

PRACTICAL MANUAL

Entrepreneurship Development and Business Management

HSS 368 2(1+1)

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2020

College of Agriculture
Rani Lakshmi Bai Central Agricultural University
Jhansi-284003

Practical Syllabus: Entrepreneurship Development and Business Management HSS 368 2(1+1)

Listening and note-taking, Writing skills, Oral presentation skills, Field diary and lab record, Indexing, footnote and bibliographic procedures, Reading and comprehension of general and technical articles, Précis writing, summarizing, abstracting, Conducting market survey to the demand for product, Preparing advertisements for popularization of product, News writing, Preparing project proposals, Individual, group presentation, features of oral presentation, presentation, Evaluation of presentation and evaluation of sheet, Dyadic communication-face to face conversation, Telephone conversation, rate of speech and clarity of voice, speaking and listening politeness, telephone etiquettes, Organizing general and group meeting, salient features of participation in seminars and conferences, Conducting and participating in mock interviews.

Name of Student :

Roll No. :

Batch :

Session :

Semester :

Course Name :

Course No. :

Credit :

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CERTIFICATE

This is to certify that Shri./Km.ID No..... has completed the practical of course.....course No. as per the syllabus of B.Sc. (Hons.) Agriculture/ Horticulture/ Forestry semester in the year.....in the respective lab /field of College.

Date:

Course Teacher

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Exercise No. 1

Objective: To study listening and note taking

This exercise will help in inculcating the habit of effective listening and note taking along with brief of techniques of note taking.

Exercise: Listening: Observe a class lecture/oral presentation by a friend-

Sl. No	Details	Description
1.	Presenter/Lecturer	
2.	Topic	
3.	Duration	

Give the score for self and compare with other three fellow

Are you a good listener (Give score 1 for Yes and 0 for No)

S.No.	Observation	Score
1.	Do you ask questions and wait for an answer?	
2.	Do you respond quickly and directly to the questions that are asked?	
3.	Does the other person feel that you are listening actively to him/her?	
4.	Do you give an occasional nod, or an 'uh-huh' or an "I see" while you listen?	
5.	Do you shift your posture or lean forward in the chair and at appropriate moments smile or shake your head meaningfully while listening?	
6.	Do you maintain strong eye contact while conversation?	
7.	Do you go ahead and ask a question that follows closely from what was just said after the other person comes to a break in his or her talking?	
8.	Are you mentally "with your speaker" every moment?	
9.	Are you tempted to interrupt the speaker in between if you disagree with him/her on an issue?*	
10.	Do you listen patiently with an open mind?	
11.	Do you encourage your speaker to express his ideas fully?	
12.	As a listener are you able to take time away from your most important focus yourself?	
Total Score		

Scoring

- Correct answers: 'Yes' answers for all questions except no. 9 are correct answers.

Interpretation:

- **8 and above:** can be termed as "People's person". Can be considered as good listener and intelligent. Person can be an effective communicator and can become a successful leader.
- **Less than 8:** person is supposed to be too preoccupied with our own self to listen. He should come out of self-centred approach and should learn to listen to others-like employees, customers, friends, family as well as your critics. Get involved in other.

Total Score:

Which note-taking system is a good match for each of your classes and why?

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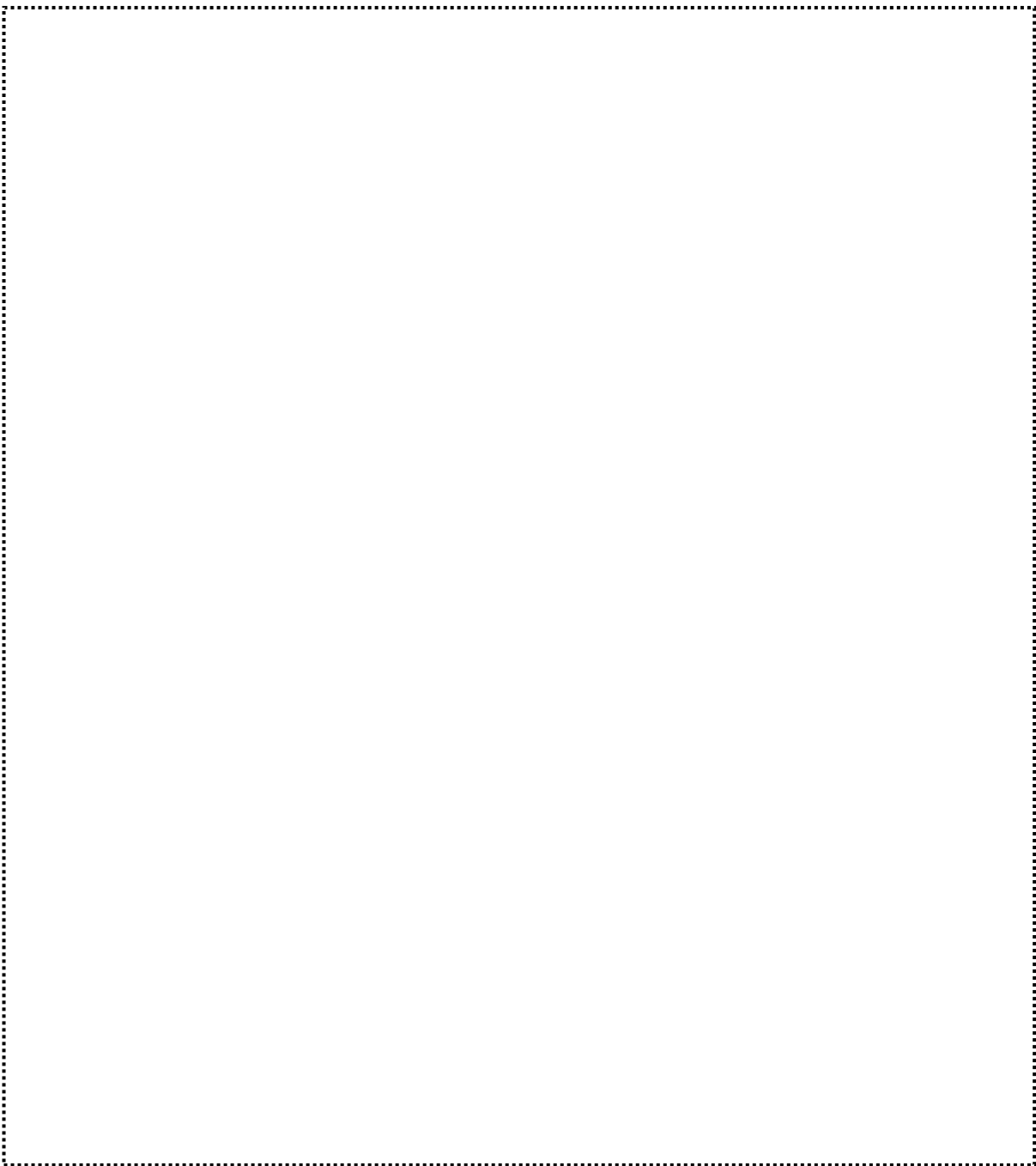
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Make the Mind map and Cornell system of note making for any other lecture and paste it.



Exercise No. 2

Objective: To develop writing skills

This exercise will help in inculcating the habit of writing for the concurrent and relevant topic and will enable students to translate the ideas into paper.

List five different relevant topic related to agriculture

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Take paper cutting of major English Newspaper Editorial page related to Agricultural related topic, paste it, read and make an abstract of not more than 300 words

Exercise No. 3

Objective: To develop oral presentation skills

This exercise would help in knowing and understanding the basic structure of presentation. Presentations hold its immense value as it connects clients/audience with the ideas and the confidence of author.

Exercise: Prepare a presentations to give in front of class room and submit the draft of the presentation

Flow of the presentation

Topic:
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Introduction:
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Review of Literature:
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Data related to the topic:
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Conceptual framework about the topic:

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Your own opinion about the topic:

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Consequences/policy implication:

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Critics/

Appreciation:

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References, if any:

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Question-Answer Session (major issues raised):

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Submit the same presentation with the power point presentation.

Signature of Course Instructor

Exercise No. 4

Objective: To evaluate and improve presentation

Oral Presentation Evaluation

Speaker :

Topic :

Time/Duration :

Give rating for any one of the oral presentation given in the class room

Sl. No	Delivery	Excellent (3)	Good (2)	Needs Improvement (1)
1.	Introduction: Clear and interesting			
2.	Related topic to audience			
3.	Used standard English grammar			
4.	Communicated with sincerity & enthusiasm			
5.	Maintained strong eye-contact			
6.	Avoided distracting mannerisms			
7.	Presented visual aids well			
8.	Seemed knowledgeable & confident			
9.	Ended on a strong note			
10.	Completed speech within time limit			
11.	Content			
12.	Main points well-organized			
13.	Used supporting evidence & examples			
14.	Written Work			
15.	Outline well-written and complete			
16.	Bibliography/References/Sources included in proper format			

Suggestion for the improvement

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Exercise No. 5

Objective: To prepare field diary and lab record

Field diary and lab records provide basis for the documentation which is very essential and basic part of any scientific study. This exercise would enable to know and understand the process and importance of documentation of data.

Exercise: Prepare a field diary while visiting some KVK or attending any field day.

Date:
Day:

Page No.
Time:

Concern Person/ Organization:

Purpose of the visit :

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Name of the place:

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Accompanying **person(s):**

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Key **Observation** **(s):**

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Problem faced while visit

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Success story/points

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Summary of the visit/observation:

Signature of the person

(Name)

Check the notebook/ Diary/Lab Record checklist to give score to notebook

a) Go through any lab record book available in the college and give the score

Sl.no.	Notebook Checklist	Yes(2) /No(1)
1.	Keep up with the table of contents	
2.	Date on each page	

3.	Number on each page consecutively	
4.	Use of continuation notes when necessary	
5.	Properly void all blank pages or portions of pages (front and back)	
6.	Enter all information directly into the notebook	
7.	Properly introduce and summarize each experiment/event	
8.	Include complete details of all first-time procedures	
9.	Include calculations	

b) Prepare a page digitally to and submit to the course instructor keeping all above points.

Exercise No. 6

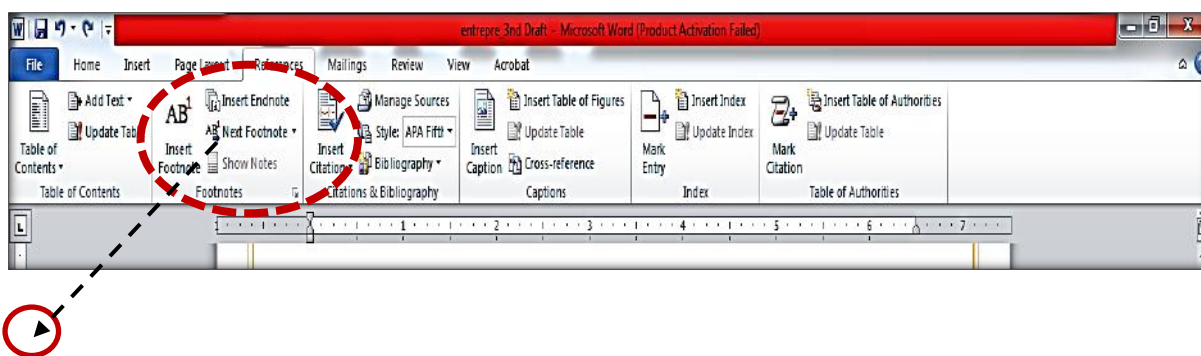
Objective: To study indexing, footnote and bibliographic procedures

Indexing, footnote and bibliography not only give credibility to the article or chapter, they also keep readers well informed and saved time on their part.

