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**BASICS OF COMMUNICATION AND SOFT SKILLS**

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## **UNIT I**

### **Introduction and Scope of Communication**

**Ques. Define Communication and Describe the process of communication.**

**Ans. Introduction: Definition and Scope of Communication**

Today's world and its economic and political systems depend heavily on communication. How one communicates one's thoughts, ideas and emotions to others is integral to striking a deal, negotiating a business contract and conveying one's intentions. It is important that what one wants to communicate is conveyed in a lucid, simple, precise and matter-of-fact manner without any miscommunication or misunderstanding.

Human communication is the process by which thoughts and feelings of one person are conveyed to others with the help of verbal and non-verbal symbols. This process also involves giving and receiving information, persuading others and improving human relationships. In spite of many technologically advanced tools used in communication, language remains the most important element in the process of communication. Communication has been in existence since pre-historic times, as it is a basic human need. As the skills of writing developed, the use of signs and symbols to transmit messages also developed and later, these were replaced with words that led to written script.

Initially, communication meant public speaking or oratory. in which rhetoric and speech were emphasised. With the interdisciplinary approach becoming important in the study of communication, psychologists and sociologists believe that not only verbal skills, but attitudes, persuasive skills and behavioural changes also create an impact on communication.

Thus, the scope of the term 'communication' has broadened in its meaning to include transfer or sharing of knowledge, important ideas and attitudes, that is, an exchange of meaningful information in an effective way.

In today's world, English is used as a lingua franca (a common language used by speakers of different languages) whereby it is shared among many groups of native speakers and is used as a common language by non-native speakers of different languages. It has also become the language of international networks, financial markets, transnational corporations, the Internet, scientific and scholarly discourses and a host of other transnational transactions.

In order to understand the complexity of communication in today's world, we may identify the following components of communication for further analysis. They are

- Sender
- Receiver
- Message
- Context
- Channel
- Culture and social/business space
- Feedback or impact.

Analysing some of the definitions of communication, we notice that it has the following features:

Communication is considered a two-way process; it involves a minimum of two people, the sender and the receiver.

It is purposeful. The sender transmits/conveys/sends the message in order to establish common and shared knowledge.

It involves thoughts, feelings and emotions.

It is goal oriented and should have a predetermined objective.

It should have a shared code between the sender and the receiver. Knowledge can be shared only if the receiver understands the meaning of the message, which means that understanding the meaning of the message is as crucial as its transference.

The receiver provides feedback regarding the message received.

While communicating, there are chances of misunderstandings that may occur due to misinterpretation of the message.

## Effective Communication

### Ques. What are the tips of effective communication?

#### Ans. Tips for Effective Communication

Communication is a process through which we convey our message(s) to others. However, as we have discussed, we also face major barriers to communication, barriers that slow down this process and make the process ineffective. It is important that we overcome these and learn to communicate effectively. One must be conscious of the importance of effective communication as a skill that is evaluated along with other skills in the job market. This section presents a few tips to help you make your acts of communication effective. However, this is not an exhaustive list but a few indicators.

- The sender of the message should be able to use the language suitable for the message and the context. The speaker should choose his/her words carefully, being fully aware of the context. He/she should not use technical jargon unnecessarily.
- Making grammatical and spelling mistakes in conveying messages can create barriers. Language skills come in handy here: if one of the participants in the process does not have sufficient language skills, the communication process will break down. Hence, sharpening one's language skills is of utmost importance.
- In written communication, one needs to be careful in using language and register appropriate for the context. It is important to master the various formats, styles and conventions used in formal and informal writing.
- It is important that the sender of the message is able to encode the message effectively. One needs to be clear about the purpose and the content of the message.
- Make communication goal oriented. Relational goals come first and pave the way for other goals. When the sender and the receiver have a good relationship, they are more likely to accomplish their communication goals than otherwise.
- To be an effective communicator, you need to be an effective listener. To be an effective listener, you need to anticipate the message, make and confirm predictions and inferences, interpret the message effectively, summarise it, and evaluate and analyse the information you have received.
- The verbal expression of the message should be followed by In fact, non-verbal cues speak louder appropriate non-verbal codes. In fact, than words. These cues include appearance, facial expressions, gestures, posture, eye contact, etc. Also make effective use of intonation, tone, right pronunciation, pitch, and the proxemics involved in the communication.

- Communication should be approached as a creative process rather than as a chore. Experiment with communication alternatives, What works with one person may not work well with another. Use different channels, and listening and feedback techniques.
- Overcome physical barriers. Noise, distance, physical discomfort, environmental conditions, etc., create barriers to communication The receiver may not be able to hear and understand the speaker due to these reasons. Hence it is important to choose the right space and setting for communication.
- It is important to develop interpersonal skills and a positive psychological attitude to maximise the effect of your communication. Fear, anxiety, shyness, complexes, personal prejudices, stress, lack of self-confidence, etc., impede communication.
- Sociocultural barriers also influence interpersonal relationships and communication. One needs to overcome class conflicts, caste divides, cross-cultural differences, socio-cultural codes and conducts, to be an effective communicator.
- In the professional sphere, it is important to ensure that the flow of communication within an organisation is not impeded by ineffective management or organisational hierarchies.
- Finally, it is also important to accept that miscommunications happen often. Even the best communicators fail at times to send out clear, purposeful and meaningful messages. One must be able to accept this reality and possibility, and constantly work at one's communication skills. If a miscommunication occurs despite your efforts, evolve ways to minimise the damage and manage the negative impacts.

## **Verbal Communication**

**Ques. Discuss the various types of communication, including verbal and non-verbal communication.**

**OR**

**How is verbal communication is different from non- verbal communication?**

Ans. Communication is of two types: verbal and non-verbal. The verbal aspect of communication refers to spoken and written communication, while non-verbal communication

includes posture, gestures and facial expressions, which are also referred to as 'body language'. For your communication to be effective, you need to make the best use of both these aspects.

### **Verbal communication**

There are different kinds of verbal communication:

- a. formal and informal communication
- b. one-way and two-way communication

### **Formal and informal communication**

The kind of language you use depends on the context of communication. When you speak to an older or senior person, you use language that shows your respect as well as your personal, social or cultural distance from them.

When you speak to a friend, your younger brother or sister, a classmate or colleague you can use an informal variety of language, which indicates your closeness to the person.

The following are some examples of the language used in formal and informal communication.

- 1. We request our distinguished participants to assemble on the first floor. (formal)
- 2. Come on, friends, move to the first floor! (informal)
- 3. We extend to you a cordial welcome. (formal) Welcome everyone! (informal)
- 4. Would you mind passing the salt? (formal) Can you pass the salt? (informal)
- 5. How do you do? (formal) Hello!/Hi! (informal)
- 6. Well, that's very kind of you, but I'm afraid I have another appointment this evening. (formal)
- 7. Thanks, but I'm having dinner with Anu today. (informal)

Note that in the above examples, the first sentence in each pair illustrates a formal style of communication while the second one is an example of an informal style. When you communicate with others, choose an appropriate style of language. Avoid using too formal or informal a style in your written correspondence and in everyday spoken communication.

### **One-way and two-way communication**

There are many contexts in which communication proceeds only in one way. Reading a book, a journal or a newspaper is a common example of one-way communication. This is also the case with all forms of written communication. There are also instances of one-way communication

in speech, such as radio or TV announcements, advertisements, formal speeches, etc., where the receiver has no opportunity for spontaneous response. Note that communication is, by definition, mutual or reciprocal, and therefore you should formulate your strategies of communication appropriately.

### **Non-verbal communication**

When a baby cries, without using any language, the mother can spontaneously understand its needs. When your teacher has a serious expression on her or his face, you can understand that she or he means business. You can also communicate what is in your mind by raising your hand, nodding, coughing or by rising from your chair. All these are instances of non-verbal communication. You can use your eyes, head, facial expressions and posture to enhance your communication.

During communication, one must not only use non-verbal cues but also note the non-verbal responses of the receiver(s). For instance, when people are bored they may yawn in the midst of a serious lecture, if they are excited or enthused, they may clap or whistle. These signals offer valuable feedback to the sender of the message.

You also need to be aware of cultural differences when using or interpreting body language. For instance, shaking the head while speaking or listening to someone speak, which is widely understood and accepted in Indian culture, is not used in other cultures, and it is therefore likely to cause confusion. While eye contact, facial expressions, body posture, gestures and dress are obvious non-verbal communication cues, others that strongly influence interpretation of messages include the tone, volume and pitch of the speaker's voice. Verbal and non-verbal communication may occur together, for instance, when you meet a friend after many years, you may shake hands warmly and ask her or him, "Where have you been?"

Non-verbal communication does not use words. It has five broad components: Kinesics, Proxemics, Chronemics, Paralanguage and Appearance.

**Kinesics:** Kinesics involves gestures, postures, facial expressions, body language, etc. Gestures like shaking a fist to show anger, nodding one's head in agreement, etc., denote specific messages. However, not all gestures have specific meanings. Many gestures are abstract and may not carry any specific meanings. Postures reflect your body position, and they add to the communication process by reflecting your state of mind, attitude, etc. For instance, a straight, erect posture conveys your confidence. On the other hand, a discouraged, tired and worn-out person can be identified by his/her drooping shoulders and protruding stomach. Eye contact is also an important element. Looking straight into the eyes and saying something signals trust



and truthfulness. One's biggest feedback marker for a sender. If the eyes of the recipient wear a blank expression, the message has probably not been received or comprehended.

**Proxemics:** This refers to the distance that we keep from others during the communication process, and shows the relationship we share with the receiver of the message or the subject we are discussing. Anthropologist Edward T. Hall has categorised four zones in which social interaction takes place: intimate (reserved for members of the family and other loved ones), personal (for talking with friends privately), social (for acquaintances, fellow workers and strangers), and public (for use in the classroom and for speeches before groups).

You need to also keep in mind that these zones also differ culturally. For instance, an American or British person may not stand as close to another person while speaking as they do in India. The space created for the communication is also important. For instance, a manager creating an open office space without any partitions seeks to encourage an unrestricted flow of communication and work among different areas.

**Chronemics:** It deals with time. The way we structure and use time conveys our personality and attitude. For instance, if a person gives a visitor an appointment and has a long interactive session, then it sends a clear message of the person's interest in the topic and respect for the visitor.

**Paralanguage:** Paralanguage deals with vocal qualities such as volume pitch, rate, pronunciation, stress and intonation patterns. The quality of the voice determines the effectiveness of the message. For instance, using a high pitch reflects helplessness, tension and nervousness. The tone of the voice can also reveal disbelief, astonishment or a questioning attitude. To be a successful speaker, one has to use all these elements effectively. Recording your own voice and analysing it is an effective way of evaluating your voice modulation.

**Appearance:** Your appearance during the course of communication also reflects your personality. One's appearance may put the receiver in a receptive or a hostile mood. Appearance always forms the first impression of a presenter in the minds of the audience. A well-dressed, elegant person therefore makes a good impression on the audience. Certain dress codes have been established for formal and informal occasions. Generally at the workplace people are formally dressed. Situations dictate the type of clothes one needs to wear. For instance, during interviews, presentations or during formal situations, it is understood that formal clothes need to be worn.

## Process of Communication

### Ques.Describe the process of communication.

Ans. Look at the process of communication as represented below:

Encoder/Sender > Message/Information > Decoder/Receiver

The above diagram depicts the three factors essential for communication: the sender (i.e., the speaker or writer), the message (ie, information or knowledge to be sent or imparted) and the receiver (i.e., the listener or reader). One may divide the process of communication into six essential steps:

**Ideation:** The first step in the communication cycle is for the sender to have an idea that s/he wishes to communicate. The sender may be an individual or a group of people. It could also include mass media, a business organisation, a government, educational, religious or political organisation, etc. The sender's idea is to be sent to the receiver through an appropriate channel. This first step is called ideation.

