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PRACTICAL MANUAL

on

EXTN - 123

Communication Skills and Personality Developments

for

B.Sc. (Hons.) Agriculture Semester - II (New)

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EXERCISE NO: 1

LISTENING AND NOTE TAKING

(A) LISTENING

Listening is both a physiological as well as a cognitive process, a sort of qualitative add - on to hearing. Listening is to give one's attention to sound. Hearing, which is only one part of the listening process, refers to the physical act of receiving sounds. It is a passive process that occurs even when we are in sleep. Listening on the other hand is work. It means not only hearing but also paying attention and understanding. Listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to attend to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioural processes include responding with verbal and non - verbal feedback.

Listening helps the cultivation of smooth interpersonal relationships with fellow workers, which is essential for efficient functioning of any organization. Many professionals do not wait and listen. Listening is often undermined by distractions arising from the environment, the learner and the speaker. Listening is a part of good communication. Lack of listening may lead to incorrect communication. Listening is to showing respect to the speaker and his / her view point. Managers and teachers should develop the art of listening and not assume that they know what is being said. Good and active listening requires careful hearing and understanding of the message to make out its meaning. Active listening, sometimes by writing notes, responses greater confidence in the listener.

Research studies and surveys have shown that most of the people are poor listeners. A basic reason for this is that we practice it seldom though few of us have been taught how to listen; listening efficiency can actually be raised by merely giving some attention to it. A prime cause of poor listening is the difference between the think speed and a person's rate of speech. This refers to the difference between the average rate of speech - about 125 to 175 words a minute and brain's capacity to think words, which is at the rate of 500 to 1000 words a minute or in some case 5000. Thus, our brain works too fast and the relatively slow input of these 125 to 175 words a minute leaves the mind much room to think about other things. When we are engaged in conversation we find so many times that the listener is miles away.

Types of Listening

(1) **Active Listening -** Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker**.** This is usually through non - verbal cues such as nodding, smiling, facial expressions in response to the ideas of the speaker, making eye contact, etc. The listener can also ask questions, clarify ideas, and even comment on certain points that have been presented.

(2) **Passive Listening -** In passive listening, the listener does not react to the ideas of the speaker but merely listens. In this case, the listener makes no attempt to interrupt the speaker, by asking questions and commenting on the ideas that have been presented. This, however, does not mean that the listener is not paying much attention to the speaker. On the contrary, even though he is listening he makes no attempt to react.

(3) **Appreciative Listening –** It is a type of listening behavior where the listener seeks certain information which they will appreciate, for example that which helps meet his / her needs and goals. One uses appreciative listening when listening to good music, poetry, cultural programmes or may be even the stirring words of a great leader.

(4) **Conversational Listening -** It implies a constant exchange in the roles of Speaker and Listener in the conversation.

(5) **Courteous Listening –** It is conversational and social listening. For most of us, our first inclination is to talk, "to say what's on our minds," and hope that someone else will do the listening.

(6) **Critical Listening –** It is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real - time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

(7) **Discriminative Listening -** It is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages.

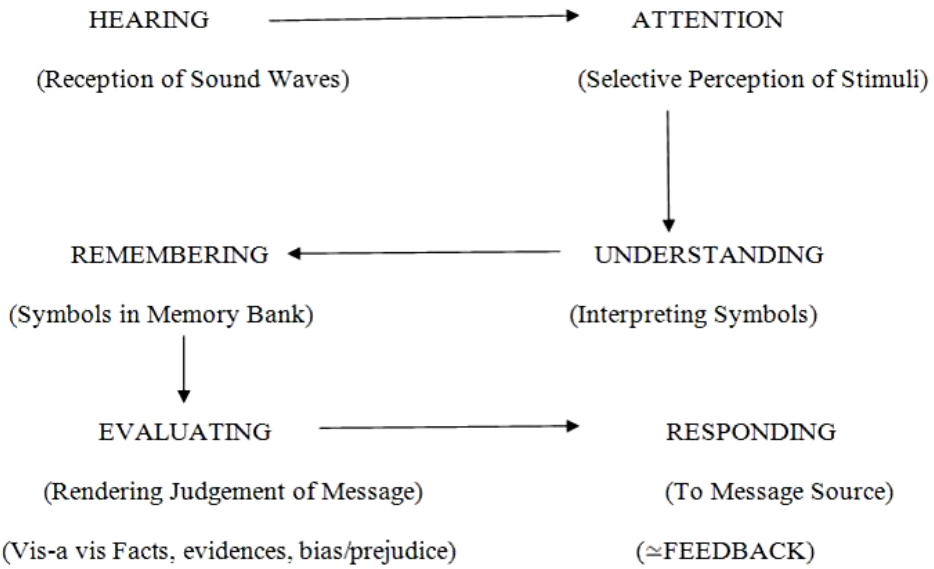
(8) **Sympathetic listening -** In sympathetic listening, we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

(9) **Empathetic listening -** When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self - disclosure.

(10) **Therapeutic listening -** In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Stages of Listening Process

There are six stages of listening given as below:



Hearing - It refers to the response caused by sound waves stimulating the sensory receptors of the ear. Therefore, the reception of sound waves, which we know as hearing, does not mean that there is any conscious perception of what is being heard.

Attention - Our senses are constantly bombarded by countless stimuli from the world around us. However, your brain screens these stimuli and permits only a few to come into focus. This selective perception is known as attention.

Understanding - Hearing and perceiving a sound are not enough to enable meaningful messages to be received. The next step understands the symbols we have seen and heard. To do this, we must analyze the meaning of the stimuli we have perceived.

Remembering - Remembering is important to the listening process because it means that an individual has also added it to the mind's storage bank.

Evaluating - It is at this point that the active listener weighs evidence, sort fact from opinion, and determines the presence or absence of bias or prejudice in a message.

Responding - This stage of the process requires that the receiver complete the process through verbal and / or non-verbal feedback.

Guidelines for listening effectively (How to develop listening skills)

Active and effective listening is must to become an effective speaker. By listening carefully to his audience, a communicator can judge how his message is being received. By listening patiently to their comments and questions, he can tell how his points are being understood. The listeners can see the following techniques / ideas to improve their basic listening. A communicator can put them to use to improve his overall listening ability. Good listeners make good communicators. They listen carefully to what others say. Here are some suggestions to improve your listening skills:

Stop talking sometimes : Most communicators tend to talk too much. You cannot do an effective listening job while you are talking. Nature gave people two ears but only one tongue which is a gentle hint that they should listen more than they talk. Listening requires two ears, one for meaning and one for feeling.

Put the talker at ease : Help a person feel free to talk. This is often called a permissive environment. In this environment, speaker feels to express opinions, feelings, ideas and attitudes. Show them that you respect their opinions.

Show a talker that you want to listen : Look and act interested. Do not do any other work while someone talks. Concentrate on what someone is saying. Listen to understand rather than to oppose.

Remove distraction : If there is some noise or distraction from outside it will be better to shut the door. Don't allow others to talk and to distract you from listening. Do not tap or shuffle papers.

Give feedback : When you are communicator, immediate feedback is very important. If there is a misunderstanding, the best time to rectify it is immediately, to avoid future problems. Ask questions. Questions will often prompt students to respond better. Listen actively; restate and rephrase what has been said to you before responding.

Familiarise yourself with the sound system of language : The sound system of every language is unique. So listening sometimes suffers because the sound system of one's mother tongue interferes with the sound system of other languages. Apart from individual sounds, there are other important features which play an important role in conveying meaning. To comprehend fully it is essential to recognize the difference between a stressed word and an unstruggled word, falling intonation and rising information, short pause and long pause.

Listen between the lines : Very often, we may say one thing while we really mean something quite different. Others may also do like this, so it is important to remember this advice. Do not listen to what I say, listen to what I mean. Look for hidden or deeper messages.

Listen for purpose motive : Every speaker hopefully has a purpose, but it may not related to the content of the speech. In order to determine the speaker's motive, free your mind of traditional evaluative thoughts and ask yourself the question - what is the speaker's purpose? Listen carefully and get an idea of the speaker's perspective. Try to understand the framework and point of view.

Focus on your purpose : Listening serves a number of purposes. As a student, when you attend lectures and seminars, your purpose is to gather information, to gain knowledge, to understand concepts, and to learn the procedure or process of doing things. Sometimes your listening has to be critical as well. For example, when proposal is put forward or plan of action is suggested you have to be critical in your approach while examining their suitability or feasibility.

Listen for attitudes : Our behavior is a reflection of our attitudes, and our attitudes are shaped by our motives. To understand a person's motives, you must listen carefully or expressions about other people, classes, groups or ideas. People reveal their attitudes in their comments about others. So listen attentively and do not hold a contrasting attitude or value stop you from listening.

Have a positive attitude towards the speaker and the topic : Prevent yourself from paying attention to the dress and physical features of the speaker. Keep your mind open and ready to receive.

Listen to non - verbal language : This language is expressed through eye contact and facial expressions such as smiles, frowns, raised eye brows, moving versus steady eyes, a tense versus a relaxed face, and look of approval or disapproval *etc.* Finger pointing, covering the mouth with hand and touching are also ways of non verbal expression. Another way of non - verbal communication is how say words. This includes voice intonation, inflections, and smoothness of speech and so on. How a person says words, can greatly after their meaning. Often this non - verbal communication takes place simultaneously with verbal speaking which can amplify or change the meaning of woks. It also expresses attitudes and emotions. So consider these non verbal cues within the physical and cultural context and in reference to the individual using them. Listen with your eyes as well as

ears. You must carefully pay attention not only to the spoken words but also on how they are being attend and the accompanying body language.

Avoid negative feedback : When people become emotionally upset they tend to interrupt, argue with, or criticize the speaker. It makes the speaker defensive and he / she can hide his real opinions, feelings, ideas and attitudes.

Emphasize with the talker : Perhaps the best trait of a good listener is that of empathy. Being able to put ourselves in other's positions and sincerely trying to see things from their point of view is truly an ability teacher and trainers should cultivate. Avoid making assumptions. Don't assume that you know what someone is going to say to you.

Be patient : Allow plenty of time to talker and do not interrupt him. Do not start for the door or walk away.

Hold your temper : An angry or disturbed person takes the wrong meaning from words. An individual is better able to deal with the situation if he fully understands the opposing position. So, if you are to understand other person, you must keep yourself cool and hold your temper. Try to listen empathetically to something that disturbs you.

Go easy on argument and criticism : This puts people on the defensive, and they may 'clean-up' or become angry. Do not argue, even if you win or you lose. Ask a question which encourages a talker and shows that you are listening. It helps to develop points further.

Factors Affecting Listening

i) Environmental Setting
ii) The Message Source (Speaker's Image / Reputation / Credibility, etc.)
iii) The Message
iv) Channel
v) The Listener: (a) Listener's Attitude (b) Listener's Needs (c) Listening Habits

Barriers to listening :

i) **Adverse physical atmosphere :** Proper physical environment induces good listening.

ii) **Lack of motivation :** The lack of a strong desire to understand, to learn, to acquire skills, or to gain knowledge binders effective listening.

iii) **Improper perception :** A distorted or truncated perception of the relevance and usefulness of the topic affects listening adversely.

iv) **Negative personality traits :** Studies on the relationship between listening and personality traits show that in general, those persons who are self-centered, boastful and down.

Assignment No: 1

Take a world map. Listen to the weather report on any of the English TV Channels or radio. Mark the weather conditions of different places on the map. (You can use your own symbols and signs while marking, but indicate what they mean in some corner of the map.) Do this activity for at least a week.

Assignment No: 2

To develop your listening skills, evaluate your communication with another person after the discussion ends. Ask yourself, what did I do effectively in term soft these techniques? Then ask, what do I need to improve on?

Are you a good listener – Evaluate yourself

Give score (1) one for 'Yes' and zero (0) for 'No'

Sr. No.	As you listen	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 you listen?	
6	Do you maintain strong eye contact with your conversation mate?	
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 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?	
	Your total score	

Scoring

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

Interpretation of score

8 and above : You really are a "people's a person". You are a good listener and intelligent enough to understand that listening intently to people is one of the highest compliments we can pay anyone. So, you have others think of you as really interested in them when in reality you simply listen to them and encourage them to talk. This way you learn things and people respond to you since you listen to them. You are thus an effective communicator and can become a successful leader. Keep it up!

Less than 8 : You seem to be too preoccupied with your own self to listen. Come out of your self-centred approach. You have to learn to listen to others – your employees, customers, friends, family as well as your critics. Get involved in others. People must be treated as individuals. They're people first, employees second. This is a special motivation technique. So get set and step outside yourself to discover what's important to someone else.

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(B) NOTE TAKING

Studies find that note taking helps students' focus attention, promotes more thorough elaboration of ideas, and encourages efforts to relate ideas and organize materials. Note taking helps students to process information more deeply.

