**ZEAL EDUCATION SOCIETY’S**

**ZEAL COLLEGE OF ENGINEERING AND RESEARCH**

**DEPARTMENT OF COMPUTER ENGINEERING**



**LABORATORY MANUAL**

**(As per syllabus of SPPU with effect from 2016) SOFT SKILLS LABORATORY**

**SE: TERM – 1 (2017-18) CODE: 210249**

**210249 SOFT SKILLS**

**Teaching Scheme Examination Scheme**

**Practical: 2 Hrs/week Term Work: 25 Marks**

**Term Work/Assignments**

**Term work will consist the record of assignments of following exercises**

1. SWOT analysis

2. Personal & Career Goal setting – Short term & Long term

3. Public Speaking

4. Reading/Listening skills

5. Group discussion

6. Letter/Application writing

7. Report writing

8. Resume writing

9. Presentation Skill

10. Team games for team building

11. Situational games for role playing as leaders

12. Yoga and meditation

13. Mock interviews.

**Teaching Methodology**

Each class should be divided into three batches of 20-25 students each. The sessions should

be activity based and should give students adequate opportunity to participate actively in each activity. Teachers and students must communicate only in English during the session. Specific details about the teaching methodology have been explained in every activity given below.

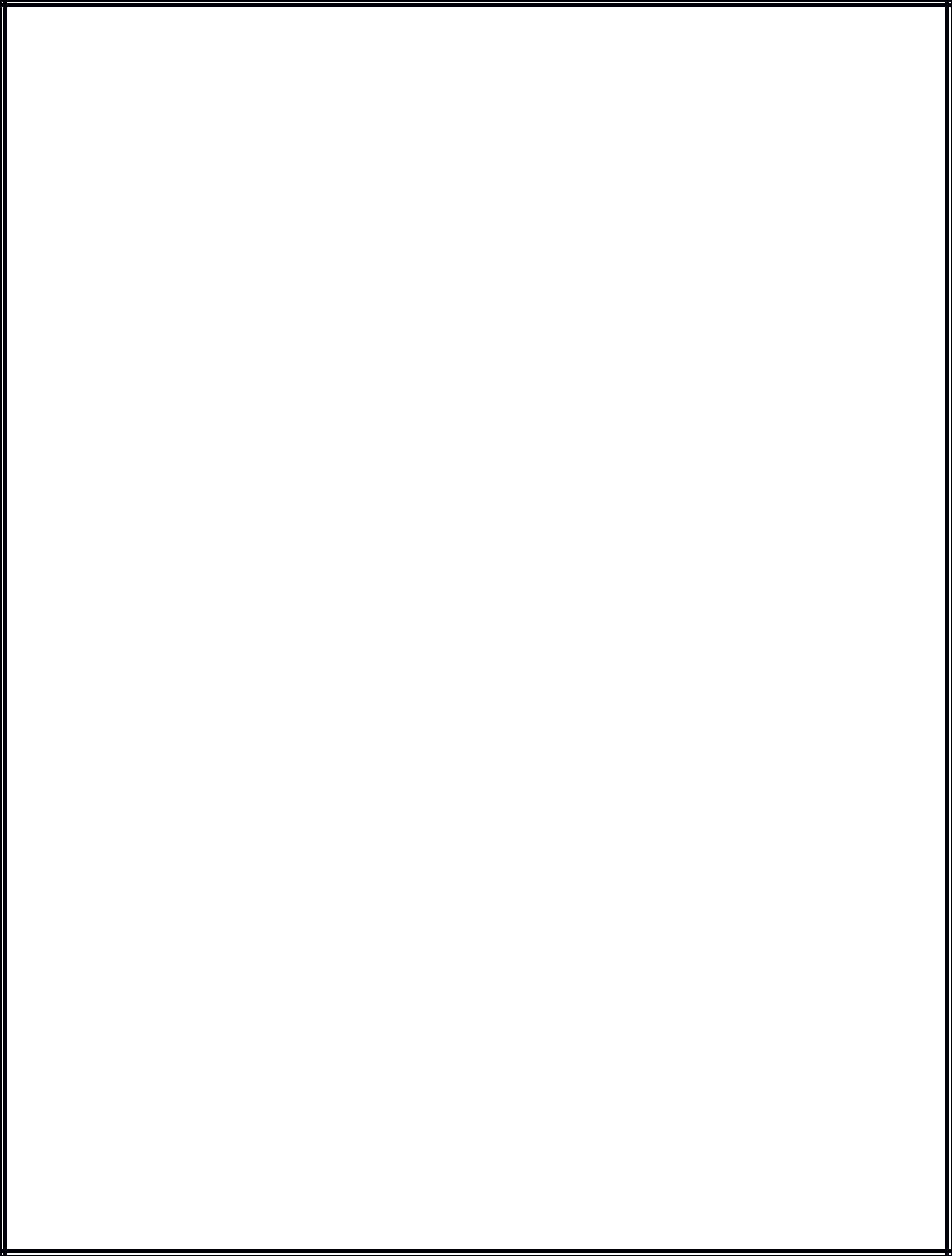
**Practical Assignments (Term work)**

Minimum 8 assignments are compulsory and teachers must complete them during the practical sessions within the semester. The teacher should explain the topics mentioned in the syllabus during the practical sessions followed by the actual demonstration of the exercises. Students will submit report of their exercise (minimum 8) assignments as their term work at the end of the semester but it should be noted that the teacher should assess their assignment as soon as an activity is conducted. The continual assessment process should be followed.

1. **SWOT analysis**

The students should be made aware of their goals, strengths and weaknesses, attitude, moral values, self confidence, etiquettes, non-verbal skills, achievements etc. through this activity. The teacher should explain to them on how to set goals, SWOT Analysis, Confidence improvement, values, positive attitude, positive thinking and self esteem. The teacher should prepare a questionnaire which evaluate students in all the above areas and make them aware about these aspects.

2. **Personal & Career Goal setting – Short term & Long term**



Deciding what you want to achieve in your life. Separating what's important from what's irrelevant, or a distraction. Motivating you. Building your self-confidence, based on successful achievement of goals.

3. **Presentation Skills**

Students should make a presentation on any informative topic of their choice. The topic may be technical or non-technical. The teacher should guide them on effective presentation skills. Each student should make a presentation for at least 10 minutes.

4**. Letter/Application writing**

Each student will write one formal letter, and one application. The teacher should teach the students how to write the letter and application. The teacher should give proper format and layouts.

5. **Report writing**

The teacher should teach the students how to write report.. The teacher should give proper format and layouts. Each student will write one report based on visit / project / business proposal etc.

6**. Listening skills**

The batch can be divided into pairs. Each pair will be given an article (any topic) by the teacher. Each pair would come on the stage and read aloud the article one by one. After reading by each pair, the other students will be asked questions on the article by the readers. Students will get marks for correct answers and also for their reading skills. This will evaluate their reading and listening skills. The teacher should give them guidelines on improving their reading and listening skills. The teacher should also give Passages on various topics to students for evaluating their reading comprehension.

7. **Group discussion**

Each batch is divided into two groups of 12 to 14 students each. Two rounds of a GD

for each group should be conducted and teacher should give them feedback.

8. **Resume writing**

Each student will write one formal letter, and one application. The teacher should teach the students how to write the letter and application. The teacher should give proper format and layouts.

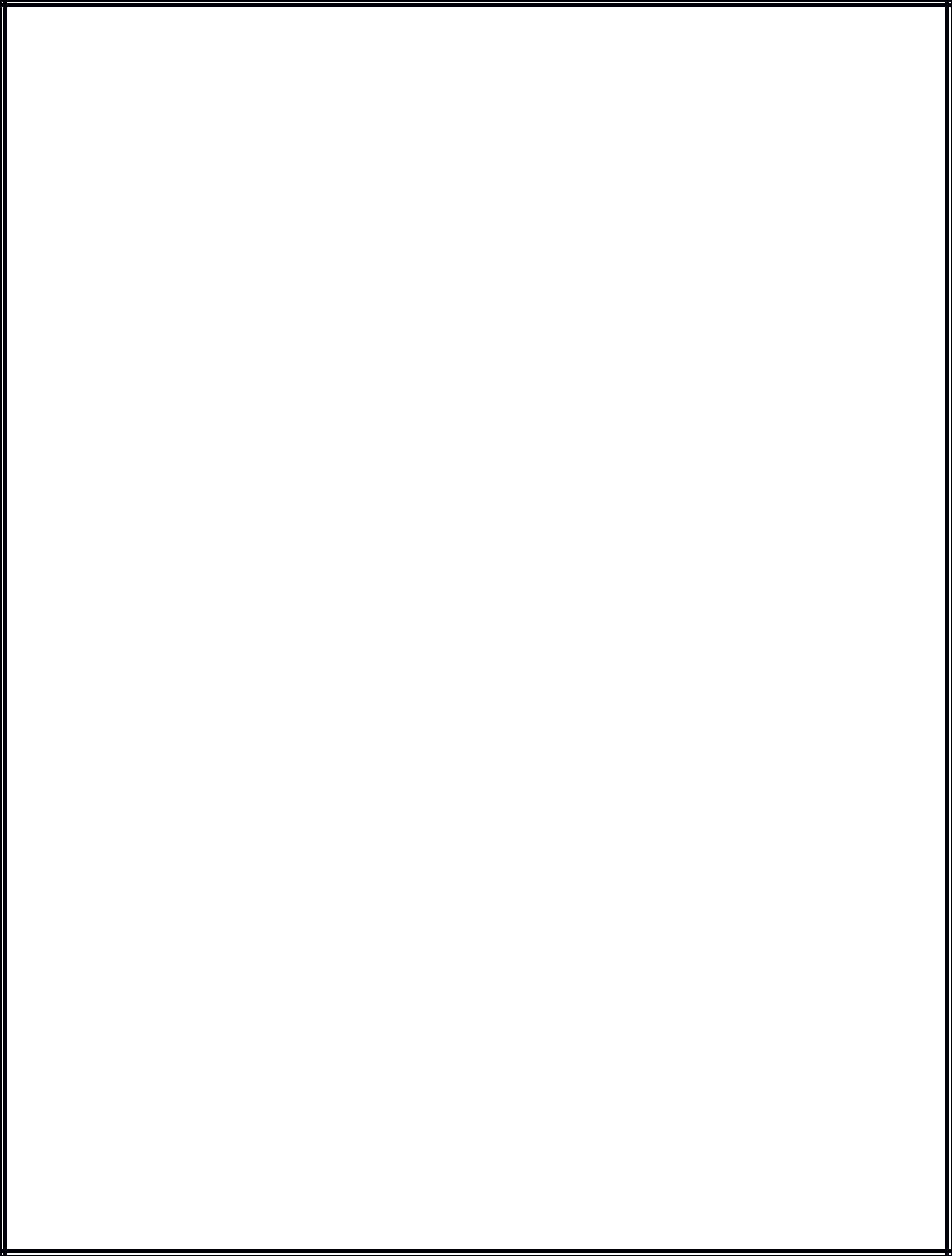
9. **Public Speaking**

Any one of the following activities may be conducted:

1. **Prepared speech** (topics are given in advance, students get 10 minutes to prepare the speech and 5 minutes to deliver.

