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# The Art of Effective Lecturing

Source: [indiaeducation.net](http://indiaeducation.net)

In a college classroom, the traditional lecture method for transmitting knowledge has been generally accepted. When students construct knowledge from an active participation in a course, real learning and critical thinking occurs. To develop a perspective on the kinds of critical thought that are central to understanding a particular discipline, there are numerous alternative methods, besides the lecture method. Instructors can firstly determine their purposes and goals for presentation of the course material and then decide which are the most appropriate methods that they can adapt.

**Lecturing** is probably the oldest method of teaching and still the most common form of instruction in colleges in India. Delivering a lecture is a method of teaching by discourse rather than conversation or seminar. In this age of advanced technology, this method is still being widely practiced in India. Research has of course shown that if lecturing is not combined with other alternative styles of teaching, it can be ineffective. In order to achieve the instructional goals of the class the lecturer must be able to determine whether the lecture approach is the best method of teaching or not.

### Planning an Effective Lecture

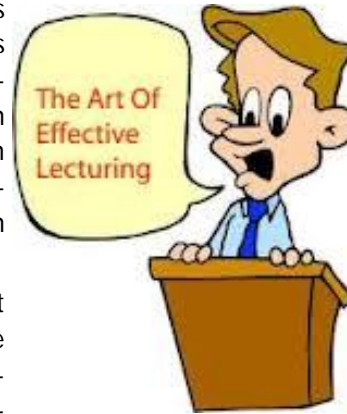
Lecturers must firstly remember that the student's mind is not a blank slate. He must therefore take into account the students' existing knowledge and expectations along with the structure of the subject matter.

"The most intellectually alive and exciting lecturers tend to be those who view knowledge as a dynamic process rather than a static product"

-- L. Dee Fink.

A good way to approach the preparation of a lecture is to follow these simple steps, answering a variety of questions along the way:

- Select a topic based on the overall subject matter of the lecture. This will probably be drawn from whatever is on the syllabus for that day's class.
- Now decide on the purpose. Once the topic is chosen, the next stage is to decide why it is being taught. Possible questions that you may want to ask yourself could be: Is preparation for an examination the focus point of my lecture? What are the key facts I want my students to remember? Is my aim to make students understand this difficult concept? Do I want to advocate a particular idea or behaviour? Is one of my purposes to entertain?



- Lecturers must learn to analyse the class just like performers need to know their audience. They will find it useful to determine the level of students in their class. How mature are they as learners? What is their prior relationship with the subject matter? What learning styles will be preferred by this group of students

Contd... in next Newsletter.

## Feedback Corner

Our training was really interesting... this is what we are expecting sir... i want interaction in our classes. i got this from your class.

-- NISHIDHA DASS  
I year MBA student  
Kathir Engineering College,  
Coimbatore

## Certificate Course in LEARNING DISABILITY

(Especially For Teachers, Parents and B.Ed., Students)

Contact us: +91-98427-33318, 98427-21343, 95248-63670

Batches commences on  
28th April 2013

# Problems faced by first year college students

*Contd.. From Previous Newsletter*

*Source: stefancando.hubpages.com*

## Competition

Be careful who you associate with. All colleges have groups of over-competitive students, who will do whatever it takes to get ahead. You may find yourself in bad situations because of people who have no problem being dishonest or hurting you for their own gain. Always be on the lookout for selfish behaviour. Try not to get sucked into being over-competitive yourself because you will lose many friends. College is of course competitive, but you can build your own path in life. Think about this: who wants to do business with a selfish, dishonest person?

## Depression

A lot of things change in college. This is the

end result of many of the problems we discussed above. It is a major problem, a medical condition that is very hard to cure. I think all college students should keep the number of a good psychiatrist somewhere handy, because you never know when you or your close friends might need help. See-



ing a psychiatrist really helps. I was in the position of helping one of my closest friends through a really tough time.