**Encoding:** The sender's idea is converted into a message which can be transmitted. This step is called encoding. Here the sender has to take care of the symbols and signs to be used for encoding. The sender should also ensure that these symbols and signs are familiar to the receiver, for the process of communication to be effective. To encode is to put an idea/thought into words, images, or symbols, which would be acceptable to the receiver. It is only after encoding that an idea takes the form of a message. Encoding thus is a process of packaging an idea into a message to be conveyed.

**Channel:** The message is transmitted through appropriate channels/ media. The medium/channel is the means of communication, such as spoken, written, electrical, digital, etc. Depending on the purpose of the message, the sender selects the best medium that suits the message.

**Decoding:** Once the message is received by the receiver, the receiver has to understand the original idea. For this, the receiver will decode the message. Accurate and effective communication can occur only when both the sender and the receiver attach the same or similar meanings to the symbols in the encoded and the decoded message.

**Feedback:** For the process of communication to be complete, the sender has to receive a response from the receiver, which is called feedback. In this step, the receiver relays information back to the sender. In this step, their roles are actually reversed: the receiver takes

on the role of the sender and the sender now receives a message. This is the most essential step in the entire communication process since it completes the cycle of communication.

An inadequacy or defect in any one of these factors or processes will lead to a breakdown in communication. Thus, if a speaker or writer is not clear about his or her message or if he or she has no control over the medium, there is likely to be a breakdown in communication. Similarly, if the medium is not clear and is affected by disturbances, communication fails. Further, if the message or information itself is too far removed from the context, not much communication can take place. Finally, if the receiver is not alert or is unable to interpret the message due to either external or internal limitations, the message may not be received.

To sum up, in order for it to be effective, communication must be closely linked to the following factors:

- the medium (spoken or written)
- the nature of the message (or information)
- the context of communication

## **Barriers to Communication**

**Ques. Write a note on the barriers to communication. Describe any four in detail, adding examples from your experience.**

Ans. The following factors can impede communication. Study them carefully and try to overcome them.

### **Semantic/Linguistic**

If we do not have a reasonable command over the language or if the language used is very poor, there could be a breakdown in communication, because the receiver(s) may not understand the meaning of the message.

### **Distraction**

Inadequate attention during the delivery of a message leads to misunderstanding or partial understanding of the message. For instance, looking down at a cell phone while talking to someone does not allow the receiver to either hear your message correctly or even be interested in your message as your non-verbal cues indicate disinterest from the sender's side.

### **Improper feedback and clarification**

Failure to give immediate feedback may lead to misunderstandings. For instance, not asking a question about something you do not understand in class can lead to your teacher thinking there are no doubts about what is being taught.

### **Physical barriers**

Physical barriers to the transmission of messages include background noise, facing the wrong way, talking too softly and physical distance.

### **Mechanical barriers**

Typographical errors and poor or illegible print cause problem written communication.

### **Medical Problems**

Loss of hearing and various mental disorders can hamper communication.

### **Communication apprehension**

Fear and anxiety associated with communication, known as communication apprehension', often acts as a barrier.

### **Lack of interest**

Lack of interest in the topic or clash of interests might make the use of language less persuasive.

### **Sociocultural norms**

Very often certain words or phrases and even certain non-verbal gestures and cues differ across social and cultural contexts. For instance, the head shake we perform in India to indicate agreement in certain situations cannot be understood by someone from America or Japan. There one nods one's head up and down clearly to indicate agreement or assent. Therefore, differing customs and understanding of words and phrases across social and cultural contexts can prove to be a significant barrier to communication.

## UNIT II

### SUBJECT VERB AGREEMENT

Subjects and verbs must agree in number. In addition to the explanations on this page, also see the post on [Subject—Verb Agreement](#).

If the subject is singular, the verb must be singular too.

Example: She writes every day.

Exception: When using the singular "they," use plural verb forms.

Example: The participant expressed satisfaction with their job. They are currently in a managerial role at the organization.

If the subject is plural, the verb must also be plural.

Example: They write every day.

Sometimes, however, it seems a bit more complicated than this.

When the subject of the sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

Example: The doctoral student and the committee members write every day.

Example: The percentage of employees who called in sick and the number of employees who left their jobs within 2 years are reflective of the level of job satisfaction.

When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

Example: Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.

Example: An assumption is something that is generally accepted as true and is an important consideration when conducting a doctoral study.

When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

Example: The student, as well as the committee members, is excited.

Example: The student with all the master's degrees is very motivated.

Example: Strategies that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.

Example: The focus of the interviews was nine purposively selected participants.

When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

Example: The chairperson or the CEO approves the proposal before proceeding.

When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.

Example: The student or the committee members write every day.

Example: The committee members or the student writes every day.

The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

Example: Each of the participants was willing to be recorded.

Example: Neither alternative hypothesis was accepted.

Example: I will offer a \$5 gift card to everybody who participates in the study.

Example: No one was available to meet with me at the preferred times.

Noncount nouns take a singular verb.

Example: Education is the key to success.

Example: Diabetes affects many people around the world.

Example: The information obtained from the business owners was relevant to include in the study.

Example: The research I found on the topic was limited.

Some countable nouns in English such as earnings, goods, odds, surroundings, proceeds, contents, and valuables only have a plural form and take a plural verb.

Example: The earnings for this quarter exceed expectations.

Example: The proceeds from the sale go to support the homeless population in the city.

Example: Locally produced goods have the advantage of shorter supply chains.

In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

Example: There is little administrative support.

Example: There are many factors affecting teacher retention.

Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

Example: The group meets every week.

Example: The committee agrees on the quality of the writing.

However, the plural verb is used if the focus is on the individuals in the group. This is much less common.

Example: The committee participate in various volunteer activities in their private lives.

## SIMPLE COMPLEX AND COMPUND SENTENCE

### Simple Sentence

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of **simple sentences** include the following:

1. Joe waited for the train.  
"Joe" = subject, "waited" = verb
2. The train was late.  
"The train" = subject, "was" = verb

3. Mary and Samantha took the bus.  
"Mary and Samantha" = compound subject, "took" = verb
4. I looked for Mary and Samantha at the bus station.  
"I" = subject, "looked" = verb
5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.  
"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

Tip: If you use many simple sentences in an essay, you should consider revising some of the sentences into compound or complex sentences (explained below).

The use of compound subjects, compound verbs, prepositional phrases (such as "at the bus station"), and other elements help lengthen simple sentences, but simple sentences often are short. The use of too many simple sentences can make writing "choppy" and can prevent the writing from flowing smoothly.

A simple sentence can also be referred to as an **independent clause**. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

## 2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.



2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

## Complex Sentence

A complex sentence, according to the Oxford Learner's Dictionary, is defined as one "containing one main part (main clause of a sentence) and one or more other parts (called affixes or subordinate clauses)". According to the Collins Dictionary, a complex sentence is defined as "a sentence containing at least one main clause and one subordinate clause." The Macmillan Dictionary defines a complex sentence as "a sentence consisting of an independent clause and one or more subordinate clauses."

Complex sentence examples

While you cook dinner, I'll set the table.

Can you wait until I get back?

The bag that has a blue strap is mine.

After Ramit left, we went to the deli because we were hungry.

## IDIOMS AND PHRASES

An idiom is a group of words in a fixed order whose meaning cannot be understood by combining the meaning of each word. For example,

'to bite the bullet' means to accept something unpleasant without complaining. Idioms have figurative meanings, which have become fixed through common use.

Idioms can be grouped into different kinds according to their structures.

those consisting of a verb and an object: tie yourself up in knots (become very confused when trying to explain something), look straight through someone (behave as if you do not see someone), speak your mind (state your opinion openly) those consisting of a simile: as bold as

brass (very confident and not showing enough respect), a list as long as your arm (a very long list), like a fish out of water (uncomfortable among people who are different from you)

those consisting of a preposition and a noun phrase: in leaps and bounds (very quickly), in the long run (a long time from the present), at the crack of dawn (very early in the morning)

those that are compounds: a long face (look sad and gloomy), odds and ends (small things of many kinds without much value), an uphill battle (something that is very difficult to do and needs a lot of determination)

those that are strings of adjectives or nouns: bread and butter (an activity you do to get you money for your basic needs), cool, calm and collected (relaxed, not nervous), fast and furious (full of speed and excitement)

over spilt milk (to waste time feeling sorry about a mistake that donot be corrected); Birds of a feather flock together (used to talk about people who have the same beliefs, habits, etc.); The grass is greener on the other side of the fence (used to say that other situations seem better than yours, although they may not really be so).

When using idioms, which are fixed expressions, be sure that you have their meanings right and also that you are using them in their correct forms, without dropping, adding or replacing any word. You can usually guess the meanings of idioms from the context in which they are used. But when in doubt, refer to a standard dictionary to learn and check the meanings of idioms because they can be difficult and confusing to someone whose mother tongue is not English.

Look at some commonly used idioms, their meanings and examples of their use in sentences.

Idiom	Meaning	Example
a stumbling block	an obstacle	<i>Lack of money is the main stumbling block to the company's growth.</i>
back to square one	back to where one began	<i>I lost all the work I had done and am back to square one.</i>
be on cloud nine	be very happy about something	<i>Vinita is on cloud nine after winning the final match.</i>
breathe down someone's neck	follow someone very closely	<i>He was unhappy about his officer breathing down his neck all the time.</i>
build castles in the air	daydream	<i>Tony is always building castles in the air about starting a film company.</i>

### **Phrasal Verbs**

Phrasal verbs are combinations of a verb and a particle that, together, give you a single, independent unit of meaning, as for example in 'The wedding was put off until January' meaning 'The wedding was postponed until January' and 'Anita turned up at the party with a friend' for 'Anita arrived at the party with a friend. Thus, phrasal verbs are often synonyms of single verbs. You can form many phrasal verbs by adding different particles to the same verb, for example 'cut off', 'cut into', 'cut out', 'cut through', 'cut up'.

The particle in a phrasal verb is either a preposition, such as 'in' or 'on', or an adverb, such as 'up' or 'out' or a combination of an adverb and a preposition, such as 'out of. Look at the pairs of sentences below for examples of verbs followed by an adverb or preposition and of phrasal verbs.

- She ran out to play. (used in its literal sense of verb + adverb, meaning 'She ran outdoors to play.)
- She ran out of sugar and borrowed some from her neighbour. (phrasal verb with the fixed, independent meaning 'not have enough of something').

- He came into the room. (used in its literal sense of verb + preposition, meaning 'He came inside the room.')
- He came into some money when his grandmother died. (phrasal verb with the fixed meaning 'to get money, property, etc., after someone's death')
- We looked down and saw people and traffic on the road. (used in its literal sense of verb + preposition, meaning "We looked downwards...)

Here, we do not look down on anyone. (phrasal verb with the fixed meaning 'to think someone is not as good as you')

In the pairs above, we can get the meanings of the italicised words in the first sentences from the separate literal meanings of the verb and the following preposition/adverb. However, it is not possible to do this with the phrasal verbs in the second sentences, and we have to look up their meanings, which are abstract or idiomatic, in a dictionary. Phrasal verbs-which are sometimes less formal than a single verb (e.g. 'put off' for 'postpone' and 'turn up' for 'arrive') and also more economical than longer expressions (e.g., 'look up to' for 'admire and respect someone' and 'talk down' for 'talk to someone as if they were less clever than you')-therefore need special attention when you are building your vocabulary in English. There are three kinds of phrasal verbs.

The first consists of the verb and particle being used in their primary meanings, and the particle is obligatory when the verb appears with an object: 'switch off', 'listen to', 'agree with/to'. The second kind of phrasal verbs are those where the particle is not necessary (the verb can appear without it), but is added to strengthen the meaning of the verb: 'She yelled in pain' and 'She yelled out in pain', 'Drink your milk' and 'Drink up your milk'.

In the third kind, the primary meaning of the verb is completely changed, and it gets a new meaning as a phrasal verb: 'They put out (extinguished) the fire before it caused much damage' and 'I gave in (yielded) to the children's demand for a party'. It is not always easy to guess the meanings of some phrasal verbs, particularly those of the third kind, from the context. So it is best to look them up in a learner's dictionary if you are not sure.

