: Rating of the Scale: How Confident Are You?

Participants were given a check list and were instructed on how to rate the scale and score it. After the instructions given also discussions held on the scale and how to interpret the scores. Then they were asked to write down their reflections on any one of this that describes yourself and point out your reasons for the choice. Like I am an Achiever, I am an Average performer, I am an Underachiever and share their responses in the smaller groups.

Self-confidence is a person's belief that he or she can succeed. Self-confidence is usually specific to particular tasks, but some people seem to display it in a wide range of activities. This generates feelings of competence which reinforce their confidence. Self-efficacy is enhanced by four main factors: successful performances; vicarious experience; verbal persuasion (including praise and encouragement); and arousal. See your-self as a unique person, with a unique combination of features, abilities and skills. Celebrate your uniqueness, and be appreciative of the uniqueness of others too. Know that you are special, and that you are one of a kind.

Everyone is good at something, so discover the things at which *you* excel, and then focus on your talents. Give yourself permission to take pride in them. Inferiority is a state of mind in which you've declared yourself a victim. Do not allow yourself to be victimized. Express yourself, whether it's through art, music, writing, or dance. Find something you enjoy. Everyone is born with talents and strengths. You can develop and excel in yours. A healthy level of confidence may seem like a mystery to someone who struggles with feelings of worthlessness, but anyone can make great strides in this area. Like any other life skill, there are simple, straightforward ways to recreate our perception of self-worth, and improve the way we assess our own value as a person. Our behavior is generally a reflection of our beliefs about who we are and what we are capable of, but this process can also run in reverse. The basis of our self-confidence is our self efficacy.

Goal Setting

Objectives:

- Realize the importance of setting goals.
- Know the process of goal setting.
- Set goals for their life.
- Will write out a purpose of life (mission) statement.

Activity: *The facilitator discusses with the group the importance of setting goals. He makes a distinction between Life Goals or purpose of life, and goals for each important area of life. Participants are supported to set their Life Goals in the form of a personal mission statement. They work in small groups and share the mission statements and refine them using feedback from one another. Participants were instructed to set 2-3 goals for each of the important areas of their lives. Have long-term, mid-term, short-term goals, and make short-term goals SMART compliant.*

The Wheel of Life

In describing the life wheel, the resource person draws a large circle and placed physical health, family relationships, career, finance, mental, academic and others and asked the participants to share their views. We need to have our life balanced. For each aspect we have to work with one goal. The exercise conducted with instruction to draw the wheel and mark as per how much all of

them give their time for self. Health / spiritual/ social aspects needs to be looked at and some minimum investments are necessary.

The wheel of Life is a tool that helps you check whether the life goals are balanced against all the major areas or roles of your life. It helps quickly and graphically in identifying the areas in your life to which you want to devote more energy and time or from which you want to cut back the amount of time you invest. It helps you see your life holistically. Here the participants were instructed to identify the dimensions of your life or various roles that you play in life. Consider each dimension or role, and on a scale of 0 to 10. When you have completed marking all the dimensions, join the crosses. It is understood that all dimensions of your life are not all equal and therefore it is up to you to fix your own priorities. Our energy and attention are limited, and we should allot them in a balanced way by our judicious choices.

Goal Setting

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality. The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

To set your goals on a number of levels:

- First you create your "big picture" of what you want to do with your life (or over, say, the next 10 years), and identify the large-scale goals that you want to achieve.
- Then, you break these down into the smaller and smaller targets that you must hit to reach your lifetime goals.
- Finally, once you have your plan, you start working on it to achieve these goals.

This is why we start the process of goal setting by looking at your lifetime goals. Then, we work down to the things that you can do in, say, the next five years, then next year, next month, next week, and today, to start moving towards them.

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants (some of which we've included in parenthesis), SMART usually stands for:

- **S** – Specific (or Significant).
- **M** – Measurable (or Meaningful).
- **A** – Attainable (or Action-Oriented).
- **R** – Relevant (or Rewarding).
- **T** – Time-bound (or Trackable).

Goal setting is an important method of

- Deciding what you want to achieve in your life.
- Separating what's important from what's irrelevant, or a distraction.
- Motivating yourself.
- Building your self-confidence, based on successful achievement of goals.

