

Activity 1

Aim: Listening Skill

Objective:

- To make students understand key components of listening.
- To involve students in a listening exercise and make them realize the importance of listening carefully.
- To help students link the theory and practice in the listening skills.
- To analyze source text for listening activity.

What is listening?

Listening is the ability to comprehend verbally communicated information and providing appropriate feedback. It can be described also as the ability to pay attention to sound. Though it seems a simple natural activity, it is a skill that has not been mastered by many. Everyone, except deaf people, hears but it is listening that makes the difference. Hearing is the effect of vibrations in the eardrums caused by sound waves but listening goes beyond this process. Hearing is natural and reflexive whereas listening is a deliberate effort to comprehend sound that is heard. The stages in the listening process are receiving (hearing), understanding, evaluating, remembering, and responding.

Great listening skills will help the individual:

- Understand and follow instructions.
- Minimize the risk of error and deviation at work or school.
- Settle quickly into the working environment.
- Pay attention and absorb information during speeches.
- Learn faster and easily during on-the-job training.
- Enjoy an improved brain absorption rate.
- Enjoy smoother and faster revision of lesson notes

Types of Listening

In the interpersonal skill, listening is the most important skill. Effective listening is the foundation of strong relationships, at home, socially and in the workplace. There are two types of listening. They are: -

1. **Discriminative Listening:** Discriminative listening developed at a very early stage. It is the basic form of listening. It involves the understanding of the sound not the meaning of words or phrases. It is developed through childhood and into adulthood.

2. **Compressive Listening:** It involves understanding the meaning of the words. It is complemented by sub – messages from non – verbal communication.

Other Listening Types: -

- ❑ **Appreciative listening:** Listen to music, mainly to relax, is a good example of this type of listening. It is for pleasure.
- ❑ **Rapport listening:** When we are trying to build harmony with others, engage in a type of listening that encourages the other person to trust and like us. It is common in situations of negotiation.
- ❑ **Selective listening:** In this type of listening, listener is somehow biased to what they are hearing. It is a sign of failing communication.

Do's and Don'ts

Don'ts

- ❑ Don't relate everything someone says to yourself.
- ❑ Don't accept what is not clear or what you don't understand.
- ❑ Don't just hear what is said.
- ❑ Don't just identify what is being said.
- ❑ Don't lose concentration by thinking of something to say while another person is talking.
- ❑ Don't just listen passively.
- ❑ Don't let the power of good listening slip away.

Do's

- ❑ Do ration your own anecdotes so you don't turn the conversation your way.
- ❑ Do concentrate on finding out where the person talking is coming from. If something is not clear, ask to have it clarified.
- ❑ Do notice the demeanour of speakers and their body language. It can add to your understanding.
- ❑ Do try to put yourself in the other person's shoes and empathize.
- ❑ Do be attentive and give them time to finish what they want to get across.
- ❑ Do be a good listener who contributes or asks questions to lead the conversation.
- ❑ Do follow up on what you have promised or what ideas the conversation has inspired.
- ❑ Do find out what they want when they talk to you. Find out what they like and facilitate that if the opportunity comes up.
- ❑

Practice:

This review is about a video of a TEDx Vasa Event held in Vasa, Finland in September 2017. This video featured Antoni Lacinai; he is an international Motivational speaker.

In this video, he talks about the communication flaws and their solution to overcome them in the digital generation of communication.

We, as Communicative Being are becoming active and are heavily dependent on the digital mode of communication but ignoring our primal instincts such as body language, first impressions.

The speaker is reflecting the truth that we can't communicate with others with our heads into our phones and still perceives all the necessary details required to keep the conversation going.

I personally acknowledged the effort of the speaker for sharing his experiences and help us improve our communication channels.

Activity 2

Reading Skill

OBJECTIVES:

1. To develop skills and strategies of a successful reader.
2. To read critically.
3. To focus on sound structure and intonation patterns of English using different types of texts for different purposes.

INTRODUCTION:

Reading is an essential aspect of language learning. It is an activity which can be followed at various speeds - slow, fast, very fast. Reading skill can be narrated as a cognitive ability which a person is able to use when interacting with written texts.

We read in different way for different purposes. We cannot read the telephone directory in the same way as the newspaper. Usually, the purpose of reading and getting information is the essence of the manner of reading.

There are four types of reading: -

1. **SKIMMING** refers to rapidly reading a text to get an idea of what it contains.
2. **SCANNING** is done when one is looking for particular information.
3. **INTENSIVE READING** is what students do to take an examination, extract maximum details from the text.
4. **EXTENSIVE READING** is done for pleasure and general awareness.

BARRIERS OF EFFECTIVE READING: -

1. Weak vocabulary.
2. Unfamiliar topics.
3. Slow speed of reading.
4. No pre-reading preparation.
5. Inappropriate linguistic analysis.

STRATEGIES FOR EFFECTIVE READING: -

1. Preview the text.
2. Try to understand the meaning of the text rather than letter or words.
3. Use a dictionary for the meaning of difficult words.
4. Try out the meaning of peculiar unfamiliar vocabulary from the context.
5. Search topic sentence.
6. Differentiate the main points from subordinate ones.
7. Distinguish a fact from an opinion.
8. Try to recognize the importance of an argument or the tone.
9. Note down the salient points to summarize.
10. Evaluate critically what you read.
11. Have confidence in your own ability and take chances.

