

Group Discussion

ICE BREAKERS [PAGES 165 - 166]

Ice Breakers | Q 1.1 | Page 166

You must have discussed many things with your friends, classmates in a group. It might be about going on a picnic or selecting a gift for your teacher.

What do you think are the benefits of a group discussion?

- (a) _____
- (b) _____
- (c) _____

Solution: (a) it helps by offering different perspectives

(b) it improves one's analytical skills

(c) it improves one's speaking and listening skills

Ice Breakers | Q 1.2 | Page 165

You must have discussed many things with your friends, classmates in a group. It might be about going on a picnic or selecting a gift for your teacher.

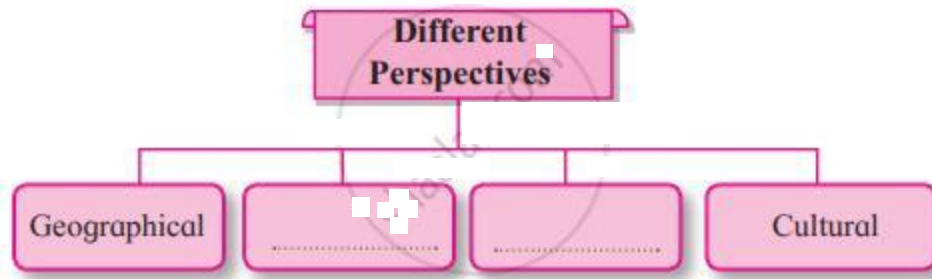
Do you think some people are right and some are wrong in a group discussion? Why?

Solution: Yes, I do believe that every group discussion consists of some people who are right and some who are wrong. This is usually because a person's opinion is influenced by a large number of factors such as where they live, where they grew up, what information is available to them, the kind of people that they are surrounded with, what their interests are, the social and economic history of their family, political influences and various other factors. Because every person is unique and because their viewpoint is a combination of such a large variety of factors, it is natural that some may have the right approach to a discussion and some may not.

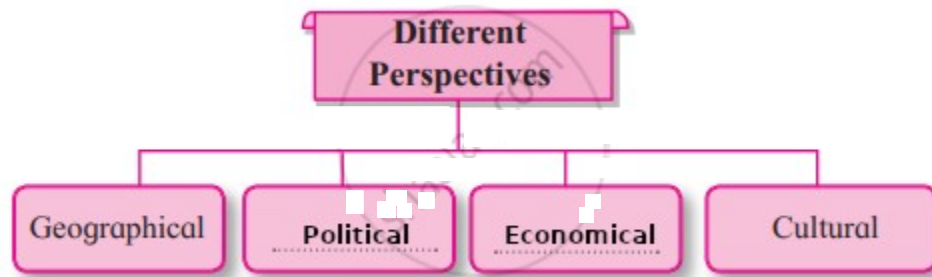
Ice Breakers | Q 1.3 | Page 166

You must have discussed many things with your friends, classmates in a group. It might be about going on a picnic or selecting a gift for your teacher.

People have different views and opinions because:



Solution:



Ice Breakers | Q 2 | Page 166

Complete the web highlighting the uses of 'Group Discussion'. One is done for you.



Solution:

- In job interviews**
- Business and project planning
- For family decisions
- Strategy building in team sports

BRAINSTORMING (A1) [PAGE 169]

Brainstorming (A1) | Q 1 | Page 169

Rama, Asif, Rachana and Aarav are participating in a group discussion. The evaluator has given them a topic, 'Teenagers are more inclined towards junk food nowadays'. Write suitable dialogues for each participant giving his/her opinion on the topic.

Evaluator: You've all been given a few minutes to think about your topic for today's group discussion, which is 'Teenagers are more inclined towards junk food'. You may now begin the discussion. Who would like to start?

