Life Skills (Jeevan Kaushal) Facilitators' Guidelines
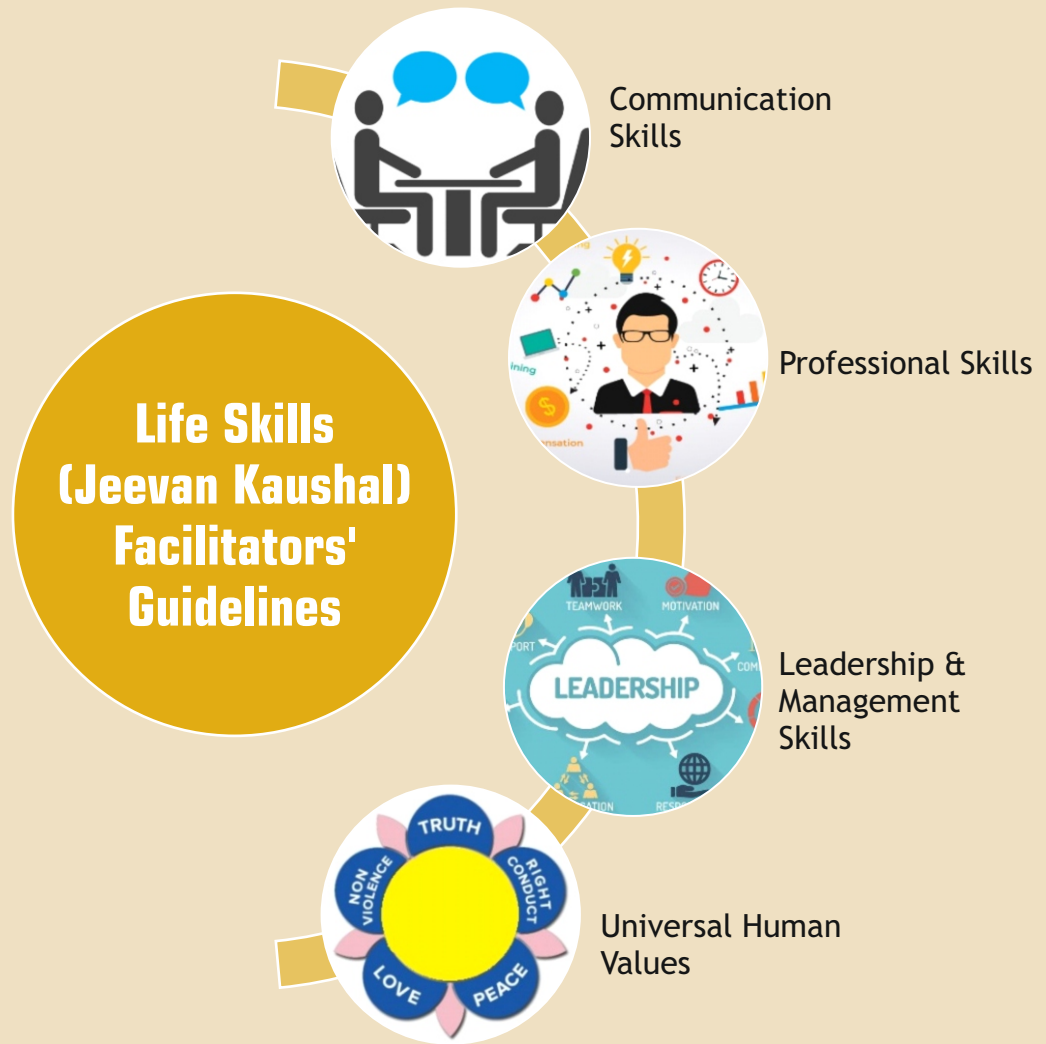
Life Skills (Jeevan Kaushal) Facilitators' Guidelines

Communication Skills

Professional Skills

Leadership & Management Skills

Universal Human Values

Life Skills (Jeevan Kaushal) Facilitators' Guidelines

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Note to Prospective Facilitators

Life is the greatest teacher but to learn from life you require skills, hence this project is called Life Skills (*Jeevan Kaushal*).

Skills form part of essential learning systems, no matter where you are and what you propose to do. Life Skills are skills that we learn and teach throughout life - whether at home, at school, at college, at the university, at work, or at play. Some skills help us live better, learn better to live better. These skills are for and from life.

To put it simply, to present Life Skills as a curricular design is to situate, systematize, consolidate and stimulate the process of teaching, learning and absorbing the most fundamental skills at the tertiary education level. This curriculum is meant to help us do better at what we choose to do with them. Before dealing with any particular skill or skill set, it is necessary for facilitators to see (i) different skills for what they are; (ii) how they are presented in different courses and modules therein; and (iii) appreciate their inter-relatedness. In our country college and university education often seem to alienate the students as they feel diffident in matters of communication, management, leadership, professional and personal choices. Most students fail to connect education with their social life and self-evaluation. Life Skills (Jeevan Kaushal) may help them address some of the most knotty situations in life.

Life skills, as defined by World Health Organization (WHO) are "the abilities for adaptive and positive behavior that enable the individuals to deal effectively with the demands and challenges of everyday life". The UNICEF has also defined life skills as "a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, Attitudes and Skills". In other words, life skills are the personal competencies that help an individual to deal with challenges of life effectively and lead life successfully and satisfactorily and thereby realize his/her infinite potential as a human being.

Life skills include psychosocial competencies and interpersonal skills that help human beings make informed decision, solve problems, think critically and creatively, communicate effectively, build healthy interpersonal relationships, empathize with others, and manage their lives in a healthy and productive manner.

Life skills are considered in three basic categories that complement, supplement and reinforce each other: Social or Interpersonal skills (Communication, Assertiveness, Cooperation, and Empathy), Creative/Thinking skills (Problem Solving, Critical, Creative, Decision making, and self awareness), and Emotional skills (Managing Stress, Emotions and resisting Peer Pressure).

The WHO has identified ten core life skills that in brief include **Self-Awareness, Empathy**, **Critical Thinking, Creative Thinking, Decision Making**, **Problem Solving, Interpersonal Skills, Effective Communication, Coping with Stress,** and **Managing Emotions** (For details please see, "*Life Skills Education for Children and Adolescent in Schools*", Programme on Mental Health, World Health Organization, Geneva, 1997)

Life skills development is a life-long process that helps individuals grow and mature; build confidence in one's decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside. It is noteworthy that, from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives.

The life skills programme, as seen from the above description of life skills, is often considered in three broad categories: Communication skills, Management skills and Leadership skills. These skills are necessary for life but that is not the end of all. They can make a person successful but certainly not great beings and great future leaders. All successful people are not great people, and all great people are not necessarily materially successful. But only those successful become great people whose lives are value based. The communication, management and leadership skills are necessary but incomplete in itself if they are unattended by universal values. Hence, the Course in 'Universal Human Values' is added.

Skills come and evolve with life. Most skills are organically absorbed and socially disseminated. It is possible, however, to absorb and use the skills we learn or inherit more effectively. These skills evolve with us organically, as part of our life and can be picked up and improved at every stage of life. The teacher and the taught are not always divided by expertise and rank they are co-sharers of a system and pedagogy that is at once interactive and participatory. So we decided to call this booklet a Facilitators' Guidelines.

Every prospective facilitator is a stakeholder in this *Jeevan Kaushal* project, so is every learner. Everyone will bring a lot to the modalities, illustrations, exercises and projects and customize them according to their need and situation. The Guidelines will hopefully keep growing organically with the facilitator and the learner, and make facilitating a rewarding experience.

The facilitators can share their feedback while transacting the modules. Their valuable feedback will help us in modifying the Guidelines. The feedback can be provided on the content, web links, videos, activities, and assessment in each module.

The Note to Prospective Facilitators was originally prepared by (Late) Prof. Avadhesh Kumar Singh (Ex-Chairman of the Committee) and Prof. Bijay K Danta (Coordinator of the Committee). Only few changes were done by me.

(Prof. Kiran Mathur)
Chairperson

Feedback

The UGC has developed this Facilitators' Guidelines for imparting Life Skills (Jeevan Kaushal) to the students at Higher Education. It is open for inviting your feedback on its content, activities, assessment, web links and videos link. You are requested to give your valuable feedback on the following while going through the Guidelines. Your feedback will contribute in making the Guidelines for users.

Feedback form is available on:

https://docs.google.com/forms/d/e/1FAIpQLSe-nVZ5FINgtaOpDB-U8Ou1LrWuo6N74X1aSYeIvY3apk15lg/viewform?usp=sf_link

Module 1: Listening   4 Hours

Objectives:

The objectives of the module are to help learners

- Improve their Listening Skill.
- Utilize the Skill of Listening for better communication.

Expected Outcomes:

The learners at the end of this module shall be able to:
- Use the skill of listening actively.
- Utilize active listening in the communication.

Module Outlines:

1.1   Techniques of Effective Listening
1.2   Listening and Comprehension
1.3   Probing Questions
1.4   Barriers to Listening

1.1 Techniques of Effective Listening

This section shall begin with a discussion on the difference between Listening and Hearing, followed by the different techniques used for effective listening.

When discussing Listening and Hearing, the students' view point about the same will be encouraged. Examples will play a major role in highlighting the difference and explaining how listening is crucial. The British Council suggests the following five useful techniques of listening. You may think of more.

- i.   Predicting content
- ii.   Listening for gist
- iii. Detecting signposts
- iv.   Listening for details
- v.   Inferring meaning

The facilitator will explain each of these techniques using day-to-day examples, which the learners can relate and understand.

Imagine a politician speaking at an election gathering in a weekly market. As you approach the field, you hear loudspeakers, various kinds of music and announcements. You know that somebody is saying something to attract people, but cannot make out the exact words. If you just get the sound or the noise without paying attention, you are just into **hearing**. If you connect to the words and what they mean, you are already **listening**.

- **i.   Predicting content:** The politician greets the people in the market, speaking a language that is meant to appeal to people in the market. He talks about the price of onions or the difficulty of selling sugarcane in the local market.

> ➢ Can you make out what the politician is likely to say in the next ten or twenty minutes?

> ➢ How is that you know what is the politician is finally going to say?

> ➢ Is it because you can predict the content from the politician's profession?

> ➢ What other criteria or factors can you think of to predict content in different situations?

ii.   Listening for the gist:

Imagine a situation where your local bank manager is speaking on 'Saving Better, Living Better'.

Now how do you think she'll finish her speech?

You would be thinking, as she begins speaking, that she will speak on ways to save effectively and invite students to save regularly, whatever the amount.

But then she starts speaking about saving time, saving energy, saving space, saving water, saving energy, saving oil and saving resources. You cannot get all the points at once, but you do make mental notes on the larger meaning of saving in our lives, and thank yourself for not missing out on the lecture. You do not get the details of each point, but you make connections by quickly linking the rough outlines or even the rough content.

> ➢ Can you think of other words that convey the meaning of the gist?

> ➢ What are the different ways of getting the gist?

> ➢ Can you think of content words?

> ➢ Does the gist help you link or understand the details?

> ➢ Do you find speakers repeating certain words or their equivalents?

> ➢ Do you listen to everything or do you follow the gist(s) and fill in the details afterwards?

iii.   Detecting signposts: As a listener, detecting turning points, resting points, pauses, etc. help you get the drift of a speech, however long or short.

> ➢ Do you watch out for traffic signals and directs while travelling?

> ➢ Do they say TURN LEFT from the traffic, or SCHOOL AHEAD or BUMPS Ahead?

> ➢ Suppose a speaker begins by saying, 'I will talk to you today about the EIGHT wonders of the world or about SEVEN types of traffic violations'.

> ➢ Do you not recall or look for 1, 2, 3, 4, etc.?

These are good indicators while listening. These do not fill you out on the details, but they help you get the direction.

> ➢ Can you think of other ways of describing signposts while listening?

> ➢ Do traffic turnings help you link signposts to speeches?

> ➢ Apart from first, second, third, fourth, etc., have you come across other signposting devices?

You see that the holiness of the holy rivers depends equally on where and how they originate and how and where they meet the ocean. In other words, while listening to the lecture, you are worried about missing out on the details.

Here gist and signposts do not help you much. You want to know the different aspects of a river's journey in detail. You want information on a river's length, the names and number of cities and towns on her banks, the soil types of the areas it irrigates, the kings and communities in history that gave the river its power, and so on.

> Listening is about details but points are important. Why?

> Points alone are not enough. Why?

> Details help you consolidate your knowledge and information base. How?

> But do details ultimately help you understand everything?

> Who uses signposts more: listener or speaker?

iv. **Listening for details:** Suppose a teacher begins by saying that she will talk about the holy rivers of India. The students would wish to know why they are called holy and who called them holy. They would also want to know how people celebrate the holy rivers.

The facilitator will mark these with care and ask the students questions relating to these.

v. **Inferring meaning:** We listen to people, talks, advice, speeches, stories, songs & music etc. Is it for the key words or the points or the details? Finally a song on the rivers of India may be about saving water and the environment. In that case, details regarding the holy cities and temples on particular river banks, the kings who constructed them, irrigation patterns in the river basin, etc. are necessary but the ultimate meaning is LOVE for the ENVIRONMENT.

Ask the students to do a story on a topic of their choice that cover all the qualities of good listening. Both facilitator and participants can think of answers to the following.

> Can you (both individually and as a group) follow up each of these techniques by using day-to-day examples?

> What, according to you, are five essential qualities of a good listener?

1.2 Listening and Comprehension

- This section is activity based in which the class may be divided into groups of either 3 or 4 depending on the class size. Here the learners together will put their listening skill to test.

- You may choose a conversation (say a sound tape or a chorus) or ask groups to respond to different conversations chosen for them. The conversations could be from classrooms, hotels, radio talk, shows, songs, news bulletins, etc. Conversations should be of different levels of difficulty and speed.

- The role of the learners in this section will be of active listeners and their listening ability will be tested.

Activity

- Give the learners a set of questions. Let them find the answers to the questions by listening to the comprehension (a passage or a talk or a speech from YouTube), you present. Each learner will take down the answers and once completed, they shall discuss the answers in their group. This activity will have a dual effect, as it will promote active listening and team work. The groups will then present their answers to the whole class.

- The questions should span across the difficulty level, in order to help each learner to remain motivated.

1.3 Probing Questions

Questioning is an important part of active listening, as it allows clarity and gives the listener a complete understanding of 'what' the speaker is trying to convey and 'why'. Questions are said to generate curiosity in the listener; stimulates reflective conversation; provokes thinking; invites creativity and new possibilities; channels attention, and evokes more questions.

Probing questions are known to generate additional information that only helps the listener. So there are a few ways of asking questions to generate more information such as –

- ➢ Could you explain it further?
- ➢ Can you shed a little more light on the topic?
- ➢ Can this be elaborated upon?
- ➢ Are probing questions different from 'ordinary' questions?
- ➢ How many of these can you list as probing questions?
- ➢ How many people do you have in the conversation?
- ➢ What age group are they from?
- ➢ What are they talking about?
- ➢ What is the major issue?
- ➢ What is the expression common to all speakers?
- ➢ Who is the leader of the group?
- ➢ How do you know?

1.4 Barriers to Listening

"Barriers" are the obstacles that prevent movement or action. Barriers in active listening cause a hindrance to the listener and disrupt the process of listening. These are some of the most common barriers to listening.

- ❖ Excessive Talking: Can you give an example?
- ❖ Prejudice: What your seniors told you about a guest speaker's preference for moral lessons can be a source of your prejudice. Can you think of different kinds of prejudice that may be barriers?
- ❖ Distractions: Hunger can be one. Can you think of others?
- ❖ Misunderstanding: Why and how does misunderstanding happen? Can distractions be responsible?
- ❖ Interruptions: Think of examples. Can you relate this to distractions?

❖ Fake attention: Can you think of listener's fake attention and a speaker's fake attention to look interested?

❖ Emotions: Can you relate this to other barriers?

❖ Noise: Can you relate this to other barriers?

❖ Fear: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?

❖ Judgments: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?

❖ Closed mind: Who is responsible for this?

❖ Sudden change of topic: Who is responsible for this?

❖ Selective Listening: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?

❖ Day dreaming: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?

❖ Jumping into advice: Is it a listener's problem or a speaker's problem?

Put these questions to students depending on what you want to highlight. You may change the order of the questions, if that is useful.

➢ Can you classify these barriers as social, psychological, personal or cultural?

➢ Can you grade the barriers bother you, giving the lowest mark to the one that bothers you most?

Student Project

After the discussion, you may give following tasks to students.

Listen to a speech of any eminent leader or personality or anybody and write down the main points while listening. Listen the same speech after a week and note the difference between the first listening and the second.

➢ What new ideas and words have you added?

➢ What are the words or ideas that you cancel out as not important and why?

➢ What makes you a better listener?

Assessment

1. Written Evaluation.

2. Testing of listening is crucial and hence the goal of the assessment needs to be extremely clear. The learners will be tested on their listening skills in which the other skills such as speaking and writing act as aids. Audio material can be used to check listening comprehension. A set of questions can be asked on the passage that was used for listening.

3. Peer evaluation and self evaluation during participating in activities can be used for assessment. A check list or rating scale on effective listening skills can be prepared by the facilitator with the help of students.

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1. https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners
2. https://www.mosaicprojects.com.au/WhitePapers/WP1012_Active_Listening.pdf
3. https://www.skillsyouneed.com/ips/ineffective-listening.html
4. https://www.brighthubpm.com/resource-management/122339-effective-listening-10-barriers-and-how-to-overcome-them/

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1. https://www.youtube.com/watch?v=m_tbFlbRpK8
2. https://www.youtube.com/watch?v=gwPMHbbueZI
3. https://www.youtube.com/watch?v=o6JGi2voyDM

Module 2: Speaking   6 Hours

Objectives:

The objectives of the module are to help learners

- Improve their Speaking Skill.
- Make them confident speakers, able to communicate well.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Speak confidently.
- Use language to communicate their thoughts and ideas clearly.

Module Outlines:

2.1   Pronunciation

2.2   Enunciation

2.3   Vocabulary

2.4   Fluency

2.5   Common Errors

2.1 Pronunciation

In any language, the way in which a word is pronounced (pronunciation) is extremely crucial, as the understanding of the listener depends on the same. If a speaker uses the wrong pronunciation, the listener gets to hear and understand something completely different to what the speaker is trying to convey. This is a barrier to communication and understanding, which needs to be avoided.

The learners should be given examples of how wrong pronunciations can mislead.

- You may find people *sleeping* on the road.
- You may find people *slipping* on the road.
- May I borrow your *pain* please?
- May I borrow your *pen* please?
- I expect a *fool* day's salary for this job.
- I expect a *full* day's salary for this job.

Ask students to

- ➢ Think of more such **similar sounding words** that can cause difficulties.
- ➢ Identify ten words that are mispronounced by the people they know.

Ask students to keep following steps in mind while learning pronunciation while watching following videos on improving pronunciation:

- International Phonetic Alphabet
- Listening

- The movement of the mouth and lips
- The working of the tongue
- Stress and intonation
- Practice

https://www.youtube.com/watch?v=KmoJ-YpvxqQ
https://www.youtube.com/watch?v=n4NVPg2kHv4

2.2 Enunciation

Enunciation is the act of pronouncing words. Moving together with pronunciation; enunciation helps to utter words distinctively. This clarity helps listeners clearly identify words and understand the meaning of what is being said.

Activity will be conducted in order to practice proper pronunciation and enunciation of words, such as tongue twisters: "She sells sea shells on the sea shore."

Ask the students to show or dramatize how to **enunciate**, using the pictures provided on https://www.wikihow.com/Enunciate

As you now know pronunciation is the act of simply producing the sound of the vowels and consonants of a word without emphasis (Merriam-Webster Dictionary (Unabridged). Enunciation is being able to identify and produce the specific sound of the vowels and consonants properly.

Ask the students to check the meaning of accent and intonation. Pronounce a few words properly with proper **accents** to show how accents work differently in individual words and in a cluster.

[Source:https://english.stackexchange.com/questions/46319/whats-the-difference-between-pronunciation-and-enunciation]

How **intonation** works?

The students may be asked to say 'Thank you' and then say 'Thank you, sir!'

Now ask them

- ➢ Where is the **stress** in the first sentence?
- ➢ Where is the stress in the second sentence?

> **Activity**
>
> Ask students to watch a short video of a news cast for the differently-able persons. Does the newsreader look like pronouncing or enunciating?

2.3 Vocabulary

Vocabulary is defined as the knowledge of words and their meaning. As you can see vocabulary is essential in every language to perform the basic skills of Listening, Speaking, Reading, and Writing. The use of the right word can help change the very notion of the sentence. Similarly, a wrong word can ruin a sentence. Hence, vocabulary building is a skill that should be taken serious and should be a part of one's everyday life.

- ➢ How do you learn new words?
- ➢ Where do you see new words?

New words can be learnt through everyday activities that we do but with a little effort such as listening to conversations, watching the news, reading newspapers, watching movies, reading books, and even going through road signs.

Activity

➢ Write down the new words you have learnt in next week while listening or seeing during various activities.

➢ Check the dictionary (print or digital) for their meaning and pronunciation.

Vocabulary building includes the knowledge of the following:

- **Meanings of words**

- **Pronunciation** - the way a word is spoken

- **Synonyms -** different words with same meaning

- **Antonyms-** different words with opposite meaning

- **Homonyms** [words that *sound* alike but have different meanings. Example: fair (as in good) and fair (as in fair or exhibition)]

- **Homophones** are words that are pronounced the same but they have different meanings and are usually spelled differently as well Example: fare/fair, cell/sell

- **Homographs** [words that look alike or are *spelled* the same but have different meanings. Examples: **bow/bow, quarter/quarter, minute/minute**]

- **Heteronyms** are words that are spelled identically but have different meanings when pronounced differently. Example: Lead, pronounced LEED, means to guide. However, lead, pronounced LED, means a metallic element]

Ask the students to pick up a word and find the variations listed above using a print dictionary or digital version (apps). Then ask them.

➢ Is it possible to find all the variations of all possible words?

➢ Can you find a word in English that has all the variations?

2.4 Fluency

Have you heard people who cannot speak clearly? Why do you think they are not impressive? Is it because they speak at a very slow pace?

Fluency in speaking is the ability to speak easily, clearly, at a reasonable speed, and without much fumbling. A person who speaks with too many or unreasonable pauses and stops is said to fumble.

Tips by the British Council on Fluency: Good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication is the most important part of speaking and it is important to communicate your ideas as naturally as possible. Here are some tips to help you speak more fluently.

❖ Use every opportunity in your class to speak English. Speak to your classmates and your teacher in English. The more English you speak, the easier you will find speaking.

❖ Be confident about speaking in English. You do know a lot of English – use your English and show the group or the teacher what you know!

- ❖ Be very clear about the message you want to communicate. That is your goal.
- ❖ Don't worry about making mistakes.
- ❖ Your goal is to communicate what you want to say.
- ❖ Do you know how to practice language at home with a speaking game?

'Speak for one minute without stopping about ...' [Show a video game or a film clip without any sound and make the student talk in English or the language of his/her choice **for one minute** about the video game or film clip without stopping. Gradually increase the duration].

- ❖ How useful are expressions like 'Er' or 'Erm' to fill the gaps while you are thinking about what to say?
- ❖ Observe your friends and neighbours and identify the **fillers** they use while thinking about what to say.
- ❖ What are the communication strategies you can think of to make your English sound more natural?

Show the following videos on fluency or videos of fluent speakers to students:

https://kosovo.britishcouncil.org/en/exam/ielts/prepare/videos/speaking-fluency-and-coherence

https://www.youtube.com/watch?v=8H-WeY9GSf8

https://www.britishcouncil.ae/en/exam/ielts/courses-resources/videos/fluency-coherence

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Activity

Encourage students to bring in videos of their talks and speeches that show how fluent they are. Repeat the exercise and help them see where they fumble.

- ✓ Do not criticize your students.
- ✓ Make them believe that they can be effective speakers.
- ✓ Motivation is stronger than criticism in language teaching.

2.5 Common Errors

Recognizing errors while speaking is a key to preventing users from making mistakes. Help the students reduce the mistakes they make by showing where most people go wrong.

- ❖ Invite the students one by one to speak on a given topic for at least 2 minutes.
- ❖ Make notes of the errors made by each student during the speaking process.
- ❖ Once all the students have completed, list out all the errors made.

Discuss the common errors made by students. Give one example of each and ask the students to bring more to your notice. Encourage them to suggest corrections.

Activity

Follow this up with a discussion on the common errors that are made in English and how to avoid them.

- ❖ Encourage the students to list the mistakes people around them generally make while speaking.
- ❖ Use these mistakes in different classes as examples and the class to suggest corrections.

Assessment

Conduct individual speaking assessments for the learners.

1. Test and mark them for each of the sections.
2. To ensure that your students do not lose motivation, experiment by awarding maximum marks for maximum mistakes.
3. The student who secures the lowest marks in error tests is the best.

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1. https://www.strategiesinlanguagelearning.com/how-to-improve-english-pronunciation/
2. http://giftarist.expertscolumn.com/article/speech-delivery-importance-enunciation-and-pronunciation
3. https://www.wikihow.com/Enunciate
4. https://englishforeveryone.org/PDFs/Homonyms,%20Homographs,%20Homophones.pdf
5. https://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency
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2. https://www.youtube.com/watch?v=8H-WeY9GSf8
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5. https://www.youtube.com/watch?v=n4NVPg2kHv4

Module 3: Reading   3 Hours

Objectives:

The objectives of the module are to help learners
- Improve their Reading Skill.
- Make the learners confident and equipped readers.

Expected Outcomes:

The learners at the end of this module shall be able to:
- Read and make use of texts more effectively.
- Utilize the reading skill to help gain input to be put in use while speaking and writing.

Module Outlines:

3.1   Techniques of Effective Reading
3.2   Gathering Ideas and Information from a Given Text
3.3   Evaluating these Ideas and Information
3.4   Interpreting the Text

3.1 Techniques of Effective Reading

Reading is a part of our daily life which cannot be negated by any means. Reading is the skill which helps develop our mind, discover things, develop imagination, and provide support when we speak or write by providing the basis.

The six techniques that can be used for effective reading, as suggested by Sruti Akula are:

Predicting- Try to figure out what might happen next

Visualizing – Picture the people and events being described.

Connecting – Connect what you are reading to other texts and the real world.

Questioning- Ask questions about the material you are reading.

Clarifying – Investigate, identify main points and summarize

Evaluating – Judge the story and the actions of the characters.

3.2 Gathering Ideas and Information from a Given Text

You can begin this section with an activity, wherein the learners are given a reading comprehension. Ask them to identify – i) The main idea of the text; ii) The purpose of the text; iii) The context of the text; and iv) The concepts mentioned.

i) **Identify the main idea of the text:** The students may be asked to visit following link and hold discussion to identify the main idea of the text.
https://www.thoughtco.com/how-to-find-the-main-idea-3212047

ii) **Identify the purpose of the text:** Ask students to watch following video followed by discussion and identify the purpose of the text.
https://www.youtube.com/watch?v=VrD9-In6C1o

iii) **Identify the context of the text:** This section can be dealt by giving examples from https://literarydevices.net/context/

iv) **Identify the concepts mentioned:** On the basis of above videos identify the concepts mentioned in each video.