Phrasal verbs, like the verbs in them, may be transitive or intransitive that is, they may be followed by an object or not.

- The sun has set. (intransitive)
- Be careful about your wound for it seems that an infection has set in. (intransitive phrasal verb meaning 'something unpleasant begins and seems likely to continue')

Transitive phrasal verbs are of two kinds: (a) when the object of the verb may or may not come between the main verb and the particle and (b) when the object cannot appear between the

two components. The two pairs of sentences below are examples of these kinds of phrasal verbs.

- Put out the clothes, will you?
- Put the clothes out, will you?
- The thieves broke into the room, **but not** The thieves broke the room into.
- He flipped through the pages, **but not** He flipped the pages through.

However, when the object of a phrasal verb is a pronoun, it always comes between the verb and the particle-the other option is not possible:

- She called me up. (**not** 'She called up me.')
- They gave it away. (**not** "They gave away it.")

Note that there are exceptions to all this, so you should be careful when inserting the object within a phrasal verb.

You can form nouns and adjectives from some phrasal verbs. In the case of nouns, there are two ways in which this happens. First, the phrasal verb is used as a noun, either with a hyphen or without space between the verb and the particle.

Someone broke in at the weekend and robbed the office. (break in verb: enter by force to steal money, valuables, etc.)

According to the police department, the break-in at the office happened on Sunday. (break-in noun: the act of entering a place by force to rob it)

I work out regularly to keep myself fit. (work out verb: to make your body strong by exercising)

I never miss my daily workout before breakfast. (workout noun: a period of physical exercise)

Secondly, some nouns are formed from phrasal verbs by reversing the order of its components.

He looked on as the men fought. (look on verb: to watch something happening without getting involved)

The onlookers stood in silence as the men fought. (onlooker noun: someone who watches something happening without getting involved)

You can also form adjectives from phrasal verbs. These are also written either as one word or with a hyphen between the verb and the particle.

- Admissions will go on through the week. (go on verb: to continue without stopping)

- The director asked for a summary of the ongoing discussions. (ongoing adjective: continuing)
- The car broke down just outside the city. (break down verb: of a machine, to stop working)
- They towed the broken-down car to the workshop. (broken- down adjective: a machine that has stopped working)

## One Word Substitutions

One Word Substitution is an essential topic of vocabulary. As the name suggests, questions based on this concept ask you to replace a given sentence with an appropriate word. One-word substitution is an important concept in the English language as it makes communication much more concise, lucid, and easy. One-word substitution refers to those types of questions where a sentence or a phrase is simply replaced by a word that describes the whole sentence. One-word substitution makes the sentence structure more precise.

One Word Substitution	Phrases
Aviation	Study of flying aero planes
Astronomy	Study of celestial bodies
Alchemy	The ancient search for a universal panacea, and of the philosopher's stone. The medieval version of the study of Chemistry
Acoustics	Study of sound and sound waves
Anthropology	The study of the evolution of mankind
Astronomy	Study of Stars
Botany	The study of plants
Biology	Study of Living Things
Calligraphy	Art related to ornate, good handwriting
Chronology	The science of time order
Demography	The study of statistics

Entomology	Study of science of insects
Ecology	Study of the relation between the organism and their environment

## HOMOPHONES

Homophones are words that have the same pronunciation, but different spellings and different meanings

Do not waste paper. (waste = spend thoughtlessly)

She tied a sash around her waist. (waist = part of the body between ribs and hips)

### Exercises

A. Fill in the blanks with the correct homophones from the options given in the box below.

road, rode
to, two, too
principal, principle
banned, band
board, bored
their, there, they're

1. I am \_\_\_\_\_ of \_\_\_\_\_ games.
2. She \_\_\_\_\_ her bike down the \_\_\_\_\_.
3. Our \_\_\_\_\_ is a lady of great \_\_\_\_\_.
4. \_\_\_\_\_ in garden over \_\_\_\_\_.
5. Did you buy \_\_\_\_\_ tickets \_\_\_\_\_ the show,?
6. Arjun's \_\_\_\_\_ was \_\_\_\_\_ from playing in the school.

## **HOMONYMS**

Homonyms are words that have the same spelling and the same pronunciation, but different meanings.

I wanted to lie. (lie say something that is not true)

I wanted to lie down. (lie assume a reclining position)

## **HOMOGRAPHS**

Homographs are words that have the same spelling, but different pronunciations and meanings.

- The wind is strong tonight. (wind = moving air )
- I forgot to wind my watch. (wind = twist or coil something)

1.She did not shed a single tear.

2.Do not tear the page.



## **UNIT III**

### **Comprehension Skills**

#### **Ques. Write a note on Comprehension Skill.**

Ans. We read to understand the ideas that a writer is trying to convey to us through words. Very often a writer has one main idea which is developed in different ways. Sometimes, however, the text may contain other ideas which are not related to the main idea. The most important skill required for reading is the ability to recognise the central idea, separating it from other ideas. You may find the main idea repeated several times, in different ways, when the writer thinks it is very important. Often, the writer gives instances to support a general statement. Look at the following example:

A lot of development has taken place in this village during the last five years, A new road has been built and three schools have been opened. A new hospital has also come up.

Here the second and third sentences provide supporting examples of the 'development that is mentioned in the opening sentence. Look at another example of the development of the main idea being handled in a different way.

You must develop the skill of reading. If you do not, you will miss a lot of interesting news which is published in newspapers.

Here the second sentence provides an argument, or reason, in support of the opening sentence. So another important skill you need in order to read well is the ability to understand how the main idea of the text is developed. Reading skills, like speaking, listening and writing, can be developed through practice.

#### **Developing Reading Comprehension**

Reading comprehension refers to understanding a passage or text that you read. Some texts are easy to understand and some are difficult. Comprehension depends on the subject matter-technical or non-technical-type of vocabulary and grammar used in the text, and your knowledge of the world. Reading a variety of texts will improve your comprehension and reading skills. Before reading the text, look at the title and ask yourself what do I know about this topic?

1. what is it likely to be about?
2. how is it likely to develop?

You can answer these by:

1. looking at the structure of the text: getting an overview of the text by looking at the headings,
2. highlighted words or points, if any;
3. reading the first and last paragraph of the passage:
4. examining captions and figures/illustrations, etc.

While reading the text itself observe the development of the main idea ,see how much the information matches your expectations of the text identify those areas which require detailed reading.

1. re-read difficult lines or paragraphs
2. make notes to understand the author's point of view or biases
3. towards against the topic
4. keep the purpose of reading in mind-are you reading for pleasure, reading for detailed comprehension, reading for academic study

### **Answering Comprehension Questions**

While reading a passage or text remember that you may be tested on the following points:

1. general understanding of the passage
2. understanding of what is explicitly stated
3. understanding of what may be inferred from the passage

4. understanding of details

5. author's opinions or perspectives

**When answering comprehension questions, try and follow these general guidelines:**

- Read the given passage carefully at least twice. The answer to most questions will be in the text or can be inferred from the information in the text.
- After you have read the text, look at the questions.
- Make sure you understand which sections are being referred to by each question.
- Depending on the question, you may need to skim or re-read parts of the text for the relevant information.
- Read the instructions for each set of questions carefully. Does the question have more than one part? Make sure you understand exactly what is being asked. Most questions will indicate how long your answer should be. Do not write more than you have to. Do not go off-topic.
- Write your answers in complete sentences and in the correct tense. If many points need to be mentioned, group them into appropriate paragraphs. Try to write answers in your own words instead of copying sentences from the text.
- Review your answers after you finish. Make corrections in spellings, grammar or punctuation if you notice them.
- Re-read the question to make sure you have answered every part of it. Also check to see if you have skipped any.
- Very often you might need to answer a certain number of questions in a limited time. Learning to manage your time is another important aspect of developing your skills at comprehension and answering questions. Allot each question an appropriate amount of time based on its importance and how long you think it will take to answer it. You could read the questions first before reading the passage to focus your reading and comprehension. If you are stuck on any one question, move to the next one. Come back to the unanswered questions once you have answered the ones you can finish.

## **Precis Writing**

### **What is Precis Writing? Describe characteristics of good précis writing.**

Precis is a French word, related to the English word 'Precis' meaning 'exact' or 'definite'. A precis is, thus, a brief summary of a speech or piece of writing, expressing all the main ideas or

points contained in the original. Precis writing is, naturally, a difficult intellectual exercise because it demands close concentration, clear thinking and the ability to present the main ideas precisely and effectively.

The importance of precis-writing is two-fold. First, it enables the reader to gain knowledge of the passage without going through it and thus saves a lot of his time and energy. Second, it helps in developing a proper mental discipline as precis-writing involves analysis, judgement and selection of what is important and then expressing concisely and clearly what has been said or spoken in a large number of words.

### **Characteristics of a Good Precis**

- In a good precis the main ideas should be arranged in a proper order. In a good precis all the essential points should be well-organised and well-knit.
- A good precis should contain all the main ideas of the original, omitting the unimportant details, digressions, examples, etc.

### **Requirements of a Precis**

- The precis of a given passage should be within the prescribed limit. Usually, it should be a third of the original in length. It should normally be contained in one paragraph.
- The precis should be given a suitable title or heading even if it has not been asked for. The title should clearly indicate what the subject matter is about.
- The language of the precis should be simple and straight-forward. As far as is possible, the precis should be in your own words. However, it makes no sense to change the original expressions just for the sake of changing them.
- Your precis should strictly contain the ideas of the original passage. It should be free from all personal views and comments. You should not add anything of your own.
- Your precis should be written in the indirect form of narration.

### **Method of Writing a Precis**

- Read the given passage carefully again and again until you have understood the main ideas clearly. Do not feel discouraged by difficult words. Your object is to form a general idea of the passage rather than to explain it. Try to know what the topic is and what the author is saying about it.
- Distinguish important facts from useless details. Write down the main points in the order in which they appear in the original passage.
- Arrange your main points in a logical sequence and write out a rough draft. Count the number of words you have used in your rough draft.

- Your rough draft may be a little longer or shorter than the prescribed limit and further compression or expression may be required. You can do so by changing your phraseology a little. Make a fair copy of your precis stating at the end the exact number of words you have used. While making a fair copy, you should use link words like "but", "and", "however", etc., to connect the main points so that your precis gives the impression of a continuous paragraph.
- Supply a suitable title or heading for your precis. Most of the passages set for the precis have a topic- sentence indicating the theme of the passage. A topic- sentence is usually found at the beginning or at the end. The first letters of the words of a title are normally written in the capitals except those of prepositions, conjunctions and articles.

Our main aim in making precis is to shorten it to one-third of its length in such a way that it contains all its main points. In other words we have to leave out two-third of its matter. The two-third portion which we have to leave out is that which is not much important.

#### EXERCISE 1

Make a precis of the following passage in about one third of its length and assign a suitable title: In your quest to become as happy and fulfilled in your life as you choose to be, you can be motivated by two types of need. The more common form of motivation is called imperfection or deficiency motivation, while the healthier variety is labelled growth motivation,

If you place a rock under a microscope and observe it carefully, you note that it never changes. But, if you put a piece of coral under that same microscope, you'll detect that it is growing and changing. Conclusion: The coral is alive, the rock is dead. The only evidence of life is growth! This is also true in the psychological world. If you are growing, you are alive. If you are not growing, then you might as well be dead.

You can be motivated out of a desire to grow rather than a need to repair your deficiencies. If you recognize that you can always grow, improve, become more and greater, that is enough. When you decide to be immobilized or to experience hurtful emotions, you've made a non-growth decision. Growth motivation means using your life energy for greater happiness, rather than having to improve yourself because you have sinned or because you are in some way incomplete. A corollary of choosing growth as motivation is personal mastery in every present moment of your life. Mastery means you are the decider of your fate. Word-Meanings: Quest

खोज: motivated प्रेरित; deficiency कमी, microscope

बनय, coral एक समुद्री जीव; evidence प्रमाण; immobilize निष्क्रिय करना; corollary परिणाम। सूक्ष्मदर्शी

Precis: Man's life is motivated by two types of need-imperfection or deficiency motivation and growth motivation. The second type of motivation is healthier because growth is an evidence of life. But a non-growth motivation means deciding to be immobilized or to experience hurtful emotions. Growth motivation means using one's energy for great happiness. By choosing growth motivation, a person becomes the master of the every moment of his life and the decider of his own fate.