2. **Extempore speech (**students deliver speeches spontaneously for 5 minutes each on a given topic)

3. **Story telling** (Each student narrates a fictional or real life story for 5 minutes each)



4. **Oral review** (Each student orally presents a review on a story or a book read by them)

10. **Team Activity**-- Use of Language laboratory

**Text Books:**

1. Gajendra Singh Chauhan, Sangeeta Sharma:Soft Skills –An Integrated Approach to

Maximize Personality, WILEY INDIA, ISBN:13:9788126556397.

**Books for references:**

1. Indrajit Bhattacharya, An Approach to Communication Skills , Delhi, Dhanpat Rai, 2008.
2. Simon Sweeney, English for Business Communication , Cambridge University Press, ISBN 13:978 -0521754507
3. Sanjay Kumar and Pushpa Lata, Communication Skills, Oxford University Press, ISBN 10:9780199457069.
4. Atkinson and Hilgard's,Introduction to Psychology , 14th Edition , Geoffrey Loftus, ISBN-10:0155050699 © 2003
5. Kenneth G. Mcgee, Heads Up: How to Anticipate Business Surprises & Seize Opportunities First, Harvard Business School Press, Boston, Massachusetts, 2004, ISBN 10:1591392993.
6. Krishna swami, N. and Sriraman, T, Creative English for Communication , Macmillan

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**Experiment No: 01**

**Title:** SWOT analysis.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

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| **Signature of Staff Member** |  |

**Assignment no: 1**

**Title:** SWOT Analysis.

**Aim:** SWOT (Strengths, Weaknesses, Opportunities & Threats) Analysis.

**Objectives:**

1) To understand about strengths and weaknesses.

2) To learn self awareness, self assessment and self appraisal.

3) To improve positive attitude, self esteem.

**Theory:**

The SWOT Analysis framework is a very important and useful tool to use in marketing Management and other business applications. A clear understanding of SWOT is required for business majors.

What is a SWOT Analysis?

• A scan of the internal and external environment is an important part of the strategic planning process.

• Environmental factors internal to the firm usually can be classified as strengths (**S**) or weaknesses (**W**), and those external to the firm can be classified as opportunities (**O**) or threats

(**T**).

• Such an analysis of the strategic environment is referred to as a SWOT analysis.

**Strengths:**

• A firm's strengths are its resources and capabilities that can be used for developing a competitive advantage. Examples of such strengths include:

• Patents

• Strong brand names

• Good reputation among customers

• Cost advantages from proprietary know-how

• Exclusive access to natural resources

• Good access to distribution networks

**Weakness:**

• The absence of certain strengths is a weakness. For example, the following may be considered weaknesses:

• Lack of patent protection

• A weak brand name

• Poor reputation among customers

• High cost structure

• Lack of access to best natural resources

• Lack of access to key distribution channels

• In some cases, a weakness may be the flip side of strength.

• For example, a firm has a large amount of manufacturing capacity.

• While this capacity may be considered a strength that competitors do not share, it also may be a considered a weakness if the large investment in manufacturing capacity prevents the firm from reacting quickly to changes in the strategic environment.

**Opportunities:**

• The external environmental analysis may reveal certain new opportunities for profit and growth. Some examples of such opportunities include:

• An unfulfilled customer need

• Arrival of new technologies

• Loosening of regulations

• Removal of international trade barriers

**Threats:**

• Changes in the external environmental also may present threats to the firm. Some examples of such threats include:

• shifts in consumer tastes away from the firm's products

• emergence of substitute products

• new regulations

• increased trade barriers

**Self Awareness:**

Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, and how they perceive you, your attitude and your responses to them in the moment.

It means being aware of your movements either sitting, lying, reclining or standing. Being self- aware is a little like keeping a running inventory in your mind? Sure you need to know who you are as a whole person, but you also want to be aware of your strengths, weaknesses, and habits. You’ll also want to know what you like and what you dislike, and what does and what doesn’t motivate you. Your core values, those unwritten rules you live your life by, also need to be a part of your self-awareness inventory.

Above all, being self-aware means that you are able to live your life with self-confidence. You know who you are, what you want out of life and what you believe in. Because of this you’re able to live life to the fullest each and every moment.

**Objectives of Self Awareness**

1. Skill development

2. Knowing your strengths and weaknesses.

3. Developing intuitive decision-making skills.

4. Stress management

5. Motivation

6. Leadership

**What is self Assessment?**

Assessment is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources about educational programs, for the purpose of improving student learning, and evaluating whether academic and learning standards are being met.

Self assessment is an assessment conducted by the institution/department to assess whether programmers meet their educational objectives and outcomes with the purpose to improve programmers’ quality.

**Objectives of Self Assessment**

Improve and maintain academic standards

Enhance students’ learning

Verify that the existing programs meet their objectives and institutional goals

Provide feedback for quality assurance of academic programs

**Self Appraisal**

Self appraisal means to figure out what your strengths and weaknesses are, take an honest look at you.

**Attitude:**

Attitude is a reflection of your mind as the way it attends to a problem. This is a relative term, because it changes as per situation. Whether it is positive or negative depends upon its suitability to the attitude of the receiver, and the ultimate result of the decisions taken. All relative! It is influenced by your formative strengths & weaknesses, grooming back- ground, maturity, and thorough knowledge of the event.

**Self-Esteem**

• The overall evaluation of oneself

• How we evaluate ourselves is a crucial element in our psychological adjustment

• Positive self-esteem effects our physical well-being as well as our likelihood for success

**Improving Self-Esteem**

• Recognize that you are in control of your self-image

• Be able to accept all parts of your physical appearance now

• Affirm your strengths

• List your faults

• Listen to your Inner Voice

• Make the Growth Choice rather than the Fear Choice

• Shed perfectionist demands

• Become more synergistic

• Do not overburden yourself with work

• Keep a diary

• Keep a sense of humor

**Example: Strengths:**

1) I have a positive attitude.

2) I am very punctual at all times.

3) Adaptable to any environment situations and a smart worker too.

4) My very first strength is my parents. And then very next is my work, whatever I

achieves by my work becomes my strength.

5) I have positive attitude towards life.

6) Self confident.

7) I can manage myself under work pressure.

8) I have an ability to read people in first meet itself and that's why no one can make me fool.

9) I respect the time and I am comfortable to work with any kind of people because of my friendly and helpful nature.

10) I am a hardworking person.

11) Like to learn new things.

12) Have argued to do new things in life.

13) I am systematic.

14) I always have a hope even if things are going negative with me.

2) **Weaknesses:**

1) I keep on asking doubts till the time I am not convinced that sometimes irritates people.

2) I am having bad handwriting.

3) I face confidence problem.

4) I sometimes fail to express my views on stage, basically I have stage fear.

5) I fail to concentrate on things after sometime.

**Experiment No: 02**

**Title:** GOAL Setting.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

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**Assignment no: 2**

**Title:** Goal Setting

**Aim:** Goal setting

**Objective:**

1. To learn how to set goals.

2. To understand types of goals.

**Theory:**

The ability to set goals is essential to effective problem solving; and by default, is essential to self-management, and self-determination. A goal is a statement of general purpose or intent.

It can also be said to be a statement of desired outcomes to which effort is directed. As such, goals can be achieved only to the degree that their meaning is understood. This requirement points to the need for goal analysis.

Goal setting is a procedure for defining goals and refining their meaning. This procedure will help you to describe the meaning of your goals. It will prepare you to understand your own goals better, by helping you say what you mean, and mean what you say. Additionally, it will help you hold others accountable for what they say, and what they say they mean. Such a foundation will enable you to make better decisions about your goals. Additionally, it will provide a yardstick by which you can track and measure the results of your efforts toward your goals.

Goal setting will help you answer questions such as:

1. How can I help them understand my needs?

2. How can I motivate them to be more responsive to my needs?

3. How can I increase their appreciation of the difficulties of my situation?

Goals come in all shapes and sizes and are wrapped in all sorts of words. Some are stated briefly; Others are not. One thing they have in common is that they tend to be stated in abstract or vague terms. A goal is a statement of general direction or intent.

Goals provide direction, a sense of accomplishment and help you define your growth and development.

**S.M.A.R.T. goals**

We want to be smart when we set our goals. We want to intelligently decide what our goals will be so that we can actually accomplish them. We want to set the goals that our heart conceives, that our mind believes and that our bodies will carry out. Let's take a closer look at each of the components of S.M.A.R.T. goals.

**Specific:** Goals are no place to waffle. They are no place to be vague. Ambiguous goals produce ambiguous results. Incomplete goals produce incomplete futures. There is no wondering or guessing.

The future is locked into our minds and we see it—specifically—and that is powerful! Never underestimate just how important it is to have very specific, concrete goals. They act as magnets that draw you toward them! A S.M.A.R.T. goal is specific.

**Measurable:**

Always set goals that are measurable. I would say "specifically measurable" to take into account our principle of being specific as well. Our goals should be such that we know when we are advancing and by how much.

Whether it is by hours, pounds, dollars or whatever, we should be able to see exactly how we are measuring up as we proceed through the journey of life using our goals. Could you imagine if you didn't measure your goals? You would never know which way you were going or even if you were going anywhere! A S.M.A.R.T. goal is measurable.

**Attainable:**

One of the detrimental things that many people do—and they do it with good intentions—is to set goals that are so high they are unattainable. Yes, it is very important to set big goals that cause your heart to soar with excitement, but it is also imperative to make sure that they are attainable. In the next section we talk about being realistic.

So what does it mean to be attainable? An attainable goal is one that is both realistic but also attainable in a shorter period of time than what you have to work with. Now when I say attainable, I don't mean easy. Our goals should be set so they are just out of our reach; so they will challenge us to grow as we reach forward to achieve them. After the next paragraph, I will give you an example of a goal that is both attainable and realistic. A S.M.A.R.T. goal is attainable.

**Realistic:**

The root word of realistic is "real." A goal has to be something that we can reasonably make "real" or a "reality" in our lives. There are some goals that simply are not realistic. You have to be able to say, even if it is a tremendously stretching goal, that yes, indeed, it is entirely realistic

—that you could make it. You may even have to say that it will take x, y, and z to do it, but if those happen, then it can be done. This is in no way to say it shouldn't be a big goal, but it must

be realistic.

This is to a great degree, up to the individual. For one person a goal may be realistic, but for another unrealistic. I would encourage you to be very honest with yourself as you do your planning and evaluation. Perhaps it would be good to get a friend to help you (as long as that friend is by nature an optimist and not a pessimist). This can go a long way toward helping you know what is realistic. A S.M.A.R.T. goal is realistic.

**Time:**

Every goal should have a timeframe attached to it. I think that life itself is much more productive for us as humans because there is a timeframe connected to it. Could you imagine how much procrastination there would be on earth if people never died? We would never get "around to it."

