

INTRODUCTION

Communication

- * The word "communication" originates from the Latin word "communico" or "communicare" which means "to share".
 - * Communication is the transfer of meaning among its members.
 - * Communication may be understood as the process of exchanging information and understanding among people.
 - i) Involves transmission and reception of messages
 - ii) Involves people (at least two)
 - iii) It is a process.
- Communication essentially means the transfer
- Ideas
 - Feelings
 - Plans
 - Messages
 - Information
 - From one person to another person
 - However communication is considered effective only when it gets the desired action or response.

Why we need to communicate in an organization/group?

- To control the behaviour of its members
- Motivation - What is to be done? / How well are they doing?
- Emotional Expression
- To provide information
- Making decisions.

Process of Communication

Communication as a multidimensional interactive process of sharing common sets of signs, symbols and language from one person to another person so that a suitable response results.

Effective communication takes place in a well-defined set up. ~~The~~ The essentials of effective communication:

- Well defined communication environment
- Cooperation b/w sender and receiver
- Selection of an appropriate channel
- Correct encoding and decoding of message
- Feedback

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Practical No. 1

Speaking Skills (Verbal-Skit)

- Materials Used: Chairs, tables, wallet, water bottles
- Aim/Objectives:
 - Highlighting the significance of clear communication in cross-cultural settings.
 - Encouraging teamwork and creativity in problem-solving.
- Procedure:

1. Scene Setup: The stage was set to resemble a temple entrance with a small counter where the "idol" aka chair was displayed. The "goats" aka chairs were placed nearby.

2. Role Assignment: The roles were assigned as follows:

Debdip, Bhargav, Ayush, Vaibhav as Indians and Bhargav as foreigner. Each person received basic script guidelines.

3. Skit Performance: The skit began with the foreigner approaching the Indian locals at the temple.

Due to communication barrier, only the conversation was limited to basic gestures and a few common English words. The foreigner that he wanted to purchase a goddess idol, pointing to the idol on display. A misunderstanding ensued, with the Indians agreeing to sell their two goats for Rs. 500 instead.

- Conclusion: The skit effectively demonstrated the challenges posed by language barriers and cultural differences. It emphasized that miscommunication can lead to unexpected results and highlighted the need for patience, creativity and understanding when dealing with cross-cultural interactions.
- Personal Note: It was quite fun to participate in the skit. The audience's reaction showed that humor can be a powerful tool for learning.

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Practical No. 2

Image Interpretation

- Aim/Objectives :
 - Encouraging students to think creatively and draw conclusions from visual cues.
 - Highlighting the role of symbolism and metaphors in interpreting images.
- Materials Used : An image showing a hand holding a compass.
- Procedure :
 1. Introduction: The activity began with an explanation of the objectives. Students were shown an image and asked to describe their thoughts.
 2. Image Interpretation -
 - I interpreted the image of the hand holding a compass as a representation of a mathematician or architect, suggesting that the person might be using the compass to draw circles.
 - I added a symbolic

representation, noting that the compass could represent life: however you start, you often end up in the same place. If the measurements are correct, you get a perfect circle, symbolizing that if you do good, you'll receive success.

- 3. Discussions: After sharing our interpretations, we engaged in a group discussion. We talked about the different views and understanding of a single image.

- Conclusion: The image interpretation activity was a valuable exercise in creative thinking and symbolism. It showed how a single image can evoke various representations and ideas.

- Personal Note: As a participant, I found it to be an engaging and thought-provoking exercise. This activity helped me improve my critical thinking skills and understand different perspectives.

Practical No. 3

- Storytelling

- Aim/Objectives:
 - Encouraging students to think creatively and build engaging stories
 - Promoting storytelling skills through narrative construction

- Materials Used:

- A set of chits containing various words. Each chit had one word written on it.

- Procedure:

1. Introduction: The activity began with an explanation of the task. Each student had to pick 5 chits contains random words and construct a story

2. Story Creation:

- The words I drew were "shampoo", "park", "shirt", "dog", "tic"
- My story revolved around a man named Joe, who lived in a busy city. Joe had a unique morning routine where he visited the park everyday with his dog, Max.

- One day, as Joe was getting ready, he spilled his shampoo all over his favorite shirt, causing a mess. Not wanting to delay his walk with Max, he quickly grabbed another shirt and quickly tied his tie before heading out.
- At the park, Joe was disturbed by a phone call, Max broke free and chased after a squirrel. Joe followed, running through the park to catch his dog. As he ran, his tie flapped wildly drawing attention from other park-goers.

- Conclusion: The storytelling activity was a creative and enjoyable exercise demonstrating that even random words can be woven into a cohesive and interesting narrative. It allowed us to practice our storytelling skills and encouraged us to think imaginatively.

Personal Note: Participating in this activity was a lot of fun. It was exciting to share my story with the class and see the different reactions. This also inspired me to be more creative in my storytelling.

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Practical No. 4

Group Discussion

- Aim / Objectives:
 - Teaching students the proper procedures and etiquettes for group discussions
 - Providing experience in real-world scenarios involving complex issues and multiple viewpoints.
- Materials Used: Classroom setup, discussion topics, notepads and pens for taking notes during discussions
- Procedure:

1. Lab 1: GD Procedure and Guidelines

- The first lab was an instructional session where our teacher explained the do's and don'ts of group discussions. This included guidelines on how to initiate, how to end, how to take roles and maintain decorum and focus on topic.

