

TRAINING OF TRAINERS ON CAPACITY BUILDING OF TEACHER EDUCATORS OF ODISHA A REPORT



Venue : Hotel Toshali Sands, Puri
Duration: May 13-17, 2016



Directorate of TE & SCERT
Odisha, Bhubaneswar

unicef 
unite for children

Teaching is arguably the strongest school-level determinant of student learning and achievement. It is therefore important to pay attention to teacher quality and, by extension, to teacher preparation and the continuous development of teachers ... One formidable challenge for SSA today is how to expand the size of their teaching force while improving its quality.

(UNESCO-IIEP, 2004, p. 5)

BACKGROUND AND BRIEF DESCRIPTION:

The institution of education is an integral part of society. Quality of learners depends on quality of teachers who constitute the backbone of the entire education system. Thus, it is crucial for teachers to be well-rounded and equipped with necessary expertise so that they can build required knowledge and skills in the students to enable them to succeed in a world of tremendous opportunities and also challenges. That is why; the role of teacher educators becomes even more important. Teacher development is possible only if there is a robust program for developing teacher educators. Teacher educators are the key actors in the space of quality education. Teacher educators are the ones who are responsible for pre service teacher training. The nasty cycle of poor quality in-service teacher development begins with the absence of high quality teacher educators.

To enhance the existing capacity of teachers there is a dire need of enhancing capacity of teacher educators as well as trained teachers. Teacher educators' role is crucial to bring quality improvement in schools. Therefore there is need to reflect upon the teachers role as professionals who bring a change in the life of students. It is unfortunate that though teachers make the highest impact on quality in the classroom and they are at the heart of education it is critical there are little efforts for teacher development. A mechanism needs to be evolved to include teachers in development process rather than just getting their feedback on what they have already conceptualized. To infuse quality consciousness in schools, a higher quality aspiration and presence is needed at all levels of education governance. Programmes in education and in teacher development are to be planned over a sufficient period of time. A key challenge for the Indian education system is to "democratize good education". To achieve this, the quality of education for all students must improve, which in turn requires improvements in the quality of teaching.

Teacher educators are people "who provide instruction or who give guidance and support to pupil teachers, and who render a substantial contribution to the development of students into competent teachers" (Koster et al., 2005). They are the ones who are responsible for quality of teachers that go into schools that in turn directly impacts quality of education. Hence, it is worthwhile to explore the factors that contribute to the professional development of teacher educators and examine quality requirements and specific competencies for them. According to (Smith, 2005), teacher educators' professional knowledge is expected to be more comprehensive, rich and extensive, both in terms of the specific subject matter taught and in relation to areas such as pedagogy and psychology ideally. Therefore, Teacher Educators have a dual role: to be producers of knowledge on education, learning and teaching, and to be educators of teachers.

AIMS AND OBJECTIVES, TRAINING SUMMARY, OUTCOMES, WORKSHOP ASSESSMENT

Teacher Training

We know that within a school, teacher quality is the single biggest influence on student engagement and achievement and that improving teacher effectiveness is the best method of improving student performance. Teacher preparation and the early years of teaching experience are critical in developing effective teachers. To improve classroom practice and get the best teachers in every school, we need to attract the right people into teaching, give them the best possible training, and support them as they move into the classroom.

Teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained periods of in-service training. Maintaining the view that a teacher must remain as a learner during the scope of their service is mandatory. Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences.

Teacher Education Institutions have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society, so that such a future is possible. Teacher education institutions:

- educate new teachers
- provide professional development for practicing in-service teachers by updating their knowledge and skills
- create teacher education curricula
- carry out research
- contribute to textbooks
- provide expert advice to local schools upon request
- educate and certify headmasters, principals, and other school administrators

Training Summary

This Report provides an overview of progress and constraints relating to the Capacity Building Training-of-Trainers (ToT) held during 13th to 17th May, 2016. Fifteen participants (being selected in four phases) undertook the Capacity Building Training-of-Trainers Workshop over a five day period. A copy is attached at the end for the Daily Programme that outlines the content, teaching methodologies and anticipated learning outcomes for each session of the five day workshop. The Workshop was led by Prof Thomas Vadaya, Retd Professor of Education, M.S University, Baroda and Director INSIGHT, The Institute for Human Growth, Baroda, Gujrat. The programme was organized by SCERT, Odisha and supported by UNICEF, Odisha.

Training Aims and Objectives

The **aim** of the Capacity Building Training-of-Trainers Workshop was to provide participants with a training of trainers program that will equip them to be confident and competent trainers and enable them to build capacity within their own district, region and/or State.

The **objective** of the workshop was that participants will acquire knowledge, skills and attitudes necessary to competently deliver and manage training programs that will build capacity in their own State and region.

1. Enhance awareness of the purpose and significance of continuing teacher education.
2. List out the drawbacks in the conduct of teacher training as practised today.
3. Build awareness regarding the kind of trainers they themselves are.
4. Differentiate between –
 - a) Pedagogy and andragogy
 - b) Traditional trainer and facilitator
 - c) Traditional Education and Progressive Education
5. List out characteristics of effective trainers
6. Design and deliver a training session employing the active experiential participatory model of training.
7. Evaluate the outcome of training.
8. Develop action plans to translate their new learning into their own learning.

The **outcomes** of the workshop:

At the end of the workshop participants should be reasonably able to:

- Explain the ultimate aim and purpose of training and the process that results in behavioural change;
- Design, develop, review and evaluate a learning program for use in their teacher training institute;
- Deliver training sessions from the learning program designed for their pupil students;
- Explain the principles of adult learning and their importance;
- Use a range of teaching methods and resources when delivering training;
- Develop assessment tools to assess participant's achievement of learning outcomes;
- Develop tools to review and assess student learning;
- Explain what cross-cutting issues are and identify ways to address issues affecting quality education;
- Identify and explain how to resource and manage training.

Participants

There were a total of fifteen participants. At the end there is a complete list of participants with their name, contacts and email ID.

Workshop Assessment

During the training days:

The participants were given log of significant learning with action points, they need to reflect on their daily learning outcomes of each session to rate their level of knowledge and skills regarding designing and delivering training programs.

They were asked variety of questions regarding their understanding of certain content relating to sessions learned with designing and delivering a training program. At the end there is list of questions.

At the conclusion of the workshop participants completed an action plan questionnaire that was divided into two parts, it covers both personal and professional aspect.

In the feedback questionnaire the value of the workshop, sessions they found most useful, new attitudes develop after attending the training, and asked to rate their level of knowledge and skills after completing the Workshop.

PURPOSE, RESULT AREAS & KEY RESULTS TO BE ACHIEVED

The purpose of ToT- Odisha on Capacity Building of teacher educators is to support providing TE & SCERT with trained resources to implement upgrading programme for elementary education working teachers. ToT is organized with 15 selected teacher educators. Concretely the purpose of ToT is to support teacher educators to plan and implement upgrading programme of working teachers through their self-development and development of their institutions.

The approach for capacity building is that the expert facilitates to develop a contextually relevant learning which enables teacher educators to train other teacher educators and pupil teachers while teaching in their institutions. The programme includes three phase training of teacher educators who have successfully completed the training, a refresher course, training for Heads of the Institutions. After all the phases the participants were selected for the Training of Trainers (ToT) which include class room facilitation of all teacher trainers with face-to-face interaction and feedback sessions by the whole team of trainers in presence of the facilitator Prof Thomas Vadaya.

Result Area(s):

- Improved quality and relevance of elementary education.
- Enhanced management, leadership and governance capacities in elementary education institutions.
- Improved information management in teaching and learning.

Key Results to be achieved:

- A group of 15 Teacher Trainers trained through ToT to implement the training of newly recruited teacher educators and senior teacher educators.

- Production of session plans of capacity building training of Phase – I for Teacher Trainers and of Self-Learning Materials and activities for nearly 200 teacher educators (for the next phase) supported.

The aim of teacher training isn't just to produce the average teacher but to produce the above average Educator. Educators have social obligations to equip students to be unbiased active participants in society. Educators should be defenders of truth who enable social change and disseminate accurate knowledge (Rizvi & Lingard 2010). The classroom can provide the environment for this participation to materialize. Since education enables us to know, to do, to live together, and to be the reach of teacher training programs internationally rests on the reflection of this kind of education.

INAUGURAL AND PARTICIPANTS INTRODUCTION

Dr. Snigdha Mishra, Deputy Director (TE) welcomed all the participants and resumed her introductory deliberation. She highlighted on the importance of conducting the training. She emphasized on all three phases conducted for the teacher educators in three different themes, one training conducted for the heads of the Institutions, one refresher batch conducted. This shows the continuity and a step by step process conducted to have impact on the behaviour and attitude. As this is the building skill, we build people by this process and finally here are the selected batch of 15 participants who are together for the training of trainers.

Prof. Vadaya welcomed all the participants for the five days training and shared the objectives of the programme. He also made a global discussion regarding the thematic idea of the last three phase of capacity building training programme by seeking responses from the trainees and was followed by a holistic discussion within the team. We have lots of expectations, somehow all expectations does not come into reality. When it comes to the State SCERT is the nodal agency and gives direction to the programmes and activities. I have desire to see SCERT is taking it forward. An educationist has much more importance in moving things ahead. We are preparing the future generation by preparing the teachers. If we do not feed the teachers they will eat the students. There is absolutely nothing wrong in all our children. I have been telling the trainees that I will like to see the results only. Training of teachers and teacher educators are important.

Sri Manoj kumar Mohanty explained the constraints of the state Government in bringing of quality education in the state and to bring systemic changes is very challenging. When we speak of education, it is a very broad, complicated term. You cannot arrive at a solution. Much more activities are entrusted. They are less spelled and maybe there is no commitment. Asking why there is necessity of institutionalization of capacity building training, here must be start from the ground and there is multi task role of teachers and teacher educators, to create a mindset for life long journey. With the historic legislation RTE there is tremendous need of teacher capacity. When we are talking of quality education, we need to produce quality teachers. That is why we need to recruit such teachers, who have committed, be a role model. There are lots of difficulties, hindrances, but the most important thing is you should not be dissociated from the commitment. The challenges and constraints we face in the system are:

- Teachers are now not in a mood to go for a training,

- They do not have the interest for learning,
- They usually dropout for training.
- Regarding the content of the programme, many of the RPs are not well versed with the content.
- Human knowledge,
- Commitment and competency
- No training management system.
- Ineffective monitoring and monitoring mechanism.

Whatever might be the constraints and shortcomings, we need to go ahead. We have restructured SCERT and with all commitment we are doing our work and moving in a positive direction and hopeful in achieving the performance.

Sri Indramani Tripathy, Director, TE & SCERT addressed on ways for bringing quality education in the state. He gave an example of a School in Sundargarh District where a single teacher managed more than 200 students and the students have love and respect towards the teacher and the academic performance was very qualitative as well. So it was the way where the growth of the students can be visible. He asked few participants to tell the name of the teacher whom they like most and why. All came to the consensus that it is not the knowledge of the teacher rather it is the interpersonal relationship with the teacher which made us to remember them forever and learn from them. Teachers and teacher educators have to carry out the commitment and responsibility. I always feel teaching is more patientful than any profession. He asked all the participants to share, who is your ideal teacher. You have to be a role model. The relationship between teachers and students is very necessary to maintain.

TECHNICAL SESSIONS

Prof Vadaya, initiating the technical session asked all the participants to share in brief what was the topic covered in different phases. Becoming a teacher trainer is one of the most rewarding and empowering step in a teacher's career but often teachers are thrown in the deep end without really understanding the specific skills and knowledge that teacher training demands. During this training one can develop an understanding of many factors involved in teacher education and will be able to design and deliver successful teacher training sessions and courses in a variety of contexts with confidence. While preparing teacher development and teacher training courses various ways are designed, effective teacher training sessions planned and learn how to integrate observation and action research into the teacher training programme.

Activity: In an activity, the participants were requested to stand in a circle and greet their co participants with a smiling voice like Hi... Hi... Ha... Ha... Ho...Ho... and they have to get involved with each other. They will introduce their partner in one to one introduction to know each other. The activity was really enjoyed by all the participants.

Participants share their feelings regarding the activity, the outcomes & importance of the activity which was followed by the discussion of Prof. Thomas.

Prof. Vadaya led the programme ahead by making a clear and vivid discussion about objective & intention. Now all the participants were asked to share their intention; what did they want to achieve from this training. One by one all the participants stated their intention which is simplified by the resource person and he emphasized that intention as a big picture whereas objective is a small picture. In their sharing: some said they feel powerful, happy, energetic and exited..... That envisages the maximum importance of capacity building training.

My intention from this training:

- How to acquire and develop managerial skills.
- How to inculcate psychological meaning of being self.
- To be a good leader.
- To be able to bring the surface, the hidden talents of the training.
- I will improve my teachership quality.
- To help others to grow.
- To know the quality of an effective trainer.
- To know the skills of teacher educators.
- How to start a session that my colleagues, who will listen me perfectly.

Each group presented their views on these four questions which was discussed rigorously. After this activity Prof Vadaya, asked the participants to share their intention on SMART goals:

Setting the stage:

The whole house was divided into three groups and were named as enthusiastic, committed and promise group. The groups were informed to suggest their views on the sheet given to respond. Before starting the technical session Prof. Vadaya, asked following questions to the teacher trainers for the preparation of the stage.

- How do you feel as we begin the training?
- What is your purpose and what do you want to achieve by the end of the five day training?
- Identify the resources you have in achieving your purpose.
- Identify what can distract you from achieving your purpose.
- Your whole – hearted commitment to your purpose.

How do you feel as we begin the training?

- Very energized to be a part of the group of learners.
- I feel very happy and lucky enough as we begin the training. I really built my capacity to facilitate myself and also others.
- I am Curious.
- I feel excited about the training as I have already attended four phases of training and I am anxious to know what I shall learn in the Training of Trainers (TOT) programme.
- I feel confident, exited and enthusiastic while i begin the training.

<p>What is your purpose and what you want to achieve by the end of the five day?</p>	<ul style="list-style-type: none"> ➤ I will learn how to help teachers to learn. ➤ My purpose of life is to be an effective teacher educator and trainer. I want to achieve the skills like facilitation, linkage to make my class more effective and for my trainees. ➤ My purpose is to be an excellent facilitator. ➤ My purpose is to refine the knowledge gained in earlier four phases of training. I want to be a teacher trainer with full of potentialities and skills to deal with a larger group of persons not only in my professional life but also in my personal life. ➤ At the end of five days I shall emerge as a skilled and resourceful person who can handle a training successfully.
<p>Identify the resources you have in achieving your purpose.</p>	<ul style="list-style-type: none"> ➤ I am friendly. ➤ I am a happy person. ➤ I am active and proactive in my behaviour. ➤ I am jolly always. ➤ I am a Good listener & Confident. ➤ My interest, Knowledge, Skills & experience. ➤ My ability of good communication.
<p>Your whole hearted commitment to your purpose.</p>	<ul style="list-style-type: none"> ➤ I know who I am. I know what the purpose of my life is. I will make my purpose successful. ➤ I must achieve my purpose by taking proper planning and action, Positive thought. ➤ I will be a helping & competent facilitator. ➤ I shall commit to my purpose fully and take the course of action by determining to achieve the purpose. So that, I will believe in myself and develop the level of self confidence in me to achieve the purpose in life. ➤ I am ready to take any responsibility, which can be achievable and practically possible without taking unnecessary strain.

Greeting the whole group Prof Vadaya shared remember, there is nothing as powerful as a determined mind. Your participation, your engagement and the initiatives... will depend on your commitment to your purpose for being in the training.

In the next session, the present scenario of continuous teacher training was discussed. All the participants share their views regarding the present practice of teacher training and its drawbacks. Prof Vadaya reflected on to think on the kind of training that we have and ended the session with an instruction to write the significant learning points.

Teacher training and its significance

Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. On-going professional

development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and many more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Quality teacher development is almost definitely one of the most vital things for an institution.

Teacher training must involve theoretical know how in the classes to be taught and additionally in being a good role model to learners and they should also have some experience in a classroom. Data reveals that majority of the skills a teacher will learn are acquired in the initial five years of their work. These competencies are generally learnt from paying attention to senior teacher educators who have far more experience and are comfortable to suggest different approaches and hints on how to teach and manage classes positively. The teachers will need to keep up to date with new methods and teaching techniques throughout their teaching career, this is how teachers are kept up to date and are always checked they are upholding a good standard of teaching.

In this context, these 04 questions set for discussion,

1. According to you, what is the purpose on continuing teacher training?
2. What is the purpose of training trainers?
3. What do you believe as the role of trainers?
4. What do you understand by training?

Educational quality is a matter of the skills and knowledge that learners gain through schooling. ... In general, quality is improved when the teacher understands the subject matter, knows how to teach it effectively, and is motivated to come to school every day and work to help children learn ... Improving instruction is a complex task that entails a wide range of interventions, [including] ... supporting improved [pre-service and in-service] teacher training ... [toward] adoption of teaching methods that involve students in the learning process.

(USAID, 2005, pp. 8-9)

THE PRESENT SCENARIO OF CONTINUOUS TEACHER TRAINING

Improvement in the education sector does not only involve posting teachers to their work place, it has a special purpose. If we want our teachers to work well we should create good working environment for them. They can easily integrate with the society in which they live. This will facilitate learning. Unfortunately, due to policy related problems, environments for effective learning are not realized in most schools in our State.

"A teacher is the most important actor in the teaching and learning process. The teacher organizes and guides students in their learning experience and interaction with content of the curriculum, and promotes at all levels, students initiatives and readiness for their own learning".

For a discussion the following questions were put:

1. As a Teacher Trainer, are you satisfied with the way training is happening these days?
2. What are some of the drawbacks? Suggest ways to remedy them?

3. How would you want to see continuing in service training of teachers in the state in a year from today?

The responses were recorded:

- The teacher training programme of TE SCERT & UNICEF is quiet worthy; it is not complete in itself. While comparing with other trainings conducted it is seen very well, the attitude and behavior is not compatible. The intention is good. The rules and regulations imposed by Govt. are good and the irregular teachers and their attitude is not good and it influences the whole mass.
- There is no such composite planning of the teacher training programme.
- Teacher training organize haphazardly to deliver only for the sake of completing, that is why the training programmes are not successful. For utilization of money only it is being done.
- Trainings are over lapping, OPEPA, SSA SCERT are organizing the trainings at a time, so the trainers also are confused and with limited people it is difficult to manage. The teachers are not patientful to stay back. The training culture is not there. Many of the teachers and teacher educators have no interest in their work.
- Attitude is very different. Teachers know everything. Only the problem is with their attitude. Trainees are not coming within time because of the trainers. Because of the non-transparency behavior of the trainers and trainees it is happening.

Reflections:

In order to enable others to grow, we need to grow. Open structure is very essential to make people work. We cannot categorize people and accept that they have different opinions and agreed that they have their own opinions. Somebody who is extremely well, is formed as modeling and with the principle, if one person can do everyone can do. The barrier is in the head. You need to keep the mind open, because it works, when it is open. Practice more is needed to see it within the self. God has given immense potentiality to our children, they have no real problem and we need to nurture them.