What is note taking?

It is a practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture. Notes of a meeting are called minutes. The format of the initial record is informal or unstructured. One common format for such notes is shorthand, which can allow large amounts of information can be put on a paper very quickly. Notes are usually written in note books, some people also use post it notes. Note-taking is an important skill for students, especially at the college level. Many different formats are used to structure information and make it easier to find and to understand, later. There are a number of different ways to take notes, and it is desirable that you use the method you feel most at ease with.

The pre requisite

Note Taking is a skill you can develop. However, you have to develop another skill before you become a good note maker. This prerequisite is good listening skill. Concentrate on the lecture (contents) rather than the lecturer. Listen with an open mind finally, sit in the front (if possible) row and maintain eye contact with speaker and take notes.

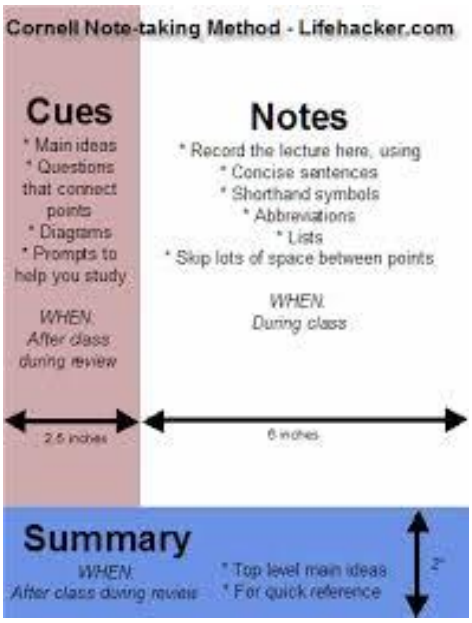
Why to take lecture notes?

1. Taking notes forces you to listen carefully and tests your understanding of the material.
2. Reviewing notes helps you to judge what is important in the text.
3. Personal notes are easier to remember than the text.
4. Taking notes helps you to remember longer.

Methods of Note-Taking

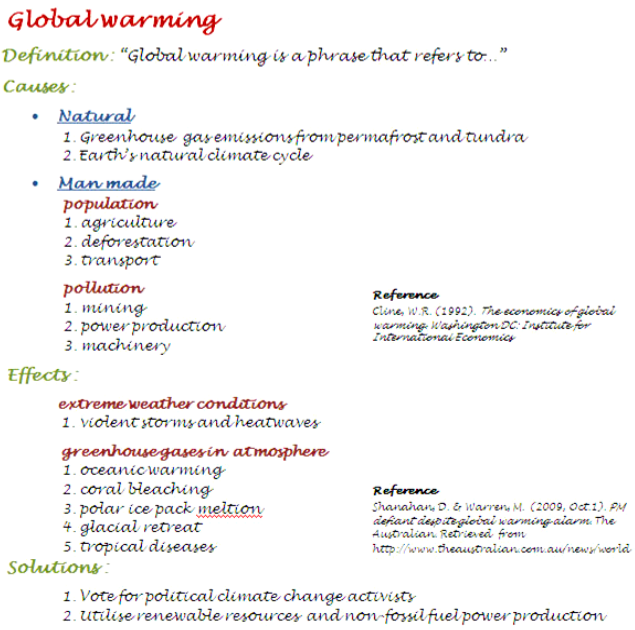
The Cornell Method: The Cornell Method is based on two columns: one containing the keyword or concept, and the other containing the description or notes associated with the keyword or concept. This method can be used while listening to the lecturer. In the right hand column, you can list the main ideas or write a paragraph and then on the left hand side note the keyword or concept that relates to your section of notes. At the bottom of the page you should write paragraphs summarizing the information contained in the notes.

Sample of Cornell Method



The Outlining Method: This method involves writing a series of topics and sub-topics, and identifying them by indenting the text, numbering the lines, or using a dash or bullet point.

Sample of Outlining Method



Global warming

Definition: "Global warming is a phrase that refers to.."

Causes:

- Natural
  1. Greenhouse gas emissions from permafrost and tundra
  2. Earth's natural climate cycle
- Man made

  population
  1. agriculture
  2. deforestation
  3. transport

  pollution
  1. mining
  2. power production
  3. machinery

Reference
Cline, W.R. (1992). The economics of global warming. Washington DC: Institute for International Economics

Effects:

extreme weather conditions
1. violent storms and heatwaves

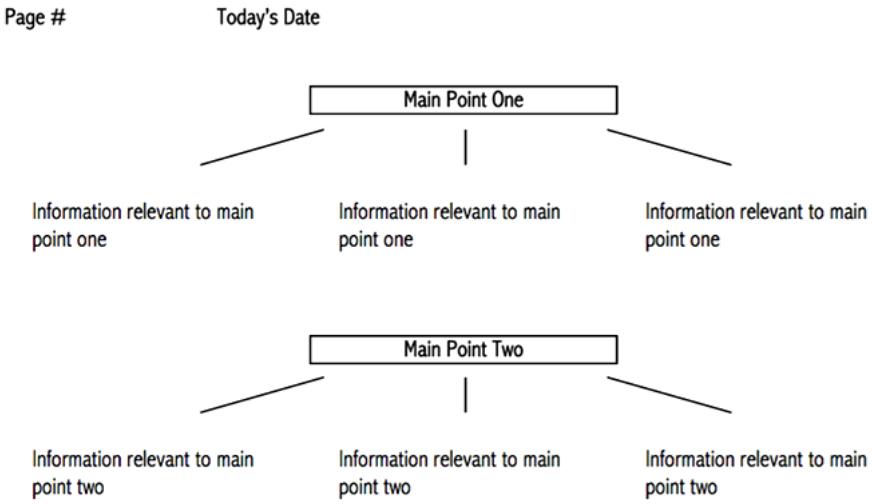
greenhouse gases in atmosphere
1. oceanic warming
2. coral bleaching
3. polar ice pack melting
4. glacial retreat
5. tropical diseases

Reference
Shanahan, D. & Warren, M. (2009, Oct 1). PM defiant despite global warming alarm. The Australian. Retrieved from http://www.theaustralian.com.au/news/world

Solutions:

1. Vote for political climate change activists
2. Utilise renewable resources and non-fossil fuel power production

Mind Mapping: A mind map is a diagram in which ideas, concepts and images are linked together around a central concept, keyword or idea. The sub-concepts may be organized into sub-groups or branches with more important concepts closer to the central core.



Charting Method: Charting is effectively a table of rows and columns. The top row normally classifies the concept with descriptions or keywords listed in the row below. This method enables you to quickly identify facts and their relationships with other information.

Page # Today's Date

Heading One	Heading Two	Heading Three	Heading Four
Information relevant to column one	Information relevant to column two	Information relevant to column three	Information relevant to column four
Information relevant to column one	Information relevant to column two	Information relevant to column three	Information relevant to column four
Information relevant to column one	Information relevant to column two	Information relevant to column three	Information relevant to column four

The Sentence Method: With this method, you simply write every new concept or topic on separate line. You can also number the information if you wish. It is recommended that you use some form of visual aid to group related points together.

Clues to important points in lectures

1. The words written on the black board are usually those that the teacher feels important and must be remembered and understood.
2. The teachers usually repeat words phrases or information he deems important.
3. The importance of the contents can also be judged by the tone, voice and gestures of the teachers or the amount of time he spends on the points and number of examples he gives.
4. Summary given by the teacher at the end of the class.
5. Reviews given at the beginning of class are also clues to important points.

Note-Taking Tips for Students:

Taking notes in class is one of the most effective ways to understand the material being presented in class. Unless you have a photographic mind, you'll need to learn this important skill. Follow these general guidelines mentioned as below:

Come to class prepared: Always bring enough paper and a writing instrument of your choice to class.

Start a new page for each new class: Put the date on the top of the first page. This way, you will know where the notes for each class begin, which will help you keep the material organized. Consider keeping your notes organized in their own binder. Try to limit your notes to one concept or section per page. Date your notes and number the pages too.

Don't try to write down every word your teacher says: You will not be able to, even if you can write very fast. More importantly, in trying to do so, you will miss the overall point your teacher is trying to make. Make your notes brief never use a complete sentences. Write down the information in your own words.

Write down the big ideas: Listen for facts, connections, and main ideas. This may take a while to get used to, because you will need to divide your attention between listening to the teacher (or other students) and writing your notes. Don't get frustrated. In time, this will become easier.

Use abbreviations for commonly occurring names and words: Write your notes in your own words. You can develop your own abbreviations, so long as you don't forget what they stand for. Use abbreviations and symbols as much as possible. Omit vowels in words

Example:

fr –From	Vs-against	w/ -with
N.B –Note well	w/o- without	etc – and so forth
e.g. – example	? – questionable item	c.f. – compare with
Q – question	re – in reference to	ref – reference
i.e - that is	ø – important	ˆ - therefore

Leave lots of room on the page: When writing, leave ample space between ideas. This is like pausing before you begin a new sentence. Your notes will much easier to read, and you'll have space to add information later on, if needed. Don't try to cram everything onto one piece of paper. Do not use every space of the page. Leave some space so that missing words or your inference can be written at the end of the lecture or co ordinate with text books.

Use diagrams and pictures wherever necessary: Sometimes it is helpful to draw pictures that illustrate the connections between ideas, sequences, or events. Don't be afraid to draw pictures that will help you understand the material.
Give visual emphasis to the important ideas by doing : Underline key statements or important concepts may be with colors or Use signal marks such as arrows, asterisks.

Write down corresponding page numbers from your textbook: Teachers often use the textbook to refer to ideas you're learning in class. Recording the page number of corresponding ideas and homework assignments can come in handy later on.

Review your notes for accuracy: It's a good idea to look over your notes sometime after class for accuracy and completeness. Consider doing this just before doing your home work to get yourself back in the mindset of the material.

Obtain notes for missed classes: Sometimes it's unavoidable to miss class, but that shouldn't stop you from getting notes for it. Consider forming a partnership with another student at the beginning of class on whom you can rely (and, who can rely on you too !) for notes when a class is missed. Your teacher may also be willing to share his or her notes with you.

Assignment:

One of your classmates will read news story. Listen to him / her and take notes by using one of the methods of note taking. Submit it.

EXERCISE NO : 2

ORAL PRESENTATION SKILLS

Oral presentation is one of the instructional methods of teaching. Effective speaking demands a high level of skill in oral presentation of material and fullest compression on the part of instructor. Presentation is the practice of showing and explaining the content of a topic to an audience or learner. Presentations come in nearly as many forms as there are life situations. In the business world, there are sales presentations, informational and motivational presentations, first encounters, interviews, briefings, status reports, image-building, and of course, the inevitable training sessions.

Tips for effective oral presentation

Make your speech purposive : Any speech you make must have some purpose to entertain, amuse, instruct, interact, sell an idea or product, or ask for some action.

Give brief introduction : In case audiences are strange, then introduce yourself, but avoid unnecessary information.

Know the audience : Make your presentation to audience's level of knowledge about the subject of your presentation, what they need to know, and their interest. There are far more types of audiences because audiences have innumerable flavors. They may ask you as an individual to address a room full of factory operations, managers who have no choice but to attend their talk, you then may go before a congressional committee looking into various environmental issues. When an individual stands up to deliver a presentation before an audience, it's essential that the audience know who the presenter is, why they are there, what specifically they expect to get from your presentation, and how they will react to your message.

Be prepared : Develop good command over language as well as the subject. Practice your presentation until you feel comfortable. Make sure you can present your information within limited time frame. Anticipate questions you may be asked and prepare answers to these.

Don't read your presentation : Talk to your audience. Use your notes as prompts as needed. Reading a speech is never preferred. It is better not to speech at all than to read a speech, regardless of how useful, well prepared and eloquent it may be.

Don't make excuses : Many-a-times, we may notice, a speaker making a beginning by saying, *I am sorry*, I have not come prepared to speak on the topic, because …. Really, you are not prepared, no need to announce it in public speaking, because audience never notices it.

Arouse the interest of the audience : Always speak in terms of what the audience wants and what you want. Opening should be effective for making your presentation a success.

Maintain eye – contact : Shift your eye - contact around the room, so that everyone feels that you are talking to them.

Use of proper gesture, posture and body movement : Non verbal communication plays a vital role in transfer of message. So, for effective presentation your gesture, posture and body movement should match with your verbal communication.

Be fluent : Fluency is one of the most important parameter for effective communication. Without a smooth flow of speech, you are handicapped as a speaker.

Be positive : Make it clear that you are knowledgeable and enthusiastic about your subject.

Provide examples : Try to make your presentation as concrete and "down to earth" as possible. Add appropriate examples and humor for effective understanding.