Rama: _____

Asif: _____

Aarav: _____

Rachana: _____

Evaluator: Please conclude

Aarav: _____

Solution:

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| Evaluator: | You've all been given a few minutes to think on your topic for today's group discussion, which is 'Teenagers are more inclined towards junk food'. You may now begin the discussion. Who would like to start? |
| Rama: | Teenagers are probably some of the biggest consumers of junk food today. Picking up a snack or two from the street vendors while on their way back home is now common practice. |
| Asif: | Absolutely. There has been a rapid increase in the consumption of junk food by teenagers. In my opinion, one of the reasons for this is a large number of options available today at throwaway prices. For example, various brands of chips, sodas, and candies available at every nook and corner are sure to entice anyone. |
| Aarav: | You may have something there, Asif, but I am afraid you are not considering a large number of healthy options also available to them. Teenagers today are also involved in a lot more physical |

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| | exercise as part of their extracurricular activities, like swimming, football, cricket, etc. Because of this, they are more likely to eat well and focus on their fitness. |
| Rachana: | I fully agree with Aarav. In fact, fitness has become a trend among teenagers today. Moreover, most teenagers get their information from the internet and are exposed to the ill-effects of junk food and the benefits of a healthy diet. So I believe, they are less likely to indulge in junk food. |
| Rama: | I can see your point Rachana, but don't you agree that the internet can also be a source of exposure to harmful dietary items, thus tempting more teenagers to consume junk food? I believe it all comes down to awareness about the ill-effects of junk food which should be imparted at an early age. |
| Evaluator: | Please conclude. |
| Aarav: | We can conclude by saying that while teenagers have more access to junk food today, they also have a large number of equally tasty and healthy options available. Whether or not they are inclined to indulge in a bad diet depends upon their level of awareness about their ill-effects and this should be made a part of their curriculum and must be discussed at home right from an early age. |

BRAINSTORMING (A2) [PAGE 170]

Brainstorming (A2) | Q 1 | Page 170

Read the following statements. If you agree, say 'Yes' and if you don't agree, say 'No'.

State the reason for your opinion.

| Sr.No. | Statement | Yes/No | Reason |
|--------|---|--------|--------|
| 1. | It is not possible to guess the topic for group discussion. Then there is no need to prepare. | | |

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| 2. | Always have a discussion with your family and friends on different topics. | | |
| 3. | You must aim to get noticed by the evaluators. | | |
| 4. | Forget the evaluator and look at the participants while discussion | | |
| 5. | You should raise your voice to be heard by everyone and speak for a long time to show your knowledge. | | |
| 6. | You should always take the opportunity to begin the discussion | | |
| 7. | Take a strong position/view and defend it till the end. | | |
| 8. | Do not keep waiting for your turn to speak. You have to be alert and quick. | | |
| 9. | Listening to others also plays an important role in a group discussion. | | |
| 10. | You must interrupt a person if you do not agree to his opinion. | | |
| 11. | Show your leadership skills by being assertive, not aggressive. | | |
| 12. | Participating in a group discussion also means helping everyone to reach a consensus in spite of difference of opinion | | |

Solution:

| Sr.No. | Statement | Yes/No | Reason |
|--------|-----------|--------|--------|
|--------|-----------|--------|--------|

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| 1. | It is not possible to guess the topic for group discussion. Then there is no need to prepare. | No | Knowledge is strength. Since a group discussion is a test of one's knowledge and ability to clearly express one's thoughts, one can always prepare for it by reading up on diverse topics. Reading newspapers, watching documentaries and indulging in stimulating discussions are a few ways to enhance knowledge. A candidate with sound knowledge of different topics has a higher chance of success. |
| 2. | Always have a discussion with your family and friends on different topics. | Yes | Having meaningful discussions on diverse topics will not only help you gain a better understanding of the topic and a broader perspective, but also help you develop a deeper bond with your family and friends. Such discussions will also help you understand your weaknesses and give you a good idea about how well you can express your thoughts. |
| 3. | You must aim to get noticed by the evaluators. | No | The aim of the discussion is not to impress the evaluator but to contribute meaningfully to the topic while listening and learning from other participants. |
| 4. | Forget the evaluator and look at the participants while discussion | Yes | The group discussion is between you and the other members, not the evaluator. It is considered good practice to avoid interaction and any kind of eye contact with the evaluator while the discussion is in progress. |
| 5. | You should raise your voice to be heard by everyone and speak for a long time to show your knowledge. | No | It is very important for a participant to remain calm and logical in a group discussion. Reacting emotionally in a discussion causes one to lose |

