

Training Module

Transaction of Basic Language (Odiya) & mathematics



**Resource
Center**



**Sikshasandhan
ND-7, VIP Area, IRC Village
Nayapalli, Bhubaneswar
Odisha- 751015**

About Training Module -

Teachers Training Module followed by Sikshsandhan has three components such as motivational and leadership, skill and subject based and education for life.

We believe that teachers are the masters of their own situation. They will devise teaching and learning methods in view of the individual situation of the children. A person is more important than the methods. Each Child is unique. Methods follow child, child does not follow methods.

It has been our learning that It is very difficult to change teachers' teaching learning methods through training. Training and onsite support/handholding support is very much essential for the same.

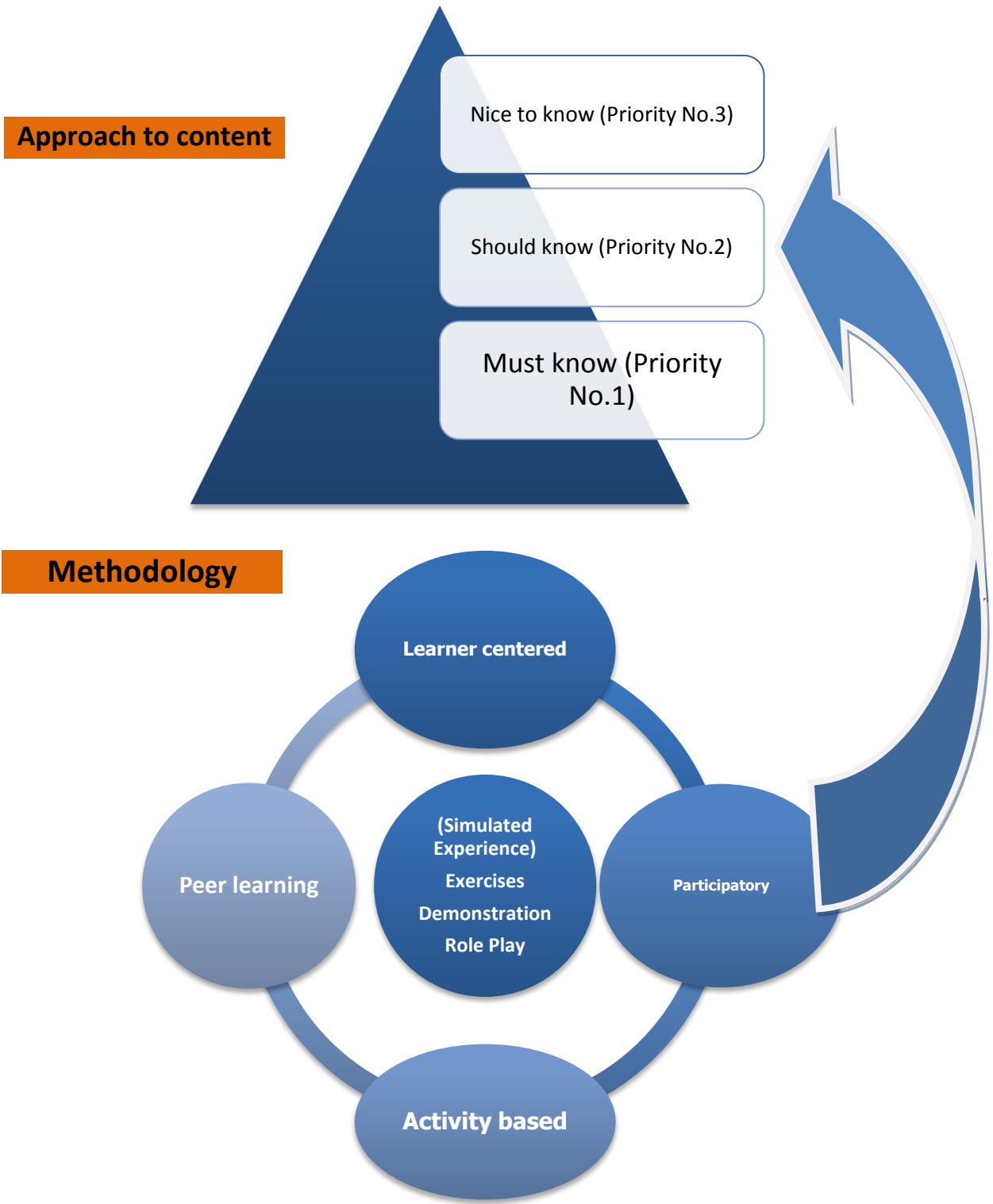
The Uniqueness of the training programme is that most of the demonstration classes organised with the children during teachers' training programmes. The topic of discussion designed in view of the syllabus and textbooks used in the schools.