3.3 Evaluating these Ideas and Information

i) Identify the arguments employed in the text

ii) Identify the theories employed or assumed in the text

For both the points stated above, the help of https://courses.lumenlearning.com/waymaker-level3-english/chapter/text-inductive-reasoning/ can be taken to explain the evaluation of ideas and information in a text.

After which examples can be used to elaborate the points made.

3.4 Interpret the Text

i) **To understand what a text says:** According to Dan Kurland, reading what a text says is more notable for what it does not include than for what it does.

Reading what a text says is concerned with basic comprehension, with simply following the thought of a discussion. We focus on understanding each sentence, sentence by sentence, and on following the thought from sentence to sentence and paragraph to paragraph. There is no attempt to assess the nature of the discussion and no concern for an overall motive or intent. Reading what a text says is involved with rote learning.

Restatement generally takes the form of a summary, paraphrase, or précis. Restatements should avoid the same language as much as possible to avoid plagiarism and to show understanding. Reading what a text says is common under a variety of circumstances:

- when learning the definitions and concepts of a new discipline,

- when there is agreement on the facts of a situation and their interpretation,

- when a text is taken to offer a complete and objective presentation, or

- when the word of a specific author or source is accepted as authoritative.

Readers simply accept what a text states.

When first studying any academic topic, your initial goal will be to understand what others have discovered before you. Introductory courses ask students to learn terms, concepts, and data of the particular area of study. You are expected to use your imagination and your critical faculties to understand the concepts; you are not expected to question the assertions. The goal is to learn the commonly accepted paradigm for discussing topics in that field of study.

Finally, remember that repeating the assertions of a text need not suggest a denial of critical thinking, merely a postponing of or preparation for critical thinking.

ii) **To understand what a text does:** According to Dan Kurland, what a text does is concerned not only with understanding individual remarks, but also with recognizing the structure of a discussion. We examine what a text does to convey ideas. We might read this way to understand how an editorial justifies a particular conclusion, or how a history text supports a particular interpretation of events.

At the previous level of reading, restatement, we demonstrated comprehension by repeating the thought of the text. Here we are concerned with describing the discussion:

> ➢   What topics are discussed?
> ➢   What examples and evidences are used?
> ➢   What conclusions are reached?

We want to recognize and describe how evidence is marshalled to reach a final position, rather than simply follow remarks from sentence to sentence.

This level of reading looks at broad portions of the text to identify the structure of the discussion as a whole. On completion, we can not only repeat what the text says, but can also describe what the text does. We can identify how evidence is used and how the final points are reached.

iii)   **To understand what a text means:** According to Dan Kurland, what a text means infers an overall meaning. We examine features running throughout the text to see how the discussion shapes our perception of reality. We examine what a text does to convey meaning: how patterns of content and language shape the portrayal of the topic and how relationships between those patterns convey underlying meaning.

Assessment

1.   Written Evaluation.
2.   Reading tests should be conducted for learners on comprehension passages where each of the points discussed in the module needs to be identified by the students.

References:

1.   https://www.britishcouncil.in/
2.   https://literarydevices.net/context/
3.   https://courses.lumenlearning.com/waymaker-level3-english/chapter/text-inductive-reasoning/
4.   http://www.criticalreading.com/interpretation.htm
5.   http://www.criticalreading.com/restatement.htm
6.   http://www.criticalreading.com/description.htm

Video References:

1.   https://www.youtube.com/watch?v=fOYtzoiI2XI
2.   https://www.youtube.com/watch?v=VrD9-In6C1o
3.   https://literarydevices.net/context/

Module 4: Writing and Different Modes of Writing   4 Hours

Objectives:

The objectives of the module are to help learners

- Understand the process of writing.
- Understand the effective strategies of writing.
- Describe different modes of writing.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Improve their writing skills.
- Use effective strategies of writing in different modes of writing.

Module Outlines:

4.1   The Writing Process
4.2   Effective Writing Strategies
4.3   Different Modes of Writing

4.1 The Writing Process

Writing is a process that involves organizing ideas on a topic that you choose to write on. This naturally leads you to think, plan, write and revise. Let us look at the four steps which a writer often uses to write on any topic:

- Pre-write to get ideas and organize them.
- Write the first draft.
- Edit: Check and revise the work.
- Write the final copy.

Watch the following video for more details
https://www.youtube.com/watch?v=VgTqZOZ1UMQ

4.2 Effective Writing Strategies

Writing is an important skill. In order to become an effective writer use following strategies:

i.   ***Clearly state the claims:*** A claim must be arguable but stated as a fact. It must be debatable with inquiry and evidence; it is not a personal opinion or feeling. A claim defines the goals, direction, and scope of writing. A good claim is specific and asserts a focused argument.

ii.   ***Avoid ambiguity, vagueness, unwanted generalizations and oversimplification of issues:*** A sentence or phrase is ambiguous or vague when it has more than one interpretation or its interpretation is not obvious. To avoid ambiguity and vagueness

keep your sentences short. Start every sentence with the subject, follow closely with the verb, and end with the object.

iii.   ***Provide background information***: When writing on any topic, it is essential to get information on it and must begin with background information.

iv.   ***Effectively argue the claim***: As mentioned in the first point regarding claims, it is necessary to argue effectively to explain your points so as to develop the body of the essay or any other persuasive writing that has been undertaken.

v.   ***Provide evidence for the claims***: Now, you need to find some data to support your claim which is authentic.

vi.   ***Use examples to explain concepts***: No write up is effective if you do not provide concrete examples to build up your points that you have mentioned.

vii.   ***Follow convention***: Conventions include spelling, punctuation, capitalization, grammar, and sentence structure. You should apply spelling rules correctly. Use correct punctuation to smoothly guide the reader through the article.

viii.   ***Be properly sequenced***: Sequencing in writing is absolutely essential so that idea and content follow a logical pattern.

ix.   ***Use proper signposting techniques***: Signposts are words or phrases that help articulate the structure of a piece of writing and ensure that readers don't get lost. Signposting will flag the most important parts of an argument, signal transitions, and clarify the stakes of an argument.

x.   ***Be well structured***: In order to present your ideas impressively in the article you have to follow a well structured format which will cover the following points-

- Well-knit logical sequence.

- Narrative sequence.

- Category groupings.

4.3 Different Modes of Writing

There are different modes of writing like writing Email; proposal writing for Higher Studies; and recording the proceedings of meetings. Other mode of writing relevant for learners include preparing job application; reports; and essay.

I.   **Email writing:** The use of electronic mail writing these days are for more semi-formal and formal purposes (e.g. submitting a resume, asking your college instructor for some clarifications, making a business transaction) than casual purposes (e.g. chatting with a friend). But before writing you should have knowledge of using computer and internet. There are 3 common types of Emails:

- *A Personal Email* – Introducing yourself for the first time

- *A Semi-Formal Email* – Writing to request an appointment or meeting

- *A Formal Email* – Writing about a problem with a product

General Tips for Writing Emails in English: Following are few tips for you, if writing email for the first thing:

i.   ***Be sure an email is necessary:*** If you've decided that sending an email is really the best option to use in addressing the query or issue to the concerned party then write your email and click "send". You may also see article writings.

ii.   *Use separate business and personal email address:* Use your work email for work matters and personal email address for personal matters. Having a work email can look and sound more professional. You may also see memo writings.

iii. *Be clear, brief and polite:* Keep the content of the message short, simple and concise enough so that they may be able to understand the gist of the letter without straining so much effort and time. You may also see summary writings.

iv.   *Be respectful and courteous while writing emails:* Keep in mind that you have to be respectful and courteous to the one you are sending that letter to.

v.   *Use short sentences:* Keep the sentences simple and easy to read in order to keep your thoughts cohesive and understandable. You may also see minutes writings.

vi.   *Be careful with "forward" and "reply to all":* Use forward button in order to save time and effort. But make sure that the content of the forwarded message is meant for that specific person. The same applies for the "reply to all" option. You may also see narrative writings.

vii. *Read your email personally before sending it:* Take time to proofread the letter to ensure correctness of grammar and the thoughts are coherent enough for your letter to be organized and understandable.

viii. *Double-check email addresses for all recipients:* Make sure that the recipient's email address is correct.

Activity

Students visit following link and learn more about writing email. They can practice writing different types of email (individually or in small group) and share with each other.
https://www.examples.com/education/email-writing-examples.html

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II.   **Proposal writing for Higher Studies:** Students may be asked to visit following link and prepare detailed answers for the questions put up while preparing proposal for higher studies:

www.sciedupress.com/ijheInternationalJournalofHigherEducationVol.5,No.2;2016

➢   What is a Higher Degree Research (HDR) Proposal?

➢   What Purposes Does the Research Proposal Serve?

➢   What Does a Good HDR Research Proposal Look Like?

Activity

Students can prepare an exemplar HDR proposal, individually or in small groups and discuss in front of the class. The facilitator and peers can give their suggestions.

III. **Recording the proceedings of meetings, conferences/seminars:** In higher education organisation of meetings and seminars/conferences is a regular activity for the academic enrichment of students. Research studies are presented by students and experts give their remarks on each presentation. The proceedings of each session are recorded by students as rappoteurs for a particular session. They should know the format for recording the proceedings. While recording the proceedings they may consider following points:

- Title of the event
- Subject/Theme of the session
- Chairperson of the session

- Names of presenters and the title of their research paper
- Highlights of the presentation
- Questions asked by the audience and answers given by the presenters
- Remarks by the Chairperson

The report of the proceedings of all sessions is then prepared in the form of final report.

Assignment

Students may be asked to go through the reports of seminars/conferences organised by the institution and note the format of the report. Their learning can be shared and discussed in the class.

Other Modes of Writing:

i.   **Preparing job application or business letter:** A job application is a business letter. It requires a precise yet persuasive style to convince the employer that you fulfill the criteria spelt out in the job advertisement. In order to make your business letter effective, you can follow the seven Cs i.e. clear; Concise; Courteous; Correct; Conversational; Convincing; and Complete.

Watch following video to understand how to write a job application.

https://www.thebalancecareers.com/how-to-write-a-job-application-letter-2061569

https://www.successcds.net/learn-english/writing-skills/job-application-bio-data.html

A resume/CV is enclosed with the job application. Refer to the Module 8 on "Resume skills" to learn how to prepare Resume.

Activity

The facilitator may give few advertisements to students and ask them to write job application considering the essential components. The students may be asked to present their job application in front of the class.

ii. **Writing Reports:** A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well-organized presentation of facts and findings of an event that has already taken place somewhere. Reports acquire importance in every sphere of work culture. The purpose of the report is to provide information about the programmes of an organization, to record events, to serve reference needs, to discuss and analyze data, to recommend specific action and help in decision making. Report writing is an important skill that is widely used in the workplace.

Format for writing a formal report: Normally a group of people or a Committee writes a report after detailed investigation. Usually the following series of headings are used to write a report:

- **Headings-** The name of the company and the name of the subject.
- **Terms of Reference-** The reason for writing the report.
- **Procedure-** The method used to gather information.
- **Findings-** A detailed information about the procedure points to be covered.
- **Conclusions-** This section requires logical implications based on the findings.

- • **Recommendations-** Make suggestions for action on the basis of information presented under findings and conclusions.

- • **Closing Section-** Include the signatures and names along with the date.

Remember: Reports are written in past tense and in third person. The objective, factual and impersonal aspect of reports is significant.

Watch following videos in order to understand how to write a report-

https://youtu.be/unsFK23vJjk

https://www.toppr.com/guides/business-correspondence-and-reporting/writing-formal-mails/conventions-sample-mails

iii. **Writing Essay:** An essay is a piece of writing which presents the writer's view point on a given topic. Essays on a given title expect the students to plan properly so that they can present concrete ideas in a logical and sequential manner using a style that matches the topic given to them. Let us understand the planning process which involves:

- • Analysis of the key words in the title.

- • Brainstorming the topic to generate and focus on the ideas.

- • Preparing an outline.

Students may be asked to see the following link to elaborate above points.

https://www.toppr.com/guides/english/writing/essay/

Activity
Each student may select a topic and write essay considering above three points.

Assessment
1. Written evaluation.
2. Assessment can be done on the activities organised during transaction by the facilitator, self and peers.

References:

1. Bailey, Stephen, Academic Writing: A handbook for International Students, 2010 Routledge
2. Hogue, Ann, First Steps in Academic Writing, 1995 Person Logman.
3. Taylor, Shirely, Communication for Business, 2006, New Delhi: Pearson Education.

Web References:

1. https://learnenglishteens.britishcouncil.org/skills/writing
2. http ://www.sciedu.ca/journal/index.php/ijhe/article/view/9190

Module 5: Digital Literacy   4 Hours

Objectives:

The objectives of the module are to help learners

- Understand the meaning of Digital Literacy.
- Describe the role of Digital literacy in professional life.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Describe the usefulness of Digital Literacy.
- Use Digital Literacy in their professional life for communication.

Module Outlines:

5.1   Role of Digital Literacy in Professional Life

5.2   Trends and Opportunities in Using Digital Technology in Workplace

5.3   Internet Basics

5.4   Introduction to MS Office Tools

    i.   Paint

    ii.   Office

    iii.   Excel

    iv.   Power point

5.1 Role of Digital Literacy in Professional Life

What is Digital Literacy?

❖ Ask the students to write short essays on any role of digital literacy.

They can visit following websites and read the articles to gain understanding.

https://www.edweek.org/ew/articles/2016/11/09/what-is-digital-literacy.html

https://www.teachthought.com/literacy/the-definition-of-digital-literacy/

https://mashandco.tv/en/the-importance-of-digital-literacy/

http://purposefultechnology.weebly.com/why-is-digital-literacy-important.html

❖ How is digital literacy helpful in professional life? Ask the students to check the following link.

https://insights.humancapital.aon.com/talent-assessment-blog/digital-literacy-its-importance-and-impact-on-your-life-and-your-career

Follow it up with discussion.

- ✓ Divide the class into small groups.
- ✓ Give a topic each to the groups from what is available in the link shown above.
- ✓ Ask the groups to explain their thoughts about the same topic.

❖ Play following YouTube video or any of the videos on the role of digital literacy in professional life.

https://www.youtube.com/watch?v=ytWuiGXJxhE

❖ Divide the class into groups of four or five and ask each group to make a short video to showcase any aspect of digital literacy.

5.2 Trends and Opportunities in Using Digital Technology in Workplace

Before giving out the trends, the facilitator can ask the learners about their viewpoint regarding the latest trends and opportunities in using digital technology at workplace. The points raised needs to be noted on the board so that the learners can identify and draw parallels to what was said in class and what the experts have to say about the same topic.

According to David Roe, the top ten trends are:

- Data Security and GDPR

- Tackling Fake Data

- Deskless Workers Become More Important

- Learning Goes Deeper

- Voice-Driven Search

- Data Authenticity and Accuracy

- Customization in the Cloud

- Quantifying Employee Development

- Kubernetes to Drive Multi-Cloud Adoption

- IT as a Digital Enabler

Activity

Students may visit following websites for more information on above trends and prepare write up on each trend, may be in small groups.
https://www.cmswire.com/digital-workplace/10-trends-that-will-shape-the-digital-workplace-in-2019/
https://www.officespacesoftware.com/blog/workplace-trends-and-new-technologies-for-2019

5.3 Internet Basics

The Internet is an increasingly important part of everyday life for people around the world. The Internet is a global network of billions of computers and other electronic devices. With the Internet, it's possible to access almost any information, communicate with anyone else in the world, and do much more.

You can do all of this by connecting a computer to the Internet, which is also called going online. The World Wide Web (www)—usually called the Web for short—is a collection of different websites you can access through the Internet. A website is made up of related text, images, videos and other resources. Websites can resemble other forms of media—like newspaper articles or television programs—or they can be interactive in a way that's unique to computers.

The purpose of a website can be almost anything: a news platform, an advertisement, an online library, a forum for sharing images, or an educational site. Once you are connected

to the Internet, you can access and view websites using a type of application called a web browser. Just keep in mind that the web browser itself is not the Internet; it only displays websites that are stored on the Internet.

You need to understand how to:

- Identify and use key browser functions.
- Understand basic internet terminology.
- Access and navigate websites.
- Use a search engine.

Refer to this video for detailed information-
https://www.youtube.com/watch?v=AuFD7BHBgcw

5.4 Introduction to MS Office Tools

i. **Paint:** Microsoft Paint (formerly Paintbrush, not to be confused with the Mac OS X application) is a simple raster graphics editor that has been included with all versions of Microsoft Windows. The program opens and saves files in Windows bitmap (BMP), JPEG, GIF, PNG, and single-page TIFF formats. It is widely used for simple image manipulation tasks.

ii. **Office:** Microsoft Word: a word processor included in Microsoft Office and some editions of the now-discontinued Microsoft Works. The first version of Word released in 1983. Word for Mac was released in 1985. Word for Mac was the first graphical version of Microsoft Word. Initially, it implemented the proprietary .doc format as its primary format. Word 2007, however, deprecated this format in favour of Office Open XML, which was later standardized by Ecma International as an open format. Support for Portable Document Format (PDF) and Open Document Format (ODF) was first introduced in Word for Windows with Service Pack 2 for Word 2007.

iii. **Excel:** Microsoft Excel has the basic features of all spreadsheets, using a grid of cells arranged in numbered rows and letter-named columns to organize data manipulations like arithmetic operations. It has a battery of supplied functions to answer statistical, engineering, and financial needs. In addition, it can display data as line graphs, histograms and charts, and with a very limited three-dimensional graphical display. It allows sectioning of data to view its dependencies on various factors for different perspectives (using pivot tables and the scenario manager). It has a programming aspect, Visual Basic for Applications, allowing the user to employ a wide variety of numerical methods, and then reporting the results back to the spreadsheet. It also has a variety of interactive features allowing user interfaces that can completely hide the spreadsheet from the user, so the spreadsheet presents itself as a so-called application, or decision support system (DSS), via a custom-designed user interface. In a more elaborate realization, an Excel application can automatically poll external databases and measuring instruments using an update schedule,analyze the results, make a Word report or PowerPoint slide show, and e-mail these presentations on a regular basis to a list of participants. Excel was not designed to be used as a database.

iv. **Power Point:** Microsoft Power Point is powerful presentation software developed by Microsoft. It is a standard component of the company's Microsoft Office suite software, and is bundled together with Word, Excel and other Office productivity tools.

The program uses slides to convey information rich in multimedia and is used to create complex business presentations, simple educational outlines and much more.

Refer to the video - https://www.youtube.com/watch?v=Zv3XMBb3V6A

To understand assessment on MS Office the student can see the following video link https://www.youtube.com/watch?v=uK4DkFBPQnk

Assessment

1. Written evaluation.
2. Assignments may be given to students on use of MS Office tools. The same be demonstrated on computer by students and evaluation may be done.
3. Assessment can be done on the activities organised during transaction by the facilitator, self and peers.

References:

1. Shilpa Sablok Bhardwaj (2018). Computer Applications for Class 9 MS Office Blueprint Education (Contributor)
2. David Pogu (2019).Windows Update: The Missing Manual: The Book That Should Have Been in the Box 1st Edition

Web References:

1. https://www.edweek.org/ew/articles/2016/11/09/what-is-digital-literacy.html
2. https://www.teachthought.com/literacy/the-definition-of-digital-literacy/
3. https://mashandco.tv/en/the-importance-of-digital-literacy/
4. http://purposefultechnology.weebly.com/why-is-digital-literacy-important.html
5. https://insights.humancapital.aon.com/talent-assessment-blog/digital-literacy-its-importance-and-impact-on-your-life-and-your-career
6. https://www.cmswire.com/digital-workplace/10-trends-that-will-shape-the-digital-workplace-in-2019/
7. https://www.officespacesoftware.com/blog/workplace-trends-and-new-technologies-for-2019

Module 6: Effective Use of Social Media   4 Hours

Objectives:

The objectives of the module are to help learners

- Describe social media.
- Know it's usefulness in communication.

Expected Outcomes:

The learners at the end of this module shall be able to

- Know the effectiveness of social media in communication.
- Use social media to communicate effectively.

Module Outlines:

6.1   Introduction to Social Media Websites
6.2   Advantages of Social Media
6.3   Ethics and Etiquettes of Social Media
6.4   How to Use Google Search Better
6.5   Effective Ways of Using Social Media
6.6   Introduction to Digital Marketing

6.1   Introduction to Social Media Websites

Give a brief introduction to what social media is along with asking the students to speak about social media, as they are active users of this facility.

They can visit following websites:

https://www.virtualsocialmedia.com/an-introduction-to-social-networking-social-networking-services/

https://www.techopedia.com/definition/4956/social-networking-site-sns

https://www.usf.edu/ucm/marketing/intro-social-media.aspx

- ❖   Ask the students to name the various social media websites available.
- ❖   Ask them individually to rate (lowest for the most frequently used and seen as most effective and highest for the one considered least useful) the different social media platforms and give their reasons.
- ❖   Ask them to follow up on the usage preferences and patterns in groups.

On the basis of the answers

- ❖   Ask one group to make a pie diagram to show numbers and percentage
- ❖   Ask another group to check on usage time and make a graphic
- ❖   What is peak hour? Ask the students to find reasons.

6.2 Advantages of Social Media

❖ Suggest pair presentation to share the advantages of social media. This will help the learners to present their views and shall also give the facilitator an insight into the knowledge base of the learners.

❖ Initiate a dramatization of the advantages/disadvantages of social media. Ask one or two students to write the script, develop the speeches, choose the role players and direct them.

❖ Encourage students to play the roles of parents, teachers, peer group members and advertisement personnel to highlight the stakes.

Students can refer following websites:

https://www.quora.com/What-are-the-advantages-and-disadvantages-of-social-media-1

https://www.nibusinessinfo.co.uk/content/advantages-and-disadvantages-using-social-media

6.3 Ethics and Etiquettes of Social Media

❖ Give the learners an understanding of what is meant by ethics and etiquettes.
https://www.quora.com/What-is-the-relationship-between-ethics-and-etiquette

❖ Ask the students to visit and research sites that discuss the ethics and etiquettes of social media.
https://www.compukol.com/social-media-ethics-and-etiquette/

Activity

Students may be asked to prepare write up on ethics and etiquettes of social media in small groups. Same can be presented and discussed in the whole class.

6.4 How to Use Google Search Better

Students can go through the following website for better use of Google search.
https://www.lifehack.org/articles/technology/20-tips-use-google-search-efficiently.html

Activity

❖ Ask the students to make a list of the top 10 things they use Google search for. Then they can be asked to rate the same list on priority basis.

❖ Ask students to demonstrate how to use Google search better.

They can also see this video:https://www.youtube.com/watch?v=R0DQfwc72PM

This shall give an insight into how the students work with the social media and its by-products.

6.5 Effective Ways of Using Social Media

Give a list of the most common social media handles used, ask the class to rate them. This will give the teacher the most popular social media handle used by the students and also the reason for the same. Like if instagram is rated as the number one social media handle, it shall prove that the learners are more into socializing and creating a network. Learners may visit the following websites:

https://www.jbcnschool.edu.in/blog/how-to-use-social-media-effectively-for-students/

https://www.compukol.com/how-to-use-social-media-effectively/

6.6 Introduction to Digital Marketing

What is Digital Marketing?

❖   Ask the students if they are into digital marketing. Ask two of them to explain what it means, one from the point of view of the buyer and the other from the point of view of the seller.

https://blog.hubspot.com/marketing/what-is-digital-marketing

A debate can be held in the classroom on advantages and disadvantages of Digital Marketing.

❖   Show from YouTube videos or visit the following. Ask the student to write what she/he saw or observed.

https://www.lyfemarketing.com/blog/how-digital-marketing-works/

https://www.quora.com/How-does-digital-marketing-work

Assessment

1.   Written Evaluation.
2.   Assessment can be done on the activities organised during transaction by the facilitator, self and peers.

References:

1.   https://www.lyfemarketing.com/blog/how-digital-marketing-works/
2.   https://www.quora.com/How-does-digital-marketing-work
3.   https://blog.hubspot.com/marketing/what-is-digital-marketing
4.   https://www.jbcnschool.edu.in/blog/how-to-use-social-media-effectively-for-students/
5.   https://www.compukol.com/how-to-use-social-media-effectively/
6.   https://www.lifehack.org/articles/technology/20-tips-use-google-search-efficiently.html
7.   https://www.quora.com/What-are-the-advantages-and-disadvantages-of-social-media-1
8.   https://www.nibusinessinfo.co.uk/content/advantages-and-disadvantages-using-social-media
9.   https://www.virtualsocialmedia.com/an-introduction-to-social-networking-social-networking-services/
10.   https://www.techopedia.com/definition/4956/social-networking-site-sns
11.   https://www.usf.edu/ucm/marketing/intro-social-media.aspx

Video References:

1.   https://www.youtube.com/watch?v=b-gwbVJqi9Y
2.   https://www.youtube.com/watch?v=Z_KspIX1oXU
3.   https://www.sas.com › SAS Insights › Marketing Insights
4.   https://www.youtube.com/watch?v=CpdBv8e6hKo
5.   https://www.youtube.com/watch?v=aTw1FTXP2SM

Module 7: Non-Verbal Communication   5 Hours

Objectives:

The objectives of the module are to help learners

- Describe Non Verbal communication.
- Understand its importance in communication.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Realise the importance of Non Verbal Communication.
- Use Non verbal communication effectively in communication as an aid.

Module Outlines:

7.1   Meaning of Non-Verbal Communication (NVC)

7.2   Advantages of Using Non-Verbal Communication

7.3   Introduction to Modes of Non-Verbal Communication

      7.3.1 Open and Closed Body Language

      7.3.2 Eye Contact and Facial Expression

      7.3.3 Hand Gestures

7.4   Do's and Don'ts in NVC

7.5   Learning From Experts

7.6   Activities-Based Learning

7.1 Meaning of Non-Verbal Communication (NVC)

- ❖ What is NVC?
- ❖ Where do you find it?
- ❖ Can you ask a few things through NVC?

Show the learners images of non verbal communication (NVC) and try to get their response.

Source: https://www.entrepreneur.com/article/230136

Once the learners have responded, get them to understand what NVC is about.

According to Richard Nordquist, nonverbal communication is the process of sending and receiving messages without using words, either spoken or written, also called manual language. Similar to the way that italicizing emphasizes written language, nonverbal behavior may emphasize parts of a verbal message.

The term nonverbal communication was introduced in 1956 by psychiatrist Jurgen Ruesch and author Weldon Kees in the book "Nonverbal Communication: Notes on the Visual Perception of Human Relations."

Nonverbal messages have been recognized for centuries as a critical aspect of communication. For instance, in "The Advancement of Learning" (1605), Francis Bacon observed that "the lineaments of the body do disclose the disposition and inclination of the mind in general, but the motions of the countenance and parts do ... further, disclose the present humour and state of the mind and will."

7.2   Advantages of Using Non-Verbal Communication

Non-Verbal Communication can

i.   ***Reinforce or modify what is said in words:*** For example, people may nod their heads vigorously when saying "Yes" to emphasize that they agree with the other person. A shrug of the shoulders and a sad expression when saying "I'm fine, thanks" may actually imply that things are not really fine at all

ii.   ***Convey information about their emotional state:*** Your facial expression, your tone of voice, and your body language can often tell people exactly how you feel, even if you have hardly said a word. Consider how often you have said to someone,

"Are you OK? You look a bit down".