To facilitate your understanding of the text you are reading, you can follow these: -

1. **ANNOTATING:**
When you annotate, you highlight the text or make notes in the margin. When annotating, you also write your comments about the text.
2. **SUMMARIZING:**
While summarizing, you write the main points in your own language.
3. **NOTE MAKING:**
While doing the note making, you will pick out only relevant information when you write the note making.
4. **PARAPHRASING:**
While paraphrasing, you take the information and put it in your own words without shortening it.

Activity 3

Aim: Formal & Informal Conversation

Objective:

- To develop confidence among students to speak in public.
- To develop communication in formal and informal conversation.
- To make students identify wrongly spelt words and to learn correct spelling.
- To develop inter and intrapersonal communication skills.
- To enable that students to make telephonic conversation effective.

Formal and Informal Communication:

Formal communication is, typically, conveyed from the top leadership to various departments and employees. Usually, every organization follows a procedure for formal conversation. For Ex:

The annual meetings or even team meetings that your manager calls for.

However, there is no predetermined structure for informal communication in any organization. It helps create and maintain a relationship among colleagues. For instance, consider those chats with your coworkers about the latest movies over a cup of coffee.

Informal communication can also play a much larger role than just generating friendly chatter. This form of communication can be very useful in resolving a conflict between the employees and the management.

Differences between Formal and Informal Communication:

Both formal and informal communication are crucial for maintaining a clear and cordial work culture. But what makes casual conversation different from official meetings?

1. As we know it, formal communication is also called official communication. Formal communication often follows a specific structure or channels such as emails to the clients, whereas informal communication can often flow freely in any direction.
2. Formal meets must maintain secrecy for the messages shared. But when you are having a casual chat, maintaining confidentiality gets tough. In fact, it will be safe to say that most rumors or gossip start through the route of informal communication.
3. Formal communication is time-consuming. On the other hand, informal communication is usually quick and easy to navigate.
4. Formal communication is more reliable, as it follows a pattern set by the organization. In contrast, informal communication takes off on its own and sets its own course.

Types of Formal and Informal Communication

Let us look at the types of formal and informal communication now.

Types of formal communication:

1. Vertical

Here, the communication is held between different organizational levels. So, the message is either transferred from the juniors to the team leads to the manager or vice-versa.

2. Horizontal or lateral

This is the communication that happens between peers from different departments.

3. Crosswise or diagonal

As the name suggests, here the conversation takes place between two employees working at different levels in different departments. For example, a website developer discussing a project with a sales manager can be categorized as crosswise or diagonal communication.

Types of Informal Communication:

1. Single strand chain

This is the type of communication where A shares an idea or information with B, who then passes it to C, and so on.

2. Cluster chain

Have you ever noticed how a social media challenge becomes viral? People start something unique and tag, say, three friends for the challenge. They complete the challenge and tag three more people each, and so on. That is how a cluster chain communication is formed and continues.

3. Gossip chain

Think of the college canteen conversations, where one person vividly describes her recent adventures to a group of friends gathered around the table to listen. That is how the gossip chain works. One person initiates the conversation and shares information with a group of people, who then pass on the information to more people.

Nowadays, most organizations attempt to efficiently blend formal and informal communication channels. The result is improved efficiency, productivity, and trust among the employees. Effective communication skills play a crucial role in advancing anyone's career, from a fresher to a team leader to a manager.

Practice:

Informal:

Friends talking over the phone

M : Hey bro, I'm having a party at my place next weekend. Do you want to come?

A: Yeah, sure bro! That sounds like fun. Who else is coming?

M: Let's see. I think Nishkarsh, arun, gaurav, prateek.. It's not really going to be a party, more like a small get-together. I'm cooking dinner, and we can just hang out.

A: What time should I be there?

M: Oh, anytime between 6 and 7 would be fine.

A: Can I bring anything?

M: Oh, don't worry. I have got everything covered.

A: Can I at least bring the speakers?

M: Well, I'm not going to say no to that. I'm sure that would be appreciated.

A: I'll do that, then. Thanks for inviting me bro.

Formal:

Nirbhay: Hello Nishkarsh, How are you? It's been a long time we have met.

Nishkarsh: Oh Hi Nirbhay, I am doing good. What about you?

Nirbhay: I am fine too. So where are you working right now?

Nishkarsh: I am working at the Bosch Company.

Nirbhay: Oh, really. That's a great company. What is your post there?

Nishkarsh: I am working as a Software Engineer.

Nirbhay: That's really nice to hear.

Nishkarsh: Thanks Nirbhay! So what are you up to nowadays?

Nirbhay: I am a travel blogger. I used to travel to different places and explore different cultures and varieties of food to write it in my blog. I would like to ask you also to follow my blog.

Nishkarsh: Sure Nirbhay. I will certainly follow it. You are doing a great job by letting people know about different parts of the world.

Nirbhay: Thanks Nishkarsh!

Nishkarsh: Hey, why don't you join me and my family for tomorrow's lunch. They will also be happy to see you.

Nirbhay: Actually, that's a great idea. I would love to meet them.