Activity: Music chair game,

Characteristics of effective trainers

- Effective trainers make a DIFFERENCE. They impact the growth and performance of trainees.
- CHARACTER: Have credibility; "walk the talk"
- Mastery of subject
- Delivery: ability to communicate the content. And able to reach the trainees.
- CONTACT: Ability to connect to the trainees, know their needs, understand them (empathy) so as to enable them to progress.
- CHARISMA: Energetic, enthusiastic and full of life.
- PROFESSIONALISM: Being a good role model.

Difference between – Pedagogy and Andragogy

Comparison Chart

ANDRAGOGY VERSUS PEDAGOGY COMPARISON CHART		
	Andragogy	Pedagogy
Definition	The methods and practices used in teaching adults.	The methods and practices used in teaching, especially of children.
Focus	On independent, self-directed, and/or cooperative learning among adults.	On a teacher's methods of transferring knowledge to a student, who is dependent on the teacher's methods and understanding.
Authority	Adults have control over much of their learning experience and must be motivated to learn. Can often seek out new or different learning experience, at will.	Teacher controls the learning experience for children, and much of what is taught is based on rigid curricula.
Importance of Grades	May be very low	High

Pedagogy refers to the theories and methods used in teaching. However, in the past, pedagogy referred specifically to the methods used to educate children.

Andragogy was coined to focus on the practices used to teach adults. In the traditional sense of the word, pedagogy is authority-focused, "top-down," in that a teacher has complete or nearly complete control over a child's learning experience. The teaching methods employed in pedagogy are very much about transferring foundational knowledge, not about critical discourse. It is a formal process, and usually grades are involved as a means of documenting children's progress.

Meanwhile, andragogy is focused on the learning experience of adults and which methods work best in adult education. It is much more self-directed, in that adults must often set their own schedules for learning and be motivated to commit to study or practice. Adult education is also often cooperative, in that adults tend to work together and review each other's work and understanding of a subject. In many adult education courses — for example, a cooking or art class — learning is somewhat informal, and grades may not be important or may be absent altogether.

Hallmarks of Contemporary Education

Education is recognized as both a human right in itself and an indispensable means of realizing other human rights and fundamental freedoms, the primary vehicle by which economically and socially marginalized people can lift themselves out of poverty and obtain the means to participate fully in their communities. Education is increasingly recognized as one of the best long-term financial investments that States can make. Education of indigenous children contributes to both individual and community development, as well as to participation in society

in its broadest sense. Millions of people are denied their right to education because of poverty, marginalization, poor and ill-funded services, geographic isolation and conflicts.

Education enables indigenous children to exercise and enjoy economic, social and cultural rights, and strengthens their ability to exercise civil rights in order to influence political policy processes for improved protection of human rights. Education is the primary means ensuring indigenous peoples' individual and collective development; it is a precondition for indigenous peoples' ability to realize their right to self-determination, including their right to pursue their own economic, social and cultural development.

Experiential learning is a method of educating through first-hand experience. Skills, knowledge, and experiences are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research, etc. It is based on the idea that learning is a process whereby knowledge is created through transformation of experience. It is based on four main elements which operate in a continuous cycle during the learning experience through concrete experience, reflective observation, abstract conceptualization, active experimentation. Experiential learning engages students in critical thinking, problem solving and decision making in contexts that are personally relevant to them. This approach to learning involves making opportunities for debriefing and consolidation of ideas and skills through feedback, reflection, and the application of the ideas and skills to new situations.

***Activity:** Wearing Glasses: 03 of the participants were invited and they were instructed to wear coloured glasses and share what they were seeing and what is the colour, if they see any changes; they need to identify and to start a discussion within the team regarding their vision and shared with the house.*

Reflection:

We perceive things as we are and not as the things. In accordance with our own perception, we look things differently. We do not see the realities as it is, we need to change things. According to our predictions and experiences, thoughts, therefore our references to thoughts as it make as what we say and what we do is depend upon our perception. We are part and parcel of the universe. The universe comes to your imagination. We have the power of universe. All that we are today is created by our mindsets. That is power of our thought and all that is depend upon in our mind. So be positive in all aspect for yourself, for others, for the community and for the universe. It will put you more into joyful teacher and joyful learning. When you involve yourself and others, you can get the results.

People do not look inside. They all look at outside. The problem is that outside is created by inside. Our thoughts, our beliefs, our attitude makes everyone feel needed. They are the bi-products. The inside creates the outside. As we experience success, success is largely defined as a linear experience. Manifestation takes place outside. If you keep your words, your voice will be the law in the universe. We need to manage our mind. Inner growth is important as we are connecting to others. Relationship is very important to connecting with

others. These are not simply to be talked about, these are experiences. Our job is to learn fully as a human being. So we have to begin creatively.

The world gives us the opportunity to choose. It makes every moment enjoyable. You need to be in the present. Past has lots of regrets; the future has lots of worries and anxieties. Every moment you need to be mindful. You need to be absorbing yourself. It is only possible because of the present. Self-mastery is talking about your-self. So therefore, you have to do it yourself. It is the way of your being. Self-mastery is very important, because when you are mastered you are only able to get it. We go for super learning because we can, if my intention is to serve my trainees, I need to prepare my best to make them understood and learn. When you need to be a model for the trainees, how do you act on it, we need to take care and we need to listen students. There are certain adequate needs to be followed. We are people builders. We help people grow for which you have to enrich yourself.

Designing a Training Sessions

- Your purpose as a trainer: what you want your learners to achieve – knowledge, skills and attitudes. The more holistic the purpose, the deeper the learning.
- Designing a training session using a specific content, specifying learning objectives, choosing approaches, methods, integrated with technology.
- Delivery of training.
- Evaluating outcome.

The following outlines the steps involved:

Topic:

1. Factsheet: the teaching content that is going to be dealt with. Briefly describe it.
2. Your goal: what you intend for the trainees.
3. Specific objectives: what you expect them to have learned regarding the content being dealt with.
4. Duration: 1 hour (for example)
5. Name of activity:
6. Materials required:
7. Procedure:
 - a) Activity explained
 - b) Break into smaller groups (materials made available when required)
 - c) Questions to discuss in groups following the activity.
 - d) Group reports in the large group (plenary)
 - e) Facilitation using student reports. This helps to interlink the ideas from the groups. There is scope for adding additional content.
8. Summarization: the facilitator summarizes the main points of learning. The more facilitative way would be to elicit ideas from trainees.
9. Trainees write down their personal learning from the session.
10. Trainees write down actions they intend to take to translate their learning in real life.

Self reflection:

- How satisfied are you with your facilitation section?
- Mention a few things you feel you did well.
- Do you think you have been able to adhere the objectives set up?
- Mention areas you could improve next time around.

Before starting the facilitating sessions, some agreements made clear to all the participants. They have to follow the session design as suggested in the training module. Accordingly everybody has to prepare their own session plan. The bottom lines in peer group feedback suggested as:

- Any feedback given needs to be towards growth, because the person is valued, responsible and respected.
- We should not find fault or mistakes – it will make people broken down.
- We have discussed about two sets of mindsets, keep sensitivity to people.
- Each one has different level, and we need make people grow and make people buildings.

Other aspects of the session:

Planning: objectives, how to facilitate, how to summarize, anything personal to learn, plan to do further.

Suggestions

- A network in many agencies involved in teacher education at the various levels such as NUEPA, NCERT, Universities, IASE's, DIETs, CTE's, SCERT, BRC, CRC and the NGOs will allow the upgrading of the teaching and leadership capacities of teachers.
- Developing approaches that help teachers to become reflective practitioners and agents of change in their own contexts.
- Decentralization of the programme with capacity building of the staff at lower levels.
- To provide the teachers with the necessary pedagogical support, particularly at the school level.
- To provide conducive framework to encourage teachers to find ways and means of self-improvement.

Key Challenges

- There is a need to align teacher education with the process of school development and provide flexibility for the teachers to apply new methodologies in the classroom.
- There can be school teams, so that groups of teachers can support each other in trying out new methods.
- There is a need for active participation by the teachers in the design of in-service training and structures.
- There is also a need for teachers to be actively participating in the process of development of instruments that is to be used to monitor teacher performance and accountability.
- There is a need for an integrated and comprehensive teacher development policy with a strategic implementation plan that recognizes teacher education as a Continuous lifelong process.

Limitations of Teacher Education

The obstacles in the area of teacher education are vast.

- First, inadequate access to education is seriously limiting the student's opportunity in this very competitive "knowledge economy." In some contexts there are strong cultural, economic, and political obstacles specifically to women's access to education (Education, 2011).
- Secondly, the student/teacher ratio in both primary and secondary education is disproportionate when compared to their developing counterpart. The most underdeveloped parts of the rural world are suffering the greatest because of this disparity (Moon, 2010).
- Thirdly, the teacher quality is an issue in most other states especially those with limited access to education. Many teachers in these states are untrained or under-qualified or teaching subjects in which they are neither qualified nor trained (Perraton, Creed and Robinson, 2002).
- Fourthly, the attention given to teacher education and their continuing professional development has in many cases lagged behind that given to other parts of the education system. Some places lack a policy for it, though the importance of teachers is emphasized in many international reports.
- Lastly, further research needs to be conducted on the success and limitations of teacher education programs. There is a continuing shortage of good research; all too few studies have looked at the costs and the outcomes of various approaches to teacher education; few have asked the tough questions about how teachers' work in the classroom has changed as a result of their training (Perraton, Creed and Robinson, 2002).

Although there is wide recognition that teacher education, training and professional development need to be integrated, in ways that operationalize lifelong learning for teachers, the resources allocated to it are usually inadequate and the opportunities too few. Serious priority and attention needs to be given to teacher education and training in order to facilitate the development of human capital worldwide.

Conclusion

The teacher education must provide sound basic training in subject-matter knowledge, pedagogy related subjects. It also needs to develop the skills for reflective practice and research. Only policy will not improve teacher quality by itself; such a goal requires a long-term commitment which promotes shared understanding among all stakeholders and the development of practice during implementation. Improved teacher education can ensure improved teaching, and improved teaching is the most important factor in generating improved student learning outcomes.

All of this creates new challenges for teacher education and continuing professional development: the need to find ways of using existing resources differently, of expanding access to learning opportunities at affordable cost, of

providing alternative pathways to initial teacher training, of drawing on new constituencies of the population to work as teachers, of using technologies appropriately to enrich a teacher's context and support practice, of stimulating and supporting teachers' active learning and of re-conceptualizing the traditional organization of initial teacher education and continuing development (Perraton, Creed and Robinson, 2002).

Participants Feedback

- In three phases I personally learned many things, earlier I was working with my own instinct, temptation, then I build myself, learn myself. Understand the self, in the second phase tried to understand others. In the third phase team work was focused. All these aspects were focused. All the phases are very challenging and encouraging also. Its' psychological. I got this opportunity to attend the training.
- This capacity building training I have taken, it has significant values. It is a very beautiful learning. I adopt changes in my life, personal and social. After three phases there was a refresher phase, and it was really admiring with greatest thanks to Prof Vadaya
- In my past, I was not in a position to accept Prof Vadaya, and I went back to the participants and work on it on the module. Again I was discussing with myself and ask many questions to Prof Vadaya like what is learning, what is peer learning, really great changes are within me. I will carry on it and do it for my pupil teachers.
- Its' not a journey of a single person but its' a team move, after 05 phases training, we have changed a lot.
- Now I became the part of the training programme, the programme followed by many other phases, whenever we have to conduct trainings for CRCCs, BRCCs we had lots of difficulties, now we can face it and solve the entire problem with proper communications.

SESSION DETAILS

Sl. No.	TOPICS
1.	<ul style="list-style-type: none">• INTRODUCTION• OBJECTIVES• REVIEW AND SHARING OF LEARNING• SETTING THE STAGE FOR LEARNING
2.	TEACHER TRAINING AND ITS SIGNIFICANCE
3.	THE PRESENT SCENARIO OF TEACHER TRAINING
4.	THE KIND OF TRAINER THAT I AM
5.	LEARNING PARADIGMS AND TRAINING
6.	EXPERIENTIAL / PARTICIPATORY TRAINING
7.	TRAINING NEEDS ANALYSIS (TNA)
8.	EVALUATION OF TRAINING
9.	DESIGNING A SAMPLE SESSION PLAN
10.	SUMMERIZAION
11.	WRITE DOWN YOUR OWN PERSONAL LEARNING
12.	YOUR ACTION POINTS TO BRING YOUR PERSONAL LEARNING TO LIFE
13.	LOG OF SIGNIFICANT LEARNING FORMAT
14.	FEEDBACK / PARTICIPANTS VIEWS

The cover features a central green horizontal band with the title 'FACILITATION DESIGNS' in white, bold, sans-serif font. Above and below this band are decorative elements: a blue semi-circle, a blue horizontal line, and a green scalloped border with a white outline.

FACILITATION DESIGNS

CAPACITY BUILDING OF TEACHER EDUCATORS

SESSION BREAK UP

SESSION NO.	TOPICS	NAME OF THE TEACHER TRAINERS
I.	INAUGURAL SESSION <ul style="list-style-type: none"> • WELCOME & INRODUCTION • BEING WITH PROCESS • YOUR PURPOSE FOR PARTICIPATION 	SRI PURNA CHANDRA BRAHMA, SR. TE, DIET, MAYURBHANJ, BARIPADA
II.	GETTING TO KNOW ONE ANOTHER	SRI SUDARSAN SANTARA, SR. TE, DIET, MAYURBHANJ, BARIPADA
III.	-DO- -DO- - DO- AND JOHARI WINDOW	SRI SUDARSAN SANTARA, SR. TE, DIET, MAYURBHANJ, BARIPADA
IV.	OBJECTIVES AND METHODOLOGY	SRI PURNA CHANDRA BRAHMA, SR. TE, DIET, MAYURBHANJ, BARIPADA
V.	SELF AWARENESS AND SELF ACCEPTANCE	MS. SMITASHREE BISWAL, TE, DIET, DOLIPUR, JAJPUR
VI.	ENHANCING AWARENESS: THE MINDFUL PRACTICE	SRI SARBANI SANKAR PANIGRAHI, LECT. IN EDUCATION, KSUB CTE, BHANJANAGAR
VII.	LIVING BY CHOICE: BEING PROACTIVE	MS K.LAXMI SENAPATI, TE, DIET, REMUNA, BALASORE SRI PRABODH HOTA, TE, DIET, NUAPADA
VIII.	SELF ACCEPTANCE AND SELF LOVE	SRI CHITRASEN SETHY, TE, DIET, KANDHAMAL, TIKABALI MS. SMITASHREE BISWAL, TE, DIET, DOLIPUR, JAJPUR
IX.	DESIGNING YOUR LIFE: GOAL SETTING	MS PRAVATI KUMARI MOHAPATRO, TE, ETEI, BERHMPUR
X.	STRESS MANAGEMENT: COGNITIVE REFRAMING	SRI MANAS KUMAR ROUT, TE, DIET, TIKABALI, KANDHAMAL SRI NARSINGH MURMU, TE, DIET, JEYPUR, KORAPUT
XI.	ATTITUDE MAKES THE DIFFERENCE	SRI BRAJABANDHU NAYAK, TE, DIET, PURI
XII.	EGO STATES AND BEHAVIOUR (EGO STATES QUESTIONNIRE IS TO BE GIVEN FOR RATING ON DAY - III)	SRI DEBABRATA MOHARANA, TE, DIET, GAJAPATI
XIII.	EGO STATES AND COMMUNICATION PSYCHOLOGICAL STROKES	MS REETA GLORIA EKKA, TE, DIET, SUNDARGARH DR. SRUTIRUPA PANDA, LECT. IN EDUCATION, NKC CTE, ANGUL
XIV.	VALEDICTION	

A facilitator—

- Establishes a collaborative relationship with participants, in which the facilitator is "first among equals," but responsibility for learning rests with the whole group;
- Helps to create and sustain an environment of trust and openness where everyone feels safe to speak honestly and where differences of opinion are respected;
- Ensures that everyone feels included and has an opportunity to participate;
- Provides a structure for learning, which might include setting and observing meeting times, opening and closing sessions, and keeping to an agenda;
- Makes sure the "housekeeping" is done, such as preparing materials, setting up the meeting space, notifying participants, and seeing that necessary preparations are made.

A facilitator is not —

- "The person in charge": The whole group is responsible for learning. The facilitator's role is to help that learning happen more effectively. Nor does the facilitator have sole control of the agenda. Participants should have a voice in determining the topics to be covered.
- A lecturer: The facilitator is a co-learner, exploring all subjects as an equal partner and contributing individual experience to that of others.
- Necessarily an expert: Although preparing each session, the facilitator may not know as much about a subject as some other members of the group.
- The center of attention: A good facilitator generally speaks less than other participants; instead she or he draws them into the discussion.
- An arbiter: In collaborative learning, no one, least of all the facilitator, determines that some opinions are "correct" or "more valid."
- The maid: While the facilitator takes initial leadership in coordinating the sessions, she or he should not become the only person who takes responsibility. In a true collaboration, no one is "stuck" cleaning up the mess or attending to administrative details every time.

What Makes a Good Facilitator?

Some qualities of a good facilitator, such as personal sensitivity and commitment, depend on the individual personality. However, experience and awareness can improve everyone's skills at facilitating.

- **Sensitivity to the feelings of individuals:** Creating and maintaining an atmosphere of trust and respect requires an awareness of how people are responding to both the topics under discussion and the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings, or even anger; instead they silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.
- **Sensitivity to the feeling of the group:** In any group, the whole is greater than the sum of the parts, and group "chemistry" generally reflects

shared feeling: eager, restless, angry, bored, enthusiastic, suspicious, or even silly. Perceiving and responding to the group's dynamic is essential to skillful facilitation.

- **Ability to listen:** One way the facilitator learns to sense the feelings of individuals and the group is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning. In fact, facilitators generally speak less than anyone in the group. And often the facilitator's comments repeat, sum up, or respond directly to what others have said.
- **Tact:** Sometimes the facilitator must take uncomfortable actions or say awkward things for the good of the group. The ability to do so carefully and kindly is critical. Furthermore the subject matter of human rights can evoke strong feelings and painful memories. The facilitator needs particular tact in dealing with emotional situations respectfully and sometimes also firmly.
- **Commitment to collaboration:** Collaborative learning can occasionally seem frustrating and inefficient, and at such times every facilitator feels tempted to take on the familiar role of the traditional teacher and to lead, rather than facilitate. However, a genuine conviction about the empowering value of cooperative learning will help the facilitator resist a dominating role. Likewise the facilitator needs to be willing to share facilitation with others in the group.
- **A sense of timing:** The facilitator needs to develop a "sixth sense" for time: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.
- **Flexibility:** Facilitators must plan, but they must also be willing to jettison those plans in response to the situation. Often the group will take a session in an unforeseen direction or may demand more time to explore a particular topic. The facilitator needs to be able to evaluate the group's needs and determine how to respond to it. Although every session is important, sometimes a facilitator will decide to omit a topic in favor of giving another fuller treatment.
- **A sense of humor:** As in most human endeavors, even the most serious, a facilitator's appreciation of life's ironies, ability to laugh at one's self, and to share the laughter of others enhances the experience for everyone.
- **Resourcefulness and creativity:** Each group is as different as the people who make it up. A good facilitator needs an overall program and goals but may also adapt it to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants may suggest resources.