Exercise: Insert footnotes using Word 2000¹

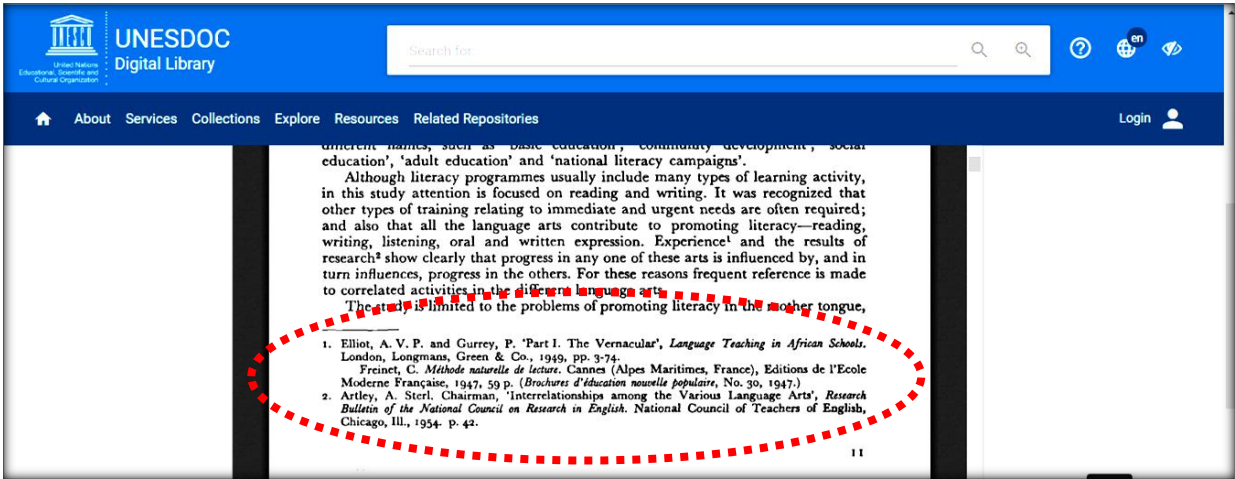
Steps:

1. Place cursor where the footnote is to be inserted
2. From the menu bar, select **Insert>Reference>footnote** and select options
3. The (next) numeric footnote will automatically be inserted and also placed **at the bottom** of the page



Example

¹<http://ecoursesonline.iasri.res.in/mod/page/view.php?id=49762>



Example of Footnote, screen shoot of digital Library, UBESDOC

(Source: <https://unesdoc.unesco.org/ark:/48223/pf0000002929>)

Exercise: Insert footnotes using Word 2000 and paste a page in the workbook and submit to the course instructor.

Exercise: Check out Indian Journal of Agricultural Research and write 15 references in an alphabetic order from five different articles.

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Exercise No. 7

Objective: To learn reading and comprehension of general and technical articles

Comprehension of an article is as essential as writing an article itself. Extracting the concept, key words and connecting different parts of an article can be helpful in further writing and understanding of the topic. This exercise helps in understanding the same.

Passage for Exercise: Read the article

Genetic Improvement of Indigenous Cattle for Milk and Draught: A Review
B K Joshi, Avtar Singh, S Mukherjee (2005)
The Indian Journal of Animal Sciences, 75(3)

The present review attempts to assess the performance potential of various indigenous cattle breeds with respect to growth, reproduction, milk production and draught. The estimates of genetic parameters and genetic progress over time have been presented from the organized herds and limitations of the genetic parameters in terms of poor precision and the causes of genetic deterioration in most of the closed herds of indigenous cattle breeds have been identified. Comprehensive documentation by conducting the field surveys to develop breed descriptors in the native ecology (production system) and identification of unique and true breeding populations coupled with socio-economic condition of the farmer has been suggested. The imperative need for breed-wise cattle census and field recording has been highlighted. The urgency to strengthen the breed societies and herd registration schemes to cover almost every descript breed with field recording on a larger population linked to breed improvement programmes has been stressed. It has been suggested that the breed specific government and private organized farms and progressive farmers/breeders maintaining relatively large herds should be associated to form a sizable test herd population for evaluating a large number of breeding bulls and necessary infrastructure for providing breeding facilities, performance recording and evaluation of village herds should be developed. In the absence of field recording, Open Nucleus Breeding system (ONBS) with or without MOET for production and evaluation of young bulls and for augmenting the genetic gain has been suggested. Upgrading non-descript populations with descript improver breeds from the same region to enhance milk production and draught ability has been underlined. The need for a true long term economic evaluation of cattle genetic resources; particularly comparing locally adapted and exotic/crossbred genotypes in the same production systems based on their utility (milk or draught

or both) has been emphasized. Innovations in subsistence cattle farming must be developed and tested to ensure that they produce sustainable benefits. The need for studying the genetics of draught ability and the relationship between draught ability and milk production so as to develop strategy for improvement of both milk and draught in an optimal manner has been emphasized. In future, marker assisted selection of animals seems to be a possibility for helping to locate particular genes with major effects on milk production/draught and may act as an aid to progeny testing of sires.

Figure out new words/concept/technical terms.

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Check the abbreviation and find out the related concept and write one or two words

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Critical reading skills-Write the relationship between different ideas and concept.

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Rewrite the passage in your own word with your own understanding with following sub-headings.

a) Title b) Abstract in 200 words c) Conclusions/Summary

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Exercise No. 9

Objective: To study market survey to the demand for product

Market survey gives an insight into the trends, supply, and demand which play a crucial part in making decision regarding the enterprise. This exercise also emphasis over making a questionnaire for market survey.

Exercise: Visit an organized retail store nearby and collect the required information for vegetables.

General Information

S. no.	General Information	
1.	Name	
2.	Gender	Male/ Female
3.	Marital Status	Single/ Married
4.	Education Qualification	<ul style="list-style-type: none"> • Primary education • Up to higher secondary • Higher study
5.	Occupation of respondent	<ul style="list-style-type: none"> • Job • Self-employed
6.	Total Annual Income	
7.	Type of family	<ul style="list-style-type: none"> • Joint • Nuclear

Size of family:

SI. No.	Family members	No. of members	No. of Literates	No. of members employed
1.	Males			
2.	Females			
3.	Children			

Purchase of Vegetables:

Sl. No	Vegetables	Quantity in kg /purchase	No. of purchase /month
1.	Major vegetables		
	a. Onion		
	a. Tomato		
	b. Potato		
	c. Brinjal		
	d. Okra		
2.	Cole Crops		
	a. Cabbage		
	b. Cauliflower		
	c. Broccoli		
3.	Tubers		
	a. Carrot		
	b. Beetroot		
	c. Radish		
	d. Turnip		
	e. Knool – khol		
4.	Gourds (Specify)		
5.	Leafy vegetables (Specify)		
6.	Frozen vegetables (Specify)		
7.	Cut vegetables (Specify)		

Expenditure of monthly vegetable purchase :.....(Rs)

Frequency of purchase:(number)

S. No	Particulars	Will you buy?	Qty (kg)	Frequency (√)			
				Daily	Twice in a week	Once in a week	Once in 2 week
1.	Fresh vegetables	Yes/No					
2.	Frozen vegetables	Yes/No					
3.	Cut vegetables	Yes/No					

Store factors

S. No	Questionnaire	Response (Yes/No)
1.	Are good quality vegetables available?	
2.	Are the vegetables fresh and clean?	
3.	Good value for money?	

4.	Are the products clearly priced?	
5.	Fast and efficient check out?	
6.	Store located near to residential area	
7.	Easy to access	
8.	Good access to the products on the shelf	
9.	Any special prices or discounts	
10.	One -stop shop where one can purchase everything	
11.	Attractive shelf arrangement, decor and surroundings	
12.	Are the extended trading hours available	
13.	Good lighting & Clear signage	
14.	In-store tastings are allowed or not?	
15.	Are the loyalty programmes available?	
16.	Does the refund & return policy available (Frozen vegetables)?	
17.	Is the right combination of cut vegetable available (Cut vegetables)?	

Exercise No. 10

Objective: To study advertisements for popularization of product

Advertisement helps in reaching out products to the last mile which helps in establishing the product, connecting buyers to sellers and ultimately the sale of product can be increased.

Exercise: List 10 agricultural products for which you have observed the advertisement in print media, TV and newspaper

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List the details provided in the advertisement

Commodity		Visual	
Slogan		Pictures	
Company		Video	
Logo		Sound/Music	
Price		Duration of video	
Color Combination		Utility	
Brand Ambassador		Direct/indirect Advertisement	

Catchy Lyrics			
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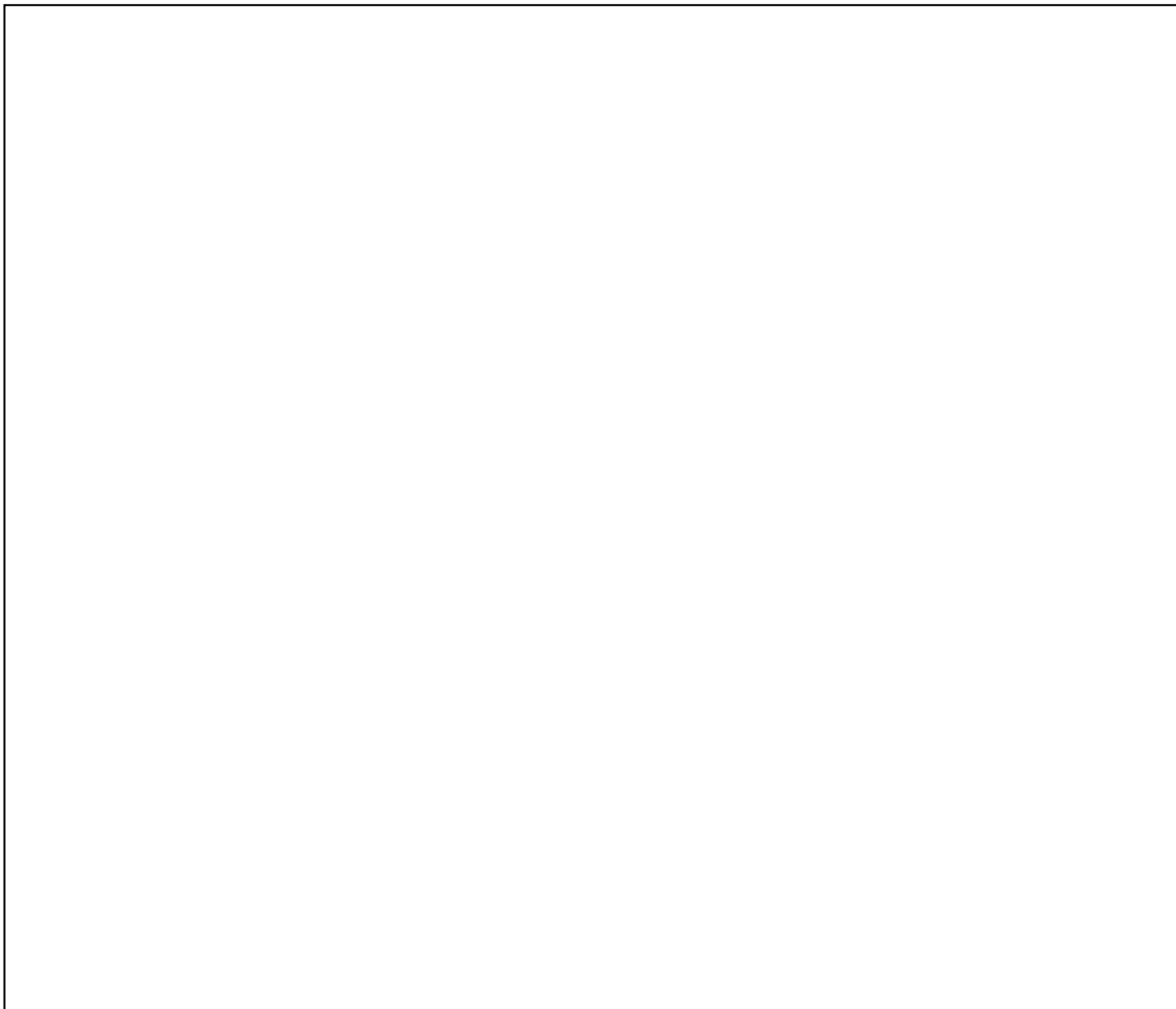
Give 5 cutting from the Newspaper and magazine.