Nishkarsh: So it's decided. You will come to our place tomorrow at 1 PM. Will see you then.

Nirbhay: Ok Nishkarsh. See you tomorrow then.

Activity 4&5

Presentation Skills

OBJECTIVE: Effective use of spoken form of language in academic and official environment

INTRODUCTION

Presentation is the process of presenting the content of a topic to an audience. When the presentation is made by oral means it can be termed as an oral presentation. The

purpose of using the oral presentation technique is to eliminate or reduce the need for

written material, where information can be conveyed in a more meaningful and efficient way through verbal means.

There are two main types of presentations. They are:

- Extempore (pronounced ex-tem-pore)
- Prepared oral presentation

Presentation Skills Structure:

(i) STRUCTURE 1:

Introduction:

- (i) Soothe the audience's attention and signal the beginning by using words such as Right, Well Okay. Let 's Begin. Good, Fine, Great, can we start? Shall we start?. Let's get the ball rolling, let 's gel down to business
- (ii) Greet the audience like:

Hello ladies and gentlemen; good morning members of the jury; good afternoon esteemed guests; good evening members of the board, fellow colleagues, Mr. Chairman/Mrs. Chairwoman

- (iii) Introduce Yourself: Tell your name, position, responsibility in the company. For example:
Good afternoon ladies and gentlemen Let me introduce myself -

(ii) STRUCTURE 2:

1. Give title and introduce subject like - I plan to speak about... OR Today, I'm going to talk about... OR The subject of my presentation is...
2. Give your objectives, purpose, aims, and goals
3. Announce your outline
4. The middle or body: The content should be in chronological order, from general to specific
5. Conclusion

Tips for an Effective Presentation:

(i) Extempore:

➤ Decide quickly on what your message would be

Keep in mind the fact that you have not been asked to give a speech but to make some impromptu remarks. Hopefully, they have asked you early enough so you can at least jot down a few notes before you speak. If not, pick ONE message or comment and focus on that one main idea. Many times, other ideas may come to you after you start speaking. If this happens, go with the flow, and trust your instincts.

➤ Do not try and memorize what you want to say

Trying to memorize will only make you more nervous and you will find yourself thinking more about the words and not about the message.

➤ Start off strong and with confidence

if you at least plan your opening statement, this will get you started on the right foot. After all, just like with any formal speech, getting started is the most difficult part. Plan what your first sentence will be. You may even write this opening line down on your note card and glance at it one more time just before you begin speaking. If you know you have three points or ideas to say, just start off simple by saying, —I would like to talk about 3 points, the first point is The second point is and so on. just Decide on your transitions from one point to the other - After you have decided on your opening remark or fine, come up with a simple transition statement that takes you to your main point. If you have more than one point to make, you can use a natural transition such —My second point is... or my next point is ..1 etc. Just list on your note card or napkin if you must. the main points or ideas. Do not write out the exact words, but just the points you want to mention.

➤ **Maintain eye contact with the audience**

This is easier to do if you do not write down all kinds of stuff to read out. Look at your next idea or thought and maintain eye contact with your audience and speak from your heart. Focus on communicating to your audience and not speaking to the crowd.

➤ **Occasionally throw in an off-the-cuff remark**

If you want your style to be flexible and seem impromptu, trust your instinct, and add a few words which just pop into your head. Keep it conversational and think of the audience as a group of friends.

➤ **Finally, have a good conclusion**

Gracefully just state... —And the last point I would like to make is... Once you have made your last point, you can then turn back to the person who asked you to speak in the first place. With a little practice, this process will feel more natural to you. Anticipating that you may be asked to say a few words should force you to at least think about what you might say if you are asked. Then if you are asked, you are better prepared because you have already anticipated being asked.

(ii) Prepared Oral Presentation:

In a prepared oral presentation, you know the topic which you are going to present, you can prepare your presentation before hand as you would know already about your audience. This presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification, and questions.

Barriers for Effective presentation

Some of the barriers to effective presentation are:

➤ **Fear**

When a person stands before a huge gathering of people, who are eager to listen to him, it is obvious that he becomes nervous. This nervousness plays a positive role if it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.

➤ **Lack of preparation**

It is always advisable that the speaker plans everything in advance. It includes preparation related to the topic, keeping a small paper handy and jotting down presentation.

The introduction should end with a reiteration of your main point. The body should develop each point previewed in the introduction. You may present your ideas in a chronological sequence, or a simple topical sequence. You should announce each point as

you come to it, so that your audience knows when you have completed one point and begun another, the conclusion of the presentation should help the audience understand the significance of your talk and remember the main points. It should not be too long and should leave the audience with a positive feeling, thought you and your ideas. Ideas are better than relying on one's memory. Preparation also includes preparing oneself for unpredictable problems with the sound system, visual clips, slides & projector. If the speaker fails to prepare for this, his presentation might be a failure, due to power cut or some technical problems. Lack of preparation would make the presentation less impressive.

➤ **Unable to control one's ideas**

Some speakers beat around the bush and never come to the main idea. They give elaborate examples, explain for a long time. They get stuck up with a trivial point/thing. Some speakers fail to present their ideas in a sequence. Deviation from the main topic plays a negative role in the outcome of a speech.