Set your lifetime goals first. Then, set a five-year plan of smaller goals that you need to complete if you are to reach your lifetime plan. Keep the process going by regularly reviewing and updating your goals. And remember to take time to enjoy the satisfaction of achieving your goals when you do so.

Managing Stress

Objectives:

- Define what stress is.
- List out what causes stress in their lives.
- Describe the effects of stress on them.
- Report how they currently deal with stress.
- Discover more effective ways of coping with stress.

Stress is not something that comes from outside, it triggers to come from the outside situation. The problem only disappears with the life, our problem is we sit with the problem. To solve a problem there are 03 steps

- *What do I want*
- *Do it*
- *Celebrate*

Stress symptoms include mental, social, and physical manifestations. These include exhaustion, loss of/increased appetite, headaches, crying, sleeplessness, and oversleeping. Feelings of alarm, frustration, or apathy may accompany stress. Stress Management is the ability to maintain control when situations, people, and events make excessive demands. Stress is what you feel when you have to handle more than you are used to. When you are stressed, your body responds as though you are in danger. It makes hormones that speed up your heart, make you breathe faster, and give you a burst of energy. This is called the fight-or-flight stress response. Some stress is normal and even useful. Stress can help if you need to work hard or react quickly. For example, it can help you win a race or finish an important job on time. But if stress happens too often or lasts too long, it can have bad effects. It can be linked to headaches, an upset stomach and trouble sleeping. It can weaken your immune system, making it harder to fight off disease.

Cognitive reframing for Managing Stress

“Everything happens between your ears prior to seeing it before your eyes”

– John Vitale

Objectives:

- Identify the rational and irrational self-talk statements.
- Dispute and reframe their irrational beliefs.
- Discover that they can act on rational choices.
- Experience that they can regain calm and peace sooner after being disturbed.

Nothing outside directly creates our emotions and feelings. It triggers our self talk, emotions and feelings. Depending on the emotion and its intensity, the body's energy distribution either increases or decreases. When anger or fear is experienced, the pulse quickens and shortness of breath and trembling may take place, while emotions such as heartache, grief, and regret may cause bodily functions to slow down significantly.

In our self talk, we have two kinds of thoughts, Rational & Irrational:

Irrational behaviors of individuals include taking offense or becoming angry about a situation that has not yet occurred, expressing emotions exaggeratedly (such as crying hysterically), maintaining unrealistic expectations, engaging in irresponsible conduct such as problem intoxication, disorganization, or extravagance, and falling victim to confidence tricks. People with a mental illness like schizophrenia may exhibit irrational paranoia.

Irrationality is cognition, thinking, talking or acting without inclusion of rationality. It is more specifically described as an action or opinion given through inadequate use of reason, emotional distress, or cognitive deficiency. The term is used, usually pejoratively, to describe thinking and actions that are, or appear to be, less useful, or more illogical than other more rational alternatives.

'Rational beliefs represent reasonable, objective, flexible, and constructive conclusions or inferences about reality that support survival, happiness, and healthy result; Harmful irrational beliefs cloud your consciousness with distortions, misconceptions, overgeneralizations, and oversimplifications....They limit and narrow your outlook such that you repeat mistakes. Some forms put temporary escape of tension over long-term goals and benefits. We find core irrational beliefs present in destructive...conditions such as impulsiveness, arrogance, defeatism, condemnation, depression, anxiety, hostility, insecurity, addictions, procrastination, prejudice, envy, compulsions, and obsessions.

Cognitive reframing, a technique that teaches people to think differently about the challenges they face. It focuses on thinking differently by “reframing” negative or untrue assumptions and thoughts into ones that promote adaptive behavior and lessen anxiety and depression.

Reframing is a way of changing the way you look at something and, thus, changing your experience of it. Reframing can see a negative event as a learning experience. It is a way that we can alter our perceptions of stressors and, thus, relieve significant amounts of stress and create a more positive life before actually making any changes in our circumstances. Using reframing techniques can actually change your physical responses to stress because your body's stress response is triggered by *perceived* stress, not actual events. If you perceive that you are threatened physically or psychologically by a situation, your fight or flight response will kick in. Your stress response can be triggered by events ranging from annoying to frightening, and can remain triggered long after the triggering event has passed, especially if you're not practicing relaxation techniques. Reframing techniques are a way of minimizing the stressors you perceive in your life, thus easing the process of relaxation.