We could always put it off. One of the powerful aspects of a great goal is that it has an end, a time in which you are shooting to accomplish it.

You start working on it because you know there is an end. As time goes by you work because you don't want to get behind. As it approaches, you work diligently because you want to meet the deadline. You may even have to break down a big goal into different measured parts time frames. That is okay. Set smaller goals and work them out in their own time. A S.M.A.R.T. goal has a timeline.

**Setting short-, medium- and long-term goals**

**Short-term-goals**

Start with the near future. Think about your needs, wants and your priorities. What do you want to do within the next year that will cost money? Short-term goals are those that usually deal with current activities, which we can apply on a daily basis. Such goals can be achieved in a week or less, or two weeks, or possibly months.

**Medium-term-goals**

Think further into the future. What do you want to do in the next one to three years that will cost money?

**Long-term-goals**

Now look even further ahead. What do you want to do three or more years into the future that will cost money?

**Example:**

1) My short term goal is to sign up for acting lessons.

My midterm goal is to participate in at least one off-Broadway play.

My long term goal is to be a Broadway star.

**Experiment No: 03**

**Title:** Public Speaking.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

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**Assignment no: 3**

**Title:** Public Speaking

**Aim:** Public Speaking

**Objective:**

1. Students should be able to prepare speech

2. Students should be able to deliver extempore speech.

3. Each student should be able to narrate fictional or real life story for 5 minutes.

4. Each student orally presents a review on a story or a book read by them.

**Theory:**

**The Importance of Public Speaking**

Even if you don't need to make regular presentations in front of a group, there are plenty of situations where good public speaking skills can help you advance your career and create opportunities.

For example, you might have to talk about your organization at a conference, make a speech after accepting an award, or teach a class to new recruits. Public speaking also includes online presentations or talks; for instance, when training a virtual team, or when speaking to a group of customers in an online meeting.

Good public speaking skills are important in other areas of your life, as well. You might be asked to make a speech at a friend's wedding, give a eulogy for a loved one, or inspire a group of volunteers at a charity event.

In short, being a good public speaker can enhance your reputation, boost your self-confidence, and open up countless opportunities.

However, while good public speaking skills can open doors, poor speaking skills can close them. For example, your boss might decide against promoting you after sitting through a poorly- delivered presentation. You might lose a valuable new contract by failing to connect with a prospect during a sales pitch. Or you could make a poor impression with your new team, because you trip over your words and don't look people in the eye.

Make sure that you learn how to speak well!

**Strategies for Becoming a Better Speaker**

What's great about public speaking is that it's a learnable skill. As such, you can use the following strategies to become a better speaker and presenter.

**Plan Appropriately**

First, make sure that you plan your communication appropriately. Use tools like the Rhetorical Triangle, Monroe's Motivated Sequence, and the 7Cs of Communication to think about how you'll structure what you're going to say.

**Experiment No: 04**

**Title:** Reading and Listening Skills.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

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**Assignment no: 4**

**Title:** Reading and Listening Skills

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| **Aim:** Evaluate their reading and listening skills |

**Objectives:**

1. Student should keep attention during the reading topic in laboratory

2. To improve stage daring and listening skill of the student.

**Theory:**

**Reading:**

Reading comprehension is defined as the level of understanding of any written thing.

* Reading and interpreting simple sentences, forms, hoardings, sign boards and notices.
* Purpose, skimming (take the best part), scanning (reading with attention).
* Reading current news and giving opinions.

**SPEED READING:**

* **First scan the chapter.** The section to which the author devotes the most amount of space has to be identified.
* **Read the first sentence of every paragraph**more carefully than the rest of the paragraph.
* **Take notes on headings and first sentence** of each paragraph before reading the chapter itself.
* **Focus on nouns and main propositions in each sentence**. Look for the noun-verb combinations, and focus on these.

**SKIMMING AND SCANNING:**

Skimming and scanning are reading strategies that can assist a reader in getting specific information from the text. Skimming is a reading technique that is used to get a quick “gist” of a section or chapter. Scanning is a reading technique that is reading quickly to locate specific information from words with bold-face type, capital letters, dates, key words, etc.

The literate society lacks the most basic reading and writing skills. It is obvious that we have to look for new approaches to prepare for the current job market trends, for which the need for reading, comprehension, and communication skills (verbal and written) has increased. The need is great for strengthening the following skills:

* The ability to read a variety of materials (e.g. textbooks, novels, newspapers, magazines, instructional manuals).
* The ability to understand and remember what is read.
* The ability to effectively communicate what is learnt from reading.

Examples of comprehension skills that can be and applied to all reading situations include:

* Summarizing
* Sequencing
* Inferencing
* Comparing and contrasting
* Drawing conclusions
* Self-questioning
* Problem-solving
* Relating background knowledge
* Distinguishing between fact and opinion
* Finding the main idea, important facts, and supporting details

Skills for being an effective reader and for increasing comprehension are:

* Finding main ideas and supporting details/evidence
* Making inferences and drawing conclusions
* Recognizing a text's patterns of organization
* Perceiving conceptual relationships
* Testing the knowledge and understanding of the material through application

Weaknesses in vocabulary, comprehension, speed, or a combination of all three may be the result of ineffective reading habits**.**

**Listening:**

Interpreting conversation and discussion related to everyday life, responding to spoken instructions in order to carry out requests and commands.

Effective communication: and includes articulating oneself well, being a good listener and using appropriate body language

* Listening- hearing and listening, effective listening, barriers to effective listening, guidelines for effective listening.
* Triple- A Listening- Attitude, Attention & Adjustment.
* Active listening skills
* Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

If there is one communication skill you should aim to master, then listening is it.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work.

Many successful leaders and entrepreneurs credit their success to effective listening skills.

**Listening is not the same as Hearing:**

Hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically.

**Listening, however, requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well.**

Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Listening is not a passive process. In fact, the listener can, and should, be at least as engaged in the process as the speaker. The phrase ‘active listening’ is used to describe this process of being fully involved.

**Experiment No: 05**

**Title:** Team Work.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

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**Assignment no: 5**

**Title:** Team Work

**Aim:** Team Work

**Objectives:**

1. Group Discussion

2. Ad Making

3. Skits

1. Student should understand the importance of Team Work.

2. Student should understand that how to work together with different kind of people.

**Theory:**

o **Tips for Team Building:**

· **Executive leaders communicate the clear expectation that teamwork and collaboration are expected.** No one completely owns a work area or process all by himself. People who own work processes and positions are open and receptive to ideas and input from others on the team.

· **Executives model teamwork in their interaction with each other and the rest of the organization.** They maintain teamwork even when things are going wrong and the

temptation is to slip back into former team unfriendly behavior.

· **The organization members talk about and identify the value of a teamwork culture.**

If values are formally written and shared, teamwork is one of the key five or six.

· **Teamwork is rewarded and recognized.** The lone ranger, even if she is an excellent producer, is valued less than the person who achieves results with others in teamwork. Compensation, bonuses, and rewards depend on collaborative practices as much as individual contribution and achievement.

· **Important stories and folklore that people discuss within the company emphasize teamwork.** People who "do well" and are promoted within the company are team players.

· **The performance management system places emphasis and value on teamwork.**

Often 360 degree feedback is integrated within the system.

· **Form teams to solve real work issues** and to improve real work processes. Provide training in systematic methods so the team expends its energy on the project, not on figuring out how to work together as a team to approach it.

· **Hold department meetings to review projects and progress**, to obtain broad input, and to coordinate shared work processes. If team members are not getting along, examine the work processes they mutually own. The problem is not usually the personalities of the team members. It’s the fact that the team members often haven’t agreed on how they will deliver a product or a service or the steps required to get something done.

· **Build fun and shared occasions into the organization’s agenda.** Hold pot luck

lunches; take the team to a sporting event. Sponsor dinners at a local restaurant. Go hiking or to an amusement park. Hold a monthly company meeting. Sponsor sports teams and encourage cheering team fans.

· **Use ice breakers and teamwork exercises at meetings**. I worked with an organization that held a weekly staff meeting. Participants took turns bringing a “fun” ice breaker to the meeting. These activities were limited to ten minutes, but they helped participants laugh together and get to know each other – a small investment in a big time sense of team.

· **Celebrate team successes publicly.** Buy everyone the same t-shirt or hat. Put team

member names in a drawing for company merchandise and gift certificates. You are limited in teamwork only by your imagination..

o **Activities in Team Work:**

o.1) Group Discussion

o.2) Ad Making

o.3) Skit on social issues

1) **Group Discussion:-**

Group Discussion is modern method of assessing student personality. It is both a technique and an art and a comprehensive tool to judge the worthiness of the student and his appropriateness for the job.

The term suggests a discussion among a group of persons. The group will have 8 & 12 members who will express their views freely, frankly in a friendly manner, on a topic of current issue. Within a time limit of 20 to 30 minutes, the abilities of the members of the group are measured. Group Discussion, as the name itself indicates is a group activity carried out by participating individuals. It is an exchange of ideas among the individuals of a group on a specific topic.

**Tips on Group Discussion:**

Let’s read about the points that you should keep in mind:

**1)Adequate matter/ Subject matter is essential** : You should have subject knowledge and be well aware of the latest happenings around you, not just in India but around the world as well.

2) **Make Sure you Read Widely**: Being a reader will help you in group discussions. You should read over a period of time. Reading not only adds to your knowledge database, but enhances your vocabulary skills as well.

3) **Be Aware of Topics that are Repeated**: Often, there are topics which re-appear with minute changes and minor variations. Be aware of such topics well in advance so that you have ample time to prepare for the same. For example the issues of terrorism, gender inequality, poverty, Ajodhya conflict, liberalization and privatization, reservations in educational institutions etc often appear as GD topics. Make sure you know these topics well and can come up with some unique, insightful points along with dates, stating facts.

4) **Work on your Communication Skills**: You should be well in your communication skills. You should have a good vocabulary and a decent command over English.

5) **Listen to the Topic Given During GD Carefully**: Listen to the topic carefully and understand it... Be alert.

**6) Try and Maintain a Balance in your Tone**: Besides what you are saying, remember that the panelists are observing your body language as well. If you do not agree with the other student’s point of view, do not raise your tone in objection. Listen to his point of view and instead of dismissing it upfront, try and draw a common ground. .

**7) Listening Skills are Essential**: Carefully listen to what others have to say. Just speaking throughout the discussion doesn’t make you smart **8) Body Gestures are very important**: The moderator observe the way you sit and react in the course of the discussion. . Body gestures are very important, because your body language says a lot about you. In a GD, sit straight; avoid leaning back on to the chair or knocking the table with pen or your fingers. Also, do not get distracted easily. For example, if the door in room you are sitting in opens, do not look back to see who it is, this will show how distracted you are. **9) Be the first and also the Last to Speak**: As mentioned earlier, initiating a GD is an advantage. If you can grab the opportunity to close the discussion, then you should summarize it. If the group has not reached a conclusion try concluding it.

