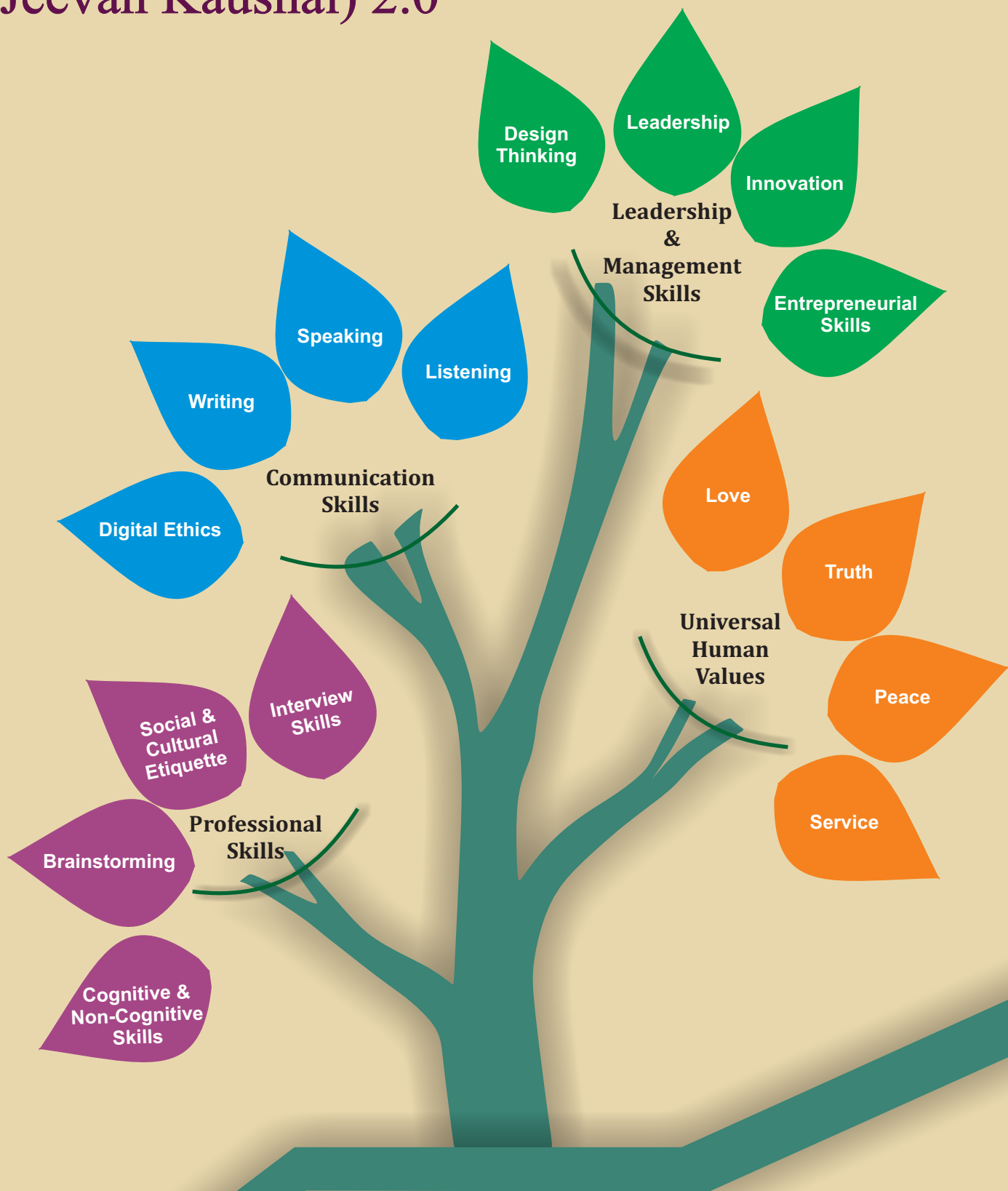


Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0



University Grants Commission

Bahadur Shah Zafar Marg
New Delhi



सत्यमेव जयते



ज्ञान-विद्याया विमुक्तये



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Ph.: +91 9312550335, 7042732332
E-mail: infodma07@gmail.com

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FOREWORD

The National Education Policy (NEP) 2020 recommends imparting crucial skills/life skills to learners which is instrumental for their holistic development.

In this regard, Curriculum for Life Skills was developed by UGC in 2019 to support undergraduate learners to realize and bring to the fore their true potential and make them socially responsive citizens. The curriculum contains four modules such as Communication Skills, Professional Skills, Leadership and Management Skills and Universal Human Values. Curriculum for Life Skills is available at the UGC websites in the UGC's ebook link (<https://www.ugc.gov.in/e-book/SKILL%20ENG/mobile/index.html>)

To effectively implement the curriculum at the Undergraduate level by incorporating the major recommendations of NEP 2020, UGC has now come out with the Curriculum and Guidelines for Life Skills 2.0 (Jeevan Kaushal) 2.0. New modules like digital literacy and social media, digital ethics and cyber security, verbal and non-verbal communication, cognitive and non-cognitive skills, managing personal finance and constitutional values, justice and human rights are part of the curriculum. The document has been designed with the thought that each Higher Education Institution is unique and may use the document as it best suits its local context.

It covers all the modules in the Curriculum and meticulously elucidates the objectives, learning outcomes and activities of each course in a learner-centric manner. The major benefit of the curriculum and guidelines is its practical approach like role-playing, making the audio-video film, individual and group activities, case studies, demonstration, observation and E-learning links.

I take this opportunity to thank the Chairperson and members of the Expert Committee for their time and valuable input based on their expertise that has resulted in this document. I also thank UGC officials for their continuous support in bringing out these Guidelines.

I request heads of Higher Educational Institutions and other academic fraternities to take immediate steps for using the curriculum and guidelines to achieve its intended purpose.

Prof. M. Jagadesh Kumar,
Chairman, UGC.

New Delhi
August, 2023

Note for Learners and Faculty Members

Life is the greatest teacher but to learn from life we require skills. Skills form an essential part of the learning system, no matter where we are and what we propose to do. Life Skills (*Jeevan Kaushal*) are skills we learn and practice throughout our lives. These skills are harnessed for and from life. 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 higher education level.

In India, higher education often seems to alienate the learners as they feel diffident in communication, management, leadership, and making professional and personal choices. Many learners struggle to connect education with their social and professional lives. Life skills may help them to address some of the most challenging situations.

Life skills, as defined by the World Health Organization (WHO) are “The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.” The UNICEF has defined life skills as “A behaviour change or behaviour 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 us to deal effectively with the challenges of life and lead successful and satisfactory lives, thereby realising our infinite potential as human beings.

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

Life skills are considered into 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 Thinking, Creative Thinking, Decision-making, and Self-awareness), and
- Emotional Skills (Managing Stress and Emotions and resisting Peer Pressure).

The WHO has identified ten core life skills that include Self-Awareness, Empathy, Critical Thinking, Creative Thinking, Decision-making, Problem-solving, Interpersonal Skills, Effective Communication, Coping with Stress, and Managing Emotions (WHO, 1997).

The National Education Policy of 2020 (NEP 2020), while focusing on a more holistic and multidisciplinary education system recommended the flexible and innovative credit-based curricula and projects of all HEIs in the following areas:

Community engagement and service: Citizenship values, lessons in *seva*/service, participation in community service programmes and life skills.

Value-based education: Value-based education to include the development of humanistic, ethical, constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), non-violence (*ahimsa*), and scientific temper.

The development of life skills is a life-long process that helps us to grow and mature; build confidence in our decisions based on adequate information and thought; and discover sources of strength both from within and outside. Since time immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives.

In light of the above background, the curriculum and guidelines on inculcating life skills in learners at the Undergraduate level have been developed for faculty members to coordinate the transaction of content more effectively. Life skills as seen from the above description are considered in four broad categories:

- Communication skills
- Professional skills
- Leadership and Management skills
- Universal Human Values

These skills can ensure success in personal, social and professional life but they need to be enriched with Universal Human and Constitutional values, Justice, and Human Rights.

Note for Faculty Members

1. The four Life Skills (Jeevan Kaushal) courses are designed to ensure that our graduate learners are equipped to handle their personal, interpersonal, and professional lives holistically, irrespective of discipline.
2. Each course carries 02 credits, and the entire range of courses carries 08 credits in all.
3. These courses shall be deemed equivalent to ‘foundational courses’ and shall be offered across disciplines.
4. To ensure that every single learner is equipped with basic competency in the life skills included here.
5. Learners are required to comply with the credit requirements of each course whether taken as independent 2-credit courses in individual semesters or in groups of two. Credit loads for these courses shall not exceed 4 in a single semester (i.e., two courses at a time).
6. These courses shall be taught by faculty members with the right credentials to teach the subject. HEIs will make necessary arrangements to identify and hire faculty members who have the requisite qualification and aptitude to impart the skills and would have been allowed to teach a course of similar nature elsewhere.
7. The courses can be taught online and in-person, ensuring that the learners get the right opportunity and ambience to acquire the skills.

Credit Scheme

As per UGC Curriculum and Credit Framework for Undergraduate Programmes (<https://www.ugc.ac.in/e-book/FYUGP/mobile/index.html>), a one credit of tutorial work means one-hour engagement per week. In a semester of 15 weeks duration, a one credit tutorial in a course is equivalent to 15 hours of engagement.

A one credit course in practicum or lab work, community engagement and services, and field work in a semester means two-hour engagement per week. In a semester of 15 weeks duration, a one credit practicum in a course is equivalent to 30 hours of engagement.

The proposed number of credits per course and the credit distribution are suggestive and the HEIs may decide on course credits and distribution over 6/8 semesters in a manner that will facilitate the students to meet the minimum credit requirements.

- This is a framework to facilitate the transaction of life skills in learners at the higher education level.
- The HEIs shall have the freedom to select different modules and the number of hours in each course and schedule modules in different semesters or in the undergraduate programme as per the requirements of the learners.

Although module-wise clear guidelines for the transaction of content on life skills and assessment of learners are given. Following are a few general guidelines given to facilitate the faculty members:

- They identify experts/practitioners in the subject/skill/values for the transaction of these modules from within the institution, or external resources from other HEIs, Industries/enterprises and NGOs including philanthropic societies
- They have the flexibility to redistribute the number of hours allocated to each course over the different modules as they deem fit.
- Each module suggests methods for assessment. They may choose alternative methods also.
- Must ensure experiential learning for the transaction of the modules.
- Participation in community service and/or in apprenticeship programmes wherever feasible will be considered integral to holistic education.

Refer to the UGC's Apprenticeship/Internship embedded Degree Programme

<https://ugc.ac.in/pdfnews/4216546> UGC-Guidelines-English-8.pdf

DISCLAIMER: Books (as given in the suggested readings), web links, videos, and examples given in the text are suggestive in nature. Keeping in view the needs and interests of learners, books, audio, videos, and e-resources may be added by the faculty members. Faculty members and learners may use related references and local/contextual examples as they deem fit.

Feedback

The UGC has developed a Curriculum and Guidelines on life skills 2.0 to enable faculty members to make these courses interesting and interactive which will inculcate the skills among learners at the higher education level. Since faculty members and learners are both equal stakeholders in this process of the dissemination and uptake of life skills, their feedback is vital to refine this document, systematising the list of learning resources, and devising users' guidelines. Feedback can be shared on the feedback form available at:

<https://forms.gle/q1HGXKVbaHoCAoig9>

Course 1: Communication Skills

Context and Justification:

As social beings, our lives are founded on interpersonal relationships and communication skills. Communication plays an important role in shaping both our personal and professional lives. It is also the backbone of any organization or institution. To a considerable extent, success in life depends on effective communication skills. In today's world of computers and digital media, a strong base of communication skills is essential for learners and the smooth functioning of an organization.

As individuals in a community, our success and failure depend on our communication skills. We need to learn them to live and work meaningfully with other people. We begin communication with family members at home, with classmates and friends in schools and colleges, and with co-workers in the workplace, and this extends to other known and unknown people in different places and at different stages of our lives.

The skills to communicate with other people, whether directly or indirectly, enable us to relate to other people. Interpersonal communication skills involve communications that help us get along, work, team up, and live amicably with other people. These skills help us meet our social obligations and achieve our goals.

Objectives:

This course has been developed with the following objectives:

- Identify common communication problems that may be holding learners back
- Perceive what the non-verbal messages are communicating to others
- Understand the role of communication in the teaching-learning process
- Learn to communicate through the digital media
- Understand the importance of empathetic listening
- Explore communication beyond language.

Expected Outcome:

By the end of this course, the learners shall be able to:

- Get a clear understanding of good communication skills.
- Know what they can do to improve their communication skills.

Credit: 02		
Duration: 30 Hours		
Number and Titles of Modules:		
Module 1	Listening	4 Hours
Module 2	Speaking	6 Hours

Module 3	Reading	3 Hours
Module 4	Writing and Different Modes of Writing	4 Hours
Module 5	Digital Literacy and Social Media	4 Hours
Module 6	Digital Ethics and Cyber Security	4 Hours
Module 7	Non-Verbal Communication	5 Hours

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 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 begins 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 learners' viewpoint about the same is encouraged. Examples help to highlight the difference and explain how listening is crucial. The British Council suggests the following five useful techniques of listening. Learners may think of more.

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

The faculty member explains each of these techniques using day-to-day examples, which the learners can relate to and understand.

Imagine a politician speaking at an election rally in a weekly market. As we approach the field, we hear loudspeakers, various kinds of music and announcements. We are aware that somebody is saying something to attract the attention of the people, but we cannot make out the exact words. If we just get only the sound or the noise without paying attention, we are just into *hearing*. If we focus and connect with the spoken words and discern what they mean, we are actually *listening*.

- i. **Predicting content:** The politician greets the people in the market, speaking a language that is meant to appeal to them. 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 can you know what the politician is finally going to say?
- Is it because you can predict the content from a politician's profession and mindset linked with the profession?

What other criteria or factors can help to predict content in different situations?

ii. *Listening for the gist:*

Imagine a situation where the local bank manager is speaking on, "Saving Better, Living Better".

We could question: how will she conclude her speech?

As she begins speaking, we could speculate on her talking on the ways to save effectively and invite learners to save regularly, whatever the amount.

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

- Can you think of other words that convey the gist?
- What are the different ways of getting the gist?
- Can you think of content words?
- Does the gist help to link or understand the details?
- Do the speakers repeat certain words or even their synonyms?
- Do you listen to everything, or do you follow the gist(s) and fill in the details afterwards?

iii. *Detecting signposts:* As listeners, detecting turning points, resting points, and pauses, among other indicators, help to get the drift of a speech, however long or short.

- Do you watch out for traffic signals and directions while travelling?
- Do they say TURN LEFT from the traffic, or SCHOOL AHEAD or BUMPS ahead?
- Suppose a speaker says, "I will talk to you today about the EIGHT wonders of the world or SEVEN types of traffic violations," do you recall or look for the numerical verification, like first (or 1), second (or 2), third (or 3), fourth (or 4), and so on.

These are good indicators while listening. These do not spell out the details, but they help in getting the direction.

- Can you think of other ways of describing signposts while listening?
- Do traffic turnings help to link signposts to speeches?
- Apart from the labelling or signposting of first, second, third, fourth, etc., have you come across other signposting devices?

iv. *Listening for details:* Suppose a teacher begins by saying that she will talk about the holy rivers of India. We would wish to know why they are called holy and who calls them holy. We would also want to know how people celebrate the holy rivers. For example, the holiness of rivers depends equally on where and how they originate and how and where they meet

the ocean. In other words, while listening to a lecture on the subject, we are worried about missing out on the details.

Here gist and signposts do not help much. We want to know the details of the different aspects of a river's journey. We want information on a river's length, the numbers and names of cities and towns on its banks, the soil types of the areas it irrigates, the kings and communities in history that gave the river its power, and so on. The faculty member will mark these with care and ask related questions to learners.

- Listening is about details, but points are important. Why?
- Points alone are not enough. Why?
- Details help you to consolidate your knowledge and information base. How?
- But do details ultimately help you to understand everything?
- Who uses signposts more: the listener or the speaker?

- v. ***Inferring meaning:*** We listen to people, talks, advice, speeches, stories, songs and music, and so on. Do we listen for the keywords, the points or signposts, 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 riverbanks, the kings who constructed them, or irrigation patterns in the river basin, are necessary but the ultimate meaning is LOVE for the ENVIRONMENT.

Ask the learners to do a story on a topic of their choice that covers all the qualities of good listening. Both faculty members and participants can think of answers to the following:

- Can you (both individually and as a group) follow up on each of these techniques by using day-to-day examples?
- What, according to you, are the 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 three or four, depending on the size of the class. Here the learners together put their listening skills 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 and news bulletins. 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) with you present. Each learner will take down the answers and once completed, will discuss the answers within the group. This activity will have a dual effect, as it will promote active listening and teamwork. The groups will then present their answers to the entire class.
- ✓ The questions should span across the difficulty level, 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 generate curiosity; stimulate reflective conversation; provoke thinking; invite creativity and new possibilities; channel attention, and evoke more questions.

Probing questions generate additional information that helps the listener. There are a few ways of asking questions to generate more information, such as:

- Could you explain 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 hindrance to the listener and disrupt the process of listening.

Some of the most common barriers to listening:

- ❖ Excessive Talking: Can you give an example?
- ❖ Prejudice: What the seniors say about a guest speaker’s preference for moral lessons can be a source of 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 occur? Can distractions be responsible?
- ❖ Interruptions: Think of examples. Can you relate this to distractions?
- ❖ Fake attention: Can you think of a listener’s fake attention and a speaker’s fake attention in trying to appear 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?
- ❖ Judgements: 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?

- ❖ Daydreaming: 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 the learners 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 that bother you, giving the lowest marks to the one that bothers you most?

Learner Project

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

Listen to a speech of any eminent leader or personality or anybody and write down the main points while listening. Listen to 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 while participating in activities can be used for assessment. A checklist or rating scale on effective listening skills can be prepared by the faculty member with the help of learners.

Suggested Readings & e-Resources:

1. Ahmed, R. (2015, June 18). *Five essential listening skills for English learners*. British Council. <https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners>
2. Skills You Need. (n.d.). *Barriers to Effective Listening*. Skills You Need. <https://www.skillsyouneed.com/ips/ineffective-listening.html>

Video References:

1. Ekeeda. (2018, November 8). *Other Barriers to Effective Listening - Active Listening - Communication Skills*. [Video]. YouTube. https://www.youtube.com/watch?v=m_tbF1bRpK8
2. Emcworthy. (2014, November 29). *Barriers to Effective Listening*. [Video]. YouTube. <https://www.youtube.com/watch?v=gwPMHbbueZI>
3. Communication Coach Alexander Lyon. (2017, November 27). *Barriers to Effective Listening*. [Video]. YouTube. <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 appropriate 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 of pronouncing (pronunciation) a word is extremely crucial, as the listener's correct understanding 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.

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 learners to:

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

Learners must follow various steps in mind while learning pronunciation and watch the following videos for 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. In sync with pronunciation, enunciation helps to utter words distinctively. This ensures that listeners clearly identify the spoken words and thus can understand what is being said.

Activities to practice proper pronunciation and enunciation of words are recommended, such as tongue twisters: “She sells sea shells on the sea shore.”

Ask the learners to show or dramatize how to enunciate, using the pictures provided at <https://www.wikihow.com/Enunciate>

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 to identify and produce the specific sound of the vowels and consonants properly.

Ask the learners 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 a cluster.

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

How does **intonation** work?

Learners 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?

2.3 Vocabulary

Vocabulary is the knowledge of words and their meaning. In every language vocabulary is essential to perform the basic skills of Listening, Speaking, Reading, and Writing. The use of the correct word can help convey the essence of a statement. Similarly, an incorrect or inappropriate word can misrepresent or misconvey the meaning of a statement. Building a good vocabulary is an essential skill that should be taken seriously and should be a part of one’s everyday learning.

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

New words can be learnt through daily activities and communications, such as listening carefully to conversations, watching the news, reading newspapers, watching movies or television programmes, reading books, and even reading hoardings and road signs.

Activity

- ✓ Write down the new words you learn every week through various activities.
- ✓ Check and reconfirm meanings and usage in a dictionary (print or digital) or thesaurus. And pronunciation.

Vocabulary building includes the following knowledge:

- **Meanings of words**
- **Pronunciation:** the way a word is spoken
- **Synonyms:** different words with the same or similar meaning. It gives insight into using appropriate words to express a specific thought.
- **Antonyms:** a different word with opposite meaning
- **Homonyms:** words that have the same spelling and pronunciation but have different meanings. For example: fair (as in good), fair (as in fair or exhibition; light (meaning illumination), light (less weight).
- **Homophones:** words that are pronounced the same way but have different meanings and usually have different spellings. For example: fare/fair, cell/sell, night/knight.
- **Homographs:** a word that has the same spelling, and different meaning, but often have different pronunciation. Examples: **bow/bow, minute/minute]**
(Important to note: *Homophones* are words that sound the same but are different in meaning or spelling. *Homographs* are spelt the same, but differ in meaning or pronunciation. *Homonyms* can be either or both.)
- **Heteronyms** are words that are spelt identically but have different meanings when pronounced differently. Example: lead, pronounced 'lead', means to guide or give direction. However, lead, pronounced 'led', means a metallic element.

Ask the learners to pick up a word and find the variations listed above using a dictionary. 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

Some people cannot speak clearly. They could have a slower pace, hesitant manner, fumbling rendition, or lack of clarity.

Fluency is the ability to speak easily, clearly, at a reasonable speed, and without fumbling. A person who speaks with too many or unreasonable pauses and stops, is repetitive, and uses too many expletives or fillers such as 'aa', 'uh', and 'err' is said to fumble.

Tips by the British Council on Fluency in English: Good speakers communicate well and get their message across smoothly, even if they make mistakes. Communication is the most important part of speaking and it is important to communicate ideas as naturally as possible. Here are some tips to improve fluency.

- ❖ Use every opportunity to speak English. Speak with classmates, peers and teachers in English. The more English you speak, the more fluent you will be. Practice makes perfect!

Be confident while speaking. Use your awareness of the language to communicate

The goal of communication

Be very precise and clear about what you want to communicate.

- ❖ Don't worry about making mistakes.
- ❖ Your goal is to communicate what you want to say.
- ❖ Learn to practice language at home with a speaking game.

Speak for one minute without stopping [Show a video game or a film clip without any sound and make the learner talk in 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 filler or expletives like 'err' 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 spoken language sound more natural?

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

<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>

Activity

Encourage learners 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 learners.
- ✓ 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 the key to preventing users from making mistakes. Help the learners reduce the mistakes they make by showing where most people go wrong.

- ❖ Invite learners, one by one, to speak on a given topic for at least 2 minutes.
- ❖ Make notes of the errors made by each learner during the process.
- ❖ Once all the learners have completed, list out all the errors made.
- ❖ Check the tone of voice to ensure that the points being made are not lost or misinterpreted.
- ❖ Discuss the common errors made. Give an example of each error and ask the learners to bring more to your notice. Encourage the learners to suggest corrections.

Activity

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

- ✓ Encourage the learners to observe and list the mistakes that people around them generally make while speaking.
- ✓ Use these mistakes in different classes as examples and ask for more suggestions and corrections.

Assessment

Conduct individual speaking assessments for learners.

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

Suggested Readings & e-Resources:

1. Weiler, A. (2017. October 7). *How to Improve English Pronunciation*. Strategies in language learning. <https://www.strategiesinlanguagelearning.com/how-to-improve-english-pronunciation/>
2. Kirkham, L. (2022. February 16). *How to Enunciate*. Wiki how. <https://www.wikihow.com/Enunciate>
3. English for everyone. (n.d.). *Homonyms, Homographs, and Homophones*. English for everyone. <https://englishforeveryone.org/PDFs/Homonyms,%20Homographs,%20Homophones.pdf>
4. British Council. (n.d.). *Learn English Teens*. British Council. <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency>
5. Team Learn Pick. (n.d.). *8 Common Mistakes We Make While Speaking English*. Learn Pick. <https://www.learnpick.in/blog/8-common-mistakes-make-speaking-english>
6. Snyder, M. S. (2016. August 16). *Oops, Did I Say That? 15 Common English Mistakes You Never Noticed Before*. Fluentu. <https://www.fluentu.com/blog/english/common-mistakes-in-english/>

Video References:

1. British Council Teacher Trainer. (2013, March 12). *IELTS: Improve English & prepare for IELTS Speaking: Fluency & Coherence*. [Video]. YouTube. <https://www.youtube.com/watch?v=2SI0twnNEN8>
2. Take IELTS Official. (2013, January 31). *Improve English for the IELTS Speaking test : Fluency and Coherence*. [Video]. YouTube. <https://www.youtube.com/watch?v=8H-WeY9GSf8>
3. English with Emma · engVid. (2017, July 6). *15 ways to improve your English pronunciation*. [Video]. YouTube. <https://www.youtube.com/watch?v=KmoJ-YpvxqQ>
4. mmmEnglish. (2016, May 31). *English Pronunciation Training | Improve Your Accent & Speak Clearly*. [Video]. YouTube. <https://www.youtube.com/watch?v=n4NVPg2kHv4>

Module 3: Reading

3 Hours

Objectives:

The objectives are to help learners:

- Improve their reading skill.
- Make them 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 gain additional knowledge and confidence to improve speaking and writing abilities.

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 lives which cannot be ignored by any means. Reading is the skill that helps develop the mind, discover and learn new things, develop the imagination, and provide support when we speak or write by providing the base.

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

[\[https://www.britishcouncil.in/sites/default/files/day_3_sruti_akula.pptx\]](https://www.britishcouncil.in/sites/default/files/day_3_sruti_akula.pptx)

- Predicting: 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.

- Identify the main idea of the text:** The learners may be asked to visit the following link and hold a discussion to identify the main idea of the text. <https://www.thoughtco.com/how-to-find-the-main-idea-3212047>
- Identify the purpose of the text:** Ask learners to watch the following video, follow that up with a 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 with by giving examples from <https://literarydevices.net/context/>
- iv) **Identify the concepts mentioned:** Based on the above videos identify the concepts mentioned in each video.

3.3 Evaluating these Ideas and Information

- i) **Identify the arguments given in the text**
- ii) **Identify the theories used or assumed in the text**

For both the above-stated points, 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.

Examples can then be used to elaborate the points made.

3.4 Interpret the Text

- i) **Understand what a text says:** According to Dan Kurland, [https://www.cs.kau.se/cs/education/courses/dvad07/Lectures/Critical_Reading.pdf] reading what a text says is more notable for what it *does not* include than for what *it does*.

Reading a text involves basic comprehension by simply following the thought process of a discussion or narration. 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 if not for basic comprehension, statements, or gathering information.

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 many 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, our initial goal should be to understand what others have discovered before us. Introductory courses ask learners to learn terms, concepts, and data about a particular area of study. They are expected to use their imagination and critical faculties to understand the concepts; they 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) **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 conclusion, or how a history text supports interpretations of events.

At the previous level of reading and 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 evidence are used?
- What conclusions are reached?

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

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

- iii) *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 the 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 learners.

Suggested Readings & e-Resources:

1. Literary Devices. (n.d.). *Context*. Literary Devices. <https://literarydevices.net/context/>
2. Quill Bot. (n.d.). *English Composition I: Cerritos College*. Quill Bot. <https://quillbot.com/courses/introduction-to-english-literacy-and-composition-b/chapter/text-inductive-reasoning/>
3. Kurland, D. (n.d.). *Interpretation: Analyzing What a Text Means*. Critical Reading. <http://www.criticalreading.com/interpretation.htm>
4. Kurland, D. (n.d.). *Restatement: Reading What a Text Says*. Critical Reading. <http://www.criticalreading.com/restatement.htm>
5. Kurland, D. (n.d.). *Description: Describing What a Text Does*. Critical Reading. <http://www.criticalreading.com/description.htm>
6. Akula, S. (n.d.). *Developing academic reading skills through strategy training*. British Council. https://www.britishcouncil.in/sites/default/files/day_3_-_sruti_akula.pptx
7. Kurland, D. (2014, November 6). *Critical Reading*. Critical Reading. https://www.cs.kau.se/cs/education/courses/dvad07/Lectures/Critical_Reading.pdf

Video References:

1. Bek Galloway. (2016, October 1). *Identify Purpose and Audience*. [Video]. YouTube. <https://www.youtube.com/watch?v=VrD9-In6C1o>

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 for writing.
- Describe different modes of writing.

Expected Outcomes:

The learners shall be able to:

- Improve their writing skills.
- Use effective strategies for 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 we choose to write on. This naturally leads us to think, plan, write, and revise. The four steps that a writer often uses are:

- 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. To become an effective writer use the following strategies

- 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.
- Effectively argue the claim:** As mentioned in the first point regarding claims, it is necessary to argue effectively to explain your points to develop the body of the essay or any other persuasive writing that has been undertaken.
- Provide evidence for the claims:** Now, you need to find some data to support your authentic claim.
- 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 the sentence short. Start every sentence with the subject, follow closely with the verb, and end with the object.
- v. **Provide background information:** When writing on any topic, it is essential to provide background information as it establishes the credibility of the topic and the text on it.
 - vi. **Use examples to explain concepts:** No write-up is effective if you do not provide concrete examples to build up the points that you have mentioned.
 - vii. **Follow convention:** Conventions include standardized orthography so that spellings follow rules according to it. Punctuation, capitalization, and grammar need to be correctly used to ensure smooth and fluent reading and avoid any kind of ambiguity or misrepresentation.
 - viii. **Be properly sequenced:** Sequencing in writing is essential so that ideas 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:** 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:

1. Email;
 2. Writing statement of purpose and Proposal for higher studies
 3. Recording the proceedings of meetings.
 4. Other modes of writing relevant for learners include preparing job applications; reports; and essays.
1. **Email:** The use of electronic mail writing these days is for more semi-formal and formal purposes (for example, submitting a résumé, asking your college instructor for some clarifications, making a business transaction) than casual purposes (for example, chatting with a friend). But before writing you should have knowledge of using a computer and the Internet. There are three 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:

- i. **Be sure an email is necessary:** If you've decided that sending an email is 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 addresses:** Use your work email for work matters and your personal email address for personal matters. Having a work email

can look and sound more professional. There is also no chance of errors like missing reading or overlooking important mail. You may also see memo writings.

- iii. ***Be clear, brief, and succinct:*** Keep the message short, simple, and concise. The sentences need to be cohesive and the content unambiguous so that the receiver can understand the gist without putting in too much effort and time. You may also see summary writings and minutes writing.
- iv. ***Be respectful and courteous in expression:*** The ‘voice’ of the text must be polite, courteous, and respectful, even if in disagreement or expressing a contradiction.
- v. ***Be careful with “forward” and “reply to all”:*** Use the forward button only to save time and effort. But it is imperative to ensure that the content of the forwarded message is pertinent and meant for that specific person. The same applies to the “reply to all” option. Nothing specific or not meant to share must be stated in such forwards or replies. Respect for confidentiality must be maintained. You may also see narrative writings.
- vi. ***Re-read the content of the email message before sending it out:*** This is especially so if you are being assisted by anyone for sending out emails on your behalf. Take time to proofread the letter to ensure the above points relating to precision, correctness, and voice are observed.
- vii. ***Double-check the email addresses of all recipients:*** Make sure that the recipient’s email address is correct.

Activity

- ✓ Learners may visit the following link and learn more about writing an email. They can practice writing different types of emails (individually or in a small group) and share with each other. <https://www.examples.com/education/email-writing-examples.html>

2. ***Writing statement of purpose for higher studies:*** Learners may be asked to visit the following link and prepare detailed answers for the questions put up while preparing a proposal for higher studies:

www.sciedupress.com/ijheInternationalJournalofHigherEducationVol.5.No.2:2016

https://www.newcastle.edu.au/_data/assets/pdf_file/0005/65606/Research-Proposal-Template16.pdf

<https://www.researchgate.net/publication/322077097> How to Write a PhD Proposal

<https://www.american.edu/provost/academic-access/upload/ten-steps-for-writing-research-papers.pdf>

- What is a Higher Degree Research (HDR) proposal?
- What purpose does the research proposal serve?
- What does a good HDR proposal look like?

