UNIT 1 : LISTENING AND SPEAKING

UNIT STRUCTURE

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1.1 LEARNING OBJECTIVES

After going through this unit, you will able to-

- understand the concepts of listening and speaking better.
- learn about the ways to listen and speak more effectively
- realize the importance of comprehension, probing questions, pronunciation, enunciation, vocabulary and fluency in the process of communication
- gather knowledge on the barriers to effective listening
- identify the common errors in listening and speaking.

1.2 INTRODUCTION

Listening and speaking are two essential processes of communication. Listening is the process by which we receive and interpret auditory information. The skill of listening is an integral part of effective communication. Listening is not simply hearing. It involves paying attention to the auditory input and its effective comprehension by focusing on the aspects such as tone, stress and body language of the speaker. In the process of effective listening, the listener needs to critically ponder over the auditory input, process it, and raise queries if required. Listening is essential for gaining new insights, broadening our perspectives, and building healthy relationships by fostering empathy, mutual understanding and trust.

Speaking, on the other hand, is the act of expressing oneself by means of verbal language. Apart from the voice, it also involves the speaker's using of other features associated with speech, such as pitch, tone and inflection to communicate with others. An individual expresses their ideas, thoughts, and emotions by means of speaking. It initiates an individual's social interactions, helps them build strong relationships, and collaborate with others. The faculty of organizing one's thoughts, choice of appropriate vocabulary and grammar, and the ability to deliver the message clearly to the intended audience are the primary elements of effective speaking.

1.3 EFFECTIVE LISTENING AND SPEAKING

Effectiveness of listening and speaking is directly proportionate to the efficacy of communication. Poor listening and speaking reduces productivity and leads to misunderstanding between the listener and the speaker. There are some techniques by which one can improve the skills of listening and speaking to make them more effective. Some of them are given below.

1.3.1 Techniques of Effective Listening

- **Preparedness**: The listener must be mentally prepared to accept the auditory inputs sent to him by the speaker. The act

of listening should be motivated by desire to listen keeping aside all the probable distractions.

- **Minimizing Interruptions**: Interrupting the speaker in-between his speech limits the efficacy of listening. The speaker gets distracted from such interruptions. Hence, a listener should wait until the speaker completes the message. The listener should raise the queries only after that.
- **Showing Interest**: A listener should show interest to the speaker. The listener may express their interest by nonverbal signals such as nodding, maintain eye-contact etc. This encourages the speaker to deliver their thoughts and ideas in the best way possible and it, thus, adds to the productivity of the communication process.
- **Open-mindedness**: A listener should be mentally ready to accept the message being communicated. Without judging, making assumptions or jumping into conclusion, the listener must be open to new ideas and perspectives. The speaker shouldbe given space to express themselves fully and the listener should avoid disregarding the speaker's message on the basis of their preconceived notions.
- **Empathize**: The listener must try to understand the thoughts being communicated to them. Rather than judging the message, a listener should listen to understand. Acknowledgement of the speaker's emotions and providing validation and support whenever necessary accelerate the productivity of listening.
- **Take Notes**: By taking notes of the important points, a listener can understand the content better. It also helps the listener to recall the ideas later on.
- **Attention to both Content and Emotion**: When a speaker articulates their thoughts, emotions are also important along with the content. A deeper attention to the emotions of the speaker while expressing their ideas definitely helps the listener

comprehend better.

- **Clarify and Confirm:** If the listener is in doubt regarding the thoughts being communicated, they must clarify and confirm it from the listener. However, they must know how torespond appropriately. If the responses from the listener come in the form of frequent interruptions, the speaker is likely to get distracted.
- **Send Feedback:** The listener's feedback inspires and encourages the speaker. When the speaker gets to know that their thoughts are having impact on the listeners, they become enthusiastic to deliver ideas in the best way possible.

1.3.2 Techniques of Effective Speaking

- **Preparation:** The speaker must prepare their thoughts before speaking. Before starting the speech they should think on what is going to be delivered. Such a practice of pondering over the thoughts beforehand helps the speaker in organizing his thoughts and delivering them in a coherent way.
- **Awareness of the listener:** Before starting the speech, the listener must try to access knowledge about the listener's interests and expectation. It helps the speaker to present their ideas in the way most suitable for them.
- **Clarity:** A speaker is expected to deliver his thoughts clearly and confidently. While doing so body language of the speaker also plays an important role. For example, hand gestures and eye-contact with the listener while speaking make the communication process more effective.
- **Interaction:** Interaction is important for a speaker to engage the listener's attention. With interaction, the speaker gets to know about the listener more closely. The speaker, then, can frame the delivery of information according to the interest of the listener.

- **Engage the Listener:** It is the most important aspect of speaking. If the speaker is receiving close attention from the listener, their primary requirement is fulfilled. In order to keep the listener's interest intact, the speaker has to use examples which the listener can easily relate to, vary the tone and pitch of their voice, repeat the key ideas and use humour also.

1.4 LISTENING AND COMPREHENSION

By now you are aware of the basic idea that the process of listening becomes complete only when the listener fully understands the message from the speaker. This process of understanding and extracting meaning from the received auditory input is called comprehension. In the process of listening, comprehension is of utmost importance as it allows the listener to interpret the speaker's message, comprehend it and make meaning. The process of communication breaks down without the listener's effective comprehension. In order to have an effective comprehension a listener must pay attention to the speaker's tone, body language and other such nonverbal signals. We hear a lot of sounds every day but do not give any attention to most of them. On the other hand,when we pay attention to the sounds, interpret them, comprehend and respond accordingly, it becomes listening. Hence, it is comprehension that differentiates the process of listening from mere hearing.

As the productivity of listening is directly proportionate to the listener's degree of comprehension, certain techniques can help the listener improve it. The first requirement on the part of the listener is close attention. The listener must be closely attentive to the message being communicated. Along with the verbal words, the nonverbal expressions of the speaker also need to be focused on for a better comprehension. If the listener is not able to comprehend the thoughts of the speaker, they should ask questions to the speaker. The speaker gets motivated by appropriate questions as they signal the listener's interest in the communication. However, asking questions frequently may lead to a totally opposite outcome.

1.5 PROBING QUESTIONS AND THEIR IMPORTANCE IN LISTENING AND SPEAKING

As we have discussed above, asking questions play an important role in the process of communication. Appropriate questions, for example- "Would you like to explain what you mean with an example?", "Could you elaborate on that point?" etc., can make the communication more productive. These kind of questions, which are open-ended and intended to access more detailed information from the speaker, are called probing questions. Such questions are essential to make both listening and speaking lively and active. Questions indicate the interest of the listener on the information being communicated.By asking questions the listener gathers more information and gain a better understanding of the speaker's perspective. The speaker also gets motivated to present his ideas vividly. Probing questions build rapport between the listener and the speaker and strengthen their relationship. In this way, appropriate questioning facilitates the process of communication.



CHECK YOUR PROGRESS

Q 1: What do you understand by listening and speaking?

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Q 2: What is effectiveness in listening and speaking?

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Q 3: How does asking questions facilitate the processesof listening and speaking?

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1.6 BARRIERS TO EFFECTIVE LISTENING

Generally speaking, a barrier refers to something that interrupts the

continuity of a process. In this sense, barriers in the process of listening would be the aspects that disturb listening and may result in misunderstanding and misinterpretation of the speaker's message and thereby breaking down the communication process. Barriers in listening could be divided into two groups –

i. Environmental or Physical Barrier

ii. Psychological and Cognitive Barrier.

Physical barriers are the hindrances to listening which have their roots in environmental condition. For example, noise in any form is a physical barrier. A listener faces great disturbance in a noisy atmosphere to pay attention to the speaker. Another instance of physical barrier would be poor lighting, which is not congenial for effective listening. In such a condition, the listener is unable to observe the nonverbal signals on the part of the speaker and it reduces the productivity of effective listening.

Psychological and Cognitive Barriers are related to the state of mind of the listener. Paying attention to the speaker is the primary requirement in the process of listening. Hence, the listener's psychological condition plays a great role here. An angry listener, for example, is bound to fail in being attentive to the speaker's message. Moreover, the attitude of the listener is also important for an effective listening. The listener should not draw conclusions by partially listening to the speaker. Also, if the listener is guided by his past experiences and prejudicesthat are contrary to what is being spoken, they are likely to give less effort to the speaker.

1.7 PRONUNCIATION AND ITS IMPORTANCE

Pronunciation refers to the verbal expression of words by the speaker in the process of communication. It is an essential aspect of both speaking and listening. It is a pre-requisite on the part of speaker that they know the standard way of uttering words in the language, which is being used to communicate with the listener. Otherwise, it is likely to create misunderstandings and breaks down the process of communication. Clarity and accuracy of pronunciation are directly proportionate to the productivity of speaking. By accuracy of pronunciation the speaker is able to achieve

his primary goal, i.e., the delivery message to the listener in the best way possible.

In the process of listening, it is important that the listener is able to recognize the sounds to comprehend the message being communicated. This allows them to understand the patterns of words and grasp the thoughts of the speaker. If the pronunciation is wrong, the listener is likely to misinterpret the message. For example, in the sentence “I have a pen”, if the word ‘pen’ is pronounced as ‘pain’, which is a common mispronunciation in case of Indian speakers, it will lead to a whole different meaning. Thus, accurate pronunciation is crucial for both effective speaking and listening.

1.8 ENUNCIATION AND ITS IMPORTANCE



Intonation: rise and fall of the voice pitch.

Enunciation, simply speaking, refers to the clarity and distinctiveness in pronunciation of words. Most often enunciation is understood as synonymous with pronunciation. Enunciation is more than mere pronunciation. It involves not only producing sounds, rather the speaker must know how to use stress and intonation patterns appropriately in his articulation to convey meaning more effectively.

Since enunciation is an important aspect of communication, the speaker must be concerned about improving their enunciation. There are certain ways in this regard. Firstly, speaking at a slower pace can help the speaker enunciate in a more effective way. It becomes difficult for the speaker to always give proper emphasis to key words of his message, if they speak fast. On the other hand, speaking words speedily may create confusion on the part of listener also. Hence, speaking at a moderate speed is helpful for both the listener and the speaker.

Moreover, effective enunciation is dependent upon the body language of the speaker to a great extent. For example, proper movements of arms, whenever necessary, certainly help the speaker enunciate better and make it easy for the listener to comprehend the message being communicated. Besides, the speaker must concentrate on his posture. A straight posture is required for proper breathing and to speak clearly, which adds to the effectiveness of communication.

1.9 VOCABULARY AND ITS ROLE IN EFFECTIVE LISTENING AND SPEAKING

In simple terms, vocabulary refers to the stock of words a person knows and understands their use. Knowledge of words of a particular language is quintessential so far as the process of listening and speaking is concerned. Having a rich vocabulary is mandatory in case of both the speaker and the listener. As far as listening is concerned a good vocabulary allows the listener to comprehend the message being communicated without much effort. A listener having a limited vocabulary is not likely to understand the speaker's thoughts easily and it may lead to entirely different interpretation of the message being communicated. In a similar way, a broad vocabulary allows the speaker to express their thoughts in a more appropriate way. The speaker must pay heed to listener's responses and try to communicate the message to the listener in the terms which the other end is more comfortable with. In order to select the perfect words and phrases to serve the purpose of communication in the best possible way the speaker has to have a vast vocabulary. In this way, a broad vocabulary is required in both the processes of listening and speaking.

1.10 FLUENCY AND ITS IMPORTANCE IN SPEAKING

Fluency refers to a speaker's ability to use words, phrases and other syntactic aspects of a language to express their ideas easily in an appropriate and coherent manner.



Syntactic aspects indicate matters related with building sentences

A fluent speaker is able to convey their ideas and thoughts to the listener with an accuracy of speed and clarity of expression. Fluency also plays a crucial role in speaking and listening. Fluent speakers deliver their message confidently and effectively. They never struggle for proper words and phrases and their perfect choice of words allows the listeners also to receive the message effectively. The speakers who are fluent are more likely to engage their listener's attention and thereby add to the productivity of communication. A fluent speaker can guide the listener from an idea to the next and the listener finds it easy to follow the speaker's series of thoughts without getting confused or lost. Moreover, fluency plays an important role

to boost the self-esteem and confidence of the speaker. A speaker's realization of his ability to convey the intended message to the listener makes him confident. Such an encouraged and motivated speaker can deliver his ideas in the most effective way. Thus, fluency benefits the process of communication.

1.11 COMMON ERRORS IN LISTENING AND SPEAKING

While listening and speaking, people make some common errors which will certainly have an adverse impact in the communication process altogether. As we have discussed earlier, probing questionshave a positive impact on listening and speaking. But, if the speaker is interrupted again and again before they complete the expression of their thought, it is not at all healthy for communication. In addition to this, some other hindrances are;

i. ***Lack of attention*****:** It leads to misunderstanding and misinterpretation of the ideas being communicated.

ii. ***Drawing conclusions beforehand by the listener*****:** The listener may have similar experiences or knowledge about what is being spoken. In such a situation, if the listener accepts that the present information is a mere repetition, they are not likely to focus on the speaker. Such assumptions may lead the listener to misunderstanding.

iii. ***Use of offensive language, slang, and jargon*****:** All these have negative impact on the listener.

To conclude, awareness of such common errors can make the processes of listening and speaking more effective.

ACTIVITY



Observe a discussion show in television. Could the discussants speak and listen effectively? How did they use intonation and body language to assert their views? What was the role of the moderator in facilitating the discussion?



CHECK YOUR PROGRESS

Q.4 : What are the barriers in effective listening?

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Q.5 : How is pronunciation important in speaking?

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Q. 6: What is enunciation?

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Q.7 : How does a good vocabulary benefit the speaker and listener?

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Q.8 : Mention two common errors in listening and speaking.

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1.12 LET US SUM UP

- Listening and speaking are two essential processes of communication. Listening is the process by which we receive and interpret auditory information. Speaking, on the other hand, is the act of expressing oneself by means of verbal language.
- Being prepared to accept auditory input, minimizing the interruption, expressing interest, keeping a broad mind, empathizing with the speaker, taking notes of the speaker's ideas, focusing equally on content and emotion of the speaker, asking questions appropriately to clarify the doubts and sending feedback to the speaker are some of the factors which facilitate effective speaking and listening.
- Barriers in listening could be divided in two groups - environmental or physical barrier and psychological barrier. Physical barriers are the

hindrances to listening which have their roots in environmental condition. On the other hand, psychological and cognitive barriers are related to the state of mind of the listener.

- Pronunciation refers to the verbal expression of words by the speaker in the process of communication. Enunciation refers to the clarity and distinctiveness in pronunciation of words. Since enunciation is an important aspect of communication, the speaker must be concerned about improving their enunciation. Effective enunciation is dependent upon the body language of the speaker to a great extent.
- Having a good vocabulary is mandatory in case of both the speaker and the listener.
- A fluent speaker is able to convey their ideas and thoughts to the listener with an accuracy of speed and clarity of expression.
- While listening and speaking, people make some common errors which will certainly have an adverse impact in the communication process altogether. Frequent interruption to the speaker, lack of attention and drawing of conclusions too early on the basis of assumptions are some of such common errors.



1.13 FURTHER READING

1) Dr. Bhuvneshwari. “Listening Skills.” *Communication Skills- English*, Uttarakhand Open University, 2020, pp. 38-49, uou.ac.in/sites/default/files/slm/CVEOM-101.pdf.

2) Hargie, Owen, editor. *The Handbook of Communication Skills*. 4th ed., Routledge, 2019.

3) Kline, J. A. *How to Be an Effective Listener*. Air University Press, 1996. www.jstor.com/stable/resrep13885.12.

4) Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2nd ed., OUP, 2015.

5) Strother, D. B. “On Listening.” *The Phi Delta Kappa International*, vol. 68, no. 8, 1987, pp. 625-628, www.jstor.org/stable/20403449.



1.14 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Listening and speaking are two primary processes of communication. Listening is the process by which we receive and interpret auditory information. On the other hand, speakingis the act of expressing oneself by means of verbal language.