· **What to do/ remember during GD/PI**

· Be assertive but in a polite manner with expression in voice. Be calm but not quiet.

· Clarity in the thoughts must be there.

· Appear pleasant with the other participating members. If it is a PI then with the interviewer.

· Be logical while answering or questioning anything.

· Be Appropriate to the issue.

· Make original points & support them by substantial reasoning.

· Listen to the other participants actively &carefully.

· Whatever you say must be with a logical flow & validate it with an example as far as possible.

· Make only accurate statements.

· Modulate the volume, pitch and tone.

· Be considerate to the feelings of the others.

· Try to get your turn.

· Be an active and dynamic participant by listening.

· Talk with confidence and self-assurance.

· **What not to do/ to avoid during GD/PI**

· One to one discussion or interactions with any of the members in the group instead make you involved with everyone present.

· Pointing fingers, shouting or any such kind of impolite behavior.

· Don’t use any slangs or abusive language.

· Avoid negative body languages like shaking legs, yawning, drumming table, looking here and there or swinging pen or pencils e.tc.

· Being shy /nervous / keeping isolated from G.D

· Don’t Interrupt another participant before his arguments are over

· Don’t Change opinions

· Don’t make fun of any participant even if his arguments are funny.

· Don’t engage yourself in sub-group conversation.

· Don’t repeat and use irrelevant materials.

**4) Ad Making**

· **Come up with a catchy, snappy tagline**. Keep it short and sweet; the average product needs no more than six or seven words.

· **Avoid the same old**. The key to a good advertisement is being memorable. The second your ad borrows a familiar advertising phrase (for example, “new and improved,” “guaranteed,” or “free gift” — is there any other kind?), it becomes interchangeable with thousands of others. You should avoid the old same Add

· **Use a persuasive technique**. There are tried and true methods that advertisers rely on to make their ads stick. These include:

• **Common sense**: Challenging the consumer to think of a good reason why *not* to

purchase a product or service.

• **Humor**: Making the consumer laugh, thereby making yourself more likeable and memorable. This pairs especially well with refreshing honesty. Not the most successful business in your class? Advertise that your lines are shorter.

• **Repetition**: Getting your product to stick by repeating key elements. Jingles are the most obvious way to do this, but unless they’re very good, they’re also the most annoying. If you go this route, brainstorm a more creative, less obvious repetition technique such as the one that was used in the Budweiser frog commercials

• **Exigency**: Convincing the consumer that time is of the essence. Limited-time only offers, fire sales, and the like are the commonest ways to do this, but again, avoid meaningless phrases that will slip under your customers’ radar.

· **Know thy customer**. Even the cleverest ad won’t work if it doesn't appeal to the target audience. Keep your target consumer in mind when you're developing the tone and look of your add

· **Find a way to connect the desires of consumers to what you©re advertising**. Think of it this way: the ad should be a bridge between what your dream consumer wants or needs and your product.

· Brainstorm about what your consumer would want, as well as some of the suggestions below. Don't edit your ideas immediately; just write them down — you'll have plenty of time to pick over them later.

· Ask yourself if your product or event is apparitional. Are you selling something that people would buy in order to feel better about their social or economic status?

· Determine whether or not your product is for practical means. If you're selling something like a vacuum cleaner, designed to perform common tasks or make life easier for the Consumer, spin it in a different direction. Instead of emphasizing luxury, focus on how the product or event will provide relaxation and peace of mind to your consumer.

· Focus on the most appealing aspect of your product. Why should it entice people? What sets it apart from other similar products? What do you like best about it? These can all be good starting points for an advertisement.

· Is there an unmet desire or need, any frustration in the mind of your consumer that will create a market for your particular product? Assess the need gap that exists for the product or service

**Try to make sure your advertisement will age well**. You don't want people looking back at your ad in 10 years and being shocked at its content. For good examples of how common social tropes can look terrible in older ads, search for cigarette or diet pill ads from the 1950s and

'60s.

**Make sure all the relevant information is included**. If your consumer needs to know your location, phone number, or website (or all three) in order to have access to your product, provide this information somewhere in the add If you're advertising an event, include the location, date, time and ticket price.

**Decide where and when to advertise**. If you're advertising for an event, start promoting it at least 6 to 8 weeks beforehand if it's going to accommodate more than 100 people; if it's less than that, start advertising 3 to 4 weeks ahead. If you're advertising a product, think about the time of year when people are more apt to buy what you're selling. For instance, if you're promoting a vacuum cleaner, it might sell better in the spring, when people are undertaking spring cleaning.

5) **Skits:**

The ‘Skit’ has proved to the powerful medium in hands of professional and non- professionals alike in communicating important messages concerning various human values to masses.

"These issues are sort of hidden on campus," Freddy said before the event. "We wanted to show that these issues aren't isolated and that other people care about these issues, even if they aren't obviously involved with organizations that deal with them on a regular basis." "The organizations are all connected within our missions in some way," Russell said. "It's about bringing social awareness to these issues."

Example:

The name of our skit is “The Loan.” In this mini-play 2 characters are there-SAM & ANN.

THE LOAN SAM: I lent you my book, and now I need it back. ANN: Oh, no!

SAM: Oh, yes!

ANN: But I am still using it.

SAM: I am sorry, but I have to have it back. ANN: Let me keep it one more night.

SAM: I need it now. Tomorrow will be too late. I have to read a story in the book and

Write a book report tonight. I’ll be really upset if I don’t make it on time. You

Have the same assignment and need the book. I know that. ANN: You are a rat.

SAM: Ask Charlene. I think she is finished with the assignment. ANN: I hope you die in your sleep.

SAM: I don’t like it when you are so angry with me. ANN: Here is the stinking book.

SAM: Thanks

(Note: Students can prepare similar skits on social issues)

**Experiment No: 06**

**Title:** Letter writing.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

Date of Performance: \_\_\_ /\_\_\_/\_\_\_\_\_

Date of Assessment: \_\_\_ /\_\_\_/\_\_\_\_\_

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| --- | --- |
| **Particulars** | **Marks** |
| **Attendance (05)** |  |
| **Journal (05)** |  |
| **Performance (05)** |  |
| **Understanding(05)** |  |
| **Total (20)** |  |
| **Signature of Staff Member** |  |

**Assignment No: 6**

**Title:** Letter writing.

**Aim:** Letter writing.

**Objective:**

1. To learn how to write formal and informal letter.

2. To understand how to write formal and informal application.

**Theory:**

Writing a letter is a very basic and simple aspect but this simplicity should also prove effective on the person to whom the letter is addressed to and hence combining it in a professional manner with correct grammar is the key to make it effective.

Learning letter writing is very essential for the professional development of an individual. Drafting a letter is a very basic and equally essential aspect of communication formally or informally. Letter writing is essential to build concrete conversation between two parties or individuals. Today in this age of Internet and telecommunication conversations have become short and quick but still letter writing has its own importance that makes the conversation official and still stronger than other modes of communication.

**Formal Letter:**

A formal letter is a letter written to a business, a college, or any professional that are not considered friends or family.

Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. One should never use informal language.

**Steps of letter writing:**

**Date**- Writing the date is the most basic and professional step to make a letter look effective and is a very general mistake individuals make while writing a letter and make the first impression untidy , hence date is a prime important factor that makes the reader interested to go ahead and have a look at further description. Place the date on the right hand side of the page in alignment with your address.

**From address** - This is the first step of writing a letter, mentioning the address of the individual/party who is writing the letter should be mentioned on the right hand top corner of the letter with proper alignment and legible format that makes it look tidy.

**To address**- The next step to write a letter includes mentioning the address of the individual or party to whom the letter is addressed to and is generally written diagonally opposite to the from address below the from address but at the left corner in the same legible and tidy format as the from address.

**Subject**- Subject is an essential part while writing the letter it mentions the matter that is further discussed in the letter and provides a title to the description.

**Salutation/ Greeting**- Salutation or greeting expresses respect towards the individual to whom the letter is addressed to. It may be addressed by using words like Dear sir, or Dear MR xyz….Dear Mr., Ms (Mrs., Miss) - if you know the name of the person you are writing to. Use Dear Sir / Madam if you do not know the name of the person you are writing to, or To Whom it May Concern.

**VERY IMPORTANT:** Always use Ms for women unless you are specifically requested to use

Mrs. or Miss

**Body** - Body of a letter includes the description of the whole matter regarding which the letter is being drafted. The body of a letter in case of a formal conversation should be clear and precise on the matter to be discussed and not moving around the bushes as lengthy unwanted descriptions make it uninteresting and move away from the subject of discussion.

**Informal Letter:**

An informal letter is a letter you would write to a friend of family member. It doesn't necessarily need a format, but there is a standard.

Informal letter is a form of letter written to a close friend, relative or an acquaintance. Informal letter doesn’t follow a strict rigid form or structure. It has a sentimentality which transcends all forms of communication. Importance of details like the complete date or the address depends on the person’s relation with the other person.

**Here is a format of how to write an informal letter:**

Address and date

Salutation

Body of the letter

Complimentary close

Postscript (in case something is forgotten during the course of writing the letter)

A job application letter, also known as a cover letter, should be sent or uploaded with your resume when applying for jobs. The job application letters you send explain to the employer why you are qualified for the position and why you should be selected for an interview.

**Tips:**

- The date: top right hand corner

- comma after name not necessary, but begin after that with a CAPITAL letter

- ending: Take care, Cheers, Yours, Love, then a comma and your name

**Example of formal letter:**

Dear Sir,

I am writing this letter to complain in the strongest terms about the poor service that I have received from your company.

We signed up to your telephone and internet service package two months ago because you’re advertising suggests that you are better than Telco. In addition, you promise to deal with problems quickly and efficiently, something that Telco were unable or unwilling to do. However, in the first month of service you managed to cause me to lose two days worth of business because of poor administration. The main problem was that you failed to provide me with the correct telephone number, 9818 8747, that you had promised when I completed the contract. This phone number was an established business line which I had been using for the last three years. Obviously this meant that my clients were unable to contact me and it cost me many hours of phone calls to resolve the matter with your support centre.

I would appreciate it if this situation could be resolved and a substantial rebate offered on my first three month's account.

I look forward to hearing from you soon. Yours Faithfully

John O'Sullivan

**Example of informal letter:**

Dear Dennis,

Hope you are well.

I'm writing to you, yet again, in your capacity as "Answer Man."

One of our David English House teachers has just e-mailed me to see if I have any more information on "university listening tests" which are to be administered soon.

I have no information about any such tests. Do you? If so, could you please let me know?

Thank you kindly. Best regards,

Donna

**Experiment No: 07**

**Title:** Report Writing.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

Date of Performance: \_\_\_ /\_\_\_/\_\_\_\_\_

Date of Assessment: \_\_\_ /\_\_\_/\_\_\_\_\_

|  |  |
| --- | --- |
| **Particulars** | **Marks** |
| **Attendance (05)** |  |
| **Journal (05)** |  |
| **Performance (05)** |  |
| **Understanding(05)** |  |
| **Total (20)** |  |
| **Signature of Staff Member** |  |

**Assignment No.7**

**Title:** Report Writing

**Aim:** Report Writing- 1] Formal Report

2] Informal Report

**Objectives:**

1) Student should learn to write formal report.