Activity

- ✓ Learners can prepare an exemplar HDR proposal, individually or together in small groups and discuss it in the class. The Facilitator and peers can give suggestions.

3. ***Recording the proceedings of meetings, conferences/seminars:*** In higher education, the organization of meetings, seminars and conferences is a regular activity for the academic enrichment of learners. Research studies are presented by learners and

experts give their remarks on each presentation. The proceedings of each session are recorded by learners, as rapporteurs, for a particular session. It is important therefore to know the format for recording proceedings. The following points are important:

- Title of the event
- Subject/Theme of the session
- Chairperson of the session
- Names of all participants
- Names of presenters and the titles of their research papers
- 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 and finalized.

Assessment

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

4. Other Modes of Writing:

- i. 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 fulfil the criteria spelt out in the job advertisement. To make your business letter effective, you can follow the seven Cs: Clear; Concise; Courteous; Correct; Conversational; Convincing and Complete.

Watch the 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 résumé/CV is enclosed with the job application.*

Activity

- ✓ The faculty member may give a few advertisements to learners and ask them to write job applications considering the essential components. The learners may be asked to present their job applications in front of the class.

- ii. Writing reports:** A report is an account of something that we have 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. Report writing is an important skill that is widely used in workplaces. They are pertinent in every sphere of work culture. The purpose of a report is:

- Provide information about the programmes of an organization,
- Record events,
- Serve reference needs to discuss and analyze data,

* Refer to Module 8 on “Résumé skills” to learn how to prepare Résumé.

- Recommend specific actions, and
- Help in decision-making.

Format for writing a formal report: Usually an individual is assigned the task by a group of people or a committee to write a report after a detailed investigation and consultation. Reports are written in the past tense and in the third person. The objective, factual and impersonal aspect of reports is significant. The following pointers are primarily 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:** Detailed information about the procedure and points to be covered.
- **Conclusions:** This section requires logical implications based on the findings.
- **Recommendations:** Make suggestions for future actions based on the information presented under findings and conclusions.
- **Closing Section:** Include the signatures and names of the reporting person/group/committee, with the date of completion/submission.

Watch the following videos 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 essays: An essay is a piece of writing, which presents the writer's viewpoint on a given topic. Essays must be planned properly so that they can present concrete ideas logically and sequentially using a style that matches the topic. The planning process involves:

- Analysis of the keywords in the title.
- Brainstorming the topic to generate and focus on the ideas.
- Preparing an outline.

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

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

Activity

- ✓ Each learner may select a topic and write an essay considering the suggested three points.

Assessment

1. Written evaluation.
2. Assessment can be done by the faculty member, self, and peers on the activities organized during classroom interaction.

Suggested Readings & e-Resources:

1. Bailey, Stephen. 2010. *Academic Writing: A Handbook for International Learners*. Routledge

2. Hogue, Ann. 1995. *First Steps in Academic Writing*. Pearson Longman.
3. Taylor, Shirley. 2006. *Communication for Business*. Pearson Education.

Web References:

1. British Council. (n.d.). *Writing*. British Council. <https://learnenglishteens.britishcouncil.org/skills/writing>
2. Kivunja, C. (2016. d). *How to Write An Effective Research Proposal For Higher Degree Research in Higher Education: Lessons From Practice*. SciEdu. <https://www.sciedu.ca/journal/index.php/ijhe/article/view/9190>

Module 5: Digital Literacy and Social Media 4 Hours

Objectives:

The objectives of the module are to help learners

- Define the meaning of digital literacy and its role in professional life.
- Describe the basics of trending technologies like machine learning, artificial intelligence, and the Internet of Things (IoT).
- Describe the importance of social media in digital marketing.

Expected Outcomes:

The learners shall be able to:

- Use digital literacy in their professional life for communication.
- Apply basic functionalities of trending technologies like machine learning, artificial intelligence, and IoT.
- Demonstrate the effectiveness of digital marketing for business and using the tools to reach a global audience.

Module Outlines:

- 5.1 Basic Computer Skills
 - 5.1.1 Introduction to Microsoft (MS) Office Suite
 - 5.1.2 Open Educational Resources
- 5.2 Basic Virtual Platforms
- 5.3 Trending Technologies
 - 5.3.1 Machine Learning
 - 5.3.2 Artificial Intelligence (AI)
 - 5.3.3 Internet of Things (IoT)
- 5.4 Social Media
 - 5.4.1 Introduction to Social Media Websites
 - 5.4.2 Advantages of Social Media
 - 5.4.3 Ethics and Etiquettes of Social Media
 - 5.4.4 How to Use Google Search Better?
 - 5.4.5 Effective Ways of Using Social Media
- 5.5 Digital Marketing
 - 5.5.1 Introduction to Digital Marketing
 - 5.5.2 Traditional Marketing versus Digital Marketing
 - 5.5.3 Digital Marketing Tools
 - 5.5.4 Social Media for Digital Marketing
 - 5.5.5 Digital Marketing Analytics

5.1 Basic Computer Skills

This session is exclusively designed for the learners to make them understand and learn the basics of Microsoft Office Suite (MS Office). As MS Office has become an essential basic technical skill that every aspiring professional must-have, this session provides all the basic understanding of MS Excel, MS Word and MS PowerPoint to enable learners to use the tools effectively to enhance their performance in their respective fields.

5.1.1 Introduction to Microsoft (MS) Office Suite

Microsoft Office is the united name for Microsoft's collection of home and business productivity tools. The MS suite of programs includes:

- Word, a word-processing tool.
- Excel, a spreadsheet program.
- PowerPoint is used for creating interactive presentations.
- Outlook, used for email and calendar management.

Learning the basic computer skills of using MS Office will help learners to:

- Work comfortably in preparing documents using MS Word.
- Work effectively with the data using MS Excel.
- Gain a clear understanding of how to make effective presentations using MS PowerPoint and its components.
- Be competent in the use of MS Outlook and sending emails, among other activities.

5.1.2 Open Educational Resources

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER gives a wide variety of materials from which to build a class without having to start from scratch. OER is important because it provides affordable material to learners, allows faculty to enhance their work, and provides faculty with content for classes. The following are a few examples of OER.

1. Open Textbooks.
2. Open Access Videos.
3. Open Access Journals.
4. Online Tutorials.

The Following organisations provide Open Educational Resources:

1. National Digital Library
<https://ndl.iitkgp.ac.in/>
2. Shodhganga
<https://shodhganga.inflibnet.ac.in/>
3. NPTEL
<https://nptel.ac.in/>
4. NCERT
<https://ncert.nic.in/>
5. NIOS
<https://www.nios.ac.in/>

5.2 Basic Virtual Platforms

Work-from-home (WFH), work virtually, and virtual office, are no longer mere jargon; these have become trending terms in both the corporate sector and the e-learner community.

Learners will be able to understand and use these mentioned platforms confidently and effectively, create a positive impression in virtual platforms without any challenge and confusion, and increasingly enhance their productivity.

While there are many applications and websites that provide some amazing and best-in-class virtual platforms to connect with teams, employers, colleagues, clients or any other virtual user, not all the apps or websites are necessarily suitable for every virtual user.

Not only do we have to understand our needs and requirement, but we also have to know the need and accessibility of the virtual users with whom we are going to connect.

Some of the best-in-class and highly in demand, user-friendly virtual platforms are:

- Zoom
- Google Meet
- Cisco WebEx
- MS Teams

5.3 Trending Technologies

5.3.1 Machine Learning

- i. *Introduction to machine learning:* Machine learning is a method of data analysis that automates analytical model building. It is a subset of artificial intelligence (AI) based on the idea that systems can learn from data, identify patterns, and make decisions with minimal human intervention. Machine learning is the study of computer algorithms that can advance automatically through knowledge and by using data. It is seen as a portion of AI
- ii. *Basics of machine learning:* Machine learning is getting computers to program themselves. If programming is automation, then machine learning is automating the process of automation.
- iii. *Features of machine learning:* There are so many things to do ranging from formulating the data, selecting and working out algorithms, understanding how the algorithm is making conclusions, all the way down to organizing models to production.
- iv. *Advantages and disadvantages of machine learning:* The advantages of machine learning are enormous. It helps us to create ways of updating technology. However, the shortcomings tell us its limits and side effects. This helps us to find diverse innovative ways to ease these problems.
- iv. *Disadvantages of Machine Learning:*
 - Possibility of high error.
 - Algorithm selection. The selection of an algorithm in Machine Learning is still a manual job.
 - Data Acquisition. In ML, we constantly work on data.
 - Each narrow application needs to be specifically and specially trained.
 - Require large amounts of crafted, structured training data.
 - Do not learn incrementally or interactively, in real-time

5.3.2 Artificial intelligence (AI)

Artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Applications of AI include expert systems, natural language processing, speech recognition and machine vision.

- i. *Overview of AI:* A broad branch of computer science, AI concentrated on a machine's competence to produce balanced behaviour from external inputs. The goal of AI is to produce systems that can accomplish tasks that would otherwise necessitate human intelligence.
- ii. *Natural Language Processing:* NLP refers to the branch of computer science and more precisely, the division of AI—concerned with giving computers the capability to understand the text and pronounced words in much the same way as human beings can.
- iii. *Terminology in AI:* To understand how AI influences our marketing world, we need to know its language and have a basic understanding of how it works.
- iv. *Popular algorithms used in AI:* An AI algorithm is an extended subgroup of machine learning that tells the computer how to operate on its own. In turn, the device stands to gain information to advance processes and run tasks more competently.

5.3.3 Internet of Things (IoT)

The IoT describes the network of physical objects that are embedded with sensors, software, and other technologies that are used to connect and exchange data with other devices and systems over the Internet.

- i. *Introduction of IoT:* This is a system of interrelated computing devices, mechanical and digital machines, objects, animals, or people that are provided with unique identifiers and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction.
- ii. *Hardware and software in IoT*
 - IoT Hardware includes a broad spectrum of devices for routing, bridges, sensors, etc. These IoT devices manage key tasks and functions, such as system activation, security, action specifications, communication, and detection of support-specific goals and actions. *Examples: Arduino Uno, Raspberry Pi 2, Beagle Board*
 - IoT software encircles an extensive range of software and programming languages from general-purpose languages like C++ and Java to embedded specific choices like Google's Go language or Parasail. *Examples: C & C++, Java, B#, Python*
- iii. *Applications of IoT:* There are numerous applications of IoT because it is flexible to almost any technology that is competent in providing relevant information about its operation, about the performance of an activity, and even about the environmental circumstances that we need to monitor and control at a distance. IoT is used in various areas such as agriculture, hospitality, smart grid and energy-saving, health, wearables like virtual glasses etc.
- iv. *Features of IoT:* Features like connectivity, analytics and endpoint management are some common sets of features of IoT devices. Any IoT device comes up with the features such as connectivity, sensing, active engagements, scale, dynamic nature, intelligence, energy, safety, integration and many more.
- v. *Advantages of IoT:*

IoT facilitates several advantages in day-to-day life in the business sector as efficient resource utilization, minimising human effort, saving time, enhance data collection and improved security.

vi. *Disadvantages of IoT:* As IoT facilitates a set of benefits, it also creates a significant set of challenges. Some of the IoT challenges are security, privacy and complexity.

- Security issues
- Privacy concern
- Increased unemployment
- The complexity of the system
- High dependency on the technology and Internet
- Reduced mental and physical activity

5.4 Social Media

5.4.1 Introduction to Social Media websites

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

They can visit the 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 learners 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 user preferences and patterns in groups.

5.4.2 Advantages of Social Media

- ❖ Suggest a pair presentation to share the advantages of social media. This will help the learners to present their views and will also give the faculty member an insight into the knowledge base of the learners.
- ❖ Initiate a dramatization of the advantages/disadvantages of social media. Ask one or two learners to write the script, develop the dialogue, choose the role players and direct them.
- ❖ Encourage learners to play the roles of parents, teachers, peer group members and advertisement personnel to highlight the stakes.

Learners 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>

5.4.3 Ethics and etiquette of Social Media

- ❖ Give the learners an understanding of what is meant by ethics and etiquette. <https://www.quora.com/What-is-the-relationship-between-ethics-and-etiquette>
- ❖ Ask the learners to visit and research sites that discuss the ethics and etiquette of social media. <https://www.compukol.com/social-media-ethics-and-etiquette/>

Activity

- ✓ Learners may be asked to prepare a presentation about their education and their passion.
- ✓ Learners may be asked to create an ID on a virtual media platform and participate in an interaction session.
- ✓ Learners may be asked to prepare a write-up on the ethics and etiquettes of social media in small groups. This can then be presented and discussed with the whole class.
- ✓ They can also see this video: <https://www.youtube.com/watch?v=R0DQfwc72PM>
- ✓ This shall give an insight into how the learners work with social media and its byproducts.

5.4.4 How to use Google search better?

Learners 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>

<https://www.youtube.com/watch?v=BtoOHhA3aPQ>

<https://www.youtube.com/watch?v=LxIfPLPI0wM>

Activity

- ✓ Instruct the learners to create google form to collect the basic details from the learners about their name, father, mother name, area of interest, hobbies, their passion, short term and long term goal.
- ✓ Also request them to create a google form on their own to use the following options in their google form - text box, check box, description box and using section break.
- ✓ The youtube video may be watched by the learners to complete the above mentioned activities

5.4.5 Effective ways of using social media

Give a list of the most common social media handles used and ask the learners to rate them. This will give the teacher the most popular social media handle used by the learners and also the reason for the same. If, for example, 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-learners/>

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

5.5 Digital Marketing

5.5.1 Introduction to digital marketing

- ❖ Ask the learners if they are familiar with 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 the advantages and disadvantages of Digital Marketing.

- ❖ Show from YouTube videos or visit the following websites. Ask the learners to write what they see or observe.

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

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

5.5.2 Traditional marketing versus digital marketing

Give a brief introduction on the difference between Traditional Marketing and Digital Marketing

- ❖ Ask the learners to play the roles of Traditional Marketer and Digital Marketer.

<https://blog.hubspot.com/marketing/traditional-marketing-vs-digital-marketing>

5.5.3 Digital marketing tools

Learners can go through the following website to know about Digital Marketing Tools.

<https://blog.hubspot.com/marketing/digital-marketing-tools>

<https://www.howtogeek.com/434570/the-beginners-guide-to-google-forms>

- ❖ Ask the learners to use the CANVA tool to design a poster and publish it on their social media
- ❖ Create groups, provide a contest title and ask them to create a brochure, pamphlets, flyers and registration forms for the contest using Digital Marketing Tools.

5.5.4 Social media for digital marketing

- i. **Introduction to Social Media Websites:** Give a brief introduction on what is social media and along with asking the learners to speak about social media, as they are active users of this facility.

They can visit the following websites:

<https://www.virtualsocialmedia.com/an-introduction-to-social-networking-social-networkingservices/>

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

- ❖ Ask the learners 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.
- ❖ Ask one group to make a pie diagram to show numbers and percentages.
- ❖ Ask another group to check on usage time and make a graphic.

- ii. **Role of Social Media in Digital Marketing:** Social media marketing is a form of Internet marketing that involves creating and sharing content on social media networks to achieve your marketing and branding goals.

Refer to this website for detailed information:

<https://blog.hubspot.com/blog/tabid/6307/bid/23865/13-mind-bending-social-media-marketing-statistics.aspx>

5.5.5 Digital marketing analytics

Digital marketing analytics is the translation of customer behaviour into actionable business data. Digital analytics tools can help companies understand what consumers are doing online, why they're doing it, and how this behaviour can be converted into digital marketing campaigns.

Refer to this website for detailed information:

<https://blog.hubspot.com/marketing/digital-marketing-analytics>

Project

- ❖ Ask the learners to prepare their résumé, with a clear and relevant objective.
- ❖ Ask the learners to prepare a presentation on the advantages of social media.
- ❖ Ask the learners to make a list of the top 10 things they use Google to search for. Then they can be asked to rate the same list on a priority basis.
- ❖ Ask the learners to prepare a list of steps to use Google search better.

Assessment

1. Written evaluation may be done to assess the learners about their learnings through this module on digital literacy, social media and etiquettes, and using the virtual platform effectively.
2. Assessment can be done by the faculty member, self, and peers on the activities organized during the training programme to evaluate their learning.

Suggested Readings & e-Resources:

1. Sherman. (2021, February 2). *What is Digital Marketing? Here's Everything You Need to Know*. Lyfe Marketing. <https://www.lyfemarketing.com/blog/what-is-digital-marketing/>
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3. Alexander, L. (2022, November 30). *The Who, What, Why, & How of Digital Marketing*. Hubspot. <https://blog.hubspot.com/marketing/what-is-digital-marketing>
4. Cohn, M. (n.d.). *How to Use Social Media Effectively*. Compukol. <https://www.compukol.com/how-to-use-social-media-effectively/>
5. Hindy, J. (n.d.). *20 Google Search Tips to Use Google More Efficiently*. Lifehack. <https://www.lifehack.org/articles/technology/20-tips-use-google-search-efficiently.html>
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13. Amazon. (n.d.). *Machine learning*. Amazon. <https://aws.amazon.com/training/learn-about/machine-learning/>
14. Indiaclass. (2018, May 9). *List of Artificial Intelligence Reference Books*. Indiaclass. <https://indiaclass.com/artificial-intelligence-reference-books/>
15. Gero, J. S. (2003, February 10). *Bibliography of books on artificial intelligence with particular reference to expert systems and knowledge engineering*. ScienceDirect. <https://www.sciencedirect.com/science/article/abs/pii/036013239090053T>
16. Bansal, S. (2020, July 1). *15 Real World Applications of Artificial Intelligence*. Analytixlabs. <https://www.co.in/blog/applications-of-artificial-intelligence/>
17. Gillis, A. S. (2022, March). *What is the Internet of Things (IoT)?*. TechTarget. <https://www.techtarget.com/iotagenda/definition/Internet-of-Things-IoT>
18. Oracle. (n.d.). *What is IoT?* Oracle. <https://www.oracle.com/in/Internet-of-things/what-is-iot/>
19. Amazon. (n.d.). *AWS IoT: Unlock your IoT data and accelerate business growth*. Amazon. <https://aws.amazon.com/iot/>

Video References:

1. Neil Patel. (2018, December 10). *How Digital Marketing Will Change in 2019*. [Video]. YouTube. <https://www.youtube.com/watch?v=b-gwbVJqi9Y>
2. Adam Erhart. (2016, November 10). *What Is Digital Marketing? And How Does It Work?*. [Video]. YouTube. https://www.youtube.com/watch?v=Z_KspIX1oXU
3. Marketing Hospitality, Tourism, Recreation & Events. (2016, February 13). *Social Media Assessment Howtodoit!*. [Video]. YouTube. <https://www.youtube.com/watch?v=CpdBv8e6hKo>
4. TAFE Digital Business Marketing. (2022, April 16). *Assessment 1, tasks 1-5 Getting started with Social Media Assessment*. [Video]. YouTube. <https://www.youtube.com/watch?v=aTw1FTXP2SM>

Module 6: Digital Ethics and Cyber Security 4 Hours

Objectives:

The objectives of the module are to help learners

- Identify ethical and unethical digital behaviours.
- Describe principles of web security.
- Describe approaches for risk management and best practices.

Expected Outcomes:

Learners shall be able to:

- Use ethical digital behaviours.
- Use practices that incorporate transparency, responsibility, and accountability.
- Assess the current security landscape, including the nature of the threat and the general status of common vulnerabilities.
- Identify core networking and infrastructure components, and the roles they serve in preparing a secured system.

Module Outlines:

6.1 Digital Ethics

6.1.1 Digital Literacy Skills

6.1.2 Digital Etiquette

6.1.3 Digital Life Skills

6.2 Cyber Security

6.2.1 Understanding and introducing the environment of security

6.2.2 Types of attacks and attackers

6.2.3 The art of protecting secrets

6.1 Digital Ethics

Digital Ethics is the study of how to manage oneself ethically, professionally and in a clinically sound manner via online and digital media. Every psychologist who uses the Internet or a cell phone (which means nearly all of us) must look at issues, such as: What can my clients find out about me online?

6.1.1 Digital literacy skills: Reading, writing and critical thinking while using digital technologies; selecting the best digital tool for the job and using the tool efficiently; evaluating the accuracy, perspective, validity of online resources and digital media content.

6.1.2 Digital etiquette: How the use of technology affects other people; develop a sense of responsibility for our actions; treat people online in the same way as they are treated in real life and to follow rules and expectations of digital media.

6.1.3 Digital life skills: Best practices of technology ethics; cyber ethical skills; digital community building; skills for e-commerce such as electronic banking, account management, online shopping, e-services; confidentiality protection.

Activity

- ✓ Learners may be asked to prepare a list of activities or actionable to prevent cyber attacks.
- ✓ Learners may be asked to create an essay about the impacts and disadvantages of plagiarism.
- ✓ Learners may be asked to present the advantages of cyber security.
- ✓ Learners are requested to watch the following video, to know more about plagiarism, <https://youtu.be/rvCY6ANSOXQ>

6.2 Cyber Security

6.2.1 Understanding and introducing the environment of security:

- i. *Threats, vulnerabilities, and consequences:* Cyber threats are security incidents or situations that can have a negative result for the network or other data management systems. Common categories of security threats comprise phishing attacks that install malware that infects data; failure of a team member to follow data protection procedures that cause data breach; or natural forces that take down the company's data HQs, unsettling access.
- ii. *Persistent threats:* It is an attack in which an unauthorized user gains access to a system or network and remains there unnoticed for a prolonged period of time.
- iii. *State of security in the current world:* Latest security research suggests that most organizations have vulnerable data and poor cyber security practices in place, exposing them to data loss. To positively fight against malicious intent, it is imperative that companies make cyber security responsiveness, prevention, and security best practices a part of their ethos.
- iv. *Cyber Security:* The importance of cyber security connects with the wish to keep information, data, and devices confidential and safe. In today's world, people stock vast quantities of data on computers and other Internet-connected devices.

6.2.2 Types of attacks and attackers

A cyber attack is where an attacker tries to advance unapproved access to an IT system for the purpose of theft, extortion, disturbance, or other disreputable reasons. Of course, several security breaches are caused by insiders—whether unintentional or deliberate.

- i. *Different types of cyber attacks* (Phishing, Social Engineering, Piggyback, etc.): Cyber attacks are not only becoming more common against enterprises and small and medium-sized businesses (SMBs), but they're also gradually getting sophisticated. With hackers planning shrewder methods for misleading or lulling employees and individuals into divulging valuable company data, enterprises must ensure due thoroughness in the effort to stay two steps ahead of cybercriminals.
- ii. *Types of cyber attackers and objectives:* As Internet access becomes more prevalent across the world, and we spend more real time on the Web, there are more attackers out there as well. Attackers use every tool and method to attack and gain unauthorized access.

- iii. *White hat, Black hat and Grey hat attacker*: The terms come from old spaghetti westerns, where the bad guy wore a black cowboy hat, and the good guy wore a white hat. Grey hat hackers are a blend of black hat and white hat activities. Two main factors determine the type of hacker we are likely to deal with: their motivations, and whether or not they are breaking the law.

6.2.3 The art of protecting secrets

- i. *Understanding encryption and decryption and its different types*: Encryption is a process of changing normal data into a scribbled form; of securing or coding digital data by using a mathematical technique, whereas Decryption is the process of changing the unreadable/coded data into its normal form. Encryption is done by the person who is sending the data, and decryption is done by the person receiving or opening the data.
- ii. *Art of data masking*: Data masking is also known as data obfuscation, data anonymization, or pseudonymization. It is the process of substituting private data by using functional fictitious data such as characters or other data.
- iii. *Firewalls and their proper use in cyber protection*: A firewall can help protect the computer and data by managing network movement. It stalls or blocks unsolicited and uninvited incoming network traffic. A firewall validates access by assessing this incoming traffic for anything malicious like hackers and malware that can infect the computer.

Project

- ❖ Ask the learners to prepare a list of activities to prevent cyber attacks.
- ❖ Ask the learners to prepare and submit a presentation about the impact of plagiarism and how to avoid it.

Assessment

1. Written evaluation.
2. Assignments may be given to learners to evaluate their learning about digital ethics, the impact of plagiarism, and the advantages of cyber security.
3. Assessment can be done by the faculty member, self, and peers on the activities organized during classroom interaction.

Suggested Readings & e-Resources:

1. Loewus, L. (2016. November 8). *What is Digital Literacy?* Education Week. <https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11>
2. Heick, T. (n.d.). *Digital Literacy: A Definition*. Teach Thought. <https://www.teachthought.com/literacy/definition-digital-literacy/>
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7. Ministry of Information and Broadcasting. (2022, December 17). *Digital Media Guidelines and Policies*. Ministry of Information and Broadcasting. <https://mib.gov.in/digital-media-guidelines-and-policies>

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://purposefultechology.weebly.com/why-is-digital-literacy-important.html>
5. <https://www.officespacesoftware.com/blog/workplace-trends-and-new-technologies-for-2019>
6. <https://pib.gov.in/PressReleaseDetailm.aspx?PRID=1700749>
7. <https://mib.gov.in/digital-media-guidelines-and-policies>

Module 7: Nonverbal Communication

5 Hours

Objectives:

The objectives are to help learners

- Describe nonverbal communication (NVC).
- Understand its importance in communication.

Expected Outcomes:

The learners shall be able to:

- Realize the importance of nonverbal communication.
- Use nonverbal communication effectively in communication as an aid.

Module Outlines:

- 7.1 Meaning of nonverbal communication
- 7.2 Advantages of using nonverbal communication
- 7.3 Introduction to modes of nonverbal 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 Nonverbal Communication (NVC)

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

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



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

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

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 behaviour 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 Nonverbal Communication

Nonverbal Communication can

- i. Reinforce or modify what is said in words:* People may nod their heads vigorously when saying "Yes" to emphasize that they agree. A shrug of the shoulders and a sad expression when saying "I'm fine, thanks" may actually imply that things are not really fine.
- ii. Convey information about their emotional state:* Facial expression, tone of voice, and body language can often tell people exactly how a person feels, without saying a word. Consider how often we have said to someone, "Are you OK? You look a bit down".
We know how people feel from their nonverbal communication.
- iii. Define or reinforce the relationship between people:* If we watch a couple sitting and talking, we may notice 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 that helps them to feel more connected.
- iv. Provide feedback to the other person:* Smiles and nods tell someone that we are listening and that we agree with what they are saying; alternatively, we can convey doubt or disagreement by mere frowns or a shake of the head. We would use movement or hand gestures to indicate that we wish to speak. These subtle signals give information gently but clearly.
- v. Regulate the flow of communication:* There are many signals that we use to tell people that we have finished speaking, or that we wish to speak. An emphatic nod, and/or firm closing of the mouth indicate that we have nothing more to say. Making eye contact with the chair of a meeting and nodding slightly will indicate that we wish to speak.

7.3 Introduction to Modes of Nonverbal Communication

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

- i. Kinesics or body movements including facial expressions and eye contact*
 - Ask the learner to convey NO by making use of different parts of the body (eyes, mouth, lips, fingers, head)

- ii. Vocalic or para-language that includes volume, rate, pitch, and timbre
 - sounds that are not words [*tchatcha; umhmumhm; ishhhh; uhhhh; dhukdhukudhudhuku*]
- iii. Personal appearance (growing a beard; getting tonsured; wearing a *bindi*)
- iv. Our physical environment and the artefacts 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 learners 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 learners to show how NVC can work more than words in some situations. This may be supported by a short mono-act.

<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 because of it:

- Makes up most of what we communicate.
 - Reinforces what we say.
 - Helps to determine our intention as we speak.
 - Expresses the deeper feelings.
- i. **Open body language:** People with open personalities are expressive, interactive, and hands-on. At times they are also, aggressive and argumentative. They tend to use their hands extensively while speaking. Examples:
 - ♦ **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 or her elbows on the thighs could be worried about something or want to make an intense statement.

- ◆ **Uncrossed arms:** Open arms may indicate frankness of opinion and project an open and honest image. Politicians normally use their arms to wave at people and raise them with open palms to show a sign of trust and faith.
- ii. **Closed body language:** People with closed personalities have hidden motives. They tend to cross their arms, cross their legs, keep their hands close to their body while speaking, and have a one-tone voice. Examples:
 - ◆ **Crossing of arms:** This stance gives the impression that the speaker has already taken a decision and is going to defend it no matter what. The stance is hostile and discourages discussion.
 - ◆ **Crossing of legs when seated:** Putting one leg over the other leg's knee is both defensive and aggressive. It conveys to the other person that the speaker does not want to waste time explaining their point of view.
 - ◆ **Arms in front of body:** Normally a sign of nervousness and can be seen in people who are either aspirants in an interview or an employee on the first day at work.
 - ◆ **Crossing of legs while standing:** This can either mean a relaxed frame of mind or an interest to have a conversation. People crossing their legs while standing like to share their knowledge on a particular subject.

The faculty member 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 oculusics, and facial expression are important aspects of communication providing important social and emotional information.

The eyes can indicate interest, attention, and involvement with the audience, whereas failure to make eye contact can be interpreted as disinterest, boredom, uncertainty, and withdrawal.

The face expresses a lot about the human mind and mood. Particular emotional states, such as happiness or sadness, are expressed through a smile or a frown, respectively.

Seven universally recognized emotions shown through facial expressions are Fear; Anger; Surprise; Contempt; Disgust; Happiness; Sadness.

Activity

- ✓ Learners may watch the 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 learners may be asked to recognize and interpret the meaning and importance of facial expressions in NVC over 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 the vigorous or specific movement of the hand or hands as we speak to express or emphasize an idea. And this is an important part of the overall body language.

Hand gestures can help us describe what we are talking about, both literally (for example making a circular movement of the hand while talking about drawing a circle) and metaphorically (for example a circular hand motion to say ‘everybody’)

Hand gestures help us to point to people and things in our surroundings (for example pointing at an object while saying, “look at that”)

Hand gestures can help to add emphasis and structure when we talk (for example showing numbers when you count, “1, 2, 3...”)

Hand gestures give clues about our emotional state. These gestures are not always connected to what we are saying (for example, 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 during interviews:

Do’s

- **Make eye contact:** Look in the eyes of other people while talking to show that we are paying attention. Avoid staring intently or glancing around the room. Our eye contact must show our focused attention and confidence.
- **Smile and nod:** Nonverbal cues are proof that we are engaged in the conversation. Smiling and nodding in response while someone is talking impresses the speaker that we are listening. While talking, these gestures help to punctuate a statement. But smiling and nodding continuously can convey impatience and the desire to rush through a meeting or conversation.
- **Use natural facial expressions:** We must be aware of what our positive and negative facial expressions look like: look in the mirror while on the phone before heading into a formal conversation. Emoting nonverbally is natural. If we avoid using facial expressions, it can signal a lack of interest and passion.
- **Shake hands:** Handshakes are like firm – everyone’s is a little different.? A handshake must be a firm grip, and a firm shake from the elbow (not the wrist) and make eye contact simultaneously to make it more meaningful. If the 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.
- **Dress appropriately:** Dress appropriately according to the meeting or occasion.

Don’ts

- **Fidget:** We must ask our friends or family what some of our subconscious habits might be, so that we can keep them at bay. Common nervous fidgeting includes tapping a foot, shaking a leg, clicking a pen, biting nails, and playing with hair.

- **Slouch:** As a rule, sit with the back straight against the chair and your feet on the floor during an interview or any formal meeting. A slight lean toward the interviewer, with either the torso or just the head, can make the interviewer feel that you are engaged. But don't overdo it. And don't lean back. Be mindful of standing and walking straight when entering and leaving the interview room, as well as while taking an office tour (or the like).
- **Crossed arms:** Crossed arms are a sign of defensiveness and resistance. When they are open at the sides or naturally placed on the table in front, you appear more approachable.
- **Overuse hand gestures:** Just like facial expressions, hand gestures should be natural and moderate. Keeping a pen in one hand or resting both hands on the table in front of you are good control options. Concealing the hands – behind the back, under the table, or sticking them in the pockets conveys the message of something to hide.
- **Clear your throat:** Compulsively clearing the throat shows nervousness. A sip of water helps to avoid dryness in the mouth. A throat lozenge or warm tea with honey ensures a clear throat 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. The movies of Charlie Chaplin are a good example of nonverbal communication.