Cognitive reframing is found to be the wonderful practice of looking at things in a more positive way in order to experience them as less stressful--is a simple and effective stress reliever. Reframing Works by using the techniques that can be simple and easy, especially with practice.

1. Learn About Thinking Patterns.
2. Notice Your Thoughts
3. Challenge Your Thoughts
4. Replace Your Thoughts With More Positive Thoughts

Many of the beliefs which we hold about ourselves were created during our early childhood years.

Day- 4

Training Topic

- *Emotional Freedom Technique (EFT)*
- *Sorting out aspects of personality: Ego States*
- *Ego States and Communication*
- *Psychological Strokes*

Emotional Freedom Technique (EFT)

Objectives:

- Learn about the EFT technique
- Practice the technique
- Experience the immediate long – term benefits of practicing the technique

The resource person introduced the technique and its underlying theory. He ensures everyone is aware of the meridian points and how to go about tapping. He led the group through a tapping session for about 10 minutes and invite the participants to reflect on their experience of tapping. Prof Vadeya instructed to identify an issue that you like to work on and create a statement that encompasses the problem. Using two fingers, gently tap each point in sequence five to seven times while repeating your problem statement.

An emotional freedom technique is a technique that involves tapping on specific pressure points on the body. During this phase of the emotional freedom technique, participants relax on a chair while they try to focus on their most feared circumstance. This is often a difficult phase because it deals with reliving a particular experience that was severe for a long period of time. The participants are then asked to rate the intensity of their fear again to determine how effective the technique was.

EFT is very easy to learn, and helps in:

- Remove Negative Emotions
- Reduce or Eliminate Pain
- Implement Positive Goals

The abbreviations for these points are summarized below. It is, again, the order in which they should be tapped: "Even though I have this _____, I deeply and completely accept myself." The blank above is filled in with a brief description of the problem you want to address. Now you will need to tap on each of the points described above while you are stating the positive affirmation. This will only take a few moments to do.

Prof Vadeya instructed to:

- Select an appropriate affirmation
- Carefully "tune in" to your problem by actually trying to hold the problem in your thought
- State the affirmations in your voice with great passion, energy and enthusiasm.

This TFT can be done:

1. As soon as you wake up
2. When you go to bed
3. Any time you feel comfortable for doing this exercise.

Sorting out aspects of personality: Ego States

Objectives:

- Discover the various aspects of their personality.
- Come to realize why they behave in ways they do.
- Experience that they have choice for their behaviors.

Questionnaire: Exploring your Personality

Here the participants were instructed to complete the questionnaire, "Exploring your Personality". After completing this exercise they have to present the structure of personality according to Transactional Analysis. While discussing on the questionnaire with the participants help them discover their personality structure. This is to show how frequently you do each of the following behaviors by selecting one of the options below that describes the way you behave. Then the participants have to summarize their learning from the session.

The three components of our personality are the id, ego, and super ego. These are the results of our thinking, feeling, and behaviors. The id functions primarily based on pleasure principle wherein our mind seeks to achieve pleasure and avoid any form of pain. The ego is the next component of our personality which is the heart of our consciousness. It is based on the reality principle which states that our mind acknowledges what is real and currently existing. The super ego is the last component of our personality in which our values and morals are contained.

Human personality is made up of three "ego states". Each ego state is an entire system of thoughts, feelings, and behaviours from which we interact with one another. Parent, Adult and Child ego states and an interaction between them form the foundation of transactional analysis theory. The structural diagram of personality is depicted as P, A, C. These are drawn as three stacked circles and they are one of the building blocks of Transactional Analysis. They categorise the ways we think, feel and behave and are called Parent, Adult, and Child. Each ego state is given a capital letter to denote the difference between actual parents, adults and children.

Parent Ego State

The Parent ego state is a collection of memories that have been recorded in early years. Parental and social expectations are logged into the brain as the person perceives them. The messages are sometimes verbal, sometimes experiential and sometimes only assumed. The parent ego state is filled with judgments, values and attitudes. There are two forms of Parent we can play.