How to make a good presentation

To make a successful presentation, you should keep in mind the following aspects'

1. **Conquering stage fear:** To conquer stage fright, know the facts about it
 - Some amount of stage fright is helpful.
 - Many professional speakers never completely lost all their stage fright.
 - One of the main reasons for stage fright is that one is not accustomed to speaking in public.
 - Some symptoms like mental blocks, trembling arms, excessive sweating, lack of fluency are usual among beginners.
 - To gain confidence, watch successful presentations of other speakers.
 - Thorough preparation would, help you conquer stage fright.
 - Simple warm up exercise, rotating your arms and moving your facial muscles would help you speak with natural ease.
 - Including carbohydrates in the meal which you take before the presentation and taking banana or chocolates would help you
 - Before beginning your presentation, take three deep breaths of air. Encouraging oneself by statements such as, —I can make a successful presentation and —I am confident of myself will help.
2. **The audience:** The most important thing for a presentation is your audience. Consider their age group and find out whether they all are from the same group or with varied backgrounds...

Always know the needs of your audience before planning for anything. Ask yourself, how your presentation will help them and what you want them to know by the end of your presentation.

3. **Content of your presentation:** Your content should not be too difficult for the audience to understand. If the content is too long, it should be shortened according to the time allotted. Some examples and instructions should be present to support your argument and make the audience understand better. While preparing the content, remember to highlight the key points which will support your argument.
4. **Structure of your presentation:** Generally, a presentation starts with an introduction. followed by the body of the speech and ends with a conclusion. In the introduction, you —tell them what you are going to tell them. In the body. you —tell them! In the conclusion, you —tell them what you told them.

You may use some anecdotes or questions to raise interest among your audience. Then state the goal of your presentation and tell them briefly the main issues you will discuss in your presentation

5. The Delivery

Some of the main areas you should concentrate are: -

Quality of your voice: There are four main terms used for defining vocal qualities.

- **VOLUME:** how loud the sound is, good speakers lower their voice to draw the audience in and rise it to make a point.
- **TONE:** the characteristics of a sound. A voice that carries fear can frighten the audience, while a voice that carries laughter can get the audience to smile.
- **PITCH:** how high or low a note is.
- **PACE:** this is how long a sound lasts. Talking too fast carries the words and syllables to be short, while talking slowly lengthens them. Varying the pace helps us to maintain audience interest.

6. Rapport with your audience

Look into the eyes of your audience while presenting. In between have a glance at all of them. Avoid looking at any one too long. Do not ever try to address the ceiling or the walls of the room. If you do not make a sincere eye contact with your audience, they may think you are not confident about what you are presenting. Questions in between will make the audience listen actively.

7. Pay attention to your body language

Your body communicates different impressions to the audience. Throughout the presentation, display:

- **EYE CONTACT:** This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. Speakers who make eye contact open the flow of communication and convey interest concern warmth and credibility.
- **FACIAL EXPRESSIONS:** Smiling is a powerful cue that transmits happiness, friendliness, warmth and liking. So, if you smile frequently you will be perceived as more likable, friendly, and approachable. Smiling is contagious and others will react favorably. They will be more comfortable around you and will want to listen to you more and more.
- **GESTURES:** If you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures attention, makes the material more interesting and facilitates understanding
- **POSTURE AND BODY ORIENTATION:** Standing and leaning forward communicates that you are approachable, respectful, and friendly. Interpersonal closeness results when you and your audience face each other. Speaking with our back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

- **PROXIMITY:** Cultural norms dictate comfortable distance for interaction with others. You should look for signals of discomfort caused by invading others space. Some of these are- rocking, leg swinging, tapping, and gaze aversion. Typically, in large rooms space invasion is not a problem. In most instances, there is too much distance. To counteract this move around the room to interaction with your audience. increasing the proximity enables you to make better eye contact and increases the opportunity for others to speak.
- **VARY YOUR VOICE:** One of the major criticisms of speakers is that they speak in a monotone voice. Listeners perceive this type of speaker as boring and dull. People report that they learn.

Practice Presentation:

Black Hole

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1. Introduction

The first time the idea of a black hole was suggested was in the late 1790's by John Michell of England and Pierre-Simon Laplace of France. They both proposed the idea of the existence of an "invisible star" by applying the first Newton Law. They calculated its mass and size, which is now called the "event horizon" that an object would need in order to be faster than even the speed of light.

Later, in 1915, Einstein predicted the existence of black holes with his general relativity theory. After that, in 1967, John Wheeler, an American theoretical physicist, applied the term of black holes to what it means now.



2.What are Black Holes?

A black hole is a great amount of matter packed in a very small area. It is a place in space which has such a big gravitational field, that nothing, not even light can escape.

Scientists can't directly observe black holes, and the only way to perceive them is by detecting their effect on other matter nearby. As the attracted matter accelerates & heats up, it emits x-rays that radiate into space, emitting powerful gamma rays bursts, which devour nearby stars.

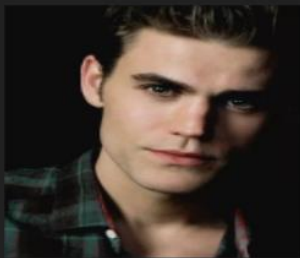


THANK YOU



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Major Characters



What i like most about the Vampires ?