We know how people feel from their non-verbal communication.

iii.   ***Define or reinforce the relationship between people:*** If you have ever watched a couple sitting talking, you may have noticed that they tend to 'mirror' each other's body language. They hold their hands in similar positions, they smile at the same time, and they turn to face each other more fully. These movements reinforce their relationship: they build on their rapport, and help them to feel more connected.

iv.   ***Provide feedback to the other person:*** Smiles and nods tell someone that you are listening and that you agree with what they are saying. Movement and hand gestures may indicate that you wish to speak. These subtle signals give information gently but clearly.

v.   ***Regulate the flow of communication:*** There are a number of signals that we use to tell people that we have finished speaking, or that we wish to speak. An emphatic nod, and firm closing of the lips indicates that we have nothing more to say, for example. Making eye contact with the chair of a meeting and nodding slightly will indicate that you wish to speak.

7.3   Introduction to Modes of Non-Verbal Communication

Judee Burgoon (1994) has identified seven different nonverbal dimensions:

i.   Kinesics or body movements including facial expressions and eye contact

- ▪ Ask the student to convey NO by making use of different parts of the body (eyes, mouth, lips, fingers, head)

ii.   Vocalic or paralanguage that includes volume, rate, pitch, and timbre

- sounds that not words [*tchatcha; umhmumhm; ishhhh; uhhhh; dhukdhukudhudhuku*]

iii.   Personal appearance (growing a beard; getting tonsured; wearing *bindi*)

iv.   Our physical environment and the artifacts or objects that compose it (the national flag flying at half mast; painting one's house in a particular colour; cutting off the grass from the front porch)

v.   Proxemics or personal space (sitting very close to somebody; sitting away from somebody)

vi.   Haptics or touch (shaking hands, rubbing somebody's back; hugging).

vii.   Chronemics or time

Ask the students to offer brief explanations with illustrations.

- Why does an office boss come late to all meetings?
- Why do you find clocks everywhere in some buildings?
- Can you add signs or emblems that suggest time?

Communication is not only about speaking and writing but it is also about gestures, postures, tones, expressions and all that nonverbal communication encompasses. NVC can include the following:

Touch; glance; eye contact (gaze); volume; vocal nuance; proximity; gestures; facial expression; pause (silence); intonation; dress; posture; smell; word choice and syntax; sounds (paralanguage).

Activity

Ask students to show how NVC can work more than words in some situations. This may be supported by a short mono-acting.

https://www.lifemasterygym.com/blog/power-of-non-verbal-communication
https://www.youtube.com/watch?v=vyrGNZ4Lzrw

7.3.1 Open and Closed Body Language

Body language is the conscious and unconscious movements and postures by which attitudes and feelings are communicated. It is important in communication as it

- Makes up most of what we communicate.
- Reinforces what we say.
- Helps to determine the intention of the speaker.
- Expresses the deep feelings.

i.   **Open Body Language:** People with open personalities are expressive, interactive, and hands-on. They also are at times, aggressive and argumentative. They tend to make extensive use of hands while speaking. Examples can be-

- **Uncrossed Legs:** This is a relaxed person who wants to have a conversation. However, a person with uncrossed legs and leaning forward to put his elbows on his thighs could be worried about something.

- **Uncrossed Arms:** Open arms may point at a frankness of opinion and presents an open and honest image. Politicians normally use their arms to wave at people and raise them with open palms to sign trust and faith.

ii.   **Closed Body Language:** People with closed personalities are the ones with hidden motives. They tend to cross their arms, cross their legs, keep hands close to their body while speaking, and a one-tone voice. Examples can be-

- o   **Crossing of Arms:** This stance gives the impression that you have already taken your decision and you are going to defend it no matter what. It's hostile and discourages discussion.

- o   **Crossing of Legs When Seated:** Putting one leg over the other leg's knee is both a defensive and an aggressive message. It tells the person talking to you does not want to waste time explaining his points.

- o   **Arms in Front of Body:** It is normally a sign of nervousness and can be seen in people who are either aspirant in an interview or first-time employee on their first day.

- o   **Crossing of Legs in Standing:** It could either mean a relaxed frame of mind or an interest to have a conversation on a topic. People crossing legs while standing like to share their knowledge on a particular subject.

The facilitator demonstrates the Open and Closed body language movements and learners may note down their observations.

https://www.youtube.com/watch?v=FU0DkL184_4

https://www.youtube.com/watch?v=qRnwdWXbwDY

7.3.2 Eye Contact and Facial Expression

Eye contact, also known as oculesics, and facial expression are important aspects of communicating with an audience, providing important social and emotional information.

The eyes can indicate interest, attention, and involvement with audience members, while failure to make eye contact can be interpreted as disinterest.

The face as a whole indicates much about human moods. Specific emotional states, such as happiness or sadness, are expressed through a smile or a frown, respectively.

Following are seven universally recognized emotions shown through facial expressions:

Fear; Anger; Surprise; Contempt; Disgust; Happiness; Sadness

Activity

Students may watch following video in the class:

https://www.youtube.com/watch?v=1zs-DRBWLmE

Few learners may illustrate facial expressions (Fear, Anger, Surprise, Disgust, Happiness, and Sadness). Other students may be asked to recognize and interpret the meaning and importance of facial expression in NVC over the verbal communication.

7.3.3 Hand Gestures

- ❖   Show the learners series of hand gestures and ask what they mean.
- ❖   Discuss the importance of hand gestures in NVC.

A hand gesture is whenever you move your hand or head to express or emphasize an idea. And this is an **important part of your overall body language**.

Hand gestures can help you describe what you're talking about, both literally (e.g. when you talk about drawing a circle, you can motion a circle with your hand) and metaphorically (e.g. you could motion a circle with your hand to say "everybody")

Hand gestures can help you point to people and things in your surroundings (e.g. pointing at an object while you say "look at that")

Hand gestures can help you add emphasis and structure when you talk (e.g. showing numbers when you count, "1, 2, 3…")

Hand gestures give clues about your emotional state. These gestures are not always connected to what you're saying (e.g. are you confident? are you lying?, are you anxious?)

7.4 Do's and Don'ts in NVC

Following are some Do's and Don'ts while using NVC in meeting people and interviews:

Do's

➢ **Make eye contact:** Look in the eyes of other person while talking to show you are paying attention. Avoid staring intently or glancing around the room. You want your eye contact to show them you're focused and confident.

➢ **Smile and nod:** Nonverbal cues are proof you are engaged in the conversation. By smiling and nodding while talking makes an impression on the speaker that you're listening. Use these gestures to punctuate a statement. Don't smile and nod continuously as that can seem like you are rushing the meeting.

➢ **Use natural facial expressions:** Be aware of what your positive and negative facial expressions look like: look in the mirror while you are on the phone before you head into a formal conversation. Emoting nonverbally is natural. If you avoid using facial expressions, it can signal a lack of interest and passion.

➢ **Shake hands:** Handshakes are like fingerprints – everyone's is a little different. Shake firmly and from your elbow (not your wrist) and make eye contact during this interaction to make it more meaningful. And if your hands tend to be cold, rub them together to warm them up before entering the room. If they tend to sweat, blot them with a tissue before you go in.

➢ **Dress appropriately:** Dress appropriately according the meeting or occasion.

Don'ts

➢ **Fidget:** Ask your friends or family what some of your subconscious habits might be, so you can keep them at bay. Common nervous fidgets include tapping a foot, shaking a leg, clicking a pen and playing with hair.

➢ **Slouch:** As a rule, you should sit with your back against the chair and feet on the floor during the interview or any formal meeting. A slight lean in toward the interviewer, with either your torso or just your head, can make them feel like you are engaged. But don't overdo it. And don't lean back.Be mindful of standing and walking straight when you are entering and leaving the interview room, as well as taking an office tour (or the like).

➢ **Cross your arms:** Crossed arms are a sign of defensiveness and resistance. When they are open at your sides or naturally placed on the table in front of you, it will appear you are more approachable.

➢ **Overuse hand gestures:** Just like facial expressions, hand gestures should seem natural and used in moderation. If you tend to get carried away, try keeping a pen in one hand or rest both hands on the table in front of you. Don't conceal your hands – behind your back, under the table or stick them in your pockets – as this indicates you have something to hide.

> ➢ **Clear your throat:** Avoid compulsively clearing your throat as it shows nervousness. Have a glass of water available during the interview if you tend to get a dry mouth. And be proactive by using a throat lozenge or having warm tea with honey before heading into the interview room or formal meeting.

7.5 Learning from Experts

Show videos of great performers, speakers, sports persons, motivators, and other people of interest who can inspire the learners with their speaking and display the use of nonverbal communication to its ultimate potential. Movies of Charlie Chaplin can be good example of nonverbal communication.

7.6 Activities Based Learning

This section is about practice.

➢ Play a video of dance performance by any great dancer without the music and the accompaniments. Ask the students to record their impressions. Then play the same performance with all the accompaniments. Mark the difference. Find out how and where NVC helps the performer to communicate and then adds to his/her power.

➢ Ask the students to make and bring 30 second videos of NVC. Ask them to record their thoughts in writing. Match their intent and performance.

Assessment

1. Written Evaluation.
2. Assessment can be done during activities organised during transaction by the facilitator, self and peers.
3. An individual mock interview session can be used as an assessment tool for nonverbal communication.

References:

1. https://www.thoughtco.com/what-is-nonverbal-communication-1691351
2. https://www.skillsyouneed.com/ips/nonverbal-communication.html
3. https://www.andrews.edu/~tidwell/bsad560/NonVerbal.html
4. https://artofeloquence.com/pages/the-importance-of-body-language
5. https://www.tutorialspoint.com/body_language/body_language_open_closed.htm#
6. https://study.com/academy/lesson/facial-expressions-in-nonverbal-communication-importance-lesson-quiz.html
7. https://www.sophia.org/tutorials/eye-contact-and-facial-expression
8. https://socialtriggers.com/21-hand-gestures-for-powerful-communication/
9. https://www.gqrgm.com/interview-dos-donts-importance-nonverbal-communication/

Video References:

1. https://www.lifemasterygym.com/blog/power-of-non-verbal-communication
2. https://www.youtube.com/watch?v=vyrGNZ4Lzrw
3. https://www.youtube.com/watch?v=FU0DkL184_4
4. https://www.youtube.com/watch?v=qRnwdWXbwDY
5. https://www.youtube.com/watch?v=1zs-DRBWLmE

Module 8: Resume Skills   3 Hours

Objectives:

The objectives of the module are to help learners

- Describe the importance of resume.
- Identify essential components of a good resume while preparing his/her resume.
- Identify common errors people make in preparing resume.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Prepare her/his good resume considering all essential components without making any error.

Module Outlines:

8.1   Resume Skills-Preparation and Presentation

      8.1.1 Introduction of Resume and Related Terms

      8.1.2 Importance of Preparing a Good Resume

      8.1.3 Difference between a CV, Resume and Bio data

      8.1.4 Essential Components of a Good Resume

8.2   Resume Skills: Common Errors

      8.2.1 Common Errors

      8.2.2 Guidelines for Resume Preparation

8.1 Resume Skills-Preparation and Presentation

Twenty students passed with 'A' grade from a renowned professional institution. They applied for jobs in different companies. Out of them only 8 students got the desired job.

Do you know the reason for rejection of other students by the employers?

The reason was: Their resume or CV was neither appropriate for the job nor impressive for the employers. Preparing resume or CV is a skill and an art. Let us know about what is resume and other terms used world over like curriculum vitae (CV) and bio data.

8.1.1 Introduction of Resume and Related Terms

i)   **Resume:** Resume is a French word meaning "summary". A resume is ideally a summary of one's education, skills and employment when applying for a job or new job. A resume does not list out all the details of a profile, but only some specific skills customized to the target job profile. It thus, is usually 1 or 2 pages long. A resume is usually written in the third person to give it an objective and formal tone.

ii)   **Curriculum Vitae (CV):** Curriculum Vitae is a Latin word meaning "course of life". It is more detailed than a resume, generally 2 to 3 pages, or even longer as per the requirement. A CV lists out every skill, all the jobs and positions held, degrees, professional affiliations the applicant has acquired, and in chronological order. A CV is a detailed document highlighting professional and academic history of an individual.

CVs typically include information like work experience, achievements and awards, scholarships or grants earned by the candidate, course work, research projects and publications of the work. A CV is used to highlight the general talent of the candidate rather than specific skills for a specific position.

iii) **Bio data:** Bio Data is the short form for Biographical Data and is an archaic terminology for Resume or CV. In a bio data, the focus is on personal particulars like date of birth, gender, religion, race, nationality, residence, marital status, and the like. A chronological listing of education and experience comes after that.

8.1.2 Importance of Preparing a Good Resume

Question: Why do we need to prepare a good resume or CV?

A resume is a mirror reflection of a person's/candidate's pursuits.

The employers/recruiters require the aspiring candidates to submit a resume in order to be considered for the position. Resumes are first used as a way to weed out unlikely candidates. Such resumes may be with errors, spelling errors, appearance, incomplete details etc.

Employers/recruiters look into resumes that are perfect or near perfect fit for the advertised opening. Further the resumes are scrutinized to shortlist candidates for interview on the basis of education, additional training, community involvement, life experiences and anything else that might indicate the suitability of the candidate for the advertised opening. Therefore, preparing an impressive resume is vital.

8.1.3 Difference between a CV, Resume and Bio data

A CV and resume are similar in that they're both documents that summarize candidate's professional history, education, skills and achievements. Sometimes both documents are provided to the employer for consideration for an open position.

It is important to note that in the United States and most of Europe, resumes and CVs are not interchangeable. There are a few exceptions. In India, South Africa and Australia, the terms CV and resume are interchangeable. The term bio-data is mostly used in India, and is usually used while applying for government jobs.

8.1.4 Essential Components of a Good Resume:

How to Format a Resume?

There are certain elements that are required in any resume, irrespective of the format chosen. In addition, there are also optional elements that are specific to the individual. A person should make decisions about these according to the job objective, career history, and the amount of space that is available.

A good resume would start with a brief profile of the candidate, summary of qualifications, followed by industry expertise and then professional experience in reverse chronological order. Focus is on the most recent experiences (with responsibilities and accomplishments), and previous experiences are only presented as a summary. This would be followed by Education details and/or Professional Affiliations and/or Voluntary Initiatives.

A resume must contain at least following three principle areas of information:

i) **Contact Information**
- Name
- Postal Address
- Telephone no: work, home, mobile, as applicable

- Fax number, if applicable
- E-mail address

ii) **Education and Training:** It provides information about the formal education and professional training. Following are some tips on listing information:

- As a student, making the transition to the workforce for the first time, the educational credentials belong at the top of the resume.
- List the highest level of education first and work backwards. Any specialization or professional training that relates directly to the job objective should be listed first.
- Include any special honours or rewards.
- List any courses, seminars, workshops, or training experiences as a part of professional development or recent positions held that relate to the career focus.

Following additional components may be included:

- **Publications/Presentations:** If it is a long list, divide and then subdivide by topics. Articles that are in preparation and will be published may also be listed.
- **Special Skills:** This portion is appropriate if the job requires expertise. These may include computer hardware or software knowledge, or language proficiencies.
- **Certificate and Training:** List these if they directly relate to the job.
- **Associations/Affiliations:** Include current (not past) membership or active involvement in any professional or civic associations that relate to the job objective.
- **Awards/Honours and Recognitions:** List any career-related awards/honours gained, without adding element of self praise. Be precise and specific.
- **Work History:** This is the body of one's resume, if applying for a new job.

Activities
- Provide some exemplary resume to students as a small group assignment to evaluate them on the basis of essential components.
- Hold discussion on resume with essential components and without essential components.
- Also ask them to identify the errors made in resume.

8.2   Resume Skills: Common Errors

On the basis of above activities, ask students on the common errors that the candidates had committed in their Resume. You may summarize these errors as follows:

8.2.1 Common Errors

People generally make following common errors in preparing their resume:

i) **Misspellings and grammatical errors:** This is a very common error especially among freshers. It is always good to have a spell check done once the resume is completed. The best way to identify the mistake is to have the resume reviewed by someone else.

ii) **Not including keywords that match the job position:** Mentioning the same keywords in the resume that appear in the job listing is necessary.

iii) **An outdated resume:** It is important to update the resume for every job. One should

always remember to update the skills section, important additions, contact number, address details, current location etc.

iv) **Including too much information:** A resume should contain information relevant to the job opportunity. Use bullets instead of writing paragraphs, this would help to enhance the readability. Details can be given during interview. The resume should not exceed 1- 2 pages.

v) **Including a career summary that doesn't match the job requirements:** One should ensure that there is a match between the resume summary and the key job requirements.

vi) **Leading paragraphs with irrelevant duties:** Begin with a statement which shows that the candidate posses the key skills required for the particular job opportunity. Hence mention the most relevant duties and skill sets in the resume with context to the job one is applying for.

vii) **Being too modest:** It is nice to mention the accomplishments and rewards in the resume, but at the same time one needs to understand and know the best way to put it across in the resume.

8.2.2 Guidelines for Resume Preparation:

Besides taking care of essential components in preparing the resume one should also keep following guidelines in mind:

- Always use good quality paper for the resume.

- Send a good quality photocopy of the resume.

- As a fresher, one should primarily describe the academic achievements, workshops, internships, seminars etc. attended where the skills were acquired and/or updated.

- Ideally the resume should not exceed one or two pages.

- Check for spelling errors and grammatical mistake before the final copy of the resume.

- Include sections like languages known, hobbies and interests, extra-curricular activities, the positive points in brief. Select a simple font with appropriate font size to give clarity and legibility to the resume.

Activities
- The students may select their preferred job and prepare a good resume of themselves considering all essential components and discuss with peers.
- The students may present the resume in front of the larger group (whole class) using power point presentation.
- Invite an alumnus from the organization and get the resumes evaluated.

NOTE: Websites given in the references at the end of this module can be visited by the students for understanding and preparing their resume.

Assessment

1. Written evaluation.
2. Assessment can be done on the activities organized during transaction by the facilitator, self and peers as well as by juniors and seniors.
3. The learning outcome in this module is that the students could prepare an ideal resume of their own. The resume developed by the students may be assessed by self, peer or facilitator using some check list or rating scale. Facilitator and students may elaborate following criteria for preparation of checklist or rating scale.

Comprehensiveness

- Size of resume
- Any spelling errors
- Any grammatical error
- Appropriateness of font type
- Appropriateness of font size

References:

1. https://www.wikihow.com/Write-a-Neat-Resume
2. https://www.youtube.com/watch?v=8fRN33GzxbA
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4. https://www.indeed.com/career-advice/cover-letter-samples
5. https://placement.freshersworld.com/difference-between-resume-cv-bio-data/33122016
6. https://www.jobscan.co/resume-templates

Module 9: Interview Skills   5 Hours

Objectives:

The objectives of the module are to help learners

- Describe the meaning and types of interview.
- Describe the important questions generally asked in a job interview.
- Identify common errors people make during interview.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Script responses to typical interview questions.
- Critique the performance of a few simulated interviews.

Module Outlines:

9.1   Interview Skills: Preparation and Presentation

    9.1.1 Meaning of Interview

    9.1.2 Types of Interview

    9.1.3 STAR Approach for Facing an Interview

9.2   Interview Procedure

    9.2.1 Do's and Don'ts

    9.2.2 Important Questions Generally Asked in a Job Interview

9.3   Interview Skills-Common Errors

    9.3.1 Common Errors

    9.3.2 Interview Questions for Assessing Your Strengths and Weaknesses

9.4   Simulation

    9.4.1 Job Simulation Formats

    9.4.2 Comment Critically on Simulated Interviews

9.5.   Demonstrate an Ideal Interview

9.1 Interview Skills: Preparation and Presentation

9.1.1 Meaning of Interview: Ask students if they faced any interview. Discuss their experiences and description of the term interview. The description can be summarized as follows:

- An interview is a conversation where questions are asked by one or more individuals known as interviewer(s) and answers are given by an individual, the interviewee.

- In a job interview it is a conversation with a purpose for an employer to assess the candidate and for a job seeker to convince the employer.

- Sometimes, information can be transferred in both directions.

Interviews usually take place face-to-face and in person. However, new communication technologies such as smart phones and video conferencing softwares have enabled

conversations wherein both the interviewer and the interviewee are separated geographically. Interviews generally involve spoken conversation between interviewer and the interviewee. In some cases a "conversation" can happen between two persons who type questions and answers back and forth.

9.1.2 Types of Interview: Following are few examples of different types of job interviews:

- Telephonic Interview
- Face to Face Interview
- Video Conference Interview
- Selection Interview
- Behavioral Interview
- Group or Panel Interview

Activities
- Students may be asked to prepare details of above types of job interviews. They can take help from the videos given in references.
- Plays/skits/dramas/self created videos may be undertaken to make the activities enjoyable without losing the purpose

9.1.3 STAR Approach for Facing an Interview: STAR is an acronym that stands for:

Situation	:	Set the scene and give the necessary details of your example.
Task	:	Describe what your responsibility was in that situation.
Action	:	Explain exactly what steps you took to address it.
Result	:	Share what outcomes your actions achieved.

What is the STAR Interview Response Technique?

In a behavioural interview, the STAR interview response technique is a way of answering questions. This technique offers a straightforward format to answer behavioural interview questions. These questions have openings like:

- Tell me about a situation where…
- What do you do when…
- Have you ever…
- Share an example of…
- Describe what you think…..

The answers provide a real-life example of how a certain kind of situation at work in the past was handled by the candidate.

Activity

Ask students to watch the video and note the important tips to remember while framing the answer for STAR type interview and discuss.
https://www.youtube.com/watch?v=WRLF8ULhZmw

9.2 The Interview Procedure

Usually, the candidate submits his/her detailed resume containing relevant facts and information about education, experience (if any), and other achievements prior to the interview.

During the interview one has to present his/her resume to the potential employer in a very

limited time in such a way so that the employer get to know the candidate, understand what he/she can do, and be convinced he/she is the most suitable candidate.

9.2.1 Do's and Don'ts: Employers have two primary goals for the job interview. First, they want to determine if the candidate is qualified for the job and, second, they want to discover if the candidate would fit well into the organization.

Following are some Do's and Don'ts before, during and after the interview process that can help the candidate to be successful in the job interview. Remember that employers view your actions in the whole hiring process as examples of your work. This is an opportunity to show them what a good worker you are.

Essential things to prepare for the interview: One has to prepare extensively for a successful outcome of the interview. Following are some useful tips:

A.   Before the interview

   i)   **Doing homework:** The first essential step in the interview process is preparation. Do research about the employer; visit their website to know about the details of the company (functions, staff, etc.), and note important points.

   ii)   **Making a good first impression is important:** In a face-to-face interview, do a trial run if it is at an unfamiliar location and arrive a few minutes early for the interview. Carry your resume/CV and ensure you know the dates and its specifics so you can confidently talk through your CV and give examples.

   If it is video interview, test the video tool the day before the interview, on the day of the interview, and set up at least 15 minutes before the scheduled time. Ensure that the place is quiet and comfortable. As the face to face contact with the interviewer(s) is not possible, so the best alternative is to smile confidently and appear interested and engaged.

   iii)   **Don't let any past rejections spoil the future ones:** It is quite taxing to find a new job. Make sure you approach every interview as a new opportunity and learn from past mistakes. If you have several interviews lined up, try to keep some space between them to ensure you are at your best.

   iv)   **Don't assume it isn't an interview:** Be sure to treat *everyone* in the company with respect, from the people in the parking lot to the receptionist and the recruiting staff. If other candidates are present, introduce yourself and be polite. It may be used as an opportunity to assess your suitability for the potential role.

B.   During the interview

   i)   Stay relaxed and comfortable.
   ii)   Greet everybody present in the interview board.
   iii)   Keep your job search records organized and handy.
   iv)   Refer to your resume as needed.

   v)   **Listen carefully and answer accordingly:** It is important to listen attentively to the questions asked by the interviewer, and answer in a clear and direct manner using examples from the past experience to back it up. Direct your answer to the person who asked the question, but maintain eye contact with all the members in the panel.

   vi)   **Prepare smart, open ended questions to ask the interviewer:** Before appearing for interview**,** prepare some relevant open ended questions to be asked to the interviewer. The questions will help the candidate illustrate his/her interest and

motivation to succeed in the role and company. It will also determine if this really is the opportunity or business one wants to join as well as get noticed and separate from other candidates.

vii) **Highlighting the strengths and expertise:** Communicating your experience and successes to the employer during interview will clearly highlight the strengths that are relevant to the role.

viii) **Never speak negative about former employers:** It may give impression to the interviewer that the same will be expressed by the candidate for them if he/she will leave and may question the professionalism of the candidate. This may alert anyone interviewing the candidate.

ix) **Don't give incorrect information:** Be truthful in answering all questions and explain and describe things that relate to the position on offer, and truly reflect one's past experience. If the probing is in an area that is not one's strength, he/she should be honest and let the interviewer know that the candidate is willing to learn or work on and how he/she can up skill in this area. The candidate may bring strengths in another area to the table.

x) **Never interrupt the interviewer:** It is important to be a good listener as well as a good talker. It shows that you are respectful and have strong interpersonal skills. Avoid rushing to answer a question in case the interviewer hasn't finished speaking.

xi) **Thank everyone** and don't forget to carry your belongings before leaving the room quietly.

C. **After the interview**

- Reflect on your performance in the interview
- Send a thank you note (or email) immediately after the interview to demonstrate your understanding of the process, the rules of common courtesy, your commitment to complete a "project," and your ability to communicate.

Students can watch following videos for more understanding about facing interview

https://www.youtube.com/watch?v=thzOhKXRETw

https://www.youtube.com/watch?v=SCGkKhmJ2T4

https://www.youtube.com/watch?v=Pg4mDThQ5aQ

https://www.youtube.com/watch?v=qQgPnXS9yas

https://www.youtube.com/watch?v=CHQbsHT_9dg

https://www.youtube.com/watch?v=I8emh3KK_Bg

Activity

Ask students to discuss the following in small group and present in class

- What are 5 things you should do during an interview?
- What questions are not allowed in an interview?
- What should you not bring to an interview?

9.2.2 Important Questions Generally Asked in a Job Interview: There are basically two types of questions that are generally asked - *Open Ended and Closed Ended Questions.*

i.   **Open-Ended Questions:** Open-ended questions require more than one word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay. Examples of Open Ended Questions

- How would you describe yourself?
- What accomplishments are you particularly proud of?
- What do you know about our company, industry and/or position?
- Why should we hire you?
- Where do you see yourself in two years?
- How do you deal with conflict?
- Give me an example of a time when your work was criticized in front of others. How did you respond? What did you learn from this situation?

ii. **Closed-ended questions**: These questions are those which can be answered by a simple "yes" or "no", or in "one or two words". Few examples of closed-ended questions:

- What is your best quality?
- Do you have many friends?
- Do you like reading?
- When is your birthday?

Activities
- Students may be asked to identify few more questions and discuss in the class.
- Mock interviews and skits may be organized to practice facing interview.

9.3   Interview Skills-Common Errors

Sometimes the candidate makes mistakes before and during interviews without realizing. Most of these are very common. It is necessary to devote time to prepare before the interview so that one can feel satisfied after the interview.