Title: Growth Motivation.

## **Report Writing**

A report is a piece of writing that presents an account of an event, situation or process. It is usually prepared to provide information on and/or announce the result of an investigation, experience or finding. A report must be written in clear, simple language and in a direct style.

When writing a report, be clear about the following things:

(1) what the report is about (2) who it is meant for (3) what it will be used for

### **Official reports**

Official reports, also known as business reports or technical reports, are formal documents written in response to instructions received from someone in authority. They are also referred to as 'survey reports' because they are investigative in nature and are written after studying or surveying, for example, a subject area, a situation, or the working of an industry. It is essential for these reports to present facts clearly and concisely because they will be used to take decisions.

### **How to write official reports**

The first step in writing an official report involves the collection of data through investigations, inquiry, meetings, surveys, etc.

The second step is to arrange the information in the format prescribed to you. Note that there is no single fixed format for a report. The format of a report is decided by the authority commissioning the report, and you must always stick to the guidelines prescribed by this

authority. However, in case no format is specifically prescribed to you, then you may follow the format shown below ('General format for reports').

The style and tone used in such reports is usually very formal. An official report must be accompanied by a formal covering letter thanking the person/persons/organisation concerned for assigning you the task of making the report and stating your availability for further discussions and clarifications.

### **General format for reports**

Most reports have the parts listed below. You may use this as the format of your report in case no specific guidelines are given to you by the person/committee requesting the report.

From

To

Name, designation and affiliation of the person writing the report

Title

Date

Terms of reference

Abstract

Body

Name of the person/committee/organisation to whom the report is sent

Subject of the report

Date on which the report is published

Information on who authorised the report, why it was prepared (its objective), what the reporter was asked to survey, etc.

Brief summary of the body and conclusion of the report, so that busy senior officials and colleagues may get the essence of the report quickly, without having to go through the entire text of the report

Findings of the investigation

## Conclusion

Reporter's interpretation of the facts, along with comments and recommendations

Signature

Signature of the person writing the report

Look at the following sample report

From: Deepa John District Education Inspector Jalandhar

Date: 15 November 2022

To: Dr Shashi Prakash Chief Education Officer District Centre, Department of Education  
Jalandhar

Title: Primary education programme 2017-22: implementation survey

Terms of reference: As instructed by the Minister of State for Education, a survey was conducted to assess the implementation of the government's 2017-2022 primary education programme in four villages in the district.

Findings: The writer visited the four villages of Allowal, Chhokran, Sidhwan and Virk to observe and assess the programme. The findings of the study are as follows.

1. According to records maintained in the local panchayat offices, the number of students who enrolled in the academic year 2021-22 increased from 23 to 50 in Allowal, 14 to 47 in Chhokran, 22 to 70 in Sidhwan and 30 to 95 in Virk.
2. While a dropout of 7% was reported in Chhokran, the other villages were able to retain their initial strength for the entire course of the academic session.
3. It was confirmed that the mid-day meal scheme was being satisfactorily implemented in all the four villages.
4. Except for three cases in Allowal, primary schools in the villages had all the students vaccinated for typhoid and cholera.
5. It was verified that the free distribution of books and stationery was done in all four villages as per records.

Conclusion and recommendations: The government's programme for improving primary education in the state seems to have succeeded in Jalandhar district. It is recommended that



permission be granted for the recruitment of more trained teachers and for the sanction of funds for the renovation of school buildings in the villages where this study was conducted.

Deepa John

### **Exercises**

- A. You are the sports secretary of your college. Prepare a report on the sports activities conducted in your college. The report is to be presented during the annual day celebration.
- B. As the tour secretary of your college union, prepare a brief report on the recently conducted study tour to a place of historical interest.
- C. Prepare a brief report on the recently organised UGC-sponsored two-day national seminar on 'Engineering for rural spaces: Scope and challenges' held in your college.
- D. Prepare the annual report of your college's cultural association. The report could mention its purpose, the members of its organising committee, its activities, and plans for the coming year.

### **Essay Writing**

The essay is a long piece of composition on a theme or subject. The word 'essay' literally means an attempt' on a given topic. It is self-contained, that is, it has a beginning, a middle and an end. The beginning usually introduces the subject in general terms. The middle of the essay develops the theme and presents the writer's thoughts on it. Finally, the essay is brought to a close in a suitable concluding passage. There are several kinds of essays. But most of them would fall into one of four types: descriptive, narrative, expository and discursive.

#### **Descriptive essays**

These are essays that describe some object or place or person. Here the opening paragraph is written to introduce the general, identifying features of the subject that is being described; the paragraphs that follow it focus on the more specific aspects, and lead to the concluding paragraph that would sum up or comment in a general way on the subject. An example would be an essay on your college campus or one on a place that you have visited.

#### **Narrative essays**

As the name itself suggests, the aim of the narrative essay is to narrate or report an event. The arrangement is by the order in which the events occurred. The narration must be carried to a natural conclusion which satisfies the reader's curiosity. The essay may narrate episodes from

history, legend or someone's biography, an event such as an election or a basketball match or an incident such as a miraculous escape or a train accident.

### **Expository essays**

The purpose of an expository essay is to explain a subject or to define or interpret a term or concept. Its aim is to inform the reader. Expository essays can be written on a wide variety of subjects. Think about how an expository essay on earthquakes would differ from a narrative essay on an earthquake that struck a particular place.

### **Discursive or argumentative essays**

The aim of an argumentative essay is to convince your reader that the position you have taken on a subject is right. When writing an essay of this kind, you must state your position in clear terms, bring in evidence to support yourself and present your arguments in a logical manner. For example, the topic for a discursive essay could be "The mother tongue as the medium of teaching at the college level. These essays are also known as reflective essays.

### **How to write an essay**

Here are a few useful points to remember when writing an essay. An essay must have unity of theme, which means that you should have your aim clearly set down before you start writing. You can give emphasis to the main idea in the essay by placing it in a prominent position (for example, the beginning or end), either by giving more space to it or by directly stating it.

The beginning introduces the subject of the essay, the middle develops the theme and the concluding paragraph(s) take(s) it to a suitable close.

To ensure that your essay has the quality of balance, the points that are included in it must be given the treatment they deserve according to their importance. For example, avoid making your introduction so long that there is a delay in your getting to the main point.

For an essay to be coherent, arrange the ideas it contains in a definite order and also make clear the link between any two adjacently placed points.

An essay should not be loosely structured or rambling, and every part should contribute to its total meaning.

\* Most essays are written in a formal style. Thus, use complete sentences and avoid colloquial expressions and slang.

Follow the steps given below to help you write a well-developed essay.

Step 1: Specify the topic.

Step 2: Jot down relevant points.

Step 3: Order the main points as headings.

Step 4: Arrange the remaining points under the main headings to get an outline.

Step 5: Develop the outline into a complete essay.

After writing an essay, always read through your draft and revise it, paying attention to clarity and grammatical accuracy.

### **Model essays**

(1) Here is an illustration of the steps you can take in writing an essay. The topic is 'machine civilisation'

First prepare an outline of the main points and ideas. Using this outline, you can write the essay in full.

#### **A. Features of machine civilisation**

- short historical note.
- Industrial Revolution to early 19th century
- late 19th century and 20th century
- machines and modern industry
- machines in daily life
- machines have made the world smaller
- faster travel
- faster communication

#### **B. Advantages of machine civilisation**

- higher standard of living
- luxuries and comforts
- abundance
- faster travel: by land, air or sea
- leisure and entertainment
- radio, cinema, television
- books and magazines

#### **C. Disadvantages of machine civilization**

quality of life has fallen: life has become mechanical

- pollution
- noise
- craze for speed
- dependence on machines

Look at how the above outline has been developed into an essay.

### **Machine Civilisation**

The modern age is the age of machines. From the time the Industrial Revolution began in Europe, man's life has been changing in many ways. At first the change was slow. But in the second half of the nineteenth century, there was an increase in the rate of mechanisation, and as a result life began to change more quickly. During the last fifty years, machines of all kinds have become part of our daily lives and have transformed them in the most incredible manner.

Machines have turned human society from an agrarian into an industrial one. Today in countries like the USA, the UK and Japan, only a small section of the population is engaged in agriculture. Industry forms the basis of the life and progress of these nations.

Machines have changed the life of the individual too in many ways. Life at home has been made more comfortable, and the drudgery of household work has been removed. People travel to schools and offices in buses or trains, and spend their evenings in amusements made possible by machine civilisation.

The use of machines has made the world a small place. Distance has been conquered by modern means of transport. We can travel over the oceans of the world in a few hours. One of the most remarkable features of modern civilisation is the use of the electronic media of communication. The world has been rightly called an 'electronic village'.

When we think of these features of modern civilisation, we are tempted to ask ourselves whether they have made our lives better in quality. What benefits has machine civilisation bestowed on us?

One of the important benefits of machine civilisation is that our standard of living has improved. There is much more variety to be found in all spheres of human interest.

We have a wide choice of everything from wrist watches to ice creams, from fountain pens to flashlights. Food from any part of the world can be obtained in any season of the year. On our table we can have fruit from the Mediterranean, wine from France and cheese from Australia.

Mass production of goods leads to abundance everywhere. Articles can be produced in hundreds or thousands in modern automated factories. Scooters, television sets, air coolers and other articles that add to comfort and variety are available to anyone who wants them. Mass production helps to keep their prices within the reach of the common person.

A hundred and fifty years ago, people who wanted to travel had to depend on animals like horses and camels. Today we can choose our mode of travel. If we are very busy, we can travel by air. Or we can take a bus or a train, and enjoy a longer and more leisurely journey.

Machines save time, and therefore people have plenty of leisure today. Workers who stand for hours near a lathe or some other machine must surely have some means of relaxation at the end of the day. Machine civilisation has provided various forms of entertainment for these hours of leisure. There is the radio, which helps people to listen to programmes of music, sports commentaries or talks. The cinema is another popular form of entertainment. Television combines the features of the radio and the cinema and brings live pictures from far-off corners of the world (why, even from outer space) into our drawing rooms. Another way of spending leisure is to read books and magazines. Today books and magazines to suit all tastes are available in every important language of the world. These are some of the ways in which machine civilisation has improved our lives. But there is the other side of the picture too to be considered. People have had to pay a price for these benefits. Let us look at some of the objections to machine civilisation.

The chief criticism against machine civilisation is that while it has provided variety and abundance in our daily lives, the quality of life has deteriorated. Life has become artificial, and people themselves function like machines, repeating the same actions day after day. A worker operates a machine and produces 1,000 metal bolts every day; another worker attaches handles to the doors of 300 cars during a day's work. If we have got rid of the old drudgery of slow and difficult labour, we have now in its place the new drudgery of repetitive labour.

Another serious danger posed by the new civilisation is the harm done to the environment by the new way of life. The problem of pollution is causing alarm to ecologists and conservationists, people who want to preserve the balance and the beauty of the environment in which we live. The exhaust fumes from motor cars and factory chimneys fill the atmosphere with deadly gases. The waste products of industry pollute our rivers and even our oceans. Agricultural chemicals, like pesticides and weedkillers, get into our food and bodies. If this continues unchecked, there will be danger to all forms of life on earth.

A different kind of menace comes from noise. We are assailed by noise from all sides: from machines, from cars, from aeroplanes. Physicists have found that the level of this noise is so

high that our ears cannot tolerate it. 'Noise pollution' of this kind can lead to deafness, and can cause nervous diseases in people who are exposed to it.

Another factor of machine civilisation that affects our lives is speed. Today there is a craze for speed, a craze to do things faster, to reach places faster. Speed itself has no virtue. The pace at which people, especially of advanced countries, live is sure to affect their mental and physical health.