Exercise No. 11

Objective: To learn news writing

News writing is an essential part of journalism, extension and entrepreneurship. It helps in reporting the success stories, and news pertinent to the use in the field of agriculture. This exercise will enable to understand the basic structure of news writing.

Exercise: Take a newspaper and highlight different parts of newspaper with Headline, Byline, Lead, Body, and Ending

A large empty rectangular box with a thin black border, intended for the student to complete the exercise of identifying parts of a newspaper.

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Exercise No. 12

Objective: To learn preparation of project proposals

Project proposal plays an important part in establishing an enterprise as it provides the blue print for the present and future course of action. This exercise would further help in writing a viable project proposal

Exercise: Prepare a project proposal of your own which meet outs the minimal standards for venture proposal. Steps to write a project proposal

- **Step 1:** Define the problem
- **Step 2:** Present your solution
- **Step 3:** Define your deliverables and success criteria
- **Step 4:** State your plan or approach
- **Step 5:** Outline your project schedule and budget
- **Step 6:** Tie it all together
- **Step 7:** Edit/proofread your proposal

Exercise: Prepare a project proposal to set the Mushroom cultivation for the start up and provide a budget estimate requirement including the plan of work under the following sub heading

Content	Details
Title of the project	
Monitoring Head	
Justification for the project	
Location	
Requirement of	

materials	
Consultancy and Technical support requirement	
Budget requirement	
Total input cost	
Estimated man power required	
Total time period	
Estimated profit / output	
Market/sale point	
Others	

Exercise No. 13

Objective: To learn individual and group and oral presentation

Presentation helps in keeping the idea/concept more effectively. Supplemented with modern ICT tools, presentation is an important tool to communicate the idea.

Group Presentation: Make a group of 5 students and prepare a topic for oral and group presentation. Submit the draft of the presentation with the following heading

- a) Title:
- b) Purpose:
- c) Introduction:
- d) Body:
- e) Conclusion:

Decide on the group. Mention the names of all group members.

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Have a team meeting to discuss the presentation. Produce an agenda and minutes as evidence of taking part in a group activity. Each member is expected to take notes on the meeting and re-produce them in his/her report.

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Use audio-visual aid for better understanding of the subject. List of audio-visual equipments available and required.

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Management on each part to decide what role one is expected to perform i.e. who was to do what (Role)? Write down everyone's contribution.

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Put the slides together and test the presentation.

Exercise No. 14

Objective: To evaluate presentation

Evaluation is an important part of the process which enable to find out the flaws if any and what improvement can be done.

Exercise A: To evaluate the presentation based on questionnaire and basic essentials

Give the information, using the survey instrument given below:

Presenter :

Facilitator(s) :

Date :

Topic :

Evaluator(s) :

A. About the Presenter:

Criteria	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
The presenter delivered the material in a clear and structured manner.					
He was knowledgeable about the topic and any related issues					
He maintained audience interest during the entire presentation					
He answered questions effectively					
He was enthusiastic about the topic					
He was well organized and prepared					

B. About the Presentation:

Criteria	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
The presentation was concise and informative.					
It contained practical examples and useful techniques that applied to current work.					
The visual aids were effective					
Overall, I would rate this presentation/instruction as-					
Would you recommend this presentation to others?	NO				YES

Additional Comments:

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Exercise: B.

Oral Presentation Evaluation Sheet

Session :

Time/Location :

Date :

Paper Title :

Judge(s) :

Criteria for Judging.

Rating Scale: [1 = Marginal; 2 = Acceptable; 3 = Above Average; 4 = Excellent]

Scoring Criteria:

- **Excellent** (demonstrates superior creativity, originality, or understanding in approach, content, or presentation)
- **Above average** (demonstrates creativity, originality, or understanding beyond basic expectations)
- **Acceptable** (meets basic expectations for presentation, approach and content)
- **Marginal** (below average in presentation, approach, understanding or content)

Criteria	Rating*
Introduction/background: (e.g., clearly states purpose or motivation for study; presents background needed to understand research)	
Content: (e.g., concise, logically organized; approach, hypothesis, methodology, results are clear)	
Conclusions: (e.g., findings clearly stated, consistent with results; mentions future research directions)	
Visual Aids: (e.g., appropriate amount of information; effective use of graphics or images)	
Presentation Style: (e.g., good voice volume, enunciation, speed; good poise, eye contact; free of hesitations and distracting mannerisms; engages general audience)	
Responses to Questions and Comments: (e.g., confident and effective response to questions)	

*If category is not applicable, please put N/A

Total Score	
Maximum Possible Score	
Percentage= $\frac{\textit{Total Score}}{\textit{Maximum Possible Score}} \times 100$	

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Exercise No. 16

Objective: To learn telephone conversation and other etiquettes during conversation.

Modern problems need modern solutions. We know that telephone/mobile plays a vital role in communication and thus one has to be familiar and have expertise in this aspect also. This exercise would further help in understanding the basic of telephonic conversation and etiquettes.

Study the system of Kisan Call Centre and draw the mechanism of call transfer from one level of expertise to another.



Make a call to Kisan Call Centre at 1800-180-1551 and take a brief of local agricultural problem and write down whole conversation including expert advice, and observation

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List out 10 International Seminar on agriculture, host organization and their theme based on agriculture in last one to two year.

S. No	International Seminar	Theme	Host Organization
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

List 5 innovative/new practices or ideas presented in the seminar and published in the abstract book or Journal.

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Exercise No. 18

Objective: To learn participating for mock interviews

Interview is an integral part of today's corporate world where panels of judges/experts select the suitable candidate for the organization or work profile. Mock interview helps in understanding common mistakes and serves as platform for better preparation.

Exercise: Do Your Research

General Research
How long has the organization been in operation?
Where are the organization/ company/ school located? What are those locations like?
Has the organization been in the news lately? For what reason(s)?
What are the organization's short-term goals? Long-term goals?
What are the strengths of the company/organization/school?

What difficulty does this organization face? How can I help solve them?
Who are the organization's competitors? How does it compare to its competitors?

Specific Research
What services/ products/ programs this organization provides?
What else is this organization known for (ex. Community involvement, supportive of families, relaxed atmosphere, academics, rural development etc.)?

Prepare yourself before the interview

List out your own personality traits or skills related to the interview:

Personality Traits
My experiences that demonstrate traits and skills are:

Major accomplishments of interest to the person interviewing me are:

What are the 5 most important things I want the interviewer to know about me?

What are my short-term and long-term goals? How does this opportunity relate?

What about this job/ employer/ school excite me most?

Why am I the best candidate for this opportunity? What makes me unique?

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APPENDICES

LISTENING AND NOTE TAKING

Listening is a skill that can be acquired and developed with practice. It is concentrating on what is being said rather than just passively 'hearing' the message. Hearing is a spontaneous act while listening, by contrast, is something which we choose to do. Understanding requires three activities-dynamic listening, paying attention, and concentration.

- The best way to concentrate is to start with anticipation.
- Comprehensive listening includes the feedback between speaker and listener.
- Reading and listening have the power to improve vocabulary, grammar, reading, comprehension (understanding), writing, spelling, etc.

Signs of Active Listening

Mirroring: Automatic reflection/mirroring of any facial expressions used by the speaker are the sign of attentive listening.

Distraction: The active listener should refrain from fidgeting, looking at a clock, doodling, playing with their hair or picking their fingernails.

Guidelines to Effective Listening:

- Sit where the instructor would be able to see the listener, preferably in the front.
- Pay attention to content, not the lecturer's appearance or distracting habits.
- Find areas of interest; listen for ideas, not just facts, and words.
- Intend to get down a good written record of the lecture material; be a flexible note taker.
- Listen for new words and watch for signals of important information.
- Read in advance about the topics to be discussed in class and relate them.
- Be prepared to ask questions in class. Use facial expressions to let the instructor know that you don't understand an idea completely.
- Resist external distractions such as someone coming in late to class, buzzing of mobile, and other students talking, etc.

Effective Note Taking: Effective note taking supports our listening efforts, and allows us to test the understanding of the material. Research indicates that there's a 34 percent chance that student will remember key information if it's present in their notes but only a 5 per cent chance if it's not.

For effective note taking:

- Stay organized
- Use your paper
- Group together similar concepts
- Use visual cues
- Listen for the big ideas
- Copy anything the instructor writes on the board.
- Use signals and abbreviations
- Review the notes
- Write a summary of the main ideas of the class in own words.
- Don't worry about missing a point. Leave space and pick up the material which is missed in later phase.
- Edit (not copy) the notes by adding extra points, spelling out unclear items, etc.
- Review notes periodically i.e. daily, weekly, and a major review just before a test.

Method of Note Taking

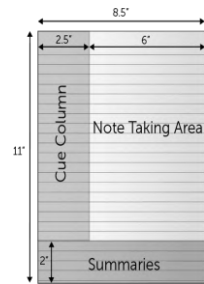
Method	Details	Advantages/Disadvantages
Lists	<ul style="list-style-type: none"> • A sequential listing of ideas • Lists may be short phrases or complete paragraphs describing ideas in more detail. 	<ul style="list-style-type: none"> • Requires a lot of writing. • It is not easy to prioritize ideas.
Outlines	<ul style="list-style-type: none"> • Places most important ideas along the left margin, which are numbered with roman numerals. • Supporting ideas to these main concepts are indented and are noted with capital letters. • Under each of these ideas, further detail can be added. 	<ul style="list-style-type: none"> • Suited when material presented by the instructor is well organized. • Easy to use while taking notes on computer.

Concept Maps	<ul style="list-style-type: none"> • Place a central idea in the center of the page and then add lines and new circles in the page for new ideas. • Use arrows and lines to connect the various ideas. 	<ul style="list-style-type: none"> • Great method to show relationships among ideas. • Also good if the instructor tends to hop from one idea to another and back.
Cornell Method	<ul style="list-style-type: none"> • It uses a two-column approach. • The left column takes up no more than a third of the page and is often referred to as the “cue” or “recall” column. • The right column (about two-thirds of the page) is used for taking notes using any of the methods described above or a combination of them. 	<ul style="list-style-type: none"> • This method can include any of the methods mentioned above and provides a useful format for calling out key concepts, prioritizing ideas, and organizing review work.

The Cornell System

The Cornell System is a well-known method of taking lecture. The keystone of this system is a two-column note sheet.

- Use 8.5×11 papers to create the note sheet. Down the left side, draw a vertical line 2.5 inches from the edge of the paper. End this line 2 inches above the bottom of the paper.
- Draw a horizontal line across the bottom of the paper 2 inches above the paper's edge. In the narrow (2.5") column on the left side, write cue words or questions. In the wide (6") column on the right, write the lecture notes. In the space at the bottom of the sheet, summarize the notes.
- One can use this system if he use lined notebook paper too. Disregard the red vertical line and make your own line 2.5" from the left edge of the paper.