Use visual aids : Supplement what you say with visual aids such as handouts, charts, transparencies, and slides. Make sure that everyone can easily see the visual aids. Don't use visual aids that are so complex that the audience will spend its time trying to read them instead of listening to you. Visual aids are supplements to what you say, not replacements for what you say. Skillful use of properly selected visuals makes your presentation easier and more effective.

Actively involve your audience : People can only listen so long without their attention wandering. Making your presentation interesting will help you to capture and keep your audience's attention for a while, but you must do more. Build in some simple and quick activities for your audience so that they are actively involved in your presentation. Ask questions that you are confident your audience will be able to answer.

Use repetitions, pauses and variation in voice : Vary the tone of your voice and be careful not to talk too quickly. Repetition, pauses and variations in voice for emphasis are desirable in oral presentation.

Stop before your audience wants you to stop : You must come to an early and appropriately end after reaching the climax. Make it a point to stop at a time, when audience feels you should stop.

Have a smooth ending : Do not end your speech suddenly and abruptly. At the end, conclude your talking.

Guidelines for Making Oral Presentations

For many people, giving an oral presentation can be a daunting prospect. The key to a good presentation lies in preparation and rehearsal. The following are some guidelines for planning, preparing and practising your presentation.

(a) Planning

What is the purpose of your presentation?

Why are you giving a presentation? To explain, to convince, to entertain, to justify? The purpose of your presentation will determine how you structure it, what information you will include, what format you will adopt, the type and form of your visual aids, *etc*.

Who is your audience?

Your audience will most likely include fellow classmates and your tutors or lecturers.

- What will they know of your subject?
- What background information do you need to provide?
- What technical terms or complex matters will you need to explain and what can you assume they already know?
- How can you keep them interested?
- What questions might they ask?
- Will your presentation be marked? If so, what are the marking criteria?

(b) Preparing

The introduction

Introduce your talk with a brief overview of the points you will cover, locating the topic in its wider context and clearly stating your argument or topic. Describe what the presentation is about and how it will develop.

For example:

'I'm going to talk about ....'

'This morning I want to explain ....'

'The points I will focus on are first of all..... Then..... This will lead to..... And finally...'

Try to begin with an attention grabber to capture your audience's interest. Some ideas are: a startling fact, a cartoon, a pertinent question, an interesting statistic or a dramatic visual aid.

Display the outline of your talk in key points on an OHT or PPT slide.

Tip: Avoid telling a joke unless you know it is going to work. If it falls flat, so will your confidence.

The body

Decide the main ideas you want to get across and group them into logical and coherent 'chunks' of information.

- Keep focused on what's important.
- Ensure key ideas stand out.
- Keep relevant and to the point. Omit trivial details and waffle.
- Provide the necessary evidence to support your conclusions.
- Use clear examples to illustrate your points.
- Use 'connective devices' to move from point to point, to help your audience follow your thread of ideas ,
- e.g.

  'The next point I want to make is ...'

  'From this we can see that ....'

  'As a consequence ...'

  'In spite of this, the results showed that ...'

  'An example of this was when ....'

  'On the other hand, it is also true that ....'

The conclusion

Conclude by briefly summing up everything that you covered and restate your thesis and your findings. For example:

'To sum up ...'

'From this we can see ...'

'To recap the main points ...'

'My intention was to show that .... and the results confirmed that ....'

You might also like to indicate areas for further research or follow-up but don't introduce any new material.

Thank the audience for their attention and ask if there are any comments or questions.

Tip: Be prepared for questions but if you cannot answer, don't be thrown. Think of some strategies to handle any tricky ones.

Visual Aids

- Keep visual aids clear, simple and uncluttered.
- With overhead transparencies and slides, avoid too many words and use key words only, not full sentences.
- Use desirable size of font on OHPS or even in PPT.
- Break statistics down into easily readable charts or graphs.
- If you have quantities of statistics you wish to convey to your audience, do so on a hand-out.

(c) Practicing

Being prepared means rehearsing your presentation as many times as it takes to get it right. Even experienced presenters advocate plenty of run - through. Use family, friends, or a mirror for this purpose. This will increase your confidence and allow you to feel more relaxed and sure that everything will work on the day. You will know that your visual aids will fit in with your text, that you won't be shuffling around in a heap of notes, and that you will not 'dry up'. Also, most important, you'll get the timing right.

Delivery

- Make sure you know what type of equipment will be in the room and how to use it.
- Do not read from pages of notes. Use your visual aids for cues and have brief back - up notes on card. (Don't try to memorise your talk).
- Use appropriate language. e.g. get the right level of formality / informality.
- If you think you are going to stumble over a particular word or phrase, use a different one if you can. Otherwise, rehearse it enough times so that it trips off the tongue.
- Don't use too much 'filler speech' - too many 'ums' and 'ahs' will irritate your audience
- Sound and look enthusiastic. If you want your audience to be interested in your talk, then you must show interest and enthusiasm yourself.
- Pitch your voice at the back row, not the front row.

Tip: If you have difficulty in speaking loudly enough, go into a largish room and practise shouting to the back of it - you'll soon increase the volume of your voice.

Body language

- Where will you stand in relation to the equipment you are using? If you are using a screen, make sure you don't stand in front of it.
- Try to adopt a relaxed posture but not so relaxed that you look sloppy or unprofessional.
- Avoid nervous gestures such as waving hands around, clicking pens, or brandishing a pointer.
- Make eye contact with your audience. Try to avoid gazing over people's heads or looking down at your notes too much. If you find it difficult to make eye contact, concentrate on a couple of friendly faces for a few seconds at a time.

Tip: Hold your hands loosely crossed in front of you with one hand holding your cue cards and occasionally make a gesture with one hand to avoid looking too stiff.

Handling anxiety

The fear of speaking in public is the fear of all fears. Almost everyone feels nervous when giving a presentation or speaking in public so if you feel nervous, it is perfectly natural and understandable. If you have prepared and rehearsed well, you will have done a great deal already to reduce nervousness.

- If you think your hands might shake, it's another good reason to use cards instead of paper for your notes. Paper sheets held between two shaking hands will draw your own and everyone else's attention to the fact that you are nervous and will distract from the content of your talk.
- Know the room and know the equipment. Something unexpected could cause you to fluster.
- Take some deep breaths, in through the nose and out through the mouth, half a dozen times before you start.
- On the day, arrive early and greet people as they walk in and have a chat. This breaks the ice and creates a nice relaxed atmosphere.

- If you are feeling nervous, don't call attention to it. Your audience probably won't even notice.
- In the weeks / days leading up to your presentation, do some positive visualization. Sitting quietly or lying in bed, imagine yourself standing in front of the group, feeling very calm and relaxed, speaking in a loud, assured voice. Don't 'negatively rehearse' by imagining yourself blowing it.
- Nerves can cause us to 'babble' and our ideas to race. Don't be afraid to take a pause ... slow down ... take a breath. If you become confused and momentarily lose your thread, don't panic. Calmly check your cue cards and continue.

Tip: One experienced speaker recommends having the first four minutes or so 'hot-wired' - so well rehearsed that you know every word and gesture for that first few minutes.

Try to enjoy your presentation. Look on it as a performance - you are a bit like an actor playing a part. Even if you are not feeling confident and at ease, pretend that you are.

Assignment : Selected any one topic related to agricultural or social issue, present it in front of audience or friends circle or in classroom within five minutes. Evaluate your own oral presentation with the help of following checklist.

Self-assessment checklist	
Did you introduce yourself to your audience?	Yes/No
Did you aim to arouse the interest of your audience?	Yes/No
Did you begin with a clear introduction of your topic with an overview of what you would cover?	Yes/No
Were your ideas presented clearly with a logical flow from one point to the next?	Yes/No
Did you conclude by summing up what you had covered?	Yes/No
Were your visual aids clear and easy to read?	Yes/No
Did you have good control of your material with everything in the correct order?	Yes/No
Did you give the right amount of facts and figures? Could your audience understand them?	Yes/No
Did you avoid reading too much from your notes?	Yes/No
Did you look comfortable and relaxed?	Yes/No
Did you display any nervous gestures, such as hand-waving or pen-clicking?	Yes/No
Did you look and sound interested and enthusiastic?	Yes/No
Was your voice loud enough to be heard?	Yes/No
Did you speak too quickly or too slowly?	Yes/No
Were there any words you had problems pronouncing?	Yes/No
Did you get your timing right? Too long? Too short?	Yes/No
Did you allow time for questions, and invite your audience to make comments (rather than just asking, 'any questions?')?	Yes/No
Did you provide hand-outs for people to take away?	Yes/No

EXERCISE NO : 3

INDIVIDUAL AND GROUP PRESENTATION

Introduction

A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture, or speech meant to inform, persuade, or build good will. The practice of showing and explaining the content of a topic to an audience or learner is known as presentation. A presentation is a process of offering for consideration or display. It can be a social introduction, as of a person at a demonstration, lecture, or welcoming speech**,** or a manner or style of speaking, instructing, or putting oneself forward**.** The manner of presenting, especially the organization of visual details to create an overall impression is a presentation. It may be the formal introduction of a person, as into society.

Presentations can also be categorized as vocational and non - vocational. In addition, they are expository or persuasive. They can also be impromptu, extemporaneous, written, or memorizes. But it's more important to focus on their purpose.

There are three basic purposes for giving oral presentations:

1. To inform
2. To persuade
3. To build goodwill

Now-a-days, it has become increasingly common for individuals especially for the employers to request job applicants who are successfully shortlisted to deliver one or more presentations at their interview, debut, or other important event that needs to be highlighted in a more official way. The purpose of the presentation in this setting may be to *either* demonstrate candidates' skills and abilities in presenting, or to highlight their knowledge of a given subject. It is common for the presenter to be notified of the request for them to deliver a presentation along with their invitation to attend the event. Usually presenters are only given a title for their presentation and a time limit which the presentation should not exceed.

Types of presentation

(1) Informative presentations - Include talks, seminars, proposals, workshops, conferences, and meetings where the presenter (s) share their expertise and information is exchanged.

(2) Persuasive presentations – These are the presentations in which you might attempt to convince the audience to buy your products or services, to support your goals or concepts, or to change their minds or attitudes. Sometimes called transactional, are often motivational. Persuasive presentations are designed and delivered to come out with a specific goal in mind.

(3) Goodwill presentations - Goodwill presentations, which often take the form of speeches which are often designed to be entertaining - for example by sharing video highlights of President's 10 years or anecdotes based on some past experiences. The purpose of goodwill presentations for peers, colleagues and superior is pretty obvious : to build goodwill, to make people feel good about themselves and to build respect for the organization.

(4) Multipurpose presentations - Presentations usually have more than one purpose. A presentation to employees may be announced as an informative session on new regulations but in reality may also be an all - out effort to persuade workers to buy into the new rules.

(5) Sales – Probably the single most prevalent category of presentation is the sale scenario. Throughout our lives we are 'Selling' ourselves to teachers, prospective mates, neighbours, or colleagues. In the business world, we are most often selling our products, services or ideas. Sales techniques are complex and require two essential items for success in sales presentations which are knowing and understanding your audience, and building rapport.

(6) Political presentations - Presentations in the political arena are primarily grouped in the persuasive category. To be effective they must include lots of information and also build goodwill.

(7) Motivational presentations - Motivation is another form of persuasion, but one that somehow takes on a more fervent, highly charged tone. Presentation must use high energy presentation tactics in order to capture and hold the audience's attention for the entire message.

(8) Interviews – When a writer, actor, artist, expert, scientists appears on a radio or television talks or is interviews for an online or print article (newspaper / magazine) that person is making a presentation. A 'Job Interview' is yet another presentation form, one where the presenter should make an effort to identify his or her immediate audience, but also take great pains to know as much as possible about the larger audience.

(9) Entertainment – This type of presentation is often designed to serve more than one purpose. It may be held to inform, build a positive image, and create goodwill.

(10) Instructional presentation – It give specific directions or order. It is designed to teach something completely new to the audience.

(10) Decision making – A presentation designed to convince listeners to act on the presenter's proposal – usually by giving evidence and pointing out what can happen if this is not done. It can include a description of a problem that the audience or society or certain people face and examples. Presenters often compare the two predictions about what will happen if the listeners do or don't do what they suggest.

Audiences can be classified into *four* basic categories:

1. Captives
2. Pragmatists
3. Socially Motivated
4. Committed

When an individual stands up to deliver a presentation before an audience, it's essential that the audience know who the presenter is, why they are there, what specifically they expect to get from your presentation, and how they will react to your message. You should try to gather as much background information as possible before your presentation. There will be times, especially with presentations that are open to the public, when you will only be able to guess.

It has been found that audiences believe presenters who use visuals are more professional and credible than presenters who merely speak. Some research indicates that meetings and presentations reinforced with visuals help participants reach decisions and consensus in less time.