7.6 Activities Based Learning

This section is about practice.

- Play a video of a dance performance by any great dancer without the music and the accompaniments. Ask the learners 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 learners 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 faculty member, self and peers.
3. An individual mock interview session can be used as an assessment tool for nonverbal communication.

Suggested Readings & e-Resources:

1. Nordquist, R. (2020, June 29). *What is Nonverbal Communication?* ThoughtCo. <https://www.thoughtco.com/what-is-nonverbal-communication-1691351>
2. SkillsYouNeed. (n.d.). *Non-Verbal Communication*. SkillsYouNeed. <https://www.skillsyouneed.com/ips/nonverbal-communication.html>

3. Tidwell, C. (n.d.). *Non-Verbal Communication Modes*. Andrews University. <https://www.andrews.edu/~tidwell/bsad560/NonVerbal.html>
4. Tabares, J. (n.d.). *The Importance of Body Language*. Art of Eloquence. <https://artofeloquence.com/pages/the-importance-of-body-language>
5. TutorialsPoint. (n.d.). *Body Language - Open & Closed*. TutorialsPoint. https://www.tutorialspoint.com/body_language/body_language_open_closed.htm#
6. Davis, B. (2015, June 29). *Facial Expressions in Nonverbal Communication: Importance & Explanation*. Study.com. <https://study.com/academy/lesson/facial-expressions-in-nonverbal-communication-importance-lesson-quiz.html>
7. Sophia. (n.d.). *Eye Contact and Facial Expression*. Sophia. <https://app.sophia.org/tutorials/eye-contact-and-facial-expression>
8. SocialTriggers. (2018, March 16). *How to use hand gestures in a powerful way when you communicate*. SocialTriggers. <https://socialtriggers.com/21-hand-gestures-for-powerful-communication/>
9. GQR. (n.d.). *Interview Dos & Don'ts: The Importance of Nonverbal Communication*. GQR. <https://www.gqrgm.com/interview-dos-donts-importance-nonverbal-communication/>

Video References:

1. Damon Cart. (2017, September 9). *Power of Non-verbal Communication*. [Video]. Lifemasterygym. <https://www.lifemasterygym.com/blog/power-of-non-verbal-communication>
2. Theo Gilbert-Jamison. (2019, January 1). *Open & Closed Body Language (Video 4)*. [Video]. YouTube. https://www.youtube.com/watch?v=FU0DkL184_4
3. BodyLanguagePro. (2009, October 20). *Body Language - Open Posture Vs. Closed Posture*. [Video]. YouTube. <https://www.youtube.com/watch?v=qRnwdWXbwDY>
4. Feel Like You Belong. (2014, November 9). *What's Up? – First Impressions (Part 1): Eye Contact & Facial Expressions*. [Video]. YouTube. <https://www.youtube.com/watch?v=1zs-DRBWLmE>
5. My Research Support. (2020, June 15). *Plagiarism: Basics, Types, Steps to Avoid, Plagiarism Checking Softwares Free & Paid*. [Video]. YouTube. <https://www.youtube.com/watch?v=rvCY6ANSOXQ>

Course 2: Professional Skills

Context with Justification:

One of the significant outcomes of Higher Education is to prepare for entering the job or employment market. Besides the knowledge and skill set required for a particular job or occupation, professional skills are also required to be gainfully employed and to enjoy a successful and satisfying life. Professional skills are part of life skills. We should be able to demonstrate professional skills involving the use of intuitive, logical critical thinking, communication and interpersonal skills which are not limited to cognitive and creative skills. These skills, behaviour, and quality of output enhance employability.

Career skills empower us with the ability to prepare appropriate résumés, address the necessary gaps for facing interviews, and actively and effectively participate in group discussions thereof. It is also of significant importance that we possess the know-how to explore career opportunities for ourselves, recognizing our innate strengths and weaknesses.

We must be well prepared to take on new challenges and opportunities. With the increasing use of technology in the way we live, learn and work, we must be able to utilize basic computing concepts and also have and espouse excellently. Team skills, collaborating and working together can assist in resolving complex problems, which allow us or offer us the opportunity to articulate new ideas and perspectives. It further allows us to design, develop, problem-solve, and adapt to situations based on experience and skills.

Credit: 02

Duration: 30 hours

The Course on Professional Skills is divided into two parts:

- A. Career Skills
- B. Team Skills

A. Career Skills

Objectives:

The objectives are to help learners

- Acquire career skills and fully pursue to partake in a successful career path
- Prepare a good résumé
- Prepare for interviews and group discussions

Explore desired career opportunities in the employment market in consideration of an individual SWOT (Strengths, Weaknesses, Opportunities, and Threats). SWOT is a strategic planning and strategic management technique used to help a person or organization identify different parameters.

Expected Outcomes:

Learners shall be able to:

- Prepare their résumé on an appropriate template without grammatical and other errors and using proper syntax.
- Participate in a simulated interview.
- Actively participate in group discussions towards gainful employment.
- Capture a self-interview simulation video regarding the job role concerned.
- Enlist the common errors generally made by candidates in an interview.
- Perform appropriately and effectively in group discussions.
- Explore sources (online/offline) of career opportunities.
- Identify career opportunities in consideration of personal potential and aspirations.
- Use the necessary components to prepare for a career in an identified occupation (as a case study).

Duration: 15 Hours

Number and Titles of Modules:

Module 1	Résumé Skills	3 Hours
Module 2	Interview Skills	5 Hours
Module 3	Group Discussion Skills	4 Hours
Module 4	Exploring Career Opportunities	3 Hours

B. Team Skills

Objectives:

The objectives are to help learners

- Understand the significance of team skills
- Acquire team skills
- Design, develop, and adapt to situations as an individual and as a team member.

Expected Outcomes:

Learners shall be able to:

- Demonstrate a set of cognitive skills such as critical thinking, problem-solving and the ability to learn for smooth and efficient functioning at a workplace.
- Demonstrate a set of non-cognitive skills such as empathy, creativity, teamwork, and collaboration, for smooth and efficient functioning at a workplace.
- Use common technology messaging tools that are used in an organization for the flow of information and transition from command and control to informal communication during an online or offline team session.
- Actively use and operate online team communication tools such as Webinar, Skype, Zoom, Google, and Hangout.

- Appreciate and demonstrate team skills.
- Demonstrate a set of cognitive skills such as critical thinking, problem-solving and the ability to learn for maintaining good interpersonal relations and smooth and efficient functioning at a workplace.
- Demonstrate a set of non-cognitive skills such as empathy, creativity, teamwork, and collaboration, for maintaining good interpersonal relations and smooth and efficient functioning at a workplace.
- Participate in a digital lifestyle conversant with computer applications, the Internet, and the nuances of cyber security.
- Empathize with and trust colleagues for improving interpersonal relations.
- Engage in effective communication by respecting diversity and embracing good listening skills.
- Distinguish the guiding principles for communication in a diverse, smaller internal world.
- Practice interpersonal skills for better relations with seniors, juniors, peers, and stakeholders.
- Project a good personal image and social etiquette so as to have a positive impact on building of the chosen career.
- Generate, share and maximize new ideas with the concept of brainstorming and the documentation of key critical ideas/thoughts articulated and action points to be implemented with timelines in a team discussion (as MOM) in identified applicable templates.

Number and Titles of Modules:

Module 1	Cognitive and Non-cognitive Skills	3 Hours
Module 2	Presentation Skills	4 Hours
Module 3	Trust and Collaboration	2 Hours
Module 4	Listening as a Team Skill	2 Hours
Module 5	Brainstorming	1 Hour
Module 6	Social and Cultural Etiquettes	2 Hours
Module 7	Internal Communication	1 Hour

Module 8: Résumé Skills

3 Hours

Objectives:

The objectives are to help learners

- Comprehend the importance of a résumé.
- Identify essential components of a good résumé while preparing it.
- Identify common errors in a résumé.

Expected Outcomes:

The learners shall be able to:

- Prepare a good résumé considering all essential components without error.

Module Outlines:

- 8.1 Résumé Skills: Preparation and Presentation
 - 8.1.1 Introduction of Résumé and Related Terms
 - 8.1.2 Importance of Preparing a Good Résumé
 - 8.1.3 Difference between a CV, Résumé, and Biodata
 - 8.1.4 Essential Components of a Good Résumé
- 8.2 Résumé Skills: Common Errors
 - 8.2.1 Common Errors
 - 8.2.2 Guidelines for Résumé Preparation

8.1 Résumé Skills: Preparation and Presentation

Twenty learners passed with an ‘A’ grade from a renowned professional institution. They applied for jobs in different companies. Only eight applicants got their desired jobs.

Do you know the reason for the rejection?

The reason was: Their résumé or CV was neither appropriate for the job nor impressive to the employers. Preparing a résumé or CV is a skill and an art. It is important to know what a résumé is and understand other terms used worldwide, like curriculum vitae (CV) and biodata.

8.1.1 Introduction of résumé and related terms

- 1) **Résumé:** This is originally a French word meaning “summary”. A résumé is ideally a summary of a person’s education, skills, and employment when applying for a job or new job. It 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 one or two pages long. A résumé is usually written in the third person to give it an objective and formal tone.
- 2) **Curriculum vitae (CV):** Curriculum vitae is a Latin word meaning “course of life”. A CV is more detailed than a résumé, generally two to three pages, or even longer as per the requirement. It 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 the 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.

- 3) Biodata:** Biodata is the short form for, Biographical Data, and is an archaic terminology for résumé or CV. In a biodata, 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 The importance of preparing a good résumé

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

A résumé is a mirror reflection of a person's pursuits.

Employers or recruiters require aspiring candidates to submit a résumé to be considered for the position. Résumés are first used to weed out unlikely candidates. Apart from identifying the unsuitability of the applicant, résumés that are rejected at the first instance may be because of errors in presentation and spelling, inappropriate appearance, and/or due to incomplete details.

Employers or recruiters further review such résumés that are a perfect or near-perfect fit for the advertised opening. These résumés are then scrutinized to shortlist candidates for interview based on education, additional training, community involvement, life experiences and anything else that indicates the suitability of a candidate for the advertised opening. Therefore, preparing an impressive résumé is vital.

8.1.3 Difference between a CV, résumé and biodata

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

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

8.1.4 Essential components for formatting a good résumé:

There are certain elements that are required in any résumé, irrespective of the format chosen. There are also some optional elements that are specific to an 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 résumé must start with a brief profile of the candidate, a 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 or additional information. This is followed by education details and/or professional affiliations and/or voluntary initiatives.

A résumé must contain at least the following three principal 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: Provides information about the formal education and professional training. Some tips on listing information:

- As a learner, making the transition to the workforce for the first time, the educational credentials should be at the top, or the very beginning of the résumé.
- 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.

iii) The 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.
- **Certificates 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 an element of self-praise. Be precise and specific.
- **Work history:** This is the body of the résumé, if applying for a new job.

Activity

- ✓ Provide some exemplary résumés for learners to evaluate, as a small group assignment based on essential components.
- ✓ Hold discussion on résumés with essential components and without essential components. Ask the learners to identify the errors made in the résumé.

8.2 Résumé Skills: Common Errors

Based on the above activities, ask learners about the common errors that the candidates committed in their résumé. Summarize these errors as follows:

8.2.1 Common errors

People generally make the following common errors in preparing their résumé:

- i) **Spelling and grammatical errors:** These are very common errors, especially with freshers or first-timers. It is always good to do a spelling and grammar check once the résumé is written out. The best way to make mistakes is to have someone else review the résumé.
- ii) **Not including keywords that match the job position:** Mentioning the same keywords in the résumé that appear in the job listing is necessary.
- iii) **An outdated résumé:** It is important to update the résumé 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 résumé should contain information relevant to the job opportunity. Using bullet points instead of written paragraphs, gives precision and enhances readability. Details can be narrated, if required during the oral interview. A résumé should not exceed one or two pages.
- v) **Including a career summary that does not match the job requirements:** One must ensure that there is a match between the résumé summary and the key job requirements.
- vi) **Leading paragraphs with irrelevant duties:** Begin with a statement that shows that the candidate possesses the key duties and skills required for the particular job applied for.
- vii) **Being too modest:** It is important to mention the accomplishments and rewards in the résumé, but at the same time we need to understand and know the best way to put these across.

8.2.2 Guidelines for résumé preparation:

Besides taking care of the essential components, keep the following guidelines in mind:

- Always use good quality paper.
- Send a good quality photocopy.
- Ideally the résumé should not exceed one or two pages.
- As a fresher, primarily describe the academic achievements, workshops, internships and seminars attended where the skills were acquired and/or updated.
- Include sections like languages known, hobbies and interests, extra-curricular activities and the positive points in brief. Select a simple font with an appropriate font size to give clarity and legibility. You may refer to the template provided herewith for this.
- Check spelling errors and grammatical mistakes before finalizing the résumé.

A sample résumé is given here to facilitate learners.

Candidate Name	
Photo	Career Objective Passionate and self-learning person looking for a challenging role in an evolving organization to utilize my technical and management skills for the growth of the organization as well as to feed my learning experience.
	Educational Qualifications Mailam Engineering College, Chennai • B.E – ECE • 8.3 CGPA • 2017-2021 St. Anne's Girls Higher Sec School, Chennai • HSC • 81% • 2016-2017 Government Higher Sec School, Chennai • SSLC • 90.2% • 2014-2015
	Project • Electronic Arduino Controlled Writing Robots It helps the blind people to write without help of other people
	Certification Courses ➤ C Beginners Certification ➤ C++ and OOPs Concepts Basic Certification
	Skills: ❖ C/C++ Programming ❖ OOPs Concepts ❖ DBMS ❖ Network Communication
	Extra-Curricular Activity ❖ Browsing internet ❖ Teaching kids (Tuition) ❖ Volunteer Works in Campus ❖ Rangoli design
	Declaration I hereby declare that particular of information and facts stated here in above are true, correct and complete to the best of my knowledge and belief.
	Source: ICT Academy, New Delhi
	Yours Sincerely, <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>
	Contact Information 📍 Address <input type="text"/> ☎ Phone <input type="text"/> ✉ Email <input type="text"/> Father's Name <input type="text"/> Mother's Name <input type="text"/> Marital Status <input type="text"/> Date of Birth <input type="text"/> Nationality <input type="text"/> Languages Known <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Activity

- ✓ Learners may select their preferred job and prepare a good résumé by considering all the essential components and discuss with peers.
- ✓ Learners may present the résumé in front of a larger group (whole class) using Power Point presentation.
- ✓ Invite an alumnus from the organization and get the résumés evaluated.

Note: Websites given in the references at the end of this module can be visited by the learners for understanding and preparing their résumé.

Assessment

1. Written evaluation.
2. Assessment can be done by the faculty member, self and peers as well as by juniors and seniors on the activities organized during classroom interaction.
3. The learning outcome in this module is that the learners could prepare an ideal résumé of their own. The résumé developed by the learners may be assessed by self, peer, or faculty member using some checklist or rating scale. The faculty member and learners may elaborate the following criteria for preparing the checklist or rating scale.

Comprehensiveness

- Size of résumé
- Any spelling errors
- Any grammatical errors
- Appropriateness of font type
- Appropriateness of font size

Suggested Readings & e-Resources:

1. Lee, K. (2021, February 14). *How to Write a Neat Resume*. Wikihow. <https://www..com/Write-a-Neat-Resume>
2. Indeed. (n.d.). *Cover Letter Samples*. Indeed. <https://www.indeed.com/career-advice/cover-letter-samples>
3. Freshersworld. (2022, December). *Difference Between Resume CV & bio-data*. Freshersworld. <https://placement.freshersworld.com/difference-between-%20r%C3%A9sum%C3%A9-cv-bio-data/33122016>

Videos

1. The Urban Fight. (2018, October 23). *How to Write a Resume/For Freshers & Experienced People (Step-by-Step Tutorial)*. [Video]. YouTube. <https://www.youtube.com/watch?v=y8YH0Qbu5h4>

Module 9: Interview Skills

5 Hours

Objectives:

The objectives are to help learners

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

Expected Outcomes:

The learners 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 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 the learners if they have faced any interviews. 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 the interviewer(s) and answers are given by an individual, the interviewee.
- In a job interview, it is a conversation with the purpose of 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 smartphones and video conferencing software have enabled conversations wherein both the interviewer and the interviewee are separated geographically. Interviews generally involve an oral conversation between the interviewer(s) 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 interviews: A few examples of different types of job interviews are:

- Telephonic Interview
- Face-to-face Interview
- Video Conference Interview
- Selection Interview
- Behavioural Interview
- Group or Panel Interview

Activity

- ✓ Learners may be asked to prepare details of the above types of job interviews. They can take help from the videos given in the references.
- ✓ Plays/skits/dramas/self-created videos may be used 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 the steps you took to address it.

Result : Share the outcomes of your actions.

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 real-life examples of how actual situations at work in the past were handled by the candidate.

Activity

- ✓ Ask learners to watch the video and note the important tips to remember while framing the answer for STAR type interview and discussion. <https://www.youtube.com/watch?v=WRLF8ULhZmw>

9.2 The Interview Procedure*

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

During the interview, the candidate has to present himself or herself to the potential employer in a very limited time in such a way that the employer gets to know the candidate, understands what he or she can do, and is convinced that he or she is the most suitable candidate.

9.2.1 Do's and don'ts: Employers have two primary goals while interviewing candidates for a job. First, they want to determine if the candidate is qualified for the job, and second, they want to check or ensure that the candidate will fit well into the organization.

Following are some Do's and Don'ts before, during and after the interview process that can help a candidate to be successful in the job interview. Employers view candidates' actions in the whole hiring process as examples of their ability and work. This is an opportunity for the candidate to demonstrate abilities and potential.

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

A. Before the interview

- i) **Do the homework:** The first essential step in the interview process is preparation. Do adequate research about the company and the employer, visit their website to know all the details of the company (functions, staff, etc.), and make a mental note of all 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 résumé/CV and ensure you know the dates and specifics so you can confidently talk through your CV and give examples.
If it is a video interview, test the video tool the day before the interview, on the day of the interview, and set it up at least 15 minutes before the scheduled time. Ensure proper connectivity and that the place is quiet, well lit, and comfortable. As physical face-to-face contact with the interviewer(s) is not possible, virtual face-to-face is the best alternative. Smile confidently and stay interested and engaged.
- iii) **Don't let any past rejections spoil the future:** It is quite stressful to find a new job. Approach each interview as a new opportunity and learn from past mistakes. If there are several interviews lined up, ensure some space between them to enable some opportunity to be refreshed and 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.

* Before taking an interview (online or face-to-face) and while preparing for it, learners should go through Module 1: Listening; Module 3: Speaking; Module 4: Writing and Different Modes of Writing; and Module 7: Nonverbal Communication.

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 résumé as needed.
- v) **Listen carefully and answer accordingly:** It is important to listen attentively to the questions asked by the interviewer and answer clearly and directly using examples from past experiences to back it up. Direct your answer to the person who asked the question but maintain eye contact with all the members of the panel.
- vi) **Prepare smart, open-ended questions to ask the interviewer:** Before appearing for the interview, prepare some relevant open-ended questions to ask the interviewer. The questions will help illustrate your interest and motivation to succeed in the role and company. It will also determine if this really is the opportunity or business you want to join and to get noticed and separated from other candidates.
- vii) **Highlight strengths and expertise:** Communicating your experience and successes to the employer during an interview clearly highlights the strengths that are relevant to the role.
- viii) **Never speak negatively about former employers:** This conveys the impression to the interviewer that the candidate will do the same if he/she leaves and it reflects on the professional ethics and loyalty traits of the candidate. Negativity will alert the interviewer.
- 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 on your past experiences. If the probing is in an area that is not your strength you should be honest and let the interviewer know that you are willing to learn or work on how you can up-skill in this area. As a candidate, you could be bringing 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 speaker. Patient listening 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 who is present and carry all your belongings before quietly leaving the room.

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.

Learners can watch the following videos for more understanding about facing interviews

- <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=qOgPnXS9yas>

- https://www.youtube.com/watch?v=CHQbsHT_9dg
- https://www.youtube.com/watch?v=I8emh3KK_Bg

Activity

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

- ✓ What are five 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 Close-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. Close-ended questions: These questions can be answered by a simple 'yes' or 'no', or in "one or two words". Few examples of close-ended questions:

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

Activity

- ✓ Learners may be asked to identify a few more questions and discuss them in the class.
- ✓ Mock interviews and skits may be organized to practice facing the interview.

9.3 Interview Skills: Common Errors

Sometimes the candidate makes mistakes before and during interviews without realizing it. 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: Some of the most common errors made by candidates which must be avoided:

- Reaching late** – Always plan to reach the place of interview early to avoid any unforeseen circumstances. Reaching late apart from being unethical suggests poor time management skills, and disrespect to the company, job and the interviewer.

- ii) **Poor dressing sense:** It is very essential to look professional and appropriately dressed while appearing for an interview, as per the position or job.
- iii) **Disinterested in appearance:** It is important to demonstrate an interest in the company and the job through your behaviour. Therefore, show your interest in the job you are interviewing for and why you want the job by asking some intelligent questions.
- iv) **Not bringing the résumé:** Generally, the interviewers have a copy of the résumé of the candidate, still it is important to carry a copy for each member of the panel.
- v) **Phone interfering during the interview:** Keeping your mobile phone in front of you and looking at it frequently is completely unacceptable. It gives a wrong message to the employer that getting the job is not your top priority. The phone should be switched off during the interview and kept aside. Pay full attention to the interview and the interviewers.
- vi) **False résumé:** Never make the mistake of adding false information in the résumé. You will be able to discuss about yourself frankly and freely if you are truthful about your résumé, your qualifications and your past experiences during your interview.
- vii) **Lack of attention:** Pay full attention at the interview. Always maintain eye contact, lean forward slightly when talking to your interviewer, and make an active effort to listen with full concentration. Focus your attention in the interview only.

9.3.2 Interview questions for assessing strengths and weaknesses: Following are some of the strengths and weaknesses generally reported by the interviewees while answering questions during the interview process. The learners may be asked to discuss these and learn.

Strengths and Weaknesses

i. Assessing the Strengths:

Make a list of personal skills/strengths before any interview and categorize them into the following three categories:

- **Knowledge-based skills:** Acquired from education and experience (computer skills, languages, degrees, training, and technical ability).
- **Transferable skills:** Your portable skills that you take from job to job (communication and interpersonal skills, analytical problem-solving, and planning skills).
- **Personal traits:** Your unique qualities (dependable, flexible, friendly, hard working, expressive, punctual, trustworthy, creative, honest, respectful).

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 claim 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 a customer service manager at my previous 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 proper fit. She/He is forming a picture of you based on your answers. Therefore, 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 aware of any shortcomings you have and are working on them.

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 as reported by the candidates

- Focus too much on the details
- Hard time letting go of a project
- Difficulty in saying ‘No’
- Get impatient when projects run beyond the deadline
- Could use more experience in a particular area
- Lack of confidence sometimes
- Have trouble asking for help
- Difficult to work with certain personalities
- Difficult to maintain a healthy work/life balance
- In the past been uncomfortable with ambiguity

Activity

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

9.4 Simulation

Job simulation is any task designed to give the candidate an accurate preview of the role that he/she is interviewing for and what entails on a day-to-day basis. Job simulations help companies to predict more accurately whether or not a particular candidate will be successful if selected.

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, the founder of Amplio Recruiting, described some of the more common job simulation formats, in-depth (<https://www.glassdoor.com/blog/job-simulation-preparation/>)

- 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 his or her judgement 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 the actual tasks they would perform on the job. Examples include writing codes, take-home assignments, collaborating with others to design a website or completing an on-site 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 the simulated interview: After watching the following video invite observations and comments of learners and discuss.

<https://www.youtube.com/watch?v=5v-wyR5emRw&pbjreload=101#DanLok#InterviewQuestions#TellMeAboutYourself>

9.5 Demonstrate an Ideal Interview

Ask the learners to visit the 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 learners on the following ideal interviews.

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

Activity

- ✓ **Role Play:** Make small groups of learners. One learner plays the role of interviewee and three or four others can be the interviewers. The role may be reversed after each interviewee answers one question. Other learners can observe and give their comments.

Assessment

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

Suggested Readings & e-Resources:

1. Moore, E. (2019, January 23). *What Is a Job Simulation & How Can You Prepare for One?*. Glassdoor. <https://www.glassdoor.com/blog/job-simulation-preparation/>
2. Wikipedia. (2022, October 11). *Interview*. Wikipedia. <https://en.wikipedia.org/wiki/Interview>

3. Hays. (n.d.). *How to conduct an interview*. Hays. <https://www.hays.ie/Resources/hiring-advice/how-to-conduct-an-interview>
4. Robert Half. (n.d.). *Planning and conducting a job interview*. Robert Half. <https://www.roberthalf.co.nz/management-advice/recruitment-process/conduct-interviews>
5. Vawizard. (n.d.). *The STAR Method of Behavioral Interviewing*. Vawizard. https://www.vawizard.org/wiz-pdf/STAR_Method_Interviews.pdf
6. Marsdd. (n.d.). *Open-ended and behaviour-based interview questions: Examples*. Marsdd. <https://learn.marsdd.com/article/open-ended-and-behaviour-based-interview-questions-examples/>
7. Doyle, A. (2022, December 11). *10 Easy-To-Make Job Interview Mistakes*. The balance. <https://www.thebalancemoney.com/most-common-interview-mistakes-2061111>
8. Virginia Tech. (n.d.). *Interviewing Dos & Don'ts*. Virginia Tech. https://career.vt.edu/job-search/presenting_yourself/interviewing/do-dont.html
9. Joyce, S. P. (n.d.). *Guide to Successful Interviews*. Job-Hunt. <https://www.job-hunt.org/job-interviewing/>

Videos links

1. Oxford Online English. (2017, October 26). *English Job Interview Tips and Tricks - How to Answer Job Interview Questions in English*. [Video]. YouTube. <https://www.youtube.com/watch?v=nhTcuUvLGOE>
2. Learn English Hamza Classroom. (2019, December 1). *JOB INTERVIEW | Learn English Conversation - 02 (Season - 05) | Daily English Conversations*. [Video]. YouTube. https://www.youtube.com/watch?v=BVnMXNW_grk
3. Cognitive Group Recruiting For Your Future. (2016, March 16). *7 body language tips to impress at your next job interview*. [Video]. YouTube. <https://www.youtube.com/watch?v=PCWVi5pAa30>
4. Learn English Let's Talk - Free English Lessons. (2014, June 29). *08 common Interview question and answers - Job Interview Skills*. [Video]. YouTube. <https://www.youtube.com/watch?v=1mHjMNZZvFo>

Module 10: Group Discussion Skills

4 Hours

Objectives:

The objectives are to help learners

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

Expected Outcomes:

The learners shall be able to develop skills for participating effectively in a Group Discussion without making any mistakes.

Module Outlines:

10.1 Meaning and Importance of Group Discussion (GD)

10.1.1 Meaning of a Group Discussion

10.1.2 Importance of a Group Discussion

10.1.3 Types of Group Discussions.

10.2 Procedure of a Group Discussion

10.2.1 Methodology

10.2.2 Ground Rules

10.2.3 Stages of group formations

10.2.4 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 learners participated in its Group Discussion phase for the hiring of candidates in a reputed company. Only two out of twelve were selected.

Learners may be asked to give reasons for the selection of only two candidates. The faculty member can initiate a discussion on the concept of Group Discussion and its significance in the selection of candidates.

10.1.1 Meaning of a 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 the essentials for decision-making or problem-solving.

GD is a methodology used by an organization (company, institute, business school) to gauge whether a candidate has the skills and personality traits suitable to a particular job

position. The group of candidates is provided with a topic or a situation, some time to think about it, and then are asked to discuss it among group members for a specific duration.

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

- i. Interactive skills:** Interactive skills are the most important skills under judgement during a GD. One needs to communicate his/her thoughts verbally through actual words and non-verbally through gestures.
- ii. Leadership skills:** One who can get the topic discussed in the right direction or steer the entire discussion evolves as a leader. He/she encourages other members to share 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 judgement.
- 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, the team members must take the initiative. Through the GDs, the panel tries to identify the people who take the initiative. If you decide to initiate the discussion ensure that you have something substantial to say.
- vi. Awareness:** Awareness helps you to stay confident. Make sure that you read a lot and are aware of the current events in the world.
- vii. Confidence:** Confidence is another important quality under judgement during a GD. Your knowledge about the topic does give you confidence but your overall conduct during the GD tells if you are confident of yourself and of what you say. 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 Discussions: GDs can be topic-based or case-based.

- 1) Topic-based GDs:** Topic-based GDs can be classified into the following three types:
 - a) Factual topics:** Factual topics are about practical things, which an ordinary person is aware of in his or her, day-to-day life. These are current socio-economic topics, maybe in the news lately, or could be unbound by time. A factual topic for discussion gives a candidate a chance to prove that he or she is aware of and sensitive to the environment. Examples: The education policy of India, Tourism in India, WTO and its impact on the Indian Economy, and so on.

- b) **Controversial topics:** Controversial topics are argumentative in nature. They are meant to generate controversy. The idea behind giving a controversial topic is to assess the maturity a candidate displays by keeping the temper in check, and rationally and logically arguing points of view without getting personal and emotional. Examples: Demonetization is a successful and effective move; Caste-based reservation must be replaced with economic status; the education of parents.
- c) **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 lateral thinking and creativity. Examples: Every cloud has a silver lining, smart work versus hard work.

Activity

- ✓ Learners may prepare a list of few more topics of Factual, Controversial and Abstract issues.

- 2) **Case-based GDs:** Another variation is to have a GD based 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 as a group, they are asked to resolve the situation. In the case study there are no incorrect answers or perfect solutions. The objective is to get you to think about the situation from various angles. Management institutions usually have a case-based discussion rather than a topic-based discussion in their selection procedures.

10.2 Procedure for Group Discussion

10.2.1 Methodology: In a GD, there are 8 to 10 participants seated in semi-circle or a U-shaped arrangement. Occasionally, there might be a round table for a group discussion. The panellists sit in front of the group; in the case of a round table they may observe the group from a distance. The duration of the GD depends on the Corporate/Institute conducting the group discussion. There are several roles that a candidate can play in a GD such as: initiator, data giver, critic, supporter, listener, questioner, traffic policeman, spectator or observer, and leader (coordinator). 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 discussion, the panel evaluates the candidate's potential to be a leader and his/her ability to work in teams.

10.2.2 Ground rules: To keep the discussion on track, there are some ground rules:

- Respectful attitude: Everyone must treat everyone else with respect: no name-calling, no emotional outbursts, and no accusations.
- No personalized arguments: No arguments directed at people; only at ideas and opinions. Disagreement should be respectful with no ridicule.
- Avoid interruption: Listen to the others' thoughts completely. Actually, listen instead of just running over your response in your head.
- Respect for the group's time. Keep comments short and to-the-point, so that others have a chance to respond as well.
- Consider all comments seriously. Evaluate others' comments 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 anyone disagrees with you, there is no need to be offended or defensive. Evaluate both positions, and only continue to argue for your viewpoint if you believe it is right.
- Everyone is responsible for following and upholding the ground rules.

10.2.3 Stages of group formation (Zoltan and Vancea, 2016): Task functions and personal relations are two dimensions that are present in any group and which influence its development. The formation of a group is therefore influenced by:

- a) Personal characteristics: Individuals with similar beliefs, attitudes, and values feel more connected with each other, and are more likely to form a group,
- b) Opportunity for interaction among the members uncovers many things that are common among them, which results in forming a group,
- c) Sharing similar interests and goals also leads to forming a group, and
- d) A group has more power and influence over anything than any single individual; this fact also promotes the formation of a group.