SOPRANO TECHNIQUE

Soprano Study/Reading Technique is known for the textbook notes. The six steps involved are as following:

1. Read textbook paragraph by paragraph without a pen or highlighter in hand.
2. After finishing a paragraph, decide if any information in that paragraph is worth highlighting or underlining. Ask yourself, "Is this really important?"
3. Pick up the highlighter or pen and highlight or underline the most important key words or phrases of that information, or write "key words" notes in the margins.
4. Then, put a number in the margin of the text next to the highlighted or underlined material. Use numbers in ascending order to note the importance of the highlighted or underlined material.
5. Put the same number and page on a separate sheet of paper in the notebook. Then, write out a question based on the information that have been just highlighted or underlined in the textbook. Essentially the information that we have just highlighted or underlined in the text should answer the questions.
6. Proceed with the study/reading of text. Every time highlight or underline text material, assign it a number in the margin of the textbook next to the highlighted information. Put the same number in notes and create a question about the information that has been just highlighted or underlined.

MIND MAPPING

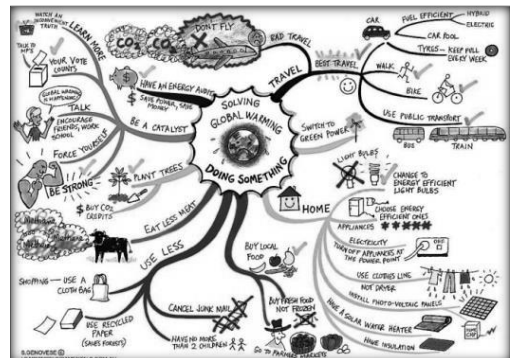
- Mind mapping is a creative diagrammatic technique to generate, visualize, structure and classify ideas, and is used as an aid to organizing information and solving problems as they hold information in a format that our mind finds easy to remember and quick to review.
- It uses a non-linear approach that encourages the learner to think and explore concepts using visual-spatial relationships flowing from a central theme to peripheral branches which can be inter-related.

Advantages

- It allows users to identify and highlight the structural elements of a subject more simply than with a standard set of notes.
- Works without much technical equipment and is easy to draw.
- Compact way to summarize a lot of information.

Disadvantages

- Mind maps can become complex if we use more than two branches.
- An individual mind map may be so personal that it could be difficult for others to understand.
- One may have to redraw the map if there are certain changes.



WRITING SKILLS

Writing skills are essential aspect of present-day work environment. It should be clear, attractive and in appropriate way. An ability to write clear, concise can help to communicate and make other to understood point quite clear. For agriculture, there are various forms of writing viz.

- **Case Studies**, which demonstrate understanding of a real-life situation
- **Critiques**, where we evaluate something that has been studied from the perspective of certain discipline.

- **Essays**, which include a coherent argument and employs a critical thinking skills etc.

BASIC PRINCIPLES OF EFFECTIVE WRITTEN COMMUNICATION

1. **Write coherent sentences:** Make sure each sentence is complete and devoted to one topic.
2. **Write coherent paragraphs:** One paragraph is one unit of thought.
3. **Use short sentences:** Using short sentences makes it easier for the reader to understand the intended message.
4. **Be specific:** It is more about using precise terms and being factual.
5. **Omit redundant words:** Delete words that do not convey the information.
6. **Keep it simple:** If one wants to make his or her message easy to understand, then simple sentence structures and simple vocabulary should be used.
7. **Use active voice:** Use active voice to make the message simple and direct.
8. **Avoid jargon, idioms, acronyms, and cultural references**
9. **Structure the writing:** Any written message should have a simple and clear logical in structure.
10. **Put important things first:** The first part of the message should contain the main idea along with a brief justification as to why the message is important. All other details, clarifications and examples should follow the main message, not precede it.
11. **Avoid strong claims and hype:** Avoid strong claims and hype in formal writing. Any kind of extreme position is usually wrong by definition.
12. **Pay attention to spelling:** It makes a literate reader "stumble"; the reader pauses for a moment to register a misspelled word and figure out the correct spelling of the intended word. It also makes less likely that the reader will take the written message seriously or remember it.
13. **Pay attention to grammar:** It may distract the reader from understanding the intended message.
14. **Use proper punctuation:** Proper punctuation divides the written message into meaningful parts or shows the relationships among those parts. This makes it easier for a reader to understand the message.
15. **Use text formatting to aid understanding:** Different fonts can be used to separate visually different text sections which should be familiar to the reader and easy to read.
16. **Use tables and figures to aid understanding:** It help in organizing and communicating data in a better way to understand, analyze and interpret.

ORAL PRESENTATION SKILLS

An oral presentation is a short talk on a set topic given to a tutorial /researcher or seminar group. In an oral presentation one (or more) presenter give a talk to audience group and present view on a topic based on their reading or research. Clear and logical delivery of ideas and scientific results is an important component of a presentation. "**Glossophobia**", the fear of public speaking is a major source of anxiety for roughly 75 per cent of people worldwide.

Ten Simple Rules for Making Good Oral Presentations (Bourne, 2007)

1. **Talk to the audience:** Make a good eye contact. Know about the audience, their backgrounds and knowledge level of the material.
2. **Less is more:** Main message is often lost while delivering everything that we know.
3. **Only talk when something to say has:** The audience's time is precious and should not be abused by presentation of uninteresting preliminary material.
4. **Make the take home message persistent:** If asked about the presentation after week about the presentation, one should be able to remember at least three points about it.
5. **Be logical thinker of the presentation as a story.** There is a logical flow i.e. a clear beginning, middle, and an end. Set the stage (beginning), tell the story (middle), and then a big finish (the end) where the take-home message is clearly understood.
6. **Treat the floor as a stage:** Presentations should be entertaining, but do not overdo it and do know the limits.
7. **Practice and time the presentation:** While giving the presentation, stick to what have been practiced.
8. **Use visuals sparingly but effectively:** If one has more than one visual for each minute of talking, one might run over time.
9. **Review audio and/or video of presentations:** Check out in advance the room where the presentation (set-up, lighting, audio-visual aids, equipment, internet connection, etc.) has to be given.
10. **Provide appropriate acknowledgments:** It is often appropriate to acknowledge people at the beginning or at the point of their contribution so that their contributions are very clear.

Stages of Presentation: Prepare, organize, and deliver the speech well and create visual aids to accompany it.

Introduction:

- Get the audience's attention.
- Present topic in a clear and compelling fashion
- Show the topic's importance, relevance, or interest
- Forecast the main points or major ideas of the presentation.

Deliver:

- Dress comfortably, but appropriately. Be yourself.
- Use humor, personal anecdotes, and audience participation when appropriate.
- Be conscious of posture, voice, gestures, and body language.
- Face the audience and make eye contact with everyone (if it's a small group).
- Invite questions at the end, giving audience sufficient time to formulate them.

Using Visual Aids (if using)

- It should be used (graphs, tables, etc.) to clarify the presentation.
- Use bulleted text, keep graphs, charts, and tables easy to read and interpret.
- Use titles on each visual aid to guide the audience.
- Make sure that the font size of slides is legible from all seats.

Conclusion:

- Inform the audience that the presentation is about to close.
- Summarize the main points of presentation.
- Leave the audience with an idea or concept to remember or ponder.

Answering Questions

- Anticipate questions that audience might pose
- Listen carefully and wait for the response until it is being understood.
- Repeat questions before answering to them to ensure that the entire audience has heard them.
- Be honest, if you don't know the answer, say so.

FIELD DIARY AND LAB RECORD

The field diary is the basic document which contains all the data collected. Facts and interpretations are to be written separately and conversations to be noted in the vernacular languages. Mainly there are two kinds of field notes.

- a. Taking notes on the spot
- b. Writing detailed diary

Daily field diary: It is written every day which involves detailed notes of observations, field notes on discussion and conversations, details of interpersonal communication, gossips, field history's similar events and specific details of special events. It includes specific reference about the main field of study for instance, the details about the process of message diffusion, various kinds of channels of communication used etc. in detail.

Field diary for Research process documentation:

- It enables a researcher to pick up clues about how the system is operating.
- It helps the investigator to understand the systems in physical and social setting. It helps describe who, what, why, where, when and how.
- There is no special format in writing a field diary but entries should be written daily in chronological order so that information is not forgotten or changed. People may forget some data or there can be lapse of important data because of forgetfulness. Diary content should be organized into two categories, **Observations and Impressions**
Observations should be objective, and write down what one actually saw or heard. It includes descriptions of the physical setting (climate, geographic area and resources), the demographics settings (concentration, movement and general characteristics of people) and the organizational setting.
Impression: It should be clearly differentiated from observations. It helps the researcher to evaluate and give meaning to the observations. Recording impression lead to emergence of good idea.

Guidelines for Keeping a Laboratory Record:

A well-kept notebook provides a reliable reference for writing up materials and methods and results for a study. It is a legally valid record that preserves rights or those of an employer or academic investigator to the discoveries. A comprehensive notebook permits one to reproduce any part of a methodology completely and accurately.

Choosing a notebook: A teaching lab may require tear out duplicate pages for making carbon copies. It may be a specific type notebook with pre-numbered pages and places for date and investigator's and supervisor's signatures on each page.

Preparing the Notebook

- Use a ball point pen for all entries. Put name, a telephone number and/or address, and project name or course number on the outside front cover of the record. Put information on the first page inside, or on the inside front cover.
- Space for a table of contents by labeling the top of each page as table of contents and numbering each page may be left.

What to enter

- All procedures and data should be entered directly into the notebook in a timely manner, i.e. while a person is conducting the actual work. It should be sufficiently detailed so that other person could conduct any procedure with only the notebook as a guide. The most logical organization of notebook entries is chronological.
- If a proper chronological record is kept and co-signed by a coworker or supervisor, it is a legally valid record. Such a record is necessary to keep the rights to the discoveries.
- One may record class lecture notes, lab lecture notes, ideas, questions, library research notes, and notes that are part of any pre-lab preparation.
- For each lab study, one should include title of the lab study, introduction and objectives, detailed procedures and data (recorded in the lab itself) and summary.

- In the notebook it is important to note who was responsible for what procedure. It may be required to troubleshoot the experiments.

Making entries

- Entries should be clear and legible e.g. for date mention 10th May, 2020 instead of 10/5/2020 as different person use different format.
- While starting new page of a notebook enter the date next to the page number in a consistent place or margin.
- Depending on notebook designed, choose whether or not to use the backs of pages.
- Write a title for each and every new set of entries. Distinct sets of entries should be separated by using informative headings and by leaving a single space or two between individual sets of entries.
- Record everything which we do while experimentation, even if you are following a standard procedure and it should contain the relevant information. Any deviation in the procedure must be noted.
- If any mistake is made, put a line through the mistake and write the new information next to it. Never erase or obliterate an entry.

Summary: Summarize what has been accomplished. It should be extremely brief including indicators that where the work is left off and how it might resume.

Loose materials: Some investigators prefer to attach such materials to the notebook itself, but too many such items make it a sloppy one and can stress the binding. Loose data should be kept in a separate folder or notebook, with location noted in the book.

Table of Contents: Record all entries in the table of contents. It is advisable to include multiple levels in a table of contents, i.e. indicate where a new study starts and include subheadings for specific parts of a study, methods, sets of data, etc. List each set of entries with dates and page numbers.