- Our team

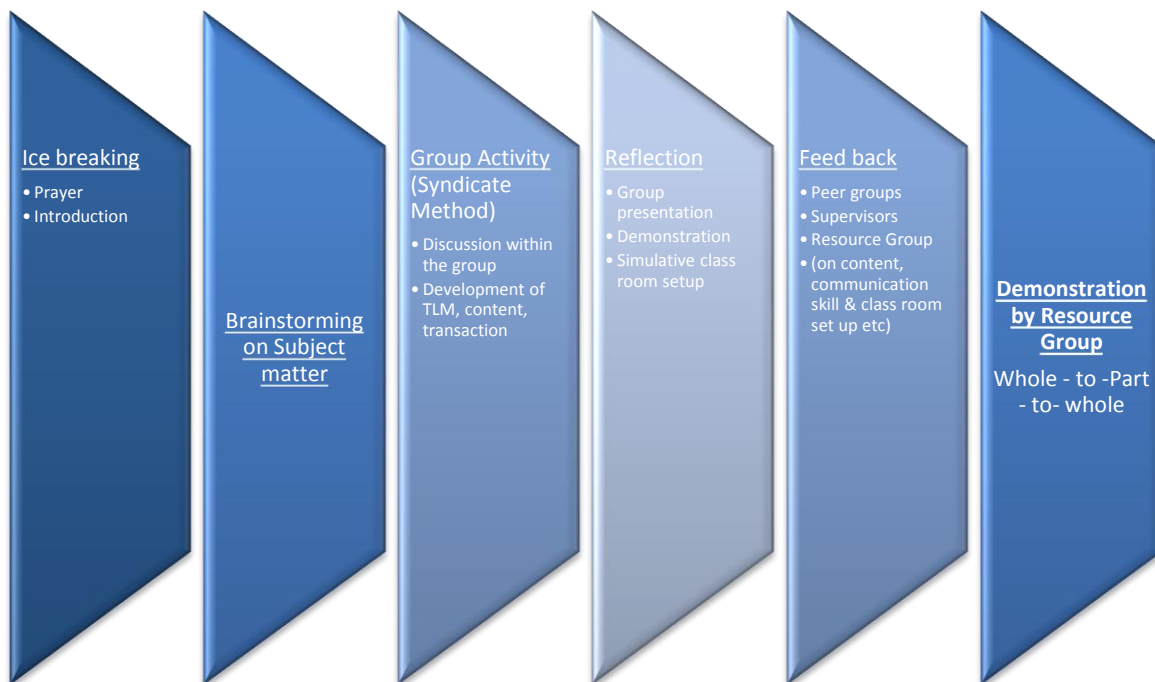
Objective of the Training:

To enable the Community Education Volunteers working under various projects to transact the Accelerated Learning Package to the students of class 2 to class 6 during the morning hours. The ALP was designed to develop competency of class 3 among these students, which they don't have at present.