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| | | | control and this may affect your evaluation because the participant is judged not only on his communication skills but also on his ability to work in a team. In addition, evaluation focuses on the quality of your argument and not on its quantity. The participant must focus on making relevant points and not take up too much time. This reflects negatively on his ability to accept other people's opinions and makes him look self-centred. |
| 6. | You should always take the opportunity to begin the discussion | No | You should only initiate the discussion if you have a very valid point to make. If you are doubtful, do not initiate the discussion. Simply starting, without careful consideration or sufficient knowledge, can result in a wrong interpretation of the topic and cast a bad impression. |
| 7. | Take a strong position/view and defend it till the end. | No | Blindly taking a stand throughout the discussion may land a participant in trouble. During the course of the group discussion, it is possible that a participant's viewpoint changes because he is successfully convinced by another participant. In such a case, the participant may change his position, giving the impression that he is open to accepting others' viewpoints. As the aim is to reach a conclusion, it is natural for some participants to change their views to make sure the team reaches a common conclusion. |

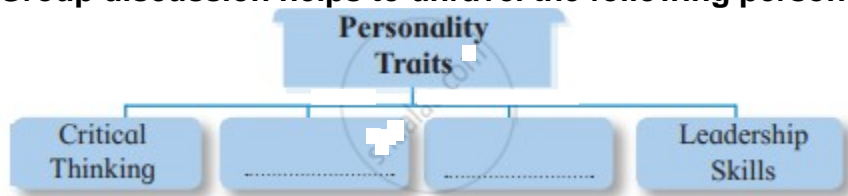
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| 8. | Do not keep waiting for your turn to speak. You have to be alert and quick. | Yes | In a group discussion, it is not likely that one will be specifically asked to speak. In order to express his opinion, the participant must be alert and seek out an appropriate time, such as, after another participant has finished speaking and present his views. If one feels like they must interrupt another person, they should do so, politely. |
| 9. | Listening to others also plays an important role in a group discussion. | Yes | Not only does listening to others indicate a willingness to accommodate others' views, it also offers the participant a chance to respond meaningfully, which increases his chance of making a good impression on the evaluator. In addition, it allows the participant to broaden his perspective by understanding various viewpoints. Listening intently, nodding while appreciating another's viewpoint can also reflect positively on the participant. |
| 10. | You must interrupt a person if you do not agree to his opinion. | No | Interrupting a person while they are speaking, just because you don't agree with their opinion, indicates an emotional response and creates the impression that you are not a team player. In a team, one often has to work with people who they do not agree with, but one must always listen patiently to what each person has to say. Thus, one must wait for the person to finish before expressing disagreement. |
| 11. | Show your leadership skills by being assertive, not aggressive. | Yes | While it is important to be assertive, that is, to be determined in one's |

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| | | | arguments, it is important to not cross the line into aggression. Being aggressive creates a bad impression because it indicates that you are not approaching the discussion logically and cannot work well in a team. |
| 12. | Participating in a group discussion also means helping everyone to reach a consensus in spite of a difference of opinion | Yes | The aim of the group discussion is to reach a logical conclusion through teamwork. Thus, it is essential that the differences of opinion are resolved and the participants direct the discussion to reach an outcome that is agreed upon by all. This may mean that one may have to support or discourage another participant's views so that the group reaches a consensus. |

BRAINSTORMING (A3) [PAGE 170]

Brainstorming (A3) | Q 1 | Page 170

Group discussion helps to unravel the following personality traits in a person.



Solution:

1. **Critical thinking**
2. **Leadership skills**
3. Communication skills
4. Creative thinking

Brainstorming (A3) | Q 2 | Page 170

Match the following.

| Column A | Column B |
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|----------|----------|

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| Discuss | Give special importance or value to something in speaking or writing |
| Argue | Say something again, a number of times |
| Deliberate | Express opposite views in a heated or angry way |
| Reiterate | Engage in long and careful consideration |
| Emphasize | To talk about a subject with someone and tell each other your ideas and opinions |

Solution:

| Column A | Column B |
|------------|--|
| Discuss | To talk about a subject with someone and tell each other your ideas and opinions |
| Argue | Express opposite views in a heated or angry way |
| Deliberate | Engage in long and careful consideration |
| Reiterate | Say something again, a number of times |
| Emphasize | Give special importance or value to something in speaking or writing |

BRAINSTORMING (A4) [PAGE 171]

Brainstorming (A4) | Q 1.1 | Page 171

Write the following sentence in reported indirect speech:

He said, "If you find my answers satisfactory, will you give me five rupees?"