9.3.1 Common Errors: Following are some of the most common errors made by candidates which may be avoided:

i)   **Reaching late –** Always reach the place of interview at least **15 minutes** early to avoid any unforeseen circumstances. Reaching late would also suggest poor time management skills, show disrespect to the company, and the position, and even the interviewer.

ii) **No dressing sense**- It is very essential to look professional and appropriately dressed while appearing for interview as per the position or a job.

iii) **Uninterested in appearance**- It is important to demonstrate interest in the company and the job through your behaviour. Therefore, show the interest in the job you are interviewing for and why you want the job by asking some intelligent questions.

iv) **Not bringing the resume**- Generally the interviewers have a copy of the resume of the candidate, still it is important to carry a copy for each member of the panel.

v)   **Phone interfering during the interview-** The cell phone should be switched off during the interview. Pay full attention on the interview and the interviewers. Neither reply to calls nor text message during the interview. It gives a wrong message to the employer that getting the job is not your top priority.

vi)   False resume- You should never make the mistake of writing down false information in your resume. You will be able to discuss about yourself better if you are truthful about your resume, your degrees and your past experience during your interview.

vii) Lack of attention: Pay full attention on interview. Always maintain eye contact, lean forward slightly when talking to your interviewer, and make an active effort to listen effectively. Focus your attention in the interview only.

9.3.2 Interview Questions for Assessing Your Strengths and Weaknesses: Following are some of the strengths and weaknesses generally reported by the interviewees while answering above questions in interview process. The students may be asked to discuss these and learn.

"What are your strengths and weaknesses?"

i.   Assessing the strengths: Make a list of your skills/strengths before any interview and categorize them into following three categories:

- **Knowledge-based skills**: Acquired from education and experience (e.g., computer skills, languages, degrees, training and technical ability).

- **Transferable skills**: Your portable skills that you take from job to job (e.g., communication and interpersonal skills, analytical problem solving and planning skills).

- **Personal traits**: Your unique qualities (e.g., dependable, flexible, friendly, hard working, expressive, punctual, trustworthy, creative, honest, respectful, etc.). You may add many more.

When you complete this list, choose three to five of those strengths that match what the employer is seeking in the job. Make sure you can give specific examples to demonstrate why you say that is your strength if probed further.

Scripting your answers (Example)

Write a positive statement you can say with confidence:

"My strength is my flexibility to handle change. As customer service manager at my last job, I was able to turn around a negative working environment and develop a very supportive team. As far as weaknesses, I feel that my management skills could be stronger, and I am constantly working to improve them."

When confronted with this interview question, remember the interviewer is looking for a fit. She/he is forming a picture of you based on your answers. A single answer will probably not keep you from getting the job, unless, of course, it is something blatant. Put your energy into your strengths statement—what you have to offer. Then let the interviewer know that although you may not be perfect, you are working on any shortcomings you have.

Job interviews are among the most challenging part of the job-search process; therefore, being prepared makes all the difference.

ii.   Assessing the Weaknesses: Common weaknesses reported by the candidates
- Focus too much on the details
- Hard time letting go of a project
- Difficulty in saying "No"
- I get impatient when projects run beyond the deadline

- I could use more experience in a particular area
- I sometimes lack confidence
- I can have trouble asking for help
- It has been difficult for me to work with certain personalities
- It can be difficult for me to maintain a healthy work/life balance
- In the past I have been uncomfortable with ambiguity

Activity

Students may be asked to add more strengths and weaknesses in the list after discussion in the class. Each student may identify his/her weaknesses and strategies to overcome those.

9.4 Simulation

A job simulation is any task that is designed to give an accurate preview of the role one is interviewing for entails on a day-to-day basis. Many employers are using job simulations, as they help companies more accurately predict whether or not candidates would be successful if hired.

9.4.1 Job Simulation Formats: Job simulations can take many different forms, such as in-person assignments, online exams, take-home assignments, role-playing, presentations or even virtual simulations. Chris Chancey, founder of Amplio Recruiting, described some of the more common job simulation formats in depth:

i) **In-basket exercises:** "Here, the candidate is required to complete certain tasks such as responding to emails, taking phone calls and handling grievances within a set amount of time. Often, these exercises are best for administrative and managerial positions."

ii) **Situational judgment tests:** "The candidate is presented with a work-related scenario and is asked to use their judgment to provide a solution that can amicably resolve the situation at hand. These tests lend themselves well to positions such as customer service and supervisory roles."

iii) **Work sample tests:** "These, typically hands-on tests, require the candidate to complete certain activities that are similar to actual tasks they would perform on the job. Examples include writing code, take-home assignments, collaborating with others to design a website or completing an onsite construction task."

iv) **Role-playing:** "Role-playing is probably the most common of all job simulation formats. These exercises help to evaluate a candidate's ability to navigate interpersonal challenges in a work environment."

This is not a complete list. Because job simulations mimic the tasks of actual jobs, therefore, the possibilities are many.

Visit this link and learn more https://www.glassdoor.com/blog/job-simulation-preparation/

9.4.2 Comment Critically on Simulated Interview: After watching following video invite observation and comments of students and discuss.
https://www.youtube.com/watch?v=5v-wyR5emRw&pbjreload=101#DanLok#InterviewQuestions#TellMeAboutYourself

9.5 Demonstrate an Ideal Interview

Ask students to visit following link and prepare interview questions and answers

https://www.inc.com/jeff-haden/27-most-common-job-interview-questions-and-answers.html

Discuss observations and learning of students on following ideal interviews.

- https://www.youtube.com/watch?v=6CetTjU155Y
- https://www.youtube.com/watch?v=-7a9inDMw90
- https://www.youtube.com/watch?v=HMQlA-TIAsk

Activity

Role Play: Make small groups of students. One student plays the role of interviewee and 3-4 can be the interviewers. The role may be reversed after each interviewee answering one question. Other students can observe and give their comments.

Assessment

1. Written evaluation.
2. **Role Play:** Role play/mock interviews on different types of interviews may be used to assess the outcomes.
3. **Classroom Observation:** Active participation of each student in classroom activities can also be considered for assessment.

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Module 10: Group Discussion Skills   4 Hours

Objectives:

The objectives of the module are to help learners

- Describe the meaning and importance of Group Discussion in a selection process.
- Describe the procedure of Group Discussion.
- Identify essential skills to be evaluated during Group Discussion.
- Identify common errors people commit in Group Discussion.

Expected Outcomes:

The learners at the end of this module shall be able to

- Develop skills for participating effectively in a Group Discussion without committing any error.

Module Outlines:

10.1   Meaning and Importance of Group Discussion (GD)
    10.1.1   Meaning of Group Discussion
    10.1.2   Importance of Group Discussion
    10.1.3   Types of Group Discussion
10.2   Procedure of Group Discussion
    10.2.1   Methodology
    10.2.2   Ground Rules
    10.2.3   Evaluation of Group Discussion
10.3   Group Discussion - Common Errors
10.4   Group Discussion- Simulation

10.1 Meaning and Importance of Group Discussion (GD)

Twelve students participated in a Group Discussion held for selection of candidate for a job in a reputed company. Only 2 out of twelve could be selected.

Students may be asked to tell the reasons for selection of only 2 candidates. The facilitator can initiate discussion the concept of Group Discussion and its significance in selection of candidates.

10.1.1 Meaning of Group Discussion (GD): Group discussion may be defined as a form of systematic and purposeful oral process characterized by the formal and structured exchange of views on a particular topic, issue, problem or situation for developing information and understanding essential for decision making or problem solving.

GD is a methodology used by an organization (company, institute, business school, etc.) to gauge whether the candidate has certain skills and personality traits suitable to a particular job position. The group of candidates is given a topic or a situation, some

time to think about it, and then asked to discuss it among group members for a specific duration.

Students watch following videos on mock GD
https://placement.freshersworld.com/gd-mock-2/33122059
https://www.youtube.com/watch?v=CmGuCGPsosM
https://www.shiksha.com/mba/articles/group-discussion-topics-for-mba-blogId-19559

10.1.2 Importance of Group Discussion: The main purpose of GD is to identify essential skills in a candidate. It helps in the final selection of the candidates for an organization (company, institute, business school, etc.) on the basis of the following skills:

i.   **Interactive skills:** Interactive skills are the most important skills under judgment during a GD. One needs to communicate his/her thoughts verbally through actual words and non-verbally through gestures.

ii. **Leadership skills:** One who is able to get the topic discussed in the right direction or steer the whole discussion evolves as a leader. He/she encourages other members to put forward their views and helps them build a place for themselves. The panel tries to see if you are that person.

iii. **Flexibility:** Sticking to one point till the end without seeing and accepting the logic given by others makes you come across as a stubborn participant. And yes, this is one quality which is under judgment.

iv. **Creativity:** Creativity is essential to reach the right solution. Team workers should have distinct ideas, so that the best alternative can be reached. How you approach the topic and what you make out of the discussion.

v.   **Initiation:** For the success of a project, it is important that the team members take the initiatives. Through the GDs, the panel tries to identify the people who take the initiative. However, if you decide to initiate the discussion ensure that you have something substantial to say.

vi. **Awareness:** Awareness is what helps you stay confident. Make sure that you read a lot and are aware about the current happenings in the world.

vii. **Confidence:** Confidence is another important quality under judgment during a GD. Your knowledge about the topic does give you confidence but your overall conduct during the GD tells if the candidate is confident of himself and what he says. Do not try to snatch away the limelight by speaking when it is another candidate's turn. This is impolite and makes you look insecure.

10.1.3 Types of Group Discussion: GDs can be of two types: topic-based or case-based.

I.   **Topic Based GDs:** Topic based GDs can be classified into following three types:

    i.   **Factual Topics**: Factual topics are about practical things, which an ordinary person is aware of in his/her, day-to-day life. These are current socio-economic topics, may be in the news lately, or could be unbound by time. A factual topic for discussion gives a candidate a chance to prove that he/she is aware of and sensitive to his/her environment. Examples: The education policy of India, Tourism in India, WTO and its impact on the Indian Economy etc.

    ii. **Controversial Topics**: Controversial topics are the ones that are argumentative in nature. They are meant to generate controversy. The idea behind giving a topic

like this is to see how much maturity the candidate is displaying by keeping his/her temper in check, by rationally and logically arguing his/her point of view without getting personal and emotional. Examples: Demonetization is a successful and effective move; Caste-based reservation must be replaced with economic status and education of parents.

iii. **Abstract Topics**: Abstract topics are about intangible things. These topics are not given often for discussion, but their possibility cannot be ruled out. These topics test your lateral thinking and creativity. Examples: Every cloud has a silver lining, smart work v/s Hard work

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Activity

Students may prepare a list of few more topics of Factual, Controversial and Abstract issues.

II. **Case-Based GDs:** Another variation is to have group discussion on a case instead of a topic. The case study tries to simulate a real-life situation. Information about the situation is given to the members of the group and they are asked as a group to resolve the situation. In the case study there are no incorrect answers or perfect solutions. The objective in the case study is to get you to think about the situation from various angles. Management institutions usually have a case-based discussion rather than topic-based discussion in their selection procedures.

10.2 Procedure for Group Discussion

10.2.1 Methodology: In a group discussion, there are 8-10 participants seated in semi-circle or a U shaped arrangement. Occasionally there might be a round table for a group discussion. The panelists sit in front of the group or in the case of a round table; they may observe the group from a distance. Duration of the GD depends on the Corporate / Institute conducting the group discussion. There are a number of roles that a candidate can play in a GD such as Initiators, Data Giver, Criticizer, Supporter, Listener, Questioner, Traffic Policeman, Spectator and Leader (Coordinator). It has been observed that many candidates act or behave in a certain way or make their points in a particular manner. English is the common language of the GD. During the Group Discussion, the panel evaluates the candidate's potential to be a leader and also his/her ability to work in teams.

10.2.2 Ground Rules: Following are the ground rules of a group discussion to keep the discussion on track:

- Everyone should treat everyone else with respect: no name-calling, no emotional outbursts, and no accusations.

- No arguments directed at people – only at ideas and opinions. Disagreement should be respectful – no ridicule.

- Don't interrupt. Listen to the whole of others' thoughts – actually listen, rather than just running over your own response in your head.

- Respect the group's time. Try to keep your comments reasonably short and to the point, so that others have a chance to respond.

- Consider all comments seriously, and try to evaluate them fairly. It is important to be open to others' ideas and comments. It may change your mind, or vice versa.

- Don't be defensive if someone disagrees with you. Evaluate both positions, and only continue to argue for yours if you continue to believe it is right.

- Everyone is responsible for following and upholding the ground rules.

10.2.3 Evaluation of Group Discussion: The GD may be evaluated on following parameters:

A.   **Initiative:** It is the ability to impart directional inputs and provide a flowchart for the subsequent discussion. Initiative is not just limited to being the first speaker in the discussion; even a speaker who participates later in the discussion may be high on initiative. It depends on the ability of a speaker to add something new and relevant to the discussion. It includes following three 'C' approaches helping in taking the right initiative:

i.   **Clarity**: This refers to the clarity in thought process and is manifested in the way the speaker channelizes the discussion.

ii.   **Content**: This refers to the ability of a speaker to add discrete subject matter for the discussion at hand. A grip on current affairs and strong environmental sensitivity is helpful.

iii.   **Confidence**: This is your ability to connect comfortably with other members of the group and participate confidently.

B.   **Contribution**

a.   **Action/Reaction:** A group member may contribute in two ways- either initiate an action or react to someone's action. Initiating the discussion requires the clarity with respect to the topic for discussion, as well as sufficient content. Reacting to a member's viewpoint may either indicate your agreement with him/her or disagreement. In case of agreement with the group member's point, value to the point by giving an illustration or example is added. In case of a disagreement, the contradiction is supported by giving effective arguments.

b.   **Role**

i.   **Leader**: A leader's role in GD showcases his/her lead the discussion and ability to motivate the team members.

ii.   **Fountainhead**: In this role a member exhibit the ability to add new and relevant points to the discussion so as to keep it active.

iii.   **Piggy Rider**: A piggy rider in GD steals someone else's idea and ride on the other someone. However, the member needs to be smart and fluent to measure up to this role.

c.   **Nature of contribution**

i.   **Positive**: A positive contribution of the member creates a learning and participative environment for the group members. He/She would not dampen the spirits of other participants.

ii.   **Negative**: A negative contributor in GD impedes the flow of meaningful discussion by unnecessary intervention and objectionable behaviour/ attitude. Such a participant doesn't conform to the basics of team dynamics and is therefore, undesirable.

C.   **Communication:** It includes both verbal and non verbal communication.

a.   **Verbal Communication**

i.   **Fluency**: This is the ability to speak in a continuous and uninterrupted manner.

ii.   **Articulation**: This is the ability to speak in a clear and pleasantly audible manner

      iii.   **Modulation**: This is the ability to add a contextually relevant flavor to your voice, as reflected in occasional pitch variation.

    b.   **Non-verbal Communication**

      i.   **Energy**: Member's high energy level indicates his/her capacity for work. However, this should not be confused with impulse, which is a negative trait.

      ii.   **Posture**: Upright and appropriate body posture of the candidate project a well composed and poised candidate.

      iii.   **Eye Contact**: Eye contact with the key speakers adding value and otherwise acknowledge your attentiveness. Occasional eye contact should also be made with other participants, including the ones who are absolutely quiet.

      iv.   **Gesticulation**: Appropriate and well positioned gestures, add to the effectiveness of communication.

      v.   **Persuasion***: In controversial topics, a persuasive speaker leads the discussion.

      vi.   **Ethos**: This refers to persuading on the basis of trust and credibility. Candidates who add value to the discussion in its formative stages are more probable to be heard and respected.

      vii.   **Pathos**: This is about managing the emotions of other group members by knowing when to counter/support the viewpoints of other participants and knowing the right entry/exit points in a discussion etc.

      viii.   **Logos**: This refers to the logical proposition of a candidate in speech. Candidates with stronger logical quotient are better received than others.

      ix.   **Group Dynamics:** Effective group dynamics helps in keeping balance between individual excellence and group performance. Establishing positive relationships with other members is a great advantage in connecting with the team. However, this should not be misconstrued for compromising the essence of healthy controversy.

Another effort towards positive group dynamics is to ensure a logical progression of the discussion. It is advised to logically go from one discussion thread to another, rather than in a haphazard manner.

10.3 Group Discussion – Common Errors

It is very necessary to know about the rules of participating in GD as well as what role one would like to play. If we do not develop this understanding then errors will come in naturally. Following are few common errors people make while participating in GD.

i)   **Wrong Starting:** It is good to initiate the discussion on the given topic in GD. It has its benefits of making your presence known and demonstrates leadership skills. But this requires command over the topic and knows what to say. Maybe sometimes we didn't listen attentively and miss heard what was said or don't really know the topic well enough. So one should take initiative only if confident in the subject. The alternative is to understand the topic via what others have said. Then add to the discussion by building off someone's idea or throw a new idea into the mix.

ii)   **Nerves:** Participating in GD may lead to nerves. It is quite normal. One can get over it by preparation and knowing how to relax.

iii) **Lack of Communication skills:** To be successful in GD one needs strong and effective communication skill especially in English. It is also essential to communicate meaningful ideas supported by facts, figures, and examples; in a comprehendible manner.

iv) **Lack of Confidence:** Self confidence plays an important role in participating successfully in GD. Worrying that you won't do well or think others are doing better take away your focus on grasping the topic and participating in the discussion successfully. Lack of confidence may be seen in your body language too.

v) **Talking Too Much:** Too much talking may be considered negatively in GD. It would be better if you demonstrate your presence strategically at some point in the beginning, middle and the end offering sound ideas and interact with others too.

vi) **Deviating from the Topic:** Sometimes the topic is misunderstood and facts and figures are misquoted. In addition, getting distracted such as daydreaming or writing notes without listening to what others say. It is necessary to participate in a GD with active listening and speaking with quality ideas.

vii) **Poor Body Language:** Body language like hand gestures, eye contact, body posture, and facial expressions is as important as verbal communication. The way you use your body language tells the evaluator about your personality.

viii) **Interruption:** Interrupting when some other member is speaking is evaluated negatively. One has to wait to listen what others are saying. It could be adding value to the discussion. Once you hear and see a small gap only you can speak.

ix) **Showing Off:** It is important to talk in GD as you would normally talk with others in your day to day life. Need not to show off as it can be easily detected and perceived as being over the top not got along with the group. Furthermore, it suggests that though you may 'know it all' you could also be insincere and not a team player in the workplace environment too.

x) **Losing Your Cool:** Sometimes topic in GD can be quite touchy. On many instances, candidates make blatant statements and generalized comments that will offend someone in the group. So much so, that they feel the need to react in an aggressive manner. Retaliating in the form of anger will always go against you. The interviewer panellist may also notice where you could break. So no matter how much you have an urge to react, always keep calm.

Following videos give some insight to perform better in GD.

https://www.youtube.com/watch?v=yru-WGgvtME5CommonmistakestoavoidinaGroupDiscussion

https://www.youtube.com/watch?v=papqqwvULdQHowtocrackGD:MostcommonGDRoundMistakestoAvoid

Key points for success in Group Discussion: One has to work on the following key points for success in GD.

- Enhance your knowledge of current affairs

- Do not dress casually

- Be the Initiator

- Be a good listener, do not dominate

- Make eye contact with all participants

- Do not go into specific details
- Differ in a polite manner
- Focus on body language and posture
- Work on your communication skills

10.4 Group Discussion – Simulation

- Eight to ten students as participants in GD sitting in semi-circle or a U shaped arrangement.
- The panelists may observe the group from a distance.
- Duration of the GD may be 45 minutes to an hour.
- Roles that a candidate can play in a GD such as Initiator, Data Giver, Criticizer, Supporter, Listener, Questioner, Traffic Policeman, Spectator and Leader (Coordinator).

The Facilitator would explain the following ground rules to the group members:

- Everyone should treat everyone else with respect: no name-calling, no emotional outbursts, and no accusations.

- No arguments directed at people – only at ideas and opinions. Disagreement should be respectful – no ridicule.

- Don't interrupt. Listen to the whole of others' thoughts

- Respect the group's time. Try to keep your comments reasonably short and to the point, so that others have a chance to respond.

- Consider all comments seriously, and try to evaluate them fairly. It is important to be open to others' ideas and comments.

- Don't be defensive if someone disagrees with you. Evaluate both positions, and only continue to argue for yours if you continue to believe it is right.

- Everyone is responsible for following and upholding the ground rules.

The other students can act as observers. They can observe the roles played by each member of the group and give their feedback after the GD. Similarly all students may be given opportunity to participate in GD.

Assessment

1. Written assessment.
2. **Classroom Observation:** Active participation of each student in classroom activities can also be considered for assessment.
3. **Role Play:** Role played by each student in simulation GD can be taken for assessment on the basis of the criteria given in the following Table:

Group Discussion/ Participation Rubric

Student _____   Assessor: _____

(who is being graded)   (who is doing the grading)

Objective	Criteria				Points
	4 **Exemplary**	**3** **Accomplished**	**2** **Developing**	**1** **Beginning**	
Time Management	Student is **never** distracted and stays on task **all of the time.**	Student is **rarely** distracted and stays on task **most of the time**	Student is **occasionally** distracted and stays on task **some of the time**	Student is **always** distracted and **hardly ever stays on task**	
Level of Engagement in Small Group	Student **always** has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	Student **usually** has something to contribute to his group discussion by sharing ideas, asking questions, or making plans	Student **rarely** has something to contribute to his group discussion by sharing ideas, asking questions, or making plans	Student **never** has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	
Listening Skills	Student listens when others talk and **Incorporates or builds off** of the ideas of others.	Student **listens** when others talk.	Student **does not** listen when others talk.	Student **does not** listen when others talk and often **interrupts** when others speak.	
Behaviour	Student **Almost never** Displays disruptive behaviour during group meetings.	Student **rarely** displays disruptive behaviour during group meetings	Student **occasionally** displays disruptive behaviour during group meetings.	Student **Almost always** Displays disruptive behaviour during group meetings	
Preparation	Student is **Almost always** prepared to meet with group members and ready to share his research and findings to the group.	Student is **usually** prepared to meet with group members and ready to share his research and findings to the group	Student is **rarely** prepared to meet with group members and ready to share his research and findings to the group	Student is **never** prepared to meet with group members and ready to share his research and findings to the group	

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Module 11:   Exploring Career   3 Hours
Opportunities

Objectives:

The objectives of the module are to help learners

- Acquire career planning skills and fully pursue to partake in a successful career path.
- Explore desired career opportunities in the employment market in consideration of an individual SWOT analysis.

Expected Outcomes:

At the end of this module the learners shall be able to:

- Explore sources of career opportunities (online/offline).
- Identify career opportunities in consideration of their own potential and aspirations.
- Use the necessary components required to prepare for a career in an identified occupation (as a case study).

Module Outlines:

11.1 Process of Career Exploration

11.2 Knowing Yourself – Personal Characteristics

11.3 Knowledge about the World of Work, Requirements of Jobs Including Self-employment.

11.4 Sources of Career Information

11.5 Preparing for a Career based on Potentials of Students and Availability of Opportunities

11.1 Process of Career Exploration

Career exploration means knowing about oneself, surveying the career options, gaining new experiences, and preparing a strategic plan to attain one's career goals. The same process is followed when one needs to select the subjects.

To facilitate students about process of career planning, ask them to watch video using following link: https://www.youtube.com/watch?v=qnU5KYr8gjk
(How to Choose a Career - Choosing a Career)

Ask them to prepare a write up on following points followed by presentation in the class

- What is career planning?
- What are the main components of career planning?

The answers may include the following:

Defining career planning: Career planning can be defined as a systematic process by which one decides his/her career goals and the path to reach these goals. A career can be defined as all the jobs held by a person during his/her working life. It consists of a series of properly sequenced role experience leading to an increasing level of responsibility, status, power, and

rewards. A career is a sequence of separate but related work activities that provide continuity, order, and meaning in an individual's life. In the concept of career, changes in attitudes, motivation and values occur as a person grows old. In both the perspectives, the focus is on the individual. Career, thus, represents an organized, well-timed and positive move taken by a person through his/her life.

Main components of career planning:

- Self Assessment (general mental ability, special abilities, personality characteristics, personal interests, attitudes, values, aspirations), through SWOT analysis.

- Career exploration (It focuses on learning about the <u>occupations</u> that seem to be a good fit based on the results of the self assessment and any other professions of their interest).

- Gathering information about career options through print, electronic and on-line sources

- Gaining experience in chosen career.

Ask students to visit following website for exploring career Tools and Resources.

http://www.careerprofiles.info/career-exploration.html

11.2 Knowing Yourself – Personal Characteristics

There are testing and non testing methods to assess individual characteristics. Standardized psychological test can measure these characteristics and individuals can come to know their strengths and weaknesses. The students may take help of a professional career counsellor to know about his/her following characteristics.

- General mental ability
- Special abilities
- Personality characteristics
- Interests
- Attitudes
- Values
- Aspirations

Activity

Students in small groups may be asked to prepare brief write up on the above characteristics.

11.3 Knowledge about the World of Work, Requirements of Jobs Including Self-Employment

In India there are a number of agencies who provide information regarding job opportunities in and outside the country. Union Public -Service Commission, State Public Service Commissions, Railway Recruitment Board and all the employment exchanges give information about job opportunities. The information about the technological employment opportunity is available at Ministry of Education, University Grants Commission and Institute of Engineers, New Delhi. The vacancies have been classified into seven categories - Engineering, Technology, Agriculture, Medicine, Natural Science, Social Science and other areas. Each category is classified into sub branches. Central Institute for Research and Training in Employment Services (CIRTES) also provides information related

to vocational guidance and counselling. Besides, the census, National Sample Survey, Planning Commission and other agencies supply from time to time information related to employment/unemployment trend. Newspapers and other media also publish careers information. On the basis of such information future human resource requirements can be made.

There are ample opportunities in self employment. There is a need to explore such opportunities to take career decision.

In addition to learning position titles in various occupations/professions/ careers, it is also important to discover the skills, educational/training requirements, duties, working conditions, salary including perks, job prospects, advantages/disadvantages and personal attributes needed to be successful in various fields.

11.4 Sources of Career Information

Students may be asked to explore sources of career information in the careers of their interest using print and on-line sources. They can prepare the list and later on search the careers. They may be asked to visit websites of ministries and government departments to collect information about jobs and further courses or/and training opportunities.

Assignment

On the basis of the knowledge gained through various websites and videos the students may be asked to prepare a strategic career plan considering following:

Step 1 – Assessment of one's strengths and weaknesses

Step 2 – Identify Careers of their choice using print, electronic and on-line sources of career information

Step 3 – Develop a Strategy/Action plan to proceed in that direction

Students may prepare this assignment in small groups as per their common career goals. Reflection on their learning may be depicted in the report. This may be included in the portfolio for assessment.

11.5   Preparing for a Career based on Potentials of Students and Availability of Opportunities

Project

Preparation of Career Case Study for a career in an identified occupation

Ask students to identify professionals in the career of their choice, interview them using an interview schedule or questionnaire. The interview schedule or questionnaire may be prepared on the basis of the dimensions given in point no. 11.3 of this module.