A presentation program, such as Microsoft PowerPoint, is often used to generate the presentation content. The development of information technology has made the use of these solutions possible, but Liquid Crystal Display (LCD) Projectors as well as overhead transparencies are still used widely for the purpose of presentations.

Helpful presentation tips

- Easy format
- Organize your thoughts
- Know your material
- Presentation time
- Outline your presentation

3' Cs Ingredients of Group Presentations

(1) Clarity

Clarity means clearness of purpose, thought or style. Developing clarity within your group will help you develop a clear message for your audience.

Clarity of purpose **-** Just as your presentation will have a clear purpose, your group should create a Charter Statement that explicitly captures the group's desired outcome. This Charter Statement becomes the test of everything that will go into the presentation and help guide the efforts of the group.

Clarity of roles **-** Personalities come into play when groups meet to develop presentations. The struggles for position and ego can quickly deplete the group's momentum, resulting in hurt feelings and a weaker presentation. Providing clarity to group roles helps to establish expectations and keep the entire group moving towards a common objective, leading thus to a great group presentation. Identify the roles your group needs during message development. Capitalize on the unique personalities within your group to develop roles that work well for all, but be sure to discuss the roles openly so they are clear to everyone.

Clarity of message **-** Instead of writing 'speeches' for each *individual speaker*, try creating one *master presentation*, a unified narrative, and *then* decide who speaks to which points, and when. This is a shift from the traditional segmented method of group presentations where often group members are directed to 'give five minutes of talking' and then are left to develop content independently. In a master presentation, each speaker may weave in and out at various points during the presentation. When done well, this fluid dynamic can hold an audience's attention better by offering a regular change in speakers' voices and presence. Moreover, by using a master presentation, your group will ensure that each of the presenters will stay 'on script' and use cohesive language, smooth transitions, and (when using visuals) consistent graphics.

(2) Control

Group presentations face unique logistical challenges beyond just developing presentation content.

Control in introduction **-** The way of introducing a group is noticed by the audience, so plan those introductions with your presentation. Your presentation may be part of a larger event that includes master of presentation who will introduce the team. If so, be sure that you provide pertinent information to the master that will allow her / him to generate interest in your presentation even before you begin speaking. If your group is responsible for making its own introductions, however, you will need to decide if you will introduce your group members in the beginning, or when they first speak. Your group also will need to decide if each member introduces her / himself, or if one member will introduce everyone. There is no one right way to do introductions, but your group must decide how to do them before the day of the presentation.

Control in transitions **-** Decide how you are going to 'hand off' from one speaker to the next. In the 'master presentation' approach, you may want to consider simply have speakers pick up a narrative right where the previous speaker left off. If you use the more traditional segmented approach, each speaker may cue the subsequent speakers by identifying them and their subject matter. For example: speaking of quality control, no one is more qualified as Mr. X, who is going to tell us about how this team will deliver a quality project for you. Another option is to assign a group master who will

handle transitions between presentation sections. Your group will need to determine which option makes the most sense based on your presentation style and audience expectations.

Control vis-a-vis time and space - Multiple speakers translate to occupying more physical space, and the potential to gobble up more time with introductions and transitions. If you will be presenting in a small room, consider where each speaker needs to be positioned to quickly reach the speaking area, and whether they will sit or stand when not speaking. Your presentation must fit within your allotted time, so you will need to time your group's presentation, including equipment set up, introductions, and transitions.

(3) Commitment

Commitment from each group member is going to give your presentation the best content and flair that will impress your audience.

Commit to a schedule **-** Once you know the date of your presentation, create a schedule that includes specific milestones, such as 'presentation draft due' and 'final rehearsal'. Having a specific schedule allows members either to agree to the group's expectations or to offer dates that better fit their personal schedules. One can also assign specific responsibilities to the scheduled milestones; for example, who is responsible for bringing the handouts, projector, and laptop to the presentation?

Commit to rehearsing **-** 'If you find group members who lack the commitment to rehearse, consider finding group members who will commit.' Rehearsing is one of the most important steps for presentation success. Have your team members agree from day one that they will make themselves available to practice with the group. If you find group members who lack the commitment to rehearse, consider finding group members who will commit. Practice makes perfect, and no rehearsal means your group doesn't know what will happen to the content, timing, or quality of the presentation. Do those sound like things your group would like to leave to chance?

Commit to answering your audience's questions **-** Always be ready to pepper your group with questions after your formal presentation is over. Your presentation is not over yet. Handling those questions is as important as the presentation itself. A well - done presentation means nothing if presenters fumble questions so badly that they appear incompetent. Have each member develop a list of potential questions and then, as a group, review the list. Discuss who will be responsible for handling which types of questions.

These are three ingredients of group presentation, you incorporate these in your group presentation and make your presentation effective.

Suggestions for an effective group presentation

1. Appoint one of the speakers to be in charge. If this is not done and something unexpected occurs, no one has the responsibility for the group which may lose credibility because of uncertainty in how to respond. In addition, when a question is asked, the speaker – in - charge immediately refers it to the person with the appropriate expertise; thus there is no uncertain pause because no one knows who will answer the question.
2. Each speaker should know what the other speakers are going to say. This knowledge will help them avoid duplication of material and they can make appropriate references to another speaker's content if it applies. This knowledge helps insure continuity among the different speakers.

3. The last words of each speaker should synchronize with what the next speaker will cover. This adds unity to the entire presentation and gives the new speaker a smooth opening to his or her material. An example might be, "Now Susan will cover the financial aspects of our proposal and help you understand the benefits this will give you."
4. If possible, the strongest speaker should end the group presentation. The ending is the most important part of the presentation; people remember best what you say last. You want to have an ending speaker who can show passion and enthusiasm for the topic.
5. Finally, a dress rehearsal is essential. The group members need to get a feel of the complete message to see how they can best contribute. In addition, with several people speaking it is hard to judge the time the speakers will take. This dress rehearsal allows the group to time the presentation and to make adjustments in each portion in order to be under the time limit; the more people involved the more unpredictable the total time. With everyone hearing the other speeches, each speaker can give feedback to the others that will improve the quality of the whole presentation. Extraneous and redundant material can be eliminated as well.

Assignment

Form the group of four students give the class presentation of ten minutes and the topics will be of your own choosing. Along with each presentation, please submit a 1-2 page paper that summarizes your topic.

Guidelines for Class Group Presentations

Equal Participation - Each team member should contribute equally. Teams will compile a list of major topics to be covered in their presentation, and assign one to each member to research and present. Each member should speak for approximately three minutes. The presentation can reflect the diversity of viewpoints of the presenters. Designate one team member as the team leader. This person will be responsible for introducing the presentation as a whole, and each presenter. The team leader will also summarize the presentation at its conclusion, and lead a class discussion.

Prepare Handouts - Team members may decide among themselves how to distribute the work of preparing the following information sheets.

1. Things to Know - One to two sheets listing major facts relevant to your topic, significant concepts, key points, terminology with definitions, and other interesting points of information.
2. Quotes - One sheet containing salient quotes from your readings, with explanations of their significance.
3. References - A compilation of references used for the presentations, including two or more for each presenter.

Tips for Class Presentation

Talk to us, don't read. You may use notes when you make your presentation, but you may not read from a fully written out text.

Here is one way to make a successful presentation:

1. Do plenty of reading and research. Explore the topic as fully as possible. Make notes.
2. Read over your notes, and <u>think</u> over the results of your reading.
3. Discuss your results with your team members. Tentatively plan the presentation in its general outlines.
4. On your own again, and setting notes aside, brainstorm and write down all the interesting ideas that you have come up with.

5. Organize these ideas into a coherent sequence. Return *to* your notes and add any information relevant to your major ideas which will illustrate or explain them..
6. Add an introduction, which tells what you will talk about, and a conclusion which sums up what you have discussed and learned. Cut out any irrelevant or uninteresting material.
7. Meet with your team members to organize and streamline the presentation.
8. Visualize yourself giving a talk to the class, going through all these ideas, in a comfortable and relaxed fashion. If you wish, practice talking about your subject *to a* mirror.
9. Using only brief notes, give your presentation *to* the class and have fun!
10. The team leader will also prepare a short general introduction to the presentation, lead-ins for each individual presenter, and a very brief possible conclusion, which may change according to how the presentations unfold. Conclude your presentation by opening the floor for questions and comments from the class audience.

EXERCISE NO : 4

WRITING SKILL

For effective communication among various factors communication skills of both source and receiver are important. Communication skills encompass verbal and non - verbal communication skill. Writing skills are of prime importance in written communication.

Characteristics of Good Writing

- Appropriate and need-based from intended audience's view-point.
- Use of simple language.
- Use of shorter sentences.
- Use of comprehensible words, phrase *etc.*
- Accuracy / Correctness.
- Clarity and brevity.
- Use of relevant / appropriate examples for making things clear.

Effective writing

Research conducted in the area of effective writing have mainly established four important steps *viz.* plan, write, trim and check.

(1) Planning

Good planning always helps the writer in visualising receivers and identifying their interests and felt needs. Actually a good writer plans his / her writing like an architect who first drafts his plan and designs every detail and thus prepares a blue print of the building before its construction. Before writing, purpose of writing, message one wants to tell and characteristics of audiences / farmers / farm women should be very clear. Then rearrange ideas in order: Bait your reader i.e. catch their interest by drawing their attention by giving a good title. While writing, it is very important for writers to follow the 'Principle of empathy' i.e. putting himself in the reader's place and start judging the writing. Before you put words on paper that will bait, hold, sell and tell readers you must answer six questions.

(a) Who? : Your Readers: Who are the people you want to reach?

You can not help people solve their problems until you know who they are and what their problems are? Know what your readers know and what they want to know. Visualize their educational, social, and· economic level, their interests, attitudes and beliefs.

Do your readers have the equipment, environment and capacity to use your information? Remember you are writing for readers; the more you know about them, the better your chance of having readers.

Always remember that it is dangerous to try to reach too many different kinds of readers. A publication that has been planned for one kind of reader may not appeal to a reader in another group.

(b) Where? : Where do the intended readers live? Where will they use the publication? - rural area, urban areas, worldwide, continental, in school, at home, in the library, regional, national, provincial, local, in the office, in an enterprise etc?

(c) What?: Your facts: Have something to say and be sure of your facts? List facts that help readers solve a problem. Find a slant, a central theme to develop. Weigh facts. Is information timely and of local interest? does it meet a need? It is practised: Can people use it, can they afford to use it?

(d) Why? : Your reasons for writing the publication. What is your purpose? What do you want your information to accomplish? Do you want to stimulate interest in a programme, or are you trying to show people how to do something? Whether you want to teach, to record, to announce, to persuade, to entertain, to please the boss, or for personal advancement. What response is wanted from the reader? What feedback should you expect.

(e) When?: When is the material going to be used? Will it be of value only for a short time? for many years? It is needed at once? If not, when?

(f) How?: Your outline for writing facts. Think through - how you are going to package your facts, how are you going to present them? First make a rough outline of facts listed.

(2) Writing

After preparing a writing plan you should start putting down your ideas.

While writing:

Make it brief : Try to say what you want to say as briefly as you can. Of course, do not miss the important things you want to say.

Write as you talk : Simple writing is like talking with your readers.

When you talk : to a farmer, you bring your language down to his level, so that he understands you and you understand him. You thus create a common denominator between yourself and him. Simple writing is much the same.

Write in clean terms: Award may mean different things to different people. Your reader attaches a meaning to a word, prompted by his own experience. Use words which bring only one meaning you want him to have. You cannot go wrong, if you stick to simple words.

Use concrete words: Use concrete word, which create a picture in the readers mind. Concrete words always makes meaning clear.

Use personal sentences: Like questions, exclamations sentences starting with verbs, spoken sentences directed to your reader. Sentence pattern should vary and sentence length on an average, should be about 17-19 words.

Use familiar words: Use familiar, every day words and the reader will feel that your writing is specially addressed to him. Technical words should be translated to their language without losing exact meaning, if possible.

Say things accurately : Use words that are precise and say exactly what you want to say. Check your facts and include only those which make the reader understand the subject. Don't generalize, give concrete examples, whenever possible which make him understand easily what you want to say.

Make it short tales: Use mostly short sentences. Let each sentence talk about one idea. Use a noun in each sentence. Use a strong verb too. Then your writing will carry your thoughts forward and smoothly. Do not make the sentence all of the same length.

Add human interest: Write about people. Include names. Identify people.

Address it to the reader: Write directly to the reader. He will then feel your writing is specially meant for him.

Make your writing friendly : Do not sound bossy in your writing. Make yours a friendly approach, use appeals, persuade rather than force.