The paradox today is that people have plenty of leisure, but they have not learnt to make use of it properly. People never relax in the real sense. In another sense, it is paradoxical that though we built machines to serve us, we allow them to dictate to us. We are dependent on machines and have lost our individuality. Like the scientist, Frankenstein, in Mary Shelley's story, we may find the machine that we have created turning against us and, perhaps, trying to destroy us. This is a warning that must be borne in mind to balance the impressive list of benefits that humankind has received from machine civilisation.

Note how this essay develops the outline prepared earlier. The first part of the outline is developed in the four opening paragraphs. The fifth paragraph is a transition paragraph: it connects the first and second parts. The second part is then developed in the next four paragraphs. The tenth paragraph is again a transition paragraph. The third part is developed in the last five paragraphs. Note also that even at this stage, a point or two may be added or omitted. The general outline, however, is not changed.

Here is another model essay. This one is on disaster management.

### **Disaster Management**

A disaster or a calamity is an event that happens, in most cases, suddenly and unexpectedly, causing a severe disturbance in the normal pattern of people's lives and adversely affecting their property and environment. It results in great suffering and generates a sense of helplessness and pessimism by affecting the socio-economic structure of a region or a country (sometimes, to such an extent that there is a need for immediate outside intervention or assistance).

Disasters can be of two types: natural disasters and manmade disasters. Natural disasters include floods, droughts, cyclones, earthquakes, tsunamis and volcanic eruptions. Manmade disasters could be the result of wars, vehicular accidents (plane, ship, train, etc.), fire due to arson or negligence, acts of terrorism, oil spills, etc.

The effect of natural disasters on the normal course of life are usually more severe compared to that of manmade disasters. The loss of life due to earthquakes and tsunamis, for example, is beyond human control. Disasters such as these also affect property, livestock, commercial establishments, power and communication installations, and standing crops. The full extent of damage that natural disasters are capable of is sometimes beyond human reckoning. The aftermath of such disasters also pose great problems. Health and hygiene conditions tend to prove a great challenge to administrative systems. The problem of rehabilitation of displaced people and the re-establishment of business and other commercial concerns pose another great challenge to the national economy. The possibility of many unforeseen consequences at a later stage of the disaster cannot be overlooked. Threats to national integrity and the problem of law and order in society are real issues that cannot be ignored.

Managing such disasters is a skill that requires firm resolve, abundant patience, presence of mind, courage, optimism, a co-operative temperament, an attitude of selfless service and a humanitarian outlook.

There must be immediate and smooth communication between the armed forces, police, fire and ambulance services, and rescue and relief personnel such as members of Red Cross, etc. Proper co-ordination between everyone involved in rescue and rehabilitation work is a must. Communication networks such as radio and television ought to be made use of to disseminate information and advice to both affected people as well as to relief workers.

People need to be evacuated from the affected area as quickly as possible. Cattle and other livestock should also be driven out to safer zones. Medical attention, food supplies and trauma counselling need to be provided to those affected. Systems would have to be set up to allow family members, friends and relatives to get in touch with one another. There are still many other measures required to tackle disasters effectively. It is absolutely important, for example, to maintain law and order (to prevent looting) and to ensure sanitation (to prevent the spread of infectious diseases).

One cannot foresee every disaster. However, one can always be prepared for most of them. Disaster information systems should be strengthened through available technology. Community training and awareness programmes should be conducted through civil agencies such as the police and fire services. As a precaution, sufficient storage of essential commodities (such as food grains, clothing, first aid kits, life jackets, fire extinguishers, etc.) should be made mandatory near known danger zones such as coastal areas, power plants, nuclear reactors, and dams. Every responsible government needs to consider disaster management a priority and every nation should have disaster management systems in place.

## **Preparing Bio-Data/Resume/CV**

### **Curriculum Vitae (CV)**

The Curriculum Vitae, or CV, is a brief written account of your personal details, such as full name, address and telephone number, educational qualifications, previous work experience, languages spoken, and sometimes also your interests, that you send to an employer when you are trying to get a job. You could also include the names of one or two referees who would be willing to testify to your character and abilities. The information should be presented in a neat, clear and easy-to-read format.

The CV is an important form of written communication which should present a favourable and positive impression of you to your potential employers, and thus help you achieve desired career goals. It [19:43, 10/22/2024] Rishabh Srivastava: should establish you as a candidate with high professional standards and excellent writing skills

### **Guidelines for writing a CV**

Your CV must be neatly printed or typed and appealing to the eye. The placement and sequencing of information should be attractively designed. Subtitles should be easily visible.

Do not cram too much material on a single sheet.

Give your contact details, such as the address at which you are presently living, a telephone number that will always be answered during business hours and your email address.

Be sure to clearly list your academic qualifications and your work experience (if any). With regard to work experience, give details of organisations where you worked earlier, with dates and responsibilities. Highlight your achievements; for example, 'headed a sales team of twelve and exceeded sales targets for three consecutive years'.

Mention any other job-related skills (these include computer and language skills) that you think will add value to your CV.

Use action verbs rather than nouns, and adjectives and adverbs to describe your experience and skills. For example, instead of saying that you have 'experience in training' administrative staff. you could say that while working as an administrative manager, you also 'trained' several batches of administrative assistants.

Mention an area of expertise, for example 'budget planning', to tell your prospective employers about your professional skills. Your CV should not only say what you have done but it should indicate that you have what it takes to excel in the position concerned.



However, do not exaggerate or mention things that are not true.

Avoid giving information that is not relevant to the application. Personal information such as marital status, family and hobbies are strictly optional unless asked for.

Do not use a single résumé for a variety of jobs. Your CV should be shaped to the requirements of each job.

### **Parts of a CV**

When preparing your CV, you may include these common sections found in most CVs. Note that you need not include all of them customise your CV based on the requirements of the job applied for

#### Heading

A CV should start with the heading 'Curriculum Vitae of '(your name, without any title like Mr. Ms, etc.)

#### Personal profile (and/or attributes)

You may write a few high-impact statements that describe the kind of person you are. These statements should reflect your personal strengths most suitable for the job that you have applied to. If you have a qualification relevant to the job, make that the final point. Some useful words and phrases are given below:

I am a decisive and results-driven person who has... (mention the results that you have produced so far).

Based on my experience of solving the problems relating to a family dispute regarding the distribution of property, which I solved amicably for all the parties involved, I can say that I am a creative problem-solver as well as a team player.

Some other useful words and phrases are: technically competent/ qualified (state discipline or area), commercially experienced and aware, task-orientated, excellent inter-personal and communications skills, sound planning and organisational capabilities, loyal and determined, etc.

#### Experience (and/or special capabilities)

In this section provide a description of your experience in bulleted points. Do not write a career history. You may also enumerate your capabilities. These simple statements (as shown in the

examples given below) should be made to meet the requirements of your prospective employer. While making these points, you should sound confident and positive.

In case you are just beginning your career immediately after the completion of your education and have very little or no work experience, you should examine other aspects of your life's experience your college or university experience, your hobbies, social or sports achievements, and bring out the relevant aspects of your experience that suit the job requirements like sharing responsibility, integrity, enthusiasm, initiative, creativity, etc.

#### \* Achievements

In this section write compact, impressive statements highlighting your major achievements with facts and dates so that the Prospective employer may verify them, if she/he wishes to do so. Vague claims without facts and figures and quantitative information will diminish your chances of employment. These achievements should back up the claims in the personal profile section discussed earlier.

#### Career history

Write a short paragraph on the history of your career starting with the most recent or present job and end with your first job. This may also be done through bullet points, each point highlighting a company, position, etc. Mention starting and finishing years, not necessarily the months, with company name and city. Mention your job title(s). If you have very little work experience you can combine career history with other paragraphs.

#### Personal details

Provide details like full name, sex, postal address, phone and mobile numbers, e-mail address, date of birth, marital status (only if relevant to the job) and education (school, college, university, with the subjects that you have studied, class and dates).

#### Other information

Mention two or three references, who know you either as a student or a colleague. You can also state that references would be provided upon request so as to not unnecessarily divulge your referee's personal information unless needed.

Keep all this information very tight, compact and concise. If you are at a more advanced stage of your career you need not mention all the personal details mentioned above as some will be implicit or not relevant.

Date the CV and save as a file with some indication of what type of job it was oriented for, as you may develop a number of different CVs keeping in mind the requirements of your prospective employers.

### **Types of CVs**

Depending on the job profile, there can be many types of CVs written in different styles. We discuss below two of the more prevalent styles.

1. Chronological: In this type, you write the history of your career in a reverse chronological order, beginning with the most recent items and moving on to earlier items. As this is the most popular and conventional approach, it is the easiest to prepare. This type of CV provides a detailed, comprehensive and biographical sketch of the candidate, it therefore works well for 'traditional students, who wish to present a good all-round mixture of education and work experience. However, experienced people do not like this because it emphasises such factors as age, career breaks and work experience that may not suit the job applied for. 2. Skills-based CV: This CV relates your skills and abilities to a specific job or career by highlighting the skills and achievements that matter most to the job that you have applied for. The factual, chronological details of your education and work history are subordinate in this kind of CV, which focuses on the skills and achievements that match the job profile. These work well for high achievers whose education and work experience are not directly relevant to their application.

#### **Model CV for a junior position**

Nishi Sharma D-54, Ratna Society, A-3 Surya Towers, Teen Rasta, Vadodara 390 004  
9824437218 nishi.sharma@yahoo.com

#### **Objective**

An entry-level marketing or management position with a medium-sized business.

#### **Education**

Bachelor of Science, Business Administration

MS University, Vadodara

Major: Management

Minor: Marketing

Related course work: personnel management, business management, business ethics, business law, macro economics, statistics, marketing and sales.

## Skills and abilities Management

\* Developed and implemented new fund-raising program for social fraternity, which brought in more than Rs 30,000 for local charity

Worked with local and national alumni chapters to coordinate renovation of college auditorium, including negotiating a construction contract and schedule

Organised fund-raising program, which to date has brought in enough to cover 50% of expansion costs

Managed Arts Club Treasury for two years

Carried a full course load while serving as Arts Club Secretary and working on campus newspaper as proof-reader

## Sales

Led campus newspaper advertising staff three consecutive years and generated all-time highest revenue

Organised and implemented advertising promotion, which increased number of advertisers by 45%

## Communication

Presented monthly financial reports to Arts Club members and quarterly reports to college management committee

\* Corresponded with chapter alumni on progress of auditorium expansion and renovation

References References are available on request

Dated 3 January 2022

CV for a senior position

CURRICULUM VITAE Amit Gupta

## Personal profile

Experienced and innovative general manager with sophisticated sales, customer service and business administration skills

- \* High personal integrity, and able to relate to and create trust in all
- \* Highly articulate, confident and persuasive team-builder. able to motivate and communicate to achieve exceptional business performance
- \* Dependable and reliable in supporting and enabling team effort to produce genuine long-term sustainable development

Persistent and flexible approach to the mutually beneficial achievement of business plans and personal goals of staff, suppliers and customers

Honours degree in Mechanical Engineering

#### Experience

Over 20 years proven expertise in industrial purchasing, manufacturing, logistics, business development, marketing, sales and service

Background in a wide range of industries, including construction, plant hire, pharmaceutical, hygiene services and industrial process control

Executive accountability for strategic planning, staffing, and sales development, etc., for a Rs 10-crore international technology business

International General Manager since 1991

Management of change within a demanding and pressurised business environment

Implementation of modern management practices, concerning personnel, IT, reporting systems, and partnership customer-supplier relations, etc.

#### Achievements

As Production Control Executive with XYZ Corporation introduced PC-based systems to reduce lead times from 7 months to 3 days, and increased inventory by 80% from Rs 14 lakh to Rs 25.2 lakh

\* As Materials Manager with ABC Inc. introduced systems to reduce lead times from 1.5 months to 7 days, and achieved 12% reduction in procurement costs

As Operations Manager with Newco Inc. achieved 10% reduction in Rs 1.4 crore procurement costs

As General Manager for Bigco Int. business achieved growth from Rs 10 crore to Rs 25 crore, increased new customer growth from 80 to 450 per annum

#### Career history

1973-88 Early career development with XYZ Corp., ABC Inc.