Ans to Q No 2: Effectiveness of listening and speaking generally means that the speaker is able to deliver their thoughts clearly and coherently and the listener can fully comprehend the message being communicated.

Ans to Q No 3: Questions indicate the interest of the listener. By asking questions the listener gathers more information and gain a better understanding of the speaker's perspective. The speaker also gets motivated to present his ideas in the best way possible.

Ans to Q No 4: Barriers in listening can be divided broadly in two groups - Environmental or Physical Barrier and Psychological Barrier. Physical barriers are the hindrances to listening which have their roots in environmental condition. On the other hand, psychological and Cognitive Barriers are related to the state of mind of the listener.

Ans to Q No 5: The speaker must know the standard way of pronouncing words in the language, which is being used to communicate with the listener.By accuracy of pronunciation only the speaker is able to deliver message to the listener. If the pronunciation is wrong, the listener is likely to misinterpret the speaker's message.

Ans to Q No 6: Enunciation refers to the clarity and distinctiveness in pronunciation of words. Effective enunciation is dependent upon the body language of the speaker also to a great extent. For example, proper movements of arms, whenever necessary, certainly help the speaker enunciate better.

Ans to Q No 7: A good vocabulary allows the listener to comprehend the message being communicated without much effort. On the other hand,

a speaker having a rich vocabulary can choose words and phrases to serve the listener's interest in the most effective way.

Ans to Q No 8: Frequent interruption to the speaker, lack of attention and drawing of conclusions too early on the basis of assumptions are some of such common errors.



1.15 MODEL QUESTIONS

A. Very short questions:

Q 1: What is listening?

Q 2: What is speaking?

Q 3: Mention two techniques of speaking?

Q 4: Give example of a probing question?

Q 5: What is psychological barrier of communication?

Q 6: What is pronunciation?

Q 7: A rich vocabulary does not facilitate the communication process- True/ False

Q 8: What is fluency?

Q 9: Mention a common error in speaking?

B. Shortquestions (Answer in about 100-150 words):

Q 1: Write a short note on the relation between comprehension and listening.

Q 2: How does asking question add to the effectiveness of communication? Explain briefly.

Q 3: What are the barriers of listening? Explain in brief.

C. Long questions (Answer in about 300-500 words):

Q 1: What are the techniques to achieve efficacy in listening and speaking? Explain.

Q 2: How can a person develop the skills of listening and speaking? Discuss.

Q 3: What are the common errors in the processes of listening and speaking? Explain.

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UNIT 2 : READING, WRITING AND DIFFERENT MODES OF WRITING

UNIT STRUCTURE

2.1 Learning objectives

2.2 Introduction

2.3 Steps in the Process of Reading

- 2.3.1 Gathering Ideas and Information from a Given Text
- 2.3.2 Evaluation and Interpretation of a Text

2.4 What is Writing?

2.5 Techniques of Effective Writing

- 2.5.1 Avoiding Ambiguity and Vagueness
- 2.5.2 Avoiding Unwanted Generalizations
- 2.5.3 Oversimplification of Issues
- 2.5.4 Being Structured and Sequenced

2.6 Different Modes of Writing

2.7 Common Uses of Writing

2.8 Let Us Sum Up

2.9 Further Reading

2.10 Answers to Check Your Progress

2.11 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit, the learners will be able to-

- comprehend the concepts of Reading and Writing
- read and write more effectively
- gather knowledge of different modes of writing
- write emails, proposals and proceedings effectively.

2.2 INTRODUCTION

Reading and writing are important components of the process of communication. The skill of reading involves a person's ability to receive,

decode, interpret and understand the message delivered to them in the form of written words. On the other hand, writing is the encoding of the message to be delivered to the receiver in the form of words. A writer initiates a communication by writing to the intended reader and the reader receives the message sent by the writer by reading through the written words. In this process, the writer and the reader are not engaged in person. Rather, the written text bridges them together and the communication takes place.

2.3 STEPS IN THE PROCESS OF READING

The productivity in the process of reading is directly relational to the comprehension of the reader. If the reader is able to understand the message given to them by means of written words, the communication becomes effective. The process of reading includes basically two significant steps- firstly, gathering of ideas and information from a given text and secondly evaluating and interpreting the text.

2.3.1 Gathering Ideas and Information from a Given Text

It is the primary step in reading. The reader reads basically to receive the writer's ideas. Only after the reader is able to get hold of the writer's information, the process of comprehending and analyzing the same can be initiated. A reader can gather ideas and information from a given text effectively by using different methods. Some of them are discussed below:

- **Previewing:** Previewing is a way of producing a brief idea of the written content by a reader prior to their actual reading. A reader may preview a text by looking at the title, subtitles, author's background, by reading the introductory paragraph and concluding remarks, and by paying attention to the visuals, if available. It helps a reader to understand the text better since the reader acquires the key ideas beforehand. Previewing helps readers to become more active and they are able to predict what they are going to read. In this way, they find more interest

in the text and look for evidences in the text which either support or deny their presumptions.

- **Skimming:** Skimming is the way of reading a text at a high speed to acquire the overall idea. It involves reading of the first sentences of the paragraphs, headings, subheadings, keywords etc. quickly to get an overall idea regarding the text. It is used to read a lot of material within a short span of time. For example, most readers use this method of reading to read through newspaper. Since a newspaper is filled with a lot of articles, the reader selects articles of their interest by skimming through the newspaper.
- **Scanning:** The method of scanning is used when a reader looks for a specific piece of information. Scanning is done when the reader knows what is being looked for. An example would help here explain it in a better way. A reader uses the method of scanning when they look for specific words and phrases in the dictionary. Hence, scanning is the method of finding specific information quickly. Scanning and skimming may appear similar but scanning is more purposeful and focused than skimming. In skimming, the reader looks for avenues to get an overall idea of a text whereas the reader knows what they are going to find in case of scanning.
- **Annotating:** Annotating involves taking notes as you read. This can be done by underlining or highlighting important information, writing notes in the margin, or using sticky notes to mark important pages

2.3.2 Evaluation and Interpretation of a Text

Effective reading is more than a mere decoding of information and ideas. A successful reader must be able to evaluate and interpret the text. Evaluation and interpretation of a text is an important part of reading. There are some ways to evaluate and interpret a text in an effective manner. Some of them are mentioned below.

- **Considering the Author's Purpose**: While evaluating a text, it is important that the reader takes into consideration the author's purpose behind writing it. The reader may get hold of the authorial intention by finding certain clues in the text, such as the style, tone and language used. If the reader can determine what the writer is trying to communicate, the comprehension becomes more productive.
- **Evaluating the Evidence and Identifying Biases:** When a reader reads through a text, it is necessary that they analyze the credibility of the evidence presented by the writer in support of the information being communicated. Besides, the text may contain the author's biases. Hence, if the reader is able to identify the authorial intention, they are not likely to be swayed away by author's persuasion.
- **Comparing and Contrasting:** If a reader compares the text with other texts of that genre, they are likely to get hold of a deeper understanding of it. When the reader is able to find similarities and differences between the present text with other texts, their level of comprehension becomes considerably high. It helps the reader to become active and critical rather than being a passive reader accepting the authorial viewpoints without any suspicion.



CHECK YOUR PROGRESS

Q 1: What do you understand by reading and writing?

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Q 2: What is scanning?

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Q 3: How does identification of authorial purpose facilitate the process of reading?

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ACTIVITY 1

Select a chapter of the book. You have two minutes. Read the first and last sentences of the first and last paragraphs and the first sentence of every paragraph in between. When the two minutes have elapsed, close the book and recite aloud as much as you can of the main points of the material.

How can reading and writing be made more effective?

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2.4 WHAT IS WRITING?

Writing is one of the important ways of communication. An individual may initiate a communication process by expressing their thoughts, ideas and feelings through written words. In other words a writer communicates their ideas to the readers by encoding their message in words. When the readers are able to grasp the message sent by the writer by going through the written words, the process of communication becomes complete. Hence, the success of a written text is totally dependent upon the readers' level of understanding of the message.

When we think of the ways of communication, the names Oral Communication and Written Communication come to our mind. Both these types are endowed with certain unique benefits. In case of oral communication, the sender/speaker and the receiver/listener of the message

are physically present during the time of communication. The listener here is more likely to receive and comprehend the message in a more productive way as they are able to observe the body-language, background of the speaker and other such aspects related to the speaker. Furthermore, if the receiver encounters issues in understanding the message, the speaker may be asked for further explanation. On the other hand, the sender and the receiver are not physically present in the written communication. However, this kind of communication is capable of reaching out to a large number of receivers. A written text is able to deliver its message for a long period of time and outlives the writer also.

As mentioned above the sender is not physically present in case of written communication. Therefore, the writer must record his message in words in such a way that the targeted group of readers is able to comprehend it without much effort. A writer's success relies heavily on the reader's level of understanding of the written text. If the readers enjoy reading the text and successfully decode the inherent delivered message, the writing is effective. On the other hand, if the reader has to strive for comprehension of the written text and is still unable to decode the message properly the writing becomes ineffective. Therefore, a writer must strive for developing the ability to engage readers and convey their ideas and thoughts in an easy manner. There are certain techniques that a writer can adopt in order to make writing more effective. Some of them are discussed below.

2.5 TECHNIQUES OF EFFECTIVE WRITING

2.5.1 Avoiding Ambiguity and Vagueness

Ambiguity refers to a word or expression which may lead the readers to more than one possible interpretation. Ambiguous writing may confuse the readers and lead to misunderstandings. Therefore, a writer must avoid vague expressions. The writer must use clear and precise words to convey the intended meaning accurately. If a writer is going to use any specialized terminology or jargon, the definition of the same and other related ideas of the same should be

made available for the readers in the text itself. Furthermore, use of appropriate examples help illustrate the ideas. Also, appropriate use of punctuation marks is another essential characteristic of a good writing.

2.5.2 Avoiding Unwanted Generalizations

A writer should lay emphasis on the ways to avoid unwanted generalizations. It ensures the accuracy and precision of the written text. A specific and concise style of language helps avoid generalizations. Rather than generalizing the ideas in the name of making it more clear to the readers, the writer must use specific examples to illustrate their the focal points. Qualifiers such as 'most', 'many', 'some' etc. are helpful to qualify the statements and avoid generalizations. For example, in the statement- "All students in the class are poor in writing" – the qualifier 'all' can be replaced with 'many', which will help the writer avoid generalization. Furthermore, the writer has to avoid making assumptions about any situation or people without proper evidence and sufficient knowledge.

2.5.3 Oversimplification of Issues

A writer must avoid oversimplification of issues in their writing as it may lead to the lack of depth while dealing with complex topics. For example, the statement "All police officers are corrupt" limits the possibility of the existence of many honest officers. Such generalization and stereotypical presentation of ideas tend to ignore opposing views. It leads to an authoritative, one-sided viewpoint limiting the scope of alternative perspectives. Moreover, when a writer fails to provide socio-cultural context for a topic which requires such explanations, it becomes difficult for the readers to comprehend the same.

2.5.4 Being Structured and Sequenced

A structured and sequenced presentation of ideas by the writer is crucial for good writing. When a writer presents their ideas in a clear and logical manner, it becomes easy for the reader to comprehend. In order to do this, a writer must outline their ideas before writing them. The main issues to be covered in the writing should be identified at the beginning. Then comes the need for the selection of words and phrases to deliver the ideas coherently. While writing, the writer should use headings and subheadings to give the text a coherent structure. Use of topic sentences adds to the productivity of writing. If the writer starts a paragraph with such a sentence that summarizes the central idea of the paragraph, it will undoubtedly contribute to the overall argument of the text. Moreover, words and phrases such as 'besides', 'furthermore', 'moreover', 'on the other hand', 'in addition to' etc. are helpful in writing as they guide the reader from one point to the other and make the writing more comprehensible by signaling the shift in the argument of the writer.

Learners, you must have got to know by now that the success of writing is directly proportionate to the readers' understanding of the message delivered through the written text. Hence, a writer must always be concerned about the targeted group of readers.

2.6 DIFFERENT MODES OF WRITING

In order to serve the interest of the readers and to achieve the writer's purpose, different styles or genres of writing are used. Such modes of writing include narrative writing, descriptive writing, expository writing, persuasive writing, creative writing etc.

Narrative writing is used when the writer is willing to narrate a particular event with an intention of providing deep insight. Using descriptive writing, in a similar way, the writer presents a vivid description of the subject being described. On the other hand, the mode of expository writing is adopted

when a writer describes an idea in a clear, concise and logical manner. This kind of writing is focused on informing the readers on a particular subject. Persuasive writing is the kind of writing by which the writer attempts to convince the readers to agree with their viewpoints. Creative writing, on the other hand, is aimed at entertaining the readers and evoking an emotional response in them. Here, the writer uses the language in an artistic way to convey emotion.



ACTIVITY 2

Read the advertisements of different products in a magazine. Observe how creatively the language is used to inform target buyers about the products and arouse their emotion.

2.7 COMMON USES OF WRITING

As far as the most common uses of writing are concerned, writing of emails, proposals and recording of proceedings of a meeting etc. can be taken into consideration. Let us have a brief discussion on such uses of writing.

- **Writing E-mails:** Electronic mail or E-mail is a way of sending written information digitally from one computer, mobile and other such electronic devices to others by using the facility of internet. E-mails are used today for various purposes, such as, giving information, providing confirmation, serving as documentation etc. The primary advantage of using email is that it is fast and a message can be sent to a large number of receivers at the same time.

  While composing an email, certain points should be taken into account. There should be a clear and concise subject-line which helps the recipient to understand what the email is about. While composing an email, the writer should avoid unnecessary description and address the point in a straight-forward manner. Once the email is ready, the writer should double-check it for any error in spelling or grammar. Such a review gives opportunity to the writer to replace

vague expressions, if any, before sending the email. Use of numbered list definitely adds to the comprehensibility of the email if the writer has to provide a lot of information. Moreover, while replying to mail at a later date, the writer is expected to refer to the mail they are replying to. It helps the sender to recall the issues addressed by them in the mail earlier.

- **Writing Proposals:** A proposal refers to the presentation of an idea or plan, most commonly as a written document, with the primary objective of persuading the targeted audience or reader to think about the plan being presented and make a decision in relation to the same. Proposals are commonly aimed at consideration and approval by the intended reader/audience. Therefore, the writer should prepare a proposal by using persuasive mode of writing. A proposal generally include the introduction to the problem or opportunity, background information of the same and the proposed solution to the issues and its expected outcome.

  A writer primarily thinks of convincing the reader to consider the plan being presented while writing a proposal. In other words, reader's acceptance is the determining factor in case of proposal writing. In order to write an effective proposal, the writer has to take into account some points. Background knowledge of the audience/reader is necessary prior to the writing of proposal. This helps the writer to frame the proposal according to the needs and interest of the readers. The problem or the opportunity which is addressed in the proposal should be clearly presented. The writer must identify the problem or opportunity on the basis of data and evidence. A proposal should include specific solution to the problems and proper plan of action in order to achieve the expected outcome. The audience must be given the scope to learn about the benefits of the proposal in a detailed manner. Furthermore, the proposal should be presented in a coherent and organized way making it easier for the reader to comprehend it.

- **Recording Proceedings of a Meeting:** A proceeding is the document in which the key discussions and decisions taken during a meeting

are recorded. The writer of a proceeding is expected to jot down the important points by taking detailed notes in concise and clear language. After the meeting, the writer has to review his notes to ensure accuracy and completeness. Then the writer drafts the proceeding. In the introduction, a distinct mention of the date, location and attendees is essential. The proceeding should include a summary of all discussions made in the meeting highlighting the important decisions. points. Review and revise/revising/revision??? on the part of the writer ensures clarity, accuracy and completeness of the proceeding. Furthermore, taking signatures from the attendees in the proceeding definitely adds to the authenticity of the document. It is clear by now that the writer of a proceeding has to stay focused during a meeting, observe the discussions, take notes and summarize the happenings with clarity and accuracy. Besides, the writer must adopt an objective approach while recording the proceedings.



CHECK YOUR PROGRESS

Q 4: Mention two techniques of effective writing?

.....

.....

Q 5: What are the different modes of writing?