The *Nurturing Parent* is caring and concerned and often may appear as a mother-figure. They seek to keep the Child contented, offering a safe haven and unconditional love to calm the Child's troubles.

The *Controlling (or Critical) Parent*, on the other hand, tries to make the Child do as the parent wants them to do, perhaps transferring values or beliefs or helping the Child to understand and live in society.

The Parent ego state is subdivided into the Critical Parent and the Nurturing Parent. Nurturing Parent represents more affirming and more pleasant qualities of what parents and society do for a person. Critical Parent behaviours generally represent the corrective behaviours of real parents and the prohibitive messages of society. Both Controlling and Nurturing Parent are acceptable, but could be grossly overdone. Positive aspects of CP and NP are visible in people's ability to extract right from wrong, to make decisions supported within and fix mistakes without guilt. Negative aspects of CP and NP could damage psychological health where people replay messages from childhood, negative or overly protective.

Adult Ego State

This ego state is not related to the person's age, more to a developmental state. It is a logical, rational way of contacting reality. The Adult ego state is "principally concerned with transforming stimuli into pieces of information and processing and filing that information on the basis of previous experience" (Berne, 1961). The Adult ego state is constantly updating its own processing and storage guidelines. Eventually, the Adult ego state is able to integrate all three ego states with reality.

Child Ego State

Child ego state is a function of impulses and desires to find pleasure and be happy. The early cry for food and the later playfulness is the function of the Child ego state.

There are three types of Child we can play.

The *Natural Child* is largely un-self-aware and is characterized by the non-speech noises they make. They like playing and are open and vulnerable. The *Natural (Free) Child* that is spontaneous, intuitive, creative, pleasure seeker.

The cutely-named *Little Professor* is the curious and exploring Child who is always trying out new stuff.

The *Adaptive Child* reacts to the world around them, either changing themselves to fit in or rebelling against the forces they feel. The *Adapted Child* that is compliant and conforms to wishes and demands of others, particularly parents.

Functionally, the Child ego-state is comprised of 2 aspects:

The *Natural Child* ego state represents a playful and spontaneous part of human behaviour, from infancy to an old age. The *Adapted Child* ego state represents human response which has some negativity in it, some resistance, some reaction and some deeper hostility. A disobedient child, a rebellious teenager and a person with a personality disorder may be said to be "in the Adapted Child ego state."

Ego States and Communication

"Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the emotions to affect other people."

– Jim Rohn

When two people communicate, each exchange is a *transaction*. Many of our problems come from transactions which are unsuccessful. The ideal line of communication is the mature and rational Adult-Adult relationship.

Parents naturally speak to Children, as this is their role as a parent. The Nurturing Parent naturally talks to the Natural Child and the Controlling Parent to the Adaptive Child. In fact these parts of our personality are *evoked* by the opposite. Thus if I act as an Adaptive Child, I will most likely evoke the Controlling Parent in the other person.

Complementary transactions occur when both people are at the same level (Parent talking to Parent, etc.). Here, both are often thinking in the same way and communication is easier. Problems usually occur in *Crossed* transactions, where each is talking to a different level.

The parent is either nurturing or controlling, and often speaks to the child, who is either adaptive or 'natural' in their response. When both people talk as a Parent to the other's Child, their wires get crossed and conflict results.

Transactional Analysis is effectively a language within a language; a language of true meaning, feeling and motive. It can help you in every situation, firstly through being able to understand more clearly what is going on, and secondly, by virtue of this knowledge, we give ourselves choices of what ego states to adopt, which signals to send, and where to send them. This enables us to make the most of all our communications and therefore create, develop and maintain better relationships.

The **Child ego state** is the response the little person produced to what he saw, heard, felt and understood. The Child ego state also starts with the physical birth and continues to develop until the social birth (around the age of five). The **Parent ego state** begins with the biological birth of the individual and extends up to and age of five years. **The Adult ego state** develops after both the Parent and the Child ego states have begun to develop. This state begins to develop from about ten months of age. The function of this state is to update both Parent data and Child data by continuous examination of these data with respect to actual reality.