Believe me, she couldn't have beat depression without the help of a therapist. Only a professional knows what to do, so that things will not get worse.

Even though sometimes it may be tough, remember that college is just a step towards your dream career. Many people have survived college. Many people thrived there. You can learn a lot and you can have a lot of fun. *Make sure not to take every little thing too seriously and you will do well!*

## Feedback Corner

Thanks for the Information through your newsletters it was amazing.

- - Dr. J.O. Jeryda Gnanajane Eljo,  
Assistant Professor, Department of Social Work,  
Bharathidasan University, Tiruchirappalli



## Training Activities



A Special Training Programme conducted for the Staff members of **Erode Sengunthar Engineering College, Thudupathi**. It's **Out-Bound training** conducted at **Kodai Cliff Club in Kodaikanal**. Nearly 100 staff members actively participated in this programme. The programme's main theme was on **"Fun & Functionality"**.



Team Building Activity



Discussion Leading Session

**Out Bound  
Faculty De-  
velopment  
Programme  
@  
KodaiKanal**

## Srinivasan Engineering College, Perambalur.

2 days of **Quantitative Aptitude training** conducted for **MCA students** of **Srinivasan Engineering College, Perambalur**. This is also our continuous project.

## New Travel Lines India PVT Ltd, Chennai.

Around 200 car drivers got trained for Chennai's Leading travel service provider, **NTL**. Behavioural skills, Financial Planning and Steps to success were the key concepts covered in this training.

## Kathir College of Engineering, Coimbatore.

**MBA students of Kathir College of Engineering, Coimbatore** got trained in Communication skills and Behavioural Competencies. Around 80 MBA professionals participated in this training.

## Effective Public Speaking & Thinking Skills

Removing the Stage Fear, Structuring your Speech, Presentation techniques, Individual Video Counseling

Techniques to Improve/Develop Creativity, Tools for Thinking, Problem Solving & Decision Making

Batch commencement date:

**29th April 2013**

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# Why we Lie and Cheat?

*Contd... from previous Newsletter...*

Source: **THE WALL STREET JOURNAL. WSJ.COM** -- By **DAN ARIELY**

1.69	1.82	2.91
4.67	4.81	3.05
5.82	5.06	4.28
6.36	5.19	4.57

Which two numbers in this matrix add up to 10?

Asked to solve a batch of these problems, most people cheated (claiming to have solved more of them than they had) when given the chance.

The basic matrix task goes as follows: Test subjects (usually college students) are given a sheet of paper containing a series of 20 different matrices (structured like the example you can see above) and are told

to find in each of the matrices two numbers that add up to 10. They have five minutes to solve as many of the matrices as possible, and they get paid based on how many they solve correctly. When we want to make it possible for subjects to cheat on the matrix task, we introduce what we call the "shredder condition." The subjects are told to count their correct answers on their own and then put their work sheets through a paper shredder at the back of the room. They then tell us how many matrices they solved correctly and get paid accordingly.

What happens when we put people through the control condition and the shredder condition and then compare their scores? In the control condition, it turns out that most people can solve about four matrices in five minutes. But in the shredder condition, something funny happens: Everyone suddenly and miraculously gets a little smarter. Participants in the shredder

condition claim to solve an average of six matrices—two more than in the control condition. This overall increase results not from a few individuals who claim to solve a lot more matrices but from lots of people who cheat just by a little. Would putting more money on the line make people cheat more? We tried varying the amount that we paid for a solved matrix, from 50 cents to \$10, but more money did not lead to more cheating. In fact, the amount of cheating was slightly lower when we promised our participants the highest amount for each correct answer. (Why? I suspect that at \$10 per solved matrix, it was harder for participants to cheat and still feel good about their own sense of integrity).