2) Student should learn to write informal report.

3)

**Theory:**

**Important Instruction For Writing Report:-**

1. The written report is to be typed using a 12-point font; the pages should be numbered and have 1-inch margins on all sides.

2. The text in the abstract should be single-spaced; all other text in the report must

be double-spaced. .

3. Proper English should be used throughout the report—any spelling and grammatical errors or poorly worded or organized text will be reflected in your report grade.

4. All equations, graphs, charts, etc. Should be produced clearly on a computer or else printed or drawn neatly in ink.

5. While the ideas in the reports may be the result of numerous discussions among the group members, the actual organization and writing in the submitted report must

be the work of solely the person submitting the report.

6. Title Page:-This should be the cover page for the report. Please do not make up a separate cover page or put any other type of cover on the reports! This page should include the title of the report, your name, the date, the course and section number, the name of your instructor, the names of your fellow group members, the name of the group leader, and an abstract for the report. The abstract is a very concise overview of what was studied and what was concluded from the study. The specific purpose or objective of the study should be clearly stated in the abstract. The abstract should be no more than about 10 sentences long; it should be single-spaced.

**1] Formal Report Writing:**

**Example:** Comparison of two portable computers

**Table of contents** Title Page Summary

1 Introduction

1.1 Purpose

1.2 Scope

1.3 Method

1.4 Limitations

1.5 Assumptions

1.6 Background

2 Findings

2.1 Micro-pro 8500 Series

2.2 Hewlett Packard 3000CTX 5/233

3 Discussions

3.1 Comparison of computers

3.2 Initial cost

3.3 Weight and size

3.4 Screen size

3.5 Clarity of screen image

3.6 RAM and hard disk size

3.7 Speed of the CPU

3.8 Battery capability

3.9 Service agreements and warranties

4 Conclusions

5 Recommendations and implementation

6 References

**Title**:-Comparison of two portable computers

**Name of the Student:** Mr.ABC **Name of the Guide:** Prof.XYZ **Date:** 13/7/2013

**Summary:**

The purpose of this report was to analyze two portable computers and recommend a suitable machine for training staff to use at client sites. This report has considered two machines suitable for corporate use that can accommodate modern facilities such as e-mail, video conferencing and assist staff with training courses. The Hewlett Packard Omni book 3000CTX model 5/233 is a well made portable computer with a good size screen and keyboard. For the price of this model you would expect to see more memory, a CD drive and a Windows based power management set up. .Like the Hewlett Packard model the Micro-pro 8500 Series has a good size screen and keyboard but also comes with a numeric pad. This machine is ideal for the business user who wants usability, comfort and performance. After taking both machines into consideration, it is recommended that the Micro-pro 8500 Series would be the most suitable computer due to its value for money, durability and standard features.

1 **Introduction**

1.1 **Purpose**

The purpose of this report was to analyze two portable computers and recommend a suitable machine for our training staff to use at client locations.

**1.2 Scope**

While investigating these two computers it was important to consider their suitability for corporate use, standard features, optional benefits and warranties.

**1.3 Method**

The information used in this report was collected by consulting an independent review by the Australian PC Authority magazine and contacting the individual companies for additional information on the technical specifications and warranties on the machines.

**1.4 Limitations**

Local computer stores did not stock either machine. Software packages included with the machine not specified.

**1.5 Assumptions**

It has been assumed that the Microsoft Office software package will be installed on the computers to ensure our training staffs have access to PowerPoint. This program will enable them to present effective teaching media.

As our staff regularly uses computer applications it has been assumed that the implementation of portable computers will cause little delays for the company.

As most computer companies offer clients an extended warranty, it is assumed that All Purpose Training Company will have the option to purchase an extended warranty for a period of one year.

**1.6 Background**

The All Purpose Training Company is a well respected supplier of quality executive training courses for the business community. The All Purpose Training Company has statewide representation with plans to expand interstate within the next 12 months.

All Purpose Training Company has a demand to supply new clients with numerous training courses. With such demands it is crucial that training staff can have computer access for training presentations and be able to complete day to day operations while mobile.

2. **Findings**

2.1 **Micro-pro 8500 Series** Cost: $7895 RRP Weight: 4.5 Kg

Size: (W x D x H) 357 x 275 x

50mm Screen size: 15.1"

RAM: 64 Mb, RAM can be raised to a maximum 128Mb for $1140

Disk Drive: CD-ROM and 3.5" FDD Speed of the CPU: Pentium processor

Battery capabilities: Lithium-ion battery, smart battery option available. Lithium-ion

Battery lasts 2.5 hours without smart battery upgrade.

2.2 **Hewlett Packard 3000CTX 5/233**

Cost: $8245 RRP Weight: 3.1 Kg

Size: (W x D x H) 304 x 238 x

47mm Screen size: 13.3"

Clarity of screen image: Resolution is set at 1,024 x

768. (Australian PC Authority, April 1998, ‘PCs and

Notebooks - Reviews, p. 81)

RAM: 16Mb, upgrade available, $ 242 for 16Mb. Disk drives: 3.5" FDD, CD-ROM available for

$570 Speed of the CPU: Pentium processor

Battery capabilities: - 2.5 hours from a lithium-ion battery

Service agreements and warranties: All Hewlett Packard Omni books come with a

3 Year parts and labor warranty. (Stephen, 7/5/1998, Telephone Interview, Customer Service Officer, Hewlett Packard Information Centre, Hewlett Packard)

3 **Discussions**

3.1 **Comparison of computers**

The following table summarizes the important points of comparison between the two portable computers - Hewlett Packard Omni book and Micro pro 8500 Series.

Comparison of two portable computers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Initi  al cost | Weight | Size  (Dimension  W x D x H) | Scree  n Size | R  A M | Battery  Time | Warranty  Period |
| Hewlett  Packard Omni Book | $82  45 | 3.1 Kg | 304 x 238 x  47mm | 13.3" | 1  6  M  b | 2.5  Hours | 3 Years |
| Micro pro  8500  Series | $78  95 | 4.5 Kg | 357 x 275 x  50mm | 15.1" | 6  4  M  b | 2.5  Hours | 2 Years |

**3.2 Initial cost**

There is a RRP difference between the two computers of $ 350. In order to have the computers ready for staff use, upgraded memory size would be required on the Hewlett Packard model.

**3.3 Weight and size**

The Micro-pro computer weighs an extra 1.4 Kg. This is substantially heavier, but the Micro- pro is a larger machine with each dimension larger than the Hewlett Packard computer. Micro- pro measures 53W x 37D x 3H mm larger.

**3.4 Screen size**

There is a notable gap between screen sizes. Micro-pro has a 14.1 inch screen compared with Hewlett Packard’s 13.3 inch screen. When using over long periods a larger screen is preferred to avoid eye strain.

**3.5 Clarity of screen image**

The resolution on both machines is set a 1,024 x 768. Pixels can be seen on the Micro- pro model, while the Omni book is reasonably easy to read. (Australian PC Authority, April

1998, PCs and Notebooks - Reviews, p. 81 - 82)

**3.6 RAM and hard disk size**

RAM between the two machines varies greatly. The Australian PC Authority states that the Micro-pro comes with 64 Mb of RAM standards, with an option of buying the maximum 128 Mb for $1140. They also state Hewlett Packard Omni book comes with 16 Mb RAM, but as most computer applications require 32 Mb, this extra memory will cost you

$242. Both machines come with a standard 3.5" FDD. Only the Micro-pro machine comes with a CD-ROM drive, you must buy this as an extra for the Omni book for a cost of $570. (Australian PC Authority, April 1998, PCs and Notebooks - Reviews, p. 81- 82)

**3.7 Speed of the CPU**

With 32 Mb of RAM fitted the Omni book is one of the fastest portable computers the Australian PC Authority magazine has ever seen, They also found that with 64 Mb RAM the Micro-pro was not exceptionally quick but for word processing and other office tasks it was quite acceptable.

**3.8 Battery capability**

Both machines come with a standard lithium-ion battery which can support the computers for up to 2.5 hours. The computers come with power management tools that will Save battery power. A smart battery option is available on the Micro-pro for $60. (Australian PC Authority, April 1998, PCs and Notebooks - Reviews, p. 81)

**3.9 Service agreements and warranties**

Micro-pro supplies their clients with a two year part and labor warranty, while Hewlett Packard supplies a three year parts and labor warranty. It is assumed that when the machines are purchased a service agreement will be negotiated with the option to extend the warranty.

**4. Conclusion**

After investigating the Hewlett Packard Omni book 3000CTX 5/233 and the Micro -pro

8500 Series portable computers, it was found that both models are suitable for corporate use and would meet All Purpose Training Company requirements. It is important to consider the long term benefits to the company when considering which computer was best suited. Apart from initial purchasing expenses, warranty, speed, size and memory were some factors which have been taken into account. Software suitability was also considered. The computers had to be easily adaptable for new technology such as e-mail, video conferencing and presentation aids, for future company requirements. Both computers are distinct from each other and, although both companies have the corporate user in mind, Micro-pro appears to be offering an exceptional package.

**5. Recommendations and implementation**

The findings and conclusion in this report support the following recommendations: The Micro-pro 8500 Series portable computer is purchased at a rate of one

computer per training staff member.

The smart battery option is purchased with each computer; this will assist with heavy workloads and long training programs.

Staff must have e-mail access on their computers to enable them to be in contact with the company.

All Purpose Training Company should negotiate price, warranty and ongoing service agreements with Micro-pro direct

To reduce company long term expenses:

The company could investigate the viability of staff leasing the computers. A staff option of buying the computers for personal use after the warranty period expires. Computers should be available to staff after a maximum of 6 weeks.

**6. References**

Australian PC Authority, April 1998, PCs and Notebooks - Reviews, p. 81 - 82. Gray, K. 1998, Director, Turnstone Technologies Pty Ltd, Australia.

**2] Informal report writing:**

An Informal report has a specific structure and layout. The report contains 3 sections:

1.1 Introduction

2.1 Findings

3.0 Conclusions

**Introduction:**

The introduction should state briefly what the purpose of the report is

Who is writing the report

When the report was requested

Who requested the report

When the report has to be completed

**Findings**

State the facts witnessed, discovered or acquired.

No opinion from you, the author, should appear in this section.

The facts should be arranged in a logical order with numbered points and headings to help clarity and understanding.

**Conclusions**

The writer’s conclusions and opinions on the facts presented in the report should be given in this section.

At least one recommendation should be included here.

**Recommendations**

For the assessment you must have at least one recommendation for improvement/change within the Conclusions

For Example

It is recommended that a new printer is purchased for the office.