2. Lab 2: Mock GD

- The second lab involved a mock group discussion with the topic "a black dot on a white shirt".

We were divided into groups of 8 participants.

- Our group began the discussion by interpreting the topic in various ways. Some viewed it metaphorically that white square represented good deeds while black dot represented just a single mistake which ruined everything. Others took a more literal approach suggesting it could be an artistic or optical topic.
- The mock GD provided a safe space to practice our skills and receive feedback from the teacher and be prepared for the actual one.

3. Lab 3: Final GD

- The third and the final lab involved the adult group discussion with the topic "Russia vs Ukraine" war. This was a more challenging and complex topic, requiring a deeper understanding of current events and geopolitical issues.

- During the GD, I presented my stance which was generally that while Russia might feel justified in ~~protecting~~ protecting its territories but war is not a viable solution due to its devastating impact on the economy and environment.
- We discussed the broader implications of the conflict, including humanitarian crisis and global political tensions.
- I took the role of the summarizer toward the end, highlighting key points from both sides suggesting that diplomatic solutions should be prioritized to avoid further damage.
- Conclusion : The group discussion activity has a valuable experience in teamwork, critical thinking and effective communication. The diverse opinions and perspectives contributed to a rich and engaging debate, demonstrating importance of open-mindedness.
- Personal Note : Participating in the group discussion lab was both challenging and enlightening. I learned a lot about

the structure and etiquette of group discussions, as well as the importance of clear communication and active listening. Overall, the activity helped me build confidence in expressing my views while respecting others' opinions.

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Practical No. 5

Interview Techniques : Orientations

- Introduction: A job interview is a pre-arranged and planned conversation used for evaluating the suitability of a candidate for a particular position. Success in a job interview depends on knowledge, self-confidence, good speaking skills, thorough preparation and use of appropriate interview strategies.
- Aim / Objectives:
 - To understand pre-interview techniques
 - To learn to prepare KYC and Rsum
- Materials Used: Projector, laptop, notebook, pen etc.
- Procedures:
 - My interview was with my teacher where I applied for a Software Development Engineer (SDE) position at Google.
 - The interview began with an introduction and a brief discussion about my resume. The teacher asked me to elaborate on the projects listed on my resume which I explained in detail.
 - The teacher asked me about my weaknesses which were procrastination and sometimes taking on too many

tasks at once.

- She also asked why I choose Google - I explained that Google's innovative culture and emphasis on technology aligned with my career goals.
- Throughout the interview, the teacher provided feedback on my responses, emphasizing the importance of confidence, and also she advised me to improve the formatting of my KYC documentation.
- Conclusion: The personal interview activity was a valuable exercise in preparing for job interviews. It allowed us to practice our interview skills in a simulated environment, giving us a taste of real-world job-interview scenarios.
- Personal Note: Participating in the personal interview activity was a great learning experience. I learned how important it is to be well-prepared, both with my resume and KYC research.

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Practical No. 6

Presentation Skills

- Introduction: • Meaning of presentation.

A presentation is an oral exchange of information between one person or a group of people and another person or a group of people to persuade, inform, analyze, entertain and motivate. The purpose of defining a problem has a direct influence on its content delivery, style and the extent of audience interaction.

Since, time and audience participation are often limited, defining the purpose of a presentation beforehand can help maintain focus and effectively tackle questions from the audience.

- Types of presentations: { Classroom presentations, paper presentations etc. }
- Analyzing audience and local: Audience engagement is important for effective presentation
- Organizing content: The content in the presentation should be well structured and well documented

- Aim/Objectives:
 - To learn the different styles of delivery.
 - To learn to prepare Audio-Visual aids (PPTs).
- Material Used: Projector, Laptop, PPT on ~~Lijjat Papad~~ "Lijjat Papad".
- Procedure:

1. Team formation: The activity began with students forming groups of two. Each group was tasked with choosing a company or entrepreneur to conduct a case study and then present their findings to the class.

2. Case Study Selection: My teammate Sandeep and I selected "Lijjat Papad", a renowned Indian company founded by 7 women with a unique business model. We collected information from various resources to understand the company's history and success factors.

3. Presentation: Sandesh and I presented our case study to the class, taking turns to discuss different sections of the presentation.
- We began by introducing the company's origin story and the significance of its founding by seven women with minimal resources.
 - We explained how the company established a robust supply chain, enabling women to work from home while maintaining high quality products.
 - We also discussed philosophy of Lijjat Papad, emphasizing the concept of collective ownership and the impact on women's empowerment.
 - Finally we concluded with comparisons to other successful companies and the lessons learnt from Lijjat Papad's journey.

- Discussion: After the presentation, we opened the floor for questions and discussions with the class. Some

classmates asked about the challenges Lijjat found during its growth and how it maintained its unique ~~go~~ business model. Others were interested to know the impact of the company on women empowerment.

- Conclusion: The presentation activity was an enriching experience, allowing us to develop teamwork and communication skills while learning about a unique and inspiring business story. The case study of Lijjat shows that entrepreneurship can thrive even in challenging circumstances.

- Personal Note: Working on this presentation with Sandesh was a valuable learning experience. I got new insights and learnt from our teacher about some ethical rules while giving presentations.

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