.....

.....

Q 6: What is a proposal?

.....

.....



2.8 LET US SUM UP

- Reading and writing are important components of the process of communication. The skill of reading involves a person's ability to receive, decode, interpret and understand the message delivered to

them in the form of written words. On the other hand, writing is the encoding of the message to be delivered to the receiver in the form of words.

- The process of reading includes basically two significant steps- firstly, gathering of ideas and information from a given text and secondly evaluating and interpreting the text. A reader can gather information from a written text effectively by using some methods such as previewing, scanning, skimming etc.
- A successful reader must be able to evaluate and interpret the text. Evaluation and interpretation of a text is an important part of reading. Some of them are- considering the author's purpose, evaluating the evidence and identifying biases, and comparing and contrasting the text with other texts.
- The sender is not physically present in case of written communication. Therefore, the writer must record his message in words in such a way that the targeted group of readers is able to comprehend it without much effort. A writer's success relies heavily on the reader's level of understanding of the written text. If the readers enjoy reading the text and successfully decode the inherent delivered message, the writing is effective.
- In order to write effectively, a writer must avoid ambiguity and vagueness, unwanted generalizations and oversimplification of issues. The writing must be presented in a sequenced and coherent way to make it easy to understand.
- In order to serve the interest of the readers and to achieve the writer's purpose, different styles or genres of writing are used. Such modes of writing include narrative writing, descriptive writing, expository writing, persuasive writing, creative writing etc.
- Emails, proceedings and proposals are some of the common uses of writing.



2.9 FURTHER READING

1) *Communication Skills- English*, Uttarakhand Open University, 2020, pp. 38-49, uou.ac.in/sites/default/files/slm/CVEOM-101.pdf.

2) Hargie, Owen, editor. *The Handbook of Communication Skills*. 4th ed., Routledge, 2019.

3) Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2nd ed., OUP, 2015.



2.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Reading and writing are important components of the process of communication. The skill of reading involves a person's ability to receive, decode, interpret and understand the message delivered to them in the form of written words. On the other hand, writing is the encoding of the message to be delivered to the receiver in the form of words.

Ans to Q No 2: Scanning is the method used by readers to find specific information quickly. The method of scanning is used when a reader looks for a specific piece of information. Scanning is done when the reader knows what is being looked for. For example, a reader uses the method of scanning when they look for specific word in the dictionary.

Ans to Q No 3: While evaluating a text, it is important that the reader takes into consideration the author's purpose behind writing it. The reader may get hold of the authorial intention by finding certain clues in the text, such as the style, tone and language used. If the reader can determine what the writer is trying to communicate, the comprehension becomes more productive.

Ans to Q No 4: There are certain techniques that a writer can adopt in order to make writing more effective. Two of them are- avoiding ambiguity and vagueness in writing and avoiding oversimplification of issues.

Ans to Q No 5: In order to serve the interest of the readers and to achieve the writer's purpose, different styles or genres of writing are used. Such modes of writing include narrative writing, descriptive writing, expository writing, persuasive writing, creative writing etc.

Ans to Q No 6: A proposal refers to the presentation of an idea or plan, most commonly as a written document, with the primary objective of persuading the targeted audience or reader to think about the plan being presented and make a decision in relation to the same. Proposals are commonly aimed at consideration and approval by the intended reader/audience. Therefore, the writer should prepare a proposal by using persuasive mode of writing.



2.12 MODEL QUESTIONS

A. Very short questions:

Q 1: What is reading?

Q 2: What is writing?

Q 3: What is narrative writing?

Q 4: Give an example of scanning in reading.

Q 5: What is skimming?

Q 6: What is an email?

B. Short questions (Answer in about 100-150 words):

Q 1: Write a short note on different modes of writing.

Q 2: What are the techniques of effective reading? Explain briefly.

Q 3: How does a structured and coherent writing facilitate the reader's understanding? Explain in brief.

C. Long questions (Answer in about 300-500 words):

Q 1: What are the techniques to achieve efficacy in writing? Explain.

Q 2: How does writing a proposal is different from writing of email or proceeding? Discuss.

*** ***** ***

UNIT 3 : DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

UNIT STRUCTURE

3.1 Unit Objectives

3.2 Introduction

3.3 Microsoft Office Suite Proficiency

- 3.3.1 MS Word Fundamentals
- 3.3.2 MS Excel Basics
- 3.3.3 MS PowerPoint Essentials

3.4 Virtual Communication Platforms

- 3.4.1 Zoom Basics
- 3.4.2 Google Meet Essentials
- 3.4.3 Cisco Webex Fundamentals
- 3.4.4 MS Teams Overview

3.5 Cybersecurity Awareness

- 3.5.1 Understanding Cyber Threats
- 3.5.2 Vulnerabilities in Cyber Attacks
- 3.5.3 Basic Cybersecurity Measures

3.6 Digital Ethics and Etiquette

- 3.6.1 Introduction to Digital Ethics
- 3.6.2 Digital Etiquette in Professional Settings
- 3.6.3 Personal Digital Life Skills

3.7 Let Us Sum Up

3.8 Further Readings

3.9 Answer to Check Your Progress

3.10 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- gain a thorough understanding of Microsoft Office Suite applications, including MS Word, Excel, and PowerPoint

- develop proficiency in using virtual communication platforms such as Zoom, Google Meet, Cisco Webex, and MS Teams
- Understand the various types of cyber threats and vulnerabilities
- implement fundamental cybersecurity measures to enhance personal and organizational online security
- Grasp the fundamentals of digital ethics and its significance.

3.2 INTRODUCTION

Welcome to this unit designed to boost your digital skills! We're here to help you become proficient in Microsoft Office Suite, navigate virtual communication platforms, understand cybersecurity, and grasp digital ethics. Firstly, we'll explore the basics of Microsoft Office Suite. You'll learn to create documents in MS Word, work with spreadsheets in MS Excel, and create engaging presentations in MS PowerPoint. Moving on, we'll dive into the world of virtual communication platforms. We'll cover the essentials of Zoom, Google Meet, Cisco Webex, and MS Teams. Whether scheduling meetings or using advanced features, you'll become a pro at virtual communication. Next, we'll demystify cybersecurity. You'll understand various threats, vulnerabilities, and adopt basic cybersecurity measures to enhance online safety. Lastly, we'll focus on digital ethics and etiquette. You'll learn about ethical decision-making, professional digital etiquette, and essential personal digital life skills. Get ready for a journey of digital empowerment, where you'll not only master essential tools but also cultivate a responsible and ethical digital presence!

3.3 MICROSOFT OFFICE SUITE PROFICIENCY

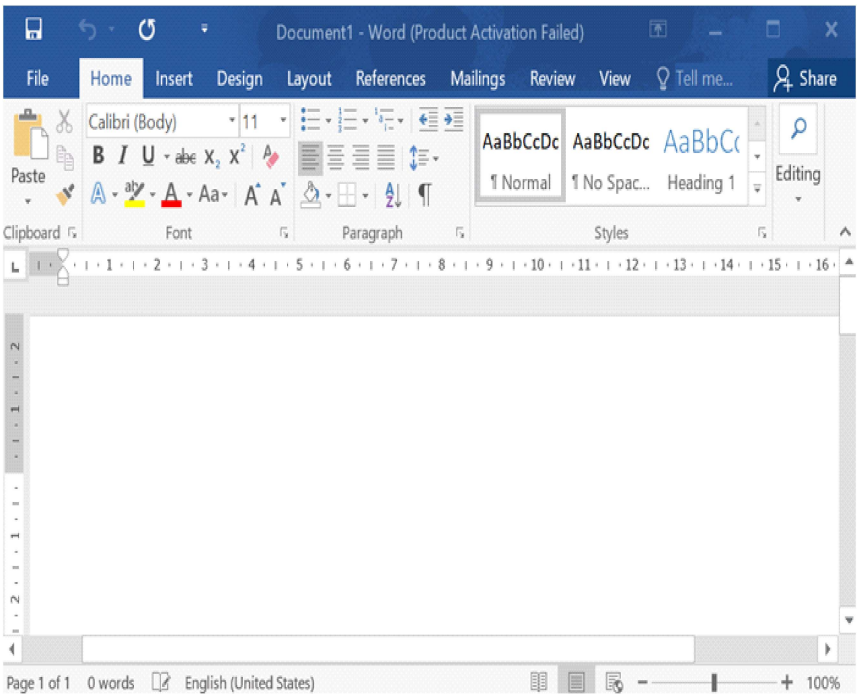
3.3.1 MS Word Fundamentals

Microsoft Word is a word processing program that helps you create documents. You can write letters, essays, or reports using different fonts and styles. It also has tools to edit and format text, and you can add images and tables to make your documents look

nice. MS Word is user-friendly and widely used for various writing tasks. Let us discuss few basic functionalities of MS Word.

Creating a Document:

1. Open Microsoft Word.
2. Click on "Blank Document" to create a new file.



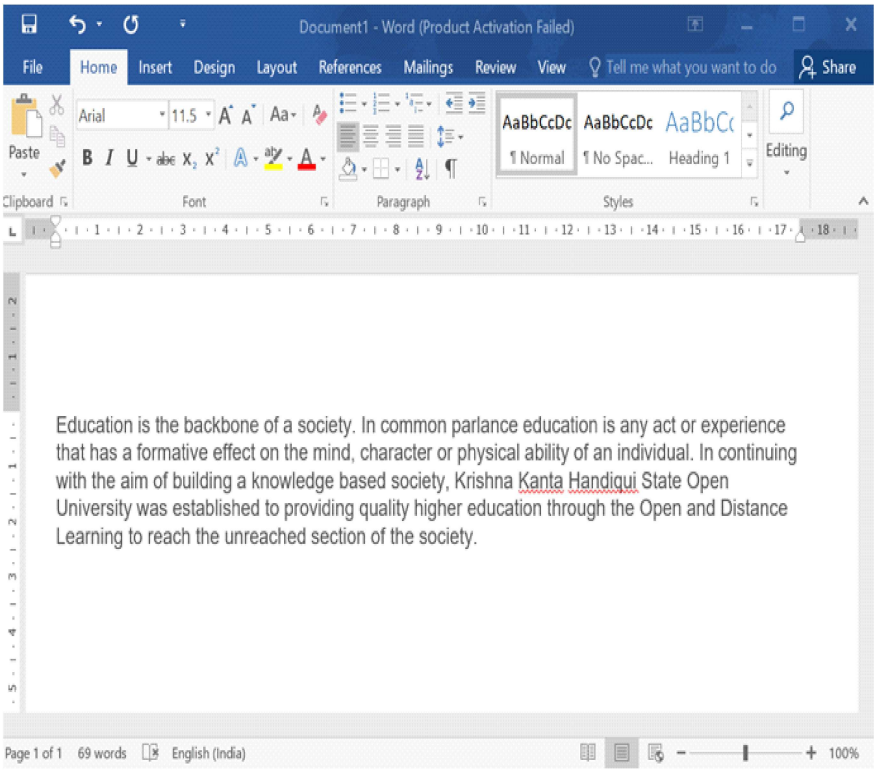
Typing Content:

Place your cursor on the document:

- After opening a new document, you'll see a blinking vertical line - this is your cursor.
- Click anywhere on the blank document to position the cursor where you want to start typing.

Start typing your content:

- Begin typing your text, whether it's a letter, essay, or any other form of written communication.
- If you make a mistake, you can use the backspace key to delete characters.



Use Enter for new lines:

- Press the "Enter" key on your keyboard to move to a new line.This helps you structure your content and create paragraphs.

Navigate with arrow keys:

- Use the arrow keys on your keyboard to move the cursor up, down, left, or right.This allows you to navigate and edit your content easily.

Select and delete text:

- To delete text, click and drag to select the text you want to remove.
- Press the "Delete" key on your keyboard to erase the selected content.

Copy and paste:

- If you need to duplicate text, highlight it, right-click, and select "Copy."
- Position the cursor where you want the text, right-click, and choose "Paste."

Undo and redo changes:

- If you make a mistake, use the "Undo" button (an arrow pointing left) on the toolbar.
- If you want to redo an action, use the "Redo" button (an arrow pointing right).

These steps provide more detailed guidance on typing and managing content in your MS Word document. Remember to save your work regularly to avoid losing any changes.

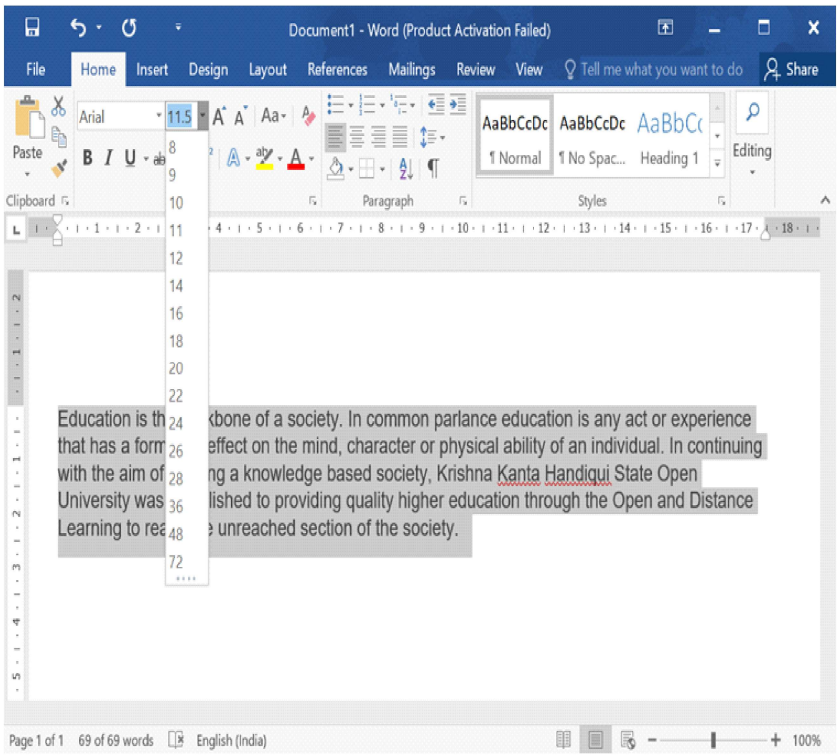
Formatting Text:

Highlighting Text:

To format text, first, highlight the words or paragraphs you want to modify. You can do this by clicking and dragging your cursor over the text.

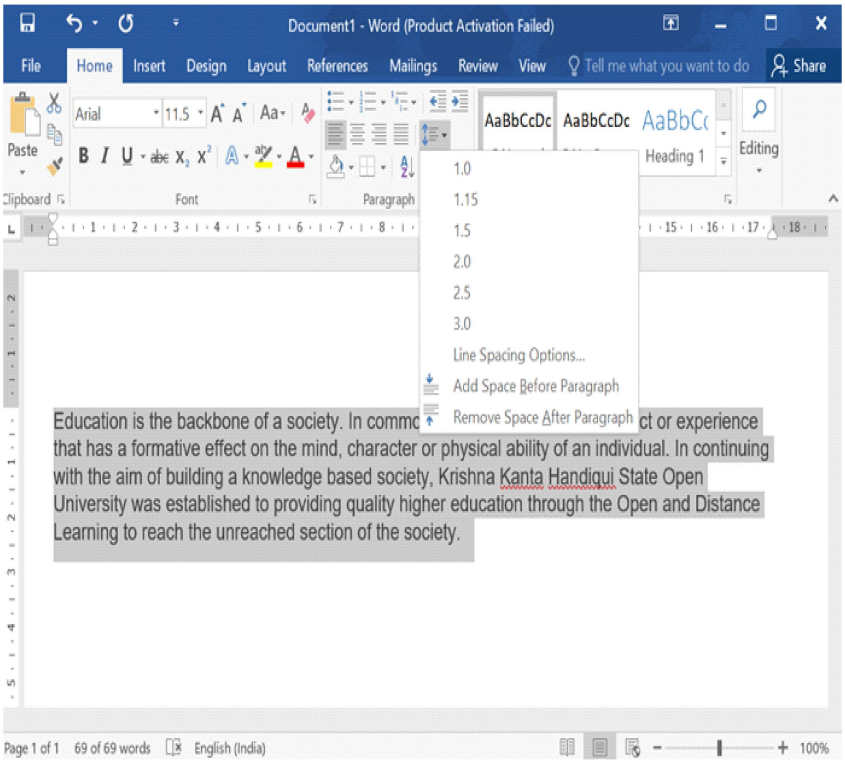
Font, Size, and Style:

With the text selected, look at the toolbar or ribbon at the top. You'll find options to change the font (the style of the text), the size of the font, and the style (like bold or italic). Click on the respective buttons to make these changes.