Methodology:



Holistic Training Plan



Day wise Training Details:

- Day-1 – Introduction & concepts of child development & Education
- Day-2 – Language
- Day-3 - Language
- Day-4– Mathematics
- Day-5 –Mathematics
- Day-6- English
- Day-7- Communication skill

Day-1 Concepts of Child Development & Education

Session No	Activity	Time
1	Ice Breaking & Introduction	60 min
2	Exploring Expectations	30 min
3	What is education	90 min
4	Concept of child development	90 min
5	How children Learn	90 min

Session-1: Ice Breaking: (time 60 min)

The day one will be started with a secular prayer. After this a game session will be conducted, where the participants will be asked to form pairs and in each pair, each member will introduce his/her partner by giving a name to the partner and explaining the reason for giving that name. This exercise will work as an ice breaker and set the ambience for next activities.

Session-2: Exploring the Expectations (30 min)

The next activity will be to understand the expectations of the participants from the training. This will also help the resource person assess the knowledge and skill level of the participants. This will be conducted by giving colour cards to the participants to write their expectations. Once they will complete the writing, the cards will be collected and discussed by the resource person with the whole group. The cards can be grouped and placed in group wise chart papers. These charts will be displayed in walls for next six days.

Session-3: What is education (90 min)

This will be a brainstorming session, sophisticatedly facilitated by the resource person. The resource person will throw the question what is education with a case of any person in the village and how education is affecting his /her life. Here education will not be formal school education. The session should end with identifying the components of education that is knowledge, skill and attitude.

Session-4: Concept of Child Development (90 min)

This concept is very important for the volunteers teaching students of class-1 to 3, to understand the children better.

Session-5: How children learn (90 min)

This will be a participatory lecture session, where the participants will be introduced to various famous writings and theories of renowned educationists (John Holt, John Amos Comenius etc) around the world. The participants will be encouraged to ask questions and views on the ideas. This session would broaden their knowledge on education and its relevance for life of children.

Day-2 language (State Language)

Sl. No	Activity	Time
Session-1	Morning Assembly and Recap	45min
Session-2	Idea about Script	30 min
Session-3	Identification of sounds and Letter	60min
Session-4	Reading And Writing of Letter	45min
Session-5	Formation of word without Matras	45min
Session-6	Formation of word with Matras	45min
Session-7	Formation of Conjoin Letter	45min
Session-8	Sentence(Reading &Writing)	45 min
Session-9	Passage (Reading & Writing)	45min

Session-1: Morning Assembly and Recap

The second day of training programme will start with a prayer. The activities which will be done in the morning assembly are:

- Game(ଘର ବତାସ ମଣିଷ, ଫଳ ଫୁଲ ପରିବା)
- Songs and Action song(କାଉ ଓ କଳା , ଆମ ପୁଣି ନାନୀ)
- News Sharing (Regional, national, international and also funny news from their community)
- Riddles
- Recap of the previous day

Session-2: Idea about Script

The importance of language will be discussed through the brain storming session. In the brain storming session the participants will be given a situation of Stone Age era, where the people were communicating without script. The facilitator will facilitate the session to bring the discussion up to the present script level. Participants will know about the evolution of script. This session will take 45mins.

Session-3: Identification of sounds and Letter

In this session the concept of sounds and letter will given to the participants. Here the facilitator will write two words using a different script. The task for the participant will to write a word using that script. In this process participant will know that first importance part is sound. After recognizing sound participant will identify letter as a symbol. They will get an idea about how children learn language from the birth. The process of learning will be given more emphasis which is Listening, Speaking, Reading and Writing. In this session the action song

Session-4: Reading and Writing of Letter

In this session reading and writing of letter will discuss. How to write letters, identifying letter from word or from passage, writing letter using seeds, sand, stone etc. will discuss. As this period is important for a child more amount of teaching learning material will be used in this process.

Session-5: Formation of word without Matras

After recognizing letter participants will come to know about formation of word without matras. This process will be done with some activities using alphabet cards. The participants will be strengthen to prepare activities from their ideas.

Session-6: Formation of word with Matras

In this process participant will came to know about how to introduce matras and how to use it with the students. Various activities on matras will b perform by the resource person containing songs, action songs, story and games. Participant will learn how to introduce

matra from a story/ action songs/ game. The pronunciation of word will be given more focus. Both reading and writing of words will be emphasized.