INDEXING, FOOTNOTE AND BIBLIOGRAPHIC PROCEDURES

An index is a reference list for locating a particular document in the file. Indexing helps in easy location of files, ensures cross-reference and improves the efficiency of the records administration and reduces the costs. A good indexing system should be

- Simple to operate and use,
- Flexible in expansion, and
- Suitable for the organization.

Types/Methods/Systems of Indexing:

Page Index: A page index consists of a page for each letter of the alphabet fitted with a tab showing the letter, and on each letter is written the names beginning with that letter and quoting the relevant page number e.g. bound book index, loose leaf index, vowel index. This type of indexing is inflexible and looks shabby, if names not in use are not deleted.

Loose or Vertical card Index: It is used to overcome the drawbacks of the page index. A card index consists of a number of small size cards (12 cm x 7 cm) each concerned with one item of the index. Heading is on the top edge of the card. It is useful in keeping a record of investments, names and addresses of customers, dealers etc. Such type of indexing can be arranged in any order-alphabetical, numerical, geographical etc. This is cheaper, flexible, highly elastic, and provide complete list.

Visible Card Index: Cards, under this system, are laid flat in transparent covers in a shallow tray or in a metal frame. Each card is fitted into a metal hinge so that it overlaps the one before it in such a way that a narrow strip at the bottom containing the name or title remains visible.

Strip Index: Strip index is designed for maintaining a list of the names, addresses and telephone numbers of the correspondents. It consists of a frame into which strips of stiff papers can be fitted in any required order. Frames containing these strips may be fixed on the wall or arranged on a rotary stand. Strips can be protected from, exposure/damage with removable transparent celluloid or plastic window sheets.

Wheel Indexing: It is a sort of modern method of visible indexing. Here cards are arranged about the circumference of a wheel which may be portable or set in a cabinet or desk. A single wheel can hold as many as 5,000 cards and as many as six such wheels can be set up within the easy reach of a clerk. It saves time by quick and easy reference. There is economy of space, flexibility as cards can be taken out or inserted without disturbing the order, and also there is scope for expansion.

Signaling-A signal may be a metal clip, plastic table or adhesive material which is attached to the exposed edge of a record. Its object is to draw attention to certain facts recorded on the cards.

REFERENCING USING FOOTNOTES

The correct way to reference helps in avoiding plagiarism. Footnotes must be used to reference and acknowledge the sources information. The footnote system of referencing uses a numeric reference to the citation in the body of the text, with the citation details at the bottom of the page.

The use of footnotes: Footnotes are the acceptable method of acknowledging material/concept which is not your own. Basically, footnoted material is of three types-

- a) Direct quotations from another author's work.
- b) Citing authority for statements which are not quoted directly.
- c) Material of an explanatory nature which does not fit into the flow of the body of the text

Rules to Remember in Writing Footnotes:

- a) Titles of books, journals or magazines should be underlined or italicized.
- b) Titles of articles or chapters-items which are only a part of a book-are put in quotation marks.

The first time any book or article is mentioned in a footnote, all the information requested above must be provided. After that, however, there are shortcuts which should be used.

Several quotations in sequence from the same book: The abbreviation to be used is "Ibid.," a Latin word meaning "in the same place." (Notice that Ibid. is not underlined). Ibid. can be used by itself, if we are referring to the same page as the previous foot note does, or it can be combined with a page number or numbers.

- Gerald Friesen, *The Canadian Prairies: A History* (Toronto: University of Toronto Press, 1984), 78.
- Ibid.
- Ibid., 351.

BIBLIOGRAPHIC PROCEDURES

Bibliographic include the complete or selective list of works compiled upon some common principle, as authorship, subject, place of publication, or printer. It can be a list of source materials that are used or consulted in the preparation of a work or that are referred to in the text. It should list the relevant sources used in the research for the paper. This list should be arranged alphabetically by the surname of the author. The information required is: author, title, place of publication, publisher and date of publication.

APA format is the official style of the American Psychological Association (APA) and is commonly used to cite sources in psychology, education, and the social sciences. The APA style originated in a 1929 article published in *Psychological Bulletin* that laid out the basic guidelines. APA is the leading scientific and professional organization representing psychology in the United States,

For Journal articles:

- Nevin, A. (1990). The changing of teacher education special education. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 13(3-4), 147-148.

Citing a journal article found online

- Jameson, J. (2013). E-Leadership in higher education: The fifth "age" of educational technology research. *British Journal of Educational Technology*, 44(6), 889-915. DOI:10.1111/bjet.12103

For Books:

- Finney, J. (1970). *Time and again*. New York, NY: Simon and Schuster.

Citing an e-book from an e-reader

- Eggers, D. (2008). *The circle* [Kindle Version]. Retrieved from <http://www.amazon.com/>

Citing a book found in a database

- Sayre, Rebecca K., Devercelli, A.E., Neuman, M.J., &Wodon, Q. (2015). *Investment in early childhood development: Review of the world bank's recent experience*. DOI: 10.1596/978-1-4648-0403-8.

Citing a magazine article in print

- Tumulty, K. (2006, April). Should they stay or should they go? *Time*, 167(15), 3-40.

Citing a magazine article found online

- Tumulty, K. (2006, April). Should they stay or should they go? *Time*, 167(15) Retrieved from <http://content.time.com/time/magazine/article/0,9171,1179361,00.html>

Citing a general website article with an author

- Simmons, B. (2015, January 9). The tale of two Flaccos. Retrieved from <http://grantland.com/the-triangle/the-tale-of-two-flaccos/>

Citing a general website article without an author

- Teen posed as doctor at West Palm Beach hospital: police. (2015, January 16). Retrieved from <http://www.nbcmiami.com/news/local/Teen-Posed-as-Doctor-at-West-Palm-Beach-Hospital-Police-288810831.html>

For a paper published in proceeding or a multi author books:

- Chand P and Black DN. 1995. Molecular approaches for the diagnosis and control of capripox virus infectilrs. In: Animal Health and Production (Eds. RS Chauhan, PC Sharma, Rakesh Kumar, R Sharma and SK Mahipal) Proceeding of 2nd Annual Conference of IAAVR, Hisar. pp.17-24.

For Thesis/Dissertation – Unpublished/Print version

- Considine, M. (1986). *Australian insurance politics in the 1970s: Two case studies*. (Unpublished doctoral dissertation). University of Melbourne, Melbourne, Australia.

Thesis/Dissertation – From a commercial database (e.g., ProQuest Dissertations and Theses database)

- Cooley, T. (2009). *Design, development, and implementation of a Wireless Local Area Network (WLAN): The Hartford Job Corps Academy case study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3344745)

Thesis/Dissertation – Institutional Database (i.e. University website)

- Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing education* (Doctoral dissertation). Retrieved from <http://www.ohiolink.edu/etd/>

Thesis/Dissertation – Web

- Bruckman, A. (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from <http://wwwstatic.cc.gatech.edu/~asb/thesis>

READING AND COMPREHENSION OF GENERAL AND TECHNICAL ARTICLES

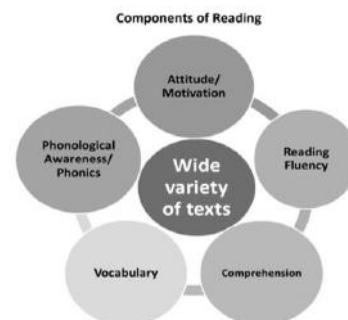
Reading:

- Reading is a complex mental process involving many different skills. In this process, minds translate printed symbols into ideas which the writer is trying to communicate. This implies that comprehension is important in reading. The other basic skill is speed i.e. the rate at which one can cover printed material through reading.
- The average reader covers about 250 words per minute. Very fast readers read 500 to 600 words per minute. Occasionally there is a person who reads at the phenomenal rate of 1000 words per minute. However, the capacity to read fast is valueless without maintaining levels of comprehension (Smith, 2018).
- One of the fundamental factors in efficient reading is the purpose of reading. Reading speed may get reduced if it is critical and complex while when we read familiar material only to isolate main ideas, reading speed may be much more.
- **Skimming:** Skimming is the process of reading in which reader disregards all the details, examples, explanations etc. and gathers only the main theme. It refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading, selection.
- **Scanning:** Scanning is a reading technique which is used when we want to find specific information quickly. It involves locating specific information only and ignoring rest of the material. Some of the habits that retard efficiency are finger tracing, motor reading and head movements. Eye fixations also affect reading speed. Reading environment, contents, vocabulary, quality and type of print also have an impact on reading rates.
- Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

Component of Reading

1. Motivation/Attitude.
2. Reading Fluency
3. Comprehension
4. Vocabulary
5. Phonological Awareness/ Phonics

- **Fluency:** Fluency is the ability to read, speak, or write easily, smoothly, and expressively. It increases as learners progress from beginning to advanced readers and writers. A fluent reader should have automatic decoding skills, good vocabulary, and good comprehension skill.
- **Comprehension:** Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. These skills are the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hear. It is based on knowledge that reading makes sense, readers' prior knowledge, information presented in the text, and the use of context to assist recognition of words and meaning.
- **Phonological Awareness** can be defined as “an ability to recognize, combine and manipulate the different sound units of spoken words” (Department of Education and Training in Western Australia, 2004, p. 73).
- **Independence:** Independence is the ability to function in a given area without depending upon another's help. Independence in reading and writing is the ability to read and write anything one can say or understand in his or her language without depending upon another's help.



Guidelines for effective reading

- Read actively and pay attention to what the author is trying to convey through the printed text.
- Use 'eye-span' to read a group of words at one attempt instead of focusing on each individual word.
- Avoid vocalizing, i.e. uttering the individual words either loudly or saying them to yourself.
- Every kind of reading does not require the same fast reading rate. Some texts need slow-in depth and intensive reading while others require a faster rate.
- Develop the habit of reading every day to increase your reading rate.
- Note down the unfamiliar words, consult a good dictionary.

PRÉCIS WRITING, SUMMARIZING, ABSTRACTING

Précis writing

- The word 'precis' is derived from French and it means 'precise'. A good précis is a straight forward condensed statement of the salient features, ideas or information contained in the original passage and it is written in a clear and concise way in the writer's own words.
- A précis is a summary and précis-writing means summarizing. It is the gist or main theme of a passage expressed in as few words as possible. It should be lucid, succinct, and full (i.e. including all essential points), so that anyone on reading it may be able to grasp the main points and general effect of the passage summarized.
- It is lengthier than the abstract and follows the exact order of points of the original passage. It is a clear statement of base facts without any unnecessary frills.

Skills required: The aim of précis is to present the main ideas of original passage as concisely and clearly as possible. In this sense, it is like an original piece of writing. This demands power of judgment and evaluation as the passage usually contains important ideas and a number of unnecessary words.

Procedure

Reading.

- **First read the passage through carefully**, but not too slowly, to get a general idea of its meaning. The more we read it, the more familiar will it become to us, and the clearer will be its subject, and what is said about that subject.
- **Supply a title for précis:** The effort to find a suitable title will help to define what exactly the subject, or main theme, of the passage is.
- **Further reading is necessary to ensure** to understand the details of the passage as well as its main purport. Take it sentence by sentence, and word by word.
- **Decide which parts are essential and so on:** Decide what parts of the passage are essential and what parts are comparatively unimportant and so can be omitted without any loss.

Writing.

- **Rough Drafts:** Follow the limits within which it must be compressed. If the number of words is given, this is easy; but if it is being told to reduce the passage to say, it should be done accordingly. We may use fewer words than the number prescribed, but in no case may we should exceed the limit. Write the first draft without having the actual words of the original passages before one's eyes.
- **Important Points** – The following points must be kept in mind:
 - i. The précis should be all in own words. It must not be a patchwork made up of phrases and sentences quoted from the original.
 - ii. It must be a connected whole. It may be divided into sections or paragraphs, according to changes in the subject-matter, but these must not appear as separate notes.
 - iii. It must be complete and self-contained i.e., it must convey its message fully and clearly without requiring any reference to the original to complete its meaning.