Make it interesting : Do not make your writing a drab account of facts. Adopt a style that will be interesting to read. See how others do it. You can adopt a style of writing that appeals to you most.

There is nothing wrong in copying someone else way of writing, till you are able to, through experience, develop your own.

Sift, sort and sell facts : Screen out irrelevant ideas. Group facts under main heading, this helps you sort facts. Keep related ideas together, put first thing first. Rearrange ideas in the order your reader will take. Motivate your readers to read, believe and use your information must entertain as well as inform, must be clever as well as clear.

(3) Trimming of written material

Actually there is no such thing as good writing, there is only good rewriting.

- Never write more than required to convey the message.
- Say the same thing in few words.
- Change passive verbs to active so your reader can understand your writing more easily.
- Weed out unnecessary ideas, introductions, irrelevant sentences or parts of sentences, words and conductance like and, as, while, because, with a semi colon, if possible.
- Weed out articles a, an, the. You do not need them half the time e.g. (The) making (of) silage is one of the best way of preserving (the) roughage.
- Avoid vague adjectives and adverbs - those, indefinite words that express degree, such as substantial (substantially), appreciable (appreciably), considerable (considerably). These words clog your message; they give your reader no standard of comparison e.g. 'This is a subject of considerable importance'. Tell the same message with 'this is important'.
- Trim words but not the meaning.
- When you prune you polish.

(4) Check and recheck writing

- Check and recheck while reading its average sentence length and word length to find ' How easy'.
- Figure percentage of personal words and personal sentences to know 'How interesting'.
- Technical information must also be rechecked.

Assignment

- Write an article on any issue related to agriculture which is useful for farmers (300 words)

EXERCISE NO : 5

FIELD DIARY AND LAB RECORD

(A) FIELD DIARY

A field - diary is a permanent record of observations and, if it is to fulfill its purpose, it should be useful and comprehensible to others, perhaps long after the author is dead. The field - diary is also a workbook in which your observational skills are repeatedly and continuously tested and sharpened.

In the agricultural research and education, the study of plants and animals in their natural environment requires observations at all levels of organization from an individual organism to the ecosystem, and includes behaviour, life history, traits, distribution, abundance, habitat, landscape and all kinds of interrelationships. The field diary is the naturalist / ecologist's record of all of these matters as they present themselves to the observer.

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.

Two kinds of field notes are to be observed

a) Taking notes on the spot

b) Writing detailed diary

Daily field diary

It is instructed to write the field diary everyday in which

a) Detailed notes of observations

b) Field notes on discussion and conversations

c) Details of interpersonal communication, gossips, fold history's similar events

d) Specific details of special events

Field diary for Research Process documentation

The most useful tool for a process documenter is a field diary. The documenter uses a field diary to record his or her observations and thoughts in an orderly fashion. Recording observations and impressions enables a researcher to pick up clues about how the system is operating.

A field diary should help the investigator understand the systems physical and social setting. It should help describe who, what, why, where, when and how. Who refers to the people or system being studied? What concerns the information gathered. Why, where, when and how provide important details about the observation. There is no special format in writing a field diary but entries should be written daily in chronological order so information is not forgotten or changed because of forgetfulness. The critical concern is that observations are recorded in a diary regularly.

Diary content should be organized into two categories: (1) Observations (2) Impressions

Observations should be objective, the documenter should only write down what she / he actually saw or heard. Observations include descriptions of the physical setting (Climate, geographic area and resources), the demographics settings (concentration, movement and general characteristics of people) and the organizational setting (the different social levels in the system, the communication network and the degree of complexity in the social system).

The researcher also observes individuals, small groups, families' ethnic groups, villages and government organizations. Observations can be made of situations and human actions, including actors between farmers between farmers and government agencies and between different government agencies.

The subjective impressions of the documenter make up the second category in a field diary. Impressions should be clearly differentiated from observations. If for instance the researcher observes a bitter argument between two farmers about water distribution in a canal, she / he should write down what was actually seen and then write down his or her own impressions of the vent. Impressions are important because they help the researcher evaluate and give meaning to the observations. Thus, impressions should be recorded for all observations. As a result of recording impressions, new ideas may emerge that may lead to a better understanding of the irrigation system.

A standard field - diary

The standard field - diary consists of three components:

(a) Diary - The field - diary is the nucleus of your field - records. It is a precise daily account of your many observations, and it should be given high priority, even when you are short of time or exhausted. A narrative diary of daily observations, including locality information, weather and conditions and species lists.

(b) Species accounts - Species accounts are organized, so that:

(i) All references to, and notes about, a particular species appear in one place, and

(ii) There are not long accounts and details of species scattered and virtually inaccessible, in the journal.

If you want to know everything you noted about a particular species you don't have to wade through pages of daily journal to find the reference; each species will have a page to itself.

(c) Catalogue - A systematic and sequential list of all captures and collections, including reference numbers. The standard field - diary is written up directly, without transcribing field notes, but this requires a discipline and a life - style which is not reasonable to expect on a trip like ours. You should, therefore, take rough notes during the day in a Field Notebook and organize and transcribe those notes in the evening.

Equipment

The field - diary and species accounts should be written in black, water - proof, fade - proof pigment ink on one side of good quality paper. An ideal size is about 8.5" x 5.5" (8.6 x 14 cm), or about half the size of a regular letter sheet, but you may use a slightly larger format if you prefer. The paper should be ruled with horizontal blue lines about 7 mm apart. You will need a left margin, but it is better to rule this yourself. Loose leaf sheets have the advantage that can be sorted and appropriately ordered in a binder (and you can easily discard your mistakes), but if you use a bound notebook the sheets won't get lost or blown away. The journal pages are consecutive, and each page must be numbered.

(B) LABORATORY RECORDS

Laboratory records and notebooks, if used properly, can serve as the basis of conception of ideas. They can also serve to help in patent prosecution by enabling the scientists to swear behind a cited reference. Laboratory notebooks are the means for keeping a permanent record of the details of an individual's day-to-day research and development work in the laboratory or office. They provide a basic reference which the individual and others can refer to a later date; legal evidence with respect to the materials recorded, such as conception of an invention and the date thereof or date of reduction to practice and test results; in some instances are required for compliance with the provisions in many grant and contractual arrangements.

General Guidelines for Keeping Lab-records and Notebooks

- Do use a bound notebook.
- Do explain acronyms, trademarks, code or unfamiliar jargon.
- Do attach to your lab notebook loose notes, e-mails, letters, graphs, figures and charts containing any part of conception of an idea or result of an experiment.
- Do title, sign and date each attachment, as well as each laboratory notebook page.
- Do record the objective of an experiment as well as the results obtained in as much detail as possible.
- Do record thoughts, conversations, lab meeting discussions, oral reports and discussions, as well as wild speculations and future plans.
- Record all the original data in the bound laboratory notebook and NOT on scratch paper. Be sure to include what is being measured as well as the correct units. Any data that appears to be useless or wrong, draw a single line through so it is still readable. After careful analysis, you may find that the measurement is valuable.
- Anything that is calculated should be documented along with the method of calculation and the formula used to obtain the answer. Make sure that you pay close attention to significant figures.
- Do write in the active voice.
- Do report completed experiments in the past tense.
- Do give cross references to previous experiments and/or projects.
- Do use a table of contents to provide cross references.
- Do keep your lab notebook under lock and key when you are not in the lab.
- Do track and save completed lab notebooks.
- Do not use binders, loose leaf or spiral notebooks.
- Do not blot out or erase mistakes.
- Do not modify the data.
- Do not rip pages out.
- Do not skip pages.
- Do not leave a page blank.
- Do not use words such as "obvious" or "abandoned" as they have tremendous legal significance.

Some Tips for Electronic Notebooks

- Do clearly define what you / your laboratory mean by electronic notebooks. To some, data generated on a computer and affixed to a paper notebook is an electronic notebook. To others, saving data on the desktop or hard drive of their computer is an electronic laboratory notebook.

- Do adopt an official procedure for electronic record keeping. Who will be the custodian of the electronically stored data? Is there a back-up?
- Do back-up and write-protect all electronic data.
- Do retain all electronic copies for the duration of the appropriate document retention period.
- Do store your electronic notebook contents on unchangeable mediums, e.g.,CD-R, or in an electronic archive that cannot be modified.
- Do restrict access to the electronic notebook using key and screen locks, and/or passwords.
- Do associate the identity of each author and/or witness with each record automatically.
- Do not create and store records randomly on disks, desktops, or hard drives.
- Do not store records on media that have limited shelf-life.
- Do not allow access to the electronic records by unauthorized personnel.
- Do not rely on methods of dating your entries that can be altered.
- Do not alter any portion of an electronic document.

Notebook Checklist

As you record your activities in the laboratory, ask yourself, "Did I..."

- Keep up with the table of contents?
- Date each page?
- Number each page consecutively?
- Use continuation notes when necessary?
- Properly void all blank pages or portions of pages (front and back)?
- Enter all information directly into the notebook?
- Properly introduce and summarize each experiment?
- Include complete details of all first-time procedures?
- Include calculations?

EXERCISE NO : 7

INDEXING, FOOTNOTE AND BIBLIOGRAPHIC PROCEDURES

(A) INDEXING

The process of pointing out the proper location of document or records in files easily and quickly is called indexing. Indexing means to inform or to guide the persons or reader for the easy and quick location of required files or documents. An index is a reference list for locating a particular document in the file.

Indexing helps:

- Easy location of files or records
- Ensures cross-reference
- Save time
- Improves the efficiency of the records administration and reduces costs

A good indexing system should be

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

Types of Indexing

Types of indexes are also known as methods / systems of indexing. Each institute uses the indexing method that suits and aids its filing system. The following are some of the types of indexing systems.

(1) 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. Bound book index, Loose leaf index, Vowel index are some of the forms of Page Index. Although simple and less expensive, but it is inflexible and looks shabby if names not in use are not deleted.

Book index - It is mostly found in register books, note books etc. It is simple type of indexing. In this index, book is marked with alphabets in the right side of the paper in such a way that all alphabets can be seen at a glance. Here, name of persons or documents are arranges in alphabetical order. All the related files are kept in same alphabetical section. For example, telephone diary.

Advantages

- Simple method
- Economic
- Safety

Disadvantages

- Inflexible
- Problem of alphabetical order
- Inconvenient

Loose leaf index - It is improved form of book index. In this type of indexing, instead of using hard bound register book, book sheets or paper are used in which alphabets are marked on the right hand side of the pages. It is very flexible and cheap. It is simple to operate an easy to understand. New sheet can be easily added and can be removed easily. But there is chance of misplacement of sheets.

Vowel indexing - It is improved form of book index. It is generally used by large organizations. Index book is maintained on the basis of vowels. Pages are firstly selected by initial letter and then by vowel occurred after the initial letter. For example: Gandhi will be recorded in section "g" and in vowel "a". It is time consuming. It is difficult to search when many names begin with each alphabet.

(2) 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 cms x 7 cms) 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.* specimen signatures of account holders in a bank, a catalogue of books *etc*.

Advantages

- Can be arranged in any order-alphabetical, numerical, geographical etc.
- Cheaper
- Provides complete list,
- Highly elastic and flexible
- Put to many uses
- Can be recorded and obtained quickly
- Different coloured cards can be used for easy classification of customers or sub groups.

Disadvantages

- All cards are not visible at a glance
- Danger of cards being lost mutilated or destroyed,
- Supervision becomes difficult,
- Constant handling spoils the cards and they need replacement,

(3) Visible card index

In this system, cards 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. Name address and other documents are visible by touching other cards. Trays are attached vertically to metal stands. Details can be written or typed in front and back of cards.

Advantages

- Occupies less space.
- Though costs more, saving in time and labour offsets it.
- Additional information can be added without disturbing the order
- Speedy reference.
- Aids the management in controlling purchases, sales, productions etc.

Disadvantages

- More costly
- Training necessary. Yet its advantages make the users ignore its drawbacks.

(4) 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. The advantages and drawbacks of this type are similar to those of Visible card Indexing.

(5) Wheel indexing

It is modern method of visible indexing. It is suitable for big organization. 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. Cards can taken out or inserted without disturbing other cards. It is arranged alphabetically. Wheels are rotated to find card.

Advantages

- Saves time by quick and easy reference.
- Requires less space.
- Flexibility as cards can be taken out or inserted without disturbing the order.
- Scope for expansion.

Disadvantages

- It is costly
- It is not suitable for small organization

[B] FOOTNOTES

Most students will have to reference an assignment at some stage of their studies. Understanding the correct way to reference, will help students to avoid plagiarism. The footnote system of citation is used in many disciplines. Footnotes must be used to reference and acknowledge the sources of your information. This unit will take you through how to reference using footnotes. 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.