Alignment and Line Spacing:

Adjust the alignment of your text using the alignment buttons on the toolbar. You can align text to the left, center, right, or justify it. Additionally, you can set line spacing (the space between lines) to make your document look well-organized.

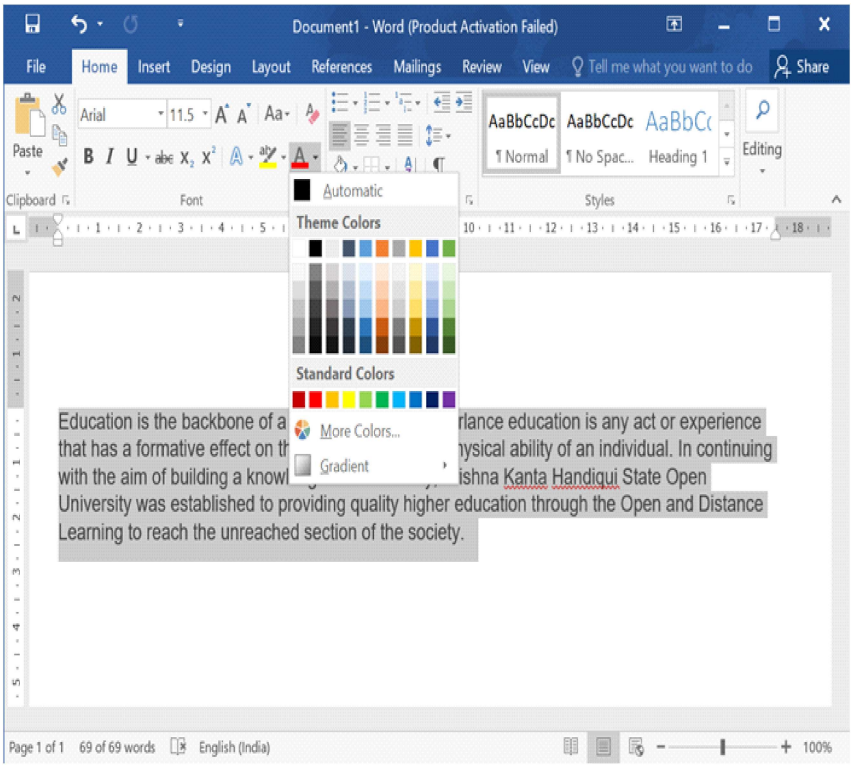


Bold, Italics, and Underline:

For emphasis, you can make text bold, italic, or underline it. Use the corresponding buttons in the toolbar or ribbon. Simply highlight the text and click the desired button.

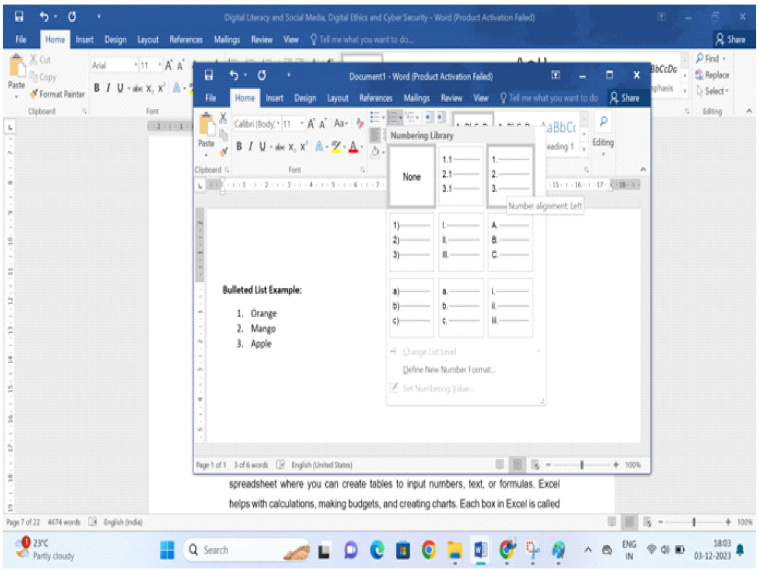
Text Color and Highlighting:

Change the color of your text by clicking on the font color button. You can also highlight text using the text highlight color button. These options add visual emphasis to specific parts of your document.



Bullets and Numbering:

Create lists using bullets or numbers. Highlight the text you want to list, then click the "Bullets" or "Numbering" buttons in the toolbar. This is handy for creating organized and easy-to-read lists.



By utilizing these formatting options, you can make your document visually appealing, well-organized, and easy to read in Microsoft Word.

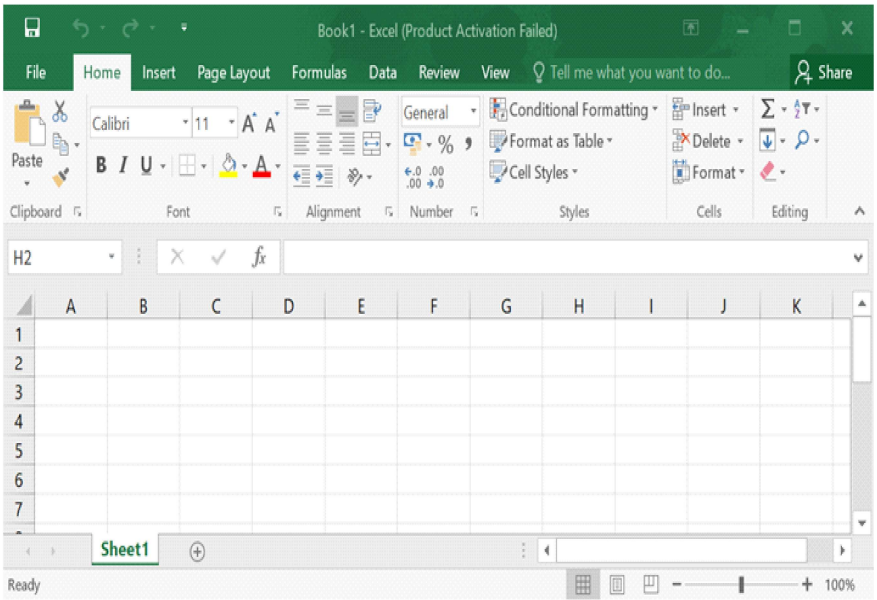
3.3.2 MS Excel Basics

Microsoft Excel is a powerful tool for organizing and analyzing data. It's like a digital spreadsheet where you can create tables to input numbers, text, or formulas. Excel helps with calculations, making budgets, and creating charts. Each box in Excel is called a cell, and you can format them to look the way you want. It's handy for tasks like tracking expenses, managing lists, or even creating simple databases. Excel is user-friendly, and you can use it for various purposes at home, school, or work to make tasks involving numbers and data much easier and organized.

Let us discuss few basic functionalities of MS Excel.

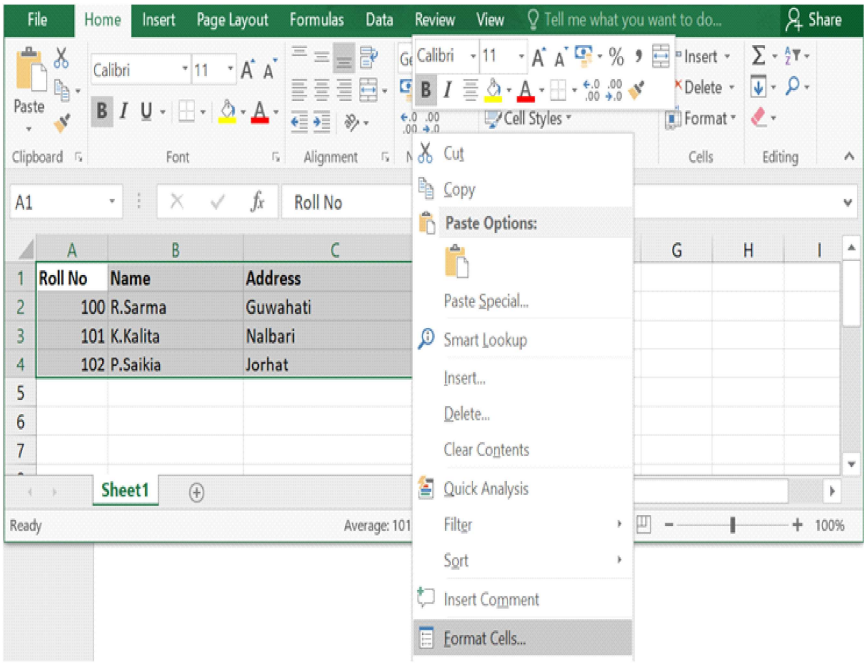
Entering Data:

- Open Excel and click on a cell.
- Type your data and press Enter to move to the next cell.



Formatting Cells:

- Highlight cells you want to format.
- Use the toolbar or right-click, choose "Format Cells" to change font, color, or add borders.



Basic Formulas in MS Excel:

Using formulas in Microsoft Excel can help perform calculations and manipulate data. Here's a step-by-step guide on how to use formulas with examples:

1. **Select a Cell:**

   Click on the cell where you want the result of your formula to appear.

2. **Start with the Equal Sign:**

   All formulas in Excel begin with an equal sign "=".

3. **Choose a Function:**

   Functions are predefined formulas that perform specific calculations. For example, the SUM function adds up numbers.

   Example: `=SUM(`

4. **Select Range or Enter Values:**

   Choose the range of cells you want to include in your calculation or manually enter values.

   Example: `=SUM(A1:A5)`

5. **Close the Function and Press Enter:**

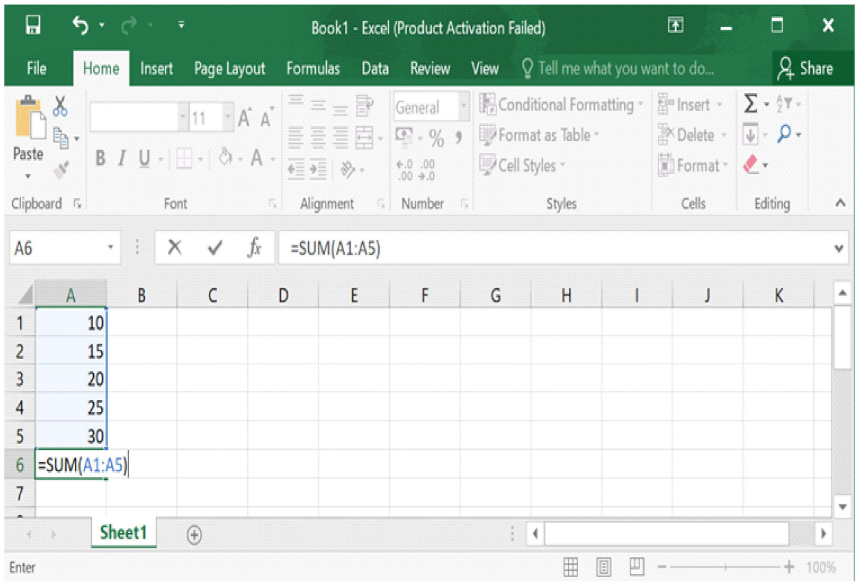
   Close the function with a closing parenthesis and press Enter to execute the formula.

Example: `=SUM(A1:A5)`

6. **See the Result:**

   The cell will display the result of the formula.

   Example: If A1 to A5 contains numbers 10, 15, 20, 25, and 30, the formula `=SUM(A1:A5)` will display "100" in the selected cell.



7. **Simple Arithmetic Operations:**

   You can perform basic arithmetic operations directly in a formula.

   Example: `=A1 + A2` will add the values in cells A1 and A2.

8. **Cell References:**

   Instead of typing values directly into a formula, you can reference cells.

   Example: `=A1 * B1` multiplies the values in cells A1 and B1.

9. **Relative and Absolute References:**

   Cell references are relative by default, meaning they adjust when you copy the formula to another cell.

   Example: If you have `=C1 + D1` in E1, copying it to E2 will automatically change it to `=C2 + D2`.

   To keep a reference constant, use the dollar sign (`$`). For example, `=$C$1 + $D$1` will always refer to cells C1 and D1.

10. **Common Functions:**

    Explore other functions like AVERAGE, MAX, MIN, COUNT, etc., for various calculations.

    Example: `=AVERAGE(A1:A5)` calculates the average of the values in cells A1 to A5.

11. **Error Checking:**

    If there's an error in your formula, Excel will display an error message. Check your formula for typos or incorrect references.

12. **Undo and Redo:**

    Use Ctrl + Z (Undo) and Ctrl + Y (Redo) to correct or revert changes.

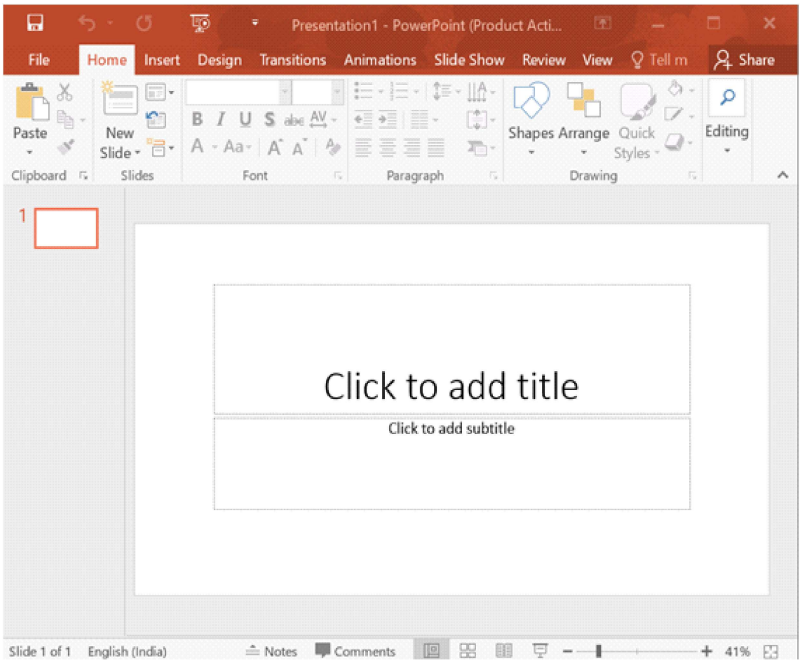
Remember, these are basic steps, and Excel offers a wide range of functions and features for more advanced calculations. Experiment with formulas and functions to discover the full power of Excel for data analysis and manipulation.

3.3.3 MS PowerPoint Essentials

Microsoft PowerPoint is a tool for creating presentations. It's like a digital slideshow where you can showcase ideas, reports, or stories. You make slides with text, images, and even add animations for engagement. To use it, open PowerPoint, choose a design, and start adding content to slides. You can make your points with bullet lists, show data with charts, and make your slides look cool with different designs. It's user-friendly and widely used for school projects, business meetings, or any time you want to share information in a visually appealing way.