1988-91 Newco Inc. as International Operations Manager

1991-present Bigco Int. PLC as General Manager

#### Personal details

Amit P. Gupta

Address: H-128, Greater Kailash-I, New Delhi 110 048

Tel: 011 2971 5900

E-mail: amitpgupta@gmail.com

Date of Birth: 09.09.64

#### Education

Delhi Public School 1965-72 St Stephen's College 1972-73, Delhi University School of Economics 1973-1977

References are available on request.

December 2021

#### **Exercises**

A. You are Salim Ali of Cuttack. In response to a newspaper advertisement, write a letter to the personnel manager of Jammu and Kashmir Engineering Pvt Ltd, applying for the post of an assistant engineer in the company. Also prepare a CV to be enclosed in your letter.

B. Imagine that you are about to apply for your dream job. Prepare a CV for yourself. Include your academic achievements and work experience (if any). Do not forget to mention contact details. Remember to tailor your CV to the requirements of the job.

## **Interview**

### **Interviews, Group Discussions and Presentations**

The soft skills discussed in the sections above are very useful when facing interviews, participating in group discussions and making presentations.

Ques. Why are interviews important ?

OR

What are three ways in which you can prepare for an interview ?

### **Ans. Facing interviews**

It is important that you learn how to face an interview with ease and self-confidence. This is because it is at the interview that the prospective employer(s), for example, will be taking a final decision on selecting only some of the candidates from among the many with apparently the same degree of qualifications and capability. It is critical therefore that you must not only perform well with regard to your subject knowledge, but also that you conduct yourself well and leave a positive impression on the interviewers. Remember that all interviews do not only test your subject knowledge but are also a means for the people on the other side of the table to find out whether you have the qualities and attitudes they are looking for.

Interviews have an internal structure that consists of a beginning, a middle and an end. The first part relates to preliminaries, such as greetings, introduction and opening remarks of a general nature. The middle part involves the real exchange of questions and answers that will allow the people conducting the interview to assess the candidate. The concluding part consists of remarks that signal the end of the interview, clarifications the interviewee may want to ask for, expression of thanks and leave-taking.

### **Preparing for an interview**

An interview calls for the same degree of planning and preparation that you will make for an examination. Some points you must bear in mind, for the days preceding the interview and for the day itself are as follows:

Brush up on the subject or area related to the interview and update yourself on recent developments. It also helps to get some information on the organisation and its activities/products.

Prepare answers to some questions you think the interviewers will ask. Some of these could be:

Tell us a little about yourself.

Why do you want to be with us?

Could you tell us why you want to change your job?

What are your strengths and weaknesses?

Would you be willing to travel?

How do you expect to contribute to the field/institution?

Arrange the papers and certificates that you may be asked to produce neatly in a folder. Check the interview call letter sent to you to see if there is anything you have missed.

- \* Wear something that is comfortable as well as appropriate for the occasion.

- \* Be comfortably early as this will give you time to familiarise yourself with your surroundings and to relax.

- \* Think positive, pleasant thoughts and try to regulate your breathing to remain calm.

Facing an interview: techniques

Wait for your name to be announced, and knock or seek permission before you enter.

Greet the people in the room formally, but also in a pleasant manner.

Do not sit down until you are asked to.

Be conscious about making eye contact with the person speaking to you and of maintaining a proper and relaxed body posture and a steady tone of voice, which should not be either too loud or too soft.

Remember not to interrupt the interviewer and allow him/her to finish speaking before you answer a question or react to a statement or opinion.

Listen carefully to the interviewer's questions and comments and speak clearly and at a moderate pace to avoid having any of them repeat themselves.

Do not ask questions to impress, but only if they happen to be genuine, intelligent queries.

Avoid repeating yourself, long silences, fillers, such as "hmm... 'er.... you know...", and 'okay'.



Avoid answering questions with just 'Yes' or 'No'. Even if the questions are actually yes-no questions, the interviewer will find it more satisfying if you add to or explain your reply briefly. Thus, in reply to 'Is your mother tongue Bengali?', you could say, 'No. it's Punjabi. But I can speak Bengali fluently.'

Do not feel embarrassed to say that you do not know the answer to a question. Use expressions such as 'I am afraid I don't know...and I'm sorry, but I am not really certain...'.

In case you do not hear a question you are asked or if you do not understand it, you could politely ask for it to be repeated or explained. For example: I am sorry, but could you repeat the question, please.

I am afraid I'm not sure what you mean. Are you asking me if I... ?/Could you clarify the question, please.

Express your opinions politely, not aggressively, using expressions such as 'I think...', 'I believe....' and 'In my opinion'.

Do not get into arguments or speak negatively or criticise former teachers, colleagues or employers.

Do not boast or display your knowledge, skills and experience, but if asked state your achievements simply and honestly.

Wait for the interviewer to invite you to ask questions in case you have queries. In case this does not happen, wait until you sense that the interviewers are done before asking them politely if they could clarify something for you. Examples of the questions you may want to ask the interviewer are, 'Could you tell me whether the position involves travelling, please' and 'Could I know when I can expect to hear from you, please.'

Wait for the interviewer to tell you that the interview has ended before you get up from your chair. Thank all the persons in the room before walking out of the door and closing it shut softly behind you.

In case the interview is conducted over the telephone, most of the above points will still be relevant. In addition, be careful about regulating your voice, avoiding long silences and butting in before the interviewer has finished speaking. In fact, if the person at the other end of the line interrupts you, do not drown his or her voice by raising yours, but let the person speak. You can then continue with 'As I was saying...', etc.

## **Exercises**

A. Answer the following questions in 10 to 15 sentences each.

1. Why is knowing how to face an interview an important skill?
2. Why are interviews important?
3. What are three ways in which you can prepare for an interview?

B. You applied for a loan to study abroad and have been asked to attend an interview at the bank concerned. Think of five questions that you could be asked and write them down along with your possible responses. Enact the interview with a partner.

### **Group discussions**

**Ques. What is a group discussion ? What are four ways in which you can prepare for a group discussion ?**

Ans. A group discussion (or GD, as it is sometimes called) is a formal discussion among ten to twelve participants who analyse a topic and share information and opinions on it. The group is given a few minutes to think about a topic and then asked to discuss it among themselves for a fixed period of time, say for 10-15 minutes. One or more experts will observe the discussion and evaluate the members of the group.

Group discussion topics are usually of four kinds: (a) factual, for example the dangers of passive smoking. (b) a social or political issue, for example 'moral policing', (c) abstract, for example 'conscience for (d) case-study based, where the group discusses a case study and analyses it or offers solutions. Besides being an excellent method of analyses il learning, group discussionone select candidateonly used by plastress schools as well as employers to select candidates for the final personal interview. They are used to find out whether a candidate personal in skills and qualities in groups, opo well course or a job that involves working in groups, giving opinions and asking for those of team members to achieve common goals.

You should be able to use your understanding of a subject to give your opinion on it and support your ideas with logical arguments. Since communication is a two-way process, it is important that, besides speaking, you listen to the other participants im the group discussion and respond to their ideas or take them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement, and closing it with a summary or a conclusion.

## Preparing for group discussions

The guidelines below will help you prepare for and participate meaningfully in a group discussion and will also tell you what to do and not to do in order to ensure a good performance.

It is not possible to guess group discussion topics as they could be chosen from any field, such as sports, politics, media, science and business. You can prepare for a group discussion by reading newspapers and magazines, and listening to radio or television news regularly to keep yourself updated on current events, issues and topics. Follow up your reading by thinking about issues, forming opinions and discussing them informally with family and friends. Think of arguments that can be used to support different points of view on a number of likely topics. This will give you the strong knowledge base you need to contribute meaningfully and do well in a group discussion.

Take a notepad and pen with you when you go in for a group discussion and jot down opening remarks, ideas, arguments and examples as soon as the topic is announced. You can also note what others say during the discussion as this will help you respond to them. If you have any doubts or questions about the topic, check with the evaluators before the discussion begins.

Remember that when you participate in a group discussion that is part of a selection process for admission or a job, you must aim to get noticed by the evaluators. You can do this if you know what specific personality traits and skills evaluators look for in participants. The most important of these are subject knowledge, communication skills, ability to work with others in a team, a positive attitude, self-confidence, initiative, decision-making and problem-solving skills, leadership skills, analytical and critical thinking skills, reasoning ability, assertiveness, open-mindedness, creativity, flexibility, and the ability to think and act quickly and independently.

When you talk, try to forget about the evaluators present in the room and look at the other participants instead. Speak neither too much nor too little in a group discussion. Use formal, but simple language that everyone can understand. Avoid technical terms unless they are necessary, and even then, explain them briefly when you use them for the first time.

Speak clearly so that those who listen to you will understand you and will not have to ask you to repeat what you said. It is also important to express your ideas as briefly as possible as group discussions have a time limit and others will need to speak too. Avoid going into too many details because you will run out of time.

A group discussion moves through three stages the beginning, the body of the discussion and the end. Do not choose to be the one to begin a discussion if you are not sure about the subject or if you do not have anything to say that will help you make a good impression. If you are the

one to start a discussion, it is best to begin with a simple, general statement (or, if relevant, with a definition, a short story, a quotation, facts and figures, etc.) that will get the discussion going.

Do not take a strong position at the beginning of the discussion, before you have had a chance to listen to the views of others and weight all the sides of the issue. Doing this would mean that you have made up your mind about an issue without discussing it with your team members.

Remember that if, after having started a discussion, you do not continue to contribute ideas and participate actively in the discussion, you will lose the initial advantage you gained. Do not keep waiting for your turn to speak. You will have to be alert and quick to make use of every chance you get to say what you have to, otherwise you may find that you were not able to express your ideas or contribute enough to be noticed by the group and the evaluators. However, while aiming to be heard by the group, do not repeat points or talk continuously and irrelevantly. Instead, also give the others the opportunity to speak and wait for them to finish. The other participants will listen to you if, while contributing to the discussion in a meaningful way, you also allow them to speak and express their opinions.

Listening plays an important role in how well you do in a group discussion because it allows you to respond appropriately to the viewpoints and arguments of the other participants. It also helps you check if the others have understood you.

Participate actively in the discussion by giving your ideas, opinions and arguments, by encouraging other participants to contribute to it and adding to what they say, and by giving direction to the discussion so that it moves forward to some kind of conclusion. Get others in the group to participate by asking open-ended questions, which can have a number of responses, not just one specific answer. Ask close-ended questions only when you are asking for a clarification or want some specific information. Your questions must be connected to the topic and valid, and should help take the discussion forward.

Avoid conflicts by being flexible and open to the points of view of the other members in the group and by respecting their beliefs and ideas. Do not put down other participants, laugh at them or attack what they say.

It is perfectly all right to disagree, but do not use a harsh, aggressive or offensive tone. Instead be polite and tactful. Thus, instead of saying 'You are wrong' or 'That doesn't make sense' or 'I'm sure that won't work', you could say 'I am not sure I agree with that argument because...' or 'I know what you mean, but I think we can look at this in a different way' or 'I see your point, but there could be some problems. When you disagree with someone in the group, explain your reasons for doing so or admit that you did not understand their argument and, if necessary, ask for clarifications.

When you agree with a point made by someone, say so and try to support it or add to it with another argument or example. Just as you may agree or disagree with the ideas of the other participants, be prepared for yours to be accepted or rejected by the others.

If you must interrupt, for example to ask for a clarification, do this by asking the person's permission, by raising your hand or with words such as 'Excuse me. Did you mean... by the term...? or "Sorry, but I am not able to hear you at this end. Could you speak a little louder, please.'

If you find someone in the group moving away from the topic being discussed, intervene politely to bring them back to it. Intervene and try to restore calm when the discussion moves towards conflict or confusion.

Show your leadership skills by being assertive, not aggressive. Thus, you can put across your point to the group in a firm and confident manner instead of forcing your opinion on the other participants by shouting or using negative body language.