PERSONAL CHECK LIST FOR FACILITATORS

- Be very clear about your role: your behavior more than your words will convey that you are not the teacher but a fellow learner.
- Be aware of your eyes: maintain eye contact with participants.
- Be aware of your voice: try not to talk too loudly, too softly, or too much.
- Be aware of your "body language": consider where you sit or stand and other ways in which you may unconsciously exercise inappropriate authority.
- Be aware of your responsibility: make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage argument; curb those who dominate; draw in those who are hesitant.
- Be aware when structure is needed: explain and summarize when necessary; decide when to extend a discussion and when to go on to the next topic; remind the group when they get off the subject.
- Be aware of your power and share it: ask others to take on responsibilities when ever possible (e.g., taking notes, keeping time, and, ideally, leading discussion).

Topic: Facilitation

Fact Sheet: **Facilitation** is a conscious, deliberate planned effort to make process of conducting a specific task easily, pleasantly and effective. Facilitation is a way of working with people which enables and empowers them to carry out a task or perform an action. The facilitator does not perform the task, but uses certain skills in a process which allows the individuals/group set their goal/learn a skill.

Facilitation involves many facets of interaction between individuals, such as clarification, conflict management and planning. Developing facilitation skills comes with practice, self-analysis and openness to challenging ways of operating. An experienced facilitator will choose an approach to working with a group which will suit the needs of the group members and the stage of the group's development. Openness to constant learning and development is necessary for anyone seeking to improve his/her facilitation skills.

My Goal:

My purpose is that my trainees bring about a positive shift from conventional training to facilitative training and experience a pleasure from shifting out.

Specific Objectives:

Participants will

- Be able to identify the difference between conventional training and participative facilitation.
- Be able to shift them away from conventional trainer to participative facilitator.
- Be able to help others to shift away from conventional training to participative facilitation.

Duration : 01 hr and 30 minutes

Name of the Activity: Catch the Chair

Materials required: Chart papers, Sketch pen, Cello tap, Handout

Procedure:

Activity 1:

Invite participants to sit in a circle, removing all chairs that are not being used. Only the facilitator should be standing, so there is one less chair than people in the room. Put a chart paper on the wall and ask What do you do as a Facilitator? Then explain how to play the game that... when the RP will give an instruction, the participants will do accordingly like- *"Everybody who is wearing a saree should switch chair. During that time, the person standing will try to find a seat among those who are changing chairs.. Whoever is left standing at the end of*

the game will add one new point to the list. Likewise the game will continue for 10 minutes.

Activity 2:

Divide trainees into 2 groups and assign group A as "Facilitative Training" and group B as "Conventional Training". Distribute the hand-out 'Facilitative Training' to group A and 'Conventional Training' to group B then explain that *each group will look at the handout and come up with a short (3 minute) skit showing an example of what their type of training looks like.* After 5 minutes invite each group to briefly present, and ask the other group to observe.

Handout for Group A

A Trainer who.....

- Values personal experience.
- Shares power in the learning environment.
- Encourage everyone to contribute to the learning process.
- Brings mutual respect and collective responsibility among the participants.
- Aims to create safety during the learning experiences.
- Encourages risk taking and diversity of experiences.
- Values emotions as well as logical thinking.
- Values cooperation among participants.
- Encourages creative and critical thinking.
- Focuses on building skills that affect one's professional life.

Handout for Group B

A Facilitator who....

- Values objective facts and knowledge.
- Holds all the power in a classroom style setting.
- Gives information participants.
- Values obedience and "good behaviour".
- Creates fear of authority figure or a teacher.
- Focuses on correct answers and success.
- Fosters competition between participants.
- Values memory based learning.
- Usually focuses on imparting theoretical knowledge.

Facilitation

1. What differences did you observe? (Group Discussion and Presentation)
2. Whom do you rank as Facilitative trainer? Why? (Group Discussion and Presentation)

Summarise:

- We can see that there are some major differences in the 2 styles of facilitation, and that each of us might have things we do from either side of the list.

- Participatory facilitation has much more respect for the existing knowledge and life experience of adults, so we are going to practice moving ourselves toward participatory facilitation.
- Participatory facilitation has also been shown to be much more effective in fostering experience sharing and promoting social change.
- The techniques we will practice today will be ones we can use, that tend to come in participatory facilitation.
- One major shift in thinking that comes with participatory facilitation is the idea of a “take home idea” rather than a message. Language matters, so it is important not to “target” people to give them “messages”—which is very much based on the philosophy of conventional teaching, but rather “engaging” people to send them away with “take home ideas” that they can continue to reflect upon in his personal and professional life.

Q. What is your personal learning

Q. What do will you take to bring your personal learning to life?

SL NO	PERSONAL LEARNING	ACTION PONTS
1		
2		
3		
4		

NB: (Each trainee will be given chance to share.....)

SESSION I

WELCOME, INTRODUCTIONS & BEING WITH THE PROCESS

Topic: Welcome and Introductions

Fact Sheet: Introducing self before others and being with others is a strategy to achieve some determined goals. While sharing with others a person feels comfortable and open up himself/herself with others. This brings a fellow feeling and freeness among participants which in turns makes the workshop meaningful.

My Goal:

My purpose is that my trainees will be active participant throughout the training and feel a part of the process.

Specific Objectives:

Participants will

- Introduce themselves before others to make others feel his/her presence.
- Welcome others to be a part of the programme.

Duration : 01 hr and 30 minutes

Materials required: Chart papers, Sketch pen, Cello tap, Handout

Procedure :

Activity 1: Words from the Window

The Facilitator will start with the soft words like..." It is my pleasure and privilege to welcome you all to this training. I welcome each of you. I invite you to make yourself feel comfortable. I welcome you to be with me as I am going to be with you". After saying this RP will ask- What do you understand by 'to be with'? The facilitator will explore their feeling and meaning of 'to be with'.

Activity 2: Introduce Yourself

As an Individual Self:

First of all introduce yourself giving an adjective starting with letter of your name e.g. I am Active Aman / I am Beautiful Beena / I am Cute Cathelin. and ask each participant to introduce himself/ herself giving an adjective starting with the letter of their name.

As a member of Team:

- Divide the participants and training facilitators into groups of about four or five. Ensure that each group includes men and women.

- Ask the members of each group to sit together and to introduce themselves. They should not talk about anything too serious or anything related to their work. For example, they can ask each other about their families, what they enjoy doing in their spare time, what unusual abilities or skills they have, or what animal they most associate themselves with and why.
- Give each group a piece of flipchart paper, and ask them to produce a **drawing of their group** which includes each group member and their names.
- Display the charts on a wall where everyone can see. Ask one person in each group to present their drawing.

(Group Portrait is an activity that helps participants to find out more about each other, in a relaxed way.)

Activity 3: About the Programme

Briefly introduce the programme to the participants. Let them feel that they themselves are the subject of the programme. Focus on the concept of 'Self-Discovery and 'Self-Empowerment' ask the following questions to the participants and reflect upon it.

Q. Did you ask yourself – Who am I?

Q. Why you behave in a certain way?

Q. How often do you say to yourself, "I should not have said that" "I should not have done that"?

Q. What do these questions indicate?

Explore with the participants what they understand by the term Empowerment.

Activity 4: Experience Yourself

Ask everyone to sit comfortably and remain relaxed with eyes closed. Ask them to take a deep breath through nose and let out slowly through the mouth. Ask them repeat it another three times more. Let them experience their 'self' being deeply relaxed and breath in and breath out in normal pace. Whatever feelings they experience at the moment ask them to accept it and name the feelings. After this task ask the participants to open their eyes and distract themselves by looking around. Ask some of the participants to share their experience.

Activity 5: Share your Experience in a Word

Ask the participants to spend a few minutes to reflect on the experience they have in the session and describe it in a word.

Summarise:

Discovering the "self" that you are and designing the way you want to live your life and living it as per your design is 'Empowering'. Your self-discovery and

designing your purpose of life will help you to live your life with your choice and find happiness. A life of happiness and fulfillment is called the successful life. Summerise the session by pointing significant learning of the participants.

Q. What is your personal learning?

Q. What do will you take to bring your personal learning to life?

SL NO	PERSONAL LEARNING	ACTION PONTIS
1		
2		
3		
4		

NB: (Each trainee will be given chance to share.....)

SESSION IV

OBJECTIVES AND METHODOLOGY

Topic: Objectives and Methodology

Fact Sheet:

Any programme has its own methodology and objectives to be achieved. The participants are to be aware of the objectives and method of organisatin beforehand which will make him/her an active participanyt till the end. This programme is a different programme than the other programmes we come across. Here we will follow the philosophy "Nothing can be taught but Everything can be Experienced".

My Goal:

My purpose is that my trainees will be acquainted with the Objectives and Methodology of the training programme.

Specific Objectives:

Participants will

- Enhance their self awareness.
- Listen to his/her self and accept it happily.
- Design his/her goal of life
- Be proactive and live a life of choice.
- Manage stress in his/her personal and professional life.
- Make unique contributions as a person and as a professional.

Duration : 01 hr and 30 minutes

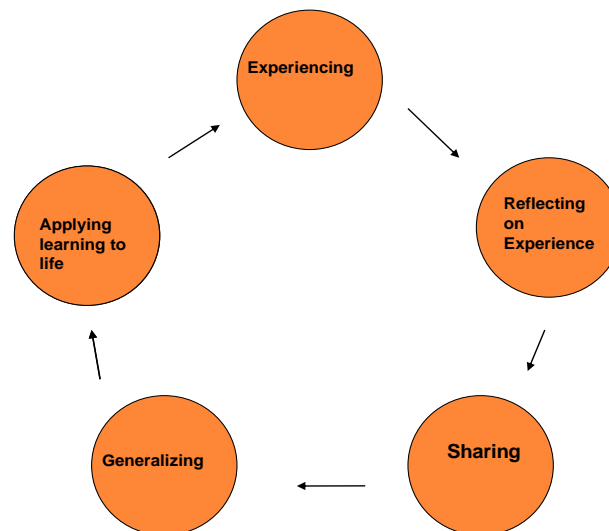
Materials required: Chart papers, Sketch pen, Cello tap, LCD Projector

Procedure :

Activity 1: Experiential Learning

The facilitator will present the Cycles of Experiential Learning through Power Point and reflect upon its role in our personal and professional life.

The Methodology of Training: The Experiential Paradigm of Learning.



6/18/2016

Activity 2: Ground Rules

Divide trainees into 08 groups and assign each group to prepare ground rules. In each area, they will specify what to do and what not to do and write on a flip chart or drawing sheet. The facilitator can give the areas of discussion like...

- Time schedule and Attendance (Group 1)
- Punctuality (Group 2)
- Desire to learn (Group 3)
- Active participation (Group 4)
- Support others to learn (Group 5)
- Learn from one another (Group 6)
- Be open and no judgment (Group 7)
- Respect others (Group 8)

After a few minutes, invite each group to briefly present and ask the other groups to supplement on the discussion points. After presentation each group will hang the sheet on the wall.

Activity 3: Log of Significant Learning

The facilitator will present a “Log of Significant Learning” on any of the previous sessions and ask each participant to maintain the log of their significant learning every day session wise.

Q. What is your significant learning?

Q. How do you apply this in your personal and professional life?

SL NO	PERSONAL LEARNING	ACTION PONTS
1		
2		
3		
4		

Activity 4: Reporting, Recapitulation and Reflection

The facilitator will ask the participant to prepare report every day. One participant will volunteer for one day. The facilitator will discuss on how to prepare a report and present on the next day. The report must reflect the whole day activity vividly.

Session plan by Sri Debabrata Moharana

SESSION PLAN :

TOPIC : TRANSACTIONAL ANALYSIS

1. FACT SHEET:

Human interacts/ transacts with himself/ herself or with others. The words spoken out, intonations or the expressions shown through gestures and postures are the results of the thoughts generated in side automatically (unconsciously) or thoughts created by himself/ herself (consciously). The type of transaction done by an individual can refer to the state of the mind may be called as ego-states. According to the findings of Dr Eric Berne there are three ego-states inside an individual namely parent, adult or child.

Mindfulness allows an individual to remain aware of his/ her present ego state and can switch to any of these ego-states which would provide the scope for growth to both the individuals who are interacting. This will also allow an individual to understand why people interact in different ways and also at different times in different ways.

2. MY GOAL :

My purpose is that my trainees will experience the three ego-states and their types.

3. SPECIFIC OBJECTIVES :

- Trainees will be able to find the relative percentage of their different ego-states.
- Trainees will experience the three ego-states.

4. DURATION :

One hour and thirty minutes.

5. NAME OF THE ACTIVITY :

- (1) Answering to the questionnaires-40 minutes
- (2) Experiencing Parent ego-state and knowing child ego-state through reflection on certain situations and questions-15 minutes
- (3) Experiencing Adult ego-state and knowing child ego-state through reflection on certain situations and questions-15 minutes
- (4) Experiencing Child ego-state and knowing child ego-state through reflection on certain situations and questions-15 minutes

6. MATERIALS REQUIRED :

- (1) A set of questionnaires with scoring key (available in the hand book)

7. PROCEDURE:-

Activity-1

- (a) Participants will be asked to form five member groups. They will be supplied with the questionnaires. Clear instruction for answering the questions by putting the numbers for their actions against questions as per scoring key will be given.
- (b) Participants after completion will add the numbers against specific questions divide by 24 and will be asked to convert them into percentage.
- (c) Each participant will now be ready with the percentage of their ego-states.
- (d) Facilitation:-
 1. Answers to the questionnaires reflect the behavior of the individual at specific times.
 2. According to Dr Eric Berne inside each individual there lie three different ego-states namely Parent, Adult and Child.
 3. Child ego-state is of four types-Natural Child, Little Professor, Compliant Child and Rebellious Child.

Activity-2

- (a) Participants will be asked to answer following questions individually and then share in the small group.
 1. What do you do when you see students disturbing inside the class?
 2. What would you do if any guardian asks you about steps to be taken for the improvement of his son or daughter admitted to your institution? Have you such an experience earlier?
 3. What do you do when your child is watching TV in the evening in spite of lot of home works?
- (b) **Facilitation:**
 1. Some interactions we have learnt from our biological parents.
 2. Some interactions we perform so automatically, as if tape recorder is played.
 3. Parent ego state is of two types-Nurturing Parent and Controlling Parent.

Activity-3

- (a) Participants will be instructed to answer following five questions individually and then share in groups.
 1. What would you do when you see an unidentified bag in a public place?
 2. What do you do when you find an ATM machine not working?
 3. What do you do when you get an electric bill much more than usual?
 4. What do you do when you find outside temperature is more than 45° Centigrade?

5. What do you do when you find your friend having a very high fever?

(b) Facilitation:

1. Some interactions are data based means when such a situation arises one recalls all past records he has and accordingly he/ she works.
2. Adult ego state is of two types-photographic adult and Combining adult.

Activity-4

- (a) Participants will be asked to close their eyes and go back to their child days and to find out the activity they liked the most as a child.

Some participants will be asked to share with the house and will be asked about their feeling while telling before the house.

They will be asked if they do all those activities these days and to share experience.

(b) Facilitation:

1. Inside each individual a child remains there. When the inside child is in action the person is said to be in child ego state.
2. Child ego state is of three types-Natural Child, Little Professor and Adapted Child.
3. Adapted Child is of two type-Compliant Child and Rebellious Child.

SUMMERISATION:

1. Every human being possesses three different ego states-Parent, Adult and Child.
2. Parent ego state is of two types-Natural Parent and Controlling Parent; Adult ego state is of two types-Photographic Adult and Combining Adult; Child ego state is of four types-Natural Child, Little Professor, Compliant Child and Rebellious Child.
3. Human switches over from one ego state to the other in the interactions unknowingly or knowingly.
4. Mindfulness or living in the present provides scope to a human being for remaining aware of his/ her ego state.
5. Remaining aware of one's ego state one can knowingly shift from one ego state to the other and accordingly select his/ her thoughts and actions which would keep him/ her in comfort, happy mode and provide scope for growth of all.

WRITE DOWN YOUR PERSONAL SIGNIFICANT LEARNINGS.

WRITE DOWN YOUR ACTION PLAN FOR FUTURE.

Session plan by Ms. K. Laxmi Senapati

TOPIC: BEING PROACTIVE AS AGAINST BEING REACTIVE

FACT SHEET:

We are surrounded by a lot of negative and unhealthy behaviors and are conditioned to behaving reactively. Reactive people treat one another badly and pass on their negativism to others. How can we learn to transmit such negative behaviors to others in our homes work places and in the larger community? The way forward is to become a transition figure. A transition figure is a person who stops transmitting negative behaviors to others. Such a person breaks the pattern of unhealthy, harmful, abusive behaviors and replaces them with proactive, helpful and positive behaviors that build people.

MY GOAL

My purpose is that my trainees behave in proactive manner and experience how their proactive behaviors make them "transition figure" which create positive behaviors that build people.

SPECIFIC OBJECTIVES

Participants will be able to

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

DURATION: one hour and thirty minutes.

ROLE PLAY ON A GIVEN SITUATION. PROCEDURE

- (a) The participants are instructed to form two groups. In group 1, situation-1 is given to the participants for role playing and another group, situation 2 is given to the participants for role playing.

SITUATION 1: In a family, there was a husband and a wife. The husband was working as a clerk and the wife as a teacher. One day morning while giving tea to her husband by chance the tea fell down on his dresses. Suddenly, the husband became angry and started scolding to her very badly. The wife also became angry and decided not cook any food. That day both husband and wife went to their work places without eating. That day both of them were not able to concentrate on their work.

SITUATION 2:

- a. In a family there was husband and wife. The husband was working as a clerk and the wife was working as a teacher. One day, while giving tea to her husband, by chance tea fell down on his dresses. But without reacting he told her to clean the floor and make one more cup of tea for him. She prepared one more cup of tea and both of them took together by chatting with each other.
- b. The participants write their observations in two situations individually. They share their observations in groups and take down important points.

- c. Think of a time when one of your colleague or subordinates, friends or spouse 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?
 - d. Spokesperson from each group reports to the group about the different ways individuals behaved in the situations. After the reports are presented clarify any issue the participants may want to bring up and summarize the discussion by categorizing the behaviors.
 - e. Using power-point introduce two kinds of behaviors they had reported earlier.
 - f. Facilitation.....
1. What do you do when you faced with challenges in life?
 2. The participants are asked to write down in specific ways how they can become a tradition figure at home and in the work places?

Summarization:

- Write down your personal learning.
- Write down your action points to bring your personal learning to life.