There are five stages recognized during the formation of a group:

- i. **Setting-up stage (forming):** This begins with some confusion and uncertainty and marks the first step in group formation. This is eased out by a leader.
- ii. **Conflict stage (storming):** This is noticed as hostility among members of the group due to internal struggles for leadership, and is manifested as initial tensions and the rise of conflicts.
- iii. **Cohesion stage (norming):** In this stage, friendships and mutual support relations develop among the group members, which manifests as acceptance of certain norms/ rules by the group.
- iv. **Effectiveness stage (performing):** At this stage, the group becomes an effective team with members becoming interdependent, relations among them mature on mutual trust, and work becomes harmonious and synergistic, which results in members displaying maximum engagement to the common and motivating objectives of the group.
- v. **Dismantling stage or “breaking” of a group:** This happens either on the completion of objectives to be achieved, and/or the departure of some group members.

10.2.4 Evaluation of a GD: The GD may be evaluated on the following parameters:

- A. **Initiative:** The ability to impart directional inputs and provide a flowchart for a subsequent discussion. The 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 the initiative. It depends on the ability of a speaker to add something new and relevant to the discussion. It includes the 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 the speaker's 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 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 or her or disagreement. In the 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 or her ability to lead the discussion and ability to motivate the team members.
- ii. **Fountainhead:** In this role, a member exhibits the ability to add new and relevant points to the discussion to keep it active.
- iii. **Piggy rider:** A piggy rider in GD steals someone else's idea and rides 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 creates a learning and participative environment for the group members. He or she cannot dampen the spirits of other participants.
- ii. **Negative:** A negative contributor in a 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:** The ability to speak continuously and uninterruptedly.
- ii. **Articulation:** The ability to speak in a clear and pleasantly audible manner.
- iii. **Modulation:** The ability to add a contextually relevant flavour to the voice, as is reflected in the occasional pitch variation.

b. Nonverbal 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 projects a well-composed and poised candidate.
- iii. **Eye contact:** Eye contact with the key speakers adds value and acknowledges attentiveness. Occasional eye contact should also be made with other participants, including the ones who are absolutely quiet.

* Refer to Module 1: Listening, and Module 2: Speaking

**Refer to Module 7: Nonverbal Communication

- iv. **Gesticulation:** Appropriate and well-positioned gestures, add to the effectiveness of communication. Too much is distracting.
- v. **Persuasion:** In controversial topics, a persuasive speaker leads the discussion.
- vi. **Ethos:** Persuasion based on trust and credibility. Candidates who add value to the discussion in its formative stages are more likely to be heard and respected.
- vii. **Pathos:** Managing the emotions of other group members by knowing when to counter/support the viewpoints of others and the correct entry/exit points in a discussion.
- viii. **Logos:** This refers to the logical proposition of a candidate in speech. Candidates with stronger logical quotients are better received than others.
- ix. **Group dynamics:** Effective group dynamics helps in keeping a 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 as 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 the rules of participating in a GD as well as the role one would like to play. If we do not develop this understanding, then errors will occur.

Some common errors while participating in a GD:

- i) **Wrong start:** It is good to initiate the discussion on the given topic in a GD. It has its benefits of making our presence known and demonstrates our leadership skills. But this requires command over the topic and knowing what to say. Maybe sometimes we don't listen attentively, and mishear what is said or don't really know the topic well enough. We should take initiative only if we are confident in the subject. The alternative is to understand the topic through what others have to say. Then we add to the discussion by building on someone's idea or by throwing in a new idea.
- ii) **Nerves:** Participating in a GD may lead to nervous anxiety. It is quite normal. We can get over it by preparing and knowing how to relax.
- iii) **Lack of communication skills:** To be successful in a GD we need strong and effective communication skills especially in the spoken language. It is also essential to communicate meaningful ideas supported by facts, figures, and examples; in a comprehensible manner.
- iv) **Lack of confidence:** Self-confidence plays an important role in participating successfully in a GD. Worrying that you won't do well or thinking others are doing better takes away your focus on grasping the topic and participating successfully in the discussion. Lack of confidence may be seen in your body language as well.
- v) **Talking too much:** Too much talking is viewed negatively in a GD. It is better to participate strategically at some point in the beginning, possibly in the middle, and at the end while offering sound ideas and interacting with others

- 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, is deviation. It is necessary to listen carefully and actively participate with quality ideas in a GD.
- vii) **Poor body language:** Body language such as hand gestures, eye contact, body posture, and facial expressions are as important as verbal communication. Body language gives the evaluator insights into the personality.
- viii) **Interruption:** Interrupting when some other member is speaking is perceived negatively. Wait to listen and hear what others are saying. It could be adding value to the discussion. Speak only at an opportune moment.
- ix) **Showing off:** It is important to talk naturally in a GD as we would normally talk with others in day-to-day life. There is no need to show off as that is easily detected and perceived as going over-the-top; it is not seen as harmonious with the group. It suggests a “know it all” attitude, which comes across as insincere and as not being a team player in the workplace environment.
- x) **Losing your cool:** Sometimes topics in a GD can be quite touchy. In many instances, candidates make blatant statements and generalized comments that offend others in the group. Participants then react in an aggressive manner. Retaliating angrily will always go against you. The interviewer or panellist may also notice your breaking point. So no matter how strong the urge to react is, stay calm.

The following videos give some insight to perform better in a GD.

- <https://www.youtube.com/watch?v=yru-WGgvtME5CommonmistakestoavoidinaGroupDiscussion>
- <https://www.youtube.com/watch?v=papqqwvULdQHowtocrackGD:MostcommonGDRoundMistakestoAvoid>

Key points for success in a group discussion: Work on the following key points for success in a 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 unnecessary details
- Differ in a polite manner
- Focus on body language and posture
- Work on communication skills

10.4 Group Discussion – Simulation

- Eight to ten learners as participants in a GD sitting in a semi-circle or a U-shaped arrangement.
- The panellists may observe the group from a distance.
- Duration of the GD maybe 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 faculty member will explain the following ground rules to the group members:

- Treat everyone else with respect: no name-calling, no emotional outbursts, and no accusations.
- No arguments are directed at people — only at ideas and opinions. Disagreement should be respectful — no ridicule.
- Don't interrupt. Listen to others' thoughts completely.
- Respect the group's time. Keep comments reasonably short and precise, so that others also have a chance to respond and participate.
- 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. 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 learners 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 learners may be given the opportunity to participate in the GD.

Assessment

1. Written assessment.
2. Classroom observation: Active participation of each learner in classroom activities can also be considered for assessment.
3. Role play: Role played by each learner in the simulation GD can be taken for assessment based on the criteria given in the following Table:

Group Discussion/ Participation Rubric

Learner _____

Assessor: _____

(who is being graded)

(who is doing the grading)

Objective	Criteria				Points
	4 Exemplary	3 Accomplished	2 Developing	1 Beginning	
Time Management	Learner is never distracted and stays on task all the time.	Learner is rarely distracted and stays on task most of the time	Learner is occasionally distracted and stays on task some of the time	Learner is always distracted and hardly ever stays on task	

Objective	Criteria				Points
	4 Exemplary	3 Accomplished	2 Developing	1 Beginning	
Level of engagement in a small group	Learner always has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	Learner usually has something to contribute to his group discussion by sharing ideas, asking questions, or making plans	Learner rarely has something to contribute to his group discussion	Learner never has something to contribute to his group discussion.	
Listening Skills	Learner listens when others talk and incorporates or builds off the ideas of others.	Learner listens when others talk.	Learner does not listen when others talk.	Learner does not listen when others talk and often interrupts when others speak.	
Behaviour	Learner almost never displays disruptive behaviour during group meetings.	Learner rarely displays disruptive behaviour during group meetings.	Learner occasionally displays disruptive behaviour during group meetings.	Learner almost always displays disruptive behaviour during group meetings.	
Preparation	Learner is almost always prepared to meet group members and is ready to share research findings with the group.	Learner is usually prepared to meet group members and is ready to share research findings with the group.	Learner is rarely prepared to meet group members and share research findings with the group.	Learner is never prepared to meet group members and share research findings with the group.	

Suggested Readings & e-Resources:

1. Griffin, T. (2022, September 26). *How to Conduct a Group Discussion*. wikiHow. <https://www.wikihow.com/Conduct-a-Group-Discussion>
2. Padilha, E., and Carletta, J. (2022). *A simulation of small group discussion*. Semantic Scholar. <https://www.semanticscholar.org/paper/A-simulation-of-small-group-discussion-Padilha-Carletta/27f9357a7e5bff62a9c99a7a87d39f5cbc1b97ac?p2df>
3. Young, S. K., Wood, J. T., Phillips, G. M., and Pedersen, D. J. (2006). *Group Discussion: A Practical Guide to Participation and Leadership, Fourth Edition*. Waveland Press. https://www.google.co.in/books/edition/Group_Discussion/se4kAAAAQBAJ?hl=en&gbpv=0
4. Bright, P. S. (n.d.). *Manual to Group Discussions*. Bright Publications. https://books.google.co.in/books?id=lgYQHx0guEsC&pg=PA5&hl=hi&source=gbs_selected_pages&cad=2#v=onepage&q&f=false

Video links

1. Sugandha Sharma. (2020, July 1). *How to Crack Group Discussion: Most Common GD Round Mistakes to Avoid*. [Video]. YouTube. <https://www.youtube.com/watch?v=papqqwvULdQ>
2. Pebbles Language & Competitive Exams. (2015, December 16). *Practical Group Discussion Example | group discussion videos | group discussion tips*. [Video]. YouTube. <https://www.youtube.com/watch?v=PfJg-67smf4>

Module 11: Exploring Career Opportunities 3 Hours

Objectives:

The objectives are to help learners

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

Expected Outcomes:

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 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 Learners and Availability of Opportunities

11.1 Process of Career Exploration

Career exploration means knowing oneself, surveying career options, gaining new experiences, and preparing a strategic plan to attain career goals. The same process is followed for selecting the subjects.

To facilitate learners about the process of career planning, ask them to watch the video using the following link: <https://www.youtube.com/watch?v=qnU5KYr8gjk>

(How to Choose a Career — Choosing a Career)

Ask the learners to prepare a write-up on the following points followed by a 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 the aspirant decides his or her career goals and the path to reach these goals. A career can be defined as all the jobs held during working life. It consists of a series of properly sequenced role experiences 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 to life. In the concept of career, changes in attitudes, motivation, and values occur,

as a person grows old. In both perspectives, the focus is on the individual. A Career, thus, represents an organized, well-timed, and positive move taken through 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 occupations that seem to be a good fit based on the results of self-assessment and any other professions of their interest).
- Gathering information about career options through print, electronic, and online sources.
- Gaining experience in the chosen career.

Ask learners to visit the 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. The standardized psychological test can measure these characteristics and individuals can come to know their strengths and weaknesses. Learners may take the help of a professional career counsellor to know about the following characteristics.

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

Activity

- ✓ Learners in small groups may be asked to prepare a brief write up on the above characteristics.

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

In India, several agencies provide information regarding job opportunities in and outside the country. Union Public-Service Commission (UPSC), State Public Service Commissions (SPSC), Railway Recruitment Board (RRB) and all the employment exchanges give relevant information about job opportunities. The information about the technological employment opportunity is available at the Ministry of Education (MoE), University Grants Commission (UGC) and the Institute of Engineers (IEI), 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, the National Sample Survey, Planning Commission, and other agencies supply from time-to-time information related to employment and unemployment trends. Newspapers and other media also publish career information. Based on such information future human resource requirements can be made.

There are ample opportunities in the field of self-employment. It is important to explore such opportunities to take the best career decision.

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

11.4 Sources of Career Information

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

Assessment

Based on the knowledge gained through various websites and videos the learners can prepare a strategic career plan considering the following steps:

Step 1: Assess personal strengths and weaknesses

Step 2: Identify careers of choice using print, electronic and online sources of career information

Step 3: Develop a strategy or action plan to proceed in the right direction

Learners 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 Learners and Availability of Opportunities

Project

- Preparation of Career Case Study in an identified occupation.
- Ask the learners to identify professionals in the career of their choice and interview them using an interview schedule or questionnaire. The interview schedule or questionnaire may be based on the dimensions given in point 11.3 of this module.
- The learners may analyse the responses in the case study and finalize their career plans. Learners can also share the case studies with peers to think about a particular career.

Assessment

1. Written evaluation.
2. **Through evaluating portfolio:** Learners may be asked to prepare a portfolio in which they can record their experiences, report their work with reflection, photos, video/audio recordings of the interview with professional.
Note: The learners should be told in advance the criteria for portfolio evaluation.
3. Project evaluation.

Suggested Readings & e-Resources:

1. McKay, D. R. (2022, September 13). *The Career Planning Process*. The Balance. <https://www.thebalancecareers.com/the-career-planning-process-524774>.
2. Career Profiles. (n.d.). *Career exploration*. Career Profiles. <http://www.careerprofiles.info/career-exploration.html>.

Module 12: Cognitive and Non-Cognitive Skills 3 Hours

Objectives

The objectives are to help learners:

- Describe cognitive and non-cognitive skills in general.
- Describe the use of cognitive and non-cognitive skills required for smooth and efficient functioning at the workplace.

Expected Outcomes

The learners shall be able to:

- Develop cognitive and non-cognitive skills for use in day-to-day life.
- Demonstrate a set of cognitive skills such as critical thinking, problem-solving and the ability to learn for smooth and efficient functioning at the workplace.
- Demonstrate a set of non-cognitive skills such as empathy, creativity, teamwork, collaboration, interpersonal skills, and resilience for smooth and efficient functioning at the workplace.

Module Outlines

12.1 Cognitive Skills: Meaning, types of cognitive skills, and strategies.

12.1.1 Critical Thinking Skills.

12.1.2 Problem-solving Skills

12.1.3 Ability to Learn.

12.2 Non-cognitive Skills: Meaning, Types of Non-Cognitive skills and Strategies

12.2.1 Empathy

12.2.2 Teamwork

12.2.3 Creativity

12.2.4 Collaboration

12.2.5 Resilience

12.2.6 Interpersonal Skills

12.2.7 Perseverance

12.2.8 Self Control

12.2.9 Social Skill

12.2.10 Peer Pressure

12.2.11 Stress and Stress Management

12.1 Cognitive Skills: Meaning, Types of Cognitive Skills

1) Meaning

Cognitive skills are also known as cognitive functions, cognitive abilities or cognitive capacities. Cognitive skills are essential for human adaptation and survival. These brain-based skills are needed in acquiring knowledge, manipulating information, and in reasoning.

These skills help the human brain to remember, reason, hold attention, solve problems, think abstractly, comprehend complex ideas, learn quickly, and most importantly, learn from experiences (Plomin, 1999). Cognitive ability is closely associated with educational attainment even in pre-kindergartens (Welsh, et al., 2010), occupation, and health outcomes (Plomin and Von Stumm, 2018). These skills have more to do with the mechanisms of how people learn, remember, solve problems, and pay attention, rather than with actual knowledge. Cognitive skills or functions encompass the domains of perception, attention, memory, learning, decision making, and language abilities.

When cognitive skills are weak, learning becomes a challenge. These abilities are impaired in developmental disorders of attention, language, reading, and mathematics, such as Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, dyscalculia, and dysgraphia. Cognitive abilities help an individual to process new information by taking that information and distributing it to the appropriate areas in the brain. The brain uses cognitive skills to retrieve and use that information whenever that information is needed. Appropriate development of cognitive skills helps the brain to complete this process more quickly and efficiently. The individual ensures understanding of the new information and thus effectively process it. For learners, therefore, cognitive skills are mental capabilities that are vital to learn effectively. They complement each other to function effectively and determine the success of learning outcomes.

2) Types of Cognitive Skills

Cognitive skills are divided into nine different categories, each reflecting a different method that the brain uses to effectively interpret and use information.

Ask learners to go through the web link <https://www.indeed.com/career-advice/career-development/cognitive-skills-how-to-improve-them> to gain more understanding about the following types of cognitive skills:

- Sustained attention
- Selective attention
- Divided attention
- Long-term memory
- Working memory
- Logic and reasoning
- Auditory processing
- Visual processing
- Processing speed

3) Strategies to Develop Cognitive Skills

While cognitive skills are not generally amenable to direct instruction, they can be developed through the right kind of cognitive training or brain training. Effective cognitive training incorporates key neuroscience principles to be successful. While the teacher's teaching skills are important, the learner's learning skills are equally important. There is a direct relationship between the learner's ability to learn and the teacher's ability to teach. With a strong cognitive foundation and sufficient learning capacity, teaching can be more effective. The following strategies can be used to develop cognitive skills:

- i) **Physical and mental exercises:** Physical exercises (like walking, exercising, yoga, or playing some physical games) and mental exercises (meditation and being mindful of thoughts) help in developing cognitive skills.

- ii) **Practice focusing:** Purposeful focusing of the mind, removing distractions, and engaging more senses can help in focusing attention. Taking a brief walk around the workspace after having sat for a long duration, or listening to music (using headphones so as not to disturb others) to help re-focus) are simple methods.
- iii) **Exercising the brain:** Activities such as reading a book, playing mind games, writing a story or memorizing a favourite song or poem; hobbies and learning something new (difficult, but achievable) every day stimulate certain areas of the brain and improve the associated cognitive skills and reduce cognitive decline.

4) Essential Cognitive Skills at the Workplace

Cognitive skills are very important in the workplace. These skills help to interpret data, remember team goals, pay focused attention, and more. These skills help recall previous information that may relate to the organization's goals and in making important connections between old and new information to work more effectively.

Activity: Ask learners to identify the cognitive skills required at the workplace for effective functioning and discuss them in the classroom.

They can refer <https://www.indeed.com/career-advice/career-development/cognitive-skills-how-to-improve-them>

5) Highlighting Cognitive Skills during Job Search

Almost all jobs including manual labour require the workers to exercise their cognitive skills—their “thinking skills”. It is important for job seekers to be able to demonstrate that they have the types of cognitive skills employers want. One can find these under the “preferred qualifications” section in a job advertisement. Mention the skills that are a close match to the employer's requirements in the résumé and cover letters, and during job interviews.

For details visit <https://www.indeed.com/career-advice/career-development/cognitive-skills-how-to-improve-them>

12.1.1 Critical thinking skills

- I) **Meaning:** Critical thinking is a valuable skill for all aspects of life. It benefits problem-solving, creativity, and teamwork. It is also very much required at the workplace. Critical thinking is a way of approaching whatever is presently occupying the mind to come to the best possible conclusion. Critical thinkers are clear-minded, organized, rational and can make logical connections between ideas. They are focused on constantly upgrading their knowledge, and they engage in independent self-learning. Critical thinkers make some of the best leaders, because they are ready for self-improvement and can reach for self-actualization.
- II) **Characteristics of Critical Thinkers:** Ask learners to visit <https://www.entrepreneur.com/article/321660> to learn about the following characteristics of critical thinkers:
 - Careful observation
 - Curiosity
 - Objectivity
 - Introspection
 - Analytical thinking
 - Identifying biases
 - Determining relevance

- Inference
- Compassion and empathy
- Humility
- Willingness to challenge the status quo
- Open-mindedness
- Awareness of common thinking errors
- Creative thinking
- Effective communication
- Active listening

III) Need for Critical Thinking at the Workplace: The learners may be asked to visit the following web link and prepare a write-up for discussion in the class on the need for critical thinking at the work place:

<https://pmctraining.com/site/resources-2/what-is-critical-thinking-and-why-is-it-valuable-in-the-workplace/>

12.1.2 Problem-solving skills

I. Meaning

According to the Concise Oxford Dictionary (1995) a problem is, “A *doubtful or difficult matter requiring a solution*” and “*Something hard to understand or accomplish or deal with.*”

We are continuously exposed to opportunities in life, at home, school, at work, and even in the community. However, sometimes we miss opportunities or do not take full advantage of them. Often we are unsure of how to take advantage of an opportunity and we create barriers, or reasons why we can't take advantage. These barriers can turn a potentially positive situation into a negative one or a problem. All problems have the following two features in common:

Goals: Goals can be anything that we wish to achieve, or where we want to be.

Barriers: Barriers or obstacles prevent the immediate achievement of goals.

If there were no barriers in the way of achieving a goal, then there would be no problems. Problem-solving involves overcoming these barriers in achieving goals.

II. Stages of Problem-solving

Many approaches may be used to solve problems but the following stages are required for a workable solution:

1. Define the problem
2. Brainstorm alternatives
3. Choose the best strategy
4. Implement your solution

The learners may be asked to visit the following website for a detailed understanding of the process of problem-solving:

<https://www.careerbuilder.com/advice/what-are-problemsolving-skills-and-why-are-they-important>

III. Essential Skills for Successful Problem-solving

“You can never solve a problem on the level on which it was created.” — Albert Einstein

Successful problem-solving requires the following important skills in proceeding efficiently from identification or defining the problem in the implementation of the solution:

Source <https://www.skillsyouneed.com/ips/problem-solving.html>

- **Observational skills:** In the early stages of problem-solving, strong **observational skills, lateral thinking, and analytical abilities are very essential**. These skills help in properly assessing what’s going on and to pinpoint the core cause of the issue.
- **Persistence:** Persistence is required to explore potential solutions to the issue.
- **Innovative thinking: Innovative thinking** helps in finding the right approach to the issue.
- **Teamwork and leadership:** A careful balance of **teamwork and leadership** helps to implement solutions.
- **Resilience:** There is a need for **resilience** to withstand the inevitable pushback from co-workers who resist change.
- **Communication and negotiation:** Both skills are important at this point.
- **Critical thinking and attention: Critical thinking and attention skills are needed** once the solution is implemented. These are required to assess the results and tweak the strategy as needed to ensure that the problem is successfully resolved.

IV. Problem-solving Strategies

People may use many different ways in solving problems. Some of the strategies people employ to figure out and fix a problem are:

- Algorithms:** An algorithm is a step-by-step procedure that always produces the correct solution. For example, a mathematical formula is a good example of a problem-solving algorithm. This strategy, however, is not practical for many situations because it can be time-consuming.
- Heuristics:** A heuristic is a mental rule-of-thumb strategy that may or may not work in certain situations. Heuristics do not always guarantee correct solutions. However, heuristics do allow people to simplify complex problems and reduce the total number of possible solutions to a more manageable set.
- Trial and error:** This approach involves trying out several different solutions and ruling out those that do not work in problem-solving. This approach can be appropriate when a very limited number and similarly weighted options are available.
- Insight:** Sometimes, the solution to a problem appears as a sudden insight. This can occur because the problem is actually similar to something dealt with in the past or is present as an exemplar. However, the underlying mental processes that lead to insight happen outside of awareness.

Source: <https://www.verywellmind.com/problem-solving-2795008>

V. Obstacles in Problem-solving

The following are different obstacles that can interfere with the ability to solve a problem quickly and efficiently:

- **Assumptions:** When dealing with a problem, people often make assumptions about the constraints and obstacles that may hinder certain solutions.

- **Functional fixedness:** Functional fixedness prevents people from seeing all the different options that might be available to find a solution.
- **Irrelevant or misleading information:** The more complex a problem the easier it is to get misled by irrelevant and misleading information. It is important to distinguish between information that is relevant to the issue and irrelevant data that can lead to faulty solutions in problem-solving.
- **Mental set:** This is the tendency to only use tried and tested solutions, those that have worked in the past rather than look for innovative or alternative ideas. Although the mental set can work as a heuristic, it can lead to inflexibility, making it more difficult to find the most effective and viable solutions.

VI. Important problem-solving skills at the workplace

Following are some important problem-solving skills that employers look for in candidates:

- Listening
- Analytical thinking
- Creativity
- Communication
- Decision-making
- Teamwork

For details, learners may visit <https://www.indeed.com/career-advice/career-development/effective-problem-solving-steps>

12.1.3 Ability to learn

I. Meaning

No matter what you may set your sights on doing or becoming, if you want to be a contender, it's mastering the ability to learn that will get you in the game and keep you there.

-H.L. Roediger in *Make It Stick*

The ability to learn is the most “In-demand Soft Skill” for a learner and an employee. The ability to learn is in itself an acquired skill. It means knowing how to actively grow and develop a skill. Learning any new skill in the future requires understanding the principles of learning. Candidates must know what talents employers are looking for in new employees. ‘Hard’ skills, like computer programming or proficiency in a foreign language, are very important, but equally important are soft skills. These are less quantifiable skills, such as communication, leadership, problem-solving, critical thinking and most importantly, the ability to learn.

II. Tips for developing the skill of ability to learn

Due to the continuous development in technology and more and more connections among countries, contemporary workers need to know how to keep up with job demands. Learning is a process and continuing to use the same process, almost automatically, throughout the work life does not function in the ever-changing scenario. A new worker who knows little to nothing about an assignment or position, but knows how to acquire that knowledge, is going to be far more valuable than someone who knows more from past experience but has not diversified or expanded the knowledge by improving the ability to learn new or

renewed skills. Following are a few points a learner should remember while developing the skill of “Ability to Learn”:

- Understands the principles of planned and deliberate practice
- Has a mindset tuned to growth and understanding (believe that he/she can keep learning).
- Is good at objectively assessing their strengths and weaknesses.
- Has the ability to take in critical feedback.
- Is good at self-correcting and is ready to learn from mistakes.
- Is focused and concentrated during practice.
- Puts in a lot of effort.
- Focuses on the long run by improving or perfecting one thing at a time.
- Prioritizes and finds time for practice.
- Creates an optimal practice environment.
- Takes responsibility for the learning process, rather than make excuses.
- Always looks for ways to improve.

III. Characteristics of people having the skill of the ability to learn

Following are a few characteristics of people with the skill of “Ability to Learn”. Learners may be asked to explore details about the following characteristics by visiting the web link <https://hbr.org/2015/06/improve-your-ability-to-learnv>:

- Innovating
- Performing
- Reflecting
- Risking
- Avoid Defending

Researchers have found that individuals with the agility to learn to translate the above five facets into behaviour, performance, and results at work in the following manner:

- **Extroverted:** More sociable, active and more likely to take charge.
- **Focused:** Continually refine and polish their thinking and work. They are more organized, driven, and methodical.
- **Original:** More likely to create new plans and ideas, seek complexity, and readily accept change and innovation.
- **Resilient:** They are more “at ease,” calm and optimistic. They bounce back quickly from stressful events.
- **Challenging:** They are less accommodating, likely to challenge others, welcome engagement, and express their opinions.

12.2 Non-cognitive Skills: Meaning, Types of Non-cognitive Skills and Strategies

I. Meaning and Types

Non-cognitive skills are defined as the “patterns of thought, feelings and behaviours” (Borghans et al., 2008) that are socially determined and can be developed throughout

the lifetime to produce value. Non-cognitive skills comprise personal traits, attitudes, and motivations. Non-cognitive skills have a positive effect on employment outcomes and these can be developed through education and training. Gutman and Schoon (2013) identified eight non-cognitive skills: self-perception of ability, motivation, perseverance, self-control, metacognitive strategies, social competencies, resilience and coping, and creativity. Positive associations between each of these eight non-cognitive skills and academic achievements have been demonstrated in some social studies. Non-cognitive skills are relatively stable at a particular life stage, but they are greatly influenced by culture.

The University of Chicago scholars have identified the following five non-cognitive skills as contributors to learners' academic success:

- Academic Behaviours – observable behaviours that show learners' engagement and effort.
- Academic Mindsets – learners' attitudes and beliefs about their academic work and ability.
- Academic Perseverance – the ability to overcome distractions, obstacles, and challenges to complete academic work.
- Learning Strategies – tactics that learners use to help them to remember, think, and learn.
- Social Skills – behaviours that allow learners to interact with peers and adults in positive and productive ways.

12.2.1 Empathy

I. Meaning

Empathy is the ability to recognize emotions in others, and to understand other people's perspectives on a situation. Empathy and sympathy are two terms used for such feelings, but there is a difference between empathy and sympathy. Sympathy is a feeling of concern for someone, and a sense that they could be happier. Unlike empathy, sympathy doesn't involve shared perspectives or emotions.

Ask learners to watch the following video to learn about empathy

<https://youtu.be/UzPMMSKfKZQ>

II. Stages of Empathy

According to psychologist Daniel Goleman, empathy is one of the five key components of emotional intelligence, (a vital leadership skill). It develops through the following three stages: cognitive empathy, emotional empathy, and compassionate empathy:

- Cognitive Empathy:** Cognitive empathy is the ability to understand what another person might be thinking or feeling. It need not involve the observer's emotional engagement. Managers or leaders may find cognitive empathy useful in understanding the feelings of their team members. This would help them to decide the style of leadership that would get the best out of them in a particular situation.
- Emotional Empathy:** Emotional empathy or affective empathy is the ability to share the feelings of another person, and understand that person at a deeper level. It is not just a matter of knowing how someone feels, but of ensuring genuine rapport with that person. A team leader will definitely benefit from developing some level of emotional empathy. It helps to build trust between managers and team members, and develop honesty and openness. Empathy combined with action is most valuable.

- iii) **Compassionate Empathy:** It is the most active form of empathy as it involves not only having concern for another person, and sharing their emotional pain, but also taking practical steps to reduce it.

III. Strategies to Develop Empathy at Work

Practice the following techniques to display empathy in recognizing the behaviour of an individual that appears, at first sight to be over-emotional, stubborn, or unreasonable.

- Ensure mindful listening and direct full attention.
- Consider the other person's perspectives.
- Take affirmative action.

Learners can visit the following website to gain more understanding of empathy.

<https://www.mindtools.com/pages/article/EmpathyatWork.htm>

12.2.2 Teamwork*

I. Meaning

Vince Lombardi “Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work.”

Andrew Carnegie “The ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.”

Teamwork is a process in which team members, using their individual knowledge, experience and skills through dynamic interaction with other team members, seek to achieve the common goals of the group/organization. Teamwork focuses on shared behaviours, cognitions, and attitudes of team members. Communication plays an important role in teamwork. It helps team members to resolve disagreements, synchronize information from multiple sources, align toward goals, or distribute critical information to each other.

According to Driskell et al., “teamwork is the process through which team members collaborate to achieve task goals. Teamwork refers to the activities through which team inputs translate into team outputs, such as team effectiveness and satisfaction”.

A team can achieve effectiveness by creating team synergy through the mechanism of process gain and loss. Working in teams is the most effective way to do such work, both in the classroom and in the business world. In class projects, teams bring different interests and skills to the problem, as well as reduce the amount of work to be done by learners and instructors alike.

II. Advantages of Using Teams

Effective teamwork provides significant benefits to both the organization and the team members. The organization gets a complete entity that collectively has all the knowledge and skills needed to improve the process. Therefore, an effective team can often make fundamental, lasting process improvements, rather than just push the problem from one department to another, in the absence of effective teams. The individuals also benefit by learning from fellow team members about other aspects of the process or better.

* Refer to Module 14 : Trust and Collaboration

III. Factors Contributing to the Success of a Team

Scholtes, Joiner, and Streibel (2003) discuss the following factors contributing to the success of a team :

- Clear goals
- Clear roles
- Project plan
- Use of scientific methods including data
- Knowledge of the process being improved
- Problem-solving skills
- Productive team dynamics
- Clear communication
- Balanced participation
- Follow ground rules
- Group process awareness

IV. Strategies to Deal with Conflict among Team Members:

Following are some ways for dealing with conflict occurring among team members, especially during team meetings (from *The Team Memory Jogger*):

- Avoid conflict by being objective
- Stay focused on the subject, not the people involved.
- Try to understand the other person’s point of view.
- Avoid judgmental and inflammatory language.
- Handling disagreements
- Decisions are built on a series of small agreements.
- Identify areas of agreement and disagreement.
- Build on areas of agreement.
- Listen carefully and check for understanding.
- Dealing with feuds and focusing on the work of the team, not the feud.
- Help the team move forward in spite of the feud.
- Work to keep the feuding parties from dominating the meeting.
- Ensure that the feud is handled outside the meeting.

Learners may watch the following videos to learn about teamwork and collaboration.

- <https://youtu.be/y0FtXhSu0J0>
- <https://youtu.be/RuQjYzP9PMo>
- <https://youtu.be/4ET3SvXJyhw>

12.2.3 Creativity

I. Meaning

“Creativity doesn’t wait for that perfect moment. It fashions its own perfect moments out of ordinary ones.”