**Signature & Date**

An informal report should be signed and dated after the conclusions

Example:

**Signature:** (You’re Name)

**Status:** Student

**Date:** Date Report Due

**Example of Informal Report:** Report of ABC dissertation

**Name of the Student:** Mr. XYZ

**Name of the Guide:** Prof. PQR

**Title:** High dimensional data mining in time series by reducing dimensionality and numerosity.

**Data Gathering:-**

Most of the related data for the topic is gathered from accepted source of information (Viz. IEEE journal papers and transactions) to get the up to date knowledge about the ongoing research in the field of data mining and especially for analysis of high dimensional data.

**Design & Layout:-**

System proposed here means to mine out time series data. There are number of ways for mining time series data. However, this research aims a generic approach for time series data mining. The aim of the candidate is to present a general approach for representation of time series data that is

suitable for streaming algorithms with the objective of dimensionality reducing, lower bounding and can be obtained in steaming fashion.

This work aims to describe a set of methods that reveal patterns in time series data and overcome limitations of traditional time series analysis techniques.

**Recommendations:**

Though the method described in this work is good, I have some query regarding the practical application of the work in real world, which can be discussed at the time of oral / viva in person. With considerations of above mentioned points, overall thesis is acceptable for ABC (Computer Engineering) degree. I recommend this thesis without any modifications, and technical improvements.

ABC Professor,

Department of PQR Engineering, XYZ , College of Engineering.

**Experiment No: 08**

**Title:** Resume Writing.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

Date of Performance: \_\_\_ /\_\_\_/\_\_\_\_\_

Date of Assessment: \_\_\_ /\_\_\_/\_\_\_\_\_

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| **Particulars** | **Marks** |
| **Attendance (05)** |  |
| **Journal (05)** |  |
| **Performance (05)** |  |
| **Understanding(05)** |  |
| **Total (20)** |  |
| **Signature of Staff Member** |  |

**Assignment No: 8**

**Title:** Resume Writing

**Aim:** Resume Writing

**Objectives:**

1. Students should be able to design their resume.

2. All information should be covered in their resume.

**Theory:**

What is the difference between **curriculum vitae (CV) and a resume?**

The primary differences between a resume and curriculum vitae (CV) are the length, what is included and what each is used for. A resume is a one or two page summary of your skills, experience and education. While a resume is brief and concise - no more than a page or two, a curriculum vitae is a longer (at least two pages) and more detailed synopsis.

Curriculum vitae includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. In Europe, the Middle East, Africa, or Asia, employers may expect to receive curriculum vitae.

In the United States, curriculum vitae are used primarily when applying for academic, education, scientific or research positions. It is also applicable when applying for fellowships or grants.

· **Proofreading** - Make sure there aren't any spelling mistakes, typos or grammatical errors

· **Get Some Advice** - Ask a friend or get a professional to look over your resume before you send it.



**Do’s & Don’ts**

· **Know the purpose of your resume**

o Some people write a resume as if the purpose of the document was to land a job. As a result they end up with a really long and boring piece that makes them look like desperate job hunters. The objective of your resume is to land an interview, and the interview will land you the job (hopefully!).

· **Back up your qualities and strengths**

o Instead of creating a long (and boring) list with all your qualities (e.g., disciplined, creative, problem solver) tries to connect them with real life and work experiences. In other words, you need to back these qualities and strengths up, else it will appear that you are just trying to inflate things.

· **Make sure to use the right keywords**

o Most companies (even smaller ones) are already using digital databases to search for candidates. This means that the HR department will run search queries based on specific keywords. Guess what, if your resume doesn’t have the keywords

related to the job you are applying for, you will be out even before the game starts.

o These keywords will usually be nouns. Check the job description and related job ads for a clue on what the employer might be looking for. You can read more about resume keywords on the article tapping the Power of Keywords to Enhance Your Resume’s Effectiveness.

· **Use effective Titles**

o Like it or not, employers will usually make a judgment about your resume in 5 seconds. Under this time frame the most important aspect will be the titles that you listed on the resume, so make sure they grab the attention. Try to be as descriptive as possible, giving the employer a good idea about the nature of your past work experiences.

· **Proof read it twice**

o It would be difficult to emphasize the importance of proofreading your resume. One small typo and your chances of getting hired could slip. Proofreading it once is not enough, so do it twice, three times or as many as necessary.

· **Use bullet points**

o No employer will have the time (or patience) to read long paragraphs of text. Make sure, therefore, to use bullet points and short sentences to describe your experiences, educational background and professional objectives.

· **Where are you going?**

o Including professional goals can help you by giving employers an idea of where you are going, and how you want to arrive there. You don’t need to have a special section devoted to your professional objectives, but overall the resume must communicate it. The question of whether or not to highlight your career.

o Objectives on the resume are a polemic one among HR managers, so go with your feeling. If you decide to list them, make sure they are not generic.

· **Put the most important information first**

o This point is valid both to the overall order of your resume, as well as to the individual sections. Most of the times your previous work experience will be the most important part of the resume, so put it at the top. When describing your experiences or skills, list the most important ones first.

· **Attention to the Typography**

o First of all make sure that your fonts are big enough. The smaller you should go is 11 points, but 12 is probably safer. Do not use capital letters all over the place; remember that your goal is to communicate a message as fast and as clearly as possible. Arial and Times are

good choices.

o There are many people that like to include statements like “Available for interview” or “References available upon request.” If you are sending a resume to a company, it should be a given that you are available for an interview and that you will provide references if requested. Just avoid items that will make the employer think “no kidding!”

· **Explain the benefits of your skills**

* Merely stating that you can do something will not catch the attention of the employer. If you manage to explain how it will benefit his company, and to connect it to tangible results, then you will greatly improve your chances.
* **Avoid negativity**

o Do not include information that might sound negative in the eyes of the employer. This is valid both to your resume and to interviews. You don’t need to include, for instance, things that you hated about your last company.

* **Achievements instead of responsibilities**

o Resumes that include a long list of “responsibilities included…” are plain boring, and not efficient in selling yourself. Instead of listing responsibilities, therefore, describe your professional achievements.

· **No pictures**

o Sure, we know that you are good looking, but unless you are applying for a job where the physical traits are very important (e.g., modeling, acting and so on), and Unless the employer specifically requested it, you should avoid attaching your picture to the resume.

· **Use numbers**

o This tip is a complement to the 13th one. If you are going to describe your past professional achievements, it would be a good idea to make them as solid as possible. Numbers are your friends here. Don’t merely mentions that you increased the annual revenues of your division, say that you increased them by $100,000, by 78%, and so on.

· **One resume for each employer**

o One of the most common mistakes that people make is to create a standard resume and send it to all the job openings that they can find. Sure it will save you time, but it will also greatly decrease the chances of landing an interview (so in reality it could even represent a waste of time). Tailor your resume for each employer. The same point applies to your cover letters.

· **Identify the problems of the employer**

o A good starting point to tailor your resume for a specific employer is to identify what possible problems he might have at hand. Try to understand the market of the company you are applying for a job, and identify what kind of difficulties they might be going through. After that illustrate on your resume how you and your skills would help to solve those problems.

· **Avoid age discrimination**

o It is illegal to discriminate people because of their age, but some employers do these considerations nonetheless. Why risk the trouble? Unless specifically requested, do not include your age on your resume.

· **You don’t need to list all your work experiences**

o If you have job experiences that you are not proud of, or that are not relevant to the current opportunity, you should just omit them. Mentioning that you used to sell hamburgers when you were 17 is probably not going to help you land that executive position.

· **Go with what you got**

o If you never had any real working experience, just include your summer jobs or volunteer work. If you don’t have a degree yet, mention the title and the estimated Date for completion

· **Don’t include irrelevant information**

o Irrelevant information such as political affiliation, religion and sexual preference will not help you. In fact it might even hurt your chances of landing an interview. Just skip it.

· **Use Mr. and Ms. if appropriate**

o If you have a gender neutral name like Alex or Ryan make sure to include the Mr. or Ms. Prefix, so that employers will not get confused about your gender.

· **No lies, please**

o Seems like a no brainer, but you would be amused to discover the amount of people that lie in their resumes. Even small lies should be avoided. Apart from being wrong, most HR departments do background checks these days, and if you are buster it might ruin your credibility for good.

· **Keep the salary in mind**

o The image you will create with your resume must match the salary and responsibility level that you are aiming for.

· **Analyze job ads**

o You will find plenty of useful information on job ads. Analyze no only the ad that you will be applying for, but also those from companies on the same segment or offering related positions. You should be able to identify what profile they are looking for and how the information should be presented.

· **Get someone else to review your resume**

o Even if you think you resume is looking kinky, it would be a good idea to get a second and third opinion about it. We usually become blind to our own mistakes Or way of reasoning, so another people will be in a good position to evaluate theOverall quality of your resume and make appropriate suggestions.

· **One or two pages**

o The ideal length for a resume is a polemic subject. Most employers and recruiting specialists, however, say that it should contain one or two pages at maximum. Just keep in mind that, provided all the necessary information is there, the shorter your resume, the better.

· **Use action verbs**

o A very common advice to job seekers is to use action verbs. But what are they? Action verbs are basically verbs that will get noticed more easily, and that will clearly communicate what your experience or achievement were. Examples include managed, coached, enforced and planned. Here you can find a complete list of action verbs divided by skill category.

· **Use a good printer**

o If you are going to use a paper version of your resume, make sure to use a decent printer. Laser printers usually get the job done. Plain white paper is the preferred one as well.

· **No hobbies**

o Unless you are 100% sure that some of your hobbies will support you candidacy, avoid mentioning them. I know you are proud of your swimming team, but share it with your friends and not with potential employers.

· **Update your resume regularly**

o It is a good idea to update your resume on a regular basis. Add all the new information that you think is relevant, as well as courses, training programs and other academic qualifications that you might receive along the way. This is the best way to keep track of everything and to make sure that you will not end up sending an obsolete document to the employer.

· **Mention who you worked with**

o If you have reported or worked with someone that is well known in your industry, it could be a good idea to mention it on the resume. The same thing applies to presidents and CEOs. If you reported to or worked directly with highly ranked executives, add it to the resume.

· **No scattered information**

o Your resume must have a clear focus. If would cause a negative impression if you mentioned that one year you were studying drama, and the next you were working as an accountant. Make sure that all the information you will include will work towards a unified image. Employers like decided people.

· **Make the design flow with white space**

o Do not jam your resume with text. Sure we said that you should make your resume as short and concise as possible, but that refers to the overall amount of information and not to how much text you can pack in a single sheet of paper. White space between the words, lines and paragraphs can improve the legibility of your resume.

· **Lists all your positions**

o If you have worked a long time for the same company (over 10 years) it could be a good idea to list all the different positions and roles that you had during this time separately. You probably had different responsibilities and developed different skills on each role, so the employer will like to know it.

· **No jargon or slang**

o Slang should never be present in a resume. As for technical jargon, do not assume that the employer will know what you are talking about. Even if you are sending your resume to a company in the same segment, the person who will read it for the first time might not have any technical expertise.

· **Careful with sample resume templates**

o There are many websites that offer free resume templates. While they can help you to get an idea of what you are looking for, do not just copy and paste one of the most used ones. You certainly don’t want to look just like any other candidate, do you?