Psychological Strokes

Prof Vadeya uses this exercise to elaborate on the following various types of strokes and to disguising between them:

1. Positive conditional stroke.
2. Positive unconditional stroke.
3. Negative conditional stroke.
4. Negative unconditional stroke.
5. Neutral or indifferent stroke.

Each type of these strokes are described in detail below.

Positive conditional stroke

- Here the person is appreciated or praised for having done or achieved something in an acceptable way.
- There is condition: if you do well I will appreciate otherwise not.
- So, having fulfilled a condition, if one is appreciated, he is receiving conditional positive stroke.
- Person is thus appreciated for doing.

Positive unconditional stroke

- Here the person is appreciated without any condition. To receive the praise, fulfilling any condition is not necessary.
- Person is appreciated for being and not necessarily for doing.
- Parents love their children unconditionally most of the times.

Negative conditional stroke

- Person is scolded or criticized for not fulfilling a condition in an acceptable manner.
- Typical rejection will be: you have not done it the way it should have been done. It needs correction or rectification. Therefore, I am critical of it and you do not deserve my praise.

Negative unconditional stroke

- If a person gets scolded or criticized for no rhyme or reason, he is receiving negative unconditional stroke.
- This stroke is also not for doing but for being a person who gets criticized by someone else. The person giving this stroke just happens to dislike the other person for his own fancy.

Neutral or indifferent stroke

- Meaning of this is that you are ignoring a person totally and act as if he does not exist.
- You are showing a complete indifference towards that person.
- It is an extremely cruel form of mental punishment.
- You are taking no cognizance of either his being or his doing.

Biggest Advantages in Giving and Receiving the Strokes

- They are free of cost.
- They are the simplest yet, the biggest investments in emotional and psychological life of people.
- They are great motivators.
- They improve one's overall personality.
- They increase the emotional bank balances of each other.

If you are not getting the results you want out of life, it can probably be traced to your self talk.

Day – 5

Training Topics

- *Life Positions*
- *Your attitude makes the difference*
- *Mental steps to Motivation*
- *Concluding Session*

Life Positions

Life positions are basic beliefs about self and others, which are used to justify decisions and behaviour. In this case we are likely to perceive the world from the perspective of I am OK and You are OK.

There are four major life positions one can adopt. These are:

- I am OK, you are OK
 - I am OK, you are not OK
 - I am not OK, you are OK
 - I am not OK, you are not OK
- When you give positive strokes to others, you are recognizing that others are OK too and you become "I am OK, you are OK" from "I am OK, you are

not OK". Or if your existing life is "I am OK, you are OK", it further gets strengthened.

- If you are "I am not OK, you are OK" type, receiving praise from others will improve your self-esteem and your OK ness about yourself will increase. You then get converted from "I am not OK, you are OK" to "I am OK, you are OK".

Four Life Positions Explained

I am OK, you are OK

- Healthy, optimistic and confident attitude towards self and others.
- As a realistic assessment, it means that in my opinion I am OK inspite of my deficiencies. I will neither punish myself for these deficiencies nor totally I will ignore their existence. Other people too have deficiencies but this does not mean that they are second class citizens and cannot be trusted.
- Conflicts and criticism tackled from this life position aim to achieve results with underlying message that I care considerably about you to argue and fight with you rather than criticize you to belittle you.

I am OK, you are not OK

- I am better and you are no good.
- Attitude of superiority and distrust.
- Operating from critical parent and also, nurturing parent ego state.
- People with this attitude follow McGregor's Theory X style of management.

I am not OK, you are OK

- Feeling powerless, depressed and inferior.
- Self-deprecating and readily accepts criticism and negative strokes from others.
- Cannot accept the positive strokes easily. Will discount the positive stroke by saying, "No, I could have done better." "I don't think that I look as good as you describe me."

I am not OK, you are not OK

- It is the black outlook.
- Fortunately not frequently encountered.
- If a person demonstrates this image for a long time, he is likely to show extreme apathy and will not be productive.

Behavioral Attributes of Life Positions

I am OK, you are OK

- A person accepts others in spite of their shortcomings and feels OK about himself despite not being perfect.
- Well thought of.
- Makes good impression
- Able to give orders forcefully.
- Self-respecting.
- Independent- able to take care of self.
- Can be strict if necessary.
- Firm but just.
- Appreciative.
- Cooperative.
- Friendly.
- Affectionate.
- Understanding.