—Bruce Garrabrandt

“There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns.”

—Edward de Bono

Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Another point of view is that it is simply the act of making something new. Creativity is also defined as an “assumptions-breaking process”. Creative ideas are generated when one discards preconceived assumptions and attempts a new approach or method that might seem to others unthinkable. Creativity is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity enables us to solve complex problems or find interesting ways to approach tasks. Creative people look at things from a unique perspective.

Ask learners to watch the following video to learn about creativity and innovation.

<https://youtu.be/FXJUDyqobbM>

From a scientific point of view, the products of creative thought or divergent thought have both originality and appropriateness. Although creativity is associated with art and literature, it also plays an essential part in innovation and invention. Creativity is equally important in the business, architecture, economics, and science and engineering professions.

II. Strategies to Increase Creativity

Nickerson (1999) provided a summary of the various creativity techniques that have been proposed. These include approaches that both academia and industry have developed :

- Establishing purpose and intention
- Building basic skills
- Encouraging acquisitions of domain-specific knowledge
- Stimulating and rewarding curiosity and exploration
- Building motivation, especially internal motivation
- Encouraging confidence and a willingness to take risks
- Focusing on mastery and self-competition
- Promoting supportable beliefs about creativity
- Providing opportunities for choice and discovery
- Developing self-management (metacognitive skills)
- Teaching techniques and strategies for facilitating creative performance
- Providing balance

The learners may get a detailed description of these approaches in following web link:

<https://zety.com/blog/creative-thinking-skills>

Following are a few more strategies suggested to develop creativity:

- Commit yourself to creativity
- Become an expert
- Reward your curiosity
- Take risks

- Build your confidence
- Make time for creativity
- Overcome a negative attitude
- Fight fear of failure
- Brainstorm new ideas
- Explore multiple solutions
- Keep a creativity journal
- Use mind maps and flow charts
- Challenge yourself and create opportunities
- Try the six hats technique
- Look for inspiration
- Consider alternative scenarios
- Try the snowball technique

The learners may get a detailed description of these points from the following web link:

<https://www.verywellmind.com/how-to-boost-your-creativity-2795046>

Learners may watch the following video to learn about more strategies to develop creativity:

<https://youtu.be/EGvI1BTCm5w>.

III. Creative Skills at the Workplace

Creativity is also required at the workplace. The following examples of creative skills can be practised to become more creative in the workplace. Used in combination, these can be helpful in thinking differently about a problem or a task:

- Making connections
- Asking questions
- Making observations
- Networking
- Experimenting

The learners may visit the following web link to get a description of the stated examples:

<https://www.indeed.com/career-advice/career-development/creativity-ski>

12.2.4 Collaboration

I. Meaning

Collaboration is a purposeful relationship in which the concerned parties decide strategically to cooperate to achieve shared or overlapping objectives. Teams that work collaboratively are more likely to obtain greater resources, recognition, and rewards, especially when facing competition for limited resources.

II. Types of Collaboration

- **Team collaboration**
- **Network collaboration**
- **Video collaboration.**
- **Cloud collaboration**

- **Contextual collaboration**
- **Cross-functional collaboration**
- **Community collaboration**
- **Social collaboration**
- **Virtual collaboration**

Ask learners to visit <https://eztalks.com/video-conference/4-different-types-of-collaboration.html> to learn about the types of collaboration.

III. Importance of Collaboration in an Organization

Effective collaboration can achieve the most important effects within an organization of making employees happier, reducing stress by making work easier, making way for better work relationships, and reducing overall stress. More effective collaboration gives an organization a huge advantage when it comes to brainstorming, value creation, and equal opportunity. A high level of importance on collaboration can increase efficiency, enhance job satisfaction, and employee retention.

Collaboration is important because it:

- helps in problem-solving
- brings people (and organizations) closer together
- helps people learn from each other
- opens new channels for communication
- boosts morale across the organization
- makes workers more efficient
- leads to higher retention rates among employees

Source: <https://blog.jostle.me/blog/why-collaboration-is-important>

IV. Collaborative Learning

Collaborative learning can be between two peers or in small/larger groups. Peer learning is a type of collaborative learning that involves learners working in pairs or in small groups to discuss concepts or find solutions to problems. It helps in addressing misunderstandings and clarifying misconceptions. Research shows that educational experiences that are active, social, contextual, engaging, and learner-owned lead to deeper learning.

i. Advantages of Collaborative Learning

- Helps in developing higher-level thinking, oral communication, self-management, and leadership skills.
- Promotes interaction between learners and faculty.
- Increases learner retention, self-esteem, and responsibility.
- Provides exposure.
- Prepares learners for real life social and employment situations.

ii. Process of Collaborative Learning

The following three-step process may be adopted in collaborative learning. The duration may depend upon the task at hand.

- *Introduce the task:* This can be done by instructing learners to discuss or debate a topic with their neighbour.

- *Provide learners with enough time to engage with the task:* The faculty member may walk around and address any questions as needed.
- *Debrief:* Few learners may be asked to share a summary of their conclusions. Any misconceptions or confusing points may be clarified by the faculty member. Questions from the other participants may be invited.

For larger group work projects, the following strategies may be used to ensure productive group dynamics:

- Provide opportunities for learners to develop rapport and group cohesion through icebreakers, team-building, and reflection exercises.
- Give learners time to create a group work plan allowing them to plan for deadlines and divide their responsibilities.
- Set standard ground rules for learners to create a contract for each member to sign, such as agreed-upon penalties for those who fail to fulfil obligations.
- Assign roles to members of each group and change the roles periodically. For example, one learner can be the coordinator, another the note-taker, another summarizer, and another planner of the next steps.
- Allow learners to rate each other's quantum of contribution. Use these evaluations when giving individual grades, but do not let them weigh heavily on a learner's final grade. Communicate clearly how peer assessment will influence grades.
- Check and follow-up with groups intermittently but encourage the learners to handle their own issues before asking for assistance from the faculty member.

For better understanding the learners may be asked to visit: <https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning>

iii. Collaborative Learning or Group Work Activities: Few examples

- Stump your partner
- Think-pair-share/write-pair-share
- Catch-up
- Fishbowl debate
- Case study
- Team-based learning
- Group problem-solving

Source: <https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities>

Learners can visit the web link <https://www.gdrc.org/kmgmt/c-learn/44.html> to know about the 44 Benefits of Collaborative Learning

12.2.5 Resilience

I. Meaning

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant stress. The stressors may be family and relationship problems, serious health problems, or related to workplace and financial issues. Emotions of pain and sadness are common in people who have suffered major adversity or trauma in their lives. Resilience is

not a trait, it involves behaviour, thoughts and actions that can be learned and developed in anyone. The following video may help learners to develop an understanding of resilience: <https://youtu.be/4ET3SvXJyhw>

II. Strategies for Building Resilience

All people do not react in the same manner to similar traumatic and stressful life events. Therefore, developing resilience is personal. People use varying strategies depending on cultural differences. Following are some ways to build resilience:

- Maintain good relationships with close family members, friends or others.
- Avoid seeing crises as insurmountable problems.
- Accept circumstances that cannot be changed.
- Develop some realistic goals and move toward achieving them.
- Take decisive actions rather than detaching completely from problems and stresses and wishing them away.
- Develop positive views of yourself and confidence in your ability to solve problems and trust your instincts to build resilience.
- Keep things in perspective even when facing very painful events. Avoid blowing events out of proportion.
- A hopeful outlook enables the expectation that good things will happen in life. Try visualizing what you want, rather than worrying about what you fear.
- Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing to keep the mind and body focused to deal with situations that require resilience.
- Write a journal on the deepest thoughts and feelings related to any trauma or other stressful events.
- Practice meditation to build connections and restore hope.
- Stay flexible in using strategies

Source: American Psychological Association (2014)

12.2.6 Interpersonal skills

Interpersonal skills are sometimes referred to as social skills, people skills, soft skills, or life skills. We need these skills and use them to communicate and interact with other people both individually and in groups.

Interpersonal skills are the foundation for success in life. People with strong interpersonal skills tend to work well with others, including in teams or groups, formally and informally. They communicate effectively with others, whether family, friends, colleagues, customers, or clients. They also have better relationships at home and work.

I. Variants of Interpersonal Skills:

1. Communication skills*:
Verbal Communication with oral language.

* Refer to Module : 1 Listening, Module : 3 Reading, Module : 4 Writing and different modes of writing and Module : 7 Communication

- Non-verbal Communication: Communicating using body language, gestures, facial expressions, tone of voice, and many more.
2. Emotional Intelligence: The ability to understand and manage personal and others' emotions.
 3. Team Work: Ability to work formally or informally with others in groups and in teams.
 4. Negotiation, Persuasion and Influencing Skills: The ability to work with others to find a mutually agreeable outcome. Although this may be considered a subset of communication, it is often treated separately.
 5. Conflict Resolution: Working with others to resolve interpersonal conflicts and disagreements in a positive way.
 6. Assertiveness: It allows an individual to respect one's own thoughts, rights, beliefs, and values, while respecting the rights and opinions of others.
 7. Empathy: Understanding how others are feeling and showing compassion and support. It can help an individual to respond appropriately. Being empathetic allows an individual to build trust and eliminate conflict with others.

II. Developing Interpersonal Skills

Good interpersonal skills are the foundation for good working and social relationships, and also for developing many other areas of skill.

1. Identify areas for improvement
2. Focus on basic communication skills
3. Improve more advanced communication skills

<https://www.skillsyouneed.com/interpersonal-skills.html>

12.2.7 Perseverance

Perseverance usually helps an individual to keep trying repeatedly to overcome obstacles or challenges and to accomplish the final goal. Perseverance and grit are malleable by environmental factors. It can be improved by reflecting on failures, belief in the changeability of brain or cognitive abilities, as well as by focusing on envisioning and planning in breaking obstacles. It improves learners' performance especially in mathematics and increases the ability for retention in learners. However, in some cases, too much perseverance may lead to stubbornness and less flexibility to the environment.

12.2.8 Self-control*

Self-control is defined as an individual's capacity for altering one's own responses according to the standards of a social group such as ideals, values, morals, and social expectations, and to support the pursuit of long-term goals. Some other terms such as self-regulation, self-discipline, will-power, effortful control, ego strength, and inhibitory control are also used by researchers to describe self-control. Researchers have found the positive relationship of self-control with psychological adjustment, interpersonal communication, achievement in school, organizational citizenship behaviours, personal initiative, and proactive coping.

The learners can watch the following videos to learn about Self Control: Teaching Learners About Their Greatest Inner Strength with Nathan DeWall- <https://www.youtube.com/watch?v=E2jYdEO18nU> Self control is the key to success. Lessons from the Marshmallow

* Refer 12.2. 6 to understand the need of self control

Test- <https://www.youtube.com/watch?v=mZUTZKbe4hI> How Instant Gratification is Harming Society and What to Do About It | John Davidson | TEDxCSUS-

- https://www.youtube.com/watch?v=4StLXX1k_9I
- <https://www.youtube.com/watch?v=XxEDFPzNUYQ>
- https://www.youtube.com/watch?v=lw_2qDIeV8s

12.2.9 Social skills*

Social skills can be defined as the ability to establish a compatible and effective relationship with others. It can be understood as an individual's knowledge of and ability to use appropriate social behaviours that are pleasing to others in interpersonal situations.

Training in social skills is provided as a group intervention for learners that includes, programmes for friendship and conversational skills, anger management, empathy training, and taking perspective (Kjøbli and Ogden, 2014).

The learners can gain more information from the following exemplar videos and improve social skills

- <https://www.youtube.com/watch?v=WTArumpjCA> How to improve your social skills?
- <https://www.youtube.com/watch?v=4nm3vgg8k-0> 14 Social Skills to Help You Win in Life.
- https://www.youtube.com/watch?v=ku_XltAHvjA What are social skills. Improving social skills.

Activity

- ✓ Learners may be asked to have small group discussion/presentations or practice sessions after watching the above videos

12.2.10 Peer Pressure

I. Meaning: A peer can be any individual who belongs to the same social groups or circles and has some type of influence over other members of the group. Members of a peer group may influence a person's beliefs and behaviour. A group or individual may be encouraged and want to follow their peers by changing their attitudes, values or behaviours to conform to those of the influencing group or individual.

Peer pressure is the process in which the members within the same group influence other peers in the group to engage in a behaviour or activity that they may not be willing to engage in. Everyone irrespective of age, race and gender may face some type of peer pressure at some point in their life. Children and adolescents of any age can experience peer pressure in the form of engaging in risky behaviour, name calling or bullying other children or breaking rules. The adolescents become more susceptible to direct, spoken peer pressure, such as taking a drink in a social situation, accepting a cigarette or engaging in pranks, vandalism and/or bullying.

II. Types of Peer Pressure: Following are the types of peer pressure which can be experienced by an individual at any age:

- Spoken Peer Pressure
- Unspoken Peer Pressure

* Refer 12.2. 6 and Module 17 : Social and Cultural Etiquettes to understand the need of Social Skills

- Direct Peer Pressure
- Indirect Peer Pressure
- Positive Peer Pressure
- Negative Peer Pressure

III. Dealing with Peer Pressure: It is necessary to recognize the impacts of peer pressure on people's mental health, regardless of their age, race and gender. Social anxiety is one of the common consequences of peer pressure, especially if it has been experienced several times and/or over the course of one's core developmental age brackets (Kapoor, Sharma & Khosla (2020).

- i. Being aware of one's feelings about the situation and environment when peer pressure is happening.
- ii. Being assertive to say 'no' to any behaviour or act which is under peer pressure.
- iii. Setting boundaries to ensure that the peer group respects you, your value system and boundaries.

Activity

- ✓ Organise a group discussion on the impact of positive and negative peer pressure and the strategies to overcome negative peer pressure.

12.2.11 Stress and Stress Management*

I. Meaning: Stress is a mental reaction that our body experiences due to a demanding circumstance or event that requires immediate action and attention. Stress is defined as a state of mental or emotional strain caused by adverse circumstances. Hans Selye explained his stress model based on physiology and psychobiology as General Adaptation Syndrome (GAS). His model states that an event that threatens an organism's well-being (a stressor) leads to a three-stage bodily response. Selye identified these stages as alarm, resistance, and exhaustion (<https://www.healthline.com/health/general-adaptation-syndrome#stages>).

Hans Selye introduced the concept of stress having two categories: distress and eustress. Distress is stress that negatively affects an individual. Eustress or positive stress energizes and motivates an individual to make a change. It is vital to enhance our positive energy. However, negative stress or distress, is responsible for all kinds of physical, mental, and behavioural problems.

The learners may visit the following link to know more about types of stress and impact of stress <https://www.mentalhelp.net/stress/types-of-stressors-eustress-vs-distress/>

II. Causes of Stress: The actual cause of stress varies from person to person. The same situation may be stressful for an individual but challenging for others. The stressful conditions and situations known as 'stressors' are generated by one's own perception depending on their personal traits, thought process, habits, available resources etc. One feels stressed when the challenges are greater than his or her ability to encounter them.

III. Stress management techniques: Stress management is a process that helps an individual to control stress levels by practising self-care, relaxation and also imparts some techniques to handle stress when it occurs. Effective stress management helps an individual to be happier and more productive.

*Refer Module 20 Managerial Skill

Robinson, Smith, and Segal suggested the following techniques for stress management

- Identification of sources of stress
- Practice the 4 A's of stress management (mention 4 A's)
- Get moving
- Connect to others
- Make time for fun and relaxation
- Better time management
- Maintain balance with a healthy lifestyle
- Learn to relieve stress at the moment

The learners may be asked to visit following web links and discuss the techniques

<https://www.helpguide.org/articles/stress/stress-management.htm>

<https://www.educba.com/stress-management-skills/>

The understanding and practice of cognitive and non-cognitive skills help individuals to be successful, both in personal and professional life.

Assessment

1. **Written evaluation.**
2. **Through self-assessments:** Learners may assess themselves by responding to certain questions that indicate their level of cognitive and non-cognitive skills and personality characteristics acquired during classroom interaction.
3. **Through parents:** Reports of learner's behaviour, tendencies, or abilities that measures externalizing and internalizing behaviour, persistence, ability to focus, and social skills outside the institution.
4. **Through cumulative records:** Maintained by teachers/faculty members about learner's behaviour, tendencies, or abilities that measure externalizing and internalizing behaviour, persistence, ability to focus, and social skills in the classroom.
5. **Through apprenticeships/internships/community engagement:** These can serve as a very practical and effective approach for the assessment of a range of cognitive and non-cognitive skills.

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Module 13: Presentation Skills

4 Hours

Objectives:

The objective is to help learners

- Describe the strategies to prepare various types of presentations

Expected Outcomes:

The learners shall be able to

- Prepare effective presentations considering the important strategies

Module Outlines:

13.1 Presentation: Meaning and Types

13.1.1 Meaning of Presentation

13.1.2 Types of Presentations

13.1.3 Presentation for Internal and External Communication

13.2 Presentation Strategies

13.3 Ways to Improve Presentation Skills over Time

13.1 Presentation: Meaning and Types

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

Ask them: “What did they do while making the first presentation?”

After listening to their experiences ask the following questions: What is a presentation?

What other types of presentations do they know?

13.1.1 Meaning of presentation

Based on learners' 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 at a formal or informal gathering, and many more. Careful thought and preparation are required for an effective presentation.

Every organization or institution needs to disseminate information among its members. For this, one needs to have presentation skills to convey the message clearly and effectively. 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 others this is difficult. Making a presentation can indeed be challenging.

13.1.2 Types of presentations:

There are two basic types of presentations— informative presentations and persuasive presentations.

- 1) **Informative Presentations:** The purpose of informative presentations is to promote understanding of an idea or to convey information. They are often used to provide information about a concept or idea that is new to them.
- 2) **Persuasive Presentations:** Persuasive presentation is used to influence a change in the belief, attitude, or behaviour of another person when that person has some degree of free choice.

Ask learners to give examples of informative and persuasive presentations from their day-to-day lives.

13.1.2 Presentation for internal and external communication

- 1) **Presentation for internal communication:** It is the sharing of information, knowledge, ideas, and beliefs among the members of any organization/institution.
- 2) **Presentation for external communication:** This is used to inform the public about new products, services, personnel changes, company events, and brand building. External communication is the transmission of information between two organizations. It also occurs between a businessman and another person outside the company. These persons can be clients, dealers, customers, government officials or other authorities. A customer's feedback is also external communication. An organization invests a lot of time and money to improve its image through external communication.

The faculty member may elaborate on the type of presentations used for internal and external communication.

13.2 Presentation Strategies*

The preparation of any presentation requires certain skills and one has to keep them in mind while preparing the presentation. These skills are:

- i) **Knowing the Purpose:** It is very important for the presenter to write the purpose or objective of the 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 depends 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:** It is important to know about the audience before preparing any presentation. The nature of the 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 different types of learners. Therefore, presentation strategies should cater to all three types of learning styles.

* Presentation is a part of Communication Skills. Therefore, before learners start preparing presentations they should go through Modules 3 to 7 of Course 1.

Activity

- ✓ Ask learners to give examples of presentations to be used in each category of the learners.

Opening and Closing a Presentation: The following video can be played in the class so that the learners 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 a discussion in the class to highlight the major points of opening and closing an presentation.

The faculty member may describe the tips for opening and closing of a presentation to the learners.

- Make the introduction relevant to the goals, values, and needs of the audience
- Make some illustrations
- Stimulate thinking by asking questions
- Share a personal experience
- Begin with an anecdote
- Project a cartoon or colourful 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.

Assessment

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

- iii) Using Presentation Tools:** The tools in a presentation are used to emphasize the main ideas, illustrate a concept, or stimulate the interest of the audience. The tools may be audio and/or a 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, collages, and videos.

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

- Give the visuals a consistent appearance including colour and spacing.
- Start the text at the same place on each visual.
- Try to observe the seven-by-seven rule: On an overhead slide should have no more than seven lines and seven words per line. Similar rules would also pertain to flip charts, PowerPoint presentations 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 at the back of the room to read. Letters on a flipchart should be at least three 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 is on the visual, but 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 a 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 make it 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-answer 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 a presentation and accommodate a divergent audience.

13.3 Ways to Improve Presentation Skills over Time

Learners may watch the following video to learn to improve their presentation. <https://www.youtube.com/watch?v=Q5WT2vweFRY>

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

After watching the video, learners can evaluate their presentation and improve on it.

Assessment

1. Written evaluation.
2. Evaluation of presentation by learners in the classroom.
3. **Learners' portfolio evaluation:** Learners may keep their different presentations with feedback and remarks by the faculty member and the peers in the portfolio. The portfolio will be submitted at the end of the course for evaluation.

Note: The skills of an effective presentation may be assessed for each presentation during class interaction. The faculty member may develop a checklist or rating scale or rubrics using some parameters on which the assessment will be done. Help of learners may be taken for identifying the parameters.

Suggested Readings & e-Resources:

1. Gilda Bonanno. (n.d.). *Presentation skills coaching videos*. home. <https://www.gildabonanno.com/presentation-skill-coaching-videos>.
2. Muthusamy, A. (2019). *The importance of presentation skills in institutions of Higher Learning: Sunway University press*. <https://press.sunway.edu.my/blog/importance-presentation-skills-institutions-higher-learning>.
3. Tutorials Point. (2020, January 15). *Presentation skills - planning your presentation*. [Video]. YouTube. <https://www.youtube.com/watch?v=WJgSkf5nuug>.

4. Sharma, V. K. (2022, December 17). *Importance of presentation skills - effective communication*. Klient Solutech. <https://www.klientsolutech.com/importance-of-presentation-skills/>.
5. Power Presentations. (2009, February 26). *Effective presentation skills: Using vocal energy to excite your audience*. [Video]. YouTube. <https://www.youtube.com/watch?v=1gtMDX3dIKE>.
6. Cambridge University Press ELT. (2012, September 20). *How to open and close presentations: Presentation Lesson from Mark Powell*. [Video]. YouTube. https://www.youtube.com/watch?v=Yl_FJAOfgQ.
7. Communication Coach Alexander Lyon. (2017, September 10). *Body language for presentations*. [Video]. YouTube. <https://www.youtube.com/watch?v=TmbQFWBvTtY>.
8. Rachel Willis. (2011, May 19). *Presenting and public speaking tips - how to improve skills & confidence*. [Video]. YouTube. <https://www.youtube.com/watch?v=Q5WT2vweFRY+%28Presenting+%26+Public+Speaking+Tips+-+How+to+improve+skills+%26+confidence%29>.
9. Sinclair, S. (2021, February 8). *This is why internal and external communication should work in Harmony*. Employee Engagement App. <https://www.talkfreely.com/blog/internal-and-external-communication>.
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11. Gomez, R. (2021, November 11). *Kickstart your internal communications strategy with these best practices*. Sprout Social. <https://sproutsocial.com/insights/internal-communications-guide/>.

Module 14: Trust and Collaboration

2 Hours

Objectives:

The objectives 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:

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 a team member and/or employee.
- Realize the importance of trust in creating a collaborative team.

Module Outlines:

- 14.1 Explain the importance of trust in creating a collaborative team*
 - 14.1.1 Definition of Trust
 - 14.1.2 Importance of Trust in Creating a Collaborative Team
- 14.2 Strategies to Build Trust with Employees
- 14.3 Criteria for Evaluation of Trust and Collaboration in Teams
- 14.4 Agree to Disagree and Disagree to Agree – Spirit of Teamwork
- 14.5 Understanding Fear of Being Judged and Strategies to Overcome Fear
 - 14.5.1 Understanding the Fear of Being Judged
 - 14.5.2 Signs and Symptoms of Social Anxiety Disorder
 - 14.5.3 Strategies to Overcome Fear or Social Anxiety

14.1 Explain the Importance 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 pose the following questions to the leader or manager of an organization and get a ‘yes’ to any of these questions then perhaps he or 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?

* Refer to Module 12.2.2 of Module 12: Cognitive and Non-cognitive Skills

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

14.1.1 Definition of Trust

Trust can be described as, “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 their vulnerabilities.

Without trust, there is 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

- ✓ Learners may be asked to prepare a brief write up on each type of trust and present it in the classroom for sharing. It can be small group work.

14.1.2 Importance 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. The role of trust in collaboration is usually attributed to ex-post; successful alliances seem to involve trust, unsuccessful alliances do not. The relationship between trust and performance still remains somewhat elusive in collaborative relationships, maybe due to the frequent application of interpersonal types of trust to inter-organizational types of collaborations.

14.2 Strategies to Build Trust with Employees

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

- Set an example:** In an organization, if the team leader wants to build trust within the team, then he or she should show the team members that he or she trusts them. This means trusting everyone in the organization— the team members, the colleagues, and the boss. Team members always watch and take cues from a leader and try to emulate them.
- Communicate openly:** Open communication is essential for building trust. The strategies to accomplish open communication among team members include:

- Create a charter for team members to define the purpose of the team, and each person's role. Present this charter at the first team meeting, and encourage each team member to ask questions, and discuss expectations.
 - Organize team-building exercises. Carefully selected and well-planned exercises can help “break the ice” and encourage people to open up and communicate.
 - Organize regular meetings to provide all team members with a chance to talk about their progress and discuss any problems they're experiencing. This is important as it provides opportunities for team members to talk and 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 the more will it make them 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 the following ways:
- Create situations that help people to share personal stories like asking sensitively about their family, or their hobbies.
 - Set aside time every week for informal group discussions where some common topics may be discussed. Or team members can talk about their expertise and skills, their personal history, and their interests. The same can be organized online if the team works remotely or if it's a new team.
- iv) Avoid blaming others for making a mistake:** It is always better to encourage everyone in the group to think constructively about the mistakes made by a member to avoid an unpleasant atmosphere. Criticism or fault finding lowers morale, undermines trust, and reduces productivity. Instead, everyone should try to analyse what has happened, and move forward together to ensure that such a mistake doesn't recur.
- v) Discourage small group formation or cliques:** It is quite natural that smaller groups or cliques form, within a team, between some team members who share common interests or work tasks. While this is natural, it might negatively affect other members. It can lead to jealousy, insecurities, and mistrust between group members.
- The leader can avert the formation of small intimate groups or cliques by openly discussing about this with the team members to get an objective insight into what they think about it, and the effect on other group members. The potential of such behaviour of team members having a damaging effect on the morale of the entire team can be discouraged by addressing the issue openly.
- vi) Discuss trust issues:** Trust issues appear in a team due to some interpersonal problem. The first step to deal with these issues is to get to the origin or root of the problem. The issues can be resolved by asking team members to anonymously fill out a questionnaire. 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.

14.3 Criteria for Evaluation of Trust and Collaboration in Teams

Few criteria for the evaluation of trust in a 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 the productivity of a team. Without trust, it is unlikely to get anything meaningful done. But with mutual trust, teams can accomplish everything they set out to do. A leader should set an example to show the team members and colleagues how critical trust is by implicitly trusting them. The leader should also make an effort to help everyone get to know each other at a personal level and encourage conversations on values, family, or hobbies. If the cliques are damaging to the trust and morale of the group, discourage them.

Activity

- ✓ Ask learners to download the rubrics for assessing trust and transformational leadership practice from the Internet.

14.4 Agree to Disagree and Disagree to Agree – Spirit of Teamwork

“Agree to disagree” or “agreeing to disagree” refers to the resolution of a conflict (usually a debate or quarrel) whereby all parties agree that they are not in agreement but they tolerate the other person’s point of view and respect it, even though they do not accept the opposing position(s). It generally occurs when all sides recognize that further discussion is unnecessary, ineffective, or otherwise undesirable. To agree to disagree can be an amicable solution while accepting that people have different points of view. The spirit of teamwork in this situation is reached by resorting to “Consensus decision”.

Consensus decision-making is a creative and dynamic way of reaching an agreement between all members of a group. Instead of simply voting to get a majority opinion, the group using consensus is committed to finding solutions that everyone can actively support, 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 against the will of an individual or a minority. This means that the entire group works hard at finding solutions that address everyone’s concerns rather than ignoring or overruling minority opinions.

14.5 Understanding Fear of Being Judged and Strategies to Overcome Fear

14.5.1 Understanding fear of being judged: Some people have an intense fear of certain social situations—especially situations that are unfamiliar or in which they feel being watched or evaluated by others. This is referred to as “social anxiety disorder” (SAD). These situations can be very frightening that people get anxious just thinking about them thus disrupting their lives in the process. However, vulnerable people can learn to be comfortable in such social situations and reclaim their lives.

Causes of social anxiety: Although social anxiety is quite common and many people struggle with these fears, the situations vary from individual to individual. Some common causes that can trigger social anxiety:

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

Activity

- ✓ Learners may identify few more situations where they experienced social anxiety. Once the exhaustive list is prepared, each learner can rate them as “Always to Never” (The five-point Likert scale: always, often, sometimes, rarely, never) following the list of likely causes or situations where people feel social anxiety.

14.5.2 Signs and symptoms of Social Anxiety Disorder (SAD): Social anxiety is expressed in emotional, physical and behavioural signs and symptoms. These are described briefly below:

i) Emotional signs and symptoms

- Excessive self-consciousness and anxiety in every-day 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 unknown people.
- Fear that one's actions will prove embarrassing or humiliating.
- Fear that others will notice one's nervousness.

ii) Physical signs and symptoms

- Flushed or blushing face
- Shortness of breath
- Uneasiness or upset stomach, nausea (for example, “butterflies in the stomach”)
- Trembling or shaking (including shaky voice)
- Racing heartbeat or tightness in the chest
- Sweating or hot flushes
- Feeling dizzy or faint

iii) Behavioural 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 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 to soothe your nerves

14.5.3 Strategies to overcome fear or social anxiety: Dealing with symptoms of social anxiety disorder or social phobia may seem difficult. However, the following six steps may help.

Step 1. Learn more about the fear

Learning about the fear will help to face it. To do this, write a journal or daily diary for two or three weeks. Record any such noticeable patterns

- Do your hands turn clammy and your stomach clench when the doorbell rings?
- Do you experience more symptoms of anxiety in the morning or in the evening?
- What do you tend to do when your fears rise?

Note down all the significant occurrences. Writing down the fear patterns and symptoms can help demystify them. They no longer seem so big and insurmountable. Thus, learning all about fears gives an insight into how to deal with them.

Step 2. Use imagination in positive ways

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

- 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 signposts or use a mental map that will help you regain your sense of direction.

- Imagine reaching home safely without any adverse incidents.

The peace and confidence you experience in your imagined scenario can help you get through the actual ordeal more successfully.

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

Step 4. Focus on breathing: Usually, anxiety is accompanied by rapid, short breaths. Deep breathing helps immensely in overcoming anxiety. Focus on breathing once you recognize that you are becoming fearful. Inhale slowly and take a deep breath then exhale even more slowly, taking longer than the inhaling. Deep breathing forces the body to calm itself physically, and that helps to calm the mind.

Step 5. Practice mindfulness: Mindfulness is a passive thinking activity that allows a person to become more aware of fears and anxieties. Practising the following mindfulness tips at a time of less severe stress, fear and anxiety help:

- When fear symptoms seem to be arising, sit down and reflect on what is happening. This is like making an entry into a mental journal.
- Observe the symptoms as they arise.
Don't do anything about it. Just sit and observe as the moment continues.
- Being passive raises self-awareness and prevents compulsive actions and reactions which are instinctive when experiencing fear.

Step 6. Be with nature for relaxation: Nature calms the mind, reduces stress levels and changes moods from being anxious to feeling relaxed. Taking a walk or being with nature like in parks, gardens or being with plants at home helps reduce feelings of fear and anxiety. Physical activity of walking, jogging outdoors or working out indoors even requires focused attention of a different kind and that helps turn away from irrational fearful thoughts to clearer logical thinking that can help to overcome fears.

Assessment

1. Written evaluation.
2. Demonstration by learners: Learners may be encouraged to demonstrate each strategy as used by a leader to build trust in the team members. These demonstrations may be used for assessment.
3. Evaluation of learners' portfolios.