· **Create an email proof formatting**

o It is very likely that you will end up sending your resume via email to most companies. Apart from having a Word document ready to go as an attachment, you should also have a text version of your resume that does not look disfigured in the body of the email or in online forms. Attachments might get blocked byspam filters, and many people just prefer having the resume on the body of the email itself.

· **Remove your older work experiences**

o If you have been working for 20 years or more, there is no need to have 2 pages of your resume listing all your work experiences, starting with the job at the local coffee shop at the age of 17! Most experts agree that the last 15 years of your career are enough.

· **No fancy design details**

o Do not use a colored background, fancy fonts or images on your resume. Sure, you might think that the little flowers will cheer up the document, but other people might just throw it away at the sight.

· **No pronouns**

o You resume should not contain the pronouns “I” or “me.” That is how we normally structure sentences, but since your resume is a document about your person, using these pronouns is actually redundant.

· **Don’t forget the basics**

o The first thing on your resume should be your name. It should be bold and with a larger font than the rest of the text. Make sure that your contact details are clearly listed. Secondly, both the name and contact details should be included on all the pages of the resume (if you have more than one).

· **Consider getting professional help**

o If you are having a hard time to create your resume, or if you are receiving no response whatsoever from companies, you could consider hiring a professional resume writing service. There are both local and online options are available, and usually the investment will be worth the money.

· **If you got your degree from a different country**

o You can say "Degree equivalent to U.S. Bachelor's Degree in Economics-Teheran, Iran."

· **Should you fold your resume?**

o Don't fold a laser-printed resume right along a line of text. The "ink" could flake off along the fold.

**Sample Resume Format**

NAME ddress

(Area Code)

Telephone Number

E-Mail Address

(This should appear at the top of your resume)

**CAREER OBJECTIVE:**

Your objective should fit into the purpose of the opening notified. It should not be too broad and vague.

**CAREER SUMMARY:**

· If you are a fresher, focus on your qualification, grades and achievements during your student life.

· If you are an experienced candidate, focus on your work experience and the skills you have acquired during your employment.

· If you have any expertise on any software packages which can be useful for the company, it’s a good place in your CV to mention about it.

· If you have any other skills which you think would impress your prospective employer, it’s a good place to mention them. They will catch the employer’s attention fast.

· In this section of CV you can also mention about your travel with in or outside the country.

**EDUCATIONAL QUALIFICATION:**

· Pursuing “Course Name” from “College Name”

· H.S.C. with “percentage of marks” from “School Name”, “Place”

· S.S.C with 91.46% marks from School Name, Place

**PROJECT EXPERIENCE:**

· Currently working on XYZ project for ABC company ltd., using VB and SQL.

· Implemented ABC system at XYZ client using C++.

· Implemented XYZ system using VB and Oracle at ABC ltd.

**COMPUTER SKILLS:**

· Programming in C/ C++

· Well Verse with VB 6.0, Oracle and MS Access

Programming in Core Java, learning advance Java

**ACHIEVEMENTS:**

· Obtained scholarship of “amount” from XYZ Group of Industries in “year”

· Ranked “A” in S.S.C. merit list

· Won best student award by “group name” in “year”

**EXTRACURRICULAR ACTIVITIES:**

 Lead the college tech-fest – “name”

 Active Member of “NGO” named “XYZ”

 Member of the organizing committee of **“group name”**

**PERSONAL DETAILS: Date of Birth: Languages known: Hobbies: DECLARATION:**

**PLACE: SIGNATURE: DATE:**

**Experiment No: 09**

**Title:** Presentation Skills.

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

Date of Performance: \_\_\_ /\_\_\_/\_\_\_\_\_

Date of Assessment: \_\_\_ /\_\_\_/\_\_\_\_\_

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| --- | --- |
| **Particulars** | **Marks** |
| **Attendance (05)** |  |
| **Journal (05)** |  |
| **Performance (05)** |  |
| **Understanding(05)** |  |
| **Total (20)** |  |
| **Signature of Staff Member** |  |

**Assignment no: 9**

**Title:** Presentation Skills

**Aim:** To improve presentation Skills.

**Objectives:**

1) Students can utilize eye contact, body language and voice to their advantage in a presentation.

2) Students can apply the 3 A’s in preparing content for a presentation.

3) Students should develop visual aids that reflect good instructional design properties.

4) Students should respond to questions in an effective manner.

**Theory:**

Presentation skills are the essentials techniques you use when presenting an idea or set of ideas to another. It goes on to say that normally these presentations are accompanied by a visual aid such as a PowerPoint, charts, hand-outs, etc.

What should be done and what should be not in Presentation?

· Before Presentation

o Analyze your AUDIENCE.

o Define what ACTION you want them to take.

o Arrange your ARGUMENT to move them.

o What are their names, titles, backgrounds, reasons for attending, etc…?

o What are their big concerns?

o What are their objectives, fears, hot buttons, and attitudes?

o What is their perception of you and your institution?

o What are their questions likely to be? o What is personally at stake for them? o How much detail do they need?

· Objective Setting of Presentation

o What action do you want the audience to take?

o Define it in terms of the audience.

o What will they feel, believe, and do after hearing your talk?

· Presentation Objective Design

o Should be able to read everything from the back row

o At least 28 pt, preferably 36

o Use the floor test

o No more than 6 lines

o No more than 7 words per line

o Arial or Helvetica

o Blue background with yellow text

o Avoid overuse of red, shadows, animation and transitions

o Beware of busy backgrounds

o Clip art should add to the content

o Ditto on sound clips

o Use a different background only to emphasize one slide

· Prepare for Presentation

o Audiences are forgiving

o Nervousness is usually invisible

o Be yourself

o Practice deep breathing/ visualization techniques

o Begin in your comfort zone

o Check out the room in advance

o Concentrate on the message

o Begin with a slow, well prepared intro; have a confident and clear conclusion

o Be prepared and practice

o Looking them in the eye makes them feel that they are influencing what you say.

o Eye contact allows the presentation to approximate conversation—the audience feels much more involved.

· At the Time of presentation

o Get to the point.

o Present your theme.

o Develop your agenda point by point.

o Summarize and recommend.

· Question and Answer Session

o Look at the questioner.

o Remain neutral and attentive.

o Listen to the whole question.

o Pause before you respond.

o Address the questioner, then move your eyes to others.

o Most presentations are won or lost here

o Keep answers brief

o Be honest—don’t BS

o Clarify question

o Move your eyes off questioner

p If negative, end your response focused on somebody else

· At the Time of presentation

o Lean on or grip the podium

o Rock or sway in place

o Stand immobile

o Use a single gesture repeatedly

o Examine or bite your fingernails

o Cross your arms in front of your chest

o Use obviously practiced or stilted gestures

o Chew gum or eat candy

o Click or tap your pen, pencil or pointer

o Lean into the microphone

o Shuffle your notes unnecessarily

o Tighten your tie or otherwise play with your clothing

o Crack your knuckles

o Jangle change or key in your pocket

o Question and Answer Session

o Don’t rank questions

o Avoid negative words

o Don’t repeat negative questions

o NEVER argue with a member of the audience.

When you do this, think about how important a book's first paragraph is; if it doesn't grab you, you're likely going to put it down. The same principle goes for your speech: from the beginning, you need to intrigue your audience.

For example, you could start with an interesting statistic, headline, or fact that pertains to what you're talking about and resonates with your audience. You can also use story telling as a powerful opener; our Expert Interviews with Annette Simmons and Paul Smith offer some useful tips on doing this.

Planning also helps you to think on your feet. This is especially important for unpredictable question and answer sessions or last-minute communications.

**Tip**

Remember that not all public speaking will be scheduled. You can make good impromptu speeches by having ideas and mini-speeches pre-prepared. It also helps to have a good, thorough understanding of what's going on in your organization and industry.

**Practice**

There's a good reason that we say, "Practice makes perfect!" You simply cannot be a confident, compelling speaker without practice.

To get practice, seek opportunities to speak in front of others. For example, Toastmasters is a club geared specifically towards aspiring speakers, and you can get plenty of practice at Toastmasters sessions. You could also put yourself in situations that require public speaking, such as by cross-training a group from another department, or by volunteering to speak at team meetings.

If you're going to be delivering a presentation or prepared speech, create it as early as possible. The earlier you put it together, the more time you'll have to practice.

Practice it plenty of times alone, using the resources you'll rely on at the event, and, as you practice, tweak your words until they flow smoothly and easily.

Then, if appropriate, do a dummy run in front of a small audience: this will help you calm your jitters and make you feel more comfortable with the material. Your audience can also give you useful feedback, both on your material and on your performance.

**Engage With Your Audience**

When you speak, try to engage your audience. This makes you feel less isolated as a speaker and keeps everyone involved with your message. If appropriate, ask leading questions targeted to individuals or groups, and encourage people to participate and ask questions.

Keep in mind that some words reduce your power as a speaker. For instance, think about how these sentences sound: "I just want to add that I think we can meet these goals" or "I just think this plan is a good one." The words "just" and "I think" limit your authority and conviction. Don't use them.

A similar word is "actually," as in, "Actually, I'd like to add that we were under budget last quarter." When you use "actually," it conveys a sense of submissiveness or even surprise. Instead, say what things are. "We were under budget last quarter" is clear and direct.

Also, pay attention to how you're speaking. If you're nervous, you might talk quickly. This increases the chances that you'll trip over your words, or say something you don't mean. Force yourself to slow down by breathing deeply. Don't be afraid to gather your thoughts; pauses are an important part of conversation, and they make you sound confident, natural, and authentic.

Finally, avoid reading word-for-word from your notes. Instead, make a list of important points on cue cards, or, as you get better at public speaking, try to memorize what you're going to say – you can still refer back to your cue cards when you need them.

**Pay Attention to Body Language**

If you're unaware of it, your body language will give your audience constant, subtle clues about your inner state. If you're nervous, or if you don't believe in what you're saying, the audience can soon know.

Pay attention to your body language: stand up straight, take deep breaths, look people in the eye, and smile. Don't lean on one leg or use gestures that feel unnatural.

Many people prefer to speak behind a podium when giving presentations. While podiums can be useful for holding notes, they put a barrier between you and the audience. They can also become a "crutch," giving you a hiding place from the dozens or hundreds of eyes that are on you.

Instead of standing behind a podium, walk around and use gestures to engage the audience. This movement and energy will also come through in your voice, making it more active and passionate.

**Think Positively**

Positive thinking can make a huge difference to the success of your communication, because it helps you feel more confident.

Fear makes it all too easy to slip into a cycle of negative self-talk, especially right before you speak, while self-sabotaging thoughts such as "I'll never be good at this!" or "I'm going to fall flat on my face!" lower your confidence and increase the chances that you won't achieve what you're truly capable of.

Use affirmations and visualization to raise your confidence. This is especially important right before your speech or presentation. Visualize giving a successful presentation, and imagine how you'll feel once it's over and when you've made a positive difference for others. Use positive affirmations such as "I'm grateful I have the opportunity to help my audience" or "I'm going to do well!"