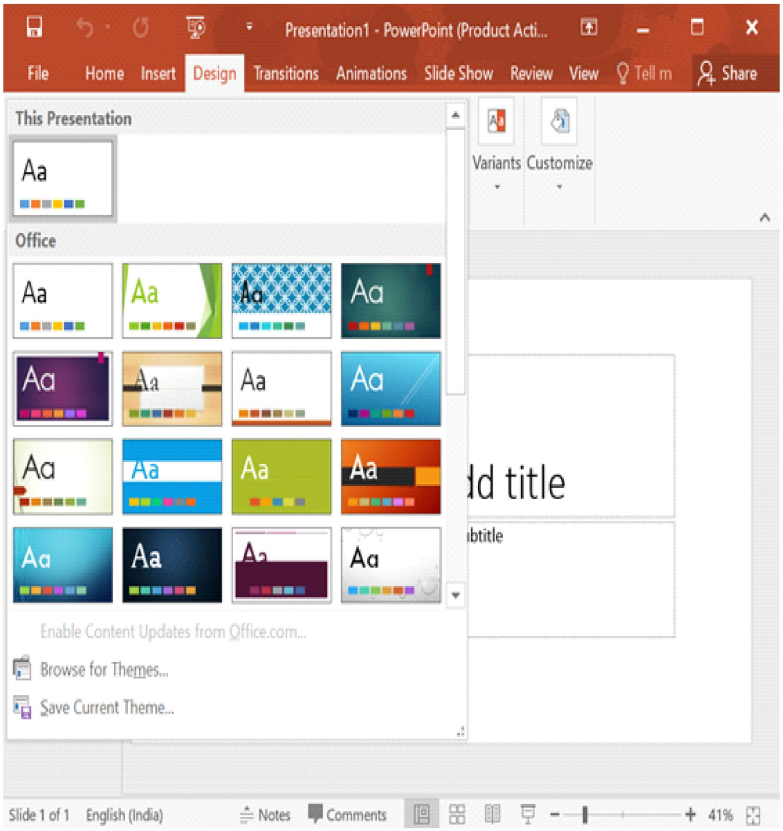
Opening PowerPoint:

Launch Microsoft PowerPoint on your computer.



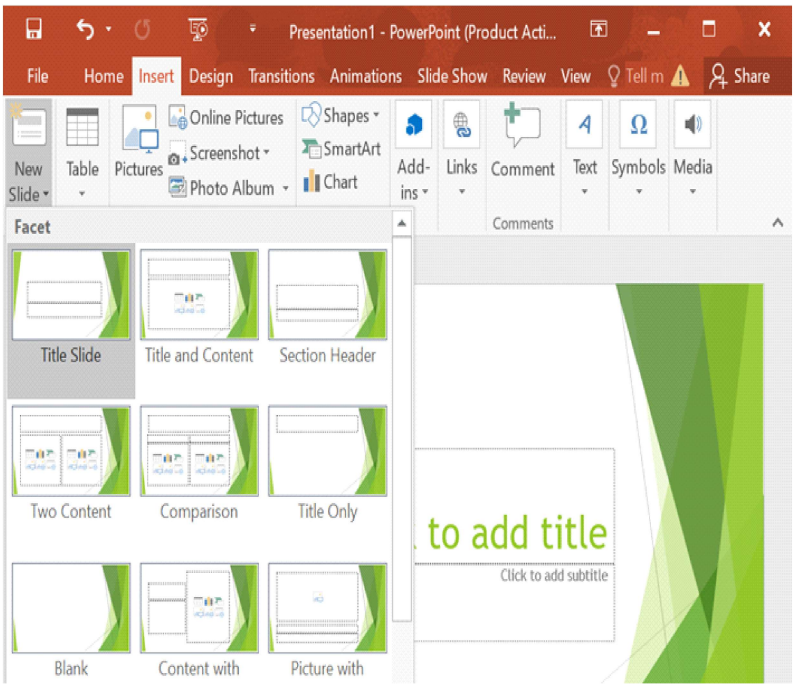
Choosing a Design:

Select a design theme for your presentation. This sets the overall look and feel.



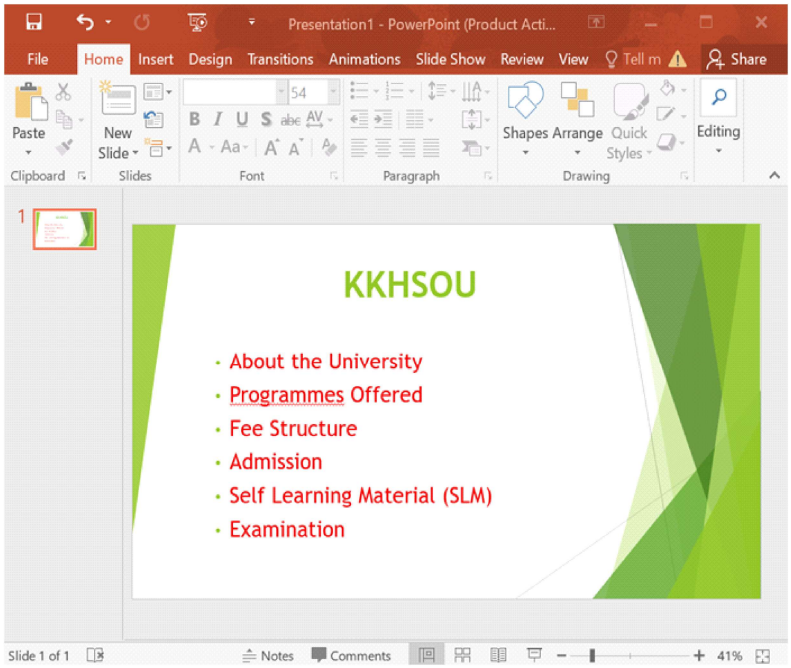
Creating Slides:

Click on "New Slide" to add a new slide. Choose a layout that fits your content, like title, content, or image layouts.



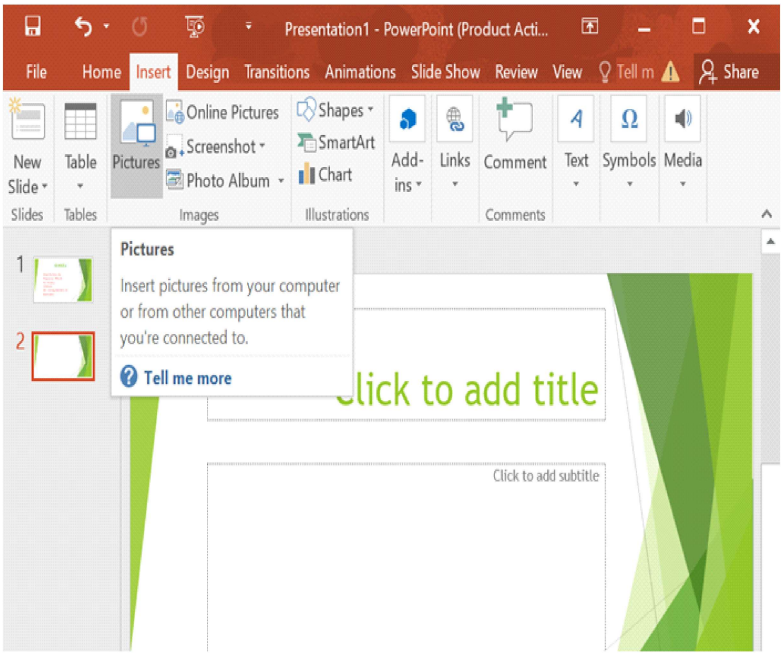
Adding Text:

Click on text boxes and type in your content. Use bullet points for lists.



Inserting Images:

Click on "Insert" to add images or graphics. You can also draw shapes or add icons.

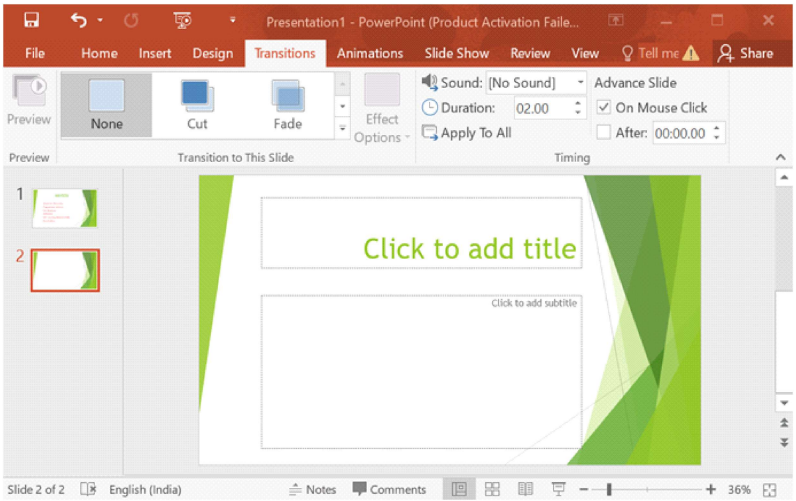


Formatting Text and Images:

Highlight text or click on images to access formatting options in the toolbar. Change font, color, or alignment as needed.

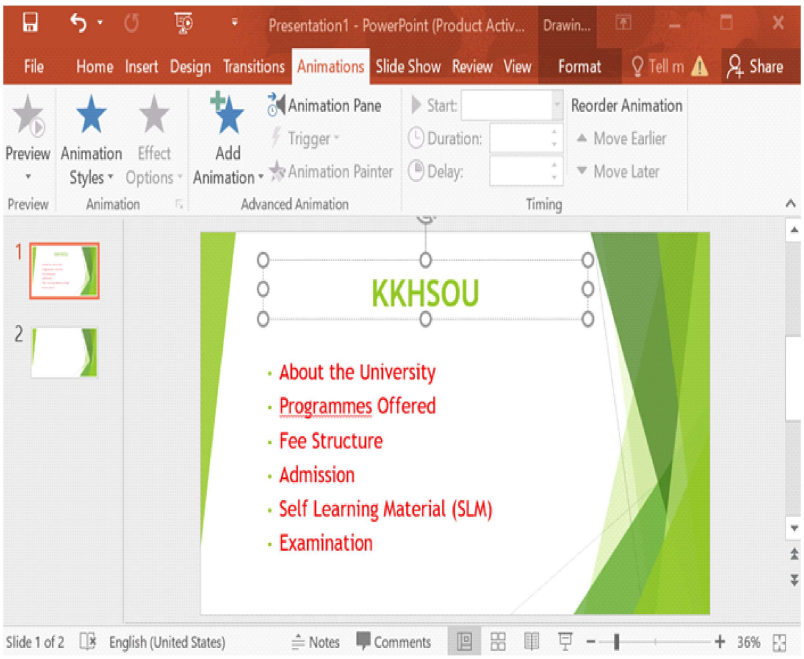
Adding Transitions:

Go to the "Transitions" tab to add slide transitions. Choose how each slide appears and disappears during the presentation.



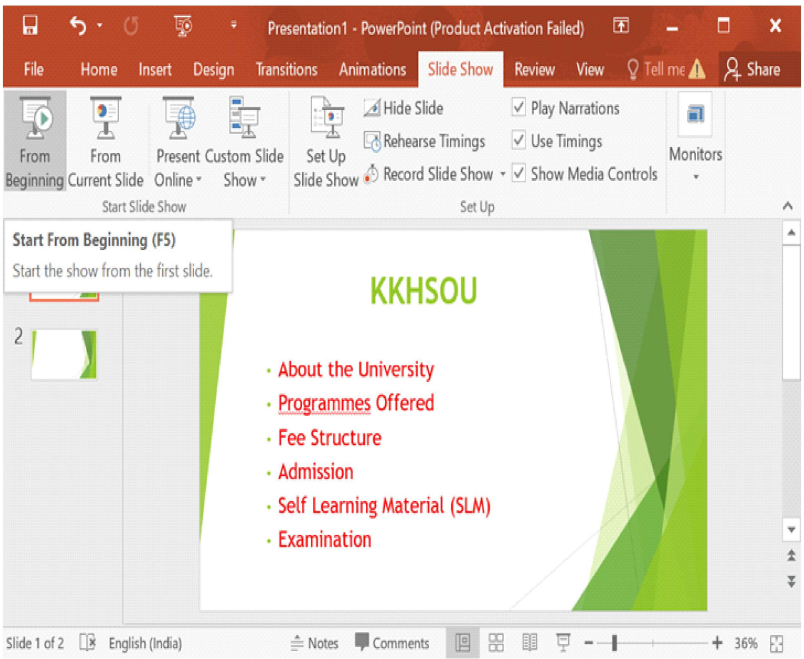
Including Animations:

Click on "Animations" to add entrance or exit animations to text or objects on your slides.



Slide Show Preview:

Before presenting, click "Slide Show" to preview how your presentation will look to the audience.



Saving and Closing:

Click on "File" and then "Save" to save your presentation. To close, click on the "X" in the top right corner.

Reopening Your Presentation:

To reopen your presentation, open PowerPoint and click on "Open" to locate and select your saved file.

These basic functionalities help you create, enhance, and present your content effectively using Microsoft PowerPoint.



CHECK YOUR PROGRESS

Q 1: Choose the correct option from the followings:

A. What is the first step in creating a new document in Microsoft Word?

i. Click on “Save” ii. Click on “Blank Document”

iii. Click on “Format Text” iv. Click on “Print”

B. How can you delete selected text in MS Word?

i. Press the “Enter” key ii. Press the “Delete” key

iii. Press the “Tab” keyiv. Press the “Spacebar”

C. Which option is used to change the font, size, and style of text in MS Word?

i. Format Cells ii. Alignment

iii. Font, Size, and Style iv. Bullets and Numbering

D. In Microsoft Excel, what does the formula “=SUM(A1:A5)” do?

i. Finds the average of values in A1 to A5

ii. Multiplies values in A1 to A5

iii. Adds up values in A1 to A5

iv. Subtracts values in A1 to A5

E. What is the purpose of the “Transitions” tab in Microsoft PowerPoint?

i. Insert images and graphics ii. Add entrance or exit animations

iii. Change font and color iv. Create new slides

3.4 VIRTUAL COMMUNICATION PLATFORMS

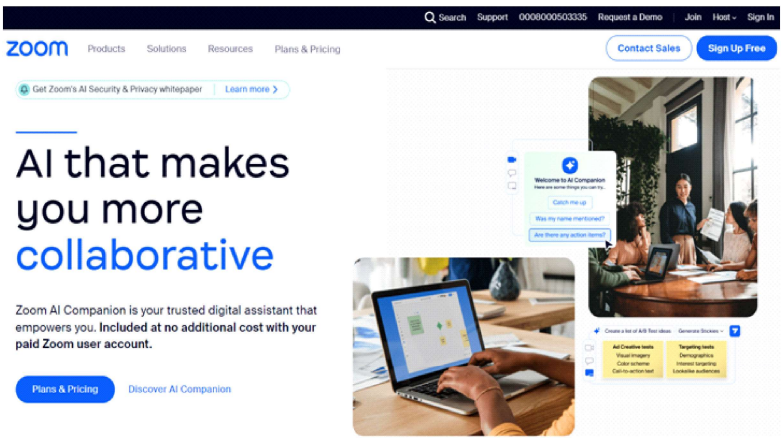
Virtual Communication Platforms are online tools that help people talk and work together, even if they're far away. They're like digital meeting rooms where you can see and hear each other through cameras and microphones. Examples include Zoom, Google Meet, CISCO Webex and Microsoft Teams. You can schedule and join meetings, share your screen to show presentations, and chat with your team. These platforms make it easy for friends, family, and co-workers to connect, collaborate, and have meetings without being in the same place. It's like bringing everyone together in a virtual space for conversations and teamwork. Let us discuss the functionalities of few of these virtual communication platforms.

3.4.1 Zoom Basics

Zoom is a video communication tool where you can see and talk to people online. It's like a virtual meeting room on your computer or phone. You join meetings by clicking a link, chat with others, and even share your screen. It's used for work, school, or just chatting with friends!

Here's a step-by-step guide on how to use Zoom:

1. **Download Zoom:**
   - Go to the Zoom website (zoom.us) and sign up for a free account.
   - Download the Zoom application on your computer or the Zoom app on your mobile device.