Note

1. Learners may develop a portfolio on their observation of practicing trust during their visit to an organization. They can develop some tools like a rating scale, a checklist or a questionnaire for the leader and team members to study trust and collaboration among them.
2. They can also note down the situations where they felt social anxiety, the signs and symptoms, and the strategies they adopted to overcome the anxiety.

The faculty member may develop a checklist or rating scale using some criteria on which the assessment will be done. He or she should take the help of learners for identifying the criteria.

Suggested Readings & e-Resources:

1. Nielsen, B.B. (2004). *The role of trust in collaborative relationships: A multi-dimensional approach*. Management. 7(3): 239-256.
2. Mind Tools. (n.d.). *Building Trust Inside Your Team*. Mind Tools <https://www.mindtools.com/pages/article/building-trust-team.htm>.
3. Benjamin's English.engVid. (2014, May 17). *Conversation skills: How to agree or disagree in English*. [Video]. YouTube. <https://www.youtube.com/watch?v=amJ7ApXR0tw>.
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Module 15: Listening as a Team Skill

2 Hours

Objective:

The objective is to help learners

- Develop listening as a team skill.

Expected Outcome:

The learners shall be able to:

- Use effective listening skills as team leaders and/or team members for the proper functioning of the team.

Module Outlines:

15.1 Listening as a Team Skill

15.1.1 Listening Skill

15.1.2 Advantages of Effective Listening Skills

15.1.3 Types of Listening

15.2 Listening as a Team Member and Team Leader

15.2.1 Listening as a Team Leader

15.2.2 Listening as a Team Member

15.2.3 Improving Listening Skills

15.3 Uses of Active Listening Strategies to Encourage Sharing of Ideas

15.3.1 The Importance of Active Listening in the Workplace

15.3.2 Strategies for Improving Active Listening Skills to Encourage Sharing of Ideas

15.1 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 the learners the following questions :

1. Do you have to try hard to control the habit of interrupting others while they are speaking?
2. Are you tempted to jump in and finish someone else’s sentence?

If they answer ‘yes’ to one or both questions, they need to work on improving their listening skills. What is meant by “listening skills”, and the role they play in professional and personal life is explained.

15.1.1 Listening Skill*

Listening skill has been discussed in detail in Module 1. Here we are focusing on its advantages and its use to team leaders and members in making their functioning more effective and increasing the organization’s productivity. To succeed in any walk of life,

* Refer to Module 1: Listening

listening is a core competency. Listening is the combination of hearing and interpreting. Failure in either part is a failure in listening. Effective listening makes the person who is speaking feel valued, prevents miscommunication, speeds up productivity, and creates more active forums for discussion. Without proper training, two things can hinder effective listening: bad habits and style differences. The first step to being an effective listener is to break and eliminate bad habits. The second step is to understand the different ways people listen, and at the same time recognise the beneficial and potential trouble spots.

15.1.2 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 respond better to managers who they think are listening to them intently.

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

Advantages of effective listening skills:

- i) **Mutual trust:** Authentic listening generates respect and trust between the talker and the listener. Employees will naturally respond better to managers who listen intently to their needs.
- ii) **Increased productivity:** Problems are solved faster if people are encouraged to explain their problems and are given the freedom to work out solutions before being told what to do.
- iii) **Cool and calm perspective :** Listening intently helps both sides to stay calm and cool. It also helps to generate a peaceful environment, especially when the two parties are dealing with a crisis or discussing a sensitive issue.
- iv) **Boost confidence:** Great listeners have better self-esteem and self-image because, in their listening, they work toward establishing positive relationships.
- v) **Fewer mistakes:** Good listening ensures more accuracy in retaining information. It is far easier to remember important facts later, minimizing the risk of miscommunication and errors.

Activity

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

- ✓ Effective listening implies concentration and the use of other senses as it is more than just hearing the spoken words.
- ✓ We learn more when we talk less and listen more.
- ✓ The better we listen, the more will we be listened to.
- ✓ Listening makes us more knowledgeable and thoughtful.
- ✓ Without listening, messages are misunderstood and communication breaks down.
- ✓ Good listeners always come across as wise people.

- Good listening and skilful questioning give out a powerful message to those with whom we interact.
- Good listening encourages open, honest and full communication.
- Always seek clarification while listening, to ensure that your understanding is correct.

15.1.3 Types of listening

There are different types of listening. Each is useful in different scenarios and is often practised intuitively.

Different Types of Listening

- *Active listening*: Listening in a way that demonstrates interest and encourages the speaker to continue speaking.
- *Appreciative listening*: Utilizing ways to accept and appreciate the speaker through what he or she says. Seeking an opportunity to praise.
- *Attentive listening*: Listening obviously and carefully, showing attention.
- *Biased listening*: Listening is hindered through the filter of personal bias.
- *Casual listening*: Listening without attention as it may vary or wander
- *Comprehension listening*: Listening to understand the meaning.
- *Content listening*: Listening to grasp the meaning and better understanding.
- *Critical listening*: Listening to evaluate, criticize, or otherwise pass judgement on what someone else says.
- *Deep listening*: Listening with full concentration to understand the person, the personality and the actual spoken words and unspoken meanings and motivators behind them.
- *Dialogic listening*: An alternative to active listening, which helps to find meaning through dialogue or conversation, asking for clarity and better understanding.
- *Discriminative listening*: Listening for something specific but not paying cognizance to anything else.
- *Empathetic listening*: Seeking to understand what the other person is feeling.
- *Evaluative listening*: Listening to evaluate, criticize, or otherwise pass judgement on what someone else says.
- *False listening*: Pretending to listen but actually of something thinking else.
- *Full listening*: Listening to understand thoroughly and grasp the meaning.
- *High-integrity listening*: Listening from a position of integrity and concern.
- *Inactive listening*: Pretending to listen but spending more time thinking.
- *Informative listening*: Listening to understand. Seeking a little more meaning.
- *Initial listening*: Listening at first then thinking about the response and looking to interrupt.
- *Judgemental listening*: Listening 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 to the speaker on what he or she may have said.
- *Relationship listening*: Listening to support and develop a relationship with the speaker.
- *Sympathetic listening*: Listening with concern for the well-being of the speaker.
- *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, the personality and the real and unspoken meanings and motivators.

Learners may visit the following link to acquire more knowledge about listening skills.
http://changingminds.org/techniques/listening/all_types_listening.htm

15.2 Listening as a Team Leader and Team Member

15.2.1 Listening as a team leader

Listening is an important leadership responsibility. Those who do listen 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. The following statistics suggest the importance of effective listening.

- Eighty-five per cent of what we know we have learned through listening.
- Humans generally listen at a 25 per cent comprehension rate.
- On a typical business day, we spend 45 per cent of our time listening, 30 per cent of our time talking, 16 per cent reading and 9 per cent writing.
- Less than 2 per cent of all professionals have had formal education or learning to understand and improve listening skills and techniques

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

- Showing concern and care***: Employees of any organization want to be led by such leaders who genuinely care about them and what they represent to the team and the organization at large. When a leader cares about the employees, the latter are motivated to work harder and aim to exceed all expectations of the leader. A leader must consider employees as valuable assets bringing unique capabilities and aptitudes to their job, not necessarily limited to their job functions. The amicable relationship between a leader and employees should not end at work. Employees want leaders who care about their general well-being and who can be depended upon during times of professional and personal hardships.
- Engage with employees***: A leader needs to engage in matters important to the employees. When employees share their opinions, the leaders must ask questions for clarity and encourage them to elaborate and expand their perspectives. When a leader engages more actively, he or she is also accountable for follow-up with the employees. The employees know that the leader is listening, paying attention, and attempting to understand what matters most to them.
- Show empathy***: Empathy is a powerful means of listening and interacting. Every employee manages the stress and pressure of the workplace differently. Therefore, the leader needs to be empathetic to how stress and pressure impact an employee's performance. Many leaders would like to avoid emotional interaction, but the best

leaders know how to empathize and make themselves approachable to those who need them. 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. Some leaders often harshly criticize those who have a different style or approach. Instead of judging the team members and or the employees, they could be learning from them.
- v) **Practice mindfulness:** True leaders, if practising mindfulness, actively listen beyond the obvious with both verbal and nonverbal communication. They use body language, facial expressions, and nods to acknowledge the speaker. These types of leaders possess a tremendous degree of executive presence and are always tuned in to the dynamics around them. 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. They stay focused on what the employees are saying. Staying in the moment, being respectful of others, and listening carefully make a more compassionate leader.

15.2.2 Listening as a team member

Listening, whether as a team member or as an employee, is equally important for the proper functioning of any organization. Each member should therefore practice the most effective form of listening as described by an effective leader.

Some tips for the team members are as follows:

- 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 take a decision.
- Actively listen and see the body language of the people around.
- Be more open to learning from others.
- Show verbal and non-verbal signs of interest.

15.2.3 Improving listening skills

Listening skills can be improved by practising active listening. Active listening involves three main elements: 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, grasping the main points, and the structure of the speech, all are easier when the listener listens with an open mind.
- ii) **Attitude:** Approaching the task of listening with a positive attitude and an open-mind makes listening much easier.
- iii) **Adjustment:** Often when we hear someone speak, we don't know in advance what he or she is going to say. Therefore, we need to be flexible and willing to follow the speaker. If the audience members are more intent on reacting to or are intent on anticipating what is going to be said, they will be poor listeners.

Active listening requires the listener to hear, evaluate, and interpret the content of speech. Four types of active listening are:

- 1) **Paraphrasing:** Paraphrasing is 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 on and understanding the speaker's talk.
- 2) **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.
- 3) **Reflecting Meaning:** Reflecting meaning focuses upon the factual message of the speaker. Reflecting meaning allows the listener to confirm his or her understanding of the speaker.
- 4) **Summative Reflection:** Summative reflection confirms the content of the message of the speaker. It combines the elements of paraphrasing, reflecting meaning, and reflecting emotion to illustrate the listener's considered evaluation of the speaker's message. Summative reflection requires the listener to incorporate his or her personal views in the description of the speaker's message.

15.3 Uses of Active Listening Strategies to Encourage Sharing of Ideas

15.3.1 The importance of active listening in the workplace

Active listening is a skill that can be acquired. Active listening:

- i. **Builds trust:** It is very vital to have trust in each other for a healthy work experience.
- ii. **Enhances 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. Active listening will help people to understand others' perspectives before responding or reacting hastily.
- iv. **Builds strong work relationships:** 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 people practice active listening and understand what is beneficial for them in the workplace, they become more aware of their work environment and communicate with ease and confidence with the other members of the organization.
- vi. **Develop acceptance:** Employers and employees both 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.

15.3.2 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, face the speaker, and try to be present in the conversation.

- ii. **Focus the mind:** The listener should focus his or her mind on the key points and make mental notes during a meeting or in any conversation. The mind will do it; just allow it to act and be present. Try to concentrate even if it is boring. If tending to get distracted or start daydreaming, immediately bring back the focus to the conversation.
- iii. **No interruptions:** Any interruption during a conversation, gives the speaker the impression that the listener is not interested. Interrupting is not only rude but self-righteous. Sometimes the listener may need to interrupt the speaker to ask a question, but it must be done politely. Take permission before interrupting.
- 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 understand him or her. It enables the listener to feel the speaker's emotions whether sad, joyful, or fearful. The listener has to make the effort to be present and always concentrate on the present moment.
- vi. **Listen to tone and voice modulation:** Listening to the tone and voice modulation of the speaker helps the listener in sharing ideas.
- vi. **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:** Learners can play the role of a leader and team members and practice listening skills. The faculty member can observe the performance of learners (as a leader and team member) and assess them.
3. **Self-evaluation of listening skills:** Learners may be asked to visit a few following websites given in the references to know about their listening skills. They may develop their own listening profile and address the challenges of listening effectively.

Suggested Readings & e-Resources:

1. Roy, B. D. (2022, August 1). *Active listening; its skills and importance in the workplace*. Nurture an Engaged and Satisfied Workforce | Vantage Circle HR Blog. <https://blog.vantagecircle.com/active-listening/>.
2. Smith, L. (2021, June 29). *8 types of listening you need to know and use*. A Conscious Rethink. <https://www.aconsciousrethink.com/9861/types-of-listening/>.
3. MasterClass. (n.d.). *7 types of listening: How listening styles help you communicate - 2022*. MasterClass. <https://www.masterclass.com/articles/how-listening-styles-help-you-communicate#7-typesof-listening-styles>.
4. Course hero. (n.d.). *Fundamentals of Public Speaking*. Course Hero. <https://courses.lumenlearning.com/atd-fscj-publicspeaking/chapter/types-of-listening/>
5. Skills You Need. (n.d.). *Types of listening*. <https://www.skillsyouneed.com/ips/listening-types.html>.

6. Magdalein, S. (2016, August 1). *Why listening to your team is so important and how you can be a better listening-leader*. Medium. <https://medium.com/@scottmagdalein/why-listening-to-your-team-is-so-important-and-how-you-can-be-a-better-listening-leader-17b7edb09f34>.
7. *Sample assessment rubrics - new york state education department*. (n.d.). <http://www.nysed.gov/common/nysed/files/programs/world-languages/lotecassess.pdf>.
8. RCampus. (n.d.). *IRubric: ESL assessment rubric*. RCampus. <https://www.rcampus.com/rubricshowc.cfm?code=Q522CA&sp=true>.
9. *Imhof, M. (2017). HURIER listening profile* – Research Gate. https://www.researchgate.net/publication/319444700_HURIER_Listening_Profile.

Module 16: Brainstorming

1 Hour

Objectives:

The objectives are to help learners

- Describe group and individual brainstorming techniques for idea generation and showcase the principles of documentation of team session outcomes.
- Generate, share and maximize new ideas with the concept of brainstorming.

Expected Outcomes:

The learners shall be able to:

- Generate, share and maximize new ideas with the concept of brainstorming.
- Document key critical ideas/thoughts articulated and action points to be implemented with timelines in a team discussion (as through a MOM) in identified applicable templates.

Module Outlines:

16.1 Brainstorming as a Technique to Promote Idea Generation

16.1.1 Brainstorming: The Meaning and Process

16.1.2 Procedure for Conducting Brainstorming

16.1.3 Importance of Using the Brainstorming Technique

16.1.4 Types of Brainstorming

16.2 Learning and Showcasing the Principles of Documentation of Team Session Outcomes

16.1 Brainstorming as a Technique to Promote Idea Generation

The faculty member can start a discussion on brainstorming as a technique by asking the following questions to learners:

- What is brainstorming?
- How many of you have participated in a brainstorming session?
- How is it conducted?
- How it is beneficial to an organization in taking any decision?

Learners will note down their answers. Watch the following video before starting a discussion on brainstorming.

<https://www.youtube.com/watch?v=YXZamW4-Ysk>

(Brainstorming Techniques to Create New Innovative Ideas (includes challenge))

The faculty member may describe the concept of brainstorming and various techniques to conduct brainstorming.

16.1.1 Brainstorming: The Meaning and 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

at a meeting think more freely and they encourage sharing 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 a brainstorming session and a solution is arrived at.

16.1.2 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 the overall creativity of the group. According to Osborn, these four general rules of brainstorming should be followed for effective outcomes:

- **Invite more ideas:** The assumption is that the greater the number of ideas generated, the better the chances of producing a radical and effective solution. This rule aims at enhancing the divergent production of ideas.
- **Avoid criticism:** Members of the group should not criticize any idea of the members. Participants should focus on extending or adding to an idea. In the absence of criticism, the participants feel free to generate unusual ideas.
- **Welcome wild ideas:** Wild ideas should be encouraged to get a good and wide range of ideas/ suggestions. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking might give better solutions.
- **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 judgement. He suggests 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.”

16.1.3 Importance of Using the 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.

16.1.4 Types of Brainstorming: Brainstorming can be done individually or in a group.

- **Individual Brainstorming:** In individual brainstorming, the individuals generate ideas on their own more freely and creatively. They do not have to worry about the reaction of other members. However, in individual brainstorming, it is not possible to develop ideas as fully as in a 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 an individual brainstorming session. Using ‘Mind Maps’ to arrange and develop ideas helps.

- **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 behaviours creep in. Some members pay so much attention to the ideas of other members that they do not 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 suggests groups of around 12 participants, including both experts and novices. If the participants are from a wide range of disciplines, it makes the session more creative. In group brainstorming, every member feels that he or 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 judgement as to the feasibility. The judgements 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 the 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 the 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.
- ✓ 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.

Wherever 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.

Using computer-based tools for group brainstorming is an option worth exploring. If you are reasonably quick with a keyboard and mouse, these tools significantly improve the quality and effectiveness of a brainstorming session.

Learners 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 the following videos to get a better 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=O0IEj2d-ipE>

After the session, the groups are required to present the outcomes as generated during a brainstorming session followed by a discussion on each group presentation. Other groups can be observers and at the same time give their remarks on the session once the session is over.

Activity

- ✓ Ask learners to visit the 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 judgement 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.

16.2 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. 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 requires a lot of analysis, and possibly, more brainstorming to be done to identify the best way forward.

After the meeting, the faculty member should document the outcomes.

The documentation process is a secondary review and creates the opportunity to ensure that the ideas are clear and support the objectives. This serves as an artefact memorializing the meeting and forms the basis for subsequent work. The document should include:

- Meeting objective,
- Synthesis of brainstorming,
- Summary of important ideas, and
- Appendix with all cards listed along with the number of votes received.

Often, the meeting summary is sent to the participants for their review. The review is a “cold wash” where participants have the opportunity to contemplate the outcomes

Assessment

- Written evaluation.
- Peer observation reports of the behaviour and participation of each learner during a brainstorming session. The faculty member may develop some criteria with the help of learners to assess the knowledge and learning of skills.
- Self-learning report of each learner about their experience and reflection during a brainstorming session.

Suggested Readings & e-Resources:

1. Osborn, A. F. (1963). *Applied imagination: Principles and procedures of creative thinking* (3rd ed.). New York, NY: Charles Scribner’s Sons.
2. Wikimedia Foundation. (2022, November 16). *Brainstorming*. Wikipedia. <https://en.wikipedia.org/wiki/Brainstorming>.
3. Rudy, L. J. (2020, April 23). *19 top brainstorming techniques to generate ideas for every situation*. Business Envato Tuts+. <https://business.tutsplus.com/articles/top-brainstorming-techniques--cms-27181>.
4. What is brainstorming? (n.d.). Infinite Innovations Ltd <http://www.brainstorming.co.uk/tutorials/whatisbrainstorming.html>.
5. Mind Tools Content Team (n.d). *Brainstorming*. Mind Tools <https://www.mindtools.com/acv0de1/brainstorming>.

Video References:

1. Sprouts. (2017, November 28). *Brainstorming techniques: How to innovate in Groups*. [Video]. YouTube. <https://www.youtube.com/watch?v=YXZamW4-Ysk>.
2. Investis Digital, Formerly Vertical Measures. (2013, May 28). *Six creative ways to brainstorm ideas*. [Video]. YouTube. <https://www.youtube.com/watch?v=yAidvTKX6xM>.
3. Ed Muzio. (2011, November 30). *Brainstorming done right!* [Video]. YouTube. <https://www.youtube.com/watch?v=9K8W4ooygUU+%28Brainstorming+Done+Right%21%29>.
4. Investis Digital, Formerly Vertical Measures. (2015, January 16). *Brainstorming with mind maps in a group*. [Video]. YouTube. <https://www.youtube.com/watch?v=O0IEj2d-ipE>.

Module 17: Social and Cultural Etiquette

2 Hours

Objectives:

The objectives are to help learners

- Describe social and cultural etiquette in improving interpersonal relationships.
- Describe the role of social and cultural etiquette in an organization.

Expected Outcomes:

The learners shall be able to:

- Use social and cultural etiquette in an organization for better teamwork.
- Use social and cultural etiquette for effective interpersonal relationship

Module Outlines:

17.1 Etiquette:

17.1.1 Meaning

17.1.2 Need for Effective Interpersonal Relationships*

17.2 Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork

17.2.1 Social Etiquette

17.2.2 Cultural Etiquette and its role in promoting teamwork

17.2.3 Corporate/Professional Etiquette

17.1 Etiquette

17.1.1 Meaning: Etiquette is a code of behaviour that delineates expectations for social behaviour according to contemporary conventional norms within a society, social class, or group.

Etiquette is a set of customs and rules, that control accepted behaviour in particular social groups or social situations.

The foundation of proper etiquette is behaviour 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.

17.1.2: Need of Effective Interpersonal Relationships: Our lives as social beings are founded on interpersonal relationships and communication skills. To this end, our success and failure as individuals in a community depend on these skills. We need to learn these skills to live and work meaningfully with other people. We can begin with family members at home, classmates and friends in schools and colleges, co-workers in the workplace. and extend to other known and unknown people in different places and at different stages of our lives. Etiquette plays an important role in maintaining an effective interpersonal relationships.

* Refer to Modules 1 Listening, 7 Communication, and 12 Cognitive and Non-Cognitive Skills

Etiquette:

- Makes a person a cultured individual who leaves his or her mark wherever he or she goes.
- Teaches the way to behave in society.
- Is essential for developing healthy interpersonal relationships with superiors, parents, fellow workers, and friends. Etiquette helps individuals to value relationships.
- Enables individuals to earn respect and appreciation in society. Etiquette inculcates a feeling of trust and loyalty in the individuals, and they become more responsible and mature.

17.2 Aspects of Social and Cultural/Corporate Etiquette in Promoting Team Work

17.2.1 Social Etiquette: Social etiquette involves the behaviour of an individual with people in society, friends and others. Practising social etiquette in interacting with people helps in developing trust and better interpersonal relationships. It also prevents people from being embarrassed later because of any unbecoming or offensive behaviour.

i) Basic social etiquette rules

Activity

Organize a brainstorming session on social etiquette. Ask learners to prepare a list of social etiquette people practice in social settings. After the brainstorming session, cross-check whether learners 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 a conversation. 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 the present times, almost all people in all age groups use social media for interacting with each other. However, they need to 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 they may sound.

* Refer to Module 5: Digital Literacy and Social Media; and Module 6: Digital Ethics and Cyber Security

- 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 the social media that you are using.

iii) Role of social etiquette in promoting teamwork: 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:

- **A positive attitude is the key:** Have a great positive attitude like your job depends on it. Always express a positive attitude about the organization and the team. Professionals appreciate being acknowledged by teammates when they arrive at work.
- **Mark nonverbal communication*:** Always make 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 friendly 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 replies to the emails and phone calls of the team members, if possible or within 24 hours.
- **Provide support to team members:** It is always appreciated to help and show support to a teammate if he or 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 the 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 gestures to thank them as often as possible, both publicly — when appropriate — and privately. If your boss congratulates you on a job well done and you got help from your team members, be sure to tell your boss so they too can receive credit. This indicates fair-mindedness and honesty of purpose. The team members will appreciate you more and will happily work with you on the next big project.

The practice of this workplace etiquette and courtesy leads to job success and promotion as well as to the success of the team.

* Refer to Module 7: Nonverbal Communication

17.2.2 Cultural etiquette and its role in promoting teamwork: Cultural norms or etiquette vary from country to country, and even from community to community. There is a diversity of social etiquette across cultures. One must learn which rules and norms apply to a particular location.

Activity

- ✓ Ask learners to share their experiences with culturally divergent people. Whether they felt any problems? If yes, how did they resolve it?

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 labour across borders means that cultural diversity is becoming a normal facet of the workplace. Managers and leaders are facing some 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, behavioural differences due to norms and values, and even different meanings or significance 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 cultural backgrounds and expectations about communication and working style. This can be done informally through activities such as "ice breakers". Select activities where team members get to learn more about each other by asking questions and sharing information about their backgrounds.

For a better understanding of cultural differences, learners may be asked to visit the following link

<https://www.geert-hofstede.com/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 norms depending on its makeup and other factors that affect collaboration. Issues such as standard operating procedures (SOPs) for timely replies to emails, proper email and document templates to ensure clear communication, frequency of team meetings, the structure of team reporting, and so on 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, it is important to regularly check 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: Everyone in any team must know what they are working toward, especially in a cross-cultural team.

Having a shared goal and a common vision of how to achieve it gives the team an identity that can unite its members and promote teamwork.

Developing a team identity helps in finding commonalities between team members. Encourage the team members to get to know each other in a social context. Personal connections within the team make working together much easier.

Breaking down the common goal into actionable steps and assigning each individual his or her role and responsibilities reduces the chance of misunderstandings. Everyone in the team knows the importance of his or her contribution. It sets expectations for what needs to be done, by whom and when. Clarity of each team member's contribution also makes it easier to address the team's performance as a whole.

- iv) Over-communication:** Over-communication is a good thing especially with a culturally diverse team. Most of the time, we take it 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 different ethnicity, nationality, or background need extra and clearer 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 collaborate better 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. Accepting 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 their workplace, there is a need to institute a framework that makes it easier to understand each other and collaborate.

17.2.3 Corporate and/Professional Etiquette: An employee needs to follow professional etiquette to allow others to see that he or she is a polite, civilized coworker who knows how to be nice and can positively represent the company. This contributes in creating a good image and helps in the promotion. Basic professional etiquette rules are:

- Always arrive on time.
- Dress appropriately as per the office environment.
- Use appropriate ways of greeting people from different backgrounds.
- 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 and tone of voice and avoid raising the voice.
- If someone else is angry, refuse to join in an argument or rave and rant in return.
- Don't touch other people's personal belongings.
- Observe proper etiquette regarding personal space.
- Keep office correspondence brief and avoid interjecting personal opinions unless it is necessary.
- Maintain a professional image when decorating the office or cubicle.

Activity

- ✓ Learners may visit a corporate office or any other organization and observe whether the above corporate/professional etiquette codes are being practised by the employees or not. They can also interview the employees and the managers. A report can be prepared and presented in class.

Assessment

1. Written evaluation.
2. **Role play:** Practice social and cultural etiquettes during role play in the classroom in small groups — observation and evaluation by the faculty member and peers.
3. **Self-reporting:** Record of practising social etiquettes with friends and 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 practised by the employees.

Suggested Readings & e-Resources:

1. Lyon, S. (2022, September 22). *How to be socially acceptable in all situations*. The Spruce. <https://www.thespruce.com/what-is-etiquette-and-why-is-it-important-1216650>.
2. Wagner, R. (2017, August 11). *Workplace etiquette: 7 tips to build teamwork in any economy*. Rachel Wagner | Etiquette & Protocol. <https://www.etiquettetrainer.com/workplace-etiquette-build-teamwork/>.
3. Bentley University. (2022, December 7) *7 ways to promote diversity in the workplace*. <https://www.bentley.edu/news/7-ways-promote-diversity-workplace>.

Videos

1. SkillActz. (2019, August 7). *Modern Social Etiquette You Should Follow | skillActz | Personality Development Training*. [Video]. YouTube. <https://www.youtube.com/watch?v=2nEvKZ4SG2c>.
2. K A (2019, February 4). *Basic social etiquettes* [Video]. YouTube. <https://www.youtube.com/watch?v=88zGGAjCh4o>.

Module 18: Internal Communication

1 Hour

Objectives:

The objectives are to help learners

- Understand the need for effective internal communication.
- Describe the tools for effective internal communication.

Expected Outcomes:

The learners shall be able to:

- Use common technology messaging tools that are used in enterprises for the 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:

18.1 Internal Communication: Meaning and Need

18.1.1 Meaning

18.1.2 Need for Internal Communication

18.2 Use of Various Channels of Transmitting Information to Team Members including Digital and Physical

18.1 Internal Communication: Meaning and Need

18.1.1 Meaning: The transmission of information within an organization is known as internal communication. Effective internal communication plays an important role in the proper functioning of an organization or institution. It is the sharing of 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 with whom one is communicating. The informal or not-so-formal language is generally used in communications between colleagues. The language used in communication with seniors is formal. The conditions for effective internal communication are:

- There should be an open and clear reason for communication.
- There should be an understanding of the need of the employees.
- Communication should be consistent and regular.
- The language of communication should be clear, to the point, and brief.
- Two-way communication should be allowed.
- The use of vocabulary should be good.

18.1.2 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.

18.2 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
- Facebook
- Whatsapp
- 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.

Assessment

The learners may be asked to visit any organization/institution and:

- Find out the tools used for internal communication within the organization/institution.
- Learn the strengths and weaknesses of each tool (may take feedback from employees and employer/ seniors)
- Prepare the write up and present it for discussion in the classroom. This will help to understand the effectiveness of the types of communication tools in making communication more functional and productive within an organization.

* Refer to Module 5: Digital Literacy and Social media; and Module 6: Digital Ethics and Cyber Security

Assessment

1. Written evaluation.
2. Evaluation of the write up on the visit to the organization/institution and presentation in the classroom. The faculty member may develop criteria with the help of learners to assess the knowledge and learning of skills.

Suggested Readings & e-Resources:

1. Sinclair, S. (2021, February 8). *This is why internal and external communication should work in Harmony*. Employee Engagement App. <https://www.talkfreely.com/blog/internal-and-external-communication>.
2. Team, H. C. (2022, November 14). *12 reasons why Internal & External Communications go hand-in-hand*. Haiilo. <https://haiilo.com/blog/12-reasons-why-internal-external-communications-go-hand-in-hand/>.
3. Gomez, R. (2021, November 11). *Kickstart your internal communications strategy with these best practices*. Sprout Social. <https://sproutsocial.com/insights/internal-communications-guide/>.

Course 3: Leadership and Management Skills

Context with Justification:

Leaders are foundations of society, who face and win against adversities and odds of life. Through their words and deeds, they show the path to others and transform into inspirational role models, vividly affecting social life. In the current times of cut-throat competition, disbelief in values and techno-centric complex lifestyles, there is a dire need to emphasize the ‘human’ agency in community living. This can be done by cultivating and nurturing the innate leadership skills of the youth so that they may transform these challenges into opportunities and become torchbearers of the future by developing creative solutions.

Objectives:

The course is designed to help learners to:

- Develop essential skills to influence and motivate others.
- Inculcate emotional and social intelligence and integrative thinking for effective leadership.
- Create and maintain an effective and motivated team to work for society.
- Nurture a creative and entrepreneurial mindset.
- Make learners understand personal values and apply ethical principles in professional and social contexts.
- Familiarize the learners with the budgeting process and make them conscious of the significance of budgeting, savings, and investment.

Expected Outcomes:

The learners shall be able to:

- Examine various leadership models and understand/assess their skills, strengths and abilities that affect their leadership style and can create their leadership vision.
- Learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, and team leadership.
- Understand the basics of entrepreneurship and develop business plans.
- Apply the design thinking approach for leadership.
- Appreciate the importance of ethics and moral values for the making of a balanced personality.
- Allocate their available funds judiciously, maintain an account of their current expenses and plan for savings and investments.

Credit: 02		
Duration: 30 Hours		
Number and Titles of Modules:		
Module 19	Leadership Skills	6 Hours
Module 20	Managerial Skills	6 Hours
Module 21	Entrepreneurial Skills	6 Hours
Module 22	Innovative Leadership and Design Thinking	5 Hours
Module 23	Ethics and Integrity	6 Hours
Module 24	Managing Personal Finance	1 Hour

Module 19: Leadership Skills

6 Hours

Objectives:

The objectives are to help learners to:

- Develop essential leadership 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:

19.1 Understanding Leadership and Its Importance

19.2 Models of Leadership

19.3 Basic Leadership Skills

19.1 Understanding Leadership and Its Importance

The leader is the one who influences and motivates others to make their best efforts to achieve individual and group goals. The learners may be shown pictures of a few prominent leaders from different arenas, such as politics, business, sports, history, and local leaders and asked the following questions:

1. Why are they considered leaders?
2. What were their achievements?

The role of a leader as an influencer and motivator may be linked with responses to the questions asked. A brief theoretical description of key leadership traits may be presented and linked with responses to the questions asked.

Example: Mahatma Gandhi's key leadership traits were (i) to be able to walk his talk at every level; he practised what he preached, and thus motivated everyone (ii) Persistence, a quality due to which he got support across the nation, (iii) Acceptance of failure- he learnt from his failures and improved, learnt to negotiate and network (iv) Empowerment of people- he ensured that everyone remains connected to a goal (v) Discipline- which made him a focused leader with do or die attitude.