Session-7: Formation of conjoin letter

In this session formation of conjoin letter will be taught. Participant will come to know about how conjoin letter form and how to teach conjoin letter through activities.

Session-8: Sentence (Reading & Writing)

Sentence reading and writing will go through two processes. One is reading and writing of simple sentences, and another is reading and writing of difficult sentences. Sentences having less matras and conjoin letter will be considered as simple sentences. Sentences having more conjoin letter and matras will be considered as difficult sentences.

Session-9: Passage (Reading & Writing)

In this session more focus will be given to reading competency as reading skill is more important than writing skill. So in this session participant will come to know how to develop reading competency in their students.

Day-3 language (State Language)

Sl. No	Activity	Time
Session-1	Morning Assembly and Recap	45min
Session-2	Group Work	120 min
Session-3	Group wise presentation, Feedback & demo by resource person	300 min

Session-1: Morning Assembly and Recap

The third day of training programme will start with a prayer. The activities which will be done in the morning assembly are:

- Prayer
- Game(ବାଉଁଶ ଖେଳ)
- Songs and Action song(ଆଉ ଆମେ ଖେଳିବା , ଯେଉଁ ଦିଗ ଆଡ଼)
- News Sharing (Regional, national, international and also funny news from their community)
- Recap of the previous day

Session-2: Group Work

In this session participants will be divided into minimum five groups. The groups will not be divided randomly, but systematically considering the experiences of the volunteers and their exposure to previous trainings, so that each group will have approximately the same number of new and experienced volunteers. The volunteers who were trained previously at state level and other places were made mentors for their respective groups.

The groups will be informed that the presenter will be decided by the resource group just before the presentation, so that all members in the group will prepare seriously.

The group will be assigned five tasks. Those are:

- Alphabets
- Word
- Matras
- Joint words
- Sentences

Session-3: Group wise presentation, Feedback & demo by resource person

During the time of presentation a small class room will be formed. And the presenter will demonstrate his/her task at that class room situation. If group-1 will demonstrate then group-2 will be the students and rest of the group will observe the demonstration process. After every group demonstration, feedback session will be conducted. And feedback will be collected from the observation group.

After completion of all group presentation the resource group will demonstrate if it is needed. Otherwise they will identify the mistakes and give some idea how to do it better. The demonstration of the resource group will be based on the four aspect of learning process i.e Listening, Speaking, Reading & writing.

Day- 4 Mathematics

Session No	Activity	Time
Session-1	Morning Assembly and Recap	45 min
Session-2	Importance of Mathematics	45 min
Session-3	Concept of Numbers & counting	45 min
Session-4	Concept of zero	45 min
Session-5	Simple addition & Simple subtraction	45 min
Session-6	Addition & Subtraction with carry forward	45 min
Session-7	Multiplication	45 min
Session-8	Division	45 min

Session-1: Morning Assembly and Recap

The fourth day of training programme will start with a prayer. The activities which will be done in the morning assembly are:

- Prayer
- Game (କୁହ ଭାଇ କେତେ?)
- Songs and Action song(ଏକ ଗଲା ଶିକାର କରି, ମୁଁ ମୋ ହାତୀକୁ ଗଣନା ଶିଖେଇବି)
- Origami
- Recap of the previous day

Session-2: Importance of Mathematics:

In this session the discussion will be based on the importance of mathematics in our day to day life. The session will be conducted through brain storming. A fundamental idea about what is Mathematics and why it is important will be discussed. Some puzzles will also be given to make mathematics more interesting.

Session-3: Concept of Number Counting

The concept of number counting will be taught to the participants through action songs. They will come to know about what is number and what is symbol. All these activity will be done through the help of teaching learning material like sticks, stones, number card etc.

Session-4: Concept of Zero

After identifying number from one to nine the concept of zero will be given to the participant with some activity. The action song “ପାଞ୍ଚଟି ଥିଲେ ମୂଷା ଛୁଆ” will be done in this session to give the concept of zero to the participants easily.

Session-5: Simple Addition and Subtraction

In this session simple addition and subtraction will be taught through the use of bundle and sticks. The participant will learn how to teach addition and subtraction easily.