**Contd... in next Newsletter.**

## Feedback Corner

Your class was really interesting. I learned more from you, and my friends has come forward in your session. - **RAMYA ANNAMALAI, 1 year MBA student, Kathir Engineering College.**

## New Travel Lines India PVT Ltd, Chennai.

Around 2200 car drivers and 200 call centre executives already got trained for Chennai's Leading travel service provider, **N.T.L.** Around **300 more car drivers** will be trained on Life skills.

## Sona College of Technology, Salem

One day Orientation programme will be conducted on "**Step aHead**" for all

the first year students of **Sona College of Technology, Salem.** Around 500 students will be trained in Present and Future job scenarios.

## Kathir College of Engineering, Coimbatore

First year **MBA** students of **Kathir College of Engineering, Coimbatore** will be trained on "**Case Studies, Problem Solving & Decision Making and Thinking tools**". This is one of our continuous projects.

## TRAINING ACTIVITIES (April 2013)

### Srinivasan Engineering College, Perambalur.

**Aptitude training** will be conducted for first year **MCA** students of **Srinivasan Engineering College, Perambalur.** Students will be trained in Reasoning skills. This is also our continuous project.



**for students who are ready to change....**  
**May 07 - 12, 2013 @ Erode**  
 (Very soon at other Districts)

For 7th, 8th and 9th standard Students	
<b>Academic Skills</b> Observation Listening Memory Thinking	<b>Communication</b> Interpersonal Group Behaviour <b>Social Skills</b>
<b>Vs</b>	
<b>Personal Parental Counseling will be done</b>	

## Chairman's Column

Dear Readers,

Warm Greetings.

Happy to meet you once again through our News letter Aadhar...

Thanks for all your continuous support and effective feedback on our Newsletters.

We have introduced some special modules during this summer. Certificate course on LEARNING DISABILITY for Teachers, Parents

and B.Ed., students, **Summer Skills Sharpening Camp** for School Students and more.

Also we have designed **new modules for both teaching as well as non-teaching staff members**. And implemented one module for the Lecturers and Professors of **Erode Sengunthar Engineering College, Thudupathi**.

Expecting all your extended support and guidance for our new initiatives.

Keep mailing ... Thank you once again.



**Our Chairman**  
**Mr. G. Senthilkumar**

## What next after 10th or +2 ? (Interest Profiler and Career Counseling)

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## Three Elements of Student Teacher Relationship

Source: inner.org

**Contd... from previous Newsletter.**

The teacher also has three levels of responsibility to his students in relation to giving advice:

**The first** is fulfillment of the prerequisite of getting to know his students individually, to probe the innermost depths of their hearts as well as examining the outer details of their lives. As the teacher's familiarity grows, so the potency of his advice deepens proportionately.

**Secondly**, the teacher must express love and affection toward his students. It is this



affection that dissolves the students' natural tendency to resist being told what to do. Thus, the advice can penetrate more deeply and effectively.

**Finally**, the teacher must take time to reflect upon his students' progress, refining and adjusting his vision of how best to influence them toward positive change. This is an ongoing requirement because students quickly "outgrow" old advice, and the categories of what is beautiful and what is ugly change with each new stage of growth.

More than any of the other skills, this **fourth skill of customizing advice** is a direct function of the teacher's love for his students. The care with which he sifts through various options, seeking that which will satisfy and beautify, is truly an act of love. The measure of a teacher's affection is reflected in his concern for his students' "appearance"--that their personalities be balanced and well proportioned, that they

feel at peace with themselves and their environment, that they utilize their talents and fulfill their potential. If the teacher's instructions come from such a place of loving endearment, then he will save his students much wasted effort in their journey toward self fulfillment and service of God. In contrast, the advice of a teacher who lacks such particularized concern will be less potent. His clichés and generalizations evidence his own immaturity and narrow mindedness, factors which make his instruction more arbitrary and, necessarily, less penetrating.

### Feedback Corner

The topics covered are really good ones. Thanks for sending.

- Mrs. T. Latha  
Smartcard Projects  
ITI Limited, Palakkad.

### CONTACT :

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