2. **Joining a Meeting:**
   - Open Zoom and click on "Join a Meeting."
   - Enter the Meeting ID provided by the host or click on a meeting link.
3. **Audio and Video Settings:**
   Once in the meeting, adjust your audio and video settings. You can choose to mute your microphone and turn off your camera if needed.
4. **Navigating the Interface:**
   Familiarize yourself with the Zoom interface. The toolbar at the bottom allows you to access controls like mute, start/stop video, and share your screen.
5. **Participating in the Meeting:**
   Engage in the meeting by speaking when unmuted, using the chat feature to type messages, or reacting with emojis.
6. **Sharing Your Screen:**
   If needed, click on "Share Screen" to show your computer screen to others. Choose the specific window or document you want to share.
7. **Using Breakout Rooms:**
   In larger meetings, the host may create breakout rooms for smaller group discussions. Accept the invitation to join and collaborate with others.
8. **Recording the Meeting:**
   If permitted, you can record the meeting for future reference. Click on "Record" in the toolbar.
9. **Leaving the Meeting:**
   When the meeting concludes, click on "Leave Meeting" to exit.
10. **Saving Chat and Files:**
    Before leaving, save any important chat messages or files shared during the meeting.

    Zoom provides a user-friendly platform for virtual meetings, making it easy to connect with others for work, education, or socializing.

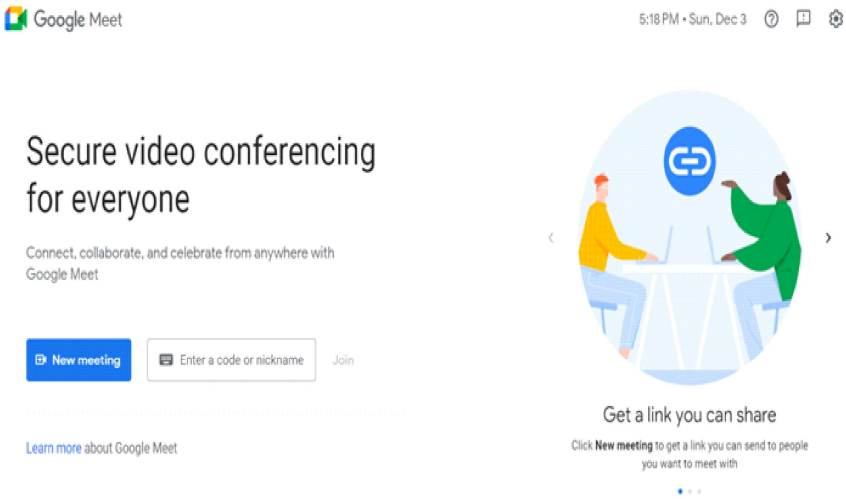
3.4.2 Google Meet Essentials

Google Meet is a simple way to talk with friends or work together online. It's like a virtual meeting room where you can see and hear each other through video. Just click on a link, and you can chat, share ideas, or learn together from different places.

Certainly! Here's a step-by-step guide on how to use Google Meet:

1. **Open Google Meet:**

   Open your web browser and go to the Google Meet website or use the Google Meet app on your device.



2. **Sign in:**

   Sign in with your Google account. If you don't have one, you can create it or join a meeting as a guest.

3. **Start or Join a Meeting:**

   - To start a new meeting, click on "New Meeting" or "Join with a code."
   - To join an existing meeting, enter the meeting code provided by the organizer or click on the meeting link.

4. **Adjust Settings:**

   Before joining, you can adjust your camera and microphone settings. Click on the icons at the bottom to turn them on or off.

5. **Join the Meeting:**

   Click on the "Join Now" button to enter the meeting.

6. **During the Meeting:**

   Once in the meeting, you can see and hear others. Use icons to mute/unmute your microphone, turn your camera on/off, and access additional settings.

7. **Share Screen or Chat:**

   Use the screen-sharing option if you want to show something on your screen. You can also chat with participants through the text chat feature.

8. **End the Meeting:**

   To leave the meeting, click on the red "Leave" button. If you're the host, you can end the meeting for everyone.

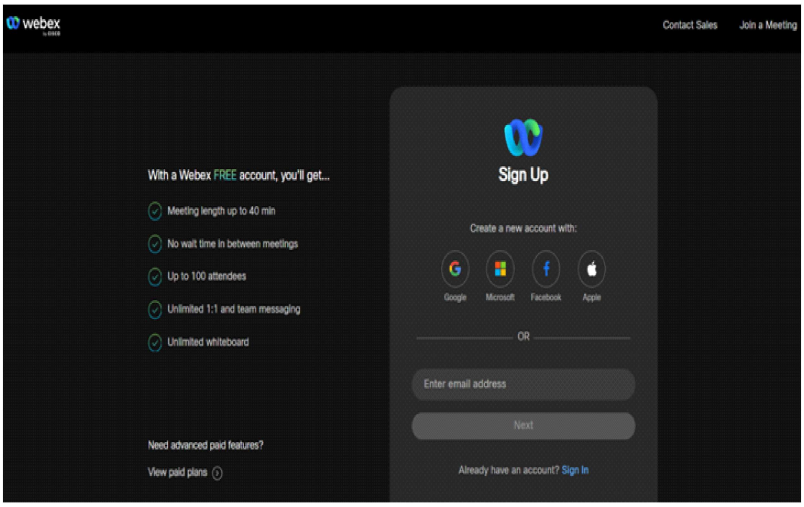
   Remember, Google Meet is user-friendly, and you can have virtual meetings or classes with ease using these simple steps.

3.4.3 Cisco Webex Fundamentals

Cisco Webex is a tool that helps people work together online. You can have video meetings, share your computer screen, and send messages. It's like a virtual meeting room where you can talk and collaborate with others, making it easier to work together, even if you're not in the same place.

Followings are step-by-step instructions on how to use Cisco Webex:

1. **Joining a Meeting:**
   - Click on the meeting link provided by the host or open the Webex app.
   - Enter your name and email if prompted, and click "Join Meeting."



2. **Audio and Video Setup:**
   - Choose to connect audio either by computer or by phone.
   - Turn on your video if you want to be seen during the meeting.
3. **Meeting Controls:**
   - Familiarize yourself with meeting controls at the bottom of the screen.
   - Mute/unmute, start/stop video, and more.
4. **Screen Sharing:**

   Click on "Share Content" to share your screen or specific applications.
5. **Chat and Reactions:**
   - Use the chat box to type messages or ask questions.
   - Use reactions like thumbs up or applause to express feedback.
6. **Participants Panel:**
   - Open the participants panel to see who's in the meeting.
   - Manage participants or invite others if you're the host.
7. **Recording the Meeting:**

   If allowed, start or stop recording using the recording button.
8. **End or Leave the Meeting:**
   - Click on "Leave Meeting" when you're done.
   - If you're the host, choose "End Meeting" to close the session.

9. Mobile App Usage:

- For mobile devices, download the Cisco Webex Meetings app.
- Follow similar steps for joining, participating, and leaving meetings.

Remember, these steps may vary slightly depending on the device and version of Cisco Webex you're using. Always follow any specific instructions provided by your meeting host.

3.4.4 MS Teams Overview

Microsoft Teams is a place where people in a group can talk, share files, and work together online. You can have video meetings, chat, and use apps like Word and Excel to do projects together. It helps teams stay connected, whether they're in the same place or working from different locations.

Here's a step-by-step guide on how to use Microsoft teams:

1. Sign In or Create an Account:

- If you already have a Microsoft account, go to the Teams website or download the Teams app.
- If you don't have an account, you can sign up for free.

2. Download and Install Teams:

If you're using a computer, download and install the Teams app. For mobile devices, get the app from your app store.

3. Sign in to Teams:

Open the Teams app and sign in with your Microsoft account credentials.

4. Join or Create a Team:

- You can join a team if someone has already invited you. If not, you can create your own team.
- Teams are groups of people who collaborate together.

5. Explore Channels:

Within a team, you have channels for different topics or projects. Explore or create channels based on your needs.

6. **Start a Conversation:**
   In a channel, you can start a conversation by posting a message. Others in the team can see and respond to it.
7. **Schedule a Meeting:**
   Click on the "Calendar" tab to schedule a meeting. You can set the date, time, and invite team members.
8. **Join or Start a Video Call:**
   Initiate a video call by clicking the camera icon. You can join meetings scheduled by others or start an impromptu call.
9. **Share Files:**
   Use the "Files" tab in a channel to share documents. You can upload, edit, and collaborate on files within Teams.
10. **Use Apps and Integrations:**
    Teams integrates with other Microsoft 365 apps. You can use Word, Excel, PowerPoint, and other tools directly within Teams.
11. **Customize Your Settings:**
    Click on your profile picture to access settings. Here, you can customize notification preferences, update your status, and more.
12. **Explore Additional Features:**
    Teams offers features like private chat, GIFs, emojis, and more. Explore these to make your communication more engaging.
    Remember, this is a basic guide, and Microsoft Teams continually updates with new features. You can adapt your usage based on your team's specific needs and preferences.

3.5 CYBERSECURITY AWARENESS

3.5.1 Understanding Cyber Threats

Cyber threats are like digital dangers that can harm our computers and information. Imagine your computer is like a house, and cyber threats are like sneaky burglars trying to break in. These threats include viruses, which are like tiny, invisible bugs that can

make your computer sick. Another threat is phishing, where bad people pretend to be your friends to steal your passwords.

Think of it this way: if you get an email that looks strange or from someone you don't know, it might be a cyber-threat trying to trick you. Just like you wouldn't open the door for a stranger at home, be careful with suspicious emails or links online. Cyber threats can also come from unsafe websites or downloads, so it's like being cautious about where you go and what you bring into your digital house.

Being aware of these threats helps you protect your computer and personal information, just like locking your doors and being careful with strangers keeps your home safe. Always stay alert and think before clicking to keep your digital world secure.

3.5.2 Vulnerabilities in Cyber Attacks

Vulnerabilities are like open doors that cyber attackers look for to break into our digital world. Think of them as weak points in a castle wall. These weak points could be outdated software, weak passwords, or even mistakes we make online.

Examples:

1. **Outdated Software:**
   Imagine your computer is like a castle with strong walls (software). If you don't update these walls, it's like leaving a part of your castle's wall weak, making it easier for attackers to sneak in.
2. **Weak Passwords:**
   Using simple passwords is like having a door with an easy-to-guess key. Cyber attackers can easily unlock it. Strong, unique passwords act like a special key, making it harder for them to get in.
3. **Phishing Emails:**
   Sometimes, cyber attackers send emails pretending to be someone you trust. Clicking on links or sharing information in these emails can create vulnerabilities, letting attackers in.

3.5.3 Basic Cybersecurity Measures

In the world of computers and the internet, keeping your information safe is super important. Basic Cybersecurity Measures are like locks on your digital doors to protect your online stuff. Let's look at a few simple things you can do to stay safe:

1. **Strong Passwords:**
   Create strong passwords that are like secret codes only you know. Use a mix of letters, numbers, and special characters. Avoid using easily guessable things like your name or birthday. For example, instead of "password123," use something like "P@ssw0rd!."
2. **Software Updates:**
   Keep your computer and apps updated. Think of it like getting the latest superhero gear to fight off bad guys. Updates fix weaknesses that hackers might use. When your computer says it needs an update, don't ignore it - click and update.
3. **Anti-virus Software:**
   Install anti-virus software. It's like a superhero shield that protects your computer from sneaky viruses. Make sure it's always on and updates automatically. Examples include McAfee, Norton, or Windows Defender.
4. **Be Cautious with Emails:**
   Be a smart detective with emails. If an email seems fishy or asks for personal information, be suspicious. Don't click on strange links or download unknown attachments. Cyber bad guys sometimes send tricky emails to steal your info.
5. **Backup Your Stuff:**
   Imagine you have a superhero sidekick saving copies of your important files. That's what backing up does. Use external hard drives or cloud services like Google Drive or Dropbox to keep copies of your important digital stuff.

6. Use Two-Factor Authentication:

Two-Factor Authentication (2FA) is a security process that adds an extra layer of protection to your online accounts beyond just a password. It requires two different methods of identification before granting access to an account or system.

Step by step procedure to use Two-Factor Authentication (2FA):

Step 1: Enable 2FA in Your Account Settings

- Log in to the account you want to secure (e.g., email, social media, banking).
- Find the account or security settings. This is usually in the account or profile section.

Step 2: Choose 2FA Method

Select the Two-Factor Authentication option. Common methods include:

- Text Message (SMS): Enter your phone number. You'll receive a code via text each time you log in.
- Authentication App: Download an authentication app (like Google Authenticator or Authy). Scan the provided QR code in the app to link it to your account. The app generates codes you use during logins.

Step 3: Verify Your Identity

- After setting up 2FA, the next time you log in, you'll enter your password as usual.
- You'll then be prompted to enter a second code. For SMS, this arrives via text; for the authentication app, it's generated in the app.

Step 4: Access Your Account Safely

Once you enter the correct second code, you're granted access to your account. The extra step ensures that even if someone knows your password, they can't get in without the additional code.

Step 5: Keep Backup Codes Safe

Some services provide backup codes. Save these in a secure

place. If you ever lose your phone or can't receive codes, these backup codes can be used to log in.

Step 6: Manage 2FA Settings

In your account settings, you can often manage 2FA preferences. This includes changing the method (from SMS to an app, for example) or disabling it if needed.

By following these steps, you add an extra layer of protection to your accounts. Two-Factor Authentication significantly enhances the security of your digital accounts by requiring both something you know (password) and something you have (a code on your phone).

3.6 DIGITAL ETHICS AND ETIQUETTE

3.6.1 Introduction to Digital Ethics

Digital Ethics is like being a good person on the internet. It means using technology and the online world in a way that's fair, kind, and respectful. Just like how we treat people well in real life, we should do the same online. Here are a few simple ideas about **Digital Ethics:**

1. **Be Kind Online:** Use friendly words and avoid being mean or bullying others in comments, messages, or posts.
2. **Respect Privacy:** Don't share personal information about yourself or others without permission. It's like keeping secrets safe.
3. **Give Credit:** If you use someone else's work, like a picture or a idea, give them credit. It's like saying thank you.
4. **Think Before Sharing:** Before posting or sharing something, think if it might hurt someone or spread false information. It's like being careful with our words.
5. **Be Honest:** Don't pretend to be someone you're not. Be truthful, just like in real life.

Digital Ethics is about making the online world a good and safe place for everyone. By following these simple ideas, we can create a positive and respectful digital environment, just like we do in our everyday lives.

3.6.2 Digital Etiquette in Professional Settings

Digital Etiquette in professional settings is like having good manners when using technology at work. It's about being polite and respectful in the online world, especially when talking to colleagues or bosses. Here are some simple examples:

1. **Professional Emails:**
   Write emails in a clear and polite way, just like you would talk in a meeting. Use greetings and sign off with a thank you.
2. **Proper Use of Chat and Messaging:**
   When chatting or messaging, keep the conversation focused on work-related topics. Avoid sending too many messages or using too many emojis.
3. **Timely Responses:**
   Respond to messages and emails in a timely manner, like you would return a call. It shows you're attentive and respectful of others' time.
4. **Respectful Tone:**
   Use a friendly and professional tone. Avoid using all capital letters as it might seem like you're shouting.
5. **Use of Professional Language:**
   Choose your words carefully and avoid slang. It's like speaking professionally during a meeting.
6. **Video Call Etiquette:**
   Dress appropriately and find a quiet space for video calls. Mute your microphone when not speaking to avoid background noise.
   By following these examples of Digital Etiquette in professional settings, you create a positive and respectful online work environment. It helps build good relationships with colleagues

and contributes to a successful and professional work atmosphere.

3.6.3 Personal Digital Life Skills

Personal Digital Life Skills are like superpowers for navigating the online world in a smart and safe way. It's about knowing how to use technology responsibly. Let's explore a few simple examples:

1. **Internet Safety:**
   Learn not to share private information like your home address or phone number online. It's like keeping your secrets safe.
2. **Communication Skills:**
   Practice using kind and respectful words in emails, messages, or comments. It's like talking nicely to friends.
3. **Critical Thinking:**
   Before believing or sharing something online, check if it's true. It's like being a detective and finding the right information.
4. **Time Management:**
   Balance your time between screens and other activities. It's like making sure you have time for homework, play, and screen time.
5. **Cyberbullying Awareness:**
   Understand what cyberbullying is and don't participate. It's like being a superhero against mean behavior online.
6. **Digital Footprint:**
   Realize that what you do online leaves a trail. Be mindful of your actions. It's like making good choices that last.
7. **Device Care:**
   Learn to take care of your devices, like keeping them clean and charging them responsibly. It's like looking after your toys.