Solution: He asked me whether I would give him five rupees if I found his answers satisfactory.

Brainstorming (A4) | Q 1.2 | Page 171

Write the following sentence in reported indirect speech:

The astrologer said, "You were left for dead. Am I right?"

Solution: The astrologer confirmed whether I was left for dead.

Brainstorming (A4) | Q 1.3 | Page 171

Write the following sentence in reported indirect speech:

“I should have been dead if some passerby had not chanced to peep into the well,” exclaimed Guru Nayak.

Solution: Guru Nayak exclaimed that he would have been dead had some passerby not chanced to peep into the well.

Brainstorming (A4) | Q 1.4 | Page 171

Write the following sentence in reported indirect speech:

He told her, “Do you know a great load is gone from me today.”

Solution: He confessed to her that a great load had gone from him that day.

Brainstorming (A4) | Q 2 | Page 171

Read a part of a conversation between Neha and Nidhi.

Neha: Where are you going, Nidhi?

Nidhi: I am going for my music lessons.

The above conversation is written in exact words spoken. If this conversation was to be reported by a third person then it would be written as:

Neha asked Nidhi where she was going. Nidhi replied that she was going for her music lessons.

Notice the changes in the reported sentence. Note the changes in pronouns, tenses, reporting, and reported verbs and other changes. Now find sentences from the text in the direct speech and convert them into the reported speech.

Solution: Some examples of direct speech from the text are:

1. **Evaluator:** You may now begin the discussion. Who would like to start?
2. **Manisha:** I think the topic of this discussion is very relevant to all of us here.
3. **Anamika:** I also agree with Manisha.
4. **John:** Yes, I would like to add to it. I don't think students use mobile phones only for seeking useful information. They use it for entertainment too.
5. **Anamika:** Yes John, you are absolutely right.
6. **Ananya:** Yes, all this is true but don't you all agree that they do see unwanted things and waste their time in things not suitable for their age group.
7. **John:** I agree with what Ananya says. It is a sheer wastage of time, money, and energy.
8. **Evaluator:** Could someone conclude, please?

These can be converted into reported speech as follows:

1. The evaluator instructed the group to start the discussion and asked them who would like to go first.
2. Manisha thought the topic of the discussion was very relevant to all those who were present there.
3. Anamika said that she, too, agreed with Manisha.

4. John added to the discussion by saying that students not only used the mobile phone for seeking useful information but also for entertainment.
5. Anamika affirmed that John was absolutely right.
6. Ananya accepted that everything that had been saying was true and asked the group if they agreed that the students did see unwanted things and waste their time in things that were not suitable for their age group.
7. John agreed with Ananya about mobile phones being a sheer wastage of time, money, and energy.
8. The evaluator asked whether someone from the group could conclude the discussion

Brainstorming (A4) | Q 3.1 | Page 171

Read the following sentence given in indirect speech and convert them into direct speech.

Shirish said that he would not be able to solve the problem.

Solution: Shirish said, "I won't be able to solve the problem."

Brainstorming (A4) | Q 3.2 | Page 171

Read the following sentence given in indirect speech and convert them into direct speech.

Lata told me to give her a glass of water.

Solution: Lata said, "Give me a glass of water."

Brainstorming (A4) | Q 3.3 | Page 171

Read the following sentence given in indirect speech and convert them into direct speech.

Ananya exclaimed with joy that she had received the Ph.D. degree.

Solution: Ananya exclaimed, "I have received the Ph.D. degree!"

Brainstorming (A4) | Q 3.4 | Page 171

Read the following sentence given in indirect speech and convert them into direct speech.

Shilpa asked us if there was any other document to be typed.

Solution: Shilpa said to us, "Is there any other document to be typed?"

Brainstorming (A4) | Q 3.5 | Page 171

Read the following sentence given in indirect speech and convert them into direct speech.