The learners may be advised to watch the first 11 minutes of the lecture on Leadership (Lecture 9) on this video link to get more insights <https://nptel.ac.in/courses/122/108/122108038/>

19.2 Models of Leadership

Leaders use different methods to influence others to make their best efforts. Their methods are

referred as styles of leadership that may be classified as authoritarian/autocratic, participative/democratic, free-rein leadership or entrepreneurial leadership. The next 15 minutes of the same video lecture on Leadership (referred above in 19.1) may be shown to explain the various Leadership Styles.

Learners may be shown pictures of prominent democratic/participative leaders, and autocratic leaders from public life or history (for example, Mahatma Gandhi versus Hitler) and a discussion may be held on the difference in their styles.

19.3 Basic Leadership Skills

- Motivation
- Teamwork*
- Negotiation
- Networking

A leader should possess certain skills that can motivate and steer her/his followers/ team members towards purposeful action. There is no single way to lead in all circumstances, therefore, a key characteristic of any leader should be flexibility and the ability to adapt to dynamic circumstances. Additionally, the leader should have the following traits like-

Motivation- is a goal-oriented characteristic that helps a person achieve his objectives. It pushes a person to work hard and strategically to attain a goal.

Teamwork- is a compound word combining team and work. Making the team members work harmoniously together to achieve a goal is a key trait of a leader.

Negotiation- Leadership skills in negotiation are used to understand the interests of those whom a person is leading and to find ways of satisfying those interests.

Networking- Building good working relationships with the people who can help in getting the jobs done or attain goals.

A leader of a work group is a member of the group who motivates others to work together as a team to ensure that the group achieves its goals successfully. The leader of the group successfully negotiates with the members to convince them to believe in group goals and to devote time and effort to achieve them.

The learners may be divided into groups of six to eight each. Each group may be given a specific task to accomplish and present in the next session. The task could be any one of the following:

1. Prepare a report/presentation/movie/video on your city
2. Prepare a report/presentation/movie/video on your college
3. Prepare a report/presentation/movie/video on the favourite sports of the group.

The group may choose its own task with the approval of the faculty. In the class, the group members will discuss and plan their activities and assign roles to each member of the group for completing the task.

* Refer to Module 12 Cognitive and Non-cognitive Skills

Activity

1. Present the report/video prepared by each group if time permits, otherwise the report may be submitted directly to the faculty.

Each group is asked to answer the following questions:

- a. Did someone emerge as the leader of the group activities?
- b. Was the group leader effective in motivating the members to work as a team and complete the task? Yes/No and why?
- c. What kind of leadership style did the leader adopt?

The learners may be advised to watch the lecture on Leadership styles in this NPTEL course on Leadership <https://nptel.ac.in/courses/122105021/9> and the following video on their own <https://www.youtube.com/watch?v=laGZaS4sdeU>

The learners should search for two Technology, Entertainment, Design (TED) talks on leadership, from YouTube, which they find interesting and useful. They must then prepare a summary of each talk in 200 words and submit to the teacher at the next class. The faculty could use these for assessing the level of learner learning.

2. **Role Play:** Select three volunteers from among the learners. Explain a leadership situation.

For example :

Mr. A, a teacher in a college was reaching late to college and for departmental meetings for many weeks. He was however, taking all his classes and was completing his evaluation work on time. But he had not completed any administrative task assigned to him. His colleagues complained to the principal of the college about his lack of cooperation. The principal called Mr. A to talk to him about his undisciplined behaviour.

One learner must play the role of Mr. A while another plays the role of the Principal who will interact with the 'teacher' as a very autocratic leader. The faculty will give him a few statements which reflect his dictatorial style of functioning.

Next, the same learner plays the role of Mr. A as before, and another learner now plays the role of the Principal who will interact as a very democratic leader.

The difference in the interaction between the two role plays is to be interpreted by the faculty member.

TED talk summary: The teacher may read out a few summaries submitted by the learners and discuss them in the class.

Point to Remember:

A recap of all previous proceedings.

Note: During group-based activities (as mentioned above) learners should be encouraged to use collaborative tools (online) and/or apps that are freely available to hone their digital skills.

Assessment

- Written evaluation.
- **Peer evaluation:** A brief case on leadership may be given to the learners. The case will be analysed by learners in groups of four members each with a duration of 30 minutes. The analysis submitted by each group on a sheet may be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty/faculty member.

Suggested Readings & e-Resources

Books

- Ashokan, M. S. (2015). *Karmayogi: A Biography of E. Sreedharan*. Penguin Random House, London, UK
- Martin, R. (2007). *How successful leaders think*. Harvard Business Review 85(6), 60.
- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership. 10th Ed.* Nashville, USA: Thomas Nelson.
- Sinek, S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio London: Penguin.

e-Resources

1. Fries, K. (2019). *Eight Essential Qualities That Define Great Leadership*. Forbes. <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essentialqualities-that-define-great-leadership/#452ecc963b63>.
2. Akhilesh, K. B. (n.d). *Lecture no 9 Leadership in the NPTEL Course on Evolution of Management*. <https://nptel.ac.in/courses/122/108/122108038/>.

Module 20: Managerial Skills

6 Hours

Objectives:

The objectives are to help learners to:

- Understand the basic managerial functions and the skills required of a manager.
- Develop Self-Management skills.

Expected Outcomes:

The learners shall be able to:

- Demonstrate a set of practical skills such as time management, self-management and handling conflicts
- Create and maintain an effective and efficient team to work for society.
- Apply Self-Management skills in conducting their day to day activities

Module Outlines:

20.1. Basic Managerial Skills

20.2 Self-management Skills

20.2.1 Emotional Quotient

20.2.2 Developing Self-Awareness with JOHARI Window

20.1 Basic Managerial Skills

- Planning for Effective Management
- How to Organize Teams?
- Recruiting and Retaining Talent
- Time Management
- Conflict and Stress Management.

Planning for Effective Management, Organizing Teams, Retaining and Recruiting Talents

Managing involves effective and efficient utilization of resources. Effectiveness is determined by the quality of performance whereas efficiency is a quantitative measure of performance. Effectiveness and efficiency can be achieved by carrying out the functions of planning, organizing, recruiting and retaining and directing the performance of a work team. The nature and importance of these functions can be explained with the help of a discussion on this hypothetical situation.

The learners can be asked to assume that they have to manage a recreational event for their class. The event could be a get-together or a picnic. Learners 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 smartphones while sitting in class.

The faculty member may present the classification of resources as man, machine, material, capital and time and ask the students the following question:

- What resources will be required by the class to complete the task assigned to them?

Introduce the concepts of effectiveness and efficiency.

The learners are asked to sit in groups of 4-8, depending on class size. Each group has to consider that it is responsible for managing the class event and is told to prepare a summary of the following items in 20 minutes.

- Fix a suitable date for the event
- Work out a budget for the event.
- Complete a list of tasks to be performed for organizing the event.
- Combine tasks to form roles.
- Identify the reporting relationship among the different roles.
- Assign roles to different individuals in the group so that the event can be successfully managed.
- Each member to prioritize and schedule the tasks included in each role so that all the deadlines are met.

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.

Time Management

The above exercise should be related to the management functions of planning, organizing and staffing and the principles of time management. Covey's time management matrix may be referred to.

The learners may be asked to go through this 45-minute lecture on the Basics of Management. <https://www.youtube.com/watch?v=lj7ZnyskZuA>

Situation for discussion

Two individuals are asked to paint the walls of two different rooms of identical dimensions. They are given an equal quantity of paint and told to finish the work by the end of the day. One person finishes the work two hours before the end of the day but the painting is patchy and uneven. The other person does not complete the painting of the entire room, he consumes all the paint as well, but whatever work he has done is even and beautiful. Discuss the efficiency and effectiveness of the two painters. They may be asked to answer the question:

Are any of the two painters successful in managing their tasks?

Conflict Management

Conflict is a state where one party perceives that the other party has negatively affected or is likely to negatively affect something important to the first party. The contemporary view about conflict is that is inevitable in group interaction and can be a positive force for group performance if managed effectively.

The students may be asked

1. Can you recall the last conflict you had with an individual or a group?
2. Did you resolve it? How was it resolved? What was the outcome of the Conflict?

Draw focus on empathy and communication for resolving interpersonal conflicts

Ask the questions

- While working on the assignment related to planning and organizing the class event, what were the areas of disagreements or differences of opinion and/or conflicts among group members?
- What was the outcome?

Draw the attention of the learners to the functional aspects of conflicts in work groups. Highlight the significance of such conflicts because they lead to better decision-making and thereby improve the performance of work groups.

Ask the learners to watch this 2.5 minutes video in class

<https://www.youtube.com/watch?v=QLbGHQo4qnA>

The learners 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>

Stress Management

Stress refers to an emotional tension that an individual suffers when he or she perceives that the circumstances are adverse.

A psychological instrument may be used to measure the perception of stress among learners. This can be done by using any freely available standardized and validated scale. The *Perceived Stress Scale* (PSS) by Sheldon Cohen is an inventory of simple questions which is easy to administer. This scale will measure the degree to which situations in an individual's life are appraised as stressful. The scale can be freely accessed from Mind Garden, Inc (www.mindgarden.org). This test has been designed for use in community samples of those who have at least completed junior school. Other similar tools are also freely available and an appropriate one may be chosen by the faculty member.

Those identified with low or no stress can share stress-busting tips they have found to be useful in their lives. Some efficient coping strategies given below can be shared with the learners.

Be positive!

Ask the learners to look at each obstacle they encounter as a learning experience. For example, "You may not have done well in your mid-term exam, but that has motivated you to study harder and ace your final exam".

- **Make the choice not to over-react to stressors and deal with them one at a time**

For example, take a few deep breaths and carry on.

- **Take an objective view of your stressor**

For example, is preparing dinner for 12 people really that horrible?

- **Communicate!**

Ask the learners not to ruminate or bottle up their emotions, as this will lead to an explosion later on.

- **Accept yourself (and others).**

No one is perfect and there is always room for mistakes.

- **Make connections with people**

Social support is the key!

- **Deal effectively with mistakes**

Learners should be counselled to learn from their mistakes and apply them to future decision-making.

- **Deal effectively with successes also!**

This builds on competence.

Develop self-discipline and control

Tell the learners - “Either train yourself to study harder in preparation for your final examination, or train yourself to work out four times a week to lose those extra kilos that you gained since the last dinner party!”

Maintenance!

Practice, practice, practice for a long life of resilient living!

- I. If time permits, to further help learners with stress management, the faculty member can use the following help guide:

<https://www.helpguide.org/articles/stress/stress-management.htm>

- I. Learners should be encouraged to inculcate the reading habit, which helps in busting stress. Some suggested readings for learners could be:

Swami Vivekananda. 1958. *Powers of the Mind*. Kolkata: Advaita Ashrama.

Abdul Kalam, APJ. 1999. *Wings of Fire- An Autobiography*. Universities Press.

20.2 Self-management Skills

- Developing Self-awareness
- Self-examination
- Self-reflection and introspection
- Self-regulation

20.2.1 Emotional Quotient

Intelligence refers to one’s ability to use information and logic to solve problems or answer questions. IQ is a measure of one’s intelligence. 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.

Emotional Quotient (EQ) is a measure of EI EQ measures competencies like:

- Self-awareness
- Self-management
- Self-motivation
- Empathy
- Social Skills

The learners may be asked to watch this 5.5-minute video on Goleman’s explanation of EI

<https://www.youtube.com/watch?v=Y7m9eNoB3NU>

Ask the learners to answer the following question

- 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-minute video on “Can EI be Learnt” can be watched by learners [https:// www.youtube.com/watch?v=sfT55TZV-20](https://www.youtube.com/watch?v=sfT55TZV-20)

20.2.2 Developing Self-Awareness with JOHARI Window

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 learners may be asked to watch this video on the meaning and application of the JOHARI window to prepare for the next session. https://www.youtube.com/watch?v=oxvYeb_RsZE

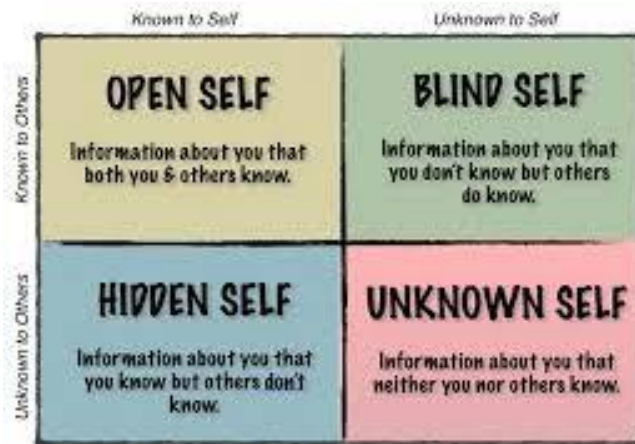
Learners may be asked to carry out the JOHARI window exercise in groups of 4. The exercise is described here in brief:

- The learners 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.

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 an equal number of adjectives that describe the other members of their group.

Each learner then places all adjectives in the JOHARI grid as given below



Learners who are willing may be asked to share the findings of the JOHARI window exercise for them

After understanding the application and practising the use of JOHARI's window (for self-awareness, self-regulation), the learners can be given questions and exercises in self-reflection and introspection.

There are a plethora of questions, prompts, and ideas that can be used by the faculty member to provide a self-reflection break to the learners. Some of these can be asked, answered, and addressed every day, while others may best be saved for occasional self-reflection and introspection. Such questions, tools and worksheets are freely accessible on websites related to **positive psychology**.

(Ackerman C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 from <https://positivepsychology.com/introspection-self-reflection/>)

Examples of questions that may be used for self-reflection and introspection:

- Do I take anything for granted?
- Do I employ a healthy perspective?
- Do I live true to myself?
- Do I wake up in the morning ready to jumpstart the day positively?
- Do I get negative thoughts before I fall asleep?
- Do I put enough effort into my relationships?
- Do I take care of myself physically?
- Do I let matters that are out of my control stress me out?
- Do I achieve the goals that I set for myself? (Ackerman, 2021)

A recap of all previous proceedings.

Assessment

1. Written evaluation.
2. **Peer evaluation:** A brief case on conflict and/or interpersonal effectiveness may be given to the learners. The case will be analyzed by learners in groups of 4-5 members each, in 30 minutes. The analysis submitted by each group on a sheet may be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty.

Suggested Readings and e-Resources

Books

1. Ackerman, C. E. (2022, November 23). *87 self-reflection questions for introspection [+exercises]*. PositivePsychology.com. <https://positivepsychology.com/introspection-self-reflection>.
2. Carnegie, D. (2018). *Overcoming Worry and Stress*. New Delhi: Manjul Publishing House.
3. Collins, J. (2001). *Good to Great*. New York: Harper Business,
4. Covey, S. R. (2020). *The 7 Habits of Highly Effective People (30th Ed.)*. New Delhi: Simon & Schuster.
5. Dawkins, E. R. (2016). *52 Weeks of Self Reflection—Your Guided Journal of Self Reflection*. A B Johnson Publishing, United States.

6. Drucker, P. F. (2006). *The Effective Executive*. New York: Harper Business.
7. Goleman, D. (1995). *Emotional Intelligence*. New Delhi: Bloomsbury Publishing India Private Limited.
8. Robbins, S. P., Coulter M., and Fernandez A. (2019). *Management (14th edition)*. Noida, India: Pearson Education.
9. Sternberg, R. J. (2004). *International Handbook of Intelligence*. Cambridge, UK: Cambridge University Press.

E-Resources

1. CESH (Centre for Studies on Human Stress). *Coping strategies*. (2017). <https://humanstress.ca/stress/trick-your-stress/steps-to-instant-stress-management/>
 2. Knowledge at Wharton. (2008, April 3). *APJ Abdul Kalam: "A Leader should know how to manage failure"*. [Video]. YouTube. <https://www.youtube.com/watch?v=laGZaS4sdeU>.
- NPTEL Lectures:
- nptelhrd. (2008, April 17). *Lecture - 35 conflict management - 1*. [Video]. YouTube. https://www.youtube.com/watch?v=LITbRQn_ogo.
 - nptelhrd. (2008, April 8). *Lecture 1 - evolution of management thought*. [Video]. YouTube. <https://www.youtube.com/watch?v=TsZukmeaewc>.
 - Developing Soft Skills and Personality. (2016, September 9). *Conflict resolution skills: Seeking win-win solution*. [Video]. YouTube. <https://www.youtube.com/watch?v=CgShhippuP4>.
 - nptelhrd. (2013, August 22). *Mod-01 LEC-24 managing conflict and negotiation*. [Video]. YouTube. <https://www.youtube.com/watch?v=jsFiWdQJFCs>.
 - Tutorials Point. (2018, April 12). *Soft skills - conflict management*. [Video]. YouTube. <https://www.youtube.com/watch?v=4RB1i1sVVc0>.
 - Big Think. (2012, April 23). *Daniel Goleman introduces Emotional Intelligence*. [Video]. YouTube. <https://www.youtube.com/watch?v=Y7m9eNoB3NU>.

Module 21: Entrepreneurial Skills

6 Hours

Objectives:

The objectives are to help learners to:

- Describe basics of entrepreneurship
- Nurture a creative and entrepreneurial mindset

Expected Outcomes:

The learners shall be able to:

- Understand the basics of entrepreneurship and develop business plans

Module Outlines:

21.1 Entrepreneurial skills

21.1.1 Basics of entrepreneurship

21.1.2 Creating a Business Plan

21.1 Entrepreneurial skills

21.1.1 Basics of entrepreneurship

- Meaning of entrepreneurship
- Classification and types of entrepreneurship
- Traits and competencies of entrepreneur

This session will start by asking the learners to share their views on entrepreneurship and ask questions:

- i. What do you think entrepreneurship is all about?
- ii. Is every inventor an entrepreneur? If yes, why, if not, why not?
- iii. Who do you consider an entrepreneur?
- iv. What is his or her achievement?

Next, start discussing various examples starting from Jamshedji Tata, Godrej, and Birla, among others, and ask the learners if they consider them as entrepreneurs. Ask the learners to read more about these people to discuss in subsequent classes.

Now, share 3-4 definitions of entrepreneurship with learners and synthesize key points from those definitions. Ensure that keywords like Innovation, Creativity, Value creation, Customer pain points, gain, needs, wants and desires, profit, etc., get surfaced in the discussion.

Definition by Cantillon- “An entrepreneur is an agent who buys means of production at certain prices in order to combine them into a product that he is going to sell at prices that are uncertain at the moment at which he commits himself to a cost”.

Definition by Peter Drucker- “Entrepreneurs innovate. Innovation is the specific instrument of entrepreneurship. It is the act that endows resources with a new capacity to create wealth. Innovation indeed creates a resource.”

Explain – With time entrepreneurship has become associated with creativity, the ability to develop something original, which may be an idea or a representation of an idea. Innovation requires creativity but it is actually the application of creativity such that it results into a usable product or a service. Invention and innovation are also different terms. All inventions contain innovations but all innovations may not be unique enough to become inventions.

Activity

Ask the learners if they could get some new points based on the preceding previous discussion. Now, pose the following questions:

1. Is profit a crucial factor for an entrepreneur?
2. Would any entrepreneur work without profit?
3. Can you think about entrepreneurs, who don't focus on profit?

Based on the answers, if the answer is yes, discuss some examples like “Barefoot College” (or local/regional examples) and confirm that yes, there are many entrepreneurs who don't work for a profit.

Then share examples of Sulabh International, Mirakle Couriers and introduce the phrase “not just for profit”. Some organizations work for a social cause as the primary motive and at the same time remain financially stable.

Now, share that based on primary motive, there are broadly two categories of entrepreneurs – Commercial and Social.

Run the following video which describes the entrepreneur, entrepreneurship and Start-Up. <https://www.youtube.com/watch?v=dNEyiSCfnos>

Now, bring back the discussion on entrepreneurs which was left in the introductory session. Ask the learners to share the traits and characteristics that they find in entrepreneurs of their choice. Keep on noting those points on the board. Link those traits with those shown in the video. Ask learners to identify the need/want/desire in the market that will be discussed in the next session.

21.1.2 Creating a business plan

- Problem identification and idea generation
- Idea validation
- Pitch making

Begin this module by asking the learners 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 learners. Each group should identify ideas that can be used to address the problem. These ideas can be presented in the next class in any of the following forms:

1. Power Point Presentation (PPT)
2. Role play
3. Skit
4. Simulation
5. Short video

(The learners can be asked to choose one based on their interest or something more creative as per their choice)

- Ask learners to identify the market to test their potential ideas.
- **Share the “DOs” and “DO NOTs”.**

Do – (example can be)

- The learners have to identify a real market and gain insights and honest feedback from potential customers.
- Keep your eyes and ears open and pay close attention to customers’ cues, inputs, etc.

DO NOT- (example can be)

- Don’t consider your parents, or friends as a potential market
- Don’t be adamant to defend your idea or convey an offensive response to criticism.

Ask learners to take a log of all the feedback, finer observations and inputs.

Ask them to carry out a critical analysis of the data and refine the idea further.

Introduce the Plan- Do- Check –Act (PDCA) cycle to them. Let them PDCA repeatedly until they find that their idea is getting refined and the market validation is gaining acceptability.

Based on this iteration process through market research ask the learners to create a minimum viable product (MVP) or a rough outline. Once each learner 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>

Activity

Role Play: Let learners form three groups, each of the group having at least four to five learners. The groups will act as:

- a) Potential venture capitalists/investors;
- b) Potential customers; and
- c) Members of regulatory agencies.

Ask each learner to pitch his/her product in front of the three groups. Let each group play a serious role, full of critical inputs. Keep a separate group of observers who provide a careful analysis of each of the pitching event(s).

Record the pitching process and ask each of the learners to review his/her pitching.

Final suggestion: Ask them to keep rehearsing their pitching process. Through multiple rehearsals and analysis each learner should be able to make a razor sharp and pertinent pitch within one minute.

Suggested Readings and e-Resources

1. Hisrich, R. D., Peters, M. P., and Shepherd D. A. (2017). *Entrepreneurship. 10th Ed.* McGraw Hill Education
2. O'Toole, J. (2019). *The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good.* New York Harper Collins.
3. Gupta, A. (2009). *India's hidden hotbeds of invention.* [Video]. TED Talk. https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention?
4. Rao, C. B. (n.d). *Entrepreneurship.* [Video]. NPTEL. <https://nptel.ac.in/courses/110/106/110106141/>.
5. Mondal, M. K. (n.d). *Entrepreneurship Essentials* [Video]. NPTEL. <https://nptel.ac.in/courses/127/105/127105007/>.
6. Joshi, A. (n.d). *Entrepreneur, Entrepreneurship & Start Up - Prof. Satyajit Majumdar, NRC FMS-WISDOM.* [Video]. YouTube. <https://www.youtube.com/watch?v=dNEyiSCfnos>.

Module 22: Innovative Leadership and Design Thinking

5 Hours

Objectives:

The objectives are to help learners to:

- Describe innovative leadership and design thinking.
- Describe emotional intelligence, social intelligence, and integrative thinking for effective leadership.

Expected Outcomes:

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:

22.1 Innovative Leadership and Design Thinking

22.1.1 Innovative leadership

22.1.2 Design thinking

22.1 Innovative Leadership and Design Thinking

- Concept of emotional and social intelligence
- Synthesis of human and artificial intelligence*
- Why does culture matter for today's global leaders?

22.1.1 Innovative leadership

Begin this module by asking learners to write a brief note on their views or any incidents from their past when they realized the importance of any or many of the following:

- a. Self-Awareness and Control
- b. Empathy
- c. Social Expertness
- e. Personal Influence
- f. Mastery of Vision

Let them interpret these with a free mind without prejudice or external hint or guidance. Once they have written give a brief input to explain the terms. A brief summary* on each input follows.

a. Self-Awareness and Control: Talent comprises two separate skills. The self-awareness component demands intimate and accurate knowledge of the self and one's emotions. It also demands understanding and predicting one's emotional reactions to situations. One who is emotionally competent at self-awareness is also fully aware of personal 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 channelled most productively when one controls the emotion versus the emotion

controlling the person. People with mastery and control of emotions can both anticipate and plan emotional reactions to maximize effectiveness.

b. Empathy: Empathy requires the ability to understand how others perceive situations. This includes knowing how others feel about a particular set of events or circumstances. Empathy requires knowing the other's perspectives 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, and remain apart. The understanding associated with empathy is both cognitive and emotional. It takes into consideration the reasons and logic behind feelings or points of view, while allowing the empathic party to feel the spirit of a person or thing.

c. Social expertness: Social expertness is the ability to build genuine relationships and bonds with others that are based on the assumption of equality. Social expertness allows people to genuinely express feelings, even conflicts, in a way that builds rather than destroys relationships. Social expertness also enables a person to choose appropriate actions based on feelings of empathy. Social expertness allows caring, support, and concern to show for fellow humans in all 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 the professional and personal levels that can readily be enlisted when needed for aid.

d. 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 issues that are important or debilitating to relationships, goals, missions, or visions. Personal influence is also exhibiting motivation for visions, missions, core values, and beliefs.

e. Mastery of vision: Mastery of vision requires 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 is essential to mastery of vision. This talent serves as the inner compass that guides and influences actions. This inner compass provides resilience and strength to overcome obstacles. It is the inner motivator and guardian angel. It is because of the mastery of vision that we can 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.

Activity

Ask them to share their learning and keep the mode of infotainment intact, that is, let the learners 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.

Emotional Intelligence (EI) does not improve overnight. Developing EI is truly a lifetime journey. However, with the help of a coach or trainer, a minimum of six months to one year efforts are needed. After explaining this background learners may be asked to put in 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 learners 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.

Model emotional intelligence in all of your interactions with your participants. Assist the leader in an honest assessment. Assessment sources and methods can vary greatly. The coach and/or trainer must be familiar with the leader's situation to provide truth and honesty. The coach or trainer must also realize when the leader's self-awareness skills are not high enough to provide reliable data.

Help Leaders reflect on their current philosophies and belief systems and behaviours. Help them identify which belief systems and behaviours are helping them and which may be interfering with their effectiveness.

Now, help the leader to set realistic objectives about changing destructive belief systems and behaviours. Also, show the leader how to change. Expose the leader to other ways of thinking. This could be through peers, books, mentors, or other masters.

Next, challenge the leader to create new belief systems and philosophies that will serve both the leader and his or her followers in a better way. Help the leader convert his or her belief system or philosophies to productive behaviours. Encourage repetitive use of these new behaviours on the job.

Provide and encourage others to provide positive reinforcement for the leaders who are attempting to improve. Ask the learners to explain the meaning of social and emotional skills. Keep asking probing questions and let them substantiate their responses 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.]

Activity

Role Play: Make multiple groups of learners. 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. Apologize 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 the other groups interpret the topic. It's time to share the feedback and learning

22.1.2 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?

Begin with asking learners to list a few examples wherein they think that interface of human and artificial intelligence is inevitable. Now, pose the following questions:

1. Is it adding any value to human life or is it increasing dependability and degrading a human being'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?

Is there any dimension in which the increasing penetration of artificial intelligence, to replace human interface, can cause legal, social and ethical concerns?

Next, ensure that keywords, such as Industrial Revolution 4.0, machine learning, AI, IoT, innovation, creativity, customer needs, wants and desires, and profit, get highlighted in the discussion.

Ask questions to learners about some creative designs 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 ideas they have in mind.
2. If they do not mention a good number of examples, share some of the simple examples and innovations.

Introduce them to the idea of key elements of design thinking:

- **Discovery-** gathering data to get inspiration for the new business model and looking for the needs and frustrations of people.
- **Interpretation-** Making sense of and trying to understand the gathered data, so as to articulate the clear and compelling opportunities in the market.
- **Ideation-** Developing ideas on how to seize opportunities that have been identified through the above steps; finding the possible answers to breakthrough questions.
- **Experimentation-** How to make an idea work and contemplate a suitable business model.
- **Evolution-** Reflecting on the outcomes of experiments and experiences. It is the beginning of the next cycle of discovery, interpretation, ideation and experimentation.

The faculty member can use the design thinking workbook by IDEO that guides the participant through a step-by-step process for transforming challenges into opportunities.

Key ideas from the book: Kelly, T. & Kelly D. (2014). *Creative Confidence: Unleashing the Creative Potential Within Us All*. William Collins can be used by the faculty member.

Ask learners to watch the following video for the methodology of developing human-centric solutions for creating social good (this can be a home assignment). The 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

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

Based on the video, encourage them to build and take forward their idea. Ask any three learners to volunteer for presenting their idea in the five stages of design thinking. Time can be given for them to prepare. Ask other learners to also frame their ideas using the five-point framework of design thinking.

Assessment

1. Written evaluation.
2. Learners can be given individual exercises in design thinking; a panel of faculty can give a simulated or real-life situation and assess the learner on his/her creative solution.

Suggested Readings and e-Resources:

1. Brown, T. (2012). *Change by Design*. Harper Business, New York.
2. Lynn A. B. (2015). *The Emotional Intelligence Activity Book: 50 Activities for Promoting EQ at Work*. Gildan Media Corporation, New York.
3. Kelly T. and Kelly D. (2014). *Creative Confidence: Unleashing the Creative Potential Within Us All*. William Collins Harper Collins Publishers India.
4. Kurien, V. and Salve, G. (2012). *I Too Had a Dream*. Roli Books Private Limited New Delhi.
5. Gupta, A. (2009). *India's hidden hotbeds of invention*. [Video]. TED Talk. https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention?
6. Kelly, D. (2012). *How to Build Your Creative Confidence* [Video]. TED Talk. https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence.
7. Lynn, A. B. (2000). *50 Activities for Developing Emotional Intelligence*. HRD Press: Amherst, MA.

Module 23: Ethics and Integrity

6 Hours

Objectives:

The objectives are to help learners to:

- Describe the ethics and moral values
- Appreciate the importance of ethical principles in professional and social contexts

Expected Outcomes:

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:

23.1 Ethics and Integrity

23.1.1 Learning through biographies

23.2 Ethics and Conduct

23.1 Ethics and Integrity

- What makes an individual great?
- Understanding the persona of a leader for deriving holistic inspiration.
- Drawing insights for leadership.
- How do leaders sail through difficult situations?

23.1.1 Learning through Biographies

To begin with, a group of learners can be identified and asked to enact an excerpt or scene of *Raja Harishchandra*. The excerpt should highlight the reason for which he is known: his extremely high moral grounds of standing for truth.

Start discussing the impact of one such skit on the life of *Mahatma Gandhi*, from where he started following principles of truth. Ask learners to read short stories from the lives of Epic characters like Raja Harishchandra and/or of great historical leaders such as, Ahilyabai Holkar, Dr Abdul Kalam, Mahatma Gandhi, Swami Vivekananda, Ramanujan, E. Sreedharan, for the next class. Audio-visual augmented role plays and storytelling (leaders from varied fields like academics, corporate, social, sports, and the arts)

Ask learners to share the key lessons they would like to imbibe based on the life stories of great leaders and keep listing them on the board. Alternatively, learners can be asked to make presentations, posters and skits, based on their interests.

Ask the learners to share the characteristic and traits of a great leader. Now try to establish the link between high integrity, transparency, and trustworthiness, to success, and to the ability to succeed in difficult situations.

Activity

Self-reflection exercise: Make the learners do self-analysis and reflection. Ask them to follow the following steps:

1. Write a short autobiography (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 the top 5 things/characteristics/personality traits that will help them achieve their future goals and visions.

23.2 Ethics and Conduct

- Importance of ethics.
- Ethical decision-making.
- Personal and professional moral codes of conduct.
- Creating a harmonious life.

Before initiating the discussion in class about ethics or discussing the role of ethical decision-making it is desirable to spend time exploring and discussing ethical dilemmas. This helps learners to get charged up and bring different stories and cases on board.

The learners 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.

One person's duties are the rights of another person. This idea can be the basis for covering personal and professional moral codes of conduct. The learners can play a game in the class group, wherein they are required to perform certain tasks, which enable or unlock activities for subsequent groups. It can be a time-bound activity.