Session-6: Addition and Subtraction with carry forward

In carry forward addition and subtraction the major part is from which place you will barrow and what is the place value. The stick bundle will be used to describe the concept of carry forward. The fundamental idea of carry forward is need to be cleared and which will be done in this session.

Session-7: Multiplication

In this session multiplication and its table will be discussed. The concept of multiplication (multiplication is the addition of the same number again and again) will be cleared in this session through various activities.

Session-8: Division

In this session the concept of division (division is subtraction of same number again and again) will be cleared through various activities.

In all the sessions of Mathematics the approach will be as follows:



Day-5 Mathematics

Sl. No	Activity	Time
Session-1	Morning Assembly and Recap	45min
Session-2	Group Work	120 min
Session-3	Group wise presentation, Feedback & demo by resource person	300 min

Session-1: Morning Assembly and Recap

The fifth day of training programme will start with a prayer. The activities which will be done in the morning assembly are:

- Prayer
- Game (ରାମ, ସୀତା, ହନୁମାନ)
- Songs and Action song(ଏକ ଜହ୍ନ ମାୟା ଦେଖା)
- Origami
- Recap of the previous day

Session-2: Group Work

The method of group work adopted during language session will be repeated.

The group will be assigned five tasks. Those are:

- Counting and writing 1 to 9
- Concept of zero
- Addition
- Subtraction
- Multiplication
- Division

Session-3: Group wise presentation, Feedback & demo by resource person

The participants will be given two hour for group work. In each group they will decide, methodology, content and teaching learning material to teach their respective subject. The resource person will guide the participants in their respective groups.

Day-6 English

Sl. No	Activity	Time
Session-1	Morning Assembly and Recap	45min
Session-2	Teaching Listening	90 min
Session-3	Speaking	90 min
Session-4	reading	90 min
Session-5	writing	90 min

Session-1: Morning Assembly and Recap

The sixth day of training programme will start with a prayer. The activities which will be done in the morning assembly are:

- Prayer
- Game
- Songs and Action song(English rhyme)
- Recap of the previous day

Session-2: Teaching Listening (English)

Listening lays the foundation for the rest of the English language skills (speaking, reading and writing). But unfortunately most regional language schools start teaching English from reading and writing without laying the foundation of English. Listening skill of the learners can be developed through story-telling, Total Physical Response lessons and pictures of known English words before teaching text books.

Session-2: Speaking (English)

Listening and speaking lay the foundation of a language, but most of the organisation teach English from reading and writing. It is natural to speak in words and phrases laying stress only on important message- carrying words with right tone and intonation. But, in contrast, all speak English in full sentences laying stress on all the words often with inappropriate tone and intonation which will be cleared in this session.

Session-2: Reading (English)

Language learning involves EXPOSURE to language mostly through listening and reading, use of language through speaking and writing in CONTEXT (where, between whom and what) in an integrated way. In case of language learning in our context, we have little scope to listen to English. But we have plenty of books and other reading materials in English such as newspaper, journals etc to read and to get exposed to English in context.

For better understanding of what reading is, what the skills and sub skills are and how we can develop reading skills in our learner the reading skills is divided into two phases.

Phase-1: The basic mechanics of reading and how to develop these skills during early year of teaching reading to the beginners.

Phase-2: Interactive Reading –learning to interact with the writer through the text which involves high order skill of reading such as ;predicting, guessing, skimming, scanning, inferring etc.

Session-3: Writing (English)

The last step writing, properly understood, makes one a highly organised and disciplined person. Writing brings refinement to one's listening, speaking and reading skills, it cannot happen without proper foundation being laid for it by listening, speaking and reading.

Writing encompasses a wide range of skills and activities beginning from learning to write the alphabet and making lists to highly complex texts like research paper. The writing skills will be developed through these major activities.