- Compelling Power
- Fast Movers
- Can turn humanity off
- Heal themselves any time
- Blood is a supermedicine for others

Thank You

Activity 6

Group Discussion

Objectives of Group Discussion

- To test the candidate's knowledge of the subject
- To test the ability to communicate with other participants
- To test the behavior of the candidate, which may, his Pirrama traits, leadership qualities, attitudes, spirit of accommodation, tolerance, self-confidence etc.

WHAT IS GROUP DISCUSSION?

Group Discussion still plays an important role in the admission process for many MBA colleges and many corporate jobs etc.

In a Group Discussion, the candidates are divided. In groups of 8 to 10 and each group is tested by panel of Judges. Usually, topics of general interest are given by the panel to the group and the group is asked to proceed with. Nowadays Group Discussion is being extensively used along with perrama interviews for the final selection of candidates. It plays a main role in selecting the best among the best. Having scored high marks, students who get selected for a higher/another course or employment are placed on a par-on equal footing-based on their age, qualification, and experience. It becomes necessary to conduct further screening for choosing a few among many. Group Discussion is more a technique than a conventional test. It is also designed as a situation test wherein a sample of a candidate's group worthiness and potential as a worker comes out quite explicitly. His opinion and views on the topic given. During the discussion, the panel of Judges quietly observes the performance and behavior of the candidates and. Makes his own assessment.

TYPES OF GROUP DISCUSSION

Group Discussion can be divided into two broad categories based on the topic/issue given for discussion. They are

1. Case-based Group Discussion (also called Case Studies)

Most of the management institutes (as a part of their admission process) as well as most organizations (as a part of their campus recruitment process) use Topic-based Group Discussions. There are a few institutes or organizations that use Case studies in the Group Discussions in their selection process.

2. TOPIC-BASED GROUP DISCUSSIONS

In topic-based GDs, the group members are given a topic to discuss. A topic is typically in the form of a statement (sometimes the topic may not be a complete statement).

3. Knowledge-based

These are such that you need to have some knowledge about the topic to be able to speak on the topic.

Knowledge-based topics mostly cover current economic issues.

4. Non-knowledge-based

These do not require a knowledge base in any specific area for you to be able to talk about them.

Common, day-to-day knowledge is sufficient to do a good job of talking about such topics. Your worldly knowledge and common sense will help you in speaking on the topic.

A group discussion can be categorically divided into three different phases:

- I. Initiation/introduction
- II. Body of the group discussion
- III. Summarization/conclusion

Let's stress on the initiation and summarization:

Initiation Techniques:

When you initiate a Group Discussion, you not only if you can make a favorable first impression with your content and communication skills after you initiate a Group Discussion, but it will also help you sail through the discussion. But if you initiate a Group Discussion and stammer/stutter/quote wrong facts and figures, the damage might be irreparable.

If you initiate a Group Discussion impeccably but don't speak much after that, it gives the impression that you started the Group Discussion for the sake of starting it or getting that initial kitty of points earmarked for an initiator.

When you start a Group Discussion, you are responsible for putting it into the right perspective or framework. When you start a Group Discussion, you are responsible for putting it into the right perspective or framework. So, initiate one only if you have in depth knowledge about the topic at hand.

There are different techniques to initiate a Group Discussion and make a good first impression:

1. Quotes
2. Definition
3. Question
4. shock statement
5. Facts, figures, and statistics
6. Short story
7. General statement

Summarizing a discussion

Keep the following points in mind when summarizing a discussion:

- ☐ Avoid raising new points,
- ☐ Avoid stating only your viewpoint.
- ☐ Avoid dwelling only on one aspect of the Group Discussion.
- ☐ Keep it brief and concise.
- ☐ It must incorporate all the important points that came out during the Group Discussion.

Skills assessed during GD:

Below are skills assessed during a group discussion:

Leadership skills:

Leadership is one of the keys still on which candidates are assessed during a Group Discussion.

Lead a team is desired out of a manager.

Example:

1. Initiate the group discussion and give proper directions to the discussion.
2. Intervene and guide when the discussion goes off track.
3. Encouraging all member to participate in the discussion & share their opinion.
4. Moderate group if discussion gets chaotic.

Communication skills:

The participating candidate are also assessed in terms of clarity of thought, expression through word and aptness of their language. One should be able to speak without any hesitation and at the same time should not sound harsh.

Example:

1. Hold attention of the group by simple language.

Attitude:

Attitude is another important parameter of most of the Group Discussion Candidates are expected to:

- ☐ Have positive attitude,

- Encourage others for participation,
- Not to put someone down during the discussion
- Be good listeners when others are speaking
- Accepting other viewpoints (if it is a valid one)
- Not showing stubbornness and harshness
- should speak maturely
- should not raise voice unnecessarily

Example:

- I. one should handle Group Discussion very maturely and should not raise his voice so much that he sounds harsh.
- II. Should be supporting for other members and should be easy going.
- III. Should show keen interest in discussion and be an avid listener.

Reasoning Ability:

Candidate are expected to substantiate the points raised by them through proper reasoning. Just raising a point without able to justify the same during a GD would not help and may in negative marks as well. Also, another member could use the same point and well justify it with reasoning. One should logically be able to think of pros and cons of points made by him and put forward the same to the group.