These skills help you be a responsible and smart digital citizen, making the online world a better place for everyone.



CHECK YOUR PROGRESS

Q 2: Choose the correct option from the followings:

A. What is the purpose of Zoom in virtual communication?

i. To create documents ii. To organize data

iii. To conduct video meetings iv. To design presentations

B. How can you join a meeting in Cisco Webex?

i. Click on “Share Content” ii. Enter the Meeting ID

iii. Use the arrow keys iv. Open the Calendar tab

C. What is the primary function of Microsoft Teams?

i. Creating spreadsheets ii. Conducting virtual meetings

iii.Editing documents iv. Designing presentations

D. What does Two-Factor Authentication (2FA) add to the security of online accounts?

i. One layer of protection ii. Three layers of protection

iii. No additional protection iv. Two layers of protection

E. What is the main idea behind Digital Ethics?

i. Using technology to harm others

ii. Being a good person on the internet

iii. Hiding personal information online

iv. Avoiding all online interactions



3.7 LET US SUM UP

- Microsoft Word helps create various documents with formatting and editing tools.
- Microsoft Excel organizes and analyzes data through tables and basic formulas.
- Microsoft PowerPoint is used for creating visually appealing presentations.

- Zoom, Google Meet, Cisco Webex, and Microsoft Teams facilitate online communication and collaboration.
- These platforms offer features like video conferencing, screen sharing, and chat options.
- Cyber threats, like viruses and phishing, can harm computers, emphasizing the need for online caution.
- Vulnerabilities, such as outdated software and weak passwords, can be exploited by cyber attackers.
- Internet safety, communication skills, and critical thinking are essential for responsible online behavior.



3.8 FURTHER READING

1) https://support.microsoft.com/en-us/training
2) https://learn-zoom.us/show-me
3) https://support.google.com/meet/answer/7317473?hl=en
4) https://help.webex.com/en-us/article/nrbgeodb/Join-a-Webex-Meeting
5) https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7.



3.9 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q.No.1: A. ii) B. ii) C. iii) D. iii) E. ii)
Ans. to Q.No.2: A. iii) B. ii) C. ii) D. iv) E. ii)



3.10 MODEL QUESTIONS

Q 1: Explain the purpose of Microsoft Office Suite.

Q 2: Compare and contrast the features of Zoom, Google Meet, Cisco Webex, and Microsoft Teams.

Q 3: How have virtual communication platforms transformed the way people collaborate and communicate?

Q 4: Why is cybersecurity awareness important in today's digital landscape?

Q 5: Provide examples of cyber threats and vulnerabilities.

Q 6: Discuss the importance of digital etiquette in professional settings.

Q 7: How can personal digital life skills contribute to responsible online behavior?

Q 8: Provide examples of how digital etiquette can be applied in virtual meetings.

Q 9: What is Two-Factor Authentication (2FA) and how does it enhance account security?

Q 10: Explain the concept of cyber threats and their potential impact.

Q 11: How can individuals identify and protect themselves from phishing attacks?

Q 12: What measures can be taken to stay safe from cyber threats while using the internet?

*** ***** ***

UNIT 4 : NONVERBAL COMMUNICATION

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Meaning of Verbal Communication

4.4 Meaning of Nonverbal Communication

4.5 Functions of Nonverbal Communication

4.6 Characteristics of Nonverbal Communication

4.7 Purposes of Using Nonverbal Communication

4.8 Types of Nonverbal Communication

- 4.8.1 Kinesics: The Messages of Movement
- 4.8.2 Paralinguistics: The Messages of the Voice
- 4.8.3 Proxemics: The Space and Distance Talks
- 4.8.4 Haptics: The Touch
- 4.8.5 Artifacts: The Artifactual Communication and Appearance
- 4.8.6 Colour: The Associations and Connections
- 4.8.7 Chronemics: The Communicative Value of Time
- 4.8.8 Silence: The Silent Treatment

4.9 Examples of Different Nonverbal Communications

4.10 Advantages of Nonverbal Communication

4.11 Disadvantages or Limitations of Nonverbal Communication

4.12 Importance of Nonverbal Communication

4.13 How to Improve Nonverbal Communication Skills

4.14 Do's and Don'ts in Nonverbal Communication

4.15 Let Us Sum Up

4.16 Further Reading

4.17 Answers to Check Your Progress

4.18 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- state the meaning of verbal and nonverbal communication
- discuss the characteristics and functions of nonverbal communication
- discuss the types and purposes of using nonverbal communication
- discuss the advantages and disadvantages of nonverbal communication
- describe the importance of nonverbal communication
- know the tips to improve nonverbal communication skills

4.2 INTRODUCTION

Communication or transmission of a message from sender to recipient is actually a very complex subject. It can be affected by a huge range of things. Every communication has three parts - at least one sender, a message and a recipient. Moreover, there are two primary forms of communication - verbal and nonverbal. The sender of the communication system encodes the message usually in verbal, nonverbal or mixture of both. The verbal communication is a type of oral communication wherein the message is transmitted through the spoken words. Whereas, nonverbal communication refers to the ways in which information is conveyed without the use of verbal language. This unit will basically discuss the nonverbal methods of communication.

4.3 MEANING OF VERBAL COMMUNICATION

Verbal communication means effectively presenting our thoughts in verbal format i.e., by talking. Verbal communication uses language to convey meaning. Examples of verbal communication include speaking to another person over the telephone, face-to-face discussions, interviews, debates, presentations and so on. It can also include written communication, such as letters and emails. In simple words, verbal communication is about

language, both written and spoken. However, many people mistakenly assume that verbal communication refers only to spoken communication.

4.4 MEANING OF NONVERBAL COMMUNICATION

Nonverbal communication is the process of conveying messages without the use of words either written or spoken. Nonverbal communication occurs through facial expressions, gestures, body language, tone of voice, and other physical indications of mood, attitude, approbation, and so forth. Use of Emoji in social media to convey an emotion is a powerful example of nonverbal communication.

4.5 FUNCTIONS OF NONVERBAL COMMUNICATION

- Nonverbal communication can emphasize or underscore a verbal message
- Nonverbal communication can reinforce or complement a verbal message
- Nonverbal communication can substitute for or take the place of spoken words
- Nonverbal communication can influence human behaviour and action
- Nonverbal communication regulates conversational flow
- Nonverbal communication affects relationships
- Nonverbal communication can contradict or negate verbal messages

4.6 CHARACTERISTICS OF NONVERBAL COMMUNICATION

- Nonverbal communication can supplement or replace verbal communication
- Nonverbal behavioural skills are vital
- All nonverbal behaviour has communicative values
- Nonverbal communication reflects cultural values
- Nonverbal communication is sometimes ambiguous
- Nonverbal communication serves many functions

- Nonverbal communication may be deceptive
- Nonverbal communication primarily communicates emotions, attitudes
- Nonverbal communication is continuous in a conversation.

4.7 PURPOSES OF USING NONVERBAL COMMUNICATION

The main purposes of nonverbal communication are:

- To complement verbal communication, thereby enhancing the overall message
- To replace verbal communication in situations where it may be impossible or inappropriate to talk
- To express emotions and interpersonal attitudes
- To modify the spoken words
- To regulate conversation by helping to mark speech turns
- To negotiate relationships in respect of, for instance, dominance, control and liking
- To convey personal and social identity through such features as dress and adornments



CHECK YOUR PROGRESS

Q 1: Write true or false:

i) Every communication has three parts - at least one sender, a message and a recipient.

.....

ii) Both verbal and nonverbal communication can be spoken and written.

.....

iii) Nonverbal communication cannot supplement or replace verbal communication

.....

4.8 TYPES OF NONVERBAL COMMUNICATION

Every day, we respond to thousands of nonverbal cues and behaviours. Besides our handshakes to our hairstyles it also includes postures, facial expressions, eye gaze, gestures, and tone of voice. The various types of nonverbal communications may be discussed as follows:

4.8.1 Kinesics: The Messages of Movement

The study of human body motion is termed as Kinesics. It includes facial expression, eye movement, gestures, posture, and walking speed. Our face, eyes, shoulders, lips indicate different meanings. Our face is a prime communicator of emotion. The ability to read the emotions depicted in facial expressions determines whether we will be able to respond appropriately to others' feelings.

a) **Facial Expressions:** Our faces are the most expressive part of our bodies. It is capable to convey emotions without saying a word. Facial expressions are universal, they include smile, frown, raised eyebrow, yawn, and sneer.These facial expressions can show tremendous types of information like happiness, sadness, anger, surprise, fear, and disgust. Fiscal expressions like smile, eye movement, are responsible for a huge proportion of nonverbal communication. Smile is one of the most powerful communicative signals.

b) **Gestures:** Nonverbal communication via gestures is very powerful. Gesture is the movement of hands, arms, or heads etc. to express ideas or feelings. Common gestures include waving, pointing, and giving a 'thumbs up' sign. If we are excited, our gestures may increase in frequency and speed. If we are sad, our gestures might stop altogether.They are not part of a formal sign

system. Example: movements of our hands, arms, and head etc.

c) **Body Language and Posture:** The way we move and carry ourselves communicates a wealth of information to others. Body language is a good nonverbal communication tool. It is the use of physical behaviour, expressions, and mannerisms to communicate nonverbally. This type of nonverbal communication includes our posture, bearing, stance, and the subtle movements we make. Body movement includes movements of our head, eyes, shoulders, lips, eyebrows, neck, legs, arms, fingers, hands, and gestures.

d) **Eye Gaze:** Eye contacts play a vital role in nonverbal communication. People's eyes can indicate a range of emotions, including hostility, interest, and attraction. People also utilize eye gaze as a means to determine if someone is being honest.

4.8.2 Paralinguistics: The Messages of the Voice

Paralinguistics refers to vocal communication. This form of nonverbal communication includes factors such as tone of voice, loudness, inflection, articulations, pronunciation, hesitations, pitch and silence as well. The messages that we send with our voice are known as paralanguage. The tone of our voice can help to communicate what we mean to convey, or it can reveal thoughts we mean to conceal. It can reinforce or negate the words we speak. The sound of our voice also communicates, revealing to others our emotional state, attitudes, personality, status, and interaction maintenance.

a) **Pitch:** Pitch is similar to pitch on a musical scale. It is the highness or lowness of the voice. Our pitch expresses our emotional state. Sometimes, we

associate low-pitched voices with strength, sexiness, and maturity, and high-pitched voices with helplessness, tension, and nervousness. We often lower our pitch when sad and raise it when excited.

b) **Volume:** The power of our voice, its loudness or volume, also affects perceptions of intended meaning. Our volume can over- or underwhelm. An individual who is typically loud may alienate others; such a person is often viewed as overbearing or aggressive. In contrast, if you are soft-spoken, others may interpret your behaviour as timidity.

c) **Rate:** The speaking rate is another vocal communication that affects the communication of specific meaning. Talking about more serious subjects, we often slow down; on the other hand, our speaking rate usually accelerates as we shift to talking about lighter topics. When we speed up our speech, it is difficult for others to comprehend what we are saying.

d) **Articulation and Pronunciation:** Articulation is the way we pronounce individual sounds. Ideally, even during person-to-person contact, the sounds of our speech are sharp and distinct. The sound attributes of articulation and pronunciation affect message intelligibility as well as perceptions of credibility.

4.8.3 Proxemics: The Space and Distance Talks

Proxemics is another important type of nonverbal communication. Proxemics refers to the study of how space and distance influence communication. For example, when we are content with and attracted to someone, we say we are 'close' to him or her. When we lose connection with someone, we may say he or she is 'distant.'

4.8.4 Haptics: The Touch

Communicating through touch is another important nonverbal communication behaviour. We communicate a great deal through touch. A weak handshake, a warm hug, a patronizing pat on the head, or a controlling grip on the arm can convey different messages. There may be several types of touches and they may carry different meanings. Touching differently on the back of a person carries different meanings.

4.8.5 Artifacts: The Artifactual Communication and Appearance

Objects and images also can be used to communicate nonverbally. People often spend a great deal of time developing a particular image and surrounding themselves with objects designed to convey information about the things that are important to them. Our choice of clothing, hairstyle, and other appearance factors are also considered a means of nonverbal communication. Moreover, different colours can evoke different moods. Artifactual communication and appearance influence our reactions. In the early stages of a relationship, what we wear and how we look affect first impressions and may even lead to our being accepted or rejected. In addition, the clothing and jewellery we wear, appearance, hairstyle, mode of dress etc. also can communicate differently regarding our success, character, power, and competence. Appearance can alter physiological reactions, judgments, and interpretations. Appearance can even play a role in how much people earn.

4.8.6 Colour: The Associations and Connections

The colours we surround ourselves with and the colours we wear affect us both physically and emotionally. People who regularly wear red are perceived to be more active, outgoing, and impatient

than those who avoid the colour. Fast-food chains, product marketers, department stores, and law enforcement agencies use our predictable reactions to various colours as behavioural conditioners.

4.8.7 Chronemics: The Communicative Value of Time

Chronemics is the use of time. How we use time, our punctuality in arriving or departing, and what our routines are says a lot about who we are. This is the study of how we use time to communicate. Miscalculations, misunderstandings, and disagreements involving the use of time can create communication and relationship problems. Our culture influences how we use and think about time. Some of us are thoughtful with time, while others regularly waste it. Some of us are typically early, while others are chronically late. Some of us approach life with a sense of urgency, while others prefer a more leisurely pace.

4.8.8 Silence: The Silent Treatment

Silence also can carry different meanings. How we use silence or don't use silence says a lot about our emotions. We can use silence as a weapon if we are angry or disappointed in them. We might just be a quiet person by nature. Sometimes people are perceived as shy because they tend to be quieter than others.

Learning from Expert

"We are frail human beings. We do not know very often what we say. If we want to listen to the still small Voice that is always speaking within us, it will not be heard if we continually speak. I understood that precious lesson. I know the secret of silence." - Mahatma Gandhi in Young India



CHECK YOUR PROGRESS

Q 2: State the meaning of Proxemics.

.....

.....

Q 3: What is meant by Gestures?

.....

.....

4.9 EXAMPLES OF DIFFERENT NONVERBAL COMMUNICATIONS

Sl. No.	Types of Nonverbal Communications	Examples
1	Kinesics	Facial expressions, gestures, eye movement, posture, rate of walk
2	Facial expressions	Eye movement, smile
3	Body Language and Posture	Our posture, bearing, stance, and the subtle movements
4	Gestures	Waving, pointing, giving a 'thumbs up' sign
5	Paralinguistics	Way of speaking of words, variations in the voice
6	Proxemics	Use of space and distance
7	Haptics	Different types of touching
8	Clothing and artifacts	Appearance, style
9	Colour	Variations in clothing and environmental colours
10	Chronemics	Using time to communicate

4.10 ADVANTAGES OF NONVERBAL COMMUNICATION

- Easy to be presented: Information can be easily presented using nonverbal communication means like visual, audio-visual and silent mode.

- Attractive presentation: Nonverbal communication is more attractive as it is based on visual, picture, graph, sign etc.
- Helpful to handicapped people: Nonverbal signals of communication greatly helpful to handicapped people, especially, to deaf people. Deaf people exchange messages through the movements of hands, fingers, eyeballs etc.
- Help to illiterate people: Nonverbal communication uses gestures, facial expressions, eye contact, proximity, touching etc. without using any spoken or written word. Thus, it is very much helpful for illiterate people.
- Substituting: Verbal message may be substituted by nonverbal message, especially, if it is blocked by noise, interruption, long distance etc.
- Quick expression of message: Nonverbal communication done through some signs and symbols can communicate some messages more quickly than written or oral messages.
- Reducing wastage of time: The message of nonverbal communication reached the receiver very fast reducing the wastage of valuable time of the communicator.