- Basic of writing
- Controlled writing through props
- Free writing with general guidance

High order writing with little or no guideline

Day-7 Communication Skill

Sl. No	Activity	Time
Session-1	Morning Assembly and Recap	45min
Session-2	Listening skill & benefit of a good listener, types of listening etc	90 min
Session-3	Non verbal communication	90 min
Session-4	Speaking, communicating a point	90 min
Session-5	Barriers of communication (Physical, Mental)	90 min
Session-6	Recap of all seven days activity and conclusion	60 min

Session-1: Morning Assembly & Recap

The session will start with a prayer and recap of the previous day activity.

This will be followed by a popular communication game, where 10 participants will volunteer. The resource person will say a message to one person in isolation. He/she will be asked to say the message to second person, second will say to third and so on. The participants will see how the message is getting distorted in the chain of verbal communication. This game will set the ground for the day's training subject that is communication.

Session-2: Listening skill & benefit of a good listener, types of listening etc

Listening Facts

- 10% = **WORDS**
- 55% = **Body Language**
- 35% = **Tone of Voice**
- **10% is Content; 90% is Intent**

Module 3 3-5

The participants will be divided into groups and will be asked to discuss the difference between “hearing” and “listening.” The participants will present their discussion through a role play. This will be facilitated by the resource person.

The following points will be highlighted by the resource person after the group presentations.

- Hearing is a physical act, related to sounds.
- Listening is an intellectual and emotional act, related to understanding.
- Hearing is not listening.
- Inactive listening: You hear only the words, not the meaning. “In one ear and out the other.”

- **Selective listening:** You hear only what you want to hear. You filter—although usually unconsciously—the message.
- **Active listening:** You make a conscious effort not only to hear the words but also to listen to the complete message the customer is sending. Active listening takes into consideration the intent and nonverbal communication of the customer. Active listening also uses empathy and is nonjudgmental.
- **Reflective listening:** You listen for the whole message. This is particularly important when dealing with a complicated issue or resolving a conflict. Reflective listening is used to clarify what is being said and to convey mutual understanding.

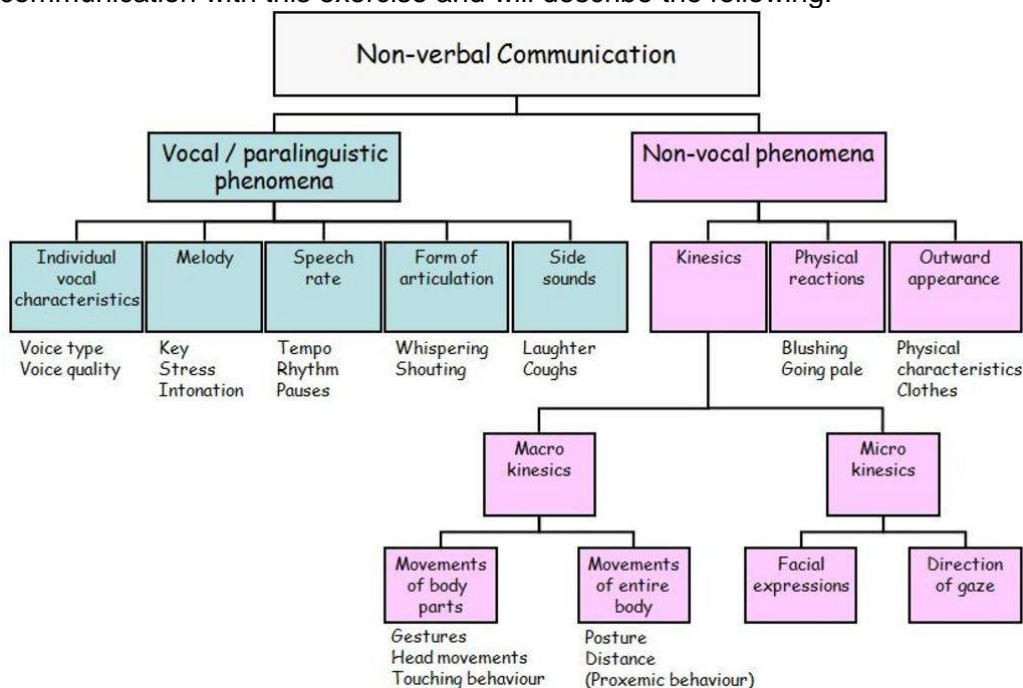
Session-3: Non verbal communication

What is Nonverbal Communication?