Example:

While bringing up any point be prepared with answers such as:

- I. What is the point you are raising? How is it going to help with the problem under discussion? Why you feel so? Give any Example?
- II. Say scams in India, just saying scams are not good without backing the sentence with any justification is a good as not raising the point. One should say scams are not good because it is hurting the Indian economy badly and hindering the growth of our Nation. Example: Foreign institutions are not willing to invest due to scams in our country and poor Governance. Also, these scams adversely impact the business by attracting organization with lesser capability to execute projects.

Team player:

Corporate world is all about working as a tea, if the team succeeds everyone in the team succeeds; Similarly, a failure of team is of each members of the team. Candidates participating in GD are also evaluated for their ability to work in a team.

Example:

1. Be polite and cordial in your communication.

2. Accept others viewpoint and encourage each member to put forward their points.
3. Don't lose your cool if someone counter argue the points which you had raised and accept ideas politely.
4. Avoid any arguments.
5. Help the group to achieve its goal on the time at the same time fostering participating from each member.

General Awareness:

The topics given in Group Discussion are mostly of current affairs; at times, any abstract topic is given. If the topic is from current affairs it is expected of the candidate to be aware of the happenings around the world. The idea a candidate put forwards clearly demonstrated maturity and interests in the current affairs impacting the society,

Nation of the world.

Example: while speaking on any topic the points which your else or put forward to group clearly demonstrates your knowledge about the logic, thus defining you as an intellectual who has avid interest in happenings around him.

DO'S and Don'ts in group discussion

The don't's

- ☐ Don't be nervous, shy or emotional.
- ☐ Don't try to bluff as the panel will easily figure out that
- ☐ Don't allow the criticism bother you.
- ☐ Don't be frivolous, keep yourself to the point.
- ☐ Don't use foul language or slang, like yaar ,princy ,shit etc.
- ☐ Don't loose your temper and calmness
- ☐ Don't ridicule or make fun of any member
- ☐ Don't impose on others yourself or your arguments
- ☐ Don't interrupt a participant, unless he finishes his speaking.

The DO'S

- ☐ Stick to the point and address the group as a whole.
- ☐ Be logical while reasoning.
- ☐ Be assertive while putting your views.

- Listen to others attentively
- Motivate others to speak.
- Keep calm and polite.
- Be positive and provide full contribution to the entire discussion.
- Use body language to your maximum advantage.
- Speaking clear terms.
- Maintain a cordial atmosphere, cooperate with all, in order to reach the final goal.

Benefits of group discussion.

- It is a good way to engage the participants in a fruitful discussion.
- Group discussion generates a creative thinking in all participants, something beyond the obvious.
- Generate more ideas and as structured presentation of topic.
- Improves analytical abilities to think on a particular given topic.
- Provides different approaches to a topic.
- Improves confidence in public speaking platform.
- Can alter our perspectives as well

Practice:

Examinations: has it killed education

Introduction:

- **Ancient China was the first country in the world that implemented a national wide standardized test, which was called as 'Imperial examination' in 605 AD. The purpose of this examination was to select candidates for specific positions in the govt. This examination system was later applied to education.**

Point 1:

examination has killed education, especially in India. It's because our education system solely concerns more theories than practical knowledge about the subject. The innovative ideas of the students are buried inside.

The students of this generation go on completing the whole syllabus one night before the exam, they just memorize the concepts and don't understand the practical implementation of them.

Parents pressurize their children to get good grades and keep on comparing with other students, which causes anxiety, depression, and frustration.

So, I think exams should be a test of knowledge and shouldn't turn out to be the reason for depression.

Point 3:

I believe the method by which an exam is conducted has downgraded the value of the subjects taught to us. It is just a practice of memorizing and summarizing the content in the answer paper which evaporates immediately.

Of course, our curriculum needs major improvements, but the basic knowledge shouldn't be ignored at any cost.

What I would suggest is that schools should give all the necessary tools required to solve a problem given in an exam and let the students deduce the solution by applying their knowledge gained during lectures.

Point 2:

Personally, I think, the examination has killed the talent of a lot of students because still some students have that kind of knowledge which they expressed more freely through practical than theory.

Lots of students only get marks rather than theoretical knowledge and at the time of the interview they failed because at that time your practical knowledge matters and that you can express freely because you experienced it.

If exams are conducted, then they should focus 20% on theory and 80% on practical including viva.

Point 5:

These days examination becomes a means for judging our memory power and not for knowledge obviously, I am not talking about all exams but for many examinations. Its pattern completely changed our mindset and thinking ability that's why we can say that it killed education. It is a consequence of our education system.

Our education system should be changed that will change our mindset and increase our thinking capability. According to it, the exam pattern should be.

Point 8:

Examinations are essential to promote one to work regularly and responsibly, it is needed to keep someone on track of working out things better, yet we have also seen that these a time either the parents are giving lot a pressure to their child to retain a good position in this competitive world which may sometimes be depressive, or child is taking itself as pressure which comes out as a suicidal and harming event, what I think is a matter of concern.

Point 4:

According to me, everything has both good and bad sides.