The students may analyze the responses in the case study and finalize their career plan. Students can also share the case studies with peers to think about a particular career.

Assessment

1. Written Evaluation.

2. **Through evaluating portfolio:** Students may be asked to prepare a portfolio in which they can record their experiences, report of their work with reflection, photos, video/audio recording of the interview with professional.

   Note: The students should be told in advance the criteria for portfolio evaluation.

3. Through written evaluation.

4. Project evaluation.

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3. https://www.callutheran.edu/students/career-services/career-counseling/six-steps-career-planning.html

4. http://www.careerprofiles.info/career-exploration.html

Module 12: Presentation Skills   5 Hours

Objectives:

The objective of the module is to help learners
- Describe the strategies to prepare various types of presentations

Expected Outcomes:

At the end of this module the learners shall be able to
- Prepare effective presentations considering the important strategies

Module Outlines:

12.1 Presentation: Meaning and Types
    12.1.1   Meaning of Presentation
    12.1.2   Types of Presentations
    12.1.3   Presentation for Internal and External Communication
12.2 Presentation Strategies
12.3 Ways to Improve Presentation Skills Over Time

12.1 Presentation: Meaning and Types

Identify situations of formal and informal presentations with the help of students which they made or attended. Ask them if anyone has made presentations in the past. Give them 5 minutes for sharing their experiences.

Ask them "What did they do while making first presentation?"
After listening to their experiences ask following questions
What is presentation?
What other types of presentations they know?

12.1.1 Meaning of Presentation: On the basis of students answers describe the concept of presentation and its types.

A presentation is a means of communication adapted to various speaking situations such as presenting in a seminar or conference, talking to a group (small or large), addressing a meeting or briefing a team, speaking in a formal or informal gathering and many more. One requires careful thought and preparation for an effective presentation.

Every organization or institution needs to disseminate information among its members. For this, one needs to have presentation skills to clearly and effectively convey the message. Today, presentation skills are required in almost every field, and most of us are required to give presentations on various occasions. Some people feel comfortable in public speaking while for some people this is difficult. Making presentation is indeed challenging.

12.1.2 Types of Presentations: There are two basic types of presentations— informative presentations and persuasive presentations.

i) **Informative Presentations:** The purpose of informative presentations is to promote understanding of an idea or to convey information. They are often used to provide people with information about a concept or idea that is new for them.

ii) **Persuasive Presentations:** Persuasive presentation is used to influence a change in the belief, attitude, or behavior of another person when that person has some degree of free choice.

Ask students to give examples of informative and persuasive presentations from day to day life.

12.1.3 Presentation for Internal and External Communication

i) **Presentation for internal communication:** It is the sharing of the information, knowledge, ideas, and beliefs among the members of any organization/ institution.

ii) **Presentation for external communication:** It is used to inform the public about new products, services, personnel changes and company events and to build branding. External communication is the transmission of information between two organizations. It also occurs between a business and another person in the exterior to the company. These persons can be clients, dealers, customers, government officials or authorities etc. A customer's feedback is also external communication. An organization invests a lot of time and money to improve their image through external communication.

The facilitator may also elaborate the type of presentations used for internal and external communication.

12.2 Presentation Strategies

The preparation of any presentation requires following skills. One has to keep in mind while preparing it.

i) **Knowing the Purpose:** It is very important for the presenter to write the objective of presentation in a single concise statement once the topic is selected. The statement helps in developing the presentation. The basis of the objective and the level of the content depend on the duration of the presentation and the background knowledge of the audience. The objective needs to specify exactly what the audience would learn from the presentation.

ii) **Knowing the Audience:** One should know about the audience before preparing any presentation. The nature of audience may be summarized as

- *Auditory learners***:** Learn through words and sounds.
- *Visual learners***:** Learn through images and illustrations.
- *Kinesthetic learners***:** Learn through feeling and doing.

Discuss: Why it is important to know the audience?

The audience in any presentation will be made up of a combination of the different types of learners. Therefore, presentation strategies should cater to all three types of learning styles.

Activity

Ask students to give examples of presentation to be used in each category of the learners.

• **Opening and Closing a Presentation:** The following video can be played in the class to make the students learn how to open and close the presentation.

https://www.youtube.com/watch?v=Yl_FJAOcFgQ
(How to open and close presentations? - Presentation lesson from Mark Powell)

The video can be followed by discussion in the class to highlight the major points of opening and closing any presentation.

The facilitator may describe the tips for opening and closing of presentation to the students.

- Make the introduction relevant to the goals, values, and needs of the audience
- Make some illustration
- Stimulate thinking by asking questions
- Share a personal experience
- Begin with an anecdote
- Project a cartoon or colorful visual
- Make a stimulating or inspirational statement
- Give a unique demonstration

• **Conclusion:** In the concluding session the presenter should reinforce the main ideas communicated during the presentation. Thus, the audience will remember the main ideas.

Assignment

An assignment can be given to students to select a particular type of presentation and suggest opening and closing of the presentation. After the submission of the assignment the facilitator can ask few students to describe the opening and closing of presentation. Other students can note down the strong and weak points. The same may be shared with the presenters.

iii) **Using Presentation Tools:** The tools in presentation are used to emphasize main ideas, illustrate a concept, or stimulate the interest of the audience. The tools may be audio/video clip. The tools in addition to the text make the presentation more effective. The aids include an audio recording, a clip from the film, animation, flip charts, posters, photographs, slides, collage, and videos.

The facilitator may describe the following tips on use of visual aids:

- Give the visuals a consistent appearance including color and spacing. Start the text at the same place on each visual.
- Try to observe the seven by seven rules: on an overhead slide have no more than seven lines and seven words per line. Similar rules would also pertain to flip charts, Power Point and other computer generated slides, and posters.
- Use a simple typeface or font. Don't use more than two different typefaces,

if possible.

- Make sure the text is large enough for people in the back of the room to read. Letters on a flipchart should be at least 3 inches in height. For a projected overhead or slide, fonts between 20 and 48 points are customary.

- Don't show visuals that conflict with what you're saying — this includes displaying them once you've moved beyond their content.

- Don't read the text that's on the visual, but do paraphrase and add to it.

iv) **Handling Questions:** Generally there is a question-and-answer session after the presentation. If not prepared in advance to face few questions from the audience, it can become very embarrassing for the presenter.

The presenter decides in advance how and when the questions will be entertained and makes clear to the audience at the start of the presentation. Some speakers prefer questions to be raised as they arise during the presentation. Others prefer to deal with questions at the end. It is important to learn how to make the question session pleasant and productive.

v) **Presentation to Heterogenic Group:** The audience may vary in age, sex, ethnic group, caste, socio-cultural and economic backgrounds. The presenter should have knowledge about the audience to develop presentation to accommodate divergent audience.

12.3 Ways to Improve Presentation Skills Over Time

The students may watch following video to learn the skills to improve presentation.

https://www.youtube.com/watch?v=Q5WT2vweFRY

(Presenting & Public Speaking Tips - How to improve skills & confidence)

After watching the video students can evaluate their presentation and improve it.

Assessment

1.   Written evaluation.

2.   Evaluation of presentation by students in the classroom.

3.   **Students' portfolio evaluation:** Students may keep their different presentations with feedback and remarks by the facilitator and the peers in the portfolio. The portfolio will be submitted at the end of the course for evaluation.

Note: The skills of effective presentation may be assessed on each presentation during class transaction. The facilitator may develop a check list or rating scale or rubrics using some parameters on which the assessment will be done. Help of students may be taken for identifying parameters.

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4.   https://www.youtube.com/watch?v=WJgSkf5nuug

5.   https://www.klientsolutech.com/importance-of-presentation-skills/

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8.   https://www.youtube.com/watch?v=TmbQFWBvTtY (Body Language for Presentations)

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Module 13: Trust and Collaboration   5 Hours

Objectives:

The objectives of the module are to help learners

- • Describe the role of trust in creating a collaborative team.
- • Describe strategies to build trust with employees.
- • Describe strategies to overcome the fear of being judged.

Expected Outcomes:

At the end of this module the learners shall be able to:

- • Build trust as a leader with employees to create a Collaborative Team.
- • Overcome the fear of being judged as team member/employee.

Module Outlines:

13.1 Meaning and Role of Trust in Creating a Collaborative Team

    13.1.1 Definition of Trust

    13.1.2 Role of Trust in Creating a Collaborative Team

13.2 Strategies to Build Trust with Employees

13.3 Criteria for Evaluation of Trust and Collaboration in Teams

13.4 Agree to Disagree and Disagree to Agree – Spirit of Team Work

13.5 Understanding Fear of Being Judged and Strategies to Overcome Fear

    13.5.1 Understanding the Fear of Being Judged

    13.5.2 Signs and Symptoms of Social Anxiety Disorder

    13.5.3 Strategies to Overcome Fear or Social Anxiety

13.1 Meaning and Role of Trust in Creating a Collaborative Team

"Trust is the knowledge that staff will be involved in decisions that will affect them". - Barna

If we ask following questions to the leader/ manager of an organization and get yes to any of these questions then perhaps he/she has an issue with letting go, with trusting others, and treating them as colleagues.

- • Do you find yourself referring to the staff you lead as 'my staff'?
- • Do you regularly ask for reports and updates on progress and performance from 'your staff'?
- • Do you sometimes feel that it is easier to do it yourself, or that you could do it better?
- • Do you make the decisions?

Let us understand the concept of 'trust' and how it can influence the performance of an organization.

13.1.1 Definition of Trust: Trust can be described as a "reliance on the character, ability, strength, or truth of someone or something." Trust is essential to an effective team, because it provides a sense of safety. When the team members feel safe with each other, they feel comfortable to open up, take appropriate risks, and expose vulnerabilities.

Without trust there's less innovation, collaboration, creative thinking, and productivity, and people spend their time protecting themselves and their interests – this is time that should be spent helping the group attain its goals.

Trust is also essential for knowledge sharing. Trust is a key element in a team's knowledge acquisition. If team members trust one another, they are more likely to share knowledge, and communicate openly.

Following are different types of trust, each having a different theoretical grounding and level of analysis and each playing its role in collaboration.

- Cognitive type of trust or fragile trust
- Affect based trust or resilient trust
- Calculus based trust
- Deterrence based trust
- Institution based trust

Activity

Students may be asked to prepare brief write up on each type of trust and present in classroom for sharing with each other. It can be a small group work.

13.1.2 Role of Trust in Creating a Collaborative Team: Collaboration across institutional and national boundaries is now an accepted strategic choice for most businesses competing in an increasingly competitive world. It seems paradoxical that a firm needs to be a trusted cooperator in some network in order to be an effective competitor in the modern economy.

The role of trust in collaboration is usually attributed ex post; successful alliances seem to involve trust; unsuccessful alliances do not. As such, much of the extant literature has treated trust as a residual term for the complex social-psychological processes necessary for social action to occur. The relationship between trust and performance yet remains somewhat elusive in collaborative relationships, may be due to the frequent application of interpersonal types of trust to inter-organizational types of collaborations.

13.2 Strategies to Build Trust with Employees

It is important to first give trust for gaining the trust of others. It is reciprocal. Following are some strategies suggested to build trust among the employees and between management and the employees in an organization.

i) **Set an example:** In an organization if the team leader wants to build trust within the team, then he/she should show the team members that he/she trusts others. This means trusting everyone in the organization the team members, the colleagues, and the boss. Always remember that team members are always watching and taking cues from leader.

ii) **Communicate openly:** Open communication is essential for building trust. Following are the strategies to accomplish open communication among team members.

- Create a charter for team members to define the purpose of the team, as well as each person's role. Present this charter at the first team meeting, and encourage each team member to ask questions, and discuss his or her expectations.

- Organize team building exercises. Carefully selected and well planned exercises can help "break the ice" and encourage people to open up and start communicating.

- Organize regular meetings to provide all team members a chance to talk about their progress, and discuss any problems that they're experiencing. This is important as it provides opportunities for team members to talk, and to help one another solve problems.

- Demonstrate that open communication is important to you by consistently sharing with the group. The more sharing with team members will make them more comfortable in developing trust in the leader and each other.

iii) **Know each other personally:** Knowing each other is another strategy to develop trust. This can be done in following ways:

- Create situations that help them to share personal stories like asking sensitively about their family, or about their hobbies.

- Set aside time each week for informal group discussions where some common topics may be discussed or they can tell about their expertise and skills, their personal history, and their interests, etc. Same can be organised online if the team works remotely or it's a new team.

iv) **Avoid blaming anyone for making mistake:** It is always better to encourage everyone in the group to think about the mistake made by a member in a constructive way to avoid unpleasant atmosphere. This also lowers morale, undermines trust, and reduces productivity. Instead all should try to fix what had happened, and move forward together and make sure that this mistake doesn't happen again.

v) **Discourage small group formation or cliques:** It is quite natural that small groups or cliques form within a team between team members sharing common interests or work tasks. This might affect other members negatively. They can also undermine trust between group members.

The leader can avoid clique formation by open discussion about this with the team members, and see what they think about cliques and their effect on other group members. This damaging behavior of the team members can be discouraged by addressing the issue openly.

vi) **Discuss trust issues:** Trust issues in a team appear due to some problem. The first step to deal with these issues is to find out the origin of the problem. The issues can be resolved by asking team members to fill out a questionnaire anonymously. Ask them about the level of trust within the group, as well as why they think there is a lack of trust. After getting the responses, get everyone together to talk about these issues while respecting the anonymity of the responses.

13.3 Criteria for Evaluation of Trust and Collaboration in Teams

Following are few criteria for evaluation of trust in leader with team members:

- Admit mistakes
- Offering trust
- Active listening
- Affirmation
- Decision making
- Visibility
- Coaching and monitoring
- Care and concern
- Confidentiality

Trust is an essential element in team productivity. Without trust, it is unlikely to get anything meaningful done. But with it, teams can accomplish everything they set out to do. A leader should set example to show the team members how critical trust is to him/her by demonstrating trust in them, as well as in the colleagues. The leader should also make an effort to help everyone get to know each other on a personal level and encourage conversations on values, family, or hobbies. If the cliques are damaging to trust and morale of the group, discourage them

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Activity

Ask students to download rubrics for assessing trust and transformational leadership practice from internet.

13.4 Agree to Disagree and Disagree to Agree – Spirit of Team Work

"**Agree to disagree**" or "**agreeing to disagree**" is a phrase in English referring to the resolution of a conflict (usually a debate or quarrel) whereby all parties tolerate but do not accept the opposing position(s). It generally occurs when all sides recognize that further conflict would be unnecessary, ineffective or otherwise undesirable. They may also remain on amicable terms while continuing to disagree about the unresolved issues. The spirit of team work in this situation is reached by resorting to 'Consensus decision'.

Consensus decision making is a creative and dynamic way of reaching agreement between all members of a group. Instead of simply voting for an item and having the majority of the group getting their way, a group using consensus is committed to finding solutions that everyone actively supports, or at least can live with. This ensures that all opinions, ideas and concerns are taken into account.

As per the definition of consensus, no decision is made in consensus against the will of an individual or a minority. This means that the whole group has to work hard at finding solutions that address everyone's concerns rather than ignoring or overruling minority opinions.

13.5 Understanding Fear of Being Judged and Strategies to Overcome Fear

13.5.1 Understanding Fear of Being Judged: Some persons have intense fear of certain social situations—especially situations that are unfamiliar or in which one feels being watched or

evaluated by others. This is diagnosed as 'social anxiety' disorder. These situations may be so frightening that the person gets anxious just thinking about them thus, disrupting his/her life in the process. However, one can learn to be comfortable in such social situations and reclaim his/her life.

Causes of social anxiety: Although social anxiety is quite common, however, many people struggle with these fears, the situations may vary for individual to individual. Following are common causes which may trigger social anxiety:

- Meeting new people
- Making small talk
- Public speaking
- Performing on stage
- Being the center of attention
- Being watched while doing something
- Being teased or criticized
- Talking with "important" people or authority figures
- Being called on in class
- Speaking up in a meeting
- Taking exams
- Making phone calls
- Attending parties or other social gatherings

Activity

Students may identify few more situations where they experienced social anxiety. Once the exhaustive list is prepared, each student can rate ("Never to Always" five point Likert scale) them on above list of situations where they felt social anxiety.

13.5.2 Signs and Symptoms of Social Anxiety Disorder: Social anxiety is expressed in emotional, physical and behavioral signs and symptoms. These are described briefly below:

i)   Emotional signs and symptoms
- Excessive self-consciousness and anxiety in everyday social situations
- Intense worry for days, weeks, or even months before an upcoming social situation
- Extreme fear of being watched or judged by others, especially people one doesn't know
- Fear that one's actions will embarrass or humiliate him/her
- Fear that others will notice his/her nervousness

ii)   Physical signs and symptoms
- Red face, or blushing
- Shortness of breath
- Upset stomach, nausea (i.e. butterflies)
- Trembling or shaking (including shaky voice)
- Racing heart or tightness in chest
- Sweating or hot flashes
- Feeling dizzy or faint

iii)   Behavioral signs and symptoms

- Avoiding social situations to an extent limiting his/her activities or disrupting his/her life
- Staying quiet or hiding in the background in order to escape notice and embarrassment by other people
- A need to always bring a buddy along with wherever he/she goes out
- Drinking before social situations in order to soothe your nerves

13.5.3 Strategies to Overcome Fear or Social Anxiety: Dealing with symptoms of social anxiety disorder or social phobia may seem difficult however, following 6 steps may help.

Step 1. Learning more about the fear: Learning about the fear will help to face it. To do this

- Keep writing a journal over a period of two or three weeks. Record any patterns you notice.
- When your hands turn clammy and your stomach clenches when you hear the doorbell?
- When you experience more symptoms of anxiety in the morning or the evening?
- What do you tend to do when your fears arise?

Note down significant things. Writing the fear patterns and symptoms can help demystify them. They no longer seem so big and insurmountable. Thus, learning all about one's fear gives him/her an idea of how to counter it.

Step 2. Use your imagination in positive ways: Imagination gives power, creativity, and the ability to think outside the box. Imagination can help in overcoming fear. Follow the steps given below to use imagination in positive way:

- Select a calm moment when you are relaxed and not anxious.
- Close your eyes and imagine yourself in a situation that normally causes fear like being lost in a crowded place.
- Now, imagine yourself handling the situation peacefully. Search for sign or use mental map that will help you regain your sense of direction.
- You imagine yourself reaching home safely without any bad incidents.
- The peace you experienced in your imagined scenario can actually help you get through the actual ordeal more peacefully.

Step 3. Shift your focus: When you feel your fearful symptoms coming forth, try to focus on something else. Use a scale (1 for perfectly calm and 10 for very worst symptom) to rate your level of calmness and anxiety. Analyze it. Do you rate your fear at 7? Thus, you can work on lowering that to a 4 or a 3. Try using the next step to lower your fear rating.

Step 4. Focus on your breathing: Usually, anxiety begins with short breaths. Deep breathing can help in overcoming the outbreaks of anxiety. Focus on your breathing once you recognize that you are becoming fearful. Inhale and then exhale very slowly longer than inhale. Deep breathing forces the body to physically calm itself.

Step 5. Practice mindfulness: Mindfulness is a passive thinking activity that allows a person to become more aware of his/her fear and anxiety. Practice following mindfulness tips at the time of some of your less severe times of fear and anxiety.

- When you recognize your fear symptoms arising, sit down and think about what is happening to you. This is like making a mental journal entry.
- Observe the symptoms as they arise.
- Don't do anything about it. Just sit and keep track of yourself as the moment continues.
- Being passive raises self-awareness and prevents from doing the typical things one does when experience fear.

Step 6. Be with nature for relaxation: Nature calms people, reducing stress levels and changing moods from anxious to relax. Walking or being in nature like parks and gardens or being with plants at home helps reduce symptoms of fear and anxiety. The physical activity of walking or jogging outdoors also requires use our brains differently, which can cause a switch from irrational fearful thoughts to clearer thinking that can help overcome the fear.

Assessment

1. Written evaluation.
2. **Demonstration by students:** Demonstration by students of each strategy used by a leader to build trust in the team members may be used for assessment.
3. Evaluation of students' portfolio.

Note

i) Students may be asked to develop portfolio on observation of practicing trust during their visit in any one organization. They can develop some tools like rating scale, check list or a questionnaire for the leader and team members.

ii) They can also note down the situations where they felt social anxiety, the signs and symptoms and the strategies to overcome it.

The facilitator may develop a check list or rating scale using some criteria on which the assessment will be done. Help of students may be taken for identifying criteria.

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Module 14: Listening as a Team Skill   2 Hours

Objective:

The objective of the module is to help learners

- •   Develop listening as a team skill.

Expected Outcome:

At the end of this module the learners shall be able to:

- •   Use effective listening skills as team leader and/or team member for proper functioning of the team.

Module Outlines:

14.1 Listening as a Team Skill
      14.1.1   Listening Skill
      14.1.2   Advantages of Effective Listening Skills
      14.1.3   Types of Listening

14.2 Listening as a Team Member and Team Leader
      14.2.1   Listening as a Team Leader
      14.2.2   Listening as a Team Member
      14.2.3   Improving Listening Skills

14.3 Uses of Active Listening Strategies to Encourage Sharing of Ideas
      14.3.1   The Importance of Active Listening in the Workplace
      14.3.2   Strategies for Improving Active Listening Skills to Encourage Sharing of Ideas

14.1 Listening as a Team Skill

"Know how to listen, and you will profit even from those who talk badly". – Plutarch

Before starting the discussion on listening as a team skill ask following questions to students:

1.   How often do you find yourself trying hard to avoid the habit of interrupting others while they are speaking?

2.   Do you find yourself tempted to jump in and finish someone else's sentence?

If they have answered 'yes' to one or both of them, they need to work on improving listening skills. Let us understand what is meant by 'listening skills', and its role in professional and even in personal life.

14.1.1 Listening Skill

Listening skill has been discussed in detail in Module 1. Here we are focusing on its advantages and use team leader and members in effective functioning and increasing productivity of any organization. Listening is a core competency to succeed in any walk of life. Listening is the combination of hearing and interpreting. Failure in either part is a failure in listening. Effective listening makes the person speaking feel valued, prevents miscommunication, speeds productivity, and creates more active forums of discussion. Without the proper training, two things can stand in the way of effective listening: bad habits and style differences. The first

step to becoming an effective listener is to break and eliminate those habits. The second step is to understand the different ways people listen, along with its benefits and potential trouble spots.

14.1.2 Advantages of Effective Listening Skills

Effective listening skills can help anyone become a better listener by eliminating barriers to good listening, improving communication skills, maximizing productivity, and building interpersonal relationships. Effective listening between speaker and listener develops respect and trust. Employees will respond better to managers who they think are listening intently to their needs.

Being a good listener in the workplace has many benefits. People with well-developed listening skills are more productive, are better problem solvers, and have healthier interpersonal relationships.

Following are a few advantages of effective listening skills

i) **Generates mutual trust:** Authentic listening generates respect and trust between talker and listener. Employees will naturally respond better to managers who they think are listening intently to their needs.

ii) **Increase productivity:** Problems are solved faster if people are encouraged to explain problems and be given the freedom to work though solutions out loud before being told what to do.

iii) **Keep heads cool:** Listening intently helps both sides to stay cool. It also helps them to be peaceful when they are dealing with a crisis or discussing a sensitive issue.

iv) **Boost confidence:** Great listeners tend to have better self-esteem and self-image because, in their listening, they work toward establishing positive relationships.

v) **Make fewer mistakes:** Good listening leads to more accuracy in retaining information. One remembers important facts later on, minimizing the risk of miscommunication and making mistakes.

Activity

A group discussion can be organized and students can observe following advantages of listening skills:

- Effective listening requires concentration and the use of other senses not just hearing the words spoken.
- We learn more when we talk less and listen more.
- The better you listen, the more you will be listened to.
- Listening makes you knowledgeable and thoughtful person.
- Without listening messages are misunderstood and communication breaks down.
- Good listeners always come across as wise person.
- Good listening and skilful questioning give powerful message to those with whom you interact.
- Good listening encourages the speaker to communicate fully, openly and honestly.
- Always seek clarification while listening, to ensure that your understanding is correct.

14.1.3 Types of Listening

There are different types of listening. Each type of listening is useful in different scenarios and is often practiced intuitively. Following are the different types of listening:

- Active listening: Listening in a way that demonstrates interest and encourages continued speaking.

- Appreciative listening: Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise.

- Attentive listening: Listening obviously and carefully, showing attention.

- Biased listening: Listening through the filter of personal bias.

- Casual listening: Listening without obviously showing attention. Actual attention may vary a lot.

- Comprehension listening: Listening to understand seeking meaning.

- Content listening: Listening to seeking meaning and understanding a little more.

- Critical listening: Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

- Deep listening: Seeking to understand the person, their personality and their real and unspoken meanings and motivators.

- Dialogic listening: Finding meaning through conversational exchange, asking for clarity and testing understanding.

- Discriminative listening: Listening for something specific but nothing else.

- Empathetic listening: Seeking to understand what the other person is feeling.

- Evaluative listening: Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

- False listening: Pretending to listen but actually spending more time thinking.

- Full listening: Listening to understand and seeking meaning.

- High-integrity listening: Listening from a position of integrity and concern.

- Inactive listening: Pretending to listen but actually spending more time thinking.

- Informative listening: Listening to understand. Seeking meaning a little more.

- Initial listening: Listening at first then thinking about response and looking to interrupt.

- Judgmental listening: Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

- Partial listening: Listening most of the time but also spending some time day-dreaming or thinking of a response.

- Reflective listening: Listening, and then reflecting back to the other person what they have said.

- Relationship listening: Listening in order to support and develop a relationship with the other person.

- Sympathetic listening: Listening with concern for the well-being of the other person.

- Therapeutic listening: Seeking to understand what the other person is feeling.

- Total listening: Paying very close attention in active listening to what is said to find deeper meaning through how it is said.

- Whole-person listening: Seeking to understand the person, their personality and their real and unspoken meanings and motivators.

Students may visit following link to acquire more knowledge about listening skills.

http://changingminds.org/techniques/listening/all_types_listening.htm

14.2 Listening as a Team Member and Team Leader

14.2.1 Listening as a Team Leader

Listening is an important leadership responsibility. Those who do listen to their employees are in a much better position to lead the increasingly diverse and multi-generational workforce. Employees respect those leaders who listen, because they know how difficult listening can be. Following statistics suggest the importance of effective listening.