- Body language, tone of voice, and other nonverbal cues, are all important including:
- Eye contact, facial expressions, gestures, posture and body orientation, and proximity
- While verbal communication deals only with the words that are spoken, nonverbal communication deals with “how” something is said and delivered (e.g., tone of voice) rather than “what” is said.
- Any emotional biases that might color the ability to “hear” the message.

Activity:

Few participants will be asked to volunteer. They will be guided to say a sentence in various tone and with related body language. The rest participants will interpret it as per their perceptions. The resource person will summarize the importance of non verbal communication with this exercise and will describe the following.



Session-4: Speaking, communicating a point

After understanding listening and non verbal communication, the participants would be in a state to know the gaps in their speaking skill. This will be unearthed by them and corrected

by the group with a simple exercise, where the participants will chose three set of participants and will give them a simple message to communicate.

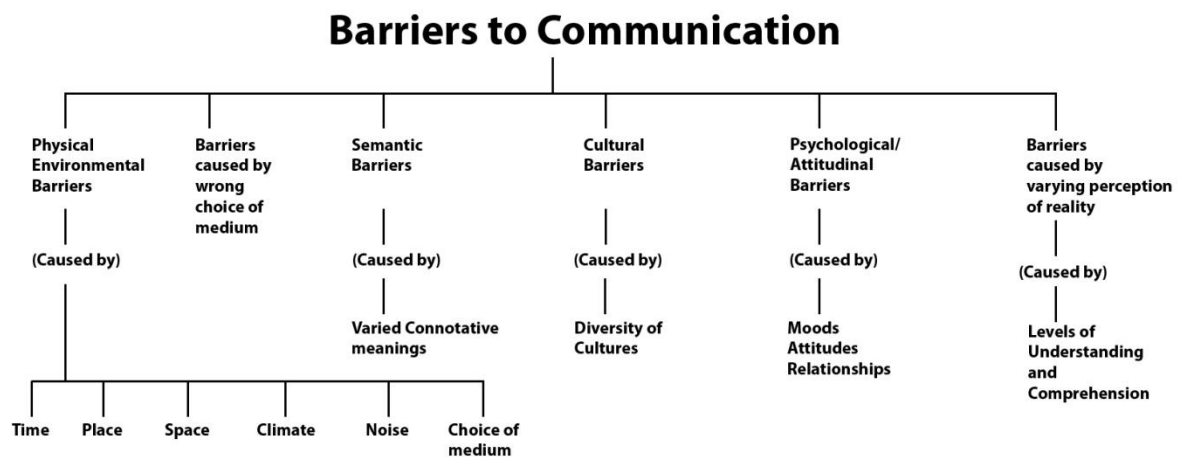
Three set of participants:

1. Talkative
2. Speak less to moderate
3. Hardly speak

Rest participants will observe and give their feed-back. This hands-on practice will help the group to know their speaking skills and how to improve it.

Session-5: Barriers of communication (Physical, Mental)

The resource person will create barrier situations and will communicate something to the participants. Then the participants will be asked what they listened. The participants will say different things as per their sitting position. Then the RP will ask what caused the disturbances in communication. Various responses of the participants will be debriefed as per the following chart by the RP.



Session-6: Recap & Conclusion

The participants will be asked one by one to say what they learned in these seven days. They will be asked not to repeat the point of others. All participants will be covered in this process. Finally the RP will summarise the activities and learning of the whole training programme.

This training module is a road map for the facilitators / trainers to transact the training programme. The participants always have experience of training in their everyday life. The resource persons need to explore that instinct and give them options of various methodology and teaching tools. The participants should learn by enjoying the training programme. The methods should be fully participatory and the resource person has the freedom to modify or change the module as per the situation without compromising the spirit of the training programme.