Footnote is a note of reference, explanation, or comment usually placed below the text on a printed page. It is an explanatory or documenting note at the bottom of a page, referring to a specific part of the text on the page. Footnotes have a pronounced effect on style, general tone and clarity. Every footnote is a digression from the main stream of thought. It interrupts the reader. If he reads it, his eyes must make an excursion to the bottom of the page; and when he is through, he must find the place where he departed from it. Lengthy footnotes can cause the reader to lose the thread of your message, to miss what you are trying to tell him.

Reference footnotes - When we borrow the words or ideas of somebody else, we must give credit for them. Reference footnotes are convenient to fulfill this obligation.

Explanatory footnotes - Explanatory footnotes can practically never be justified on the grounds of necessity. Explanatory footnotes should be evaluated carefully. Explanatory footnotes should either be integrated into the main text or put in parenthesis, if they are of secondary importance. Some of the information, if really of some use for record purposes, can be given in the appendix. As far as possible, explanatory footnotes should be avoided.

Inserting footnotes by using Word XP or Word 2000

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

Footnote Citing references from books

One author (book) - When citing from one author, the footnote number is inserted at the end of the sentence.

Multiple authors (book) - When citing from multiple authors in the one sentence, the footnote number is inserted at the end of the citations.

Paraphrasing - Paraphrasing is when you use someone else's ideas and put them in your own words. Even though you are not using the original author's exact words, you must still cite the author as the source of your ideas.

Paraphrases and Footnotes

- Read the original text.
- Write down your version of it, changing the keywords and structure of the sentence (s).
- It is best to close the book so you do not copy word - to - word.
- It is important that the sentence structure and the vocabulary are different to the original.
- Place the (sequential) footnote number at the end of the sentence containing the paraphrase.
- Complete footnote citation process. Page numbers are not given in paraphrases.

Abbreviations are useful when footnoting:

Ibid – citation is from the preceding reference

Op Cit – citation is from a previously cited reference (not the preceding reference)

Ibid

Ibid is used when citing a new reference that is from the same text as the preceding reference. In the first reference to the text give the full details of the source and use ibid for the second.
If the citation is from the same page as the previous reference, simply use ibid. If it is from a different page, use ibid + page number, eg ibid p. 56.

[C] BIBLIOGRAPHIC PROCEDURES

The term bibliography is the term used for a list of sources (e.g. books, articles, websites) used to write an assignment (e.g. an essay). It usually includes all the sources consulted even if they not directly cited (referred to) in the assignment. References cited help the readers to reach to the original source of information. We keep a list of books, articles, and other sources that seem promising for our research paper / journal / magazine etc. Such a record is called **a working bibliography**. Our preliminary reading will probably provide the first titles for this list. Other titles will emerge when we consult the library catalog, as well as indexes, bibliography, and other reference works. We discover additional important sources also through the bibliography and notes of each book and article consulted by us. The working bibliography will frequently change as new titles are added and those that do not prove useful are eliminated. The working bibliography will eventually evolve into the list of works cited that appears at the end of the research paper.

Use of reference card

- Many instructors recommend that students use index cards to compile the working bibliography.
- Writing each source on a separate index card allows greater flexibility than does listing sources on a sheet of paper.
- These cards can be arranged and rearranged as per the need. (e.g. in alphabetical order, in chronological order by date of publication, in order of relevance to your topic)
- Index cards also allow us to divide sources into groups (e.g. those already consulted and those not yet consulted, those most useful and those less so).

Use of PC for bibliography

- Similar results can be achieved with a personal computer**.**
- A computer file is created for the working bibliography, and titles are entered as we proceed with the research. The file can be revised by additions or deletions as per the requirements and then saved for the future use.
- As with index cards, we are able to arrange, rearrange, and group sources. At any point, the file can be printed to review it or to use it for research.

Citation

While writing citation, you are required to follow certain format. Worldwide, there are many variations in formats being followed by researchers or students for writing references. You may ask, in that case which format to follow. It is not important which format you follow, rather it is important that you should follow the same format throughout your report. All literature cited in the text should be included in the list of references giving complete details. When we add sources to the working bibliography, we have to be sure that we have all the publication information needed for the works cited list. The information to be recorded depends on the kind of sources used. It could be : books, articles in a scholarly journal, newspaper or magazine article. Citation style varies from journal to journal and also education institutes or university.

Citation in Text

- Citation style of references in the text varies from journal to journal and therefore consult the guidelines of the journal and go to references cited for noting style.

- The reference is made to the study for surname of the author and year and the surname may form a part of statement or it may be given in bracket at the end of the statement as given below;

  Deshmukh (2001) revealed that land holding of the farmers was positively related with adoption of new technology.

  Or

  Land holding of the farmers was positively related with adoption of new technology (Deshmukh, 2001).

- In case of one author, give last name / surname first, year of publication within parentheses, e.g. Rogers (1982).

- In case of two authors, give first the last name of first author followed by last name of second author, year of publication e.g. Dahama and Bhatnagar (1987).

- In case of more than two authors give last name of first author followed by *et al*. and year of publication e.g. Ray *et al.* (2009).
- In case the author is referred at more than one place in the same year, number references as 'a' and 'b' e.g. Ray (2002a) .....Ray (2002b).

Format for Citation

Reference book

<Author (s)'s name with Surname first>.<Year>.<Title of the book>.<Name of the Publishers>,<Place>.<Page number>

1. Author's name (last name / surname first or surname with initials of the authors. In case of male authors, initials are used and in case female authors give full name.
2. Year of publication
3. Full title of the book (including any subtitle)
4. Editor or translator (if there is one)
5. Edition (if the book is a second or later edition)
6. Number of the volume and the total number of volumes (if the book is a multi volume work)
7. Series name (if the book is part of a series)
8. Name of Publisher
9. Place of publication (note only the first city if several are listed)
10. Page number referred.

Example:

Rogers, E. M. and Shoemaker, F. F. 1962. Communication of Innovations. The Free Press, New York. p125.

Journal

<Author (s)'s name with Surname first>.<Year>.<Title of the research paper>.<Name of the Journal>,<Vol.No. (Issue No)>.<Page to Page>

1. Author's name
2. Year of publication
3. Title of the article
4. Name of the journal (In some journals, the name of journal is written in italics)
5. Volume number (and issue number, if needed)
6. Inclusive page numbers of the article (i.e. the number of the page on which the article begins, a hyphen, and the number of the page on which the article ends)

Example

Kapse, P.S. and Y.K. Pimprikar. 2000. Technological Gap in Summer Groundnut Cultivation. *Maharashtra Journal of Extension Education,* XIX : 56-59.

Newspaper or magazine article

1. Author's name
2. Date of publication
3. Title of the article
4. Title of the periodical
5. Inclusive page numbers of the article

Example

Rathod, M.S. (1 Dec. 2001). Green Revolution in India. Times of India : A37-38.

Eventually, you will transform your working bibliography into a works cited list. The working bibliography functions as an efficient tool for finding and acquiring information and ideas and, on the other, provides all the data we need for the list of works cited.

Edited Book or Book chapter

<Author (s)'s name with Surname first>.<Year>.<Title of the book chapter>. *In:*<Title of the book>,<(Eds.) Editor's name>.<Publishers name>, <Place>.

Example

Grover, Indu., Agarwal, Deepti and Grover, O.K. 2000. Gender perception of voters towards women and governance. In: New Panchayati Raj: A functional analysis, (Ed.) Singh Raj. Anmol Publications, New Delhi. pp 66-77.

(pp 66-77 indicates that chapter is within these pages).

Thesis / Dissertation

<Author (s)'s name with Surname first>.<Year>.<Title of the thesis or dissertation>. <Name of the University>,<Place>.

Example

Kapse P.S. 2001. Innovation Decision Process among Banana Growers. Ph.D. thesis, MKV, Parbhani.

Seminar / Conference Proceedings

Sinhg, Saroj, Grover, Indu and Grover, O.K. 2001. Participatory role and adoption of buffalo management practices by rural women in Haryana (India). In: National Conference on Extension Education for Sustainable Development, Mumbai, 29-31 December, 2000. Proceedings edited by O.S. Verma, AK Singh and J.P. Yadav, New Delhi, ISEE. pp 201-222.

Institutional Publication

Department of Science and Technology, New Delhi. 1997. General information on research and development funding schemes of Central Government departments/agencies, New Delhi. GOI, Ministry of Science and Technology, Deptt. of Science and Technology, p 135.

Government Publications

India. 2002. Ministry of Human Resource Development. Annual Report. New Delhi. p 270.

India. 2001. Ministry of Agriculture, Department of Agriculture and Cooperation, Directorate of Economics and Statistics. Indian Agriculture in Brief. (30th ed.), Delhi. Controller Publication. p 389.

Abbreviations for Names of Journals

The names of journals should be abbreviated according to international standards/rules. Most journals give abbreviated forms on top/bottom side of each page. Some examples are as follows:

- Curr.Sci. – Current Science.
- Ind. J. Ext. Edu. - Indian Journal of Extension Education
- Maha. J. Extn. Edu. – Maharashtra Journal of Extension Education
- Ind. J. Genet & Plant Breeding - Indian Journal of Genetics and Plant Breeding
- Plant Physiol. – Plant Physiology

EXERCISE NO : 7

PRECISE WRITING, SUMMARIZING, ABSTRACTING

Precise Writing / Abstracting / Summarizing are the one of the most useful skills for both the student and the professional for reporting purpose. It is the art of shortening a document to extract the maximum amount of information, then conveying this information to a reader in the minimum number of words. But, it is necessary at the same time to be very careful not to lose or distort the original meaning. The goal is to preserve the core essence of the original report in a manner which is both clear and concise.

[A] PRECIS WRITING

'Precis' is a French word and concerned with the English word 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 writing own words. A precise is a summary, and précis - writing means summarising. A precise is a summary and precise writing means summarizing. This is an exercise in compression. It is the gist or main theme of a passage expressed in as few words as possible. It should be lucid, succinct and full (including all the essential points) so that anyone, on reading it, may be able to grasp the main points and general effect of the passage summarized. Précis 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. In fact précis writing requires writing of the essential facts / ideas in a clear, exact and concise way. In this sense précis is more like original piece of writing. As a précis writer, use your own words to write the gist of the passage.

- It is not paraphrasing. A paraphrase should reproduce not only the substance of a passage, but also all its details. It will, therefore, be at least as long as, and probably longer than, the original.
- A Precise should not contain more than a third of the number of words in the original passage.
- It is an exercise to grasp the gist of the passage and to read the material with full concentration. So summarizing is an excellent training in concentration of attention. It teaches us to read with the mind, as well as with the eye, on the page.
- It's a good exercise in writing a composition.
- It teaches us to express our thoughts clearly, concisely and effectively.
- It corrects our common tendency to be vague, disorderly and diffused in our thinking and written expressions.
- It is an exercise to choose our words carefully and to construct our sentences with an eye to fullness combined with brevity and to put our matter in a strictly logical order.
- In other words, it is an ability to grasp quickly and accurately what is read, or heard and to reproduce it clearly and concisely.

Skills required

The aim of précis is to present to a busy reader, the main ideas of original passage as concisely and clearly as possible, in a readable form. In this sense a précis is like an original piece of writing. Precise writing demands power of judgment and evaluation as the passage usually contains important ideas and a number of unnecessary words.

Method of procedure

(1) Reading

(a) First read the passage through carefully, but not too slowly, to get a general idea of its meaning. If one reading is not sufficient to give you this clearly, read it over again, and yet again. The more you read it, the more familiar will it become to you, and the clearer will be (i) its subject, and (ii) what is said about that subject. Ask yourself, 'What is it I am reading? What does the author mean? What is his subject? What is he saying about it? can I put in a few words the pit of what he says?"

(b) Usually you are required to supply a title for your precis. This is a good stage at which to do this. Think of some word, phrase or short sentence that will sum up briefly the main subject of the passage. But you will not always find such convenient key - sentences in the passage you have to summarise. In their absence, you must get a clear idea of the subject from the passage as a whole, and then sum it up in a suitable heading. The effort to find a suitable title at this stage will help you to define in your mind what exactly the subject, or main theme, of the passage is.

(c) Further reading is now necessary to ensure that you understand the details of the passage as well as its main purport. Take it now sentence by sentence, and word by word. If the meanings of any words are not clear, look them up in a dictionary. Detailed study of this king is necessary, because a phrase, a sentence, or even a single word, may be of prime importance, and the misunderstanding of it may cause you to miss the whole point of the passage.

(d) You should now be in a position to decide what parts of the passage are essential and what parts are comparatively unimportant and so can be omitted without any loss. This process of selection is not so easy as some people think. Beginners select; but they often select in a haphazard or mechanical way. It requires some practice to be able to say, "This is essential to the meaning of the passage, and that is only incidental and unimportant." The best guide, of course, is the subject or main theme of the passage. If you have a clear and correct idea of that you will soon see what is important and what is unimportant.