- 85% of what we know we have learned through listening

- Humans generally listen at a 25% comprehension rate

- In a typical business day, we spend 45% of our time listening, 30% of our time talking, 16% reading and 9% writing

- Less than 2% of all professionals have had formal education or learning to understand and improve listening skills and techniques

An effective leader should practice following six effective forms of listening skills:

i)   **Showing concern and care:** Employees of any organization want to be led by those leaders who genuinely care about who they are and what they represent to the team and organization at-large.   When the leader cares about the employees, they tend to work harder and aim to exceed the expectations of the leader. A leader should consider the employees as valuable assets who bring unique capabilities and aptitudes not necessarily limited to their job functions. The relationships between a leader and their employees should not end at work. The employees want leaders who care about their general well-being and who can be depended upon during times of professional and personal hardships.

ii) **Engage yourself with employees:** A leader needs to engage him/her in matters important to the employees. When the employees share their opinions, ask questions and encourage them to elaborate and expand upon their perspectives. When a leader engages more actively, also hold him/her accountable and follow-up with the employees. The employees know that the leader is listening, paying attention and attempting to understand what matters most to them.

iii) **Show empathy:** Empathy is a powerful display of listening. Every employee manages stress and pressure of workplace differently. Therefore, it is important for the leader to be empathetic to how stress and pressure impact employee performance. Many leaders would like to avoid emotional interactions, but the best leaders know how to empathize and make themselves approachable to those who need attention. Great leaders know how to balance the head and the heart.

iv) **Don't judge others:** Leaders who are effective listeners, do not judge others. Many times leaders make harsh criticisms about those with a different style or approach. Instead of judging the team members/employees, they could be learning from them.

v)   **Practice mindfulness:** True leaders by practicing mindfulness actively listen beyond the obvious via both verbal and non-verbal communication. They use body language,

facial expressions and nods to acknowledge the speaker. These types of leaders possess a tremendous degree of <u>executive presence</u> and are tuned in to the dynamics that are taking place around them, at all times. A leader should be expansively mindful.

vi) **Don't interrupt:** Compassionate leaders listen and don't interrupt the flow of the dialogue of the team member. They embrace two-way communication and are aware that with every interruption comes disengagement. Stay focused on what your employees are saying. Stay in the moment and be respectful of others. Listen and become a more compassionate leader.

14.2.2 Listening as a Team Member

Listening as a team member/employee is equally important for the proper functioning of any organization. Then each member should also practice effective form of listening described for an effective leader. Following are some tips for the team members:

- Encourage the speaker, ask questions and be considerate.

- Give and take effective feedback and acknowledge.

- Try to understand others' perspectives before responding.

- Be more empathetic and don't rush to make a decision.

- Actively listen and see the body language of the people around. Be more open to learning from others.

- Show the verbal and non-verbal signs of interest.

14.2.3 Improving Listening Skills

Listening skills can be improved by practicing active listening. Active listening involves three main elements, *viz.* attention, attitude and adjustment.

i) **Attention:** We know now that attention is the fundamental difference between hearing and listening. Paying attention to what a speaker is saying requires intentional effort on your part. The listener should quickly ascertain the speaker's central premise or controlling idea. Once this is done, it becomes easier for the listener to discern what is most important. Distinguishing the speaker's primary goal, his/her main points, and the structure of the speech are all easier when the listener is able to listen with an open mind.

ii) **Attitude:** Approaching the task of listening with a positive attitude and an open-mind will make the act of listening much easier.

iii) **Adjustment:** Often when we hear someone speak, we don't know in advance what he/she is going to be saying. So, we need to be flexible, willing to follow a speaker. If the audience members are more intent on reacting to or anticipating what is said, they will be poor listeners.

Active listening requires the listener to hear, evaluate and interpret the content of speech. The following are four types of active listening.

- **Paraphrasing:** Paraphrasing occurs when the listener repeats the essence of the message spoken by the communicator but in different words. As an active listening strategy, paraphrasing is important because it demonstrates that the listener is concentrating upon the message offered by the speaker.

- **Reflecting Feelings**: Active listeners reflect the feelings of the communicator in their consideration of the message and their response to the speaker. The communicator will

feel validated by the emotional response of the listener and the listener will feel that the message is personal and relevant.

- **Reflecting Meaning**: Reflecting meaning concentrates upon the factual message of the speaker. Reflecting meaning allows the listener to confirm understanding with the speaker.

- **Summative Reflection**: Summative reflection involves the confirmation of the message content. It combines the elements of paraphrasing, reflecting meaning and reflecting emotion to illustrate the speaker's considered evaluation of the speaker's message. Summative reflection requires the listener to incorporate personal views in the description of the speaker's message.

14.3 Uses of Active Listening Strategies to Encourage Sharing of Ideas

14.3.1 The Importance of Active Listening in the Workplace

Active listening is a skill and can be acquired. Active listening

i.   **Builds Trust:** It is very vital to have trust in each other for a healthy work experience.

ii. **Enhance Productivity:** Active listening has countless benefits when it comes to employee productivity. Proper feedback and actively considering the employees' views and ideas are vital for a healthy workplace and performance.

iii. **Resolves Conflicts:** Conflicts and mishaps are inevitable in any workplace. Try to understand others' perspectives before responding.

iv. **Builds Strong Work Relationship:** It is important to form healthy work relationships in the workplace for healthy work experience. People who listen to understand form better work relationships and are more empathetic in their approach. The more members in a workplace follow this approach, the better work relationships they form.

v.   **Helps Self Empowerment:** When one practices active listening and understands what is beneficial for them in the workplace, they become more aware of their work environment, and communicates with the members of the organization with much ease and confidence.

vi. **Develop Acceptance:** The employers and the employees must be aligned with the common goal for the success of an organization. Therefore, they need to accept each other for their respective parts and actively listen to each other while carrying out their work duties.

14.3.2 Strategies for Improving Active Listening Skills to Encourage Sharing of Ideas

i.   **Full and undivided attention:** The speaker wants the undivided attention of the listeners. Therefore, the listeners should keep all distractions aside while listening and face the speaker, and try to be present in the conversation.

ii. **Focus your mind:** The listener should focus his/her mind on the key points and make mental notes during a meeting or in any conversation. Your mind will do it for you; just allow it to act and be present. Try to concentrate even if it bores you. If you find yourself distracted or daydreaming, immediately bring back your focus to the conversation.

iii. **No interruptions:** Any interruption during a conversation, gives the speaker impression that the listener is not interested. Interrupting is not only rude but self-righteous. Sometimes the listener interrupts the speaker to ask question, but make sure to do it politely. Take permission before cutting the conversation midway.

iv.   **Ensure understanding:** Understand the purpose of a conversation and the speaker's intention. This understanding is crucial for effective communication and to send across the right message without diluting the original topic.

v.   **Be empathetic:** Being empathetic allows the listener to be present with the speaker emotionally and understanding them. It will enable the listener to feel the speaker's emotions sad, joyful, or fearful. One has to make effort to be present and concentrate at the moment always.

vi.   **Listen to tone and voice modulation:** Listening to tone and voice modulation of the speaker helps the listener in sharing ideas.

vii.   **Recapitulate points:** This will help in giving feedback to the speaker to clear doubts and keep the conversation transparent.

Assessment

1. Written evaluation.
2. **Through role play:** Students can play the role of a leader and team members and practice listening skills. The facilitator can observe the performance of students (as a leader and team member) and assess.
3. **Self-evaluation of listening skills:** Students may be asked to visit following website and know about their listening skills. They may develop their own listening profile and address the challenges of listening effectively.

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13. www.researchgate.net › publication › 3 HURIER Listening Profile - ResearchGate

Module15: Brainstorming   2 Hours

Objectives:

The objectives of the module are to help learners

- Describe group and individual brainstorming techniques for idea generation and showcasing the principles of documentation of team session outcomes.
- Generate, share and maximize new ideas with the concept of brainstorming.

Expected Outcomes:

At the end of this module the learners shall be able to:

- Generate, share and maximize new ideas with the concept of brainstorming; and
- Document key critical ideas/thoughts articulated and action points to be implemented with timelines in a team discussion (as MOM) in identified applicable templates.

Module Outlines:

15.1   Brainstorming as a Technique to Promote Idea Generation

15.1.1 Brainstorming: Meaning and the Process

15.1.2 Procedure for Conducting Brainstorming

15.1.3 Importance of Using Brainstorming Technique

15.1.4 Types of Brainstorming

15.2   Learning and Showcasing the Principles of Documentation of Team Session Outcomes

15.1 Brainstorming as a Technique to Promote Idea Generation

The facilitator can start discussion on brainstorming as a technique by asking following questions to students:

i)   What is brainstorming?

ii)   How many of you have participated in a brainstorming session?

iii)   How it is conducted?

iv)   How it is beneficial to an organisation in taking any decision?

Students will note down their answers. Play the following video before starting discussion on brainstorming.

https://www.youtube.com/watch?v=YXZamW4-Ysk

(Brainstorming Techniques to Create New Innovative Ideas (includes challenge))

The facilitator may describe the concept of brainstorming and various techniques to conduct brainstorming.

15.1.1 Brainstorming: Meaning and the Process: The term brainstorming was popularized by A. F. Osborn in the 1953 book *Applied Imagination.* Brainstorming is primarily a group

technique used to find a solution for a specific problem. In this technique a group of people in a meeting think more freely and they suggest as many spontaneous new ideas as possible to deal with a specific problem. All these ideas are noted down without any criticism. These ideas are evaluated after brainstorming session and solution is obtained.

15.1.2 Procedure for Conducting Brainstorming: Osborn suggested that the focus of brainstorming should be to: reduce social inhibitions among group members; stimulate idea generation; and increase overall creativity of the group. According to Osborn following four general rules of brainstorming should be followed for effective outcomes:

i)   **Invite more number of ideas**: The assumption is that the greater the number of ideas generated the bigger the chance of producing a radical and effective solution. This rule aims at enhancing divergent production of ideas.

ii)   **Avoid criticism**: The members of the group should not criticize any idea of the members. The participants should focus on extending or adding to idea. In the absence of criticism the participants will feel free to generate unusual ideas.

iii)   **Welcome wild ideas**: Wild ideas should be encouraged to get a good number of ideas/ suggestions. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking might give you better solutions.

iv)   **Combine and improve ideas**: As suggested by the slogan "1+1=3" it is believed to stimulate the building of ideas by a process of association.

According to Osborn brainstorming should address a specific question rather than addressing multiple questions. Further, the problem must require the generation of ideas rather than judgment. He suggested examples such as "generating possible names for a product as proper brainstorming material, whereas analytical judgments such as 'whether or not to marry' do not have any need for brainstorming".

15.1.3 Importance of Using Brainstorming Technique: As compared to conventional group problem solving techniques brainstorming provides a free and open environment that encourages everyone to participate. Original and sometimes unusual ideas of members are welcomed and built upon. All members are encouraged to contribute fully and freely. This helps in developing a rich array of creative solutions. It increases the richness of ideas explored, which means better solutions to the problems are obtained. While brainstorming can be effective, it is important to approach it with an open mind and a spirit of non-judgment.

15.1.4 Types of Brainstorming: Brainstorming can be done individually or in group.

i)   **Individual Brainstorming:** In individual brainstorming the individual generate ideas on their own more freely and creatively. They don't have to worry about other members reactions. However, in individual brainstorming it is not possible to develop ideas as fully as in group. The group members have wider experience which is shared in group brainstorming.

        Individual brainstorming produces more ideas and sometimes better ideas than group brainstorming. It is most effective when a simple problem needs to be solved, a list of ideas to be generated, or a broad issue is to be focused on.

        A comfortable and peaceful place to sit and think should be selected for individual brainstorming session. Use of 'Mind Maps' to arrange and develop ideas helps.

ii)   **Group Brainstorming:** Group brainstorming is often more effective for solving complex problems. In group brainstorming one can take full advantage of the experience and creativity of all team members. The creativity and experience of group members is shared more efficiently in this situation. Ideas can be developed in greater depth with group brainstorming than with individual brainstorming.

Sometimes group members do not strictly follow the rules of brainstorming, and bad behaviors creep in. Other members pay so much attention to other members' ideas that they don't generate their own ideas. Sometimes there is a "blocking." It means members forget these ideas while they wait for their turn to speak.

Size of Groups: The size of the group should be small. Osborn suggested groups of around 12 participants, including both experts and novices. If the participants are from a wide range of disciplines, it can make the session more creative. In group brainstorming every member feels that he/she has contributed to the solution, and it gives an idea to people that others have creative ideas to offer. It helps in team building. Participants are encouraged to provide wild and unexpected answers. Ideas receive no criticism or discussion. The group simply provides ideas that might lead to a solution and apply no analytical judgment as to the feasibility. The judgments are reserved for a later date.

The leader has to conduct the session tightly as sometimes unusual suggestions may appear to lack value at first sight. It can be risky for individuals.

Activity

Demonstrate a brainstorming session using following steps

- Define the problem clearly, and lay out any criteria to be met;
- Keep the session focused on the problem;
- Ensure that no one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free running nature of a good brainstorming session;
- Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group;
- Let people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity;
- Ensure that no train of thought is followed for too long;
- Encourage people to develop other people's ideas, or to use other ideas to create new ones; and
- Appoint one person to note down ideas that come out of the session. A good way of doing this is to use a flip chart. This should be studied and evaluated after the session.

Where possible, participants in the brainstorming process should come from as wide a range of disciplines as possible. This brings a broad range of experience to the session and helps to make it more creative.

It is worth exploring the use of computer-based tools for group brainstorming. As long as you're reasonably quick with keyboard and mouse, these significantly improve the quality and effectiveness of a brainstorming session.

Students may be asked to explore other brainstorming techniques and use different techniques in brainstorming. They can visit the following link:

https://business.tutsplus.com/articles/top-brainstorming-techniques--cms-27181

They can also watch following videos to have more understanding:

Six Creative Ways To Brainstorm Ideas

https://www.youtube.com/watch?v=yAidvTKX6xM

Brainstorming Done Right!

https://www.youtube.com/watch?v=9K8W4ooygUU

How to Brainstorm Alone

https://www.youtube.com/watch?v=ja8HqSAIQVE

Brainstorming with Mind Maps in a Group

https://www.youtube.com/watch?v=O0lEj2d-ipE

After the session the groups are required to present their outcomes generated during brainstorming session followed by discussion on each group presentation. Other groups can be the observers and at the same time give their remarks on the session once the session is over.

Activity

Ask students to visit following website and similar ones to learn documentation of team session outcomes. They may be asked to present the outcomes of their sessions using a particular technique of brainstorming.

https://www.mindtools.com/brainstm.html

Brainstorming is a great way of generating radical ideas. During the brainstorming process there is no criticism of ideas, as free rein is given to people's creativity (criticism and judgment cramp creativity). This often makes group brainstorming sessions enjoyable experiences, which are great for bringing team members together. Individual brainstorming is best for generating many ideas, but tends to be less effective at developing them. Group brainstorming tends to develop fewer ideas, but takes each idea further. Group brainstorming needs formal rules for it to work smoothly.

15.2 Learning and Showcasing the Principles of Documentation of Team Session Outcomes

Once the brainstorming session is finished a huge pile of post-it notes to work with is left. It is clear that some of the ideas will never see the light of day. Now the task is to find "the one most workable". The challenge often lies in determining how to incorporate the relevant ideas gathered during the session into actionable insights that will result in meeting the needs of the organization/business. It is easy to facilitate a brainstorming session but there's a lot of analysis and possibly, more brainstorming to be done to identify the best way forward.

Assessment

1. Written evaluation.

2. Peer observation reports of the behaviour and participation of each student during a brainstorming session. The facilitator may develop some criteria with the help of students to assess the knowledge and learning of skills.

3. Self learning report of each student about their experience and reflection during a brainstorming session.

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5. https://www.mindtools.com/brainstm.html

Video References:

1. https://www.youtube.com/watch?v=YXZamW4-Ysk (Brainstorming Techniques to Create New Innovative Ideas (includes challenge))
2. https://www.youtube.com/watch?v=yAidvTKX6xM (Six Creative Ways To Brainstorm Ideas)
3. https://www.youtube.com/watch?v=9K8W4ooygUU (Brainstorming Done Right!)
4. https://www.youtube.com/watch?v=ja8HqSAIQVE (How to Brainstorm Alone)
5. https://www.youtube.com/watch?v=O0lEj2d-ipE (Brainstorming with Mind Maps in a Group)

Module 16: Social and Cultural Etiquettes   2 Hours

Objectives:

The objectives of the module are to help learners

- Describe social and cultural etiquettes in general.
- Describe the role of social and cultural etiquettes in an organization.

Expected Outcomes:

At the end of this module the learners shall be able to:

- Use social and cultural etiquettes in an organisation for better team work.

Module Outlines:

16.1 Etiquette: Meaning and Need

16.2 Aspects of Social and Cultural/Corporate Etiquette in Promoting Team Work

    16.2.1 Social Etiquette

    16.2.2 Cultural Etiquette

    16.2.3 Corporate/Professional Etiquette

16.1 Etiquette: Meaning and Need

Etiquette is a code of behavior that delineates expectations for social behavior according to contemporary conventional norms within a society, social class, or group. Etiquette is a set of customs and rules for polite behaviour, especially among a particular class of people or in a particular profession, the customs or rules governing behaviour regarded as correct or acceptable in social or official life, a conventional but unwritten code of practice followed by members of any of certain professions or groups.

The foundation of proper etiquette is behavior that is accepted as gracious and polite in social, professional, and family situations. Good manners can mean the difference between success and failure in many aspects of life. Knowing and exhibiting proper etiquette is essential to any civilization.

Need for social etiquette

- Etiquette makes a person cultured individual who leaves his/her mark wherever he/she goes.
- Etiquette teaches the way to behave in the society.
- Etiquette is essential for developing healthy interpersonal relationship with the superiors, parents, fellow workers and friends. Etiquette helps individuals to value relationships.
- Etiquette enables the individuals to earn respect and appreciation in the society. Etiquette inculcates a feeling of trust and loyalty in the individuals. One becomes more responsible and mature.

16.2 Aspects of Social and Cultural/Corporate Etiquette in Promoting Team Work

16.2.1 Social Etiquette: Social etiquette involves behaviour of an individual with people in the society, friends and others. Practicing social etiquette in interacting with people helps in developing trust and better interpersonal relationships. It also prevents from being embarrassed later by behavior that was unbecoming or offensive.

i)   **Basic social etiquette rules**

> **Activity**
>
> Organize a brainstorming session on social etiquette. Ask students to prepare a list of social etiquette people practice in social settings. After the brainstorming session, cross check whether students have identified all etiquette listed below. If they have left any, describe them.
>
> - Always be on time for get-togethers to show respect for other people's time.
> - Make eye contact during conversation with someone. Avoid looking over the other person's shoulder unless you see potential danger.
> - Never interrupt the other person unless it is very essential.
> - Give and receive compliments graciously.
> - Don't gossip with and about friends. After all, if you share gossip with someone, that person will wonder what you are saying behind his or her back.
> - Hold doors for anyone who seems to be struggling, including physically challenged people and parents with young children.
> - Always carry a gift for the host or hostess if invited formally.
> - Do not visit friends or others during illness to avoid their exposure to illness.
> - Cover your mouth and nose when you sneeze.
> - Pay your share when you are with a friend or group. If you stiff your friends, they may not invite you again. This includes tipping.

ii)   **Basic social media etiquette rules:** In present times, almost all people in all age groups use social media for interaction with each other. However, they should be well aware of following etiquette or rules during the interaction.

- Never post anything on any forum that you wouldn't want the world to see.
- Avoid put-downs, regardless of how witty you think you are.
- Don't divulge too much information about yourself or your family to protect your family.
- Self-promotion is okay in limited amounts. There are others who need your attention, so take some time to respond to their posts and offer praise when needed.
- If you make a mistake on social media, own it. Offer a sincere apology and avoid doing it again.
- Follow the rules of social media you are using.

iii)   **Role of social etiquette in promoting team work:** Workplace etiquette improves work relationships. It shows your team that you care about them, their work, and their value to the team. Following are seven ways you can use workplace etiquette and courtesy to set you and your team apart in any economy:

- **Positive Attitude is the key:** Have a great positive attitude like your job depended on it. Always express positive attitude about the organization and the team. The professionals appreciate being acknowledged by teammates when they arrive at work.

- **Mark nonverbal communication:** Always have a good eye contact in interaction with people to show you are listening. Avoid crossing the arms over your chest as this can indicate you are not approachable. Greet your team with a good handshake or any other gesture.

- **Be punctual:** It is important to be on time or a few minutes early for work and meetings regardless of age, job title, or level in the team hierarchy. Punctuality shows your team that you respect them and their time. Try to complete tasks and projects on time, too; don't let the team down with excuses.

- **Use proper tech etiquette:** These include timely reply to the emails and phone calls of the team members if possible or within 24 hours.

- **Provide support to the team member:** It is always appreciated to help out and show support to a teammate if he/she has a heavy day and deadlines to meet and you don't, step up and offer to help.

- **Contribute value to team meetings:** Focus on the meeting, not on side conversations or on phone. Be open to others' ideas and points of view. Let others finish speaking before sharing your thoughts or ideas.

- **Show appreciation:** Sincerely appreciate the team members using appropriate words and gesture to thank as often as possible both publicly—when appropriate—and privately. If your boss congratulates you on a job well done and you had help from your team members, be sure to tell your boss so they can receive credit, too. They will happily work with you in the next big project.

Practice of these workplace etiquette and courtesy lead to job success and promotion as well as in the success of the team.

16.2.2 Cultural Etiquette: Cultural norms or etiquette vary from country to country, and even from community to community. There is diversity of social etiquette across cultures. One has to learn which rules and norms apply to a particular location.

> **Activity**
>
> Ask students to share their experiences with culturally divergent people. Whether they felt any problems? If yes, how did they resolve?

Role of cultural etiquette in promoting team work: We live in a world with a globalized workforce where many organizations have teams that span different offices, time zones and continents. It can be challenging for a team leader to manage a culturally diverse team. Even for a company that operates in one country, the movement of labor across borders means that cultural diversity is becoming a normal facet of the workplace. Managers and leaders are facing some of the issues like dealing with cultural differences, language barriers and remote team members.

The following five tips may help in strengthening the cross-cultural team.

i)   **Acknowledge and respect cultural differences:** Cultural diversity in a team can manifest itself in different ways: language, culture, behavioral differences due to norms and values,

and even different meaning attached to words, ideas or actions. So it is important to learn what those differences are because one's cultural background informs how we interact with others.

One way to encourage this understanding of cultural diversity is to discuss cultural differences in a team meeting where everyone can share their cultural background and expectations about communication and working style. This can be done in an informal way through activities such as ice breakers. Select activities where team members get to learn more about each other through asking questions and sharing about their cultural backgrounds.

For better understanding of cultural differences students may be asked to visit following link

https://www.geert-hofstedee./national-cultural.html.dimensionmodel

(Geert Hofstede's cultural dimension model)

This model provides a starting point for understanding what drives people from different cultures, and how we can adapt our working and communication styles to work better together in a cross-cultural team.

ii) **Establish norms for the team:** Each team needs to set its own rules and norm depending on its makeup and other factors that affect collaboration. Issues such as standard operating procedures for timely replies of email, email/document templates to ensure clear communication, frequency of team meetings, structure of team reporting etc. may be considered. Building norms that are specific to a team improves the ease of collaboration and optimizes team performance.

After establishing the team norms, regularly check in with the team to see how effective these norms are. Modify the norms that are not working well.

iii) **Develop a team identity and outline roles and responsibilities:** It is important that everyone in any team knows what they are working toward especially in a cross-cultural team. Having a shared goal and a common vision on how to achieve it gives the team an identity that can unite them and promote teamwork.

Developing a team identity helps in finding commonalities between team members. Encourage your team to get to know each other in a social context. Personal connections within the team make it easier to work together.

The common goal broken down into actionable steps and assigning each individual's role and responsibilities reduce the chance of misunderstandings. Everyone in the team knows the importance of their contribution. It sets expectations for what needs to be done, by who and when. Clarity of each team member's contribution also makes it easier to address team performance as a whole.

iv) **Over-communicate:** Over-communication is a good thing especially with a culturally diverse team. Most of the time, we take for granted that colleagues or team members with the same frame of reference or cultural background completely understand what we say. But team members of a different ethnicity, nationality or background need extra and clear communication to avoid any misunderstanding.

Use simple and clear language when using electronic communication media, and check that the other party fully understands what is said. Ask them to rephrase to confirm their understanding by cultivating an environment where the members can ask questions and clarify any doubts. Give everyone the bigger picture and the clear information they need to successfully do their part. This will reduce conflict and team dysfunction.

v)   **Build rapport and trust:** A safe environment should be created where the team members can have better collaboration with each other. Respecting differences, following through on group norms and having a common goal help build unity within a team.

It is crucial to provide some time for face-to-face interaction especially for cross-border or remote teams where employees spend most of the time separate from their team members. Real life interaction provides nuances such as tone of voice, eye contact and body language that make communication easier. If meeting in person is not possible, occasional video calls can help.

vi) **Leverage cultural diversity:** Having a cross-cultural team presents opportunities for creativity, innovation and learning from others of a different background. Accept differences, new perspectives and different ways of doing things. The challenges of having cross-cultural teams can be handled successfully with sensitivity and respect for other cultures. Most people understand and accept cultural differences in the workplace, there is a need to institute a framework that makes it easier to understand each other and collaborate.

16.2.3 Corporate/Professional Etiquette: An employee needs to follow professional etiquette to allow others to see that he/she is a polite, civilized coworker who knows how to be nice and can represent the company in a positive way. This contributes in creating his/her good image and help in the promotion. Following are the basic professional etiquette rules:

- Always arrive on time.

- Dress appropriately as per the office environment.

- Use appropriate ways of greeting people from different background.

- Never interrupt conversations unless there's an emergency.

- Remove papers from the copier, fax machine, and scanner after you are finished with the task.

- Don't disturb other people unnecessarily while they're working.

- Praise others for a job well done.

- Never take credit for other people's work.

- Be friendly to clients, visitors, and guests. Offer them a seat if they have to wait.

- Use appropriate volume of voice and avoid yelling.

- If someone else is angry, refuse to join in an argument or rant.

- Don't touch other people's personal belongings.

- Observe proper etiquette with regard to personal space.

- Keep office correspondence brief and avoid interjecting personal opinions unless it is necessary.

- Maintain a professional image when decorating your office or cubicle.

Activity

Students may visit a corporate office or any other organization and observe the above corporate/professional etiquette being practiced by the employees or not. They can also interview the employees and the managers. A report can be prepared and presented in the class.

Assessment

1. Written evaluation.
2. **Role play:** Practice of social and cultural etiquettes during role play in the classroom in small groups-observation and evaluation by the facilitator and peers.
3. **Self reporting**: Recording of practicing social etiquettes with friends/peers, seniors, teachers and family members by maintaining a diary.
4. Evaluation of the report of the visit to any corporate/professional organization to observe etiquette being practiced by the employees.

References:

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2. https://visual.ly/community/Infographics/education/importance-etiquette-lead-successful-life
3. https://www.youtube.com/watch?v=2nEvKZ4SG2c
4. https://www.youtube.com/watch?v=88zGGAjCh4o
5. https://www.youtube.com/watch?v=2o_waw6mLvI
6. https://www.etiquettetrainer.com/workplace-etiquette-build-teamwork/
7. https://www.business.com/articles/from-conflict-to-cooperation-building-stronger-cross-cultural-teams/
8. https://www.bentley.edu/news/7-ways-promote-diversity-workplace
9. https://www.drury.edu/academics/undergrad/business/pdf/rubrics/intercultural

Module 17: Internal Communication   2 Hours

Objectives:

The objectives of the module are to help learners

- Understand the need for effective internal communication; and
- Describe the tools for effective internal communication.

Expected Outcomes:

By the end of this module the learners shall be able to:

- Use common technology messaging tools that are used in enterprises for flow of information and transition from command and control to informal communication during an online/offline team session.
- Actively use and operate online team communication tools: Webinar, Skype, Zoom, Google hangout and many more.