**Cope With Nerves**

How often have you listened to or watched a speaker who really messed up? Chances are, the answer is "not very often."

When we have to speak in front of others, we can envision terrible things happening. We imagine forgetting every point we want to make, passing out from our nervousness, or doing so horribly that we'll lose our job. But those things almost never come to pass! We build them up in our minds and end up more nervous than we need to be.

Many people cite public speaking as their biggest fear, and a fear of failure is often at the root of this. Public speaking can lead your "fight or flight" response to kick in: adrenaline courses through your bloodstream, your heart rate increases, you sweat, and your breath becomes fast and shallow.

Although these symptoms can be annoying or even debilitating, the Inverted-Model shows that a certain amount of pressure enhances performance. By changing your mindset, you can use nervous energy to your advantage.

First, make an effort to stop thinking about yourself, your nervousness, and your fear. Instead,

focus on your audience: what you're saying is "about them." Remember that you're trying to help

Or educate them in some way, and your message is more important than your fear. Concentrate on the audience's wants and needs, instead of your own.

If time allows, use deep breathing exercises to slow your heart rate and give your body the oxygen it needs to perform. This is especially important right before you speak. Take deep breaths from your belly, hold each one for several seconds, and let it out slowly.

Crowds are more intimidating than individuals, so think of your speech as a conversation that you're having with one person. Although your audience may be 100 people, focus on one friendly face at a time, and talk to that person as if he or she is the only one in the room.

**Watch Recordings of Your Speeches**

Whenever possible, record your presentations and speeches. You can improve your speaking skills dramatically by watching yourself later, and then working on improving in areas that didn't go well.

As you watch, notice any verbal stalls, such as "um" or "like." Look at your body language: are you swaying, leaning on the podium, or leaning heavily on one leg? Are you looking at the audience? Did you smile? Did you speak clearly at all times?

Pay attention to your gestures. Do they appear natural or forced? Make sure that people can see them, especially if you're standing behind a podium.

Last, look at how you handled interruptions, such as a sneeze or a question that you weren't prepared for. Does your face show surprise, hesitation, or annoyance? If so, practice managing interruptions like these smoothly, so that you're even better next time.

**Key Points**

Chances are that you'll sometimes have to speak in public as part of your role. While this can seem intimidating, the benefits of being able to speak well outweigh any perceived fears. To become a better speaker, use the following strategies:

· Plan appropriately.

· Practice.

· Engage with your audience.

· Pay attention to body language.

· Think positively.

· Cope with your nerves.

· Watch recordings of your speeches.

If you speak well in public, it can help you get a job or promotion, raise awareness for your team

or organization, and educate others. The more you push yourself to speak in front of others, the better you'll become, and the more confidence you'll have.

**Starting a Presentation**

In modern English, Presentations tend to be much less formal than they were even twenty years ago. Most audience these days prefers a relatively informal approach. However, there is a certain structure to the opening of a Presentation that you should observe.

1. Get people's attention

2. Welcome them

3. Introduce yourself

4. State the purpose of your presentation

5. State how you want to deal with questions

**Get people©s attention**

· If I could have everybody's attention.

· If we can start.

· Perhaps we should begin?

· Let's get started.

**Welcome them**

· Welcome to Microsoft.

· Thank you for coming today.

· Good morning, ladies and gentlemen.

· On behalf of Intel, I'd like to welcome you.

**Introduce yourself**

· My name's Jane Shaw. I'm responsible for travel arrangements.

· For those of you who don't know me, my name's Tom Stotter.

· As you know, I'm in charge of public relations.

· I'm the new Marketing Manager.

**State the purpose of your presentation**

· This morning I'd like to present our new processor.

· Today I'd like to discuss our failures in the Japanese market and suggest a new approach.

· This afternoon, I'd like to report on my study into the German market.

· What I want to do this morning is to talk to you about our new mobile telephone system.

· What I want to do is to tell you about our successes and failures in introducing new

working patterns.

· What I want to do is to show you how we've made our first successful steps in the potentially huge Chinese market.

**State how you want to deal with questions.**

· If you have any questions, I'll be happy to answer them as we go along.

· Feel free to ask any questions.

· Perhaps we can leave any questions you have until the end?

· There will be plenty of time for questions at the end.

**Experiment No: 10**

**Title:** Team games for team building

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

Date of Performance: \_\_\_ /\_\_\_/\_\_\_\_\_

Date of Assessment: \_\_\_ /\_\_\_/\_\_\_\_\_

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| **Particulars** | **Marks** |
| **Attendance (05)** |  |
| **Journal (05)** |  |
| **Performance (05)** |  |
| **Understanding(05)** |  |
| **Total (20)** |  |
| **Signature of Staff Member** |  |

**Assignment no: 10**

**Title:** Team games for team building

**Aim:** To improve working with team capability.

**Objectives:**

1. They help the team learn about each other how each person thinks, works, solves problems,

and has fun.

1. To encourage your team to learn about one another

**Theory:**

There are number of games which help to improve the capability of team members working in team. Games are listed as follow.

### 1. Game of Possibilities

**Time:** 5-6 minutes  
**Number of Participants:** One or multiple small groups  
**Tools Needed:** Any random objects  
**Rules:** This is a great 5-minute team building game. Give an object to one person in each group. One at a time, someone has to go up in front of the group and demonstrate a use for that object. The rest of the team must guess what the player is demonstrating. The demonstrator cannot speak, and demonstrations must be original, possibly wacky, ideas.

**Objective:** This team building exercise inspires creativity and individual innovation.

### 2. Winner/Loser

**Time:** 5-6 minutes  
**Number of Participants:** Two or more people  
**Tools Needed:** None  
**Rules:** Partner a shares something negative that happened in their life with Partner B. It can be a personal or work-related memory, but it has to be true. Then Partner A discusses the same experience again, but focuses only on the positive aspects. Partner B helps explore the silver lining of the bad experience. Afterward, they switch roles.

**Objective:** Participants discover how to reframe negative situations into learning experiences together.

**Experiment No: 11**

**Title:** Situational games for role playing as leaders

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

Date of Performance: \_\_\_ /\_\_\_/\_\_\_\_\_

Date of Assessment: \_\_\_ /\_\_\_/\_\_\_\_\_

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| --- | --- |
| **Particulars** | **Marks** |
| **Attendance (05)** |  |
| **Journal (05)** |  |
| **Performance (05)** |  |
| **Understanding(05)** |  |
| **Total (20)** |  |
| **Signature of Staff Member** |  |

**Assignment no: 11**

**Title:** Situational games for role playing as leaders

**Aim:** To identify the skills of leadership through games.

**Objectives:**

* Identify the leadership skills.
* Motivate the students take leadership.
* Develop leadership skills.

**Theory:**

We are Develop leadership skills following these strategies:

* **Take initiative:** Look beyond the tasks on your job description. Think long term about what would be beneficial for your department and the company. Try to brainstorm ideas and commit to doing work that goes beyond the daily routine
* **Request more responsibility:** While you wouldn't want to ask for additional responsibility your second week on the job, once you've been in a position for awhile, you can share with your manager that you're eager to grow your leadership abilities. Ask how you can help out - are there upcoming projects that require a point person? Is there any work that you can take off your manager's to-do list?
* **Target specific skills:** If you have a specific skill you want to develop - whether it's creative thinking or communication - create a plan to improve your abilities in this area. This could mean taking a class, finding a mentor to help, reading books, or setting a small goal that forces you to engage with this skill. Talk to managers and co-workers, as well as friends outside of the office, to help develop your plan to increase a particular skill.

**Experiment No: 12**

**Title:** Yoga and meditation

Roll No: \_\_\_\_\_\_\_\_ Class: \_\_\_\_\_ Batch:\_\_\_\_\_

Date of Performance: \_\_\_ /\_\_\_/\_\_\_\_\_

Date of Assessment: \_\_\_ /\_\_\_/\_\_\_\_\_

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| --- | --- |
| **Particulars** | **Marks** |
| **Attendance (05)** |  |
| **Journal (05)** |  |
| **Performance (05)** |  |
| **Understanding(05)** |  |
| **Total (20)** |  |
| **Signature of Staff Member** |  |

**Assignment no: 12**

**Title:** Yoga and meditation.

**Aim:**

**Objectives:**

1) To understand benefits of Yoga and meditation in daily life.

2) To manage stress through the Yoga and meditation

3) International Yoga day Celebration.

**Theory:**

Students learn the stress management from the yoga and meditation. They attend the International yoga day arranged by college and share their experience.

Yoga is an invaluable gift of India's ancient tradition. It embodies unity of mind and body; thought and action; restraint and fulfillment; harmony between man and nature; a holistic approach to health and well-being. It is not about exercise but to discover the sense of oneness with you, the world and the nature. By changing our lifestyle and creating consciousness, it can help in well being. Let us work towards adopting an International Yoga Day.

**Benefits Of Yoga and Meditation:**

## Stress Management

Regular yoga practice helps to reduce stress responses in your body, according to a study in the 2010 issue of “Psychosomatic Medicine.” Reducing the inflammatory response to stressors on your body will help reduce your chance of stress-related conditions such as high blood pressure and cardiovascular disease. Meditation is also an effective stress reducer that is used to help reduce anxiety, panic disorders and agoraphobia, an anxiety disorder.

## Increased Flexibility

Western society is plagued by sedentary jobs where workers sit most of the day. This leads to reduced muscle mass, fitness and flexibility. In addition, office work increases neck and shoulder strain from hunching over in front of a computer all day. Yoga poses focus on stretching and lengthening the muscles. Increased flexibility will help you with daily movements such lifting and bending, while improving sports performance. Many athletes incorporate yoga into their workout schedules to improve or maintain flexibility.

## Emotional Boost

Both yoga and meditation improve mental focus and provide a general feeling of well-being. Many yoga disciplines are based around an upbeat theme. For example, Anusara yoga’s philosophy looks for the good in all things and is created for an uplifting experience focused on the celebration of the heart. A 2012 control study published in "Alternative Therapies in Health and Medicine" found yoga participants happy, peaceful and upbeat in contrast to the control group who had a decrease in general well-being. Meditation provides an emotional boost through deep relaxation, and it can be done anywhere. You can give yourself an emotional boost by taking a 10-minute meditation break right at your desk. Just simply shut your eyes, focus on relaxing your muscles and practice deep breathing.

## Better Diet

Studies suggest that practicing yoga improves fitness and body awareness, leading to better eating habits. This in turn leads to increased self-esteem and the desire to take care of your body. Practicing meditation or yoga is a behavior modification technique that can help you improve your overall fitness.

## Improved Health

Reducing your stress level, eating healthier and getting more exercise can only lead to better health. Modern life is full of stressful situations, fatigue from long hours and little sleep, allergies, anxiety disorders and a long list of stress-related diseases. Adding yoga or meditation to your life will improve the quality and possibly the quantity of your life. Improved health means you can participate in more physical activities and just feel better in the things you do daily.