At this stage it is useful to note down your conclusions in brief notes - writing down the subject, the title, and the details which you consider essential or important. (This is a better plan than underlining sentences and phrases in the original.)

(2) Writing

***(a) Rough drafts* –** You should now be ready to attempt the writing of the precis; but be sure of the limits within which it must be compressed. If the number of words is given you, this is easy; but if you are told to reduce the passage to say, a third of its length, count the number of words in the passage and divide by three. You may use fewer words that the number prescribed, but in no case may you exceed the limit.

It is not likely that your first attempt will be a complete success. The draft will probably be too long. In fact you may have to write out several drafts before you find how to express the gist of the passage fully within the limits set. A good deal of patience and revision will be required before you get it right. It is a good plan to write the first draft without having the actual words of the original passages before one's eyes.

(b) Final drafts

(i) The precis should be all in your own words. It must not be a patchwork made up of phrases and sentences quoted from the original.

(ii) The precis 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, but must be joined together in such a way as to read continuously.

(iii) The precis must be complete and self-contained; that is, it must convey its message fully and clearly without requiring any reference to the original to complete its meaning.

Some guidelines

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

[B] ABSTRACT WRITING

An abstract is a concise and accurate representation of the contents of a document, in a style similar to that of the original document. An abstract is a very important portion of an article. Abstract is best placed before the text of the manuscript so that the reader might comprehend the essence of the report. The formulation of an abstract into a short paragraph forces the author to express precisely the most important information of the technical report. The abstract should be informative, give a succinct condensation of the article, and complete in itself and intelligible without reference to the text, figures or tables. It generally appears at the beginning and written in the past tense.

In scientific articles, always begin the abstract with rationale and objective statements; never jump directly into the materials and methods. It should include:

- Principal objectives and scope of investigation.
- Methodology / technique (s) employed / but not mega emphasis on techniques but on results.
- The main and important findings of the experiment.
- The contribution of this particular piece of work towards new knowledge

The abstract is not needed in a short report though it is required in a long report. The busy technocrat or an over busy executive may read only the abstract and refer to the relevant parts of the report only if it is absolutely necessary. The abstract is placed on the separate page or immediately after the title.

Purpose of abstracts

- As an aid to the reader. It helps the reader 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.
- Professional abstractors employed by organisations to abstract numerous documents. If they know the subject well enough, they can write a good abstract.
- Authors many publications, conferences, ask the author to include an abstract of 100-200 words with the original document. This saves time, but authors are not always good as abstractors.

Abstract and Summary

- Abstract is generally restricted to 250 words or even less, but a summary may be somewhat longer.
- If a summary is the precise of a report, an abstract is a precise of the summary.
- Long reports, sometimes has a summary as well as an abstract; in short reports the abstract tends to coincide with the summary.
- A **synopsis** is a summary with some particulars, especially of the results, given in greater detail than in a summary.

Extract and Summary

- Extract is one or more portion of a document selected to represent the whole (an excerpt).
- Summary is a brief restatement within the document (usually at the end) of its salient findings and conclusions and is intended to complete the orientation of a reader who has studied the preceding text.

Abstracting services - Abstracts are used in abstracting services, such as *Library and Information Science Abstracts (LISA).* **This serves –** current awareness and retrospective searching

Value of an abstract

1. Abstract length - Long abstracts have more detail. They will be found more often by keyword searches. This may be what the research wants, but it will be have low *precision.* Short abstracts are quicker to read. They can be more precise but there will be lower *recall*.

2. Abstract orientation - Professional abstracting is done for a special market. Some abstracts are written for a general audience.

3. Abstract quality - Not all abstracting is of high quality. Author abstracts are often low quality. Professional abstracts are usually better.

4. Nature of the original document - Abstracts can be in a different language to the original. As an example, the original document is in English, and the abstract is in Vietnamese.

Types of abstract

(1) Informative abstracts - Represent as much of the information from the document's content as possible. This means they can be long (up to 500 words). Good for documents describing research that contains a single process. Not good for review documents with many different concepts to describe. An informative abstract stands in the place of the real document. It may be all that researchers need to read - the abstract contains enough information for their purposes

(2) Indicative abstracts - Indicates general content without trying to describe it all. Usually a list of topics but no detail. Very useful as a selection aid - will contain all relevant keywords. Easier to write than informative abstracts! An indicative abstract does not stand on its own. It leads the researcher to the full document. The abstract helps with searching the literature.

(3) Critical abstracts - Does more than just describe content. Evaluates work and places it in context, so write of abstract is adding personal opinion to abstract. Not common.

Selecting documents for abstracts

- Relevant to customers
- New contributions to the subject
- Final reports (not interim ones)
- Foreign documents / hard to access material
- Reliable sources
- Specific journals
- The abstractor

Process

- Read the document
- Understand content
- Focus on results reported in document
- Make written notes
- Draft rough abstract
- Check draft for spelling, accuracy
- Write final abstract

[C] Summarising

A summary is a **short** and **concise** representation of the main points, ideas, concepts, facts or statements of a text written in your own words. Unlike a paraphrase, which is generally of a similar length to the original text, a summary is much shorter. When either summarising or paraphrasing, you should not alter: the author's original idea(s) and the degree of certainty with which the ideas are expressed.

How to summarise?

To create / write a good summary, you should read the article or text a number of times to develop a clear understanding of: the author's ideas and intentions, the meaning and details and the force with which the ideas are expressed.

Summaries need to be referenced. Whether you have summarised or paraphrased an author's words, thoughts, ideas etc, a citation to the original source of the words, thoughts, ideas etc must be provided.

Steps to write a summary

Step-1 : Write notes in point form using keywords; this will make it easier to express the ideas in your own words.
Step- 2 : Write the summary directly from your notes without re-reading the passage.

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

Tips

- Topic sentences provide a quick outline of the main idea (s) presented in a paragraph.
- When summarising a chapter or article, the introduction and conclusion should provide a good overview of the content.

Assignment

Read through the following passage and write a précis of it. Compare your answer to a suggested answer.

Passage

Today there are 3000 million people in the world. Fifty years ago only about 2000 million people lived in it. If earth's population were evenly distributed over its land surface, there would be about 550 persons to the square mile. But Earth has vast areas of forest, mountains and desert which are almost totally inhabited. On the other hand, it has great cities each with millions of people living in a few square miles.

To feed the fast growing population of our earth, scientists and planners have to discover new ways to produce more. One possible way is to bring more land not under cultivation. This can be done only in places where there is lot of land not used for productive purposes. In many places there is no longer possible all the arable land is already cultivated. A second way is to make use of new types of seeds to produce more. Already a number of new strains of paddy and wheat have been developed in different parts f the world. India is one of the countries where a lot of useful work has been done in the field of agriculture research.

Title: World Population and Food Production

During the last fifty years, the world population has increased from 2000 to 3000 million. It is unevenly distributed with millions of people living in a few big cities. Scientists in India and abroad are, therefore, busy with agriculture research to find out new methods of increased food production to feed them all and they have already developed many new strains of paddy and wheat.

EXERCISE NO : 8

ORGANIZING GROUP DISCUSSION (GD)

What is Group Discussion?

"Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face - to - face situation to achieve a goal. The goal, or end product, may be increased knowledge, agreement leading to action, disagreement leading to competition or resolution or perhaps only a clearing of the air or a continuation of the status-quo.

"Group Discussion", popularly labeled as GD, is a methodology used by an organization (company, institute, business school, etc.) to judge whether the candidate has certain personality traits and /or skills that it desires in its members. Group discussion is a method by which two or more persons meet, express or convey their ideas, clarity and bring about a solution to the commonly felt problems by their own efforts. GD is defined as form of group communication in which the participants share ideas and exchange information on a common topic.

GDs form an important part of the short - listing process for recruitment or admission in a company or institution. In this methodology, the group of candidates is given a topic or a situation, typically given some time to think about the same, and then asked to discuss it among themselves for a specific duration (which may vary from one organization to another). As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on teamwork, incorporating views of different team members to reach a common goal.

So, a group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.

Why is a "GD" conducted?

Organizations conduct GDs to find out whether candidates possess the critical qualities / skills to contribute effectively to the goal accomplishment process. Group Discussions are held because management of institutes or organization is essentially a group activity and working with groups is the most important parameter of being successful as a manager. Apart from that, the candidates are evaluated on the basis of their communication skills, knowledge, leadership skills, listening skills, conceptualizing ability, etc.

A GD helps to achieve group goals as well as individual goals. The examiner can evaluate both the personality traits and group skills of candidates participating in a GD. It is basically a situation test wherein a sample of a candidate’s group worthiness and potential as a worker comes out quite explicitly.

The reason why institutes put you through a Group discussion and an interview, after testing your technical and conceptual skills in an exam, is to get to know you as a person and judge how well you will fit in their institute. GD evaluates how you can function as a part of a team. As a manager or as a member of an organization you will always be working in teams. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to work in a team and get best results out of teamwork. That is the reason why management institutes include GD as a component of the selection procedure.

So GDs are implemented commonly for:

Communicating – how you get your message across, how your body language helps your communication, how you listen to others.

Analysing and Interpreting – how you work with facts and data, get to the heart of complex problems and issues, and draw conclusions based on the data given.

Team working – how you work with individuals and teams, support others, and allow others an opportunity to express themselves. It is important to remember not to confuse 'Influencing' with 'Team Working' as it is highly unlikely that both of these will be assessed during a single exercise.

Influencing – how well you are able to persuade others, get others' buy-in to your ideas, or direct others' behaviour.

Some of the personality traits the GD is trying to judge may include:

- Communication skills
- Interpersonal Skills
- Leadership Skills
- Motivational Skills
- Team Building Skills
- Analytical /Logical Skills
- Reasoning ability
- Different Thinking
- Initiative
- Assertiveness
- Flexibility
- Creativity
- Ability to think on ones feet

How to prepare for a group discussion exercise?

Ensure you contribute to the group - Ensure you contribute to the conversation. Often candidates take up behaviours or actions that aren't actively contributing to the group's outcome. For example, taking lead of the group, standing up to make notes on a board. Be careful not to fall into the trap of regarding these behaviours as earning you some positive points. In some cases these behaviours can even lead to you being alienated by other group members.

Manage your body language - Ensure good body language and maintain relaxed eye contact. Make sure when you are listening to others you are attentive and demonstrate this through nods and gestures of agreement. If you feel uncomfortable in terms of how you are sitting, simply 'mirroring' other people will help. Smiling always helps too.

Manage conflicts effectively - Avoid confrontation and ensure you allow everyone a chance to speak. If someone is consistently rude and aggressive, do not resort to this behaviour yourself. Assessors will pick this up. Avoid being forceful or speaking over anybody.

Manage your time - Keeping a check on the time will earn you points. Suggesting that you will keep a check on the time and providing regular updates throughout the discussion will also work well. However, if you commit to this responsibility then make sure you maintain that check. There is nothing worse than the session running out of time when you have appointed yourself as time-keeper.

Include others - Keep an eye out for those who do not say anything and take the opportunity to ask them for their opinions. This will gain you both assessors' appreciation and other group member's gratitude.

Ensure you are a team player - More often than not, the group discussion exercises require coming to an agreement on a particular issue. For example, you may be given individual proposals and asked to agree on two of these as a group. In these situations, remember you do not always have to get your ideas accepted. Try to do what is better for the company or organisation as presented in the exercise, rather than what you think might benefit you.

Important points in group discussion

- Be Yourself. Be as natural as possible and don't try to be someone you are not.
- Take time to organize your thoughts. Don't suddenly jump to any conclusion.
- Think before you speak so that you don't speak anything irrelevant to the topic being discussed.
- Don't make the mistake of looking at the panel while you are speaking. You are in a GD and you are expected to discuss among group members, so always look at your group members while you are speaking.
- Seek clarifications if you have any doubts regarding the subject, before the discussion commences.
- Your body language says a lot about you - your gestures and mannerisms are more likely to reflect your attitude than what you say.
- Never try to show your dominance. Be assertive, speak yourself and let others speak as well.
- Don't lose your cool if anyone says anything you object to.
- The key is to stay objective: Don't take the discussion personally.
- Show your leadership skills. Motivate the other members of the team to speak.
- Be receptive to others' opinions and do not be abrasive or aggressive.
- Remember, opening the discussion is not the only way of gaining attention and recognition. If you do not give valuable insights during the discussion, all your efforts of initiating the discussion will be in vain.
- Be assertive : An assertive person is directing, honest careful about not hurting others 'self-respect'.
- A patient listener : listening to another person is one way of showing appreciation.
- Right language : Words can make friends and right words at the right time make the best results.
- Be analytical and fact-oriented : It is necessary to make relevant points which can be supported with facts and analyzed logically.
- Accept criticism : If any member of the group criticizes or disapproves a point, it is unwise to get upset or react sharply. In case the criticism is flimsy, the same can be pointed out politely.
- Maximize participation; one must try to contribute fully, vigorously and steadily throughout the discussion.
- Show leadership ability : A group discussion also evaluates your leadership qualities.
- Accept someone's point of view
- Praise the argument
- Accept the contradictory view
- Express your argument with few facts, cases, data, newspapers, publications etc.
- Express without hurting others feelings.
- Never try to bluff.