I am OK, you are not OK

- Comes over as distrustful, arrogant superior. Thinks that others are inferiors.
- Can complain if necessary.
- Able to give orders forcefully.
- Independent.
- Can be indifferent to others.
- Can be strict if necessary, critical of others.
- Businesslike.
- Hard to impress.
- Always gives advice.
- Bossy.

- Dominating.
- Impatient with others' mistakes.

I am not OK, you are OK

- Recognized by attitudes of depression, powerlessness and inferiority. Thinks that others are better.
- Apologetic.
- Normally gives in.
- Very anxious to be approved of.
- Touching and easily hurt.
- Lacks self-confidence.
- Very respectful of authority.
- Passive.
- Unaggressive.
- Gentle

I am not OK, you are not OK

- A position of thorough hopelessness and despair.
- Can be indifferent to others.
- Critical of others.
- Can complain if necessary.
- Able to doubt others.
- Irritable, skeptical.
- Impatient with others' mistakes.
- Often unfriendly.
- Bitter.
- Complaining.
- Cold and unfeeling.
- Frequently angry.

Your attitude makes the difference

Objectives:

- Know what attitudes are.
- Understand how attitudes are formed.
- Recognize the significance of attitudes.
- Identify their attitude to self and profession.

Activity: *Instruct the participants to read the handout "Three Men at Work", and asked to share their personal reflections.*

Attitude is defined as a "complex mental state involving beliefs, feelings, values and dispositions to act in certain ways". If you convey a positive, confident and friendly approach towards others, they will typically return the favor. A positive attitude--optimism, expectancy, and enthusiasm--makes everything in business easier. A positive attitude boosts you up when you're down and supercharges you when you're already "on a roll."

Attitudes are habits...

We repeat them over and over again, repeating again, and again, and again, and again...

Attitudes are perceptions...

It's the way you view something. You could be in a great mood, and then, suddenly come across someone or something that puts you in a "bad" mood (or attitude.) That's simply because of your "perception" of that object or person.

Attitudes are judgments...

A perception can sometimes be changed easier than a judgment. The importance of attitude cannot be underestimated. Attitude is everything.

Attitude is more important than skill...

For example, at work, a co-worker may be "the best" in his/her field, but if you can't get along with that person.

Attitude is more important than reality...

You could be in a really bad situation, but if you react in a negative way to that situation, what happens? The situation usually becomes worse.

Briefly:

A negative perspective will make everything in your life much harder if you are filled with it. Developing a positive attitude means thinking positively about all the situations in your life. The benefits of a positive attitude are many and overlap into every part of your relationships, health, happiness, success and overall make life way more fulfilling and happy as a whole. Having a positive attitude is a very important aspect in your life. You can do it regardless of the

problems in your life. Positive attitude helps you cope better with the daily "grind" of life. You have the power to change your attitude at any given moment. Life becomes easier, once you've combined positive thinking and attitude. This brings constructive changes to your life, and makes you brighter, happier and more successful and is the key to staying positive. Having a positive attitude in whatever you do will make things more enjoyable and much easier.

"Our attitude toward life determines life's attitude towards us." - Earl Nightingale

Mental steps to Motivation

"It's not what you do once in a while; it's what you do day in and day out that makes the difference." Jenny Craig

Self-motivation is the force that drives you to do things. It is a set of skills for improving your own morale, job satisfaction, and performance through your attitudes, resilience & mental toughness. Self-motivation is a key life skill and something that everybody interested in personal development should think carefully about. Motivation pushes us to achieve our goals, feel more fulfilled and improve overall quality of life. People who are self-motivated tend to be more organised, with good time management skills and have more self-esteem and confidence. Understanding and developing your self-motivation can help you to take control of many other aspects of your life.