It's time to analyze the game outcomes so that significant insights can be drawn from it for the idea of professional ethics and how the duties of one person or group become the rights of another person or group.

Activity

Group task with five to six learners in each group.

1. Give a highly complex and disturbing situation to each group.
2. Give them the 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 developments made by their group.
5. Ask them to continue and conclude in 10 minutes.
6. Ask the learners to do a self-analysis if the objective of a harmonious state can be achieved.
7. Ask them to present both cases – if yes – how and why; if no – why not and the future course of action.

A report is to be prepared. It will be used for assessment.

Note: The faculty member may refer to the contents in the Course 4 Universal Human Values wherever they deem fit.

Assessment

1. Written evaluation.
2. Last Activity (Group task and report) can be used for assessment wherein 50 percent weightage each can be given to assessment by learners and by the faculty member.

Suggested Readings and e-Resources

1. Ashokan, M. S. (2015). *Karmayogi: A Biography of E. Sreedharan*. London: Penguin.
2. O'Toole, J. (2019). *The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good*. New York Harper Collins.
3. Nellickappilly, S. (n.d). *Ethics*. [Video]. NPTEL. <https://nptel.ac.in/courses/109/106/109106117/>.
4. Mukhopadhyay, S. (n.d). *Business Ethics*. [Video]. NPTEL. <https://nptel.ac.in/courses/110/105/110105079/>

Module 24: Managing Personal Finance

1 Hour

Effective money management is an essential Life Skill. Young learners need to have a plan to meet their expenses and their targeted savings.

Objective

- To familiarise the learners with the budgeting process
- Make them conscious of the significance of budgeting, savings and investment

Expected Outcomes:

After completing this module it is expected that the learners will be able to

- Allocate their available funds judiciously
- Plan and maintain an account of their current expenses
- Plan for savings and investments

Module Outlines:

24.1 Budgeting

24.2 Saving and investing

24.1 Budgeting

- Setting personal goals
- Estimate likely expenses
- Monitor spending to obtain the most value for available funds.

Firstly, introduce the concept and classification of costs (fixed, variable, committed costs, discretionary costs, controllable and non-controllable costs)

The learners may be asked to set their personal goals and list the expenses (costs) that they are likely to incur in order to achieve them over the next 6 months.

Ask the learners to list the sources of funds that they will use to meet the expenses.

Ask the learners to estimate the required expenses they plan to make during the next fortnight.

At the end of the fortnight ask the learners to list their actual expenses during the fortnight. If there is a deviation from the planned expenditure let them propose a plan to compensate for the deviation during the next fortnight or anytime during the rest of the 6 months so that they do not exceed the budgeted expenses.

24.2 Saving and investing

- Advantages of saving money
- Concept of the present and future value of money

Start by asking the learners to list their short- and long-term goals and the corresponding money requirements. Now, list the advantages of saving money. Small amounts saved and invested can grow into large amounts of money.

Next, explain the meaning and calculation of Simple and Compound Interest.

1.
 - a) If you put Rs 500 in a savings account that paid 5.5% simple interest each year, how much interest would you earn in 5 years?
 - b) If you put Rs 50 every week into a savings account that paid 6% interest compounded yearly, how much money would you have in your account after 2 years?
2. List the common instruments for saving and investment; Savings Accounts, Term deposits, Bonds, Stocks and Mutual funds.

Assessment

1. Written evaluation.
2. The students may be evaluated on a report submitted by them on their budgeting and saving activities for the next 6 months after the course is completed.

Suggested Readings and E-Resources

1. Pandey, I. M. (2021). *Financial Management (12th ed.)*. Vikas Publishing.
2. Chandra, P. (2019). *Financial Management Theory & Practice (10th ed.)*. McGraw Hill Education (India) Private Limited.
3. Chandra, A. (n.d). *NPTEL course on Behavioural and Personal Finance (Lectures 23 and 24)*. [Video]. NPTEL. <https://nptel.ac.in/courses/110/105/110105144/>.

Course 4: Universal Human Values

Context and 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 the same. Universal human values are values that human beings cherish and hold in common, consciously and otherwise, in most places and times and practice them.

Renunciation is the foundational value. Renunciation or the absence of want and greed has two preconditions: love for all living beings and the absence of selfishness. Renunciation is not self-directed but other-directed, and is for life in all forms and shapes, for the welfare of all. Renunciation begins when selfishness ends. Renunciation interpreted as the need to run away from the problems of life is cowardice. Renunciation without action means living a parasitic life. Also, service can be practised only when renunciation with action begins. Un-egoistical 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 a fact and truth as a 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 the well-being of an individual, society, and humanity, and ultimately for universal peace.

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 of universal human values in an integral manner, without ignoring other aspects that are needed for a learner's personality development.

Basic Attributes of Faculty Members for Universal Values Education:

Universal values education is a human-making activity. The faculty members of Universal values education in particular should follow the *mantra* of C-3, – Care, Concern, and Commitment. He or she should be a sincere, warmhearted, sympathetic, empathetic, caring counsellor, and passionate as one would be in the case of a family member.

Apart from having adequate knowledge about the psychology of the young generation and the pressures that they suffer from their peers, family members, and society knowingly or unknowingly, the counsellor should have patience and perseverance. Education in the Universal Values is a slow process and demands a lot of conscious effort.

The faculty member should use the lecture method to a bare minimum, not more than 20 per cent of the total time frame. He or she can use social media platforms, as resources for the values enhancement programme, relevant to the generation.

The commitment on the part of the faculty members is to help learners 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.

The guidelines are the *Panchatantra* for faculty members of the life skills programme. Vishnu Sharma, author of *Panchatantra*, was given the task of enhancing the life skills of princes, who were dullards and disinterested in learning. He considered their class, level, requirements and expectations. Based on that, 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 Paramahansa, Swami Vivekananda, Sri Aurobindo, and the Mother among others used narratives to illustrate and impart values.*

Moreover, it has to be borne in mind by the faculty member that the outcome of the course, “Universal Human Values” can at 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 faculty members because the learners are most of the time with friends and family members.

Objectives:

The objectives of this course are to help learners

- Describe the meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.
- Learn from the lives of great and successful people who followed and practised human values and achieved self-actualization.

Expected Outcomes:

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 good human beings.
- Realize their potential as human beings.

Credits: 02		
Duration: 30 Hours		
Number and Titles of Modules:		
Module 25.1	Love & Compassion	4 Hours
Module 25.2	Truth	4 Hours
Module 25.3	Non-Violence	4 Hours
Module 25.4	Righteousness	4 Hours

* The faculty member may suggest other names of local characters/leaders that could be equally relevant.

Module 25.5	Peace	4 Hours
Module 25.6	Service	3 Hours
Module 25.7	Renunciation (Sacrifice)	3 Hours
Module 25.8	Constitutional Values, Justice and Human Rights	4 Hours

Module 25: Universal Human Values

30 Hours

25.1 Love and Compassion (*Prem and Karuna*)

4 Hours

Love is the all-pervading life energy. This value may be confused with attraction, “romantic attachment” or lust, as it refers to something much deeper and more fundamental in 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 to questions for himself 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 that he had acquired, to others in society. While thinking so, he realized that there was some kind of ego lurking in the deep recesses of his mind that was persuading him to think that only he was enlightened and others were ignorant. Hence, he needed to oblige them out of pity for them. It is said that the Buddha then returned to the forest that very moment and meditated all over again. After meditation, he concluded that he would share his knowledge with other members of society not out of his ego but 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 in 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 faculty member 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 collective memory for practising compassion and love: (such as the Buddha, and Jesus Christ)
- Narratives and anecdotes from history, literature, including local folklore.

Practising 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

25.2 Truth (*Satya*)

4 Hours

Truth is eternal and unchanging, as it deals with the 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 and that is 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, the quest for knowledge, a 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 the individual and collective levels.

Introduction:

- What is truth? A Universal truth, truth as value (*artha*), truth as fact (*satya*) (veracity, sincerity, honesty among others)
- Individuals who are remembered in history for practising this value (Raja Harishchandra, Dharmaraja Yudhishtira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others)
- Narratives and anecdotes about truth from history, collective memory, and literature including local folklore.

Practising 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.

25.3 Non-Violence (*Ahimsa*)

4 Hours

Non-violence is a result of restraint from consciously doing any harm through thought, speech, or action to any entity—living or non-living. It is the result of the practice of all other values, and its practice would ensure world peace and global harmony. It requires being sensitive to the fact that there is life in all forms of existence, and all living beings are interconnected. Violence ranging from bullying to racism, physical harm to individuals, from wars and apartheid to acts of terrorism, from killing animals to causing damage to the environment, all this is rooted in prejudice, ignorance, insecurity, fear, and greed.

Introduction:

- What is non-violence and its need? Love, compassion, empathy, and sympathy are prerequisites for non-violence.
- *Ahimsa* is 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 and literature including local folklore.

Practising Non-violence:

- What will learners learn or gain if they practice non-violence?
- What will learners lose if they don't practice it?
- Sharing the learner's individual and/or group experience(s) about non-violence.
- Simulated situations.
- Case studies.

25.4 Righteousness (*Dharma*)

4 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 behaviour and moral righteousness. Its essence is covered in the saying: Do good, see good, and be good. All cultures stress 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 practising righteousness.
- Narratives and anecdotes from history and literature, including local folklore.

Practising Righteousness:

- What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s).
- Simulated situations.
- Case studies.

25.5 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 both within oneself and outside. Self-control, patience, equanimity, and acceptance of others as one's own help in achieving it. Its scope encompasses peace both at the individual level and the world level.

Introduction:

- What is peace and its need? Peace, harmony and balance.
- Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations).
- Narratives and anecdotes about peace from history and literature including local folklore.

Practising Peace:

- What will learners learn/gain if they practice peace? What will learners lose if they don't practice it?
- Sharing the learner's individual and/or group experience(s) about peace.
- Simulated situations.
- Case studies.

25.6 Service (*Seva*)

3 Hours

When love and compassion for others and the readiness to suffer for others out of love take 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 the sake of others. Self-directed renunciation is greed of the 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 leads us to other ethos of *satya* (truth), *prem* (love), and *karuna* (compassion) that like in many cultures, the Indian culture valued its long history. Service is possible only when one loves others as one loves oneself, not as the 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, friends, community, persons in distress, nation, humanity and other living and non-living things.
- Individuals who are remembered in history for practising this value.
- Narratives and anecdotes dealing with instances of service from history and literature including local folklore.

Practicing Service:

- What will learners learn or 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.

25.7 Renunciation Sacrifice (Tyaga)

3 Hours

Stressing on the importance of the value of tyaga, Mahatma Gandhi singled out the Upanishadic hymn from Ishopanishad: "*Tena tyaktena bhunjitha magrdhahkasyasviddhanam*". [So, we must enjoy that (the world) with *tyagabhava* (a sense of renunciation), without being consumed by greed, do not covet other's wealth, 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 righteous action because life is impossible but enjoyment or consumption without renunciation is the animalistic nature not human.

The two terms *tyaga* and *bhoga* may appear to be contradictory, but they are so to the Indian mind and reality as well. *Bhoga* with *tyagabhava* and *tyaga* with *bhogabhava* is the root of all human and literary values.

Tyaga (renunciation) has two pre-conditions: love for all living beings and the absence of selfishness. *Tyaga* is not self-directed but other-directed and it is for life in all forms and shapes, for the welfare of all (*lokasangraha*). Only then does life become 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 a 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 and so is the truth of *karma* between the two, and meaningful *tyaga* is the invaluable truth, though so easily livable, of human life. The lives of Sri Rama, Sri Krishna, Gautama Buddha and Jesus Christ illustrate the point, as they demonstrated extreme renunciation and detachment in the performance of their karma. Rama renounced the throne of Ayodhya in obedience to his father. Krishna charioteered and directed the *Mahabharata* and the Kurukshetra war but did not aspire for

anything for himself. Gautama Buddha renounced a kingdom in the quest for Truth. In recent history, Mahatma Gandhi's life is a case in point because he is revered for his sacrifice with no greed for power.

Introduction:

- What is renunciation?
- Renunciation and sacrifice. Greed is the main obstruction in the path of renunciation. Self-restraint and other ways of overcoming greed. Renunciation with action as true renunciation.
- Individuals who are remembered in history for practising this value* footnote (The faculty member may suggest names of local characters or leaders that could be relevant.) like: Sri Rama, Bhishma, Gautama Buddha, Mahavira, Jesus 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.

Practising Renunciation and Sacrifice:

- What will learners learn/gain if they practice renunciation and sacrifice? What will learners lose if they don't practise it?
- Sharing learner's individual and/or group experience(s)
- Simulated situations
- Case studies

25.8 Constitutional Values, Justice, and Human Rights

4 Hours

This module is divided into four parts.

- Part A contains fundamental values enshrined in our Constitution, which were practised even during the time of the Buddha in democratic city states in ancient India.
- Part B comprises associated fundamental rights which are guaranteed not only in our Constitution but also in the Universal Declaration of Human Rights (1948).
- Part C enumerates the Fundamental Duties of Indian Citizens.
- Part D Patriotism, pride and gratitude for the nation".

An exposure to these values, rights and duties will enable learners to develop the citizenship skills essential for successfully interacting in a pluralistic democratic society.

Part A: Fundamental Values

- **Justice:** Different inter-related concepts of justice —natural, social, economic, political and legal;
- **Liberty:** Meaning and definition of liberty — Positive and negative concepts of liberty.
- **Equality:** Meaning of Equality — Concepts of Basic Equality, equal worth and equal authority – Types of Equality, for example, social, political and legal.

- **Fraternity:** Meaning of fraternity — two aspects of fraternity, the dignity of the individual and the unity and the integrity of the nation — fraternity as a key to deepening democracy in India.
- **Human Dignity:** Common definitions of human dignity —Importance of recognizing human dignity.

Part B: Fundamental Rights: Fundamental Rights have been guaranteed to citizens by the Constitution. However, to know the rights and its limits, citizens must read and understand equally about the Guarantees, Rights and Responsibilities. This would help citizens of India to be empowered enablers contributing to peace and prosperity for themselves, for societies and the nation.

1. Right to Life: All citizens of our country have been guaranteed the right to life and personal liberty, which provides citizens with the environment to work and prosper without fear, unless a wrong has been committed according to the law and the guilty punished according to procedure established. Article 21 of the Constitution must be read and understood clearly.

Alongside the rights, citizens must ensure that their actions do not trample upon fellow citizens, thereby, causing damage to their rights. Mutual respect amongst citizens is important. Refer to Article 21 of the Constitution.

2. Right to Freedom of Speech and Expression: Citizens of India have been given the right to think freely and express themselves with freedom; without fear. This right to freedom of speech and expression is guaranteed under Article 19 of the Constitution. However, the right is not absolute as it must fall within the law. Refer to Article 19 of the Constitution.

3. Right to Education: It is the right of all citizens that the State provides free and compulsory education to children between the ages of 6 and 14. Early childhood care and education for children below 6 is also guaranteed. This is guaranteed under Article 21A of the Constitution.

4. Right to Health and Housing: Citizens are guaranteed shelter, health, and medical aid. Health care is an essential service and must reach all citizens. Refer to Article 21 of the Constitution.

5. Right to Work and Decent Living: The right to social justice and economic empowerment guarantees citizens the freedom to work and earn a decent living. Not doles, but the opportunity to work. Guarantee to exploit an opportunity and work to the full potential and earn a decent living, depending on the income that has been created. Refer to Article 21 of the Constitution.

6. Right against Exploitation: Indeed, after the right to life, the right against exploitation is most important. Citizens cannot be trafficked or forced into any kind of labour. Such action against any citizen is punishable under the law. In fact, Article 23, Article 23 (1), Article 23 (2) and Article 24 together guarantee protection to every citizen, importantly to the marginalized, women and children. One may also read the National Child Labour Project Scheme and Child Labour in India for further clarification. Citizens must have a full understanding of the laws in order to safeguard themselves.

Refer to Article 23, Article 23 (1), Article 23 (2) and Article 24 of the Constitution.

Part C: Fundamental Duties

- (a) To abide by the Constitution, respect its ideals and institutions, the National Flag and the National Anthem.

- (b) To cherish and follow the noble ideals which inspired the national struggle for freedom.
- (c) To uphold and protect the sovereignty, unity, and integrity of India.
- (d) To defend the country and render national service when called upon to do so.
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women.
- (f)) To value and preserve the rich heritage of our composite culture.
- (g) To protect and improve the natural environment and wildlife and to have compassion for all living creatures.
- (h) To develop the scientific temper, humanism, and the spirit of enquiry and reform.
- (i) To safeguard public property and abjure violence.
- (j) To strive towards excellence in all spheres of individual and collective activity.
- (k) To provide opportunities for education to one's child or ward between the age of six and fourteen years.

Refer to Article 51 A of the Constitution.

D. Patriotism, Pride and Gratitude for the Nation

Dr. APJ Abdul Kalam, the former President of our country once said "Where there is righteousness in the heart, there's beauty in character. Where there is beauty in the character, there is harmony in the homes. Where there is harmony in the homes, there is order in the nation. When there is order in the nations, there is peace in the world." A peaceful nation automatically renders the atmosphere for creative living, peaceful coexistence and great prosperity.

Bharat, the oldest living and thriving civilization to date, was always the world leader in its spiritual teachings, material prosperity, scientific advancements, innovation and great might. We feel extremely proud of our Nation.

From our soil rose the timeless invaluable knowledge of the vedic sciences, ayurveda, mathematics, metallurgy, agriculture, cultivation of herbs and spices, textiles, architecture, knowledge of the cosmos and also understanding of the mind. Ours is the land of saints and sages, thinkers and professionals, brave men and outstanding women. Bharat had attained mastery over the art of warfare together with the art of peaceful coexistence. Since ancient times Bharat has always welcomed people from different nations, cultures and traditions, made them feel wanted, and helped them integrate into their new home. This has led to the making of an extremely multicultural society. The aroma of different foods, the rich colours, the folk songs and dances, festivals and feasts cannot be found anywhere except Bharat. Unity in diversity is the strength of our nation, of which we are extremely proud.

These achievements include excellent software professionals, educationists and academicians, health care professionals, pharmacists and scientists, architects, planners, engineers and a skilled workforce. Family values and family bonding of the Bharatiya society are looked upon with admiration and respect by other people in the world.

The bravest and most professional soldiers guard our nation. We the people of Bharat are extremely proud of our armed forces. When there is pride, our hearts swell with love and patriotism for our nation. Responsibility to gallop forth with conviction, the might of our knowledge, power of our innovations and great love for our nation rests upon our youth who will take our nation forward and make Bharat the World Leader.

Activity

- ✓ **Elocution competition:** Learners may research and present on local heroes who have fought in different wars in defence of Bharat. Lesser known facts about the warriors are to be highlighted.
- ✓ **Debate:** Topics may be:
 - a. Should learners have a compulsory 1-year experience for social work in Villages / tribal areas?

It can be a pre-requisite for PG or employment. (Serving in the field of education/adult education, health awareness, computer literacy, rain water harvesting, irrigation etc.). It will give them the understanding of social issues.
- ✓ **Twinning:** My Amma & me: Twin with mother, (could be with father, sibling too) and make a 5-minute presentation to the class. Topic: OUR FAMILY. In every session 2/3 learners could present.
- ✓ **Innovative Thinking:** Innovative suggestions to the CM or PM from the class: on education, about nation, about entrepreneurship etc. HEIs must make arrangements to communicate with the concerned authorities. Suggestions may be kept in a “youth suggestions bank” for the law makers and implementers.

Pedagogy:

- Lectures
- Discussions of values and their practices on real-life issues in groups
- Workshops
- Panel discussion on case studies/situations
- Role-play wherever applicable
- Demonstration (audio/video/written) by learners
- Observation (individual/peer group)
- Assessment (self-appraisal/faculty member observation)
- Portfolio/learner diary/reflective journal/workbook/record
- Outcome observation using some tools (individual and in the group)
- Simulations
- Teamwork
- Motivational talks by the practitioners
- Study visits

E-Resources: Keeping in view the needs and interests of learners, books, audio, videos, and e-resources are to be used generously by the faculty member.

Assessment

1. Assessment on practical case assignments, individual and group activities, question and answer sessions.
2. Reflection on the 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 learner will keep a record of his/her daily learning after each session in the reflection journal maintained by them and the faculty member.

Samples for Flow of Class on Universal Values, Activities, Outcome Observation:

A. The flow of Class on Values:

The flow of the class has been indicated in the transaction of each value. However, the faculty member is free to modify the flow in accordance with the needs of the class.

B. The outcome of the Activities and Assessment:

The learning outcome in this module is that the learners could participate, prepare and complete the activity or project including universal values.

The same may be assessed by self, peers or faculty members using some tools like a checklist or a rating scale. The faculty member and learners may identify criteria for the checklist or rating scale to elaborate learning during the following tasks:

1. Group task:

- a. Prepare a report/presentation/movie/video on your college.

or

- b. Prepare a report/presentation/movie/video on the favourite sports of the group.
 - i. The group may choose its own task with the approval of the faculty member.
 - 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.
 - iii. Presentation of the report/video prepared by each group if there is time; otherwise, the report may be submitted to the faculty member 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 values? Yes/no and why?
 - What kind of values were adopted by the leader(s) as selected by the learner(s)?

The learners may be asked to search for a few TED talks on each universal value, or clips from YouTube, which they find meaningful, prepare a summary of the talk in 200 words and submit it

to the faculty member in the next class. This could be used for the assessment of learner learning by the faculty member.

2. **Role play:** Select four to five volunteers from among the learners and a situation dealing with any value is explained. The learners will play the roles of the characters.
3. **Study visits:** The faculty member can arrange visits to provide an opportunity for learners to see the individuals or organizations practising these values and contribute to their own self and humanity.
4. **Discussion:** (Summary of narrative pertaining to a value or Technology, Entertainment, Design (TED) talk) the faculty member may ask learners to read out a few summaries submitted by the learners and discuss them in the class.
5. **Recap of the 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 and constructing a discourse.
6. **Writing an autobiography:** At the beginning of the course, learners may be asked to write two pages of their autobiography when they were five years old. In the middle of the course, they should be asked to re-write their autobiography from the perspective of an eleven-year old. Learners will then 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 four to six will analyse the narrative for a duration of 30 minutes. The analysis has to be submitted by each group on a sheet of paper; these may then be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty member.
8. **Reflective journal evaluation:** The journal evaluation may be done on the scale of: Needs improvement, Fair, Good, and Excellent. This is based on the following criteria: (i) proficiency in language, (ii) clarity of thought, (iii) quality of discussion of value, (iv) evidence of the 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 practice. A lot depends on the ambience around the youth and the universal values being practised 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 on campus than outside the campus participating in academic and other activities. Most of the time they are engaged with electronic gadgets like mobile phones, TV and games and they spend very little time with their family members and friends. Social media and its platforms tend to promote negative feelings of violence, hatred, corruption, etc. Consequently, values are causality, as they are not observed and experienced. To strengthen their emotional resilience and to reduce stress, adolescents need to develop a positive attitude towards people, things and events in their lives. Journal writing can be a way to get through it all, as it makes it easier to get into the habit of focusing on the positive values of life.

Journal writing can help in nurturing the values of life. It can be a life-transforming tool. A learner should be left free to choose the form, whether to write in a digital form or in a physical diary. The indicative format may be prepared and suggested but each learner should be allowed to write in it in the modified version, as he/she wishes but with justification for the modification.

Advantages of writing a Journal:

- i. A journal is not only a way of expressing emotions, but also 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 perspectives of one's self. Along with being a 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 more structured writing. In the process, they 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 life.
- iii. It would make them conscious beings, as the learners learn the truth about themselves by being conscious of the values 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 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 the framework:** One can write long, descriptive paragraphs about what one appreciates in one's daily life. One can write several 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 be in a place of reflection and positivism. One should do what works best for oneself.
- iii. **Commit to schedule:** An important aspect of the 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 learners involved in journal-keeping and to help them benefit from the process:

- i. Help learners commit to a time for journal writing. Do not allow only classroom journal writing sessions, 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 learners who are not very spontaneous to write in their journals.

Ideally, the faculty member should have his/her reflective Journal also. One sample of a Reflective Journal is given here:

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 and 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 Relationship 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. I would like to give back to All:

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11. UGC guidelines on “*Educational Framework for Global Citizenship in Higher Education*”
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ADDITIONAL PRACTICAL MODULES OR OPERATIVE ELECTIVES:

Note: The faculty member and/or institution may choose all or some of the following modules keeping in mind the level and specific needs of learners. The number of hours is suggestive. The faculty member has the flexibility to decide the duration of modules as per the need of the learners. However, it should be within the limit of duration assigned to each module in all four courses.

MODULE 1. - Integral Human Well-being

4 Hours

1. Importance of well-being, inter-relatedness of different kinds of well-being and definition of well-being (state of being comfortable, healthy, happy, and in equanimity)
2. Well-being and its kinds.
 - (i) Physical well-being (physical strength and endurance).
 - (ii) Emotional well-being (ability to respond to emotions and control them).
 - (iii) Aesthetic well-being (faculty to see and appreciate the beauty in all beings).
 - (iv) Intellectual well-being (rational, logical well-being).
 - (v) Relational well-being (obligation to self, parents, family society, nation, humanity and other beings in the universe; living with others with their acceptance).
 - (vi) Moral well-being (difference between good and evil and practising goodness; righteousness).
 - (vii) Spiritual well-being (thinking beyond the self and journey towards to spiritual level, beyond the senses).
3. Establish and recognize various states of well-being, embedded in different creatures, but consciously understood by humans.

4. Identify the most pronounced emotions in the individual through given activities anecdotes, videos, activity to help identify different states of well-being.
5. Discussion of related values to well-being: Aesthetics, ethics, gratitude, forgiveness, and spiritual health, that is, thinking beyond the senses and the self and for the welfare of others.
6. Importance and practice of well-being through case study and or activity.
7. Ways to attain different states of well-being.
8. Activities.

MODULE 2. - Yoga and Pranayama

4 Hours

1. Importance of Yoga and Pranayama:
 - a. Yoga and pranayama for the integral well-being and balance in life.
 - b. Yoga and pranayama: Introduction.
 - c. Mind – Body – Intellect.
 - d. Difference between yoga and pranayama and their interrelatedness.
2. Basic Yogasanas and Pranayama for Learners:
 - a. Every morning.
 - b. Before bedtime.
 - c. Before a presentation.
 - d. Before examination.
 - e. To fight stress
3. Healthy Diet.
4. Healthy Mind.
5. Recommended Routine for Yoga and Pranayama.

MODULE 3. - Gratitude

4 Hours

1. Gratitude — A great embellishment to a person’s mental quality.
2. Duty versus Rights.
3. Wonderment and Simplicity.
4. Gratitude to:
 - a. The family.
 - b. The teachers.
 - c. The society.
 - d. The nation.
 - e. The universe.
5. Activity: Count your blessings; Live in an attitude of gratitude

MODULE 4: - Relationship and Family

4 Hours

1. Family: Meaning and constitution.
2. Importance of family relationships

3. Characteristics of a strong family.
 - Have good communication.
 - Share a feeling of togetherness.
 - Spend time with each other.
 - Show care and affection to every member.
 - Lead by example. The elders follow what they teach the younger members of the family.
 - The value system is set up by example.
 - Support all family members.
 - See a crisis as an opportunity to grow.
 - Focus on every member's well-being
 - Show resilience.
4. Build strong family relationships
 - Maintain positive communication-verbal and nonverbal
 - Spend quality time
 - Teamwork and family relationships
 - Appreciation for each other and family relationships

MODULE 5: - Role in Society

4 Hours

1. Meaning of Society.
2. Social roles — Meaning and various types.
3. Individual as a Social Being.
4. Responsibilities as Social Being
 - Participate in society's activities
 - Maintain a harmonious relationship with neighbours.
 - Follow the rules of society.
 - Maintain clean surroundings.
 - Contribute to social welfare.
5. Role conflict versus role strain
 - Role conflict — When role demands from different statuses are in conflict with each other and cause stress.
 - Role strain — When the role demands from a single status cause conflict or become stressful

MODULE 6: - Love and Sensitivity for Nature and Environment 4 Hours

The faculty members are requested to visit the following websites of UGC to learn about the content and modalities to develop love and sensitivity for nature and the environment.

The link for UGC's SATAT guidelines

<https://www.ugc.ac.in/e-book/STAT%20ENGLISH.pdf>

The link for UGC's environmental studies for undergraduates course -

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>

SELF-RATING AT THE ENTRY AND EXIT LEVEL

(To be filled by the Learner)

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 Goodwill		
5	Interpersonal Communication		
6	Interpersonal Relationships		
7	Understanding the Non-verbal Cues of others		

SELF OBSERVATION AND SELF-RATING

(To be filled by the Learner)

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		
8	Itless & Integrity		
9	Managing Personal Finance		

Content Contributors for Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0

1. (Late) Prof. Avadhesh Kumar Singh, (1960-2019), Former Vice-Chancellor, Auro University, Surat 394 510
2. Prof. Bijay K. Danta, DRS Department of English, Tezpur University, Tezpur, Assam-784028
3. Prof. (Mrs.) Kiran Mathur, Professor & Head (Retd.), DEE, Regional Institute of Education, NCERT, Bhopal 462013
4. Prof. Rekha S. Singhal, Professor of Food Technology, Institute of Chemical Technology, N. P. Marg, Matunga, Mumbai 400 019
5. Prof. Shradha Shivani, Professor, Department of Management BIT, Mesra, Ranchi, Jharkhand 835215
6. Dr. Monika Jain, Professor, Food Science and Nutrition, Banasthali Vidyapith, P.O. Banasthali Vidyapith, Rajasthan 304022
7. Prof. Amita Chatterjee, Emeritus Professor, School of Cognitive Science, Jadavpur University, Kolkata 700032
8. B. Raghav Srinivasan, Head, Government & Corporate Initiatives, ICT ACADEMY, An Initiative of Government of India, State Government and Industry, B – 308 & 309, Third Floor, Som Datt Chamber – 1, Bhikaji Cama Place, New Delhi 110 066
9. Prof. Geeta Menon, Director, Chinmaya Academy of Management, Harrington Road, Chennai 600040
10. Prof. Nidhi Tiwari, Professor, English, DESSH, Regional Institute of Education, NCERT, Bhopal -462013

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A Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 has been prepared with the help of the following Expert Committee -

Sr. No.	Name of the Expert	
1	Prof. (Mrs.) Kiran Mathur Professor & Head (Retd.), Department of Extension Education and former Course Coordinator, DCGC, Regional Institute of Education, NCERT, Bhopal	Chairperson
2	(Late) Prof. Avadhesh Kumar Singh (1960-2019) Former Vice-Chancellor, Auro University, Surat	Member
3	Prof. Bijay K. Danta Department of English, Tezpur University, Tezpur, Assam	Member
4	Prof. Rekha S. Singhal Professor of Food Technology, Institute of Chemical Technology, Mumbai	Member
5	Prof. Shradha Shivani Professor, Department of Management BIT, Jharkhand	Member
6	Dr. Monika Jain Professor, Food Science and Nutrition, Banasthali Vidyapith, Rajasthan	Member
7	Prof. Amita Chatterjee Emeritus Professor, School of Cognitive Science, Jadavpur University, Kolkata	Member
8	B. Raghava Srinivasan Head - Government & Corporate Initiatives, ICT Academy New Delhi	Member
9	Prof. Geeta Menon Director, Chinmaya Academy of Management, Harrington Road, Chennai	Member
10.	Prof. Nidhi Tiwari Professor, English, DESSH, Regional Institute of Education, NCERT, Bhopal -462013	Member

Dr N. Gopukumar, Joint Secretary, UGC; Dr. Diksha Rajput, Deputy Secretary, UGC; Mrs. R. Indra, Section Officer, UGC; Dr. Neelam Kumari, former Consultant, UGC; Shri Abhishek Kumar Anand, Consultant, INFLIBNET and Shri Chetan Humane, former Young Professional, UGC also provided extensive support to the Committee.

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(Prof. Manish R. Joshi)
Secretary,
University Grants Commission

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