Guidelines

- Read the passage at least two times to familiarize with the theme and the main ideas contained in the passage.
- Give the passage a title, as it would help in identification of the name of the passage.
- Write down important points and arrange them in the same sequence as the original passage.
- Make a rough draft. A précis should not be more than 1/3rd of the original unless otherwise directed.
- Write the précis in the indirect form of narration using only the third person
- Scrupulously avoid all examples figures of speech, illustrations and comments.
- Retain all those facts and ideas which are related to the main ideas, reject those which have minor importance.
- Drop all redundant words and expressions

Summarise: A summary is a short and concise representation of the main points, ideas, concepts, facts or statements of a text written in own words. Don't alter the author's original idea(s), the degree of certainty with which the ideas are expressed. At the end, the introduction and conclusion should provide a good overview of the content. Use the following steps to write a summary.

Step 1: Write notes in point form using keywords to express the ideas in own words.

Step 2: Write the summary directly from notes without re-reading the passage.

Step 3: Refer back to the original to ensure that summary is a true reflection of the writer's ideas.

Referencing: Summaries need to be referenced. Citation to the original source of the words, thoughts, ideas etc. must be provided.

WRITING A PRECIS OF A GIVEN PASSAGE

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at

some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively underpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property.

Word Count: (330 Words)

Based on the above paragraph, the following theme sentences for the four paragraphs can be written:

Earthquake - the deadly enemy of mankind.

- Earthquake strikes all without a distinction of national boundary or political affiliation.
- The power of a quake is greater than that of a man-made weapon of destruction.
- Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.

Damage caused by an earthquake in general:

- Strikes without warning.
- Modern city when struck reduced to a primitive village.

Damage caused by an earthquake in particular.

- Quake strikes plains, seas and mountains causing all round destruction.
- In 1755, Lisbon destroyed, 450 killed.
- In 1970, Peru struck, 50,000 killed.

What can the scientists do?

- In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
- Scientists cannot resist the powerful earthquake.
- They can predict the place of origin of the quake so that precaution can be taken to save man & property.

Based on the above outline, we can make the following rough draft:

Earthquake- The Great Destroyer

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required, we shall have to reduce it further without reducing the ideas.

The final draft would look as follows:

Earthquake - The Great Destroyer

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. **(115 words)**

An abstract: An abstract is a concise and accurate representation of the contents of a document, in a style similar to that of the original document. It helps the reader to assess the contents of a document without having to read the whole document. The reader can narrow the selection of documents based upon their abstracts. It increases the efficiency of searching.

Abstract length: Long abstracts have more detail but it will be having low precision. They will be found more often by keyword searches. Short abstracts are quicker to read.

Nature of the original document: It can be in a different language to the original.

Types of abstract

Informative abstracts: It represent as much of the information from the document's content as possible. Usually they are up to 500 words. It is good for documents describing research that contains a single process but they are not good for review documents with many different concepts to describe. An informative abstract stand in the place of the real document.

Indicative abstracts: It indicates general content without trying to describe it all. It usually lists the topics but not its detail. It is very useful as a selection aid as it contains all relevant keywords. An indicative abstract does not stand on its own. It leads the researcher to the full document. They help in searching the literature.

Critical abstracts: Such abstract does more than just describing the content. It evaluates work and places it in context, so writing critical abstract is adding personal opinion to the abstract. Generally, such abstract is not common.

Process of preparing the abstract: Read the document; Understand content; Focus on results reported in document; Make written notes; Draft rough abstract and Write final abstract

CONDUCTING MARKET SURVEY TO THE DEMAND FOR PRODUCT

Market research including survey is often conducted to address one or more of the "4 Ps" of marketing (Product, Price, Place, and Promotion). The purpose of market survey should be clearly defined prior to conducting the survey. Purpose that need to be attained and the information necessary to find the solution should be outlined.

Point to be outreached for:

- **Potential customers:** Demographic characteristics (income, education level, family, size, etc.), attitudes, concerns etc.
- **Attracting the customers:** If hoping to meet a niche's needs, what product characteristics appeal to that niche? Can the characteristics of an existing product be altered to meet those needs?
- **Seasonality, frequency** should be considered.
- **Point of sale of the product** or related product
- **Supply chain** of the product including the sale point
- **Positioning** of the sale point including rural set up or urban or semi-urban areas.
- **Use of mass media** i.e. radio, newspaper, TV etc. for the advertising

Primary and Secondary Data

Primary data is collected specifically to address the problem in question and is conducted by the decision maker, a marketing firm, a university or Extension researcher, etc. Primary data may be collected through surveys, focus groups or in-depth interviews, etc.

Secondary data is information that has already been collected and is usually available in published or electronic form. Secondary data has often been collected, analyzed, and organized with a specific purpose in mind, so it may have limited applications to specific market research.

- **Surveys:** Surveys are the most common method of primary data collection. There are a variety of different survey collection methods, including mail surveys, telephone surveys, face-to-face (in-person) interviews, internet surveys.
- **Mail Survey:** Mail surveys can be an effective way to reach a large population in a relatively inexpensive fashion. A mail survey is a written survey that the surveyor mails out to a sampling of households. This is costly, both in terms of money and time.
- **Telephone Surveys:** It is conducted by calling individuals and having them answer questions over the phone. While an advantage of the telephone survey over the mail survey is the fact that the interviewer can encourage the person to complete the survey and the responses can be analyzed immediately.
- **In-Person Interviews:** An in-person interview can be an effective way to get completed surveys, and the responses can be analyzed immediately. In-person interviews are costly to conduct, and some individuals may be put off by being approached for a survey. Through in person interview a very specific population can be targeted.
- **Internet Surveys:** An Internet survey is useful if the population of interest has access to internet. Such surveys are quicker than mail surveys, and are less expensive to conduct than the other survey types.
- **Informal Interviews and Observation:** Informal interviews and observation are slightly less scientific in composition than the other survey methods. An informal interview consists of asking the same, simple but specific questions of many individuals to get an idea of what people are thinking. Observation consists of observing consumers and taking note of their behavior.
- **Open-Ended Questions:** An open-ended question poses a question to the respondent and asks him/her to write out his/her response. It requires more effort on the part of the respondent, and so may lead the respondent to skip the question or quit the survey entirely. The open-ended nature also leaves the interpretation of the question up to the respondent, so the responses may not be entirely what the surveyor was looking for.
- **Close ended Question:** Such questions provide the objective based results and there is less chance of deviation.

PREPARING ADVERTISEMENTS FOR POPULARIZATION OF PRODUCT

The word advertisement is derived from the latin word '*advertere*' means "to turn the mind toward". Advertisement is the non-person communication of information, usually paid form and unusually persuasive in nature about products, services or ideas by identified sponsors through the various media. The standard definition of advertising includes main elements which are as following:

- Paid form of communication.
- The presence of an identified sponsor.
- Distribution through the media.
- The presence of a specific audience for treatment.
- Lack of personalization of distributed information.

Functions/ Purpose of Advertisement:

- Publicity and sale of the product.
- Awareness regarding products, goods services, etc.
- Communication of information about products, goods services, etc.
- Brand preferences and loyalty.
- Motivating consumer.
- Educate people or client regarding products/ goods or services.
- Creation of new demands.
- Expansion of the employment opportunities.

Means of advertising

Means of advertising	Advantages	Disadvantages
Newspapers	Flexibility, timeliness, good local market coverage, recognition and acceptance, high reliability	Brevity of life, low quality playback, a small audience
Television	The combination of image, sound and action, significant impact, high degree of attention, breadth	High costs, too many other advertisements, the transiency of advertising message, less selective audience
Radio	Mass character, high geographic and demographic selectivity, low cost	Suitable only for audio means, degree of attention is lower than television, the transiency of advertising message
Magazines	Reliability and prestige, high-quality playback, duration	Long time gap between the purchase of space for advertising and release of the magazine, the presence of useless circulation
Direct mail	Selectivity of audience, flexibility, no competition, personal character	Relatively high costs, the image of "junk" (wastepaper)

Classification of advertisement:

Product Vs Non-product: A product is goods or service for which customers /clients exchange something in terms of value. The purpose of advertisement is to promote or sell the goods or services to somebody. Non-product advertising is also known as institutional advertisement. The purpose is not to sell something but tell public that such organization exists. Here, the manufacture/ institution/ advertiser trying to polish or built up its image or influence public opinion about an issue.

Commercial Vs Non-commercial: If the purpose of advertisement is to make profit then it is commercial otherwise it is called as non-commercial advertising. Most of the advertisements are seen commercial.

Primary Demand Vs Selective Demand Advertising: Selective demand occurs when companies deliver messages that depict their brand as the best match for the needs of the target market. Primary demand is advertising intended to drive interest to the general product category, rather than a specific brand in particular.

Direct Action Vs Indirect Action Advertising: Sometimes advertisements are design to get immediate response of audience. These advertisements are called direct action advertisements. These advertisements bear a toll-free number and sales promotion incentives. Indirect action advertisement is done to build awareness of the product.

Components of Advertisement:

Visual: - It helps to draw attention. Research indicates that 70 per cent of people only look at the visual in advertise, whereas only 30 per cent people read the headlines.

Headlines: Headline is first and essential component of the advertisement. The name of the product should be used in the headline for better recall value. It must be short, attractively shaped and must touch the people who read it. It must influence the readers emotionally, by making them to laugh, angry, curious or think.

Copy: This constitutes the text an advertisement. Compelling arguments or persuasive facts should be properly stated. Advertisement should be clear, precise and honest.

Style: Straight line copy is continuation from the headline and is written in the words of an anonymous or unacknowledged. Narrative copy is used to tell a story in first or third person. It persuades the same selling point in different context. Dialogue lets the readers listen to the conversation of the characters that are in advertise. This makes advertise more believable as the characters portrayed in the print advertise, speak from their own experience.

Slogan: The slogan is also known as the theme or tagline. Slogans are equally important as the headline as it is not only used for advertising but also to the sales people and the company employee. It has maximum recall value.

Logo: Logo is symbolic representation of company. It can be picture or combination of both. Its significance is so much that sometimes the advertiser relies on the logo completely.

Types and form of advertising: -

1. Television advertising/Music in advertising: The TV commercial is generally considered as the most effective mass market advertising format. Virtual billboards may be used. This technique especially used in television sporting events.

2. **Infomercials:** It is long format of television commercial, typically five minute or longer. The main objective is to create an impulse purchase, so that the customers sees the presentation and then immediately buys the products through toll-free telephone number or websites.
3. **Radio advertising:** It is from of advertising via radio. Airtime is purchased from a station or network in exchange for airing the commercials.
4. **Online advertising:** It is from of promotion of product that the internet and World Wide Web (WWW) for the expressed purpose of delivering marketing messages to attract customers.
5. **Product placement advertisement:**
 - a) **Covert advertising:** It is also known as guerrilla advertising. It is promoted when a product or brand is embedded in entertainment and media.
 - b) **Press advertising:** Press advertising describes in a printed media like newspaper, magazines, or trade journals. It includes classified advertising and display advertises.
 - c) **Billboards advertising:** Mobile billboard are generally vehicle mounted billboards or digital screens. These can be on dedicated vehicles, equipped cargo trucks or in some cases, large banners with from planes and trains.
 - d) **In-store advertising:** In-store advertising is any advertisement placed in a retail store. It includes placement of a product in visible location in a store.
 - e) **Coffee Cup advertising:** Any advertisement placed upon a coffee cup that is distributed in an office, café or drive through coffee shop.
 - f) **Street advertising:** It is an outdoor advertising on street furniture and pavements.
 - g) **Sheltered outdoor advertising:** Such advertising opens the possibility of combining outdoor and indoor advertisement by placing large mobile, structures (tents) in public places on temporary basis.
 - h) **Celebrity branding advertising:** This type of advertising focuses upon using celebrity power, fame, money, popularity to gain recognition for their products and promote specific stores or product.