Participants' views:

Some of the feedbacks of the participants are noted below:

- When I first started doing the EFT work, I immediately modified the affirmation response and tried substituting phrases like I chose to remain calm and relaxed, and a variety of other ones that I thought might be better.
- More number of such trainings are needed for the capacity building of Teacher Educators.
- I have joined very recently to the DIET as the Teacher Educator and this kind of training is very much helpful for me.
- I learn to develop my proactive behaviour rather than reactive behaviour.
- It helps me to change my weakness and to think about my strength.
- Mindfulness really gives me relaxation and refreshment, so I will do it everyday to make myself relax and refresh.
- Sometimes I donot accept myself and blaming me a lot. I learn to accept myself in spite of my weaknesses and deficiencies. It will help building on my strengths rather than being concerned with my weaknesses.
- This programme really helped me a lot to know myself. It helped me to

discover myself. Different sessions of this workshop really helped me understand myself better and provide many ways to identify my strengths and also I can see the idea to convert my weaknesses into strength and control my temper.

- I will develop more positive qualities and try to minimize all my negative qualities. Mindfulness activity I will implement in my life. I will behave like SMART in order to make my life well balanced.
- This training helped me to be more self confident, outspoken, participatory etc. it helps to explore many things which I don't know before.
- Wheel of life is a great tool that will help me improve my life balanced.
- The training helped me to understand myself in an interesting by some activities having sharing, discussions, reflections etc. By this I have discovered my personal qualities, strength, weaknesses, likes dislikes, goals. I realized how I am different from others.
- I will become a nurturing parent for my child.
- This training was really a light for me. In the course of training I came to learn many things which were the great value in our practical life and my opinion is that to practice such things if we want to become a transition figure.
- This programme gives me insight to know myself.
- By managing stress at my workplace I can get in to the heart of the people, understand them truly and finally derive pleasure out of my work.
- I shall create a pleasant environment in my professional place by changing my behaviour and attitude.
- From today I am going to decrease the speed of my talking a little bit and take time within my sentences to listen to my words and I will be going to start a practice of writing the words I use when I face and experience a bad situation, which will enable me to know the thought which controls our emotion.
- Techniques like EFT brings a very different kind of experience to me.
- I am going to practise meditation and listen to inner self each day for ten minutes.
- I will communicate through complementary transaction.
- This training helped me a lot to create awareness within myself. It made me feel that I can treat any situation in a proactive and cool mind. I accept myself, the way I am and I strengthen my strengths and reduce my weakness.

Action Points:

Taking into account the log of Significant learning, these are the action points derived from the participants, are noted below:

- Organizing welcome ceremony
- Organization of seminar and doing experiments
- Yoga class and meditation
- Organization of co-curricular activities
- Start behave proactively. I will change all my negative qualities to positive ones.
- Self-introspection before going to bed.
- Analysis myself, if necessary reform, reshape in positive direction.
- Trying to control negative attitude of my mind.
- Prepare a goal plan for my family as well as for my institution.

Concluding Session

"People may hear your words, but they feel your attitude." John C. Maxwell

Building teacher capacity requires changes in district and school attitudes about how to best support teachers as they improve their teaching. The practices described here show how expanding teachers' roles, making mathematics teaching a public enterprise, and providing new teaching tools with customized training provide teachers with opportunities to improve their teaching.

Programmes which promote capacity building should focus on the following:

- Developing survival skills
- Becoming competent in the basic skills of teaching
- Expanding one's instructional flexibility
- Acquiring instructional expertise
- Contributing to the professional growth of colleagues, and
- Exercising leadership and participating in decision-making

With broadened roles and responsibilities, teachers redefine how they think of teaching and what they can contribute. They learn that they can gain expertise for successfully working with subpopulations of students in need of help, be part of a development team for building common assessments at the district level, or serve as leaders in the district to promote change in education. When instruction is public, teachers learn about the power of collaboration for improving their practice and lose the fear of having observers in the classroom. With structured observation protocols and regular opportunities for feedback, teachers forget about working in isolation and focus more on the ways they can work together on student achievement. Finally, with new tools and customized support, teachers can access the individual training and feedback they need to make good practices part of their daily instruction.