Session Plan by Sri Manas Chandra Rout

Teacher Educator, DIET, Tikabali, Kandhamal

TOPIC- Stress Management: Cognitive Reframing

Fact Sheet

Stress is any physical, chemical or emotional factor that causes mental or bodily unrest. Stress is often defined as an excess of demands over an individual's ability to meet them. It is an inevitable part of life. Stress management refers to the wide spectrum of techniques and psychotherapies' aimed at controlling a person's level of stress usually for the purpose of everyday functioning. Stress management strategy refers to more time for fun and relaxation. One can reduce stress in his/her life by nurturing himself/herself. If you regularly make time for fun and relaxation, you will be in a better place to handle life stress.

Cognitive Reframing which is known as cognitive restructuring is a behavioural technique associated with cognitive therapy. Cognitive reframing involves learning how to think differently to change fundamental faulty thinking and replace it with more rational, realistic and perhaps positive thinking.

My Goal

My purpose is that the trainees will know the ways of stress management and will aware about cognitive reframing as a way for stress management.

SPECIFIC OBJECTIVES

The participants will be able to :

1. Say the meaning of stress and cognitive reframing.
2. Identify the causes of stress in their lives.
3. Express the ways of coping with stress
4. Findout the rational and irrational self talk statements.
5. Experience that they can regain calm and peace by reframing irrational beliefs and acting on rational choices.

DURATION: 1hour 30minutes.

NAME OF THE ACTIVITY-

- 1-Story telling /telling a story/case study
- 2-Dealing with own experience

ACTIVITY 1

CASE STUDY

Mahesh Babu is a lecturer in a Government college. His wife is working s a section officer in Government office. They have a very good reputation in their personal and professional life. But both of them are unhappy because of their only son. Their son is a science graduate. His parents desire that their son will pursue higher education in science. But he prepared for competitive examination in

banking. All types of facilities are provided by the parents. He has appeared for the post of clerk and probationary officer in different banks. But till now he is not successful in getting a job. He is always remaining unhappy due to this situation. His parents are also remaining quite unhappy .It affects their professional life as well as personal life. It seems that they have everything but they feel that they have nothing.

Activity Explained

Participants are instructed to go through the story or case and respond to the following questions.

1. What did you understand from this story?
2. Is the family always in a relaxed mood?
3. What is the cause of their unhappy?
4. What is stress?

FAILITATION

1. Have you ever in stress in your life?
2. What are the causes of your stress?
3. What are the effects of stress upon you?
4. How did you deal in that stressful situation?
5. How do you manage your stress now?

ACTIVITY 2

All the participants are given two checklists (one is behavioural signs of stress and another is physical signs of stress) and are instructed to rate it as honestly as possible when they are in stress. After that all the participants are facilitated through the following questions.

1. Do the signs are with you when you are stressed?
2. Do the signs are your normal symptoms?
3. Do you notice these signs with others at the time of their stress?
4. How do you know when others feel stressed?

ACTIVITY 3

Begin to evaluate your thoughts and fears and figure out if they are rational or irrational. Ask yourself these questions about your thoughts and fears:

1. What is truly the worst possible outcome of this situation?
2. Could this really harm me or my family?
3. Am I looking at this situation correctly; what proof do I have of my fears?
4. Can I really handle this situation even though I doubt myself?
5. What can I do to change this situation?

Start writing your thoughts on paper and also note that the facts that you know. Re-evaluate the facts, compare them with your thoughts and fears and identify what is rational and what is irrational.

ACTIVITY 4

Recall an unpleasant experience and identify the rational and irrational beliefs. Share the feelings you experienced and the irrational beliefs. Reframe the irrational thoughts/beliefs into rational and share it with others. Group members may clarify things and provide support for reframing irrational thoughts/beliefs.

FACILITATION

1. Did you reframe all your irrational thoughts into rational thoughts?
2. How did you feel while reframing your irrational thoughts?
3. Did you find pleasure while reframing your thoughts?
4. Does this type of situation happen in your life?
5. Did you reframe any irrational thoughts into rational in your day-to-day life?
6. What did you learn from this activity?

SUMMARIZATION

Stress management is the requirement of life. Managing the stress in one's own life makes him/her physically and mentally sound. When is successful in managing stress, he is successful in bringing positive change in his behavioural as well as his physical aspect. Some people prefer the positive ways of coping where as some others prefer negative ways. Cognitive reframing is one of the positive and effective ways of coping with stress. So, the positive ways of coping are the best way to manage the stress.

SIGNIFICANT LEARNING/PERSONAL LEARNING

WRITE DOWN ACTIONPOINTS TO BRING THE PERSONAL LEARNING INTO YOUR LIFE.

Session Plan

Topic: ENHANCING SELF AWARENESS

Activity: Mindfulness Practice

Factsheet:

Mindfulness is a state of active, open attention on the present. So, it is also known as present moment awareness. It is awakening to the present moment experience. When you are mindful, you observe your thoughts and feelings without judging them. Similarly, you observe others and things and events around you without judging them. Our ability to respond to self, others and the environment hinges on our ability to pay conscious attention to the present and remaining in awareness.

Mindfulness in the awareness that in not thinking, but that which is aware of thinking, and aware of each of the other ways we experience the world. Mindfulness is non-judgmental and is open to whatever arises in awareness. It is cultivated by paying attention on purpose and without judgment to whatever arises in the present moment, both within and without. By intentionally practicing

mindfulness, deliberately paying careful moment to moment attention to the present moment, we can live more fully, more spontaneously and creatively and less automatically and less sleep walking.

My Goal :

My purpose is that the trainees will experience inner stillness and peace and mindful to the present moment.

Specific Objectives

Participants / Trainees will be able to.

- 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.

Duration : 1 hour.

Nature of Activity : Meditation

Materials required : Mat

Activity explained.

Procedure:

Step-1: Take a relaxed position:

Take a comfortable position. Sit erect and relaxed arms and legs uncrossed. Keep hands on the thighs with the palms open and facing upwards and feet flat on the floor. Keep your eyes gently closed. Scan the body from head to foot to see all parts of your body is relaxed. If any part of the body is not relaxed, mentally go over to that part and gently make it relaxed.

Step-2: Experience the breathing:

Experience your physical body and experience the physical space it occupies... 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 distracts, 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. This is the space that connects you to the expanse of the universe. Experience the universe being full and abundant and you are a part of it. Experience the stillness around you and calmness and peace. Feel the same within you and being involved fully on it, continue your breathing in and breathing out. This is the space of creativity and pure potentiality You many become an observer to your own thoughts. Acknowledge the thought without judging, being just an observer and witness. Thoughts come and go like a river that flows It is the nature of the mind to have thoughts Observe the flow of thoughts without getting caught up

with them, either by agreeing or disagreeing with them. Continue it for five minutes.

Step-3: Keep experiencing the inner calm and peace :

Continue the practice of conscious witnessing your breathing in and breathing out. If thoughts distract you, be an observer to your own mind, the flow of thoughts coming in and going out of your mind. Observe attentively till your mind gets inner calmness and peace without being caught up with the thoughts. Now, 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 for twenty times. Remaining in conscious attention and awareness is the key.

Step – 4: Closing the mindfulness practice :

Gradually 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.

Step – 5: Reflections on the experience :

Write down your reflections based on the following lead questions regarding your significant experience during the mindfulness practice.

1. How did you deal with distracting thoughts?
2. What was your most significant emotional state during the practice?
3. How can you be centered on the present moment?

Facilitation:

1. What do you face when your mind fluctuates and you are in a troublesome situation ?
2. How do you deal in a stressful situation ?
3. What type of activities do you do if you are stressed ?

I shall facilitate the learners by asking the above questions.

Summarization:

The participants may be allowed to share their experiences. At the end, you may summarize the main experiences and learning from the sharing. Conclude the session by thanking the participants.

Significant Learning:

- Participants will experience inner stillness, calm and peace.
- They will learn how to remain on the present moment.
- They will observe their mind individually.

Write down your significant learning.

Action Plan:

Write down your ACTION PLANS to bring your personal learning to life.

Sudarsan Santara, Sr.T.E. DIET, Mayurbhanj

Topic:

Getting to know each other as a person

Fact Sheet:

Knowing each other is very important on the part of any individual in the society. Because without that we can not do things successfully in any place we live in either in personal life or in professional life. Everywhere we are always with the people. Therefore there is the need to understand ourselves as a person.

My Goal:

My purpose is that my trainees will be able to receive, accept and understand what others say (Open To) and able to speak up what he/she has in his /her mind (Open With)

Specific Objectives:

- Participants will get to know and understand each other
- Interact with others freely and comfortably.

Duration: 30 minutes

Name of the activity: Individual, Pair and Group work

Materials Required: Handout (Johari Window)

Procedure:

a) **Activity Explained:** (1)

- Participants are asked sit in pairs with whom you know the least. Spend 5 minutes together, have free interaction to know each other. You can ask your companion any question which, if asked to you, you would be prepared to answer.
- After interaction, one of the members of the pair will be asked to introduce his/her companion before others.

b) **Facilitation:**

- (i) How are you feeling when introduced by your friend?

Feel delighted, feel happy

Modifying my behavior as others accepting me. Accepting others as feedback to enhance my activities.

(ii) How do you feel while discovering others as a person?

I feel happy and delighted while discovering others

(iii) How do you think this new experience is going to help you?

Activity Explained: (2)

Participants are asked to see the windows and asked to mark their own place /position in the windows.

Johari- Winow

I) OPEN	II) BLIND
III) HIDDEN	IV) UNKNOWN

Things I Know

Things I don't Know

Things Others

Know

Things Others

Don't Know

Facilitation:

- (i) What is most desirable place (window) for an effective/successful human being? Why?
- (ii) What is the most undesirable place (window) for a human being/ Why?

- The more open area we have ,the more effective we become
- The less the size of the blind area the more effective we are going to become

Summarisation:

- We must have to know each other as a person not simply because of his/her biographical/academic and professional details
- Open To (feed back) and Open with (speak up what is with my mind) are the best ways of effective communication and cooperation for the success in personal and professional life.
- Right attitudes and skills and necessary to relate others effectively

Write down your own personal learnings:

Write down your ACTION POINTS to bring your personal learning to life:

Reeta Gloria Ekka, TE, DIET, Sundargarh

Topic: Ego States And Communication Psychological Strokes

Fact Sheet:

- Any exchange between two people is called a transaction and it involves an exchange between their ego states.
- In a transaction, one person sends (sender) a message stimulus from one of the ego states to any one of the ego states of the other person (responder).
- It helps us understand what parts of our personality talks to other people and with what result.
- Strokes are a necessary facet of our existence.
- They are important for our physical and emotional well being, our personal and professional development and our very survival itself.

My goal:

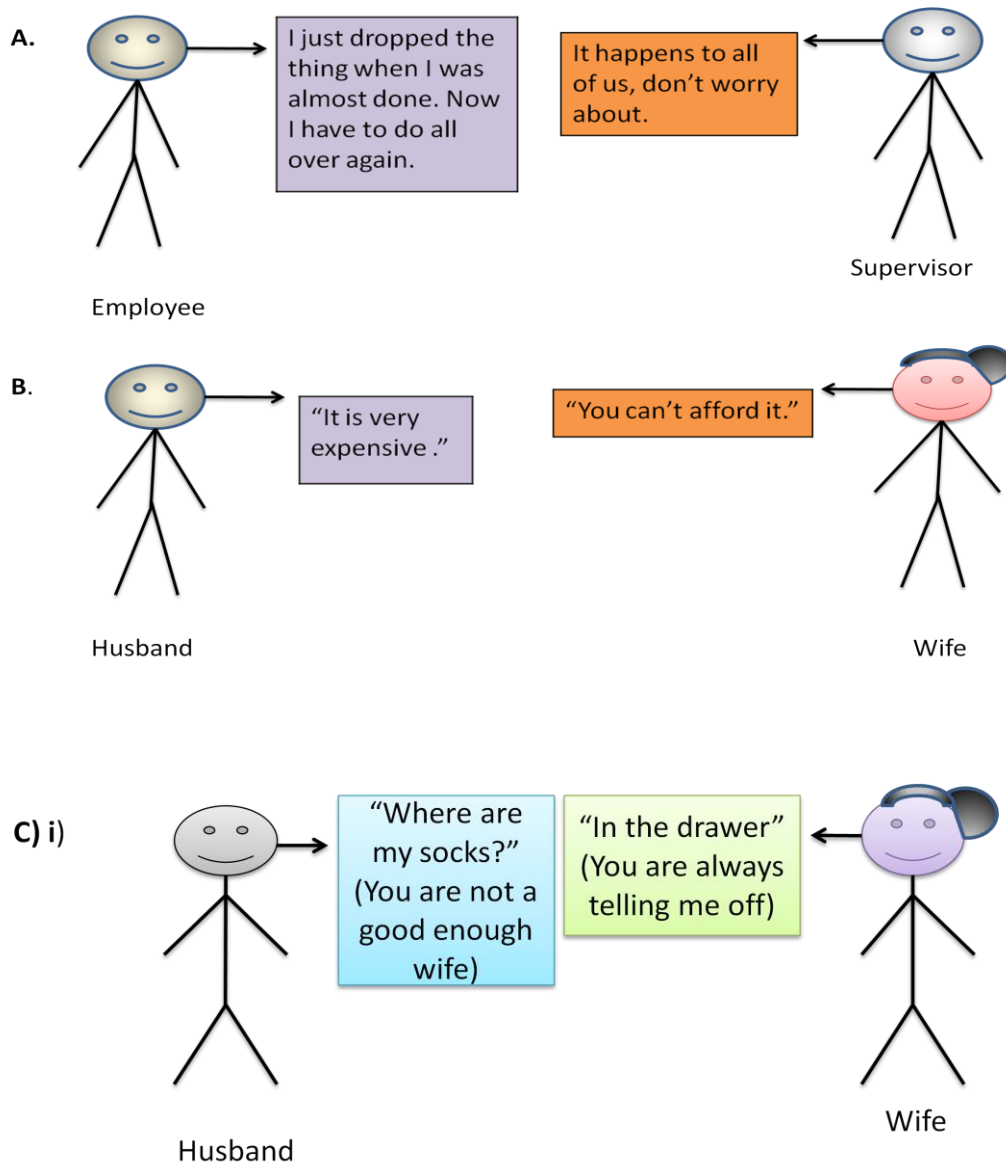
My purpose is that my trainees respond to a person and situation more appropriately, build rapport , understand someone else needs , understanding how people give and receive both positive and negative strokes and changing the unhealthy pattern of stroking are important aspects of TA.

Specific Objectives

- Participants will be able to understand more about their typical behaviours.
- They will be able to recognize how TA can be used to aid personal development.
- They will be able to identify situations where TA can be usefully employed.
- They will be able to know ego states and managerial styles.
- They will be able to identify positive and negative strokes.
- They will be able to identify conditional and unconditional strokes.

Duration: one hour and thirty minutes

Name of the activity: picture clips



PROCEDURE:

- a. **ACTIVITY EXPLAINED** : Participants are instructed to look at the picture come to a consensus of the picture clip.
- b. **Break in to small groups** and **discuss** on the following question . Elect / select some one to conduct the meeting and another to take down important points.
 - i. What did you observe in this pictures?
 - ii. Is this experience relevant in our daily living ? Give personal experience in support.
 - iii. What has been your learning from this activity?
- c. **Reconvene the large group** and each group representative shares main ideas that emerged in their group discussion.

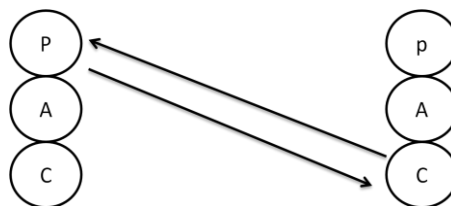
FACILITATION

- i. i)What do you do when come across with this type of transaction in your life?
- ii. Do you see a pattern of transaction while communicating with another person?

There are four types of transaction, through which one person sends(sender) message stimulus from one of the ego states to any one of the ego states of the other person (responder).

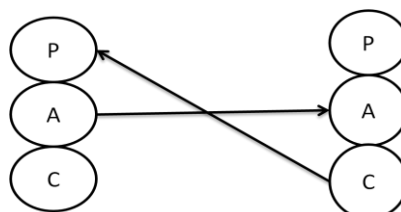
Complementary transaction:

- When the message and reply are such that only one ego state is used by each person for communication.
- Communications are open or parallel.



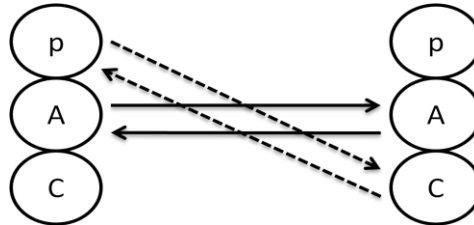
Crossed transaction:

- When an unexpected response is made to the stimulus, an inappropriate ego state is activated and the lines of transacting between the people are crossed.
- It leads to misunderstanding, to hurt and angry feelings between people.
- Communication breaks down.



Ulterior transaction:

- Always involve at least two ego states on the part of one person.
- It is the transaction with hidden as well as open message.
- Communication proceeds at the social as well as psychological levels.
- The hidden message is more important to both the sender as well as the receiver.
- The ulterior message is usually given by body language or tone of voice.



Discount transaction:

- Any kind of transactions that discount, ignore or deny the feelings, thoughts or opinion of ourselves or others.
- Value of communication depends on the receiver and not on the sender. This emphasizes the significance of understanding the other's point of view.

The healthiest way to transact is to use complementary transaction. These transactions show understanding and can go on indefinitely. In healthy relationships, people transact openly and directly from any ego state and receive the response they expect. Crossed and ulterior transactions have also their place. Therefore, judicious uses of all three kinds of transaction are helpful.

Summarisation

Name of activity: Skit of Authoritarian manager, Laissez-faire manager and Democratic manager

Procedure:

- a) Activity explained:- Participants are instructed to look at the skits and come to a consensus of the skit.
- b) Breaks into smaller groups and discuss on the following questions.
 - I. What did you observe in this skit?
 - II. Is this experience relevant in our daily living? Give personal experiences in support.
 - III. What has been your learning from this activity?
- c) Reconvene the larger group and each group representative shares main ideas that emerge in this discussion.

Facilitation:-

i) In which situation do you like to work and why?

Basing on ego states there are three managerial style.

Authoritarian manager: The manager comes on parent is strong and his word is the law.

Laissez- faire manager: The manager comes on child is weak, wanting fun and friends, but not taking responsibility or using authority when it is called for.

Democratic manager: There is a genuine exchange of communication. The manager expresses himself congruently and because he does so , the subordinates are apt to respect him and his wises as he does theirs.

First case produces more accurate solution when leader is competent and knowledgeable enough to decide about each and everything. Increase in productivity when leader is present. Enhances performance on simple tasks and decreases performance on complex tasks and these type of leaders lack creative problem solving skills. This managerial style is most effective in case there is some emergency and quick decisions need to be taken

Second case can be effective in situations where groups members are highly skilled, motivated and capable of working on their own.

Lowest productivity among group. subordinates are apt to respect him and his wises as he does theirs.

Democratic managerial style works best in situation where group members are skilled and eager to share their knowledge. Group members are encouraged to share ideas and opinions even though the leader retains the final say over decisions and it leads to higher productivity among group members.