After determining the marketing purpose and budget, there are five steps that require market research to prepare the proper advertisement.

- Determine target audience:
- Discover media habits of target customers
- Check in on the competition
- Decide on an advertising medium source
- Schedule advertisements appropriately

Essentials of a properly drafted advertisement also known as salient features or characteristics of a good advertisement are as following-

- 1) **Simple:** Proper understanding, and do not use ornamental and tough word.
- 2) **Capable of holding the reader's attention:** It should attract the consumer immediately. The following methods may be undertaken to hold the attention of the reader:
 - Headlines: attractive, short and easy to remember.
 - Pictures and sketches should be in direct relation to the product
 - Attractive border, underlining the key words and leaving blank space
 - Quoting the price of the product in the advertisement
- 3) **Suggestive:** It should be capable of suggesting the reader about the utility and use of the product. These slogans have suggestive value.
- 4) **Conviction value:** It should be able to have ever lasting impression on the reader and backed by convincing arguments. The reader should not have any doubt on the quality of the product.
- 5) **Educate the people:** It should tell the people about the use and operation of a product. It should also impart new uses of a product with which the people are not familiar.
- 6) **Memorizing value:** It can be successfully created by repeating the advertisement time and again. Repetition projects the permanent image about the product on the reader's mind.
- 7) **True:** It should not misrepresent and conceal the true facts about the product.

NEWS WRITING

News represents what is happening around us. It may involve current events, new initiatives and on-going projects etc. What happened yesterday, today it will be news. It is also giving opinion, choosing selected based on important, interest.

- Newspaper features often are 500 to 2500 words in length.
- Magazine features usually are 500 to 5,000 words.
- Features on websites and blogs generally range from 250–2500 words

Characteristics of NEWS

- ✓ Accuracy
- ✓ Interesting
- ✓ Timeliness
- ✓ Proximity

News is based on actual occurrences, situations, thoughts and ideas

- ✓ N= Newness
- ✓ E=Empathy
- ✓ W= 5W's (What, When, Where, Who, Why)
- ✓ S=Spread

Basic principles for News writing

- Write in simple, specific and short sentences.
- Avoid highly specialized terms.
- Follow one-sentence-one idea approach.
- Use precise, personal and clear language.
- Use direct and meaningful quotation.
- Know about the people to whom we are writing.
- Think for the reader
- Avoid abstractions.
- Don't overload text with too much of information.
- Captions should be eye-catching and provocative
- Use of past tense
- No abbreviations should be used. If can't help avoid them, mention the name in full in the beginning and keep reminding.

Procedure in Writing the News

- ✓ Be alert in what is happening around.
- ✓ Know the format and standard of newspaper.
- ✓ Equip yourself with literature and clipping on the subject allotted.
- ✓ Established contacts with people and interact with the sources of information.
- ✓ Write all facts in the order of importance.
- ✓ Pick the most important or interesting fact for the lead paragraph.
- ✓ Write the story in organized manner.
- ✓ Develop the rest of the story.
- ✓ Edit and rewrite.
- ✓ Use an interesting caption.

Levels of news

Hard news: It stops after it has presented facts. It only unvarnished truth is given. It tells about a current event that affects the audience and provide only facts, not the opinion

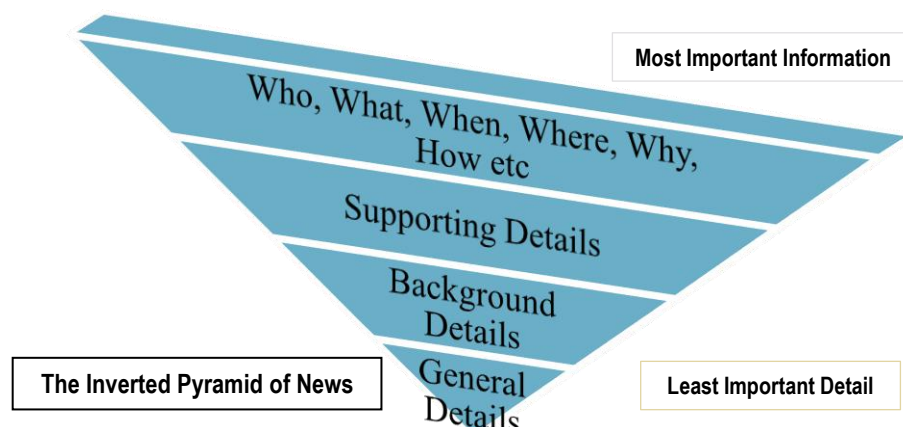
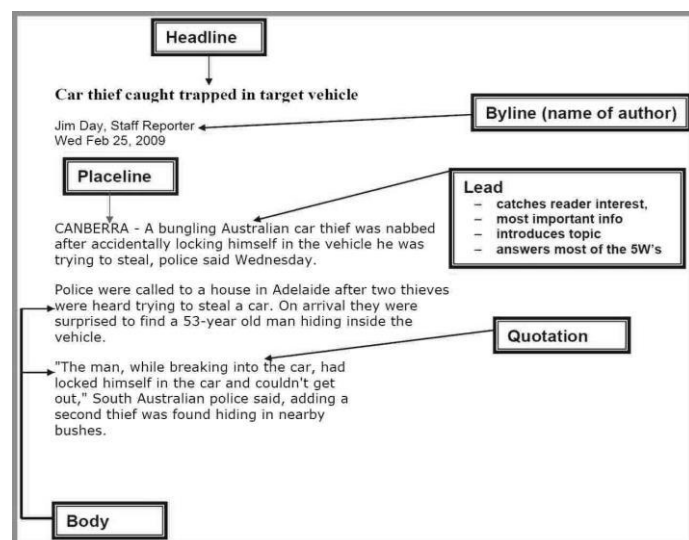
Feature news (soft news): It explores the background, usually is less important because it entertains, although it may also inform. It appeals to the emotional side and doesn't directly affect the audience. Feature stories are usually longer than hard news stories.

Structure of News

- **Headline:** It tells what the story is about.
- **Byline:** It shows who wrote the story.
- **Lead:** It tells the most important facts (5 W's and 1 H).
- **Body:** It contains more information and details.
- **Ending:** It gives something to about.

1. **Headline:** A headline is an abstract sentence but informational in nature. Its purpose is to attract reader and inform them. Usually it is only five to ten words. It is a complete thought. It has a subject and a verb, and often an object.
2. **The Lead or Intro:** It is the first word, sentence or paragraph of the story. It tells the reader what the story is about. It should be supported with facts, quotes, and statements that substantiate the information in the lead.

3. **Body:** It contains the details from lead to the next important facts. It is an additional paragraph which provides supporting material and further details (i.e., direct quotes, relevant background information, statistics, etc.). They develop the ideas introduced by the lead, and give more information in the form of explanations, details, or quotes. Body of story involves, combining the opinion of the people, factual data and narrative which helps the story flow.



Point to Remember

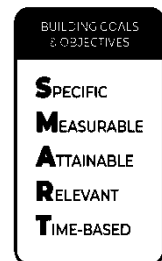
- ✓ Accuracy
- ✓ Brevity
- ✓ Clarity
- ✓ Specificity
- ✓ Order
- ✓ Get quotes right
- ✓ Use of active voice
- ✓ Grammar/spelling/AP styl

PREPARING PROJECT PROPOSALS

A project proposal is a document that is used to convince a sponsor that a project needs to be rolled out to solve a particular problem or opportunity. It describes in depth, how the project is going to be commenced so that the sponsor understands what is involved early.

Project Proposal Elements: These six elements are the foundation of a well-constructed project proposal:

1. **Executive Summary:** It captures the attention of audience. The goal is to get them excited about the project. It should be short and to the point, descriptive, and paint a picture of what success looks like for the client.
2. **History:** The history section outlines previously successful projects. It also outlines those that could have run more smoothly. Overall, it establishes precedents and can give insight over how the next project can be more effective using information from previous projects.
3. **Requirements:** Requirements are the items, materials and resources needed for the project. This section covers both internal and external needs.
4. **Solution:** The solution section addresses how the project would solve the client's problem. Accordingly, this section includes any project management techniques, skills and procedures that a team would use to work efficiently.
5. **Authorization:** This section covers who the decision-makers are on the project team. It also covers which stakeholders have sign-off authority on the client's side.
6. **Appendix:** Information not included in the project proposal is part of the appendix. It's where many of the more interesting details of a project are located. Also, it's where team members and stakeholders can do a deep dive to learn more.



SMART of the Project Proposal

- **Specific:** Goals and objectives should be clear, concise and specific to the task at hand.
- **Measurable:** Goals and objectives should be measurable so it's obvious to see when things are on track and going well, and conversely, when things are off track and issues need to be addressed.
- **Attainable:** It's important that every project has a "reach" goal. Hitting this goal would mean an outstanding project that goes well above and beyond expectations.
- **Relevant:** Goals should be directly relevant to the project and address the scope within which we are.
- **Time-Based:** Timelines and specific dates should be at the core of all goals and objectives.

Following are some points that must be included in the project proposal:

1. Provide a succinct, one or two sentence description of the topic which has been planned.
2. Provide a brief background including the relevancy to target area or problem, and what aspects remain to be examined in future.
3. Explain different dimensions of the proposal
4. Justification of the project
5. Outline a preliminary logistical strategy networking and resource person.
6. Explain how what you expect from the report or end-result. What will be the timeline of the project?

INDIVIDUAL, GROUP PRESENTATION, FEATURES OF ORAL PRESENTATION

Presentation is the process of presenting the content of a topic to an audience. The ability to make presentations in public requires confidence. This comes from preparation and practice.

Purpose: Informative or instruction, Persuasion and/or convince or persuade, Entertainment and Action.

Before presentation, know your Audience, Purpose, Previous knowledge of the audience and Content of the message

Three Parts of a Presentation

Introduction: Capture the interest of the audience by making opening statement strong, introduce yourself, announce the topic, justify the topic, establish the credibility and give the audience a preview statement.

Body: The body is where the bulk of main points and supporting information are located.

- Support each main point with facts, evidence and reasons
- Use a variety of learning styles and interactive exercises to emphasize each main point

Conclusion: Provide the audience with a clear “take-home” message. Summarize it, give a memorable closing or call for action, a list of references and allow time for questions and answers

How to start a presentation

Starting a Presentation:

1. Get people's attention
2. Welcome them
3. Introduce yourself
4. State the purpose of presentation
5. State how you want to deal with questions

How to start: Get people's attention-

- a) If I could have everybody's attention.
- b) If we can start.
- c) Perhaps we should begin?
- d) Let's get started.

Welcome:

- a) Welcome to this Institute.
- b) Thank you for coming today.
- c) On behalf of this Institute, I'd like to welcome you.

Introduce:

- a) My name's “___”. I'm responsible for travel arrangements.
- b) As you know, I'm in charge of
- c) I'm the new

Purpose of presentation:

- a) Informative or instruction,
- b) Persuasion and/or convince
- c) Entertainment
- d) Action.