Capacity Building of Teacher Educators

Phase I

Self-discovery & self - empowerment

SCHEDULE OF SESSIONS

DAY I

- Session 1 : Introductions
- 2 : Getting acquainted - Icebreakers
- 3 : Icebreakers, contd.
- 4 : Methodology and conditions of training
- Journaling significant learning and change

DAY II

- 5 : Self - awareness
- 6 : Mindfulness – the art of being in the present
- 7 : Benefits of being self – aware : reactive versus proactive Behaviors
- 8 : Self – acceptance

DAY III

- 9 : Self – confidence
- 10 : Goal setting : Living your life your way
- 11 : Managing stress
- 12 : Cognitive reframing for managing stress

DAY IV

- 13 : Emotional freedom Technique (EFT)
- 14 : Sorting out aspects of personality : Ego States
- 15 : Ego states and communication
- 16 : Psychological strokes

DAY V

- 17 : Life positions
- 18 : Your attitude makes the difference
- 19 : Mental steps to motivation
- 20 : Concluding session

NB : There will be group sessions every evening / night for review, sharing and consolidation of significant learning, and action plans.

PHOTO GALLERY



INAUGURATION



LIGHTING THE LAMP BY THE DELEGATES (1)



LIGHTING THE LAMP BY THE DELEGATES (2)



MS. YUMI BAE, STATE CHIEF, UNICEF, ODISHA



MS LALITA PATTNAIK, EDUCATION SPECIALIST, UNICEF ADDRESSING THE PARTICIPANTS



PROF THOMAS VADEYA, RETD. PROF. M.S. UNIVERSITY, VARODA IN HIS DELIBERATION TO THE HOUSE



VOTE OF THANKS BY MS JAYAJYOTI PANDA, CONSULTANT, UNICEF

ACTIVITY



DAILY OPENING OF SESSIONS THROUGH PRAYER AND SONGS BY PARTICIPANTS



COMMISSIONER-CUM-SECRETARY ADDRESSING THE PARTICIPANT



PARTICIPANTS WRITING QUALITIES ON THE BACK OF THEIR FRIENDS (3)



PASSING THE BALL - ACTIVITY

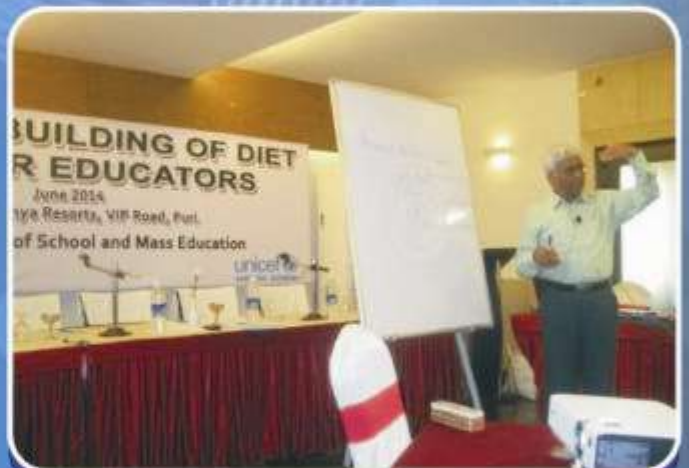
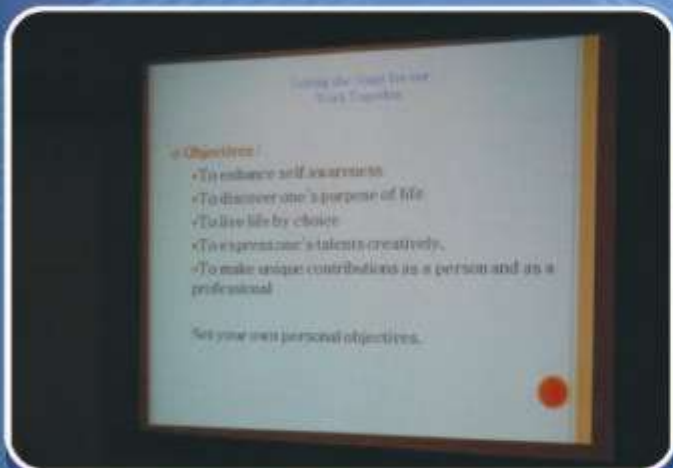


PARTICIPANTS WRITING QUALITIES ON THE BACK OF THEIR FRIENDS (3)



PRACTICE OF EMOTIONAL FREEDOM TECHNIQUE

PRESENTATION BY THE RESOURCE PERSON AND INTERACTION BY THE PARTICIPANTS



GROUP EXERCISE



GROUP EXERCISE



1ST BATCH



2ND BATCH