Swati said that she would not get the money.

Solution: Swati said, “I won’t get the money.”

BRAINSTORMING (A5) [PAGE 171]

Brainstorming (A5) | Q 1 | Page 171

An economically deprived girl student in your class who has received admission to a reputable college abroad needs monetary help to pursue further studies there. Have a group discussion amongst your friends to seek solutions to help her. Write four/five views in the form of dialogues.

Solution:

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| Veena: | As we all know, Priya has secured admission at the prestigious Oxford University to pursue a Master’s Degree in Mechanical Engineering. However, since she is finding it difficult to pay the fees, let’s try to find a way to help her. I believe we can organize a fundraising event in college with the Principal’s permission and urge people to donate at the event. |
| Vivek: | Yes, that is a great idea, Veena. The event can be part of the college’s annual festivities. But I also think we should approach some educational trusts like the Tata Trust to secure some donation towards her fees. I hear they offer scholarships to many deserving candidates each year. |
| Siddhi: | Absolutely. There are a number of reputable institutions that offer scholarships to deserving students. In addition, there are also a number of organizations working towards encouraging higher education among young girls in India. We should seek such institutions that work towards the empowerment of girls, like the Shiksha Foundations. |
| Rohit: | You may have something there, Siddhi. But I do believe the fundraiser would be our bet. Such trusts receive a large number of applications and involve long procedures. On the other hand, the event will solely focus on helping Priya. In addition, we can use the event to raise awareness about educating the girl child. We can also use the college website and put up posters around campus to raise awareness about the event. |
| Veena: | I fully agree with Rohit. The fundraising event is the best way to help Priya. We can also start an online campaign on our college’s social media channels and urge our friends to spread the word. The campaign will raise the curiosity of the students and ensure maximum participation on the day of the event. |
| Vivek: | I think we have a plan in place now. To conclude our discussion, we have decided to organize a fundraising event for Priya which will be preceded by an online campaign on the college’s social media channels. The event will focus on the cause of the education of the girl child. In the meantime, we will also gather information about educational trusts that offer scholarships to deserving students and help Priya in applying for the same. |

Brainstorming (A5) | Q 2 | Page 171

There is an inter-school cricket match and your school is losing. As you are the captain, have a group discussion with your teammates in the tea break about the strategy to be followed to save your school from losing the match. Give at least four/five suggestions.

Solution:

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| Swati: | Hello, everyone. I know that our score is not very good right now. But I believe that together, we can figure out a way to win this match. I think our best strategy would be to play on the offensive with our fielders assuming attacking positions. This way, we may have a higher chance of picking up the first few crucial wickets. |
| Vishal: | I agree with Swati. Chasing a low score of 150 runs will not be difficult for the opposing team if we don't adopt an offensive strategy. I also think Rohan and Minaz should bowl the first few overs as they have the most experience at playing inter-school matches. |
| Pooja: | I'm afraid I don't agree with you Vishal. In my opinion, the best tactic would be to set a defensive field and keep the run rate to a minimum. |
| Ninad: | I fully agree with you Pooja. By adopting a defensive strategy we can frustrate the players into making a rash shot. Their batting order includes some inexperienced players and I think we should focus on slowing the run rate rather than on dismissing the players. |

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| Vishal: | I understand what you're saying Ninad but I really think Swati is right. If we look at the last few matches played by their school, their best players are known for their aerial shots. We should use this knowledge to our advantage. |
| Pooja: | You may have something there, Vishal. I think I can conclude by saying that an attacking field may be our best bet right now. Rohan and Minaz can bowl the first few overs and let's focus on goading the players into playing over the top. I think if we put our minds to it, we can win this match. |

Brainstorming (A5) | Q 3.1 | Page 171

Form four groups in your class and have a group discussion on the following topic.