Module Outlines:

17.1 Internal Communication: Meaning and Need

    17.1.1   Meaning

    17.1.2   Need for Internal Communication

17.2 Use of Various Channels of Transmitting Information to Team Members including Digital and Physical

17.1 Internal Communication: Meaning and Need

17.1.1 Meaning: Transmission of information within an organization is known as internal communication. Effective internal communication plays an important role in proper functioning of an organization or institution. It is the sharing of the information, knowledge, ideas, and beliefs between the members of the organization or institution.

Internal communication can be formal or informal. It depends upon the persons to which one is communicating. The informal or not so formal language is generally used in communication with the colleagues. The language used in communication with seniors is formal. The conditions for effective internal communication are:

- There should be open and clear reason for communication.
- There should be understanding of the need of the employees.
- Communication should be consistent and regular.
- Language of communication should be clear, to the point, and brief.
- Two-way communication should be allowed.
- Use of vocabulary should be good.

17.1.2 Need for Internal Communication: Internal communication is very important for the growth of any organization/institution. The role of internal communication is as follows:

- Increases productivity.

- Leads to effective and responsive customer service.
- Facilitates easy attainment of goals.
- Reduces day-to-day conflict between team members.
- Enables fast response.
- Helps in fast decision making.
- Helps in motivating the employees.

17.2 Use of Various Channels of Transmitting Information to Team Members including Digital and Physical

Common Tools/ Techniques of Internal Communication are :

i) Online communication tools

- Webinar
- Skype
- Zoom
- Google hangout
- Face book
- What's App
- Company blogs
- Twitter
- E-mails within an organization

ii) Offline communication

- Group meetings
- Employee training within an organization
- Personal meetings
- Telephonic conversation between employees
- Inquiry of employee
- Staff communication through circulars/notices/memos
- Company newsletter.

Assignment

The students may be asked to visit any organization/institution and to

- Find out the tools used for internal communication within the organization/institution.
- Strengths and weaknesses of each tool (may take feedback from employees and employer/ seniors)
- Prepare the write up and present for discussion in the classroom.
- This will help to understand the effectiveness of type of communication tools in making the communication more functional and productive within an organization.

Assessment

1. Written evaluation.

2. Evaluation of the write up on visit to the organization/institution and presentation in the classroom. The facilitator may develop criteria with the help of students to assess the knowledge and learning of skills.

References:

1. https://www.talkfreely.com/blog/internal-and-external-communication
2. https://blog.smarp.com/12-reasons-why-internal-external-communications-go-hand-in-hand
3. https://sproutsocial.com/insights/internal-communications-guide/

Module 18: Leadership Skills   6 Hours

Objectives:

The objectives of the module are to help learners

- Develop essential skills to influence and motivate others.
- Inculcate emotional and social intelligence and integrative thinking for effective leadership.

Expected Outcomes:

By the end of this module the learners shall be able to:

- Examine various leadership models and understand/assess their skills, strengths and abilities that affect their own leadership style.
- Create their leadership vision.

Module Outlines:

18.1 Leadership Skills

18.2 Understanding Leadership and its Importance

- What is Leadership?
- Why Leadership required?
- Whom do you consider as an Ideal Leader?

18.3 Traits and Models of Leadership

- Are Leaders born or made?
- What are key Characteristics of an Effective Leader?
- Leadership Styles
- Perspectives of Different Leaders

18.4 Basic Leadership Skills

- Motivation
- Team Work
- Negotiation
- Networking

Hr no.	Indicative Pedagogy
H1	**Step 1:** Name /Show pictures of few prominent leaders from different arena viz. politics, business, sports, history, local leaders. Ask following questions : 1. Why are they considered Leaders? 2. What were their achievements? 3. Why were they successful in their accomplishments as a leader?

Hr no.	Indicative Pedagogy
	Step 2: Introduce the concept of leadership and link it with responses to the questions asked
	Step 3: Introduce brief theoretical description of key leadership traits and link it with responses to the questions asked
	Tell students to watch first 11 minutes of the lecture on Leadership on this video link to get more insights https://nptel.ac.in/courses/122/108/122108038/
H2	**Step 1:** Name/show pictures of prominent democratic/participative leaders, and autocratic leaders from public life or history (e.g. Mahatma Gandhi vs. Hitler). Ask the questions
	1. What was the difference between them?
	Step2: Brief description of conventional classification of Leadership styles
	Tell the students to watch the next 15 minutes of the same video link
	https://nptel.ac.in/courses/122/108/122108038/
H3	**Group Task:** Divide the class into groups of 6-8 students. Each group is given a specific task to accomplish and present it in the next class. The task could be
	1. Prepare a report/presentation/movie/video on your city
	OR
	2. Prepare a report/presentation/movie/video on your college
	OR
	3. Prepare a report/presentation/movie/video on the favorite sports of the group.
	OR
	The group may choose their own task with approval of the faculty.
	In class, the group members will discuss and plan their activities and assign roles to each member of the group for completing the task.
H4	Presentation of the report/video prepared by each group if there is time, otherwise the report may just be submitted to the faculty.
	Each group is asked to answer the following questions:
	1. Did someone emerge as the leader of the group activities?
	2. Was the group leader effective in motivating the members to work like a team and complete the task? Yes/No and why?
	3. What kind of leadership style was adopted by the leader?
	The students may be advised to watch this video on their own
	https://www.youtube.com/watch?v=laGZaS4sdeU
	The students may be asked to search for 2 TED talks on leadership, fromYouTube, which they find interesting and useful. Ask them to prepare a summary of the talk in 200 words and submit to the teacher in the next class. This could be used by the faculty for assessment of student learning.

Hr no.	Indicative Pedagogy
H5.	**Role Play**: Select 3 volunteers from among the students. Explain a leadership situation. For example :
	A teacher in a college Mr. A has been reaching late to college and for departmental meetings for many weeks. He has been taking all his classes and has been completing his evaluation work on time. But he has not completed any administrative task assigned to him. His colleagues have complained to the principal of the college about his lack of cooperation. The principal has called Mr. A to talk to him about his undisciplined behaviour.
	One student is asked to play the role of Mr. A while the other teacher will play the role of the Principal who will interact with the teacher like a very autocratic leader. The faculty will give him few statements which reflect his dictatorial style of functioning. Next, the same student is asked to play the role of Mr.A again and another student is now asked to play the role of the Principal who will interact like a very democratic leader.
	The difference in the interaction in the two role plays will be interpreted by the facilitator.
	TED Talk Summary: The teacher mayread out a few summaries submitted by the students and discuss with the class.
H6	A recap of all previous proceedings.

Assessment

1. Written evaluation.
2. **Peer Evaluation**: A brief case on leadership may be given to the students. The case will be analyzed by students in groups of 4 members each in duration of 30 minutes. The analysis submitted by each group on a sheet which may be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty/facilitator.

Module 19: Management Skills   6 Hours

Objectives:

The objectives of the module are to help learners

- Describe basic managerial skills.
- Describe self management skills.

Expected Outcomes:

By the end of this module the learners shall be able to:

- Demonstrate a set of practical skills such as time management, self-management, handling conflicts, team leadership, etc.
- Create and maintain an effective and motivated team to work for the society.

Module Outlines:

19.1 Basic Managerial Skills

- Planning for Effective Management
- How to Organize Teams?
- Recruiting and Retaining Talent
- Delegation of Tasks
- Learn to Coordinate
- Conflict Management
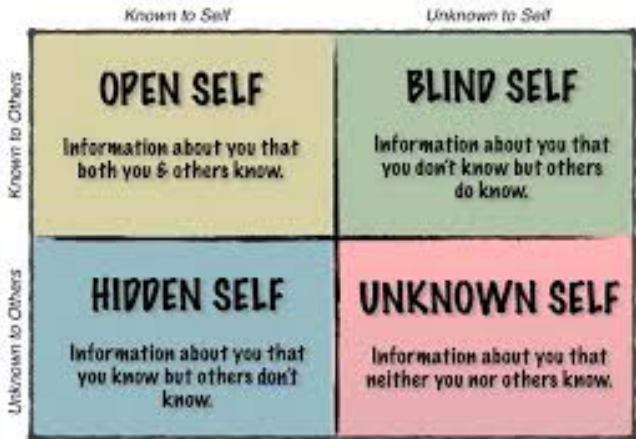
19.2 Self Management Skills

- Understanding Self Concept
- Developing Self-Awareness
- Self-Examination
- Self-Regulation

Hr no.	Indicative Pedagogy
H1	**Step 1:** Ask the class to consider a hypothetical situation where they have to manage a recreational event for their class. The event could be a get together, a picnic etc.
	Students may be asked to watch this 2.5 minutes video summarizing what management is https://www.youtube.com/watch?v=_OBqwhYLEJo. They can watch it on their smart phones while sitting in the class.
	Step 2: Present the classification of resources as Man, Machine, Material, Capital and Time. Ask the question-
	- What resources will be required by the class to complete the task assigned to them?
	• **Introduce the concepts of Effectiveness and Efficiency**

Hr no.	Indicative Pedagogy
	Situation for discussion: Two individuals are asked to paint the walls of two different rooms of identical dimension. They are given equal quantity of paint and told to finish the work by the end of the day. One of them finishes the work 2 hrs before the end of the day but the painting is patchy and uneven. The other one could not complete the painting of the whole room and has consumed all the paint also, but the work done is even and beautiful. Discuss the Efficiency and Effectiveness of the two painters. Ask the question- - Is any of the two painters successful in managing his task?
H2	The students can be asked to sit in groups of 4-8, depending on class size. Each group is told to consider that they are responsible for managing the class event and told to prepare a summary of the following items in 20 minutes. - A suitable date for the event - Work out a budget for the event. - Complete list of tasks to be performed for organizing the event. - Combine task to form roles What will be the reporting relationship among the different roles? - Assign roles to different individuals in their group so that the event can be successfully managed. The groups are told to present their summaries and the class arrives at a consensus on the list of tasks, the budget, the roles and the reporting relationships. Relate the above exercise with Management functions of Planning, Organizing and Staffing. The students may be asked to go through this 45 minutes lecture on the basics of Management https://www.youtube.com/watch?v=lj7ZnyskZuA
H3	**Conflict Management:** **Step 1:** Define conflict and emphasize that it is inevitable. Ask the question- 1. Can you recall the last conflict you had with an individual? 2. Did you resolve it? 3. How was it resolved? Draw focus on empathy and communication for resolving interpersonal conflicts **Step 2:** Ask the questions- - While working on the assignment related to planning and organizing the class event, what were the areas of disagreements/differences of opinion/conflicts among group members? - What was the outcome? Draw focus on the functional aspects of conflicts in work groups. Highlight the significance of such conflicts because they lead to better decision making thereby improving performance of work groups. Ask the students to watch this 2.5 minutes video in class https://www.youtube.com/watch?v=QLbGHQo4qnA

Hr no.	Indicative Pedagogy
	The students can go through these NPTEL video lectures if they wish to:
	https://www.youtube.com/watch?v=LITbRQn_ogo&list=PLF1DBCAC25C2BC963&index=35
	https://www.youtube.com/watch?v=TsZukmeaewc&list=PLF1DBCAC25C2BC963
	https://www.youtube.com/watch?v=CgShhippuP4
	https://www.youtube.com/watch?v=jsFiWdQJFCs
	https://www.youtube.com/watch?v=4RB1i1sVVc0
H4	**Step 1:** Ask the students following question
	What is difference between IQ and EQ (Measure of Emotional Intelligence or EI)?
	Emotional Intelligence (EI) is an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.
	EQ includes competencies like
	– Self-awareness
	– Self-management
	– Self-motivation
	– Empathy
	– Social skills
	The students may be asked to watch this 5.5 minutes video on Goleman's explanation of EI
	https://www.youtube.com/watch?v=Y7m9eNoB3NU
	Now ask them
	- Is IQ or EQ more important for success in Life?
	-Establish the significance of EI and Self awareness as a component of EI
	This 4.5-minutes video on 'Can EI be Learnt" can be watched by students
	https://www.youtube.com/watch?v=sfT55TZV-20
	Students are asked to watch this video on meaning and application of JOHARI window for the next session.
	https://www.youtube.com/watch?v=oxvYeb_RsZE
H5.	**Step 2:** Students may be asked to carry out the JOHARI window exercise in groups of 4.
	The exercise is described here in brief:
	JOHARI window is a technique used to help people improve their self-awareness and self-management. It was developed by Joseph Luft & Harry Ingham in 1955. The exercise can be conducted like this.
	➢ The students are given a list of adjectives out of which they need to pick some that they feel describe their own personality. The following 56 adjectives may be used.

Hr no.	Indicative Pedagogy
H5.	(see word grid and content below)

able	complex	helpful	mature	relaxed	spontaneous
accepting	confident	idealistic	modest	religious	sympathetic
adaptable	dependable	independent	nervous	responsive	tense
bold	dignified	ingenious	observant	searching	trustworthy
black	empathetic	intelligent	organized	self-assertive	warm
brave	energetic	introverted	patient	self-conscious	wise
calm	extroverted	kind	powerful	sensible	
caring	friendly	knowledgeable	proud	sentimental	
cheerful	giving	logical	quiet	shy	
clever	happy	loving	reflective	silly	

> ➤ From the same list they will then pick equal number of adjectives that describe the other members of their group.

Each student then places all adjectives in the JOHARI grid.

Students who are willing may be asked to share the findings of the JOHARI window exercise for them.

H6	A recap of all previous proceedings.

Assessment

1. Written Evaluation.

2. **Peer Evaluation:** A brief case on conflict/interpersonal effectiveness may be given to the students. The case will be analyzed by students in groups of 4-5 members each in 30 minutes. The analysis submitted by each group on a sheet which may be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty.

Module 20: Entrepreneurship   6 Hours

Objectives:

The objectives of the module are to help learners

- Describe basics of entrepreneurship.
- Nurture a creative and entrepreneurial mindset.

Expected Outcomes:

By the end of this module the learners shall be able to:

- Understand the basics of entrepreneurship and develop business plans.

Module Outlines:

20.1 Entrepreneurial Skills

20.1.1 Basics of Entrepreneurship

- i)   Meaning of entrepreneurship
- ii)   Classification and types of entrepreneurship
- iii)   Traits and competencies of entrepreneur

20.1.2 Creating Business Plan

- i)   Problem identification and idea generation
- ii)   Idea validation
- iii)   Pitch making

20.2 Innovative Leadership and Design Thinking

20.2.1 Innovative Leadership

- i)   Concept of emotional and social intelligence
- ii)   Synthesis of human and artificial intelligence
- iii)   Why does culture matter for today's global leaders

20.2.2 Design Thinking

- i)   What is design thinking?
- ii)   Key elements of design thinking:
    - Discovery
    - Interpretation
    - Ideation
    - Experimentation
    - Evolution

Hr. No.	Indicative Pedagogy

H1	**Step 1:** Ask students to share their views on entrepreneurship and ask questions like:
	  i. What do you think entrepreneurship is all about?
	  ii. Is every inventor an entrepreneur? If yes, why, if not why?
	  iii. Whom do you consider as an entrepreneur?
	  iv. What is their achievement?
	Step 2: Discuss various examples starting from Jamshedji Tata, Godrej, Birla, etc., and ask students if they consider them as entrepreneurs?
	Step 3: Ask students to read more about these people to discuss in subsequent classes.
	Step 4: Share some 3-4 definitions of entrepreneurship with students and synthesize key points from those definitions.
	Step 5: Ensure that keywords like Innovation, Creativity, Value creation, Customer pain points, gain, needs, wants and desires, profit, etc., get surfaced in the discussion.

H2	**Step 1:** Ask students if they could get some new points based on previous discussion. Now, pose following questions:
	  1. Is profit crucial factor for an entrepreneur?
	  2. Would any entrepreneur work without profit?
	  3. Can you think about entrepreneurs, who don't focus on profit?
	Step 2: If answer is yes, discuss some example like "Barefoot College" (or local/regional examples) and confirm that yes, there are many entrepreneurs who don't work for profit.
	Step 3: Then share examples of Sulabh International, Mirakle Couriers and introduce the phrase "not just for profit". Some organizations are working with social cause as primary motive at the same time remaining financially stable.
	Step 4: Now, share that on the basis of primary motive, there are broadly two categories of entrepreneurs – Commercial and Social.

H3	**Step 1:** Run the following video which describes the Entrepreneur, Entrepreneurship and Start Up. https://www.youtube.com/watch?v=dNEyiSCfnos **Step 2:** Bring back the discussion on entrepreneurs which was left in introductory session. Ask students to share the traits and characteristics that they find in entrepreneurs of their choice. Keep on noting those points on board. **Step 3:** Link those traits with those shown in the video. Ask students to identify the need/want/desire in the market that will be discussed in next session.

H4	**Step 1:** Ask students to volunteer and share the problem they had identified. Taking that example in the class, give the following group task:
	Divide the class into groups of 6-8 students. Each group is asked to identify ideas that can be used to address the problem. Those ideas can be presented in the next class in either of the following forms:
	  1. Powerpoint presentation
	  2. Roleplay
	  3. Skit

Hr. No.	Indicative Pedagogy
	4. Simulation 5. Short video (students can be asked to choose one based on their interest or something more creative as per their choice)
H5.	**Step 1:** Ask students to identify the market to test their potential ideas. Share the "DOs" and "DO NOTs". DO- (example can be) The students have to identify a real market and gain insights and honest feedback from potential customers. Keep your eyes and ears open, pay close attention to customers' cues, inputs, etc. DO NOT- (example can be) Don't consider your parents, friends as potential market. Don't be adamant to defend your idea or convey offensive response to criticism. **Step 2:** Ask students to take a log of all the feedbacks, finer observations and inputs. **Step 3:** Ask them to carry out a critical analysis of the data and refine the idea further. **Step 4:** Introduce PDCA cycle to them. Let them Plan- Do- Check –Act again, again and yet again until they find that their idea is getting refined and the market validation is gaining acceptability. **Step 5:** Based on this iteration process through market research ask the students to create a minimum viable product (MVP) or a rough outline. **Step 6:** Once each student has come up with his/her research output, let them critically evaluate each other and give frank feedback to each other. Do this through a relaxed learning discussion. Suggested videos- https://www.youtube.com/watch?v=19G99_sWApI https://www.youtube.com/watch?v=_iJK8BRhVJI https://www.youtube.com/watch?v=EYggp2fQLlc
H6.	**Role Play:** Let students form three groups- each of the group having at least 4-5 students. The groups will act as a) Potential venture capitalists/investors; b) Potential customers; and c) Members of regulatory agencies. Ask each student to pitch his/her product in front of the three groups. Let each group play a serious role full of critical inputs.

Hr. No.	Indicative Pedagogy
H7.	Keep a separate group of observers who provide careful analysis of each of the pitching event(s).
	Record the pitching process and ask each of the students to review his/her pitching.
	Final suggestion- Ask them to keep rehearsing their pitching process.
	Through multiple rehearsals and analysis each student should make a razor sharp and pertinent pitch within 1 minute.

Assessment

1. Written Evaluation.
2. Activity in H6 Role Play can be taken for assessment.

Module 21: Innovative Leadership and Design Thinking   6 Hours

Objectives:

The objectives of the module are to help learners

- Describe the innovative leadership and design thinking.
- Describe emotional intelligence, social intelligence and integrative thinking for effective leadership.

Expected Outcomes:

By the end of this module the learners shall be able to:

- Inculcate emotional and social intelligence and integrative thinking for effective leadership.
- Apply the design thinking approach for leadership.

Module Outlines:

21.1 Innovative Leadership and Design Thinking

21.1.1 Innovative Leadership

- Concept of emotional and social intelligence
- Synthesis of human and artificial intelligence
- Why does culture matter for today's global leaders

21.1.2 Design Thinking

- What is design thinking?
- Key elements of design thinking:
  - Discovery
  - Interpretation
  - Ideation
  - Experimentation
  - Evolution.
- How to transform challenges into opportunities?
- How to develop human-centric solutions for creating social good?

Hr. No.	Indicative Pedagogy
H1	**Step 1:** Ask students to write a brief note on their views or any incidents from their past when they realized the importance of any/many of the following.

1. Self-Awareness and Control
2. Empathy
3. Social Expertness
4. Personal Influence
5. Mastery of Vision

Step 2: Let them interpret these with a free mind without prejudice or external hint or guidance.

Step 3: Once they have written give a brief input to explain the terms. Brief summary* on each input follows.

[*Source "50 Activities for Developing Emotional Intelligence" by Adele B. Lynn]

Self-Awareness and Control: This talent comprises two separate skills. The self-awareness component demands intimate and accurate knowledge of one's self and one's emotions. It also demands understanding and predicting one's emotional reactions to situations. One who is emotionally competent at self aware is also fully aware of one's values and core beliefs and knows the impact and effect of compromising these core components. The self-control component requires full mastery of being in control of emotions. Both positive and negative emotions are channeled in the most productive manner when one controls the emotion versus the emotion controlling the person. The person with mastery and control of emotions can both anticipate and plan emotional reactions to maximize effectiveness.

Empathy: Empathy requires the ability to understand how others perceive situations. This perception includes knowing how others feel about a particular set of events or circumstances. Empathy requires knowing the perspective of others and being able to see things from the value and belief system of the other person. It is the ability to fully immerse oneself in another's viewpoint, yet be able to remain wholly apart. The understanding associated with empathy is both cognitive and emotional. It takes into consideration the reasons and logic behind another's feelings or point of view, while also allowing the empathic party to feel the spirit of a person or thing.

Social Expertness: Social expertness is the ability to build genuine relationships and bonds with others that are based on an assumption of human equality. Social expertness allows people to genuinely express feelings, even conflict, in a way that builds rather than destroys relationships. Social expertness also enables a person to choose appropriate actions based on his or her feelings of empathy. The talent of social expertness allows caring, support, and concern to show for fellow humans in all life's situations. It also demands that one reads social situations for readiness, appropriateness, and spoken and unspoken norms. Resolving conflict without compromising core beliefs or values is an important component of social expertness. High social expertness allows for strong networks on both a professional and personal level that can readily be enlisted when needed for aid.

Hr. No.	Indicative Pedagogy
	Personal Influence: Personal influence is the ability to inspire others through example, words, and deeds. It is the ability to lead others by way of social expertness. Personal influence is the ability to read situations and exert influence and leadership in the desired direction. It is the ability to confront the issues that are important or debilitating to relationships, goals, missions, or visions. Personal influence is also exhibiting motivation for one's visions, missions, core values, and beliefs. **Mastery of Vision:** Mastery of vision requires that the individual has the ability to set direction and vision guided by a strong personal philosophy. The ability to communicate and articulate with passion regarding direction and vision are essential to mastery of vision. This talent serves as the inner compass that guides and influences one's actions. This inner compass provides resilience and strength to overcome obstacles. It is the inner motivator and the guardian angel of our purpose. It is because of mastery of vision that we know who we are and what we are compelled to do with our lives. When our actions and words are consistent with this personal philosophy, it is our sense of authenticity. When inconsistent, it is our sense of stress and discomfort. **Step 4:** Let them repeat Step 1 once again. Ask them to share their learning and keep the mode of infotainment intact, i.e., let the students enjoy and have fun while sharing their experiences and learning at the same time. *Caution*: The humour should not override the learning part. The learning part should not be too heavy and boring that the scope of relaxed learning is dumped.
H2	Emotional intelligence does not improve overnight. Developing one's emotional intelligence is truly a lifetime journey. However, with the help of a coach or trainer, a minimum of 6 months to 1 year efforts are needed. After explaining this background the students may be asked to put consistent effort over the following steps. They shall be asked to understand these steps from the perspective of Trainers' Guide to Helping Leaders Improve Emotional Intelligence*. The students should be informed to take caution in interpreting these steps and should be asked to practice such steps wherever they assume leadership roles- for self mastery or in the domain of daily interface with others. [*Source "50 Activities for Developing Emotional Intelligence" by Adele B. Lynn] **Step 1:** Model emotional intelligence in all of your interactions with your participants. **Step 2:** Assist the leader in honest assessment. Assessment sources and methods can vary greatly. The coach/trainer must be familiar with the leader's situation to provide truth and honesty. The coach/trainer must also realize when the leader's self-awareness skills are not high enough to provide reliable data. **Step 3:** Help leaders reflect on their current philosophies/belief systems and behaviours. Help them identify which belief systems and behaviours are helping them and which may be interfering with their effectiveness. **Step 4:** Help the leader set realistic objectives about changing destructive belief systems and behaviours. Also, show the leader how to change. **Step 5:** Expose the leader to other ways of thinking. This could be through peers, books, mentors, or other masters.

Hr. No.	Indicative Pedagogy
	Step 6: Challenge the leader to create new belief systems and philosophies that will serve both the leader and his/her followers in a better way. **Step 7:** Help the leader convert his or her belief system or philosophies to productive behaviours. Encourage repetitive use of these new behaviours on the job. **Step 8:** Provide and find others to provide positive reinforcement for the leaders who are attempting to improve.
H3	**Step 1:** Ask the students to explain the meaning of social and emotional skills. Keep asking probing questions and let them substantiate it with examples. Let them summarize the importance. [Note down the important points on the board. Let them take a list of the key words of their choice.] **Step 2: Role Play-** Make multiple groups of students. Allocate one title each- from the following list of ten topics, to each group. 1. Words can hurt, pay attention to them 2. Share when you have failures 3. Be kind 4. Listen 5. Disagree with respect 6. Show Empathy 7. Share your own feelings 8. Encourage the relationship 9. Recognize your feeling 10. Explain what feelings do 11. Be savvy with discipline 12. Apology with dignity 13. Model responsibility 14. Make yourself available Ask each group to keep their topic secret from other groups. Now ask each group to come up with a small skit highlighting their topic. Other groups will try to decipher the message which must be the moral embedded in the skit. Let other group interpret the topic. **Step 3:** Share feedback and learning.
H4	**Step 1:** Ask students to list a few examples wherein they think that interface of human and artificial intelligence is inevitable. Now, pose following questions: 1. Is it adding any value to human life or is it increasing dependability and degrading human's self dependability? 2. Is it inevitable to depend on such technology? If so then to what extent and in which dimensions? 3. Is there any dimension in which the increasing penetration of artificial intelligence- to replace human interface, can cause legal, social and ethical concerns?

Hr. No.	Indicative Pedagogy
	Step 2: Ensure that keywords like Industrial Revolution 4.0, Machine Learning, AI, IoT, Innovation, Creativity, Customer needs, wants and desires, profit, etc., get surfaced in the discussion.
H5	**Step 1:** Ask questions to students about some creative design that they have witnessed. Based on their answers, select one of the following options: 1. If they mention various examples, ask them if they would like to share any original creative idea they have in mind? 2. If they do not mention a good number of examples, share some of the simple examples and innovations. **Step 2:** Introduce them the idea of Key elements of design thinking- • Discovery • Interpretation • Ideation • Experimentation • Evolution The facilitator can use the design thinking workbook by IDEO that guides the participant to a step by step process for transforming challenges into opportunities. Key ideas from book: Kelly, T. & Kelly D. (2014). *Creative Confidence: Unleashing the Creative Potential Within Us All.* William Collins can be used by the facilitator. **Step 3:** Ask students to watch the following video for methodology of developing human centric solutions for creating social good (this can be home assignment). Video entitled India's Hidden Hot Beds of Invention Ted Talk by Anil Gupta - https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
H6	**Step 1:** Show them the following Ted talk entitled "How to Build Your Creative Confidence" by David Kelly - https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence **Step 2:** Based on the video, encourage them to build and take forward their idea. **Step 3:** Ask any 3 students to volunteer for presenting their idea in 5 stages of design thinking. Time can be given for them to prepare. Ask other students also to frame their ideas using 5 point framework of design thinking.