How to deal with questions:

- “If you have any questions, I'll be happy to answer them as we go along.”
- “Feel free to ask any questions.”
- “Perhaps we can leave any questions you have until the end?”
- “There will be plenty of time for questions at the end.”

Dealing with questions:

- “To be honest, I'm not really the person to ask about that.”
- “Sorry, could I just finish?”
- “Oh I see. So what you are asking is ...”
- “Perhaps I didn't make myself clear. What I was trying to say was ...”
- “Perhaps we can talk about it when I have finished.”

Oral Presentation: Presentation is the process of presenting the content of a topic to an audience. When the presentation is made by oral means it can be termed as an oral presentation. The purpose is to eliminate, or reduce, the need for written material, where information can be conveyed in a more meaningful and efficient way through verbal means. It helps in sharing the knowledge and views with others and also to bring something important to others notice.

Effective Oral Presentation:

Oral presentation: In a prepared oral presentation, one should know the topic which is going to be presented. Presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification and questions.

Barriers for effective presentation:

- a) **Fear:** Nervousness plays a positive role as long as it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.
- b) **Lack of preparation:** It includes preparation related to the topic, keeping a small paper handy and jotting down ideas is better than relying on one's memory.
- c) **Unable to control one's ideas:** Deviation from the main topic plays a negative role in the outcome of a speech.

How to make a good presentation-

Conquering stage fear:

- Know the facts about it.
- Watch successful presentations of other speakers.
- Try some relaxing exercise to overcome the fear.

The audience:

- Consider their age group and find out whether they all are from the same group or with varied back grounds.
- Know what the audience wants to know and end the presentation on that note.

Content:

- Should not be too difficult, in accordance with the time allotted.
- Highlight the key points which would support the argument.

Structure of presentation:

- Introduction>Body of the speech>Conclusion.
- Introduction should end with a reiteration of main point.
- Body should develop each point previewed in the introduction. Ideas may be presented in a chronological sequence, or a simple topical sequence.
- Conclusion of the presentation should help the audience understand the significance of topic and remember the main points.

The Delivery:

- Quality of voice: Voice quality involves attention to volume, speed, fluency, clarity of voice and pronunciation.
- Adjust the tone volume to the size of the room.
- Use a microphone or collar mike if necessary. Make sure that the people at the back can hear you. Speak at a rate that your audience can understand.
- Use pauses to allow the audience digest an important point. Make sure that pronunciation for difficult words has been made correctly.

Rapport with your audience:

- Look into the eyes of your audience while presenting. Do not ever try to address the ceiling or the walls of the room.
- Questions in between will make the audience listen actively. Involve the audience in between.

Pay attention to your body language:

- Be confident and make sure your confidence is expressed in your smile and movements. Stand straight and do not be stagnant at one place. Keep moving around, (not excessively).
- Avoid unnecessary movement of hands.
- Use visual aids effectively: The value of pictures, graphs, symbols and objectives. Do not use more than three colors. One should know the lighting requirements for equipments, switches and other settings.

Effective Presentation Skills:

Speed: Change the rate of speed based on the requirement to fit the purpose, content, listeners & personal style.

Tone: Emphasis placed on a word to create meaning variation prevents monotonous presentations. Some of the practices like can be helpful-

- | | |
|--|---------------------------------------|
| • Go faster to excite | • Go slower to emphasize major points |
| • To gain maximum attention, say some words louder | • Give emphasis with voice and body |
| • Repeat important words | • Pause often and look round audience |

Language: Avoid using acronyms, being too formal and use of long sentences. Try to use everyday language along with use of concrete words

Body Language: Presenter should move their hands and arms and move around the room. There should be eye contact with the audience and also, he should move towards audience. This would create the bonding and connect the audience with the presenter. While presenting key points don't move.

EVALUATION

Evaluation: An evaluation is an assessment, as systematic and impartial as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area, institutional performance etc.

DYADIC COMMUNICATION (FACE TO FACE CONVERSATION)

Dyadic Communication

- The term 'Dyadic communication', refers to an interaction between two persons. It is a person to person transaction and one of the most common forms of speech communications. It provides an ideal condition for close range continuous feedback.
- The meaning exchanged between the sender and the receiver is marked by high fidelity. It provides, structured, classroom opportunity to observe interpersonal communication for the purpose of inductivity arriving at generalizations about interpersonal communication.
- Dyadic communication may take a number of forms such as face to face conversation, telephone conversation, personal interview, instruction etc. Face to face conversation is the most common form of dyadic communication.

The following are some handy information-

- The conversation should be of interest to the participant.
- Occasionally, call the person by name and look at him while speaking.
- Be always courteous and cheerful. Feel interested in what is being said.
- Being rigid and argumentative may spoil your conversation, but it is useful to have a point of view.
- Avoid pet and superfluous words and phrases.
- Expression that smack of affectation and exaggeration should be avoided.
- An overuse of words such as 'very lovely', 'wonderful', 'excellent' may also mar the pleasant informal atmosphere in which conversation ought to take place.

TELEPHONE CONVERSATION

First impressions create lasting memories, whether positive or negative. It only takes seconds for someone to decide if people like someone or not. These decisions are formed by their impressions of simple actions. A pleasant greeting and a positive attitude will set the stage for each call. The use of effective telephone skills creates a positive image for the entire practice.

Phases of Telephonic Conversation

Phase 1: Opening the Call (Greeting & Introduction)

Phase 2: Building Rapport & Identifying Need (Question)

Phase 3: Collecting/Verifying of Information (Paraphrase)

Phase 4: Provide Solutions, Alternatives or Information

Phase 5: Close the call (Summarize)

The person on call forms a mental PICTURE.

P – Pitch
I – Inflection
C – Courtesy

T – Tone
U – Understanding
R – Rate

E – Enunciation

Quick Tips for Creating Positive Impressions:

1. "Two-Ring" rule. The phone should be answered before the third ring.
2. Project a positive, enthusiastic, and friendly attitude.
3. Acknowledge the caller by name. Make him/her feel "at home."
4. Always be professional and courteous.
5. Minimize hold time and return frequently to reassure they have not been forgotten.

Telephone Communication Techniques: The basic components include appropriate methods for answering the phone, transferring calls, putting calls on hold, taking messages, and recording voice mail messages.

Answering the Telephone:

1. Answer the phone as quickly as possible (before the third ring).
2. Use a friendly greeting, "Good morning" or "Good afternoon"
3. Offer assistance, "How may I help you?"
4. Smile when answering the phone (callers can "hear" your smile).
5. Identify who the caller is and use the caller's name.
6. Be polite, use "please" and "thank you."
7. Listen to the caller, acknowledge requests or concerns.
8. Stay positive, be considerate, show interest, and care.

Taking Messages:

1. Make sure to have the correct name and number.
2. Ask the caller if there is a specific time they would like the call returned.
3. Ask the caller if they would like to leave a specific message.
4. Mark the message with the date and time of the call and sign or initial the message.
5. Promptly deliver the message.

Note:

- Before answering a call, one should be prepared with a pen, pencil and notepad and ensure that there is no noise at the background
- Before placing a call, know the name and pronunciation of the person and know what is needed to say before placing the call. It would make call brief and effective.
- Before ending calls, make sure that the caller has no more queries or message and use greetings to end the conversation.
- Make sure the caller drops down the receiver the before. This prevents the feeling that one might have cut them off intentionally.
- During answering a wrong call number, inform the caller politely that he/she reached a wrong number and suggest that the caller recheck the number and dial again.

Telephone Etiquettes

- Think through exactly what you plan to say and discuss before placing a call.
- Always identify self at the beginning of all calls.
- Always speak into the telephone receiver with an even and low tone of voice.
- Be sensitive to the tone of voice.
- Build the habit of always turning off your cell phone ringer when entering a meeting, restaurant, theater, training class, or other place.
- Do not allow interruptions to occur during conversations.
- Do not allow yourself to be distracted by other activities while speaking on the telephone.

GROUPS CONTACT AND SEMINARS AND CONFERENCES

Guidelines for Groups Contact

- Acknowledge group members and their individual experiences
- Halt side conversations
- Help groups to stay on the topic
- Guide and encourage involvement without intimidation
- Know when and how to resume control
- Discourage unpleasant or dominant interactions
- Balance speaking with listening and asking questions

Participation in Seminars and Conferences: Seminars are learning and teaching arrangements which allow for active participation of participants, and they are usually conducted in small groups. Seminar concentrates on delivering the information and discussion of the pertinent issues. In general seminar has following objectives:

- To promote and encourage sharing of information amongst attendees
- To provide attendees with educational sessions and sometimes technological displays encompassing the best and most current information in the particular field.
- To generate activities of professional association

Importance of seminars and workshops for students in higher education.

1. Proficiency in verbal communication.
2. Acquirement of knowledge in a particular field.
3. Growth in networking as well as meeting new people can help the students in getting guidance and solutions related to common problems.
4. Talking and learning about a new topic would encourage the students to explore new areas relevant to the topic. They will feel motivated to research and learn new things.
5. In a learning environment different and unique from classrooms, students learn more effectively and efficiently. Far from the textbooks and academic syllabuses, students research and learn on their own which boost their confidence, performance, and productivity.

What to do for presenting a paper at an academic conference

- **Write paper with the audience in mind:** A conference paper should be different from a journal article. Structure the paper well, with a clear introduction, body, and conclusion. Use language that is simple and clear. Explain any technical terms that have been used.
- **Adhere to time limits:** Generally, paper presentation sessions at conferences are 20-30 minutes long, so prepare the material accordingly. Also, be prepared for any last-minute changes in session timings.
- **Rehearse in front of a friend:** Reading in mind will not help in keeping time because reading aloud in front of an audience takes longer time. Rehearsing a few times in front of a friend or in front of the mirror would boost the confidence.
- **Start confidently:** One have to gain the audience's confidence and attention within the first 10-20 seconds of session. Begin with a quick introduction about yourself as this will help in establishing credibility.
- **Maintain eye contact with the audience:** Be mindful of posture, stand straight and hold head up. Do not read to the desk. Talk clearly, loudly, and energetically.
- **Use transitions:** Remember to use transitions when moving from one idea to another: transitions ensure a smooth flowing presentation. Some useful transitions are "furthermore," "in addition," "consequently," "meanwhile," "finally," etc. When using the same idea twice, you can begin with "A similar idea is" or "Another example is," etc.
- Encourage questions and discussions

MOCK INTERVIEWS

Mock Interview is a type of simulation interview. The role of a mock interviewer is to advise about interviewing and appropriate questions to ask as well as to guide to resources about interviewing.

Purpose:

- Increase comfort and confidence and enhance interviewing skills.
- Provide feedback to aid in assessing current strengths and weaknesses with the interviewing skills.

Interview Do's

- Women with powerful perfumes and men with intense fragrances can destroy interviews. Moderation is recommended.
- Do get a good night's sleep before each interview.
- Let the interviewer set the pace of the interview. Let him/ her lead with the questions.
- Let the interviewer decide when the interview is over.
- Ask the interviewer when you will hear from him or her again if he or she does not offer the information.

Interview Don'ts

- Don't sit down until asked for.

- Don't lean on or put the elbow on the interviewer's desk. Sit erect.
- Don't show your nervousness by drumming your fingers, swing your leg, or cracking your knuckles.
- Don't inspect or read documents on the recruiter's desk.
- Don't dominate and don't interrupt the conversation.
- Don't lie about anything.
- Don't criticize your present or past employer too much.
- Don't ask, "Will I get the job?" or "Can I have the job. Rather say, "I hope you can consider me as a candidate for this job" or "I'm really interested in the job."