Summarisation:

Name of the activity:-Visualization of facilitation class and criticism class

Procedure:

- a. **Activity explained:-** participants are instructed to visualise a facilitation class and a criticism class going on your institutes.
- b. **Break in to smaller groups** and **discuss** on the following questions . Elect/select someone to conduct the meeting and another to take down important points.
 - i. What feedbacks are given in facilitation class and criticism class and why?
 - ii. What has been your learning from this activity?
- c. **Reconvene the large group** and each group representative shares main ideas that emerged in their group discussion.
- d. **Facilitation:**

i) Do you recognise others? What do you do for recognition ?

ii) Do you see a pattern in your recognition?

There are two ways to recognise other. Positive or Negative and Conditional or Unconditional.

Positive stroke: positive stroke is in fact, any form of interaction that invites recipients to feel OK about themselves and about others. It can be phrased in a way that concentrates on what they need to do to perform better praise, recognition, complements affection, reward, sympathy, consolation, self satisfaction, from job well done are some examples of positive stroke.

- **Negative Stroke:** A negative stroke is an interaction that invites the recipient to believe that someone is NOT OK- this may be them, another person, or both.
- Example- putdown, criticism, degrading, scolding, punishment, discounting
- **Conditional Stroke:** A conditional stroke is a stroke for doing, relate to what you do. Which are about things that the person has some control over. The key here is that the person is only given the stroke if they have actually done something to deserve it.
- **Unconditional Stroke:** An unconditional stroke is a stroke for being, relate to what you are. Which are given for something over which the person has no control or simply because the person exists.

Unconditional strokes are much more powerful than conditional strokes as they are about the person.

Positive unconditional strokes are very desirable and do not lead to any constructive script decisions.

Negative unconditional strokes have no constructed use whatsoever, and often lead to a very destructive script.

Stroke Combinations:

- a) **Positive unconditional and positive conditional(+u +c)**
This means: "I like you and I like what you do".
- b) **Positive unconditional and negative conditional(+u - c)**
This means : "I like you and I don't like what you do".
- c) **Negative unconditional and positive conditional (-u +c)**
This means, " I don't like you, but! Like the way you do thing".
- d) **Negative unconditional and negative conditional(-u -c)**
This means, "I don't like you, nor do I like what you do".

The last one is the most destructive type of stroking, the kind that given by a killer.

Guidelines for stroking performance:

- Effective stroking is essential to success and participation in life.
- a. **Avoid stroking undesirable behaviours** : we commonly invest 90% of our time and energy on correcting or complaining against negative behaviours and only 10% on strengthening positive behaviours . As a result

consistent good behaviour never gets stroked and people who perform badly or good of get a lot of attention.

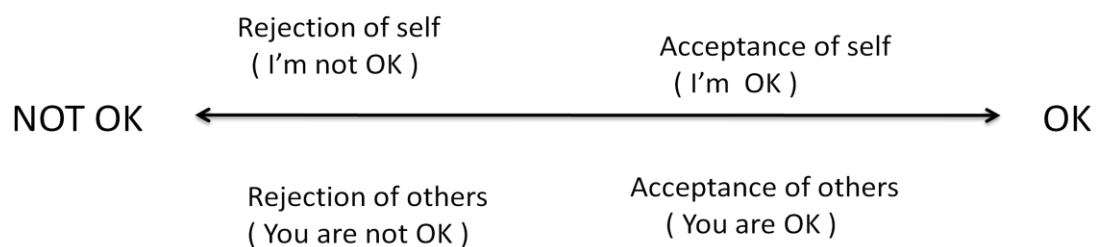
- b. **Time your strokes:** To be most effective in motivating a person, a stroke should come as soon as possible after desirable performance. Delay in stroking will result in losing its effectiveness.
- c. **Stroke approximations :** When people have difficulty in meeting agreed to standards of performance, it is a good idea to stroke approximations of the final ,desired performance.
- d. **Raise the criteria for stroking:** We must gradually raise the criteria for stroking as we want a person to reach mastery performance.
- e. **At first stroke consistently, then intermittently:** When people are learning something new, they are likely to be a bit shaky and need assurance. So it helps to stroke them consistently each time they perform well. This feedback helps them know where they are and where to concentrate their efforts. Once they have begun performing on their own, gradually phase out your consistent stroking and begin stroking intermittently.

Good strokes humanize and improve, the quality of work life at an organization. When people strokes each other freely just for being, people feel good about themselves and about each other and are likely to put more energy in to their work.

Life positions: Your Core Beliefs

Attitudes affect your behaviour and human relations within the TA framework you have attitudes toward yourself and toward others . Positive attitudes are described as OK, and negative attitudes are described as NOT OK . The four life positions are illustrated below.

These OK and NOT OK positions are at opposite poles:



These polarities result in four basic positions:

- a. I'm not OK – You're OK
- b. I'm not OK – You're not OK
- c. I'm OK - You're not OK
- d. I'm OK – You're OK

a) I'm not OK, you're OK

- Submit to , concede
- You have a low opinion of your own value and poor self esteem; lack self confidence and expect thing to go among .

- A negative outlook tends to lead to a self-fulfilling prophecy and you often lose out in situations.

b) I'm not OK, you're not OK

- Avoid
- Life may seem to be futile and that nothing can be done to improve things.
- A life of rejecting and feeling rejected.

c) I'm OK, you're not OK

- Compete, aggression
- Disturbing, blaming, or hateful
- You will tend to be competitive
- You may not cope well with failure, look down at others, blame other people and see them as cause of your failure.

d) I'm OK, you're OK


- Cooperate, share
- Self-expressive, tolerant and flexible.
- You believe in yourself and others are trusting and tend to get on with life.

The most desirable life position is "I'm OK, you're OK" with a positive attitude towards yourself and others, you have a greater chance for having adult to adult ego state communication. You can change your attitude, and you should, if they are not positive to create win-win situations. People with a positive self-concept tend to have positive attitudes.

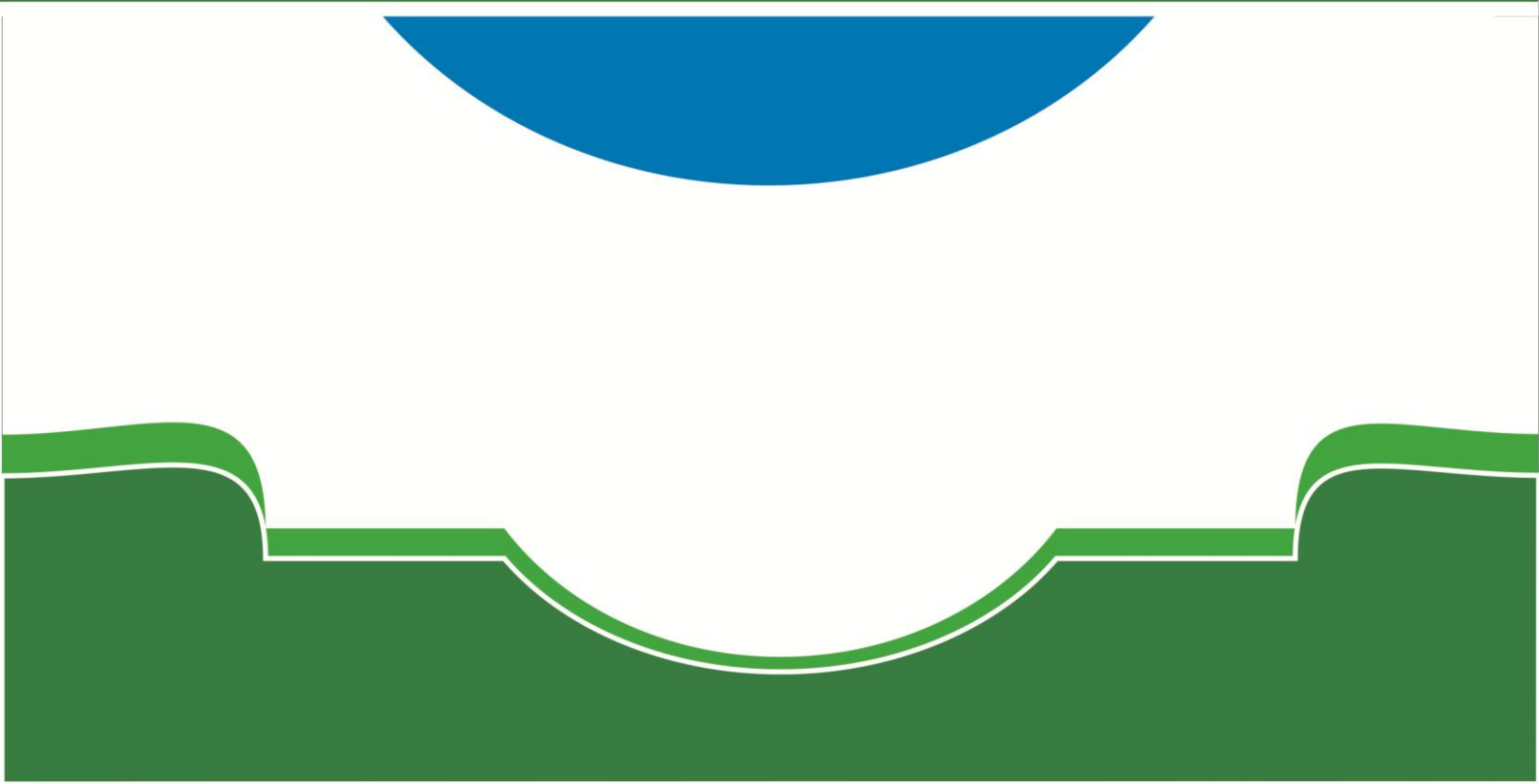
Summarization

Write down your personal learning:

Write your ACTION POINTS to bring your personal learning to life.



**Log of
Significant
Learning**



Name	My significant Learning	Action to be taken	Outcome
Sri Manas Chandra Rout, TE, DIET, Tikabali, Kandhamal	Intention gives direction to achieve the objectives	<ul style="list-style-type: none"> I will make the maximum utilization of available resources. I will deal with the task positively and effectively 	<ul style="list-style-type: none"> Attitudinal development will take place. Efficiency will be promoted. Development of the sense of working together.
	Making difference in my work will impact upon the work of the trainees and improve their performance	<ul style="list-style-type: none"> I will ensure the full participation of the trainees. Listen and respect the views of the participants 	<ul style="list-style-type: none"> Mindset of the trainees will be changed.
	Choosing an option perfectly makes successful	<ul style="list-style-type: none"> I will think on the problems. I will list out different alternatives as per the problem Choose the best and suitable alternatives 	<ul style="list-style-type: none"> Perfection in work will be achieved Self-mastery will be promoted
	Self-reflection is the path to self-acceleration	<ul style="list-style-type: none"> I will think about my action. I will make deep analysis of my faults. I will ask questions to myself about my performance. 	<ul style="list-style-type: none"> Self-satisfaction Acceptance by others / trainees Connection with the trainees will be strengthened.
	Peer group feedback provides the platform for self-reflection	<ul style="list-style-type: none"> I will accept the feedback of my peers as suggestion not as criticism. I will share my ideas with my peers and incorporate their ideas with me. 	<ul style="list-style-type: none"> Collaborative learning will take place.
	Every facilitation is an opportunity to learn	<ul style="list-style-type: none"> I will attend the trainees. I will show good physical behavior. I will make good conversation with the trainees. 	<ul style="list-style-type: none"> Participants will develop a sense of attachment. Proper interpersonal relationship will be established.
	Self-evaluation is the best evaluation	<ul style="list-style-type: none"> Ask question to myself. Accept my fault. Make analysis of my fault 	<ul style="list-style-type: none"> Self-love will be developed Self-acceptance and self-awareness
	Sri Sudarshan Santra, Sr. TE, DIET, Baripada	<ul style="list-style-type: none"> Intention since direction and diverts helps to grow Training is holistic (informative and 	<ul style="list-style-type: none"> Have the intention Encompass various dimension of discussion Like more on present

	<ul style="list-style-type: none"> attitudinal based. Remove the serene dark glass to look at the reality connectively. 	<ul style="list-style-type: none"> than that of the past 	
	<ul style="list-style-type: none"> Doing / performing I always better than what you say I should not operate with the result. 	<ul style="list-style-type: none"> Less talk and work more. Process must be given more weightage. 	<ul style="list-style-type: none"> Effective and successful learner.
	<ul style="list-style-type: none"> Self-reflection and peer feedback are the best ways to improve my own effectiveness. 	<ul style="list-style-type: none"> Analyze the activity of myself critically and certainly to others sincerity for self-correction and effectiveness. Have positive intention to direct the self for effectiveness. 	<ul style="list-style-type: none"> Effectiveness in the professional life.
	<ul style="list-style-type: none"> Reflecting if for my own improvement. Listening others will help me to refine myself for self-correction and improvement. 	<ul style="list-style-type: none"> Analyzing each and every task in end of each day. 	<ul style="list-style-type: none"> Improvement in personal and professional skill.
	<ul style="list-style-type: none"> Refining responsibly and consciously the task assigned 	<ul style="list-style-type: none"> Practice daily 	<ul style="list-style-type: none"> Growth Success in life.
Sri Pradeep Kumar Jena, TE, DIET, Gajapati, Paralakhemundi	<ul style="list-style-type: none"> Most of the times I am remaining in a mind of negativity. When I interact with one another, I come to positivity step by step. Intension must be positive because it is the goal and end point. 	<ul style="list-style-type: none"> I shall take initiative to achieve my intension. I must interest with people around me. I will begin the right direction always. 	<ul style="list-style-type: none"> Automatically I will always be in a positive state of mind. This possibility will make my life a successful one.
	<ul style="list-style-type: none"> An effective trainer I must know what I am talking about. When I will master I will speak my own. I will not depend on others. 	<ul style="list-style-type: none"> Mastery of subjects Communicate the content clearly. Reach the trainees. Convey the trainers and know their needs. Understand them and enable them to progress. 	<ul style="list-style-type: none"> The teacher becomes progressive and a good facilitator. "Students do not learn from the teachers they do not like."

	<ul style="list-style-type: none"> • I will never underestimate any people around me, i.e. may it be my friends, related my students or any unknown personalities. 	<ul style="list-style-type: none"> • I will share with them. • I will respect their views. • I will look at their insight and understand them. 	<ul style="list-style-type: none"> • A friendly environment will come into existence. • A rapport will automatically be established. • A positive result will come to the lime light. • I will be a progressive personality.
	<ul style="list-style-type: none"> • No work is small, how much simple / it may be difficult. • In order to change the universe I will change myself first 	<ul style="list-style-type: none"> • I will take every assigned task as a challenging task and work on it with concentration. • I shall modify my behavior. • I will develop interpersonal relationship, improve my facilitation and respect other views. 	<ul style="list-style-type: none"> • Impossible would be made possible through smart work. • A good relationship will be developed between the facilitator and facilitatee.
Reeta Gloria Ekka	<ul style="list-style-type: none"> • There is nothing as powerful as determined mind. 	<ul style="list-style-type: none"> • Belief in self (i.e. focus on my positive thought and belief within self) • Identified the resources within me. At present (i.e. positive thought and intention which show me direction to achieve the goal. 	<ul style="list-style-type: none"> • I can improve myself • I will grow and help others to grow positively.
	<ul style="list-style-type: none"> • Key skills for facilitation is open ended question 	<ul style="list-style-type: none"> • I will put open ended question to my pupils during my teaching learning process. • I put open ended question to myself also. • I must reflect this in my life. • No difference in my talk and my work. 	<ul style="list-style-type: none"> • To make learners and myself in process for experiential learning and facilitation. • I will be a role model for others.
	<ul style="list-style-type: none"> • Self-reflection and feed-back has directed to grow person. 	<ul style="list-style-type: none"> • In my teaching learning and as a trainer I must take care of self-reflection and accept peer group feedback 	<ul style="list-style-type: none"> • Which direct me to grow and refine myself.
	<ul style="list-style-type: none"> • Mindfulness is without my expectation and goal less just be in the 	<ul style="list-style-type: none"> • I practice mindfulness in my daily life • I initiate my trainee 	<ul style="list-style-type: none"> • I will live in present. • No stress in my life. • I live a happy life. • Personalized learning

	present	to share their experience and help them inculcate the values.	take place.
	<ul style="list-style-type: none"> For good communication understanding others is very necessary 	<ul style="list-style-type: none"> I do not try to know anybody superficially i.e. by name, position, or past but try to know from my heart. 	<ul style="list-style-type: none"> Good communication Helps me to grow by energizing my self-by knowing others.
Prabhati Kumari Mahapatra, ETEI, Berhampur	<ul style="list-style-type: none"> Constructivist approach i.e. learning by doing, shift myself from a traditional trainer towards progressive trainer. Keep the words. Students don't learn from the teacher who they don't like. Shift from -ve mindset to positive mindset which control my thought. 	<ul style="list-style-type: none"> Focus on reflection of experience of every participant during training. I will keep my words and follow my talk which I commit in classroom and outside the classroom. I facilitate my trainers and students being understand them. I will facilitate my trainers and students being understand them. I will face situations towards rational thoughts. 	<ul style="list-style-type: none"> I make others to realize the objectives of training. Self-growth. Make others grow along with me. More confident, happy life.
	<ul style="list-style-type: none"> What we say, if we do that, further we practice that, then process will be more refined. Accepting the feedback from my friends which ultimately refine my planning. I shift myself from fixed mindset to growth mindset. 	<ul style="list-style-type: none"> I will continue my journey of capacity building in both personal and professional situations. I will design the session plans further reflecting into feedback of previous sessions. During feedback session I make myself ready to put feedback towards growth of the individual. 	<ul style="list-style-type: none"> Role model Real Human Effective trainer / progressive trainer Help others to grow
	<ul style="list-style-type: none"> Connection between two human beings / trainer and trainee helps to feel one with other Sharing views, from personal experiences 	<ul style="list-style-type: none"> While presentation I will connect my-self with others reflecting into their life experience and by caring loving, understanding them. 	<ul style="list-style-type: none"> Progressive trainer. Effective facilitator. Growth of all the participants. Self -empowerment.