Role of ICT in education

Solution:

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|-------------------|---|
| Moderator: | You've all been given a few minutes to think on your topic for today's group discussion, which is, 'Role of ICT in education'. You may now begin the discussion. Who would like to start? |
| Vivek: | Hello, everyone. As we all know, we live in an era of technology. As with everything else, technology has also influenced the education sector. The use of ICT (Information and Communication Technology) in education has completely revolutionized the idea of a classroom and optimized the delivery of information. As opposed to an ordinary classroom, computer or internet equipped classrooms offer a large variety of tools and material to the student to help improve their understanding. |
| Nisha: | You're absolutely right Vivek. Not only are classroom lectures enhanced with the use of presentations, videos or interactive tools, but the development of online lectures for students has also become a popular phenomenon, providing accessibility of education to a larger number of students who may not be able to reach their classrooms for myriad reasons. |
| Nazim: | That is an excellent point, Nisha. I would also like to add that besides the advantage of being able to access the lectures from their homes, children also have the added benefit of flexibility. Because of their ability to access study material and lectures any time they want, they can decide a study schedule best suited for their needs. |

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| Avani: | Absolutely. Let's not forget that even in a physical classroom, a learning management system can help conduct quizzes, grade papers and even give the teacher an analysis of how much the students have learnt, all at the tip of her fingers. In addition, such digital systems can eliminate the need to perform tasks like taking attendance or creating reports and leave more time for the teacher to focus on the content of his course. |
| Riya: | That's a great point, Avani. Finally, I'd also like to add that in situations when a student is unable to attend his regular lectures for personal reasons, an ICT equipped classroom can help him bridge the divide by revising the material at home and then rejoining his classmates in the physical classroom. |
| Moderator: | Please conclude. |
| Nikita: | I think we can all agree that ICT has greatly transformed our outlook on education. To conclude, I'd like to say that technology in education helps facilitate universal access to learning, helps bridge learning gaps, optimizes time management, and improves overall administration, in addition to providing a wide variety of digital tools to aid learning. |

Brainstorming (A5) | Q 3.2 | Page 171

Form four groups in your class and have a group discussion on the following topic.

Clean India

Solution:

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|-------------------|---|
| Moderator: | You've all been given a few minutes to think on your topic for today's group discussion, which is, 'Clean India'. You may now begin the discussion. Who would like to start? |
| Kalpesh: | Hello, everyone. I would like to begin the discussion by pointing out that a 'Clean India' is the need of the hour. Given our ever-increasing population, it is becoming harder and harder to maintain cleanliness in our public spaces. I think our biggest obstacle is improper waste disposal. Despite the installation of garbage bins in various public spaces, littering is a common sight. |

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| Amit: | You're absolutely right, Kalpesh. Improper waste disposal is a big problem, particularly in overcrowded cities. Besides the obvious problem of ruining the beauty of the public spaces, it also poses a serious threat to public health. Garbage left rotting on the streets or in a public space is often a source of disease as it attracts insects and flies. |
| Rahul: | Could I make a point, please? Besides the disposal of waste, another major problem we face is the lack of segregation of waste. Unfortunately, very few households take the pains to separate their waste into recyclable, biodegradable, and non-biodegradable items. This leads to a wastage of products that can either be recycled or made into compost and all of these end up in landfills, further contributing to land pollution. |
| Kaya: | I fully agree with you, Rahul. Cleanliness is often wrongly considered to be a responsibility of the government alone. Thus, I believe we need to work towards raising awareness among individuals about their role in the Clean India Mission. In fact, the recent campaign by our government proved to be a resounding success as it addressed the need for individuals to take responsibility for the cleanliness of their surroundings. |
| Ronik: | Absolutely, Kaya. Besides, the campaign also focused on the development of sanitary facilities and hand pumps in the rural areas of our country. However, the government alone cannot succeed without the efforts of the populace. Therefore, I believe that students like us, should participate in the youth wing of local civic bodies and adopt the issue of cleanliness. Even as ordinary students, each of us can contribute by not littering, segregating waste at home and by pointing out those that litter on the streets. |
| Moderator: | Please conclude. |

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| Aarav: | <p>In conclusion, I think we can all agree that a 'Clean India' is only possible through a combined effort of the government and the people. It is the duty of every citizen to practice safe disposal of waste, to undertake separation of waste and to raise awareness in their schools, colleges or societies about the need for maintaining a clean environment. Finally, as the youth of the country, we should also play our part by reaching out to local governing bodies and asking what we can do to help the cause.</p> |
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