Do not exceed the allotted time but prepare to conclude as soon as you hear the evaluator announce that only a few minutes remain. In fact, as the discussion progresses, prepare in your mind a summary, which you can present if you get a chance. Do not bring in a new point at this stage. Sum up the discussion in a simple, clear manner. It does not matter if the group members do not reach complete agreement-this often happens in discussions. In order to end a discussion well, learn to note the main points discussed, to summarise them briefly and to come to some kind of a conclusion, even if it is to say that the group could not agree completely on the topic. The tone you use when talking (calm, polite, unemotional) and your body language (your facial expressions, the way you sit, move your hands, etc.) say a lot about you and are, therefore, something you must give attention to in order to create a positive impression. Practise in groups regularly. Ask teachers or friends to observe the discussion and analyse your performance so that they can tell you what you did well and where you were not effective.

### **Exercises**

A. Answer the following questions in 10 to 15 sentences each.

1. What is a group discussion? What purpose does it serve?
2. What are four ways in which you can prepare for a group discussion?
3. What kind of non-verbal communication skills would you need in a group discussion?

4. How would you handle conflicting views in a group discussion?

B. Ananya, Roop, Trupti and Adarsh are given the topic 'Global warming' for a group discussion. Write the transcript of the discussion using the following points.

Introduction: the phenomenon of the increase in the earth's average temperature, due to the accumulation of certain gases called greenhouse gases because of tendency to trap sun's heat in the form of infrared rays within the atmosphere, acting like glass in a greenhouse

Causative agents: gases like CO, nitrous oxide, methane and ozone gas; ozone gas escapes through the ozone layer due to the presence of chlorofluorocarbons that have the property of 'eating' into the ozone layer creating a hole in it; CFCs released from aerosol sprays, refrigerating agents, solvents, etc.

Effects: increase in average temperature, increase in the sea level. changes in rainfall patterns, Arctic and Antarctic shrinkage, glacier retreat, decrease in agricultural output and new disease vectors

Preventive measures: maintaining ban on use of CFCs, reducing pollution that leads to increase in the levels of CO, in the atmosphere. increasing tree plantation that helps bring down CO, level.

## **Presentation Skills**

### **Ques. What is presentation skill?**

Ans. A presentation is a talk giving information about a subject of and feasibility study present reports, proposals, policy statements and feasibility studies, it has become an important form of oral communication in the spheres of education. Students and Scientists, researchers, managers, sales and marketing executives and administrators all need this skill in the course of their everyday work.

You will find in this section some useful guidelines on preparing your presentations and on using language and non-verbal skills to make them effective. Remember though that, like all other skills, you will have to practise your presentation as many times as you can before you make it. This will not only help you with individual presentations but will slowly lead to a big improvement in your general presentation skills.

## **Planning a presentation**

The first step in planning your presentation is to decide on its subject. This, of course, is usually given to you, but when it is not, choose a topic that suits the occasion and the audience. Begin preparing the content of your presentation by putting down its objective, or purpose: is it meant to inform, to persuade or to report? Think of who your audience is going to be; the level of your content, formality and style will depend on this.

Next, list the main points you want to make in your presentation in the order in which you think of them. Read the points again. You may want to omit some, add more, combine points or split them. It is important not to pack too much content into a presentation because this will diffuse its effect. For example, a presentation of about 20 minutes should not have more than five main points. After you have a final list of points, arrange them in a logical sequence. Think of subpoints that could come under your main points. It is best to put only the main points and the subpoints on slides (or flip charts or transparencies) and speak briefly on each of these. Prepare graphs, tables or pie charts that you want to put on slides.

Write down what you want to say on each point and practise saying it over and over again, until you are confident that you will be able to speak without looking at the written script. To make you feel surer of yourself, you can prepare cue cards, which are numbered cards with key words and phrases related to what you want to say on each point in your presentation. These cues should be so chosen that they are sure to remind you of what you have to say. Remember to mark on your cards the visual aids that go with them so that the right OHP or slide is shown at the right time. Cue cards can include the quotations you want to include in your presentation. Practise with the cue cards to make sure that the cues work.

## **Structuring content**

All presentations, like other forms of oral and written communication, should be complete in themselves, with a beginning, a body and an end. The first part will consist of greetings, a brief, clear statement of the subject and purpose of the presentation and an outline. The second part will have the main content of the presentation, and this will have its own internal structure. The last part should have a brief recap or a summary of the most important points, followed by remarks made to conclude the presentation and to thank the audience, and a brief session for questions and clarifications.

Structure your main content in a logical way so that it would be easy for the audience to follow the presentation. For instance, you could begin by talking about a problem, go on to offer solutions, then discuss the advantages and disadvantages of each of them and finally recommend one of them to be the best option. Make sure that you make your content

interesting and easy to understand with examples and visuals. Keep a few minutes at the end of the second part to answer questions from the audience.

### **Visual aids**

You must learn to prepare good visual aids, such as slides and transparencies and use them effectively. Remember that they are 'aids to a presentation because they form the framework that supports it. Note the following points about visuals:

- \* All the visuals you put up or show on screen must be related to your talk.

Make sure the slides, charts or transparencies are in the right order, matching the sequence of points in your presentation.

Do not put in too much information on one visual. It will make the slide unreadable or your audience will spend time reading the slide rather than listening to you. It is always better to have two visuals in place of one that looks crowded.

Written matter on slides and transparencies should be in the form of key words or phrases, points or short sentences. Try to limit the words per slide to a maximum of ten. You can expand on each of the points when you explain the visual.

Edit the text on your slides carefully to avoid errors in spelling, punctuation and typeface.

Prepare your slides in such a way that the audience sees only one visual or point at a time. If the slide has more than what you will talk about, the audience may get distracted and not listen to you. If you are doing a computer presentation, it is easy to reveal information gradually using software that allows phrases, points or graphics to appear on the screen slowly, one by one.

Before you show a slide or a transparency, tell the audience a line or two about it. After it is put on screen, explain it more fully.

Do not move from one visual to another without giving the audience time to absorb the information on it.

Practise moving forwards and backwards within your presentation. You or someone in the audience may want to look at an earlier slide.

It is useful to give the audience handouts at the end of your presentation-they will be able to watch the slide show and listen to you without having to worry about taking down notes.

Visuals should be designed with care so that they are simple, clear as well as appealing. The layout should be clear and well designed, and the letters large enough for people even at the



back of the room to read easily. A complicated design or too many effects may confuse or distract your audience. Choose the colours for the background and the lettering carefully to create visuals that are pleasing to the eye and easy to read. This is because some colours such as yellow, though attractive, are not good options from the point of view of clarity.

Use a minimum 20-point Times Roman or any other friendly typeface that can be read from the back of a room.

Before you start, check if the computer/laptop/projector you will be using works and is kept in the right position. Also make sure that the room is neither too bright nor too dark.

### **Making a presentation**

Besides making sure you have prepared excellent content and visual aids, it is important to remember the points below when making your presentation.

Plan your presentation in a way that will enable you to keep to the time allotted to you. Remember that this will include about five minutes for questions.

Stick to your original plan for the presentation. Do not take up other matters, however interesting they may be, because this will lead to total confusion.

Use your voice cleverly according to the size of the room and the audience. Do not shout or whisper, but speak clearly enough to be heard by everyone in the room. Speak at a natural, even pace- neither too fast nor too slow. Varying the pitch and tone of your voice makes it interesting for the audience to listen to you. Pausing at appropriate points in your presentation- say, when you want to show that something you said is important or give the audience time to consider it-is effective.

Avoid pacing up and down. It is less distracting for the audience if you stay in one place, somewhere at the front of the room. Move only when you have to go the whiteboard or operate the equipment or pass handouts around.

\* Your appearance, facial expressions, eye contact with the audience and body language are very important factors that contribute to the success of your presentation. These are non-verbal signals that speak to your audience just as much as your words.

Do not read out the matter on the screen or from a prepared script.

Do not block the screen or stand facing it so that your back is turned to the audience. Remember that you are talking to the audience and that the matter being displayed is for them to read. Before the presentation, try operating the equipment you will use to project your slides or transparencies on the screen to see if it works, and if you are comfortable with it. If someone

else is going to operate the equipment, speak to the person beforehand and explain what you want when and also how you will signal what you need.

\* Finally, prepare your presentation early and rehearse it as many times as you can. Do it by yourself first, and after a few rounds of practice, do it before friends or colleagues whom you can depend on to give you support and helpful suggestions.

## UNIT IV

### Soft Skills

#### Introduction to Soft Skills

#### Ques. What are soft skills? Why are soft skills important to our growth as human beings?

Ans. To be successful in one's career, we need two kinds of competence. Possessing subject-related knowledge alone is not competence. Being able to perform and get results using that knowledge is competence. Competence thus has two parts: knowing what to do and knowing how to do a job in the best possible manner. The first part is part of the educational course one studies at school and college, called hard skills. The second part is a person's attitude towards work, as well as 'people skills' and 'communication skills': these and some other kinds of behavioural knowledge comprise soft skills.

Hard skills are the educational background, experience and expertise that a person has in the relevant field; the content areas that students study in universities, such as, commerce, economics, life sciences, engineering, law or medicine, a person's technical skill set and ability to perform certain functional tasks. For example, an engineer can carry out certain jobs that a doctor cannot.

On the other hand, soft skills are practised and used by all types of professionals, and are broadly applicable across different types of jobs, titles and industries. 'Soft skills' is a term often associated with a cluster of personality traits, social etiquette, communication skills, personal habits, friendliness, and optimism that characterise relationships with other people. These soft skills or behavioural competencies encompass personality traits, and are reflected through qualities such as empathy, leadership and sociability. Because soft skills are linked to an individual's personality rather than formal training, they are considered more difficult to develop than hard skills. However, many of these skills can be acquired through training and being aware of how you need to behave in various contexts. The following table illustrates the basic differences between hard and soft skills.

Hard Skills

Domain-specific

Rule-based

Soft Skills

Non-domain specific

Experience-based

Hard Skills

Attitudinal/Behavioural

Specialised

Non-technical

Procedural/Methodical

Trans-situational

Replicable

People-related

Predictable

Intangible

Tangible

### **Importance of soft skills**

In today's globalised world, the workplace is becoming an inclusive, multicultural, multi-ethnic and gender sensitive place. This is why being aware of the types of soft skills and practising them becomes even more important. In a workplace, being able to interact successfully with different types of people, whether clients or colleagues, is an invaluable skill. Not only does it make it easier to do your job but also helps you build relationships in a constructive manner, take on leadership roles and become more successful. In fact, soft skills are useful not only in the workplace but in all other areas of your life.

For instance, if you have a positive attitude towards your work you will find it easier to get your work done on time and to the best of your ability. This positive attitude will also help you approach setbacks in life with more ease and perspective.

### **Acquiring soft skills**

Everyone is not endowed with soft skills naturally. Sometimes, people need to work at it consciously to make it a part of their spontaneous behaviour in dealing with people. Training in soft skills can inculcate and enhance many of the skills in individuals, such as communication skills, interpersonal relationships and leadership qualities. However, these skills are experiential and can only be acquired through human interaction, and not by reading about them. For

example, if you want to learn swimming, reading a book on 'How to swim' will not help you learn. For that, you need to get into the water and learn it the hard way. However, once a skill has been acquired, it stays with you for life.

Education increases intellectual awareness of a subject; training makes you proficient at doing a job. In the same way, only training can help you get soft skills at a functional level.

### **Advantages of soft skills**

Our education system focuses on the teaching and testing of hard skills. But the development of soft skills in students is equally important for a wholesome personality. A person's soft skill is an important part of their contribution to the success of an organisation. Organisations involving face-to-face customer care stand to gain a lot by training their staff to use these skills. Recruiting or training staff to enhance qualities such as reliability and conscientiousness in their disposition can fetch meaningful returns for an organization. Hence, employers set a premium on soft skills in their prospective employees.

The acquisition of soft skills not only equips an individual to perform optimally at their workplace, it also enables them to be the best at home and in life. Therefore, soft skills should become integral to all curricula.