Yes, all the students are not in the same category. Some of the students they like to read and prepare for exams and accordingly they sit the exam, they get their result and some of the students they are not very attentive only at the time of exam they read and manage their exam and maybe they pass.

But some of the students are very regular. Sometimes they get upset because maybe he or she does not get the marks as per their expectation but those not regular in their study he/she gets good marks. Sometimes we see some of the students are very nervous.

Maybe they are regular but at the time of the exam, they can't compete so maybe they fell ill. But without education authority cannot get the chance for the next class.

We see some of the students have very good knowledge and are very regular in their study but at the time of exam they don't get results as per their expectations but some of the students they don't want to read but at the time of the exam, they get very good marks. As they get the good marks, they can get a chance anywhere but fewer marks. He will not get a chance I e Sometimes students get upset.

Point 10:

I Don't think so, Examination is the way for a student to express their capabilities, although it's never about that study one night before exams.

Being competitive is not the crime, competition is important not only in exams but also in real life. We as a student should understand that only one examination can't decide our abilities, there are a bulk of opportunities waiting for us.

We learn from exams many things like how to be punctual, how to finish our work in time, how to prepare for something important to get a good result.

Point 9:

According to my point of view, yes examination kills education. Education is gaining knowledge and knowing everything in this world. But our education pattern depends on mark basis. Mark is more important than learning new things. Students must not be blamed; the education system must be blamed. They are given a syllabus and it must be learnt. In the state board system, every answer must be given what is given in the book. Students mug up their answers and write their exams. In our education system, practical knowledge is very much less than theoretical knowledge. Students' innovative ideas are buried inside their hearts because of the education system. Education system must be changed. Average student and dull student are more brilliant than the topper. Everyone is excellent in their own ways. Never blame any student for not scoring the mark, their interest is different. They are very smart. So, I request parents, teacher not scold students for not scoring enough marks.

Point 6:

I think so no, because exams help us to improve our memory power and sharpen our brains. It helps us to know how much we were attentive in class. Exams are not only about marks, but they are also all about expressing our brain's memory to the teacher.

In case of higher studies, we must give these exams. There are many countries in which exams are not held because their literacy/economy rate is low. It also checks how we can improve ourselves. And tells in which subject we need to practice more.

It also helps to improve our mistakes. In some exams, like English, Hindi, we get life skill questions, in which we can express our views. Also, we develop a speed of writing day, which in future helps us a lot. So, at last, I would say that exams are making me strong for education. Examinations help to evaluate an individual academically.

Point 7 -

I want to say that examination is the best way to check if the student knows what he/she grasp in a month or year. It checks the capability of a student. Exams help in facing competition.

Some students study because of fear of failing in exams, not to learn something. Exams help the students stay connected to their books. If there are no exams, most of the students aren't concerned about studies.

Through Exams students can know the areas in which they are weak, so that they concentrate more on those areas.

Conclusion: -

Examinations are not killing the education, but the pattern of exams is killing it. Questions must be in a way that checks the students' understanding of the subject. The weightage of practical should be more than the theoretical subjects. Exams must include projects, assignments, and presentations to judge the actual worth of a student.

In Favor: -

- Most of the exams' pattern is not up to the mark to evaluate the real capabilities of the student.
- Present examination system in schools is encouraging cramming.
- There are many exams annually like daily, weekly, and monthly tests. So, students barely have any time for extracurricular activities.
- In present generation, schools and colleges are pressuring everyone including kids to get above 90%.
- Most of the private colleges are not conducting practical, they are just focusing on theoretical subjects to make their students toppers so that their college can become famous. By these students are not knowing the applicability of subjects.
- Because of excess pressure of examinations some students are committing suicide.
- Many Evaluators are giving marks based on number of sheets without seeing the actual content. This discourages the students who have real worth.

In Against: -

- It helps the student understand the pressure which he/she will face in their professional lives.
- If we qualify a person without exams, it may lead to critical situations like a doctor would kill many of his patients.

Activity 7

Aim: Mock Interview

Objective:

- (i) Getting the most of your interview preparation.
- (ii) Making right first, second and third impression.
- (iii) Learning how to tackle interview nerves.
- (iv) Taking care of interviewer.
- (v) Becoming a good storyteller.
- (vi) Handling rejection.

Do's:

- ☐ Express yourself clearly with a strong voice, good language, and grammar.
- ☐ Pay close attention to your personal appearance, dress to your advantages.
- ☐ Research the current industrial trends, company, and the job profile before your interview.
- ☐ Dress appropriately for the industry and arrive 10 minutes early. Know how long it takes to get there, park, find a rest room to freshen up, etc.
- ☐ Be sure to give a firm handshake, smile, maintain eye contact and have positive body language.
- ☐ Listen carefully to questions and if you don't understand a question, politely ask for clarification.
- ☐ You can't know everything. So, if you don't know the answer, say no politely. Don't try to give wrong answer or mislead the interviewer.
- ☐ Be honest about your background and experience.
- ☐ Do express yourself clearly with a strong voice and good diction and grammar.
- ☐ Do pay close attention to your personal appearance, dress to your advantage
- ☐ Do fill out applications neatly and completely.
- ☐ Do have as much knowledge about the industry, employer, and position as possible.
- ☐ Do display a sense of humor.
- ☐ Do display self-confidence.
- ☐ Do bring a pen and small notebook with you to the interview.
- ☐ Do remember the interviewer's name and use it during the interview.
- ☐ Do take time to think before answering difficult or unexpected questions.
- ☐ It is important to make an eye contact with the interviewer as you speak, which shows that you are confident and honest.
- ☐ Express authentic interest in this position you have applied for. Tell the interviewer about the inherent aspects of the job, which are of particular interest for you.
- ☐ At the end of the interview, it is likely to be asked, "do you have any questions for us?" This is the right time to ask any relative questions you have about the company or position.
- ☐ Thank the interviewer for his / her time.
- ☐ Do contact the employer by phone if the interviewer does not contact you one week after the time from which he or she indicated you would be notified.