	<ul style="list-style-type: none"> in groups develops self-confidence of participants; feel them aware with their present. Mindfulness practice aware me with my present. 	<ul style="list-style-type: none"> I will carry out this training to other trainees as capacity building but not as content building. I will continue this practice. 	
Dr. Srutirupa Panda, Lecture in Education, NKC CTE, Angul	<ul style="list-style-type: none"> Cooperation, coordination and communication help to achieve the goal effectively. Training teacher is to build others. Intention is big picture and objective is small picture. Training is holistic. We need to create a structure or environment for training Nothing to impose but let teacher educators to decide utilizing their intelligence. 	<ul style="list-style-type: none"> I will use cooperation, coordination and communication to reach my goal effectively. I will help the teacher to build themselves and others. I will modify the trainees cognitive effective and psychomotor. I will facilitate the trainees. 	<ul style="list-style-type: none"> Effective and qualitative training can be done on capacity building.
	<ul style="list-style-type: none"> Ownership of learning need to be developed. <ul style="list-style-type: none"> - Trainer is a role model - Walk by talk. We should not give examples Trainee's creativity should not be restricted. Identified characteristic of progressive educators. 	<ul style="list-style-type: none"> Use of commutative approach in training. I will do what I take. I will ask trainee to give example. I will give space the learners to broaden their. 	<ul style="list-style-type: none"> I will be an effective facilitator.
	<ul style="list-style-type: none"> Feedback should be flexible. It should promote growth Be sensitive to the trainees. Serve trainee at utmost. 	<ul style="list-style-type: none"> I will give flexible feedback I will be sensitive to the trainees. 	<ul style="list-style-type: none"> I will be an effective facilitator.
	<ul style="list-style-type: none"> Facilitation needs effective planning 	<ul style="list-style-type: none"> I will plan every session properly. 	<ul style="list-style-type: none"> My facilitation will be qualitative.
	<ul style="list-style-type: none"> Specific objectives should be framed properly. 	<ul style="list-style-type: none"> I will manage time with activity during facilitation. 	<ul style="list-style-type: none"> My facilitation will be appropriate.

	<ul style="list-style-type: none"> • Time should be managed properly • Be awarding to your objective 		
Narashingh Murmu, Teacher Educator, DIET, Jeypore, Koraput	<ul style="list-style-type: none"> • Every training will be a holistic training 	<ul style="list-style-type: none"> • In my training along with knowledge I will help my trainee to build a positive attitude and develop desired skills. 	<ul style="list-style-type: none"> • I shall get inner satisfaction for the holistic training
	<ul style="list-style-type: none"> • Live well and focus on growth of inside. 	<ul style="list-style-type: none"> • I enjoy each and every moment and focus on reality and have positive attitude for any task. 	<ul style="list-style-type: none"> • I will be happy and get inner satisfaction.
	<ul style="list-style-type: none"> • Outsides crated by inside. 	<ul style="list-style-type: none"> • I will develop and purify on my thought process by practicing mindfulness, like yoga, pranayam, listening music, reading book, seeing movies. 	<ul style="list-style-type: none"> • I have to control over my thought process.
	<ul style="list-style-type: none"> • In training one of the most essential aspect is that, being concentrated with trainer. 	<ul style="list-style-type: none"> • I will develop a good rapport with my trainee and respect their words. 	<ul style="list-style-type: none"> • I will be an effective trainer
	<ul style="list-style-type: none"> • My significant learning is when I am taking a class I will give importance to my students and ensure their understanding. 	<ul style="list-style-type: none"> • I will touch the heart of the trainees, by which they could understand my feeling. 	<ul style="list-style-type: none"> • I will be a good teacher
Smitashree Biswal, TE, DIET, Jajpur, Dolipur	<ul style="list-style-type: none"> • Every training will be a holistic training 	<ul style="list-style-type: none"> • In my training along with knowledge I will help my trainee to build a positive attitude and desired skills 	<ul style="list-style-type: none"> • I get inner satisfaction for the holistic training
	<ul style="list-style-type: none"> • Live well and focus on growth of inside 	<ul style="list-style-type: none"> • I, enjoy each and every moment I focus on reality and have positive attitude for any task 	<ul style="list-style-type: none"> • I will be happy and get inner satisfaction
	<ul style="list-style-type: none"> • Outside is created by inside • In a training one of the most essential aspect is that, being connected with the trainer 	<ul style="list-style-type: none"> • I will develop purity in my thought process by practicing mindfulness, yoga, pranayam • I will develop a good rapport with my trainee and respect 	<ul style="list-style-type: none"> • I have to control over my thought process • I will be an effective trainer

	<ul style="list-style-type: none"> • Significant learning is not concept but it is the personal learning followed by an action plan • Facilitation does not mean to impart knowledge / information to the facilitatee, but also help the facilitatee to internalize feeling of the theme through experience. 	<p>their words</p> <ul style="list-style-type: none"> • I help my trainees to find out their personal learning • First I internalize the feeling of different experiences and help my trainees to internalize the feeling of their experience. 	<ul style="list-style-type: none"> • My facilitation process gets improved • The training becomes a holistic training.
Sri Prabodh Kumar Hota, TE, DIET, Nuapada	<ul style="list-style-type: none"> • Continuing training is part of a good trainer. One who gathers data from various sources and makes himself resourceful can effectively exercise his duties as a good trainer. 	<ul style="list-style-type: none"> • I shall be capable, responsible and valueable for the training of teachers 	<ul style="list-style-type: none"> • I can create more skillful teachers
	<ul style="list-style-type: none"> • Emotional pain is optional • The more rapport I have with my students the more they will understand me. 	<ul style="list-style-type: none"> • I shall not be easily carried away by emotion. • I shall create more rapport with the trainees. 	<ul style="list-style-type: none"> • I shall face the unseen problems. • I shall emerge as a good trainer.
	<ul style="list-style-type: none"> • Living is a courageous affair. Our words are reaching others like waves. 	<ul style="list-style-type: none"> • I shall carefully choose words while dealing with others 	<ul style="list-style-type: none"> • It will bring the expected results that I want from the person I want to deal with.
	<ul style="list-style-type: none"> • My significant learning is instead of speaking from mind I should speak from heart. • I should set the goal properly 	<ul style="list-style-type: none"> • I will set goal very clearly. I shall facilitate and avoid giving training because facilitating is more important than training. 	<ul style="list-style-type: none"> • I will be able to create trainees who have become empowered.
Sri Chitrasen Sethy, TE DIET, Kandhamal	<ul style="list-style-type: none"> • I will be more perfect and confident in my day to day life • I will transact others to grow. • I will not transact facts and concepts to others only share my experiences. 	<ul style="list-style-type: none"> • At present I will keep myself updated, believe myself that it is possible by me and think in a reflecting way. • I will not judge anybody and concentrate on their positive side, praise 	<ul style="list-style-type: none"> • I can do my job in day to day life in a more systematically and successfully way. • I myself and other will grow. • It will help others to change them.

		<ul style="list-style-type: none"> • them. • Practice it 	
	<ul style="list-style-type: none"> • I will not disturb anybody who grows connectively. • I will observe the things as it is. • I will provide humanitarian support to my students' staff and neighbor. 	<ul style="list-style-type: none"> • Help others to grow in their own way. • I will change my inner environment and potent it with skills. • With meaningful communication I will reach their heart understands actual needs and requirements. 	<ul style="list-style-type: none"> • I myself and others will excel in life. • I will get support from the universe and grow. • I will create a pleasant environment and suitable platform for change.
	<ul style="list-style-type: none"> • During facilitation I will not provide fact and information. I will share with them my experiences. • I cannot categorize people; I will put emphasis on each and every individual's development. 	<ul style="list-style-type: none"> • I will practice what I say. • By meaningful communication I will reach by the heart of my student. 	<ul style="list-style-type: none"> • I will be a role model for my trainee. • Each individual will grow.
	<ul style="list-style-type: none"> • I will not direct. • I will put emphasis on change of self rather than change of others. 	<ul style="list-style-type: none"> • I will share my experiences with them • I will practice and attain mystery. • I will potent my inner environment with skills. 	<ul style="list-style-type: none"> • I will be accepted by others. • Facilitatee skilled them not from talk but from doing work. • Automatically change will occur in society
	<ul style="list-style-type: none"> • I will create a good relation with my trainee and love them. • I will behave proactively in my family and institution. • I will be an effective facilitator by minding my mind. 	<ul style="list-style-type: none"> • I will not use communication barrier. • I will keep control upon reactive factors. • I will prepare myself by a well planning manner and focus upon the plan during facilitation with mindfulness. 	<ul style="list-style-type: none"> • A bond of love and affection will be created between trainer and trainee. • Surrounding will be pleasurable and joyful. • Facilitation will be fruitful and the facilitatee and I will grow.
Sarbani Sankar Panigrahi, Lecturer in Education, KSUBCTE, Bhanjanagar	<ul style="list-style-type: none"> • To find out the right intention of my training / life. • To build myself and help others to build themselves. • Intention gives us proper direction. • Believing self will help me to grow. • There is nothing powerful than a 	<ul style="list-style-type: none"> • I shall find out my intention which is positive. • I shall grow myself and help others to grow. • I will move in accordance with my intention. • I shall determine to achieve my goal of 	<ul style="list-style-type: none"> • Good individual • Socially advised person. • Successful individual or teacher. • A determined person. • Effective teacher.

	<p>determined mind.</p> <ul style="list-style-type: none"> • Realization of the purpose of teacher education in the present situation. • Learning from reflections on experience helps to grow as a progressive teacher educator. • Knowledge about pedagogy and andragogy – (constructivism, behaviorism) • Effective trainers can make a difference in teaching. (Walk the talk, communication charisma, professionalism) • Hall marks of contemporary education – Teacher, student, curricula, instruction methodology and evaluation. • Teacher is only the source of knowledge, not the expert students are not always passive, but active in the learning situations can be created for an active classroom process. • Consensus can be reached by sharing each other's views in the process of learning. 	<p>life</p> <ul style="list-style-type: none"> • I shall take steps to rectify the problems seen in the field of teacher education at present. • I will learn from the reflections on the experience gained in my daily life. • I will apply the roles while dealing with my students. • I will teach the students by making a difference in my approach method and techniques. • I will act as a democratic teacher and allow students to participate in the teaching-learning process. • I will share my experience with others before reaching a consensus. 	<ul style="list-style-type: none"> • Be a Progressive educator • Good communicator effective teacher. • Try to be an effective trainer. • Effective teacher • Good mindset
	<ul style="list-style-type: none"> • Feedback can be given by two ways: self-reflection and peer group feedback • Setting a goal in life drives me to get success and creating a self-image in the society. • Difference between facilitation and mentoring. • Accepting self helps 	<ul style="list-style-type: none"> • I shall reflect on the activity done by me to know about the result. • I shall also accept my peer group feedback • I shall set a goal in my life in accordance with my ability. • I shall try to be a facilitator than a mentor. • I shall accept all of my strengths and 	<ul style="list-style-type: none"> • Refined person. • Successful person (identified in the society) • Good teacher / facilitator. • Successful person.

	me to grow	weaknesses so that I can take steps to overcome weakness.	
	<ul style="list-style-type: none"> • I myself with the right intention achieve it in my life. • The greatest enterprise which I can do is serving other people. • I shall develop a cordial relation with other staff members and learn from them. • I shall manage the level of stress seen in my mind while dealing with others. • I shall practice mindfulness to aware more about myself. 	<ul style="list-style-type: none"> • I shall try to choose the right intention of my life. • I shall serve the people in a self- less manner. • I shall submit myself to the institution and try to learn others where I face trouble. • I shall try to get rid of stress by managing it properly. • I shall do mindfulness activity daily to resolve tensions and aware of my- self. 	<ul style="list-style-type: none"> • Successful person • Effective and social teacher • stress free individual • Conscious person
	<ul style="list-style-type: none"> • Mental steps must be taken to motivate an individual. • To know more about a person is needed to develop good relation and extend relationship. • Understanding help and believing self is the key to gain confidence in me and it helps me to grow and help others to grow. 	<ul style="list-style-type: none"> • I shall develop / create some steps to motivate the person surrounding me. • I shall try to discover more about the person to whom I interact in my life. • I shall believe myself and develop confidence to grow myself and help others to grow. 	<ul style="list-style-type: none"> • Motivate people surrounding me. • Social person • Successful person
Sri Debabrata Moharana, TE DIET, Gajapati	<ul style="list-style-type: none"> • Intention should be clear and positive • Intention gives the direction. • Activities or movements change the energy levels of individuals. • Intention is the endpoint. • Everything I do has a consequence. • Teacher training – knowledge attitude and skills are required to be inculcated. 	<ul style="list-style-type: none"> • My intention should be clear. • I am going to have a stock of warm up activities. • I am going to be responsible for the consequences. • I am going to inculcate the attitude and skills in my training programmes. 	
	<ul style="list-style-type: none"> • Sense organs are 	<ul style="list-style-type: none"> • I am going to train 	<ul style="list-style-type: none"> •

	<p>required to move away from distraction outside.</p> <ul style="list-style-type: none"> • Reflection on experience can be paved through open-ended questions. • There is no superiority and inferiority with the self. • Sooner or later there will be shift of ownership of learning from teacher to learner. So why not at the earliest? • For making training effective I have to come out of the comfort zone. • Students are required to create knowledge through their experiences. • Inside my self there are thoughts : Motivation, purpose, intention, belief, attitude etc. 	<p>my sense organs for moving away from distraction through mindfulness.</p> <ul style="list-style-type: none"> • I am going to use the open ended questions to have reflection on experiences by my trainees. • I am going to treat me and my trainees as one and of equal potentialities. • I am going to shift the ownership of learning to the trainees at the earliest. • I am going to make situations allowing the trainees to save experience to create their own knowledge. • I am going to care these aspects to reach at walk the talk. 	
	<ul style="list-style-type: none"> • While I am facilitating a session it is not important how much I cover but it is very important that how I cover. • Activities are required to be designed from the trainee's point of view. 	<ul style="list-style-type: none"> • I am going to give emphasis more on the process – How I cover not on how much I cover. • I am going to focus on the result and use result as feedback. • I am going to design activities from the trainee's point of view. 	<ul style="list-style-type: none"> • My training / facilitation will be more effective and connecting. • My training will be result oriented. • My training in going to be effective.
	<ul style="list-style-type: none"> • When I am present, I need to work on self- discovery and provide scope for self- growth and get connected to the oneness of the universe. • I am in a group both it is very important for me to get connected with other individuals. • The interaction I am 	<ul style="list-style-type: none"> • I am going to work on facilitation skills. • I am going to acquire the facilitation skills. • I am going to through by get through the process of facilitation. 	<ul style="list-style-type: none"> • I shall be a facilitator

	to do is facilitation providing scope for growth of all. I really to work upon facilitation process to have handful of experience.		
K. Laxmi Senapati, TE, DIET, Balasore, Remuna	<ul style="list-style-type: none"> Journey has begun significant learning will continue throughout the life. 	<ul style="list-style-type: none"> I am going to work on all significant learning's I learn at each moment. 	<ul style="list-style-type: none"> I am going to grow each moment as the universe is growing and it is the law of quantum.
	<ul style="list-style-type: none"> Activity I, Ha, Ha... Hee Hee I have learnt that coordination among the group should be there because it will help in smooth conduction of the work. The role of trainers. Intention must be framed before work. 	<ul style="list-style-type: none"> The message / information should be clear to all the members of a group, for complete any activity. At any type of situation, I will do my work perfectly. Planning must be there, before starting of the work. 	<ul style="list-style-type: none"> I can establish good relationship with others and also complete the assigned work in time. Definitely, others will be motivated to complete the assigned work in time. I will do my work properly
	<ul style="list-style-type: none"> Characteristics of effective trainers "What I say, I do" Clear idea about "Pedagogy" Positive thinking helps me to see the things in a positive way. 	<ul style="list-style-type: none"> Implement all the characteristics of an effective trainer. I will follow the andragogy type of learning. I will try to overcome from the negative thoughts. 	<ul style="list-style-type: none"> I can gain the faith of the people. Able to explore the creativity of the learners. I will love all the human beings.
	<ul style="list-style-type: none"> Self-acceptance Qualities of a good leader 	<ul style="list-style-type: none"> I will accept all views of others whether positive or negative by. I will become a democratic leader rather than autocratic one. 	<ul style="list-style-type: none"> I can improve myself and I can grow. I can able to establish interpersonal relations with others and also transact my lesions effectively.
	<ul style="list-style-type: none"> Team spirit – I should be a t4ainer. So that all the trainees will be connect with me by heart. So that I can achieve my goal. Process of facilitation 	<ul style="list-style-type: none"> Good relationship with the trainees. I can more connect and give more chance to the trainees to speak out their experiences. 	<ul style="list-style-type: none"> All will work together to achieve a common goal. To be accepted by the trainees more effectively.
	<ul style="list-style-type: none"> "Mind you mind" Development of inter-personal relationship 	<ul style="list-style-type: none"> I will mind my mind with positive feelings. I will establish good relationship with others. 	<ul style="list-style-type: none"> Positive feeling gives positive relationship with others. To become a good human being.

The page features a central green horizontal band with the text 'PARTICIPANTS FEEDBACK' in white. Above and below this band are blue semi-circular shapes. At the very top and bottom of the page are decorative green shapes with white outlines, resembling stylized arches or brackets.

PARTICIPANTS FEEDBACK

NAME OF THE PARTICIPANT	
Sri Manas Chandra Rout, DIET, Tikabali, Kandhamal	1. Mention three sessions you found most useful
	i. The kind of Trainer that I am. ii. Experiential / participatory training. iii. Designing a sample session plan.
	2. Which sessions you found least useful?
	All the sessions are quite useful. In each and every session there are some special learning points.
	3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.
	1. I will make a difference in my work. 2. My students are my source of learning. 3. In my profession I will accept any new work as a challenge. 4. I will accept the feedback of others constructively.
	4. How satisfied were you with your performance on the practice presentation?
	I am satisfied with my performance more than average on the practice presentation.
	5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.
	<ul style="list-style-type: none"> • Attend physically • Listening • The skill of respect
	I will use the above skills comfortably in my interactions that will enable me to establish good interpersonal relationship with my trainees.
	6. Mention the skills that you need more practice before you are able to use them.
	i. The skill of empathy ii. The skill of concreteness iii. The skill of self disclosure
7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?	
While dealing with my interpersonal issues, I will be made self facilitation. That will help to analyze my capabilities and facilitate to prosper. I will ask questions to myself regarding how much I am satisfied with my performance. An opportunity will be created to excel my aptitude and find alternatives to overcome the issues.	
8. Mention three most significant personal learning from the workshop that has made a difference to your life.	
i. Intention gives direction to achieve the objectives ii. Self reflection is the path to self-acceleration iii. Every facilitation is an opportunity to learn.	

	<p>9. What are your personal experience of the training methodology and the Faculty’s facilitative ways with the trainees?</p> <p>Training methodology was up to the level of the trainees. Methodology was like that helped a lot to draw the innate potentialities from the trainees. The faculty’s facilitative ways was excellent. Each facilitation created an opportunity to learn.</p>
<p>Sri Sudarsan Santra, DIET, Baripada, Mayurbhanj</p>	<p>1. Mention three sessions you found most useful</p> <ol style="list-style-type: none"> i. Presentation session and discussion. ii. Present scenario of Teacher Education. <p>2. Which sessions you found least useful?</p> <p>All sessions are equally useful.</p> <p>3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.</p> <p>Developing the skill of activity transaction and facilitation</p> <p>4. How satisfied were you with your performance on the practice presentation?</p> <p>Less satisfied it could have been done other different ways inductively.</p> <p>5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.</p> <ul style="list-style-type: none"> • Listening to others • Attending to others <p>6. Mention the skills that you need more practice before you are able to use them.</p> <ul style="list-style-type: none"> • Writing the significant learning in a statement form. • Facilitating / attending the participants to set the conclusion <p>7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?</p> <ul style="list-style-type: none"> • Listening to others • Attending • Receiving and implements in my personal and professional life. <p>8. Mention three most significant personal learning from the workshop that has made a difference to your life.</p> <ul style="list-style-type: none"> • Attending to others • Receiving and modifying your own thoughts and reflection <p>9. What are your personal experience of the training methodology and the Faculty’s facilitative ways with the trainees?</p> <p>Activity based / participatory and constructivist approach</p>

**Sri Pradeep
Kumar Jena,
DIET, Gajapati,
Paralakhemundi**

1. Mention three sessions you found most useful

- Traditional educators and professional educators.
- Characteristics of effective trainers.
- The sample lesson plan.