Along with hard skills such as proficiency in one's subject, an individual also needs to practise soft skills to be truly successful. Soft skills can be gradually acquired by a person with a genuine leaning towards each skill, and through perseverance.

### **Exercises**

Answer the following questions in 10 to 15 sentences each.

1. What are soft skills?
2. Why are soft skills important to our growth as human beings?
3. What are three soft skills you wish you had and what can you do to develop these?

# Time Management and Leadership Skills

## Time Management

### Ques. Why is time management an important skill to have ?

Ans. Another very important skill to have is being able to manage your time effectively. Time management means to manage one's routine according to the time available. The ability to plan for the distant future, near future and the day concerned so as to organise one's life effectively and exercise control over it is what time management consists of. Multitasking has become a buzzword in today's life. Doing many things simultaneously and efficiently, with proper understanding of the task, and in a given time period, enables one to become successful. In fact, time management is self-management.

You would have already had some experience as to how to manage your time between classes, finishing assignments/projects, extracurricular activities and just relaxing. Once you leave the relatively structured confines of the university or college, you have to take responsibility for your time. There is no one who will insist you attend office, no one to wake you up so you get to office on time, no one to help you cook, clean or keep your house as you manage work. You will have to learn to take care of yourself, your health and your official responsibilities and that means learning how to manage and plan your time well.

For instance, setting out your clothes for office the previous night saves you some time in the morning. If you have a long commute to office, you can plan your day in the bus/taxi/auto/metro, catch up on pending tasks, etc. On the way back you can take the commute time to de-stress and relax with a book or by listening to some music. Waking up early will leave you enough time to do some exercise as well as cook breakfast, etc., so that you can walk out of the house on time.

Some of the ways you can maintain a schedule are:

Maintain a 'To Do' list: Create a list of the items that you need to do, the purpose of doing them, and a suitable timeline for getting them done. Display it prominently (on your table, computer, phone, fridge, etc.) to remind yourself.

\* Use a daily/weekly planner: Maintain a log book or weekly planner for your meetings, appointments, or lectures, etc. Display them in any appealing manner such as on a post-it slip, so that you know what's due for the day and are prepared for it. Use a long term planner: Use a monthly planner to create a time- plan for important long term goals. This can serve as a reminder to keep your objectives in view and also to help you use your time constructively. Everyday, set aside 30 minutes to relax and think about these goals and to track your progress.

Healthy food and sound sleep for 7-9 hours helps one remain stress-free and manage time effectively.

The following table will help you understand some of the ways in which you can prioritise your activities so that you can manage your time and stress more effectively.

## **Leadership skills**

**Ques. What are leadership skills that you would like to develop and why ?**

Ans. Leadership skills can play a significant role in your career growth. One can become a leader when one has leadership qualities like trust, belief in others, cherishing democratic values in the team, identifying the talent in each and assigning jobs accordingly, maintaining a healthy and jovial atmosphere in the workplace and the like. Setting goals, structuring the team properly, motivating them, building their self-esteem, instilling pride in them and offering incentives to them are some important leadership qualities.

Some of the key skills to foster as a leader are:

Cooperation between team members and between team members and the leader negotiating between various opinions, ideas and workload amongst all team members open communication so that nobody feels left out building confidence in each other and making everyone feel a valued part of the team not being afraid to assert your voice as a leader especially when it comes to solving disputes or making sure deadlines are being met being able to think creatively and critically in order to solve problems whether it relates to the project or between people.

### **Exercises**

A. You are a salesperson. You have to deal with an angry customer who wants to return a defective item they purchased from the shop. How would you deal with it?

B. You and your team have been working against very tight deadlines to launch a product. Towards the end of the process, you and your colleague have a disagreement as to how the product should be advertised. You are both tired and have not had very much rest. How would you deal with this situation?

C. Answer the following questions in 10 to 15 sentences each.

1. What are three leadership skills that you would like to develop and why?

2. How can you manage your morning routine more effectively so that you are prepared for the day's classes?
3. Why is time management an important skill to have?

## Personality Development and Emotional Quotient

Ques. What is personality ? Explain with some examples .

**Ans.**

### **Meaning of personality**

Personality is a combination of characteristic features an individual is made up of. These features are patterns of thoughts, feelings and behaviours that make a person unique. Personality is the core within the individual and remains fairly consistent throughout life. A person's personality can be determined from the repetitive behaviour patterns in different situations, that is, people respond in similar ways in a wide range of situations. The development of an individual's personality is more important than economic, educational or computational development because growth in these areas is strongly impacted by the personality. The development of human personality comprises the following:

**Individual reflection:** The personality of an individual is a complete integration of body, mind and their level of energy. These factors interact and impact each other in a dynamic manner.

The physical personality is the most obvious aspect of the overall human personality, and plays an important role in the first impression a person makes. A healthy and well-maintained body is a big asset for a person. We can develop a fit and healthy physique by ensuring we eat healthy food, perform regular exercise as well as meditation and yoga daily. The appropriateness of our dress sense and our mode of speech and behaviour in our everyday interactions also impacts the way people perceive us. A person with a friendly and wholesome personality displays affable behaviour, impeccable manners, pleasant demeanour and unaffected posture and expressions.

**Social interaction:** A person with a well-balanced personality and good social skills can facilitate smooth social interaction. People who display a well-integrated personality in terms of intellect, reason, emotions and social skills are good at one-to-one or group interactions. These skills can be further enhanced by creativity and imagination as also a sense of social discipline. Other than this, a good command of languages including one's mother tongue, and well-modulated speech are also an asset in the social context. An inclination for deep original thinking based on meaningful and valid facts and data, and the capacity to analyse them logically, goes a long way



in developing a sound personality. Nowadays, people tend to fall prey to aggression, violence, depression and addiction due to a sense of meaninglessness in life. Harnessing your knowledge, feelings and thoughts through disciplining the mind can help you develop a sound personality and add meaning to your life.

**Work:** The work that you do should be a labour of love and not drudgery. When the work we do is productive for us and the community, it becomes a source of joy. It also gives us a sense of relevance and fulfilment, enabling us to achieve significant milestones. If we enjoy what we do, then it is easier to do more of it and take on greater responsibility. This, in turn, further enhances our capabilities and skills, leading to greater opportunities success. Thus, enjoying the work that we do can result in improved efficiency and effective time management. Our aim should be to perform our job responsibly and with dedication, overcome the fear of failure even in challenging circumstances, and give our work the best shot.

### **How to develop a positive personality**

Having a positive personality is likely to bring us success both socially and professionally. Some of the traits related to such a personality can be developed with conscious effort: positive attitude, enthusiasm for work, singular focus, ethical approach, self-discipline and persistence. Even if one cannot change one's personality, one can work on certain traits to improve them, for example, a lazy person can become active or a tardy person can become punctual, if they really wish to change their ways.

By always being positive and optimistic in life, our personality can become positive. Always read positive affirmations, see positive visualisations, meet and talk with positive people, read and think positively, undertake positive training and development, develop positive health habits and have positive expectations. This will inculcate a positive attitude and develop a healthy personality.

Personality development should be a conscious and continuous endeavour of a person throughout their life. One should read widely and listen to many viewpoints to expand one's interests. Reading biographies and autobiographies of noteworthy people can also be a source of motivation and inspiration. Communication skills can also be developed; discuss what you read with others to analyse and broaden your outlook. Be a good conversationalist and learn to express your opinions clearly. Have a positive outlook and optimistic attitude, and be friendly. Be helpful to others and derive satisfaction by serving others selflessly. Include fun and mirth in life. Inculcate values like sincerity, hard work and commitment to whatever you are doing. Understand what you are from within and always project your true self.

## **Emotional Quotient**

### **Ques. What is emotional Quotient?**

Ans. The word emotion is derived from the Latin verb *motere* meaning 'to move', since emotion calls for action to be taken to either move away or face it and fight (the fight or flight response). The emotional mind recognises something that challenges our safety and considers it an emergency. We constantly face such situations in life. If the threat is strong the accompanying emotion is also strong. Of course, all emotions are not negative; we experience positive emotions as well when we feel we are not under threat.

Emotional Quotient (EQ) or Emotional Intelligence (EI) is the capacity to use and channel emotions appropriately. It is the capacity to recognise our own feelings, manage them well, and also understand the feelings of others. Emotional intelligence is also about managing interpersonal relationships well. In other words, it is the ability to train and use the emotional mind. Improved emotional intelligence directly contributes to our mental and physical well-being. Therefore people with a high EQ (emotional quotient) are known to have a healthier, happier and longer life. To be emotionally intelligent we need to develop the following qualities:

**Self-awareness:** Emotional competence begins with knowing oneself and recognising one's own emotions. Self awareness involves emotional awareness and accurate self assessment. Emotional awareness is the ability to recognise one's emotion, the effects it has on us and others and why we are feeling the way we are. In an emotional state it is difficult to think, and one may feel confused; at such times sitting quietly to analyse one's feelings helps.

**Emotional Regulation:** When the emotional mind senses a threat it prepares us to act. However, the action needs to be appropriate for the situation and context, neither too mild nor too strong. Strong, unbridled emotions are harmful to oneself and to others. Emotional regulation is about controlling and managing our emotions.

\* **Resilience:** In life we come across many situations that make us angry, sad, depressed or anxious. Being resilient or strong makes us cope well and overcome them without being in a stressed emotional state for long. This helps us move on in life smoothly. overcome hurdles, learn from each problem and be prepared to face further challenges.

**Trustworthiness and conscientiousness:** Being honest and maintaining personal integrity determines the character of a person, making them reliable; it provides emotional strength and self-confidence. Trustworthiness at the personal level also means being competent, putting one's best efforts into doing a job. People with this trait own up responsibility for their performance and are ready to accept their mistakes. This skill makes one more organised and

accountable; this helps us in keeping commitments. People with these skills are rated as superior and valued workers in all contexts.

**Courage:** It is human to make mistakes, these may be made knowingly or unknowingly. A person with high emotional intelligence exhibits courage and accepts responsibility for their mistakes and is willing to face the consequences of their actions. Such persons will also not hesitate to take up challenges however difficult they are.

**Adaptability:** People who are adaptable are open to new ideas and are flexible, ever ready to learn and adjust to various situations. They see new opportunities in changed situations and do not feel upset or annoyed by newer developments. They are able to revise their plan and are able to simultaneously handle different situations by prioritising.

**Innovation:** Being flexible contributes to one's ability of generating new ideas, thinking out-of-the-box, being creative and accepting ideas from different sources. People who are innovative will try to think of various ways of doing work and solving problems. They are always looking out for novel things to do, keeping their motivation high.

**Sensitivity:** To be able to understand others' feelings and needs is an essential part of being human; this quality also forms an integral part of emotional intelligence. People with this skill are kind, selfless and are always ready to help others. They share their skills and mentor people to help them to grow. They often put others' needs before their own.

**Social competence:** We are social beings and therefore we need people around us. Our social groups are made up of people from different backgrounds, attitudes, and thinking styles. Gender difference too plays an important role. Being able to understand the differences yet not have a prejudice or bias towards other groups is social competence. People with this skill can get along with others and work in a team effectively, have a good communication skill and a sense of humour.

### **Tips to develop emotional intelligence**

With sustained and honest efforts one can learn to be emotionally intelligent and be a successful and effective human being. Here are a few suggestions:

If you are about to say something that is likely to have serious implications, consider the consequences from all points of view. You can try some of these methods: count till 10, drink water, close your eyes and take a deep breath, walk away from the spot.

Do not make an immediate judgment: postpone it.

Express your emotions assertively, but not aggressively.

Do not have a rigid attitude; be flexible so you can see another's point of view.

Be aware and control your non-verbal communication like facial expressions, tone and pitch of voice, hand gestures, posture, etc.

Be alert to the non-verbal cues of others while they express emotions like anger, irritation, sadness, etc.

Try to be helpful and useful to others.

Be proactive when an opportunity arrives and do not wait to be told what to do.

Try to improve and maintain your social skills.

Use humour to defuse a tense situation.

When upset, share your feelings with someone.-