Don'ts:

- Research the current industrial trends, company, and the job profile before your interview.
- Dress appropriately for the industry and arrive 10 minutes early. Know how long it takes to get there, park, find a rest room to freshen up, etc.
- Be sure to give a firm handshake, smile, maintain eye contact and have positive body language.
- Listen carefully to questions and if you don't understand a question, politely ask for clarification.
- You can't know everything. So, if you don't know the answer, say no politely. Don't try to give wrong answer or mislead the interviewer.
- Be honest about your background and experience.
- Do express yourself clearly with a strong voice and good diction and grammar.
- Do pay close attention to your personal appearance, dress to your advantage
- Do fill out applications neatly and completely.
- Do have as much knowledge about the industry, employer, and position as possible.
- Do display a sense of humor.
- Do display self-confidence.
- Do bring a pen and small notebook with you to the interview.
- Do remember the interviewer's name and use it during the interview.
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- Thank the interviewer for his / her time.
- Do contact the employer by phone if the interviewer does not contact you one week after the time from which he or she indicated you would be notified.

Strength:

- Confident response.
- Precise answer.

Weakness:

- Use of body language.
- Could have explained a little more.

Mock interview:-

Mike: Good Morning, John. I am Mike.

John: Good Morning.

Mike: How are you doing?

John: I am doing fine. Thank you.

Mike: How was the traffic coming over here?

John: I am so glad that the traffic was light this morning. No traffic jam and no accidents.

Mike: That is good. John, let's start the interview. Are you ready?

John: Yes, I am.

Mike: First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible.

John: Please, tell me a little bit about the position.

Mike: It is an entry-level position. The new employee will have to work closely with the Accounting department. He will also have to deal with the bank on a daily basis.

John: What type of qualifications do you require?

Mike: I require a four-year college degree in Finance. Some working experience would be helpful.

John: What kind of experience are you looking for?

Mike: Doing office work is good. However, since this is an entry-level position, I do not require a lot of experience. I am willing to train the new person.

John: That is great!

Mike: John, tell me a little bit about yourself.

John: I was a student at West Coast University, and I just graduated with a Bachelor degree in

Finance. I have been working part-time as a payroll clerk for the last two years.

Mike: What are you looking for in a job?

John: The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.

Mike: Anything else?

John: I also hope that it will help me grow in my field.

Mike: What are your strengths? Why should I hire you?

John: I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.

Mike: OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?

John: No, I do not.

Mike: Can you handle pressure?

John: Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

Mike: Do you still have any questions for me?

John: No, I think I have a pretty good understanding of the job. I believe that I can handle it with ease, and I hope to have the opportunity to work for you.

Mike: John, nice meeting you. Thank you for coming.

John: Nice meeting you too. Thank you for seeing me.

Result:

Mock Interview was successfully conducted.

Activity 8

Aim: To Prepare and perform a speech.

Objective:

- To analyse and adapt message to audience.
- Develop the process and elements of the effective speaking.
- To prepare and purpose various methods of speech organisation.
- To develop an understanding of effective non-verbal expression including vocalic, kinesics, eye contact and appearance.

Practice Speech:

Topic: "Child Labour "

My warmest greetings to everyone present. I would want to thank all of you for taking out time to be here with me.

Today, I wish to shed some light on a topic that has always been a difficult one to talk about; that is, Child Labour. Child labour is a disease that continues to affect our society to date. It is a menace that is deep-rooted and has led to a shackled society. A society where children are forced to replace learning with earning, joyous life lessons with complaints and childhood with premature adulthood.

Child labour is a grave concern. According to the international labour organization, around 33 million children in India alone are engaged in the practice of child labour. The reasons are pretty evident yet the reforms and measures to create more stringent laws and spread awareness seem to be missing. There is a need to bring an inexorable decline in child labour but this will not be possible until the root cause of this menace is treated.

Poverty, debt, illiteracy, corruption, poor implementation of schemes and laws, failed family planning, etc., are some of the reasons why child labour has become a permanent problem. The solution to these problems is not immediate. Reform has to be done gradually and consistently. It is particularly inhumane to make kids work at factories and put their lives in danger at an age where they should bask in the sun and lead a worry-free life.

As you complain about the minor things in life, there are thousands of barefoot kids that toil day and night in horrendous mine temperatures surrounded by explosives and toxic gases. What did they do to deserve this? Is it not your duty to help them?

I'll leave you to think about it and with this thought, I would like to end my speech.

Thank you.