2. Which sessions you found least useful?

I don't think so because everything is justified.

3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.

More response and more understanding for building new confidential building measure.

4. How satisfied were you with your performance on the practice presentation?

I need to practice more. I am half satisfied.

5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.

- Reasonable voice
- Logical participation
- Intelligence

6. Mention the skills that you need more practice before you are able to use them.

- Depth of content knowledge
- Transaction skill
- Reaching everybody

7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?

- Skillfully and reasonably.

8. Mention three most significant personal learning from the workshop that has made a difference to your life.

- It boosted my confidence.
- Empowered me.
- Enhanced facilitative skills.

9. What are your personal experience of the training methodology and the Faculty's facilitative ways with the trainees?

These was good cooperation, co-ordination and enjoyable.

**Ms. Reeta Gloria
Ekka, DIET,
Sundargarh**

1. Mention three sessions you found most useful

- Characteristics of effective trainers.
- Designing training sessions
- Evaluation of training

2. Which sessions you found least useful?

No sessions as such, All the sessions are useful and energetic.

3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and

	<p>others.</p> <p>Reflect and share, facilitation, experiential learning self-reflection and peer group feedback.</p>
	<p>4. How satisfied were you with your performance on the practice presentation?</p> <p>I was fifty percent satisfied with performance on the practice presentation.</p> <p>5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.</p> <ul style="list-style-type: none"> • Facilitation skill i.e. listening and attending my trainees • Mindfulness <p>6. Mention the skills that you need more practice before you are able to use them.</p> <ul style="list-style-type: none"> • Correlation of the activity with the trainee’s experience. • I need more practice to develop my vocabulary • I need more practice to make exposure to my trainee for experience the thing i.e. motivational skill. <p>7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?</p> <ul style="list-style-type: none"> • I facilitate myself for doing any work and accept the work as a challenge for me which I never done before. When ever any work assigned me I do that but voluntarily on the facilitation by others. <p>8. Mention three most significant personal learning from the workshop that has made a difference to your life.</p> <ul style="list-style-type: none"> • Self-reflection • Session planning • Mindfulness <p>9. What are your personal experience of the training methodology and the Faculty’s facilitative ways with the trainees?</p> <p>My personal experience of the training methodology and the faculty’s facilitative ways with the trainees is very nice.</p>
<p>Ms. Pravati Kumari Mohapatro, ETEI, Berhampur</p>	<p>1. Mention three sessions you found most useful</p> <ul style="list-style-type: none"> • Mindfulness Practice: Because it is a process without any expectation. It realizes us to be in present, It makes us aware with the present, it connects self as I am. • Self-Acceptance: Because self-acceptance is self-understanding. It is realistic awareness of one’s strengths and weaknesses. If I will accept myself I can bring a change without blaming, without judgment. • Goal setting – Because I have a purpose in my life. This goal setting directs my life, boosts my motivation, moves me in a path to run my visualization into reality and leads me to live a life of choice.

2. Which sessions you found least useful?

Each and every session has directly or indirectly impact in the journey of my life as the requirement of each and every organs functioning for my body. So all the sessions are useful.

3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.

- I will connect myself more with others by reflecting into their experiences.
- I will shift myself from traditional trainer to progressive trainers.
- I will put more focus on capacity building rather than concept building in further transaction processes.

4. How satisfied were you with your performance on the practice presentation?

I am satisfied well in my performance because

- I planned my session.
- Set objectives
- Design activities as per the objectives.
- Connect myself with my trainees.
- Reflect into the experiences of my trainees.
- Make them to feel the necessity of the objectives in the journey of their life.
- I will carryout the feedbacks for self-growth
- While interaction I care for others, give importance to their views.

5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.

- Correction with each and every trainee and other persons.
- Attending and listening to my participants and interacting persons.
- While interaction I bring world of other person into my mind.
- Make the other person to feel that I am with you.
- Results - Develops good relationship with others, strengthens socialization, others accepts me.

6. Mention the skills that you need more practice before you are able to use them.

- Connection of myself with others.
- Relating the working process with the objectives to achieve goal.
- Mindfulness practice which help myself to aware with the present.

7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?

- I will concentrate myself, I will make others to feel that I am with them for good rapport building and healthy

	<p>connection with others while interacting.</p> <ul style="list-style-type: none"> • I will prepare short term SMART Goal to reflect objectives in my working process.
	<p>8. Mention three most significant personal learning from the workshop that has made a difference to your life.</p> <ul style="list-style-type: none"> • Mindfulness practice is goalless, it is without any expectation and it makes feeling us to be in present. • Connection of trainer to feel and accept the trainer.
	<p>9. What are your personal experience of the training methodology and the Faculty's facilitative ways with the trainees?</p> <ul style="list-style-type: none"> • The training methodology is experience based not content based. • In each activity a situation is created where the participant reflect into his / her life, share experiences and feel the trainers words, his presence, accepts self and put a commitment for further journey of life. • Faculty's motto is to connect him with the trainees, love and care, attend and listen actively to them, give response to values and views of participants, understand them.

Ms. Srutirupa Panda, NKC CTE, Angul	<p>1. Mention three sessions you found most useful</p> <ul style="list-style-type: none"> • Practice Sessions • Method and plans regarding facilitation • Characteristics of effective trainer • Feedback
	<p>2. Which sessions you found least useful?</p> <p>All sessions are useful. Learned a lot.</p>
	<p>3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.</p> <ul style="list-style-type: none"> • Practicing the facilitation properly • Get related to the trainees.
	<p>4. How satisfied were you with your performance on the practice presentation?</p> <p>It needs improvement I am at top</p>
	<p>5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.</p> <p>Connecting with others.</p>
	<p>6. Mention the skills that you need more practice before you are able to use them.</p> <ul style="list-style-type: none"> • Avoiding Communication blocks • Managing time • Getting connected to the trainee
	<p>7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?</p>

	<p>I will utilize different types of skills and competencies to make facilitation more easy.</p> <p>8. Mention three most significant personal learning from the workshop that has made a difference to your life.</p> <ul style="list-style-type: none"> • The competencies and skills facilitator get connected to students • Skills of facilitation • Feedback should be flexible <p>9. What are your personal experience of the training methodology and the Faculty's facilitative ways with the trainees?</p> <p>It is like ownership of learning I got how ways to teach, facilitate by going through the training methodology and facilities facilitative ways.</p>
<p>Sri Narashingh Murmu, DIET (K), Jeypore</p>	<p>1. Mention three sessions you found most useful</p> <ul style="list-style-type: none"> • If we change our thought the all negative will be positive. • Every training is a holistic training • Training most understand the trainers <p>2. Which sessions you found least useful?</p> <p>I did not get such types of session that were least useful.</p> <p>3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.</p> <p>In case of student: some time students were very much engaging with the primary children, in that context teacher change her attitude, by which the students became a good teacher.</p> <p>4. How satisfied were you with your performance on the practice presentation?</p> <p>I am very much satisfied with my performance on the practice presentation. Because I have performed my task in front of my trainer and Prof. Vadaya soon.</p> <p>5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.</p> <p>I have given such types of question which were related to their family member and profession field.</p> <p>6. Mention the skills that you need more practice before you are able to use them.</p> <ul style="list-style-type: none"> • Vocabulary in English in every meeting so I need to more practice • Instant of picture, I will try to stand by. <p>7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?</p> <p>I will engage myself in every stressful situation in mindfulness practice which will develop self-awareness within me.</p>

	<p>8. Mention three most significant personal learning from the workshop that has made a difference to your life.</p> <p>I am responsible for what I get, Reflecting inside leads to self- growth.</p> <p>9. What are your personal experience of the training methodology and the Faculty’s facilitative ways with the trainees?</p> <ul style="list-style-type: none"> • Journey is leadless processes. • We always go with the ways.
<p>Ms. Smitashree Biswal, DIET, Jajpur, Dolipur</p>	<p>1. Mention three sessions you found most useful</p> <ul style="list-style-type: none"> • Session designing Session • “Feedback Session” of all participants <p>2. Which sessions you found least useful?</p> <p>No sessions are least useful. But each and every session has its unique value and purpose to be a useful chapter.</p> <p>3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.</p> <ul style="list-style-type: none"> • More confidence on me. • Clarity on transaction process • Clarity on preparation of plans <p>4. How satisfied were you with your performance on the practice presentation?</p> <p>I am very much satisfied with my performance because I prepared well but still I am lacking in feeling part</p> <p>5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.</p> <ul style="list-style-type: none"> • Listening • Attending Somebody • Facilitating etc. <p>6. Mention the skills that you need more practice before you are able to use them.</p> <p>Empathetic way of facilitation</p> <p>7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?</p> <p>I use all these skills mentioned above in my day to day work personally and professionally. In regular classes, interacting with my colleagues etc.</p> <p>8. Mention three most significant personal learning from the workshop that has made a difference to your life.</p> <ul style="list-style-type: none"> • Every training is a holistic training for me. • In a training one of the most essential aspect is that, being connected with trainer • Facilitation does not mean to impart knowledge information to facilitate but also help the facilitatee to

internalize feeling of theme through experience.

9. What are your personal experience of the training methodology and the Faculty's facilitative ways with the trainees?

The methodology and facilitative way taken by the facilitator is very nice and encouraging it enhances the level of my motivation.

**Sri Chitrasen
Sethy, DIET,
Kandhamal at
Tikabali**

1. Mention three sessions you found most useful

- Mindfulness – I feel it is most useful for me because it impacts a lot for me, I can practice it in any moment life during walking and eating etc. through mindfulness I will attain mystery of good habits.
- Goal setting ; Through goal setting I can plan for life and work which will help for the smooth conduct of day to day work with a greater success.
- Avoidance of Communication Block – Communication block inhibit close touch of an individuals heart. By avoiding this one rich very close to others heart, feel his / her problem as problem and self and share their experience with each other as a result both will grow.

2. Which sessions you found least useful?

I found no session has less useful like Gita coming from Krishna's mouth is useful for human being. Like every thing is useful. Any thing coming from Dr. Thomas Vadaya's mouth or, practice session and feed back session is mot important for me.

3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.

- Accepting self- both strength and weakness
- Punctuality
- Increase of confident and _____
- Practice mindfulness
- Group work and co-operative learning
- Good relation with each other

4. How satisfied were you with your performance on the practice presentation?

I am 60% satisfied with my practice presentation. My topic was 'communication block'. I started the presentation with a activity, where each trainee enjoyed a lot and each and individual respond at rich at the goal that communication block. Each and every trainee agreed that communication barrier block the meaningful communication between two individual make a distance from each other that should be avoided at last ended up with summary and significant learning.

5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.

- Avoiding communication block – create good relation between trainer and trainee.
- Stress management and mindfulness – Reduce stress
- Goal setting – give direction in day to day life.
- Facilitation – Help development of self and student.

6. Mention the skills that you need more practice before you are able to use them.

- Mindfulness: This skill needs more practice every day, it is giving me a tremendous result. I always trying that what ever may be my surrounding am not bather but that I only concentrate upon what I have to do.
- Changing of inner environment: To make a pond usable all its' dirty water removes. As inner change is influenced by anther expression, so I am every day I am leaving my bad skills.
- Proactive behavior and communication block – meaningful communication and pertinence create good rapport. So I am trying.

7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?

Plan to use the skills what I learn from this training in my family and in my institution and society, in my institution first I apply this skills with my students. I will practice it. This practice will help me during real facilitation with my facilitatee.

8. Mention three most significant personal learning from the workshop that has made a difference to your life.

- No techno help only one human can play pivotal role for the growth of another human being.
- Meaningful communication creates a heart to heart relation and a good rapport.
- Only change inside inner environment can result enter development.

9. What are your personal experience of the training methodology and the Faculty's facilitative ways with the trainees?

The training methodology of Dr. Prof. Thomas Vadaya is excellent. I accept it heartily. There is no alternative of his methodology. His methodology influence me a lot any bring a great change with in me. He never provides facts and information only he shares his experience with us which touch me a lot.

Sri Sarbani Sankar Panigrahi, KSUB CTE, Bhanjanagar

1. Mention three sessions you found most useful

- Session on "Teacher Training and it's significance." It is useful because I found out the real purpose of teacher education and it's grim realities so for as the present day is concerned.
- Session "difference between Pedagogy and Andragogy" and "Difference between Traditional Educators and

Progressive Educators". This is useful because I deal with adults at my workplace and hence must have idea about characteristics of Andragogy. Again, I must try to be a Progressive Educator than a traditional Educator.

- Session on "Characteristics of Effective Trainers". This is useful because I am trying to be a good trainer along with being taking the rate of a teacher. Thus, it is useful in my professional life and helps me to become a successful leader and practice demonstration session. I found it useful.

2. Which sessions you found least useful?

None of the session I found least useful. All the sessions have equal weight.

3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.

- I shall have developed a determined mind while taking the job at work place.
- I have learnt from my reflections on experience with helped me to become a progressive educator.
- Consensus can be reached by sharing each others views in the process of learning. I have developed this idea in my life demonstrations.
- I have developed confidence on the training session give by me.

4. How satisfied were you with your performance on the practice presentation?

I am satisfied fully because the trainees supported me well and act in accordance with my work plan for which I have accomplished the objectives taken. They also share their views and opinions on their significant learning on the activity of 'mindfulness' and stated their action plans for their future life. The activity undertaken gives enjoy to the trainees and enhance their self-awareness.

5. Mention some of the skills you are able to use comfortably in your interactions with others and with what results.

I have practiced the activity of 'mindfulness' while doing this, I have used the skill of giving instruction clearly and demonstrated the activity before the trainees. In this situation, I felt comfortable because the trainees supported me to get success in doing the activity and accomplishing the objectives stated.

6. Mention the skills that you need more practice before you are able to use them.

- I need to learn more on learning from reflection on experience. For this, I shall pay more attention on the practice session.
- I shall do more practice on mindfulness, EFT techniques in

order to release the tensions from my mind and side by side, I can develop a sound health and be social.

- I shall do more practice on the strategies which help me to develop self-confidence.

7. How do you plan to use the skills with yourself, that is, in dealing with your interpersonal issues?

- I shall use the skill of understanding the self.
- I shall also use the skill of doing activity and experiences like mindfulness, yoga and others within himself / herself.
- I shall focus on the right intension of my life so that I will grow.
- I shall try to use the skill of developing good relationship among the members of the society. I have planned to use the skill of doing meditation to relieve my mind and to remain out of stressful condition.

8. Mention three most significant personal learning from the workshop that has made a difference to your life.

- I have found a right intention of my life. As a result, it will drive me to reach a level of success.
- I have learnt how to deliver sessions on the topics we have covered in phase-I.
- I have learnt how to give feedback by looking at an activity. Also how to deal with persons fruitfully and effectively.

9. What are your personal experience of the training methodology and the Faculty's facilitative ways with the trainees?

The faculty's facilitative ways with the trainees are extraordinary and beautiful. He has created a bond between himself with the trainees. I have also dealt with him freely. The training methodology used by him produced good result. The trainees appreciate him a lot.



Action Plan



SL. NO.	NAME	IN PERSONAL LIFE	IN MY PROFESSIONAL LIFE
1	Purna Chandra Brahma, DIET, Mayurbhanj	<ul style="list-style-type: none"> ➤ Today onwards I will tell the truth always. ➤ I will have belief on myself. I will not loose my temper in any case and see my inner/ the self. ➤ Always I will stay mindfulness. 	<ul style="list-style-type: none"> ➤ I will work in a team. Working in a team and as a team will make me feel as part of the team. ➤ I will complete my official work on the day. I will not shift responsibility rather share my ideas. ➤ I will have very good rapport with my loving pupil teacher and colleagues.
2	Manas Chandra Rout, DIET, Kandhamal	<ul style="list-style-type: none"> ➤ I will resolve to set an intention which enables me to involve in my life. ➤ I will choose alternatives to be successful. ➤ I will make self reflection to enhance my potentiality. 	<ul style="list-style-type: none"> ➤ I will accept the feedback from my colleagues and my authority to excel my work. ➤ I will make a difference in my work which will make an impact upon others. ➤ I will connect to my trainees effectively that will create an opportunity for them to learn.
3	Sudarshan Santra DIET, Baripada	<ul style="list-style-type: none"> ➤ Reflect my activities and analyze for improvement. ➤ Analyse the task assumed and reflects in each work in life. 	<ul style="list-style-type: none"> ➤ Understand the concept and transaction process will be critically analyse and experimented to get the result quickly and let others / stakeholders to feel.
4	Pradeep Kumar Jena DIET, Gajapati	<ul style="list-style-type: none"> ➤ I will interact with people around me. I shall take initiative and love everybody. ➤ I will develop a friendly and healthy atmosphere in the community. ➤ I will be in the right direction. I will always be in a positive state of mind. 	<ul style="list-style-type: none"> ➤ I will achieve mastery of subjects. ➤ I will be in connection with the trainees to know their needs, understand them and enable them to progress. ➤ I will share with them, respect their views, look at their insight and in times of need I shall help them. ➤ I shall create a friendly atmosphere with them.
5	Reeta Gloria Ekka Sundargarh	<ul style="list-style-type: none"> ➤ I must reflect myself in my personal life after doing my work. ➤ In my personal life I will practice mindfulness to live in present with self. ➤ This helps me to live stressless life and energizes me to do any work. For this I will do mindfulness for at least 15 minute every day. ➤ I will plan and accordingly work to achieve my goal. 	<ul style="list-style-type: none"> ➤ I will reflect myself and accept the feedback of my colleague and peers to refined myself and for my professional growth. ➤ I will work in a team with collaboratively and accept every ones view to achieve a common goal.