Assessment

1. Written Evaluation.

2. Students can be given individual exercise in design thinking; a panel of faculty can give a simulated or real life situation and assess the student on his/her creative solution.

Module 22: Ethics and Integrity   6 Hours

Objectives:

The objectives of the module are to help learners

- Describe the ethics and moral values.
- Appreciate the importance of ethical principles in professional and social contexts.

Expected Outcomes:

By the end of this module the learners shall be able to:

- Inculcate ethics and moral values for developing a balanced personality.
- Apply ethical principles in professional and social contexts.

Module Outlines:

22.1 Ethics and Integrity

22.1.1 Learning through Biographies

- What makes an individual great?
- Understanding the persona of a leader for deriving holistic inspiration
- Drawing insights for leadership
- How leaders sail through difficult situations?

22.1.2 Ethics and Conduct

- Importance of ethics
- Ethical decision making
- Personal and professional moral codes of conduct
- Creating a harmonious life

Hr. No.	Indicative Pedagogy
H1	**Step 1:** A group of students can be identified and asked to enact role play of *Raja Harishchandra*. The play should highlight the reason for which he is known. Highlight his high moral grounds of standing for truth.
	Step 2: Discuss impact of one such skit on his life on *Gandhi ji,* from where he started following principles of truth.
	Step 3: Ask students to read short stories from lives of great leaders like *Ahilyabai, Holkar, Dr. Abdul Kalam, Raja Harishchandra, Mahatma Gandhi, Swami Vivekanand, Ramanujan, E. Sreedharan,* etc., for the next class.
	Audio visual augmented role plays and storytelling (leaders from varied fields like academics, corporate, social, sports, art, etc.)

Hr. No.	Indicative Pedagogy
H2	**Step 1:** Ask students to share key lessons they would like to imbibe based on the life stories of great leaders and keep listing them on the board. Alternatively students can be asked to make presentations/posters/skit, etc., based on their interest. **Step 2:** Also ask them to share characteristic/traits that make them great leader. **Step 3:** Now try to establish linkage between high integrity, transparency, trustworthiness, etc., to success, ability to succeed on difficult situations, etc.
H3	**Step 1:** Self-reflection exercise: Make students to do their self-analysis and reflection. Ask them to follow the below mentioned steps: 1. Write short auto-biography (say 100 words). 2. Write 100 words about their present situation. 3. Write 100 words about their future. Now ask them to identify what would be top 5 things/characteristics/personality traits that will help them achieve their future goals and visions.
H4	**Step 1:** Before entering into discussion about ethics in class or discussing role of ethical decision making it is desirable to spend time exploring and discussing ethical dilemmas. This helps students to get charged up and bring different stories and cases on board. **Step 2:** The students can be given a task wherein they need to address some specific ethical dilemmas they might have encountered, or might encounter in future. Further, ideas and thoughts on solutions can be invited.
H5	**Step 1:** One person's duties are rights of other person. This idea can be the basis for covering personal and professional moral codes of conduct. The students can play game in class group, wherein they are required to perform certain tasks, which enables or unlocks activities of subsequent groups. It can be a time bound activity. **Step 2:** Analyze the game outcomes so that significant insights can be drawn from it for the idea of professional ethics and how duties of one person/group become rights for other person/group.
H6	Group task with 5-6 students in each group. 1. Give a highly complex and disturbing situation to each group. 2. Give them objective of achieving a harmonious state. 3. Ask them to apply concepts they have studied. 4. After 15 minutes of activity ask one of the group members to come forward and share development made by their group. 5. Ask them to continue and conclude in 10 minutes. 6. Ask students to do self-analysis if objective of harmonious state can be achieved. 7. Ask them to present both cases – if yes – how and why, if no – why and future course of action. A report is to be prepared. It will be used for assessment.

Assessment

1. Written Evaluation.
2. Activity in H6 can be used for assessment wherein 50% weightage each can be given to assessment by students and that by the facilitator.

Module 23: Universal Human Values   30 Hours

Justification:

Human civilization is known for the values that it cherishes and practices. Across various times and places, sages, saints and seers, drawing on their experience, developed practices that placed central importance on values, though the names used by them differed, as their languages varied but the spirit was same. Universal human values are values that human beings cherish and hold in common consciously and otherwise in most of the places and times and practice them.

Renunciation is the foundational value. Renunciation or greedlessness has two preconditions: love for all living beings and absence of selfishness. Renunciation is not self-directed but other-directed and is for life in all forms and shapes, for welfare of all. Renunciation begins when selfishness ends. Renunciation to run away from the problems of life is cowardice. Renunciation without action means parasitic life. Also, service can be practised only when renunciation with action begins. Unegoistical service is inconceivable without renunciation; and true service is possible only through love and compassion. Life and death are eternal truths, so is the truth as fact and truth as value. Truth exists between the two ends of life and death and is to be pursued.

Truth, Renunciation (sacrifice), Love, Compassion and Service are commonly acceptable universal human values, which at the operation level have been named differently as sincerity, honesty, righteousness, humility, gratitude, aspiration, prosperity, non-violence, trust, faith, forgiveness, mercy, peace and so on. These are needed for wellbeing of an individual, society and humanity and ultimately Peace in the world.

Universal human values are mankind's deepest moral aspirations and form the foundation of human culture and lives as individuals and as societies. This module aims at making learners conscious about universal human values in an integral manner, without ignoring other aspects that are needed for learner's personality development.

Basic Attributes of facilitators for Universal Values Education:

Universal values education is a human making activity. The facilitators of Universal Values education in particular should follow the *mantra* of C-3 i.e., Care, Concern and Commitment. He/she should be sincere, warmhearted, sympathetic, empathetic, caring counselor, and passionate as one would be in case of one's family members.

Apart from having adequate knowledge about psychology of the young generation and the pressures that suffer from their peers, family members and society knowingly and unknowingly, he/she should have patience and perseverance. Education in Universal Values is a slow process, and would demand a lot of conscious efforts from them.

He/she should use lecture method to a bare minimum, not more than 20 percent of total transaction. The facilitator can use social media platforms, as resources for values enhancement program, relevant to the generation.

The commitment on the part of facilitators would help them in transcending various limitations of human resources and infrastructure. Equipped with the commitment for a value-based society, they would convert limitations and contingency as opportunities for developing best practices

and finding out own resources, suitable for their learning communities according to their time, place, class and circumstances. This guidelines is the *Panchatantra* for facilitators of the life skills programme. Vishnu Sharma, its author of *Panchatantra,* was given the task of life skills enhancement of princes who were dullards and disinterested in learning. He considered their class, level, requirements and expectations. On the basis of it, he concluded that the narrative discourses in the form of fables would interest his learners and accordingly constructed fables to impart lessons and values of life. He succeeded in his task, as they learnt without realizing that they were learning. All great authors and teachers like Valmiki, Ved Vyasa, Aesop, the Sufi and Bhakta poets, the Sikh Gurus, Ramakrishna Paramhansa, Swami Vivekanada, Sri Aurobindo, and the Mother among others used narratives to illustrate and impart values.

Moreover, it has to be borne in mind by the facilitator that the outcome of the course 'Universal Human Values' can best be delivered in a direct and indirect collaborative mode. The outcome of this course can best be achieved if parents, family members, friends and peers, supported by psychologists, and social workers, can join the facilitators because the learners are most of the time with friends and family members.

Objectives:

The objectives of this module are to help learners

- Describe meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.
- Learn from lives of great and successful people who followed and practised human values and achieved self-actualisation.

Expected outcomes:

By the end of the course, the learners shall be able to:
- Become conscious practitioners of values.
- Realize their potential as human beings and conduct themselves properly in the ways of the world.
- Develop integral life skills with values.
- Inculcate and practice them consciously to be a good human being.
- Realise one's potentials as a human being.

23.1 Love & Compassion (*Prem* and *Karuna*)   5 Hours

Love is the all-pervading life energy. This value may be confused with the attraction, 'romantic attachment' or lust, as it refers to something much deeper and more fundamental in the human nature, marked by selflessness and detachment from mutual expectations. It finds its manifestation in sincere care for others, kindness, empathy and compassion and is unconditional. The spirit of love urges us to embrace all those around us with compassion.

True love leads to compassion; and compassion without love is like offering alms to others. *Gautam Buddha* renounced palatial life for seeking answers of questions for self and others. It is said that he attained enlightenment after years of *dhyana* (meditation) and *tapa*. Then sprang a desire in him to preach and pass on the knowledge, earned by him, to others in the society. While thinking so he realized that there was lurking some kind of ego in deep recesses of his mind that was persuading him to think that only he is enlightened and others

are ignorant. Hence, he needs to oblige them out of pity for them. It is said that *Buddha* returned to forest that very moment and meditated all over again. After meditation, he concluded that he should go and share his knowledge with other members of the society not out of his ego out of his love for them and consequent compassion because all were his own people. Such was his love for his people that despite knowing Sanskrit he abandoned it favour of *Pali*, a *Prakrit* or natural language of the people.

Introduction:

- What is love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living.

- Love and compassion and inter-relatedness**:** The facilitator needs to explain the relationship between love and compassion and other related feelings and emotions like empathy, sympathy and non-violence.

- Individuals who are remembered in history or in collective memory for practicing compassion and love: (e.g., Buddha, Christ)

- Narratives and Anecdotes from history, literature including local folklore

Practicing love and compassion:

- What will learners gain if they practice love and compassion? What will learners lose if they don't practice love and compassion?

- Sharing learner's individual and/or group experience(s)

- Simulated Situations

- Case studies

23.2 Truth (*Satya*)   5 Hours

Truth is eternal and unchanging, as it deals with ultimate and unchanging reality. It is marked by veracity, honesty and sincerity, purity, accuracy and fairness, fearlessness and integrity. It may have many facets as subjective or relative truth that why people cling to 'my truth' and 'your truth' leading to conflict at times. These are perceptions of truth that change according to experience, age, perspective, culture and belief system. However, when searching for a lasting truth that withstands relativity, the values of common sense, intuition, justice, quest for knowledge, spirit of enquiry, and synthesis, are nurtured and enhanced.

Truth involves honesty in thought, speech and action. Subscription to truth leads to just, happy and healthy relationships at individual and collective levels.

Introduction:

- What is truth? Universal truth, truth as value (a*rth*), truth as fact (*saty*) (veracity, sincerity, honesty among others)

- Individuals who are remembered in history for practicing this value (*Raja Harishchandra, Dharmaraj Yudhishthara, Mahatma Buddha, Socrates, Mahatma Gandhi*)

- Narratives and Anecdotes from about truth history, collective memory and literature including local folklore

Practicing Truth:

- What will learners learn/gain if they practice truth? What will learners lose if they

don't practice it? (Mahatma Gandhi's *The Story of My Experiments with Truth*)

- Learner's individual and/or group experience(s)
- Simulated Situations
- Case studies

23.3 Non-Violence (*Ahimsa*)   5 Hours

Non-violence is a result of restraint from consciously doing any harm through one's thoughts, speech or action to any entity—living or non-living. It is a result of practice of all other values, and its practice would lead to world peace and global harmony. It requires being sensitive to the fact that there is life in all forms of existence, and they are interconnected. Violence ranging from bullying to racism, physical harm to individual/s, to wars, apartheid to acts of terrorism, from killing animals to causing damage to environment is rooted in prejudice, ignorance, insecurity, fear and greed.

Introduction:

- What is non-violence? Its need. Love, compassion, empathy and sympathy for others as pre-requisites for non-violence
- *Ahimsa* as non-violence and non-killing
- Individuals and organizations that are known for their commitment to non-violence
- Narratives and Anecdotes about non-violence from history, literature including local folklore

Practicing non-violence:

- What will learners learn/gain if they practice non-violence? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about non-violence
- Simulated Situations
- Case studies

23.4 Righteousness (*Dharma*)   5 Hours

Righteousness is the practice of propriety and decorum in life. In simple language it is marked by 'right conduct'. It covers ethical guidelines, ethical behavior and moral righteousness. Its essence is covered in the saying: Do good, see good and be good. All cultures stressed on it. Indian culture revolves around the concept of *Dharma* which means '*dharayate ya sa dharam*' ('what is worth doing or upholding') in which action is guided by time, place and class.

Introduction:

- What is righteousness?
- Righteousness and *dharma*, Righteousness and Propriety
- Individuals who are remembered in history for practicing righteousness
- Narratives and Anecdotes from history, literature including local folklore

Practicing righteousness:

- What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it?

- Sharing learner's individual and/or group experience(s)
- Simulated Situations
- Case studies

23.5 Peace (*Shanti*)   4 Hours

Peace refers to a state of being quiet, calm and free from emotional disturbance. It is achieved by balance and harmony in individual within self and outside. Self-control, patience, equanimity and acceptance of others as one's own help in achieving it. Its scope includes peace at the individual level to world level.

Introduction:

- What is peace? It's need. Peace, harmony and balance
- Individuals and organizations that are known for their commitment to peace (Gandhi, United Nations)
- Narratives and Anecdotes about peace from history, literature including local folklore

Practicing peace:

- What will learners learn/gain if they practice peace? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about peace
- Simulated Situations
- Case studies

23.6 Service (*Seva*)   3 Hours

When love and compassion for others and willingness to suffer for others out of love takes the form of action, it becomes service. Love and renunciation unattended by service are not true values. True love and renunciation are not for self but for others' sake. Self-directed renunciation is greed of worst kind. In this manner, the ideals of love and renunciation and service are interrelated. It is not possible to serve without renunciation or some form of suffering in terms of personal comforts, material or at least time. This ethos lead us other ethos of *satya* (truth), *prem* (love) and *karuna* (compassion) that like many cultures, Indian culture valued much its long history. Service is possible only when one loves others as one's own, not as other. The value of service rejects adversarial discourse by transcending the binary mode of thinking.

Introduction:

- What is service? Forms of service, for self, parents, spouse, family, friend, community, persons in distress or disaster, nation, humanity and other—living beings and non-living things.
- Individuals who are remembered in history for practicing this value.
- Narratives and Anecdotes dealing with instances of service from history, literature including local folklore.

Practicing service:

- What will learners learn/gain if they practice service? What will learners lose if they don't practice it?

- Sharing learner's individual and/or group experience(s) regarding service.

- Simulated Situations.

- Case studies.

23.7 Renunciation (Sacrifice) *Tyag*   3 Hours

Stressing on the importance of the value of MahatmaGandhi had singled out the upanishadic hymn from *Ishopnaishad* '*Ten tyakten bhunjitha magradh kasyaswid dhanam*'. ('So we must enjoy that (world) with *tyagbhava* (a sense of renunciation), without being consumed by greed, and act without any attachment.) In other words, *karma* is the foundation of human life in this world. Enjoy things provided by nature and earned through action because life is impossible but enjoyment or consumption without renunciation is the animalistic nature not human.

The two terms *tyag* and *bhoga* may appear to be contradictory but they are so to Indian mind and reality as well. *Bhoga* with *tyagabhava* and *tyag* with *bhogbhava* is the root of all human values and literary values.

Tyaga (renunciation) has two preconditions: love for all living beings and absence of selfishness. *Tyaga* is not self-directed but other directed and is for life in all forms and shapes, for welfare of all (*lokasangraha*). Only then life becomes a festival. *Tyaga* begins when selfishness ends. Also, service is born, when *tyaga* with action begins. Renunciation to ward off the problems of life is cowardice. *Tyaga* without action means parasitic life. Unegoistical service is inconceivable without *tyaga;* and true service is possible only out of (*prem*) love and (*karuna*) compassion. Life and death are eternal truths, so is truth of *karma* between the two, and meaningful *tyaga* is invaluable truth, though so easily livable, of human life. To buttress the point, the lives of Rama, Krishna, Buddha and Christ illustrate the point, as they are gods because of their renunciation. Rama renounced the throne of Ayodhya in obedience to his father. Krishna charioteered the *Mahabharata* and the Kurukshetra war but did not aspire for even an ounce of empire. In the recent history, Gandhi's case in view, as he is revered for his sacrifice with no dint of greed for power.

Introduction:

- What is renunciation?

- Renunciation and sacrifice. Greed is the main obstruction in the path of renunciation. Self-restrain and Ways of overcoming greed. Renunciation with action as true renunciation

- Individuals who are remembered in history for practicing this value. (*Rama, Bhishma, Buddha, Mahavira, Christ, Guru Govind Singh, Bhagat Singh, and Mahatma Gandhi*)

- Narratives and Anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.

Practicing Renunciation and sacrifice:

- What will learners learn/gain if they practice Renunciation and Sacrifice? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s)
- Simulated Situations
- Case studies

Pedagogy:

- Lecture
- Discussions of values and their practice son real life issues in groups
- Panel discussion on Case study/situation
- Role-play wherever applicable
- Demonstration (audio/video/written) by student
- Observation (individual/peer group)
- Assessment (self-appraisal/facilitator observation)
- Portfolio/student diary/journal/workbook/record
- Outcome observation using some tools (individual and in group)
- Simulations
- Team Work
- Motivational talks by the practitioners
- Study Visits

E-Resources: Keeping in view the needs and interest of learners, books, audios, videos, and e-resources are to be used generously by the facilitator.

Assessment

1. Assessment on practical case assignments, individual and group activities, question and answer sessions.
2. Reflection on panel discussion, invited motivational talks, and field visits to the places/individuals and institutions that practice one or a set of values.
3. **Self assessment:** Each student will keep record of his/her daily learning after each session in the Reflection Journal maintained by them and the Facilitator.

Samples for Flow of Class of Universal Values, Activities, Outcome Observation:

A. Flow of Class on Values:

The flow of the class has been indicated in transaction of each value. However, the facilitator is free to modify the flow in accordance with the needs of the class.

B. Outcome of the Activities and Assessment:

The learning outcome in this module is that the students could participate, prepare and complete the activity or project on including universal values.

The same may be assessed by self, peer or facilitator using some tools like check list or rating scale. Facilitator and students may identify criteria for check list or rating scale to elaborate learning during following tasks:

1. **Group Task:**

    a .   Prepare a report/presentation/movie/video on your college.

    <div align="center">**OR**</div>

    b.   Prepare a report/presentation/movie/video on the favorite sports of the group.

       i.   The group may choose their own task with approval of the facilitator.

       ii.   In class, the group members will discuss and plan their activities and assign roles to each member of the group for completing the task.

       ii.   Presentation of the report/video prepared by each group if there is time; otherwise the report may be submitted to the facilitator for assessment.

       iv.   Each group is asked to answer the following questions:

    - Did someone practice a value or a set of values? If yes, which values?
    - Did someone motivate anyone or others to follow any value? Yes/No and why?
    - What kind of values were adopted by the leader/s as selected by the learner/s?

    The students may be asked to search for a few TED talks on each universal value, or clips from YouTube, which they find meaningful, and prepare a summary of the talk in 200 words and submit to the faciliator in the next class. This could be used for assessment of student learning by the faciliator.

2. **Role Play:** Select 4 to 5 volunteers from among the students and a situation dealing with any value is explained. The students will play the role of characters.

3. **Study Visits:** The facilitator can arrange visits to provide an opportunity to students to see the individuals or organizations practicing these values and contribute to their own self and the humanity.

4. **Discussion: (Summary of Narrative pertaining to a Values or TED Talk)** The facilitator may ask learners to read out a few summaries submitted by the students and discuss with the class.

5. **Recap of Previous Session(s)/Activities:** This activity can be used to reinforce a given value(s), and also to develop proficiency in retention, imaginative addition, deletion, substitution of information, constructing a discourse.

6. **Writing Autobiography:** Learners may be asked to write two pages of their autobiography at the age of five at the beginning of the course. In the middle of the course, they should be asked to begin re-writing their autobiography when they were eleven years old. Learners will write their autobiography again at the end of the course.

7. **Peer Evaluation:** A brief narrative or case on values may be given to the learners in the class. The learners in a group of 4 to 6 will analyze the narrative in duration of 30 minutes. The analysis submitted by each group on a sheet which may be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the facilitator.

8. **Reflective Journal Evaluation:** The journal evaluation may be done in the scale (Needs improvement, Fair, Good, and Excellent), on the criteria like i) proficiency in language ii) clarity of thought, iii) quality of discussion of value, iv) evidence of evolution of learner/s; and v) overall impact.

C.   Reflective Journal on Universal Values and Life Skills:

Values are not taught but experienced, observed and lived. Values are to be learnt through the practices. So it depends on the ambience around the youth and universal values being practiced in the time that they spend at home, and outside with family members, friends, classmates, teachers and staff. They spend one fourth of their total time in the campus than outside the campus participating in academic and other activities. Most of the time they are engaged with electronic gadgets like mobile, TV and games and spend very little time with their family members and friends. Social media and its platforms promote negative feelings of violence, hatred, corruption etc. Consequently, values are the causality, as they are not observed and experienced. In order to strengthen their emotional resilience and to reduce stress, the young adolescents need to develop positive attitude towards people, things and events in their life. So journal writing can be a way to get through it all, as it makes easy to get into the habit of focusing on the positive values of life.

Journal writing can help in nurturing values of life also in the process. It can be a life transforming tool. A learner should be left free to choose its form, as he/she can write digital form or in a diary. The indicative format may be prepared and suggested but each student should be allowed to write in it in the modified version, as he/she wishes but with justification for the modification.

Advantages of Writing Journal:

i.   Journal is not only a way of expressing emotions but an autobiography of one's development as a being. It becomes a mirror of seeing one's reflection and changes that take place by comparing different versions of one's own self. Along with being cartography of values, it helps in improving other inter-related life skills like communication skills (including creative thinking and writing), management and leadership skills, as learners can freely express themselves in writing and other creative ways without the pressure of a more structured writing. In the process, develop a better understanding of themselves and the world around them.

ii.   It would help in managing stress particularly anger by helping the learners to acknowledge it, recognize its source and make new choices consciously about how to deal with it and consequent situations, thereby leading a balanced throughout their life.

iii   It would make them a conscious being, as the learners learn the truth about themselves by being conscious of value of what they think, speak or do.

iv.   By way of writing regularly and keeping a record, learners not only learn to go back to the past (a specific point) of their life but also develop the habits of punctuality and regularity, which are primary manifestations of the value of sincerity.

Maintaining the Reflective Journal:

i.   **Decide on a Journal:** Use the journal as a time diary. Choose one that has dates and ample space to record what happened and when. Here one can write about all those values and skills which have been and are life transforming.

ii.   **Decide on framework:** One can write long, descriptive paragraphs about what one appreciates in one's daily life. One can write a number of items per entry (for example, ten per day) or one can resolve to write about whatever seems right for a particular day. The main idea is to get oneself into a place or reflection and positivism. One should do what works best for oneself.

iii. **Commit to schedule:** An important aspect of long-term success of a journal is the frequency with which it is used. It is usually best to aim for once a day in the beginning, or several times per week, but one should allow oneself some time to catch up if things get busy. The schedule should not be so rigid that one feels like giving up writing if it gets skipped once or twice.

iv. **Keep writing regularly:** To maintain a more optimistic attitude, be sure to write regularly. Even if one skips writing frequently, try to remember the main motive of writing the Journal and one will be able to get back to the habit of writing anything one wants.

Some tips to get students involved in journal keeping and to help them benefit from the process:

i. Help students commit to a time for journal writing. Do not allow only classroom journal writing session, but also urge them to write in their journal at home.

ii. Explain that a journal can be their best friend.

iii. Making journal books a class project for language and arts.

iv. Provide a topic every week to encourage those students who are not very spontaneous to write in their journal.

PS: Ideally, the facilitator should have his/her own Reflective Journal also.

One sample of Reflective Journal is mentioned below:

Reflective Journal :

I. How do I See Myself?

1. My Strengths:
2. My Personal Achievements:
3. My Aspirations for the Future:
4. My Values:

II. Areas to Focus on:

1. My Areas of Improvement:
2. My Personal Challenges:
3. My Limitations—Inner & Outer:
4. My Habits that I want to change:

III. How do I See Myself?

1. My Likes:
2. My Role Models:
3. My Definition of Success:
4. My Definition of Greatness:
4. My Relation with Other beings: family, community, animals and non-living beings:

IV. How do I See Myself?

1. My Expectations from Self:
2. My expectations from my Parents:
3. My Expectation from my Friends and Family:
4. My expectations from the Society:

V.   How do I See Myself?

1.   My Expectations from the institution:
2.   My Expectations from the Teachers:
3.   My Expectations from Education:
4.   What would I like to give back to All:

Suggested Readings:

1.   Radha Kumud Mookerji (1989). Ancient Indian Education, Motilal Banarasidass
2.   Swami Satyananda Saraswati (2008). Asana Pranayama Mudra Bandha, Bihar School of yoga.
3.   Kireet Joshi (1997). Education for Character Development, Dharma Hinduja Center of Indic Studies
4.   A.L. Basham (1954). The Wonder That was India, London: Picador Press
5.   Rokeach Milton (1973). The Nature of Human Values. New York: The Free Press
6.   Ghosh, Sri Aurobindo (1998). The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.

NOTE: Keeping in view the needs and interest of learners, books, audios, videos, and e-resources may be added by the facilitator.

ADDITIONAL PRACTICAL MODULES or OPERATIVE ELECTIVES:

NOTE: The facilitator/institution may choose all/some of the following modules keeping in mind the level and specific needs of learners. The detailed outlines are given in the "Curriculum for Life Skills (Jeevan Kaushal)" developed by the UGC (2019)

MODULE 1: INTEGRAL HUMAN WELL-BEING

MODULE 2: YOGA & PRANAYAMA

MODULE 3: SELF & BODY

MODULE 4: PEER PRESSURE

MODULE 5: GRATITUDE

MODULE 6: RELATIONSHIP & FAMILY

MODULE 7: HUMAN OBLIGATIONS

MODULE 8: ROLE IN SOCIETY

SELF-RATING AT ENTRY AND EXIT LEVEL

(To be filled by the Student)

Please rate yourself on a scale of 1-10 (1 being the lowest and 10 the highest) on:

S. No	Parameters	At the beginning of the Course	At the end of the Course
1	Self-Awareness		
2	Self Esteem		
3	Emotional Intelligence		
4	Positive Attitude and Good will		
5	Interpersonal Communication		
6	Interpersonal Relationships		
7	Understanding Non-verbal cues of others		

SELF OBSERVATION AND SELF-RATING

(To be filled by the Student)

Please rate yourself on a scale of 1-10 (1 being the lowest and 10 the highest) on:

S.No	Parameters	At the beginning of the Course	At the end of the Course
1	**Core Universal Values**		
	Truth		
	Love		
	Non-Violence		
	Righteousness		
	Peace		
2	**Related Values**		
	Goodness		
	Generosity		
	Equality		
	Sincerity		
	Gratitude		
	Perseverance		
	Humility		
3	Conscious practice of Values		
4	Group work and Team Building		
5	Leadership Qualities		
6	Goal setting		
7	Handling Criticism		

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