- Practice group discussion with friends on different subjects.
- Don't be disheartened if you did not do well in your First Group Discussion. Instead try to learn from your past mistakes.

Do's in group discussion as a member of group

- Make original points and support them by substantial reasoning.
- Listen to the other participants actively and carefully.
- Whatever you say must be with a logical flow, and validate it with an example as far as possible.
- Make only accurate statements.
- Modulate the volume, pitch and tone.
- Be considerate to the feelings of the others.
- Try to get your turn.
- Be an active and dynamic participant by listening.
- Talk with confidence and self-assurance.

Don'ts during group discussion as a member of group

- Being shy / nervous / keeping isolated from Group Discussion
- Interrupting another participant before his arguments are over
- Speak in favour; e.g., establish your position and stand by it stubbornly
- Changed opinions
- Don't make fun of any participant even if his arguments are funny.
- Don't engage yourself in sub-group conversation.
- Don't repeat and use irrelevant materials.
- Addressing you to the examiner.
- Worrying about making some grammatical mistakes, for your interest the matter you put across are important.

Assignment

Divide students into groups of five or six. Each group decides on a particular topic to be discussed. Two groups each should come together. While one group is discussing, a second group observes the discussion. After the discussion is over, the second group sits with the first one and discusses the proceedings of the GD, besides discussing as to how the leader of the group emerged. In the next round of group discussions, the second group, which observed in the previous round, should participate in the GD and the first should now observe. Again, after the discussion the first group joins the second group and discusses the proceedings of the GD, and also discuss how the leader has emerged.

EXERCISE NO : 9

IMPROMPTU PRESENTATION

Impromptu speaking is a speech and debate individual event that involves a five to eight minute speech with a characteristically short preparation time of one to seven minutes. There would be several occasions when you would be called upon to speak impromptu, i.e. without a prior and specific preparation. In fact, a person is said to have acquired competence in speaking language, if he is able to transact his daily business with fluency and accuracy in natural social settings, requiring oral communication. His responses are automatically generated by the store of knowledge he possess and his ability to convert it into words. But here we are concerned with speaking before a gathering of listeners on an informal or formal occasion.

Impromptu speaking is the presentation of a short message without advance preparation. Impromptu speeches often occur when someone is asked to "say a few words" or give a speech on a special occasion. You have probably done impromptu speaking many times in informal conversational settings. Self – introductions in group settings are examples of impromptu speaking: "Hi, my name is Vinod, and I'm a volunteer of NSS for the social work."

The advantage of this kind of speaking is that it's spontaneous and responsive in an animated group context. The disadvantage is that the speaker is given little or no time to contemplate the central theme of his or her message. As a result, the message may be disorganized and difficult for listeners to follow.

The speaker is most commonly provided with their topic in the form of a quotation, but the topic may also be presented as an object, proverb, one-word abstract, or one of the many alternative possibilities. While specific rules and norms vary with the organization and level of competition, the speeches tend to follow basic speech format, and cover topics that are both humorous and profound.

Kinds of Speech Delivery:

There are four main kinds of speech delivery : impromptu, extemporaneous, manuscript, and memorized.

1. ***Impromptu speaking*** involves delivering a message on the spur of the moment, as when someone is asked to "say a few words."
2. ***Extemporaneous speaking*** consists of delivering a speech in a conversational fashion using notes. This is the style most speeches call for.
3. ***Manuscript speaking*** consists of reading a fully scripted speech. It is useful when a message needs to be delivered in precise words.
4. ***Memorized speaking*** consists of reciting a scripted speech from memory. Memorization allows the speaker to be free of notes.

Benefits of effective impromptu speaking skills

- Improves oral expression of thought
- Develop confidence in public speaking
- Think quickly on your feet
- Develop leadership and communication skills

Impromptu / Extempore helps in testing:-

1. ***Your ability to think on the spot and your spontaneity*** **-** It has often been seen that candidates come with prepared answers for the interview, which they have mugged up. Thus these answers do not really reflect their thoughts or the kind of people they are. Hence, an extempore / impromptu may be used, as you cannot prepare a speech beforehand in this case.
2. **Your ability to express your thoughts**: In an extempore, you have to think for a very short while and then express yourself. You will be judged on how well you are able to do so.
3. **Fluency in the language**: Your comfort level with English as a language can also be assessed.
4. **Body language / Confidence:** Your body language and Confidence levels may be judged. Many candidates feel very nervous about this round, as mentioned before. Does your nervousness manifest itself in your gestures and expressions? Or do you appear calm and collected despite everything? Can you express yourself confidently and clearly?

Types of Impromptu

(1) Collegiate impromptu

In this type, the speaker is provided with seven minutes of time to divide at his own discretion between preparing and speaking. Allow minimal notes to be used and provide undisclosed prompts to determine the speech's topic. All topics are quotations and generally random, but occasionally may be random. It is also more factual and less humor - based, resembling extempore. Other structures can also be used. Double analysis is normally used by experienced impromptu speakers. The ratio usually being used by experienced speakers to divide the preparatory and speaking time is 1:6.

(2) Editorial Impromptu

It is a form of impromptu for competition. It is an attempt to return 'impromptu' to impromptu speaking. The students are given a short editorial (ideally 3 to 5 paragraphs) to which they will develop a response. The students are allowed nine minutes to divide between preparation and speech time. At least five minutes must be used for speaking. Limited notes, prepared in the round, are permitted. The speech should involve the development of an argument in response to the idea generated or opinion shared in a given editorial.

(3) High School Competition

In high school speech and debate competitions, thirty seconds are given to the competitor to select a topic from a set of topics (usually three). During those 30 seconds, the competitor must also compose a speech of five minutes with a 30 second grace period.

Structure of the impromptu speech

An impromptu speech is simply a mini - speech and therefore it has: an Opening, a Body and a Conclusion.

1. Opening

- Open by addressing the Chairman or Master of Ceremonies, e.g. Mister / Madam Chairman
- Brief introduction / opening sentence attention getting

2. Body

- Cover the main points (Try to find one or two central themes)
- Use clearly worded simple sentences and try to link the themes

3. Conclusion

- Be brief and look for an elegant closing that links back to the opening

- End by acknowledging the Chairman or Master of Ceremonies

A general outline for impromptu speeches is as follows:

1. Introduction / Roadmap (1 minute)
2. First section (1 minute)
3. Second section (1 minute)
4. Third section (1 minute)
5. Conclusion (1 minute)

The introduction should begin with a catchy beginning which attracts the attention, the statement of the topic and an outline of the speech. The conclusion is usually like the introduction except backwards, ending with a profound statement. There are many kinds of formats that can be used for the three body points. For example, if the topic is a quote, a competitor may go over how the quote is true, how the quote is false, and why they believe what they believe. Some other examples are: past, present, future; local, national, international. More advanced speakers use formats that look deeper into a subject such as: physical, moral, and intellectual; books, video, digital media. However, many speakers choose not to follow a format at all. Most beginners who fail to follow a solid format often find themselves lost in a jumble of ideas.

Methods to Determine Content

The following methods are for guidance only. You don't have to use them however they may help you to think quickly on your feet. You may develop other techniques that suit your style of speaking better.

PREP Method

When asked to express an opinion - to inform, persuade or inspire

- **Point:** Make your point (Opening)
- **Reason:** State your reason for making the point (Body)
- **Example:** Give an example to justify your previous remarks (Body)
- **Point:** Drive home the point again. Links the conclusion back to the opening.

Past, Present, Future Method

When asked for your comment on a particular topic:

- **Point:** Make your point (Opening). Be brief.
- **Past:** What happened in the past? Reflect on a past issue. (Body)
- **Present:** What is happening today? (Body)
- **Future:** What will/could happen in the future? (Body)
- **Point:** Drive home your opening point. Reminds audience what the point of your speech was all about. (Conclusion) Be brief.

Techniques to deliver a better impromptu speech

1. Give yourself time to prepare

- Take deep breaths
- Rise slowly from your chair and walk slowly to the lectern (or stand behind and away from your chair)
- Use this time to collect your thoughts and decide on the purpose and plan of your speech
- Think about the opening sentence.
- Always remember that never start the speech immediately.

2. Feel confident

- Look around at audience and smile. Stand tall.

- Don't slump, don't fidget, don't grasp the lectern / podium, don't put hands in your pockets
- Speak and act in a confident manner

3. Slow delivery

- Gives you time to think ahead.
- The audience has time to absorb and react to what you are saying.
- Helps you reduce ‘umms’ and ‘ahhs’.

4. Focus

- Keep the focus on the subject while talking.
- Don't think of any negatives (e.g. being unprepared).
- Talk directly to the audience and adapt to their feedback.
- Maintain good eye contact with the audience.
- Be brief and to the point.
- Don't ramble or say too much on the subject.
- Speak at the audience's level.

Sources of Content for impromptu

- **Personalize:** This is the subject you know most about. Audience can relate more easily to personal topics - they probably have similar experiences.
- **Your opinion**
- **Humour:** Breaks the ice with the audience and relaxes you
- **Other:** Current events, something you have read or seen (newspaper, book, TV), knowledge of pertinent facts

Don’t and Do’s in Extempore / impromptu

1. Firstly, do not get nervous. It has been observed that many candidates get freaked out and are very sacred about the extempore round, as you cannot prepare beforehand and have no idea as to which topic you may get. However, remember that you have to only speak on the topic for a minute or two - you are not expected to get into a high level of detail, or show some astounding knowledge about the topic given to you.
2. Do not start off speaking as soon as the topic is given to you. You have a few seconds to think use them. It has also been observed that those who start off immediately, run out of ideas and don’t know what to say. Thus they end up finishing their speech in hardly 20 - 25 seconds, or even less, in some cases.
3. Most importantly, structure your speech. Try and give it an introduction, a body and a conclusion. It would be highly impressive if you can structure your talk well, even though you were given only a few seconds to think about it.
4. You must buttress your points / arguments with logic and examples. This is crucial and will help you stand out from the other candidates.
5. Try and either begin or end with a quote. If you can remember an appropriate quote and use it in the relevant context, it will be absolutely great. Once again, the ability to do such a thing at such short notice, will enable you to stand out from the other candidates.

Preparation for an Extempore / impromptu

1. Make sure that you can speak for at least a minute on the following:

- Important current affairs topics
- Important topics or issues pertaining to your academic background. For example,

Your hobbies and interests, Academic background
A person you admire
Your favorite sports person or actor/ actress

2. Practice for an extempore adequately, by speaking aloud, either in front of a mirror or even without one. The idea is that you should be able to speak, with a fair degree of fluency, for about a minute on any topic you get. Practicing speaking aloud with ensure that you are able to control your nervousness etc.
3. Watch your body language while you practice. It should not give away your nervousness. Practice speaking both while sitting and standing, so that you are ready for both eventualities.

Assignment

1. Find a short newspaper story. Read it out loud to a classroom partner. Then, using only one note card, tell the classroom partner in your own words what the story said. Listen to your partner's observations about the differences in your delivery.
2. In a group of four or five students, ask each student to give a one - minute impromptu speech answering the question, "What is the most important personal quality for academic success?"

Evaluation of Impromptu Presentation

Evaluator's Name_____
Presentation Title _____ Date _____

1) How effective was the speaker's introduction in helping the audience understand the purpose of the presentation itself?
2) Was the presenter adequately prepared? How heavily did the presenter rely on notes?
3) How did the speaker use vocal variety to enhance this presentation?
4) What other techniques did the speaker use to personalize and augment the presentation? Were they effective? How?
5) Did the speaker display the visuals smoothly and at the appropriate times? How could the speaker improve?
6) What aspect of the speaker's presentation style did you find unique? Why?
7) Did the speaker present the material clearly and simply so audience members could easily use the information to improve their own speeches?
8) What could the speaker have done differently to make the presentation more effective?
9) What did you like about the presentation?

Practical

Sr. No.	Exercise	Page No.	Date
1	Listening and Note Taking		
2	Oral Presentation Skill		
3	Individual and Group Presentation		
4	Writing Skill		
5	Field Diary and Lab Record		
6	Indexing, Footnote and Bibliographic Procedures		
7	Precise writing, Summarizing, Abstracting		
8	Organizing Group Discussion		
9	Impromptu Presentation		