6	Smitashree Biswal Dolipur	<ul style="list-style-type: none"> ➤ Live well and focus on growth of inside. ➤ Outside is created by inside. 	<ul style="list-style-type: none"> ➤ Being connected with my trainer. ➤ I will help my trainee to internalize the feeling of their experience. ➤ Every training will be a holistic training.
7	Prabhati Kumari Mohapatra Berhampur	<ul style="list-style-type: none"> ➤ I will continue mindfulness practice to carryout positive strokes which are coming to my mind during the process. ➤ I will be aware of all activities surrounding me with observing only not by reacting to the responses. ➤ I will set SMART goals to turnout my visualization into reality, which boosts my motivation and support my personal development. ➤ I will convert all my negative mindset to positive mindset which controls my thoughts. ➤ I will focus inside rather than outside. As my inside is reflected in the outside with which I interact. 	<ul style="list-style-type: none"> ➤ I will work to shift myself from trainer to progressive trainer. ➤ Whatever task assign to me in my institution, I will complete that and being part of the team, work with team spirit for smooth completion of task and growth of my Institution. ➤ As a teacher educator, I will connect myself with my student, with trainees during learning process by reflecting into their experience so that they can interact with me having feeling.
8	Dr. Srutirupa Panda	<ul style="list-style-type: none"> ➤ I will be in routine. I will practice mindfulness. I will avoid communication blocks. ➤ I will be in positive attitude. 	<ul style="list-style-type: none"> ➤ I will use andragogical principles in facilitating students. ➤ I will use resources according to time limit. ➤ I will give feedback to students by using proper strategies.
9	Sri Chitrasen Sethy	<ul style="list-style-type: none"> ➤ Respect to others opinion. Initially I was neglecting other family members opinion, now I am considering others opinion, as a result one feels it is important and dignified in the family and pays respect to every others. ➤ Proactive Behaviour. Initially I was irritated when I observe small mistakes of family members. Now I am not reacting suddenly. ➤ I am observing the situation and take steps proactively, as a result disturbances disappeared. ➤ Understand others need and feelings. Now I understand them by creating a hearty, co-cordial relations 	<ul style="list-style-type: none"> ➤ Group work/ Co-operative learning. Now after this training I have started to work in group for my institution. ➤ I am also putting importance for co-operative learning for my D.El.ED students. ➤ In co-operative learning they gain, share and learn my skills and experience. ➤ Management of Stress. When I can't solve some problem I was feeling stress, now I am coming to reality what and how much things I can do with in the stipulated time. As per possibility I am doing meditation and keep

		with my other family members and their needs.	myself stress free. ➤ Proactive Behaviour. Now I also remain calm during controversial situation by behaving proactively.
10	Sarbani Sankar Panigrahi CTE, Bhanjanagar	<ul style="list-style-type: none"> ➤ I shall ensure my learners to believe and the right intention of my life and proceed according to achieve it. ➤ I shall grow myself and help others to grow in our institution. ➤ I shall develop the feeling of believing in myself so that it can build confidence in me and take course of action further to help others to grow and build their self-confidence. ➤ I shall determine to achieve the goal or intention of my life. ➤ I shall realize the purpose of teacher training and more my pace of teaching further by taking into consideration the present needs of the trainees and the recent trends in the field of teacher education. ➤ I shall make them also to resolve their issues by thinking over it and finding out different option to resolve the conflicts/ problems. ➤ I shall proactive the mindfulness activity more and encourage the people surrounding me to aware of themselves about their self and connect each other by connecting them with the universe. ➤ It will also help me to resolve my worries and tensions, conflicts in my personal life. 	<ul style="list-style-type: none"> ➤ I shall help my learners to believe their self so that they can develop their level of self- confidence higher by accepting their self. ➤ I shall try to enhance their self awareness by doing the activity of mindfulness to resolve any type of conflicts, problems, tensions seen in their mind. ➤ I shall learn from the reflections on my experience which helps me to become progressive teacher educators. ➤ I shall apply the rules of experiential learning while teaching my trainees. ➤ I shall also apply the rules of androgogy in my teaching by following principles of constructivist approach. ➤ Effective trainers can make a difference. ➤ I shall try to be more effective but making a difference in my teaching and following the principles of "Walk the talk". That is, what I do, I say before them. ➤ I also try to be a good communicator, enthusiastic for teaching and develop professionalism in me.
11	K. Laxmi Senapati DIET, Balesore	<ul style="list-style-type: none"> ➤ As I am black in color and in my in-laws family, all are very fair. So they used to talk to themselves about me as "burnt wood". ➤ By listening this word, I used to get angry but not showing my reaction to them. After getting this training, I don't give attention to such type of comments. ➤ I know that I have to change 	<ul style="list-style-type: none"> ➤ In our Diet total 8 TES are there. All 7 TES are from same district except me. So I was feeling bit in secured and not able to keep a good relationship with them. ➤ After going through the session "Change in thought" in the training, I change my thought and working with them. ➤ I used to take my class

		<p>myself but I can't change others. So I am not getting angry and I am in a relaxed mood.</p> <ul style="list-style-type: none"> ➤ Always, I think that things should go on as per my planning. If it doesn't occur as per my plan, I got irritated. ➤ After attending the training programme, I change my way of seeing the things. It may not happen as per wish and I have to give importance to the views of others and I have to change myself because according to the situation, I have to proceed. ➤ My son who is 4 year old and he like to draw pictures and color it. I used to tell him, do properly instead of wasting papers and color. But now I am trying to be a nurturing parent rather than controlling parent. 	<p>in time due to my punctuality and sincerity. But I was not a good facilitator.</p> <ul style="list-style-type: none"> ➤ After attending this training programme I have established a good rapport with the students and I am able to establish good relationship with our pupil teacher.
12	Prabodh Kumar Hota, DIET, Nuapada	<ul style="list-style-type: none"> ➤ I will complete any given task in assigned time with proper planning. ➤ I will continue to do pranayam yoga and walk. ➤ I will give more time to my family and my creative writing. 	<ul style="list-style-type: none"> ➤ I will acquire different skills like facilitation and mentoring. ➤ I will be a good motivator and good trainer. ➤ I shall be punctual.

LOG OF SIGNIFICANT LEARNING

Sl. No.	Date/Session	My Significant Learning	Action to be taken	Outcome



MY ACTION PLAN

CAPACITY BUILDING REFRESHER TRAINING FOR TEACHER EDUCATORS

Batch No:

Dates:

Venue:

Institution:

Name:

As a follow up of the training, I resolve to implement the following:

A: In my Personal Life:

1.

2.

3.

B: In my Professional Life:

1.

2.

3.

Signature



Feedback Form



CAPACITY BUILDING TRAINING OF TRAINERS (TOT) FOR TEACHER EDUCATORS

Dates:

Venue:

Name:

Institution:

E-mail Id:

Kindly provide your valuable comments on the following questions in brief:

1. Mention three sessions you found most useful.

(i)

ii)

(iii)

2. Which sessions you found least useful?

3. Mention a few of the new attitudes (i.e. a new of seeing the same old reality) you have developed regarding yourself, students, your profession and others.

4. How satisfied were you with your performance on the practice presentation?

5. Mention some of the skills you are **able to use comfortably in your interactions** with others and with what results.

6. Mention the skills that **you need more practice** before you are able to use them.

i.

ii.

iii.

7. How do you plan to use the skills **with yourself**, that is, in dealing with your intrapersonal issues?

8. Mention three most significant personal learning from the workshop that has made a difference to your life.

i.

ii.

iii.

9. What are your personal experience of the training methodology and the Faculty's facilitative ways with the trainees?

10. Kindly rate the following:

A. Overall arrangement of the workshop

B. Boarding and Lodging

C. Training Hall Facilities

Average	Good	Excellent

LIST OF PARTICIPANTS FOR THE CAPACITY BUILDING TOT TRAINING

Date: 13th to 17th May, 2016
Venue: Hotel Toshali Sands, Puri

SL NO	NAME	DESIGNATION	CONTACT NO	EMAIL ID
1	Sri Debabrata Moharana	TE, DIET, Gajapati	9938399759	debabiosc@gmail.com
2	Sri Chitrasen Sethy	TE, DIET, Tikabali Kandhamal,	8895713522	chitrasensethy@gmail.com
3	Sri Sarbani Sankar Panighahi	Lecturer in Edn, KSUB CTE, Bhanjanagar	9439619917	psarbanisankar@yahoo.com
4	Ms Pravati Ku Mohapatra	ETEI, Berhampur	9853362883	mahapatraprabhati@gmail.com
5	Mr Prabodh Ku Hota	TE, DIET, Nuapada	9668207249	Prabodhhota1305@gmail.com
6	Sri Sudarsan Santara	Sr TE, DIET, Baripada	9437238901	sudarsansantara@gmail.com
7	Sri Narsingh Murmu	TE, DIET, Jeypur	9437151806	Murmur.narsingh2014@gmail.com
8	Sri Purna Ch Brahma	BIET, Gorumahisani	9438319738	Brahmapc.pb@gmail.com
9	Ms. Smitashree Biswal	TE, DIET, Dolipur, Jajpur	9438084686	Smitashree.biswal@gmail.com
10	Sri Brajabandhu Nayak	Sr. TE, DIET, Puri	9437749433	Brajabandhunayak22@gmail.com
11	Ms. Reeta Gloria Ekka	TE, DIET, Sundargarh	9437686668	reetaekka@gmail.com
12	Manas Ch Rout	TE, DIET, Tikabali	8763763867	Manasrout008@gmail.com
13	Sri Pradeep Ku Jena	TE, DIET, Gajapati, Paralakhemundi	9437773806	palasta@rediffmail.com
14	Ms. K.Laxmi Senapati	TE, DIET, Remuna, Balasore	9776190046	klaxmisenapati@gmail.com
15	Dr Srutirupa Panda	Lecturer in Education, NKC CTE, Angul	9937236660	Srutirupa.panda@gmail.com
16	Ms. Jayajyoti Panda	Consultant, UNICEF	8093099665	Jayajyoti1@gmail.com

Workshop on
TRAINING OF TRAINERS (TOT)
for
Teacher Educators of Odisha

Facilitated by

Prof. Thomas Vadaya, M.A., M.Ed., Ph.D.
Rtd. Professor of Education, The M. S. University of Baroda
&
Director, INSIGHT – The Institute for Human Growth, Baroda

Organized jointly by
SCERT Odisha and UNICEF Odisha
May 13th 2016 to May 17th 2016

INAUGURAL SESSION

- Welcome
 - Introductions
 - the faculty
 - the participants
 - the program : help you become an awesome education trainer.
- We know a lot about how teachers can help improve learning outcomes for children; but we know rather less about how to help teachers do that effectively. This is where the role of the trainers come in.

SETTING THE STAGE

- How do you feel as we begin the training?
- What is your purpose and what do you want to achieve by the end of the five day training?
- Identify the resources you have in achieving your purpose.
- Identify what can distract you from achieving your purpose.
- Your whole –hearted commitment to your purpose.

Remember, there is nothing as powerful as a determined mind. Your participation, your engagement and the initiatives ... will depend on your commitment to your purpose for being in the training.

OBJECTIVES OF THE WORKSHOP ON TRAINING OF TRAINERS

Participants will be able to:

1. Enhance awareness of the purpose and significance of continuing teacher education.
2. List out the drawbacks in the conduct of teacher training as practised today.
3. Build awareness regarding the kind of trainers they themselves are.
4. Differentiate between –
 - a) Pedagogy and andragogy
 - b) Traditional trainer and facilitator
 - c) Traditional Education and Progressive Education

Continued ...

OBJECTIVES OF THE WORKSHOP ON TRAINING OF TRAINERS

...continued

5. List out characteristics of effective trainers
6. Design and deliver a training session employing the active experiential participatory model of training.
7. Evaluate the outcome of training.
8. Develop action plans to translate their new learning into their own learning.

ENERGIZERS & FORMING GROUPS

- Activities to raise the level of energy in the group
- Breaking into smaller groups.
 - groups meet and decide on a name for the group
 - each group elects a leader
 - representatives from each group explains to the larger group the process of arriving at the name and why the particular name was chosen.
- The smaller groups represent your basic support group...
- Keeping in mind your own overall purpose and the objectives of the training, write down your specific objectives for being in the training.

TEACHER TRAINING AND ITS SIGNIFICANCE

'If there is anything that we need to invest in teacher development, it is the training of teachers.'

Discuss:

1. According to you, what is the purpose on continuing teacher training?
2. What is the purpose of training trainers?
3. What do you believe as the role of trainers?
4. What do you understand by training?

THE PRESENT SCENARIO OF CONTINUOUS TEACHER TRAINING

Discuss:

1. As a Teacher Trainer, are you satisfied with the way training is happening these days?
2. What are some of the drawbacks? Suggest ways to remedy them?
3. How would you want to see continuing in service training of teachers in the state in a year from today?

THE KIND OF TRAINER THAT I AM

"It is not the doing that matters, it is the thinking about the doing."
- John Dewey

Reflect and Share:

1. Describe yourself as a trainer: your purpose of training and the methodology you generally use?
2. Based on your self description as a trainer, point out if you are a traditional trainer or a facilitator?
3. Brainstorm in your groups and report on the characteristics of traditional trainer and a facilitator ?

DIFFERENCE BETWEEN :

PEDAGOGY

- The art and science of teaching children
- Characterized by:**
- Inferior/superior role
- Teacher directed/ centred
- Teacher gives/ student receives

ANDRAGOGY

- The art and science of teaching adults.
- Characterized by:**
- Independent / interdependent learner
- Autonomous / Self directed
- Learns from own and others' experience

The assumption: Children and Adults learn differently and employ different learning strategies.

DIFFERENCE BETWEEN

TRADITIONAL EDUCATOR

- Knowledge is objective
- Learning from teacher and textbooks
- Acquisition of isolated skills by drill and rote learning.
- Prepares for a remote future
- Functions on the basis of static aims and materials.

PROGRESSIVE EDUCATOR

- Subjective / personal
- Learning from experience
- Learning from reflection on experience
- Relevant to the present
- Comes to terms with and embraces a changing world.

LEARNING PARADIGM AND TRAINING

Based on your experiences as a trainer....

1. Individually reflect the kind of learning paradigm you employ in your training.
2. Share your reflections in smaller groups.
3. Share important points from your shared reflection with the larger group

LEARNING PARADIGMS AND TRAINING

- **BEHAVIORIST** : Knowledge is objective, external
- **Behaviorist – Cognitive** : Knowledge is seen coming from the outside, but we try to understand it inside.
- **Constructivist** : sees learners as active agents making sense of their environment and experience.

CHARACTERISTICS OF EFFECTIVE TRAINERS

- **Effective trainers** make a **DIFFERENCE**. They impact the growth and performance of trainees.
- **CHARACTER**: Have credibility; “walk the talk”
- **Mastery of subject**
- **Delivery** : ability to communicate the content. And able to reach the trainees.
- **CONTACT**: Ability to connect to the trainees, know their needs, understand them (empathy) so as to enable them to progress.
- **CHARISMA**: Energetic, enthusiastic and full of life.
- **PROFESSIONALISM** : Being a good role model

WHAT DO WE FOCUS ON IN A TRAINING SESSIONS

- Your purpose as a trainer : what you want your learners to achieve – knowledge, skills and attitudes. The more holistic the purpose, the deeper the learning.
- Designing a training session using a specific content, specifying learning objectives, choosing approaches, methods, integrated with technology.
- Delivery of training.
- Evaluating outcome.

HALLMARKS OF CONTEMPORARY EDUCATION

1. **TEACHER**: Not the expert, the only source of knowledge. Functions as a facilitator, coach, mentor, guide, and a resource for learners in a learning journey of discovery.
2. **STUDENT**: Not passive recipients, but are actively engaged in creation and sharing of knowledge.
3. **CURRICULUM**: Is more diverse and multi sourced and not a single textbook to be covered from page to page. Technology is seamlessly integrated into the curriculum. Holistic education integrating socio – emotional learning (SEL) is also getting acceptance into educational curriculum.

Continued...

HALLMARKS OF CONTEMPORARY EDUCATION

...continued

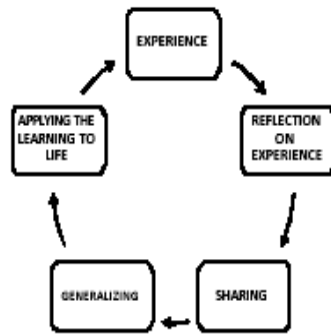
4. **INSTRUCTIONAL METHODOLOGY**: is aimed at engaging students in the process of learning. Learning is hands – on, authentic and relevant. How does it depart from traditional methods?
5. **EVALUATION**: There is a growing trend towards ongoing formative assessment done for and by students.

EXPERIENTIAL LEARNING

- Is a process whereby knowledge is created through the transformation of the experience of the learner who is at the centre of the learning process (Kolb, 1984).
- Nearly all learning is at the bottom mix of the experiential and the didactic. Someone learned by doing and then informed others of what was learned.
- The steps in experiential learning is almost the reverse of the traditional learning.

Continued...

EXPERIENTIAL LEARNING



It parallels Piaget's stages of cognitive development.

DESIGNING TRAINING SESSIONS

The following outlines the steps involved:

Topic :

1. **FACTSHEET:** The teaching content that is going to be dealt with. Briefly describe it.
2. **YOUR GOAL:** What you intend for the trainees.
3. **SPECIFIC OBJECTIVES:** What you expect them to have learned regarding the content being dealt with.
4. **DURATION:** 1 hour (for example)

Continued...

DESIGNING TRAINING SESSIONS

5. **NAME OF ACTIVITY:**
6. **MATERIALS REQUIRED:**
7. **PROCEDURE:**
 - a. Activity explained
 - b. Break into smaller groups (materials made available when required)
 - c. Questions to discuss in groups following the activity.
 - d. Group reports in the large group (plenary)
 - e. Facilitation using student reports. This helps to interlink the ideas from the groups. There is scope for adding additional content.

Continued ...

DESIGNING TRAINING SESSIONS

8. **SUMMARIZATION:** The facilitator summarizes the main points of learning. The more facilitative way would be to elicit ideas from trainees.
9. **TRAINEES write down their personal learning from the session.**
10. **TRAINEES write down actions they intend to take to translate their learning in real life.**

EVALUATION OF TRAINING

At the end of training, the trainer needs to know whether:

1. The learning objectives have been achieved, and the trainees are able to apply what they have learned to their own training.
2. Forms of assessment:
 - a) Self and peer assessment
 - b) Immediate learning
 - c) Long term learning
3. Structured questionnaire
4. Open Questionnaire

YOUR PLAN FOR CHANGE

- Hope the training has encouraged and inspired you!
- I wish you all the best to implement your learnings in all your future trainings
- Spell out the changes that you wish to make in your own trainings.



PHOTO GALLERY

INAUGURAL



PRAYER



DISCUSSION



DISCUSSION



SHARING



ACTIVITY



ACTIVITY



ACTIVITY



GROUP WORK

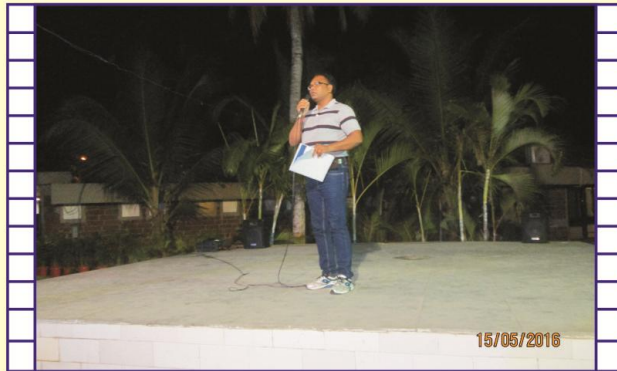




REPORT WRITING



CULTURAL EVENING





CULTURAL EVENING



CERTIFICATE DISTRIBUTION



CERTIFICATE DISTRIBUTION



VALIDATION





unicef 
unite for children