4.11 DISADVANTAGES OR LIMITATIONS OF NONVERBAL COMMUNICATION

- Long conversations are not possible: Long conversation and necessary explanations are not possible in nonverbal communication.
- Difficult to understand: Nonverbal communication is difficult to understand and it requires a lot of repetitions. Gestures, facial expressions, eye contact, touch etc. used for nonverbal communication may not be understandable for the simple and foolish people.
- Vague and imprecise: In nonverbal communication, there is no use of words or language which expresses clear meaning to the receiver. Therefore, it is quite vague and imprecise.
- Distortion of information: There is a great possibility in distortion of information in nonverbal communication since it uses gestures, facial

expressions, eye contact, touch, sign, sound, paralanguage etc. for communicating with others.

4.12 IMPORTANCE OF NONVERBAL COMMUNICATION

Nonverbal communication is important because it gives us valuable information about a situation. How a person might be feeling, how someone receives information, how to approach a person or group of people etc. can be easily understood through nonverbal communication. Nonverbal communication is important because of the following:

- Nonverbal communication adds value to verbal communication
- It repeats the verbal messages
- Nonverbal communication can become substitute for the verbal message
- It can complement a verbal message
- It helps overcome language barriers
- It helps communicate with the illiterate people or people with a hearing disability
- It increases workplace efficiency
- It reinforces trust and credibility
- It can regulate interactions touching differently
- It can change the meaning of words



Activity Based Learning

While phoning an organization (for example a hospital, automobile dealer, branch of a bank), can you clearly see a smile, yawn or a scowl in the voice of the receptionist?

4.13 HOW TO IMPROVE NONVERBAL COMMUNICATION SKILLS

Strong verbal and nonverbal communication skills are very important for everyone as they can help us in both our personal and professional life.

Especially, nonverbal communication skills are especially significant. Our facial expressions, body posture, eye contact, etc. speaks loudest. Following are the important tips to improve our nonverbal communication skills so that we can connect our audience:

- **Pay attention to nonverbal signals:** Nonverbal signals like eye contact, gestures, posture, body movements, and tone of voice etc. can convey important information that is not put into words. Therefore, enough attention is to be paid while using those signals.
- **Interpret nonverbal signals carefully:** We should consider nonverbal signals in the context of situation and culture. We should be aware enough that people may convey false nonverbal signals.
- **Look for incongruent behaviours:** While communicating nonverbally, one should pay careful attention to their nonverbal behaviours.
- **Focus on tone of voice:** Tone can be an effective way to amplify our message as the tone of our voice can convey a wealth of information, ranging from enthusiasm to disinterest to anger.
- **Maintain good eye contact:** Good eye contact is an important part of nonverbal communication skills. When people fail to look others in the eye, it can seem as if they are escaping or trying to hide something. On the other hand, too much eye contact can seem unapproachable.
- **Pay close attention to what the person says:** Listening to what the person is telling us is crucial to being a helpful listener. When we reply, it can be helpful to repeat some of what they told us, using the same language
- **Use signals to add meaning:** Verbal and nonverbal communication work together to convey a message. We can improve our spoken communication by using body language that strengthens and supports what we are saying.
- **Maintain an open body position:** We should avoid crossing our arms over our body; it may appear defensive. When our body position is open, it conveys that we are open to listening.
- **Others important tips:** The other important tips to improve our nonverbal communication skills are:

- Avoid giving conflicting signals
- Try to be as honest as possible in communicating emotions
- Smile genuinely, faking a smile is obvious to observes
- Try to use appropriate vocal signals while minimizing unintentional messages
- Imitate the appearance of the people want to impress
- Respect the audience's comfort zone
- Adopt a handshake that matches personality and intention
- Be aware of varying attitudes towards time
- Use touch only when appropriate

4.14 DO'S AND DON'TS IN NONVERBAL COMMUNICATION

Do's

- Make eye contact with the audience often
- Be natural with your gestures
- Do use hand gestures systematically
- Talk purposefully with your hands or keep them to your side
- Maintain a receptive posture
- Walk toward your audience as the speech, and the time permits
- Use natural emotions and facial expressions
- Broadcast your voice naturally so everyone can hear you
- Speak with a purpose
- Express appropriate emotion for the subject

Don'ts

- Don't stare at anyone, keep your eyes moving
- Don't put your hands in your pockets
- Don't hide your hands behind your back
- Don't turn your back to part of the group for too long
- Don't only look at your notes
- Don't talk to your visual aids
- Don't look at your watch (but don't go over your allotted time)
- Don't use the podium as a crutch



CHECK YOUR PROGRESS

Q 4: One example of kinesics is .....
(Fill in the blank)

Q 5: Nonverbal signals of communication are greatly helpful to handicapped people, especially to deaf people. (True or False)

.....

Q 6: Touching cannot express any message. (True or False)

.....



4.15 LET US SUM UP

In this unit we have discussed the following aspects:

- Verbal communication refers to the use of words while nonverbal communication refers to communication that occurs through means other than words, such as body language, gestures, and silence.
- In nonverbal communication, facial expressions, gestures, body language, tone of voice etc. are used.
- There are similarities and differences between verbal and nonverbal communication.
- The various types of nonverbal communication include kinesics, paralinguistics, proxemics, haptics, artefacts, colour, chronemics etc.
- There are many important tips along with many do's and don'ts to be taken to improve our nonverbal communication skills.



4.16 FURTHER READING

1) Basic Managerial Skills for All; by EH McCrath, S.J.Prentice Hall of India, 1996.

2) Business Communication Today; by Bovee, Thil and Schatzman (2003), Pearson Education, New Delhi.



4.17 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (i) True (ii) True (iii) False

Ans to Q No 2: Proxemics refers to the study of how space and distance influence communication.

Ans to Q No 3: Gesture is the movement of hands, arms, or heads etc. to express ideas or feelings.

Ans to Q No 4: Facial expressions, gestures, eye movement, posture, rate of walk etc.

Ans to Q No 5: True.

Ans to Q No 6: False.



4.18 MODEL QUESTIONS

Q 1: State meaning of verbal communication. How is it different from nonverbal communication?

Q 2: Discuss the characteristics and functions of nonverbal communication.

Q 3: Describe the importance of nonverbal communication in the communication process.

Q 4: Discuss the purposes of using nonverbal communication.

Q 5: Explain various types of nonverbal communication with their examples.

Q 6: Discuss the advantages and disadvantages of nonverbal communication.

Q 7: Describe the importance of nonverbal signals in the communication process.

Q 8: What are the do's and don'ts in nonverbal communication?

Q 9: How do you interpret the following nonverbal signals being sent by others?

a) keeping silent after a question or remark

b) raised eyebrows, standing off, and clearing the throat off

Q 10: Write short notes on the following:

i) Kinesics

ii) Paralinguistics

iii) Proxemics

iv) Haptics

v) Artifacts

vi) Chronemics.

*** ***** ***

UNIT 5 : GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Meaning of Group Discussion and Interview

5.4 Objectives of Group Discussion

5.5 Types of Group Discussion

5.6 Importance of Group Discussion

- 5.6.1 Importance of Group Discussion in Recruitment Process
- 5.6.2 Importance of Group Discussion in Learning
- 5.6.3 Importance of Group Discussion in Business

5.7 Way to Conduct a Group Discussion

5.8 Process of Group Discussion

5.9 Essential Skills for Group Discussion

5.10 Interview

5.11 Interview Skill

5.12 Points to be Remember before Interview

5.13 Let Us Sum Up

5.14 Further Reading

5.15 Answers to Check Your Progress

5.16 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- know the meaning and objective of group discussion
- know the process of group discussion
- acquaint with the skills required to perform well in a group discussion
- know the meaning of interview
- acquaint with the skills required to perform well in an interview.

5.2 INTRODUCTION

Group discussions and interviews are generally opted in recruiting programs conducted by various organizations. We all have seen people discussing issues associated with society, system, politics, religion, economy in restaurant, hotel, bus, train, bus stop, club etc. We also discuss various other issues with our friends, colleagues, relatives, family members and others. Discussions take place to identify and resolve issues, problems, conflicts and also to take decisions. These discussions may be informal or formal. Informal discussions take place in an informal environment and formal discussions take place in a formal environment. Formal discussions take place in some formal setting like conference hall, auditorium, board room, office, etc. Group discussion is a formal kind of discussion which we are going to discuss in this Unit.

Whether applying for a job, a promotion, a training programme, a college course, or even a bank loan one needs to appear in an interview. It is very important to know exactly what is involved in the process of interview and how to face interviews so as to create a favourable impression in a short space of time. In this unit we will discuss the details regarding interview process and interview skills.

5.3 MEANING OF GROUP DISCUSSION AND INTERVIEW

Group Discussion(GD) is a popular method used to measure certain personality traits of human. GD is used for selecting human resource by many organisations like corporate houses, educational institutions, NGOs etc. Group discussion is used to measure certain personality traits such as interpersonal communication skills, confidence in public speaking, team spirit, leadership abilities, social behaviour, assertiveness, creativity, and problem-solving skills of the candidates.

Group discussion refers to a situation in which a small number of persons form a group to exchange their ideas, views, opinions, knowledge and information on a particular situation, topic, issue, problem among the

members of the group. It is a systematic and purposeful interactive oral process. The participants usually sit facing each other almost in a semi-circle and express their views on the given topic, issue or problem.

Group discussion is a formal and systematic process. There is a self-imposed discipline on the discussion and responsibility lies on the shoulders of the participants to make it meaningful. There is no specific leader in the group. With the progress of the discussion, one of the participants emerges as a leader. Each member is expected to fortify his/her thoughts with the other members present. While the discussion is going on, a group of panellists observe them. Through this observation they judge intellectual, social, leadership, communicative skills of candidates taking part in the GD.

5.4 OBJECTIVES OF GROUP DISCUSSION

Group discussion is a deliberate and purposeful activity. The goal of the group discussion is fixed before conducting the GD. Each participant of a group discussion is supposed to be aware of the objective/objectives of the group discussion. Following are some objectives of holding a group discussion: -

a) Identifying solutions to a particular problem or issue.
b) To reach an amicable solution and to take a decision.
c) Generating fresh ideas and gathering data.
d) Eliciting personality traits like intellectual, social, leadership, communicative skills, group behaviour, creativity etc. of a participant in order to know the qualities of the prospective employees and select the best candidate/s of the group.
e) A group discussion is also a platform of self-development for the participants.

5.5 TYPES OF GROUP DISCUSSION

Depending upon the nature, group discussion can be divided in to two types-

a) Topic based group discussion

b) Case study based group discussion

In topic based group discussion each group is given a particular topic to discuss. The group members discuss the topic and the observer monitors the traits of the participants and evaluate. Different types of topic like controversial, knowledge based, abstract, conceptual are given to the groups to identify different traits of the participants.

In case study based group discussion a problem is given to each group and the participants are asked to resolve them. The observer assesses teamwork spirit, decision making skill and knowledge of the participants. In order to perform well, the participant needs to be updated with the things happening around them. GD also tests the observation capability of the participants. This type of case study GD is used by some premier educational institutions for admitting students in their academic programms.

5.6 IMPORTANCE OF GROUP DISCUSSION

Group discussion is an effective way to engage participants in a meaningful discussion. Group discussion is beneficial for different interest groups in different ways. We will discuss the importance of group discussion under the following heads.

5.6.1 Importance of Group Discussion in Recruitment Process

Along with written test and personal interview, now a day's group discussion is widely used in selecting new employees**.** Group discussion helps in selecting the best out of the best**.** Group discussion is used by multinational companies and other corporate houses in selecting new employees. It is one of the best tools to measure various traits of an individual. In group discussion following traits of a candidate can be measured and employer can choose best candidates from better: -

a) Communication skill: Good communication skill is especially

important in some jobs like sales & marketing, public relation officer, human resource manager etc. Communication skill of a candidate can be thoroughly evaluated through group discussion.

b) **Leadership Quality:** In Group discussion it is very easy to identify who amongst the participants is taking lead in the discussion and who is passively participating.

c) **Team Work:** While working in an organization everyone needs to work in a team to accomplish a task. This quality can be best evaluated in a group discussion by observing the behavior of the participants. One has to listen to others besides putting his/her points to come to a conclusion or a final decision.

d) **Assertiveness:** Assertiveness is the ability to stand up for what you believe while respecting the rights of others. In group discussion, this quality of the participants can be evaluated by observing how the participants speak directly.

5.6.2 Importance of Group Discussion in Learning

A topic can be better understood through group discussion. Discussing a topic with classmates helps in learning the topic perfectly. The important benefits of GD in learning can be discussed as follows-

a) **Enhance Critical Thinking:** In group discussion every participant needs to speak and go for direct questioning. This requires in-depth study of the topic. This also leads to generating many thought-provoking questions regarding the topic.

b) **Improve Communication Skill:** In group discussion a participant needs to involve actively in the group discussion process to assert his/her views. The participant should be vocal and logical. This leads to improvement in the communication skills.

c) **Better Understanding:** In group discussion all the participants need to share their views on a particular topic. Hence, different views from different perspective on a particular topic come out in a single forum. This makes the topic more understandable and helps in increasing the knowledge of the participants on the topic.

d) **Generating More Idea About a Topic:** Different students use different sources of ideas. During group discussion participants share new ideas gained from different sources. When many minds brainstorm on a single topic, it helps them in generating new ideas.

e) **Enhance Listening Skill:** Listening is vital in learning as it provides inputs to the learner. A student must have good listening skills to be able to note the important points mentioned by the speaker. Group discussion provides the opportunity to the participants to listen to the ideas of others and understand them.

5.6.3 Importance of Group Discussion in Business

Group discussion plays an important role in business. Group discussion is very important while making new business policy or making new strategies. Some of the importance of group discussion in terms of business can be discussed below: -

a) **Decision making:** Group Discussion helps in evaluation of a problem and take a suitable decision. For management it becomes easy to take a decision after brainstorming among the colleague.

b) **Best suggestions:** Discussion of different ideas and suggestions gives rise to a new idea which may be best suitable option in a given situation.

c) **Productive Activity:** Group discussion is proved to be a productive activity for any business organization. Group discussion always helps in taking the best possible decision after critical evaluation of many ideas and suggestions.

d) Feedback: Group discussion is a perfect process through which the business organization can get valuable feedback from the stakeholders.



CHECK YOUR PROGRESS

Q 1: What is group discussion?

.....

.....

Q 2: Mention two reasons of conducting GD.

.....

.....

5.7 WAY TO CONDUCT A GROUP DISCUSSION

A group discussion can be organized in two methods. In the first method, the topic of the group discussion is announced before the discussion. The participants come prepared for discussion. In the second method, the topic of the group discussion is announced on the spot. The participants may be given five to ten minutes of time to collect required information for the discussion. The seating arrangement of participants is done in such a way so that every participant can see the expression of each other. The discussion takes place in a systematic and structured way. While the group discusses the pertaining issue at hand, the Moderators/ Panellists silently observe each candidate on various pre-determined parameters. The Panellists assign scores to every candidate based on his/her individual performance as well as how he performed within the group.

5.8 PROCESS OF GROUP DISCUSSION

Group discussion is conducted in a systematic way and it is a purposeful activity. It consists of three parts:

- Initiation
- Body
- Summarization

Initiation: The first step of group discussion is initiation. In the beginning a topic is given to the group. The group discussion is mediated by a person who announces the topic, guidelines and procedure of the group discussion and allots time. Then the mediator withdraws and leaves the group free to carry out the discussion without any interference. Before beginning the discussion, a preparation time of 3 to 5 minutes may be given to the group.

Body: This is the main part of a group discussion where every participant takes part in discussion. Any participant in the group can **initiate the discussion.** After the initiation, anyone from the group can continue the discussion. Every participant of the group gets the chance to speak. One after another, participants in the group express their views on the given topic.

Summarization: Generally, group discussions do not have conclusion. Coming to a common consensus by all the participants in a topic is a rare phenomenon in group discussion. It ends when the panelist stops the discussion or someone is asked to summarize the discussion. Participants, who were passive during the discussion, are generally asked to summarize. The summery should include the important points discussed during the discussion and the attempted conclusion of the discussion.

5.9 ESSENTIAL SKILLS FOR GROUP DISCUSSION

Group discussion is a technique of evaluation of personal traits of a person before he/she is selected for a job or admitted in to an academic course. In order to perform well and prove his/her ability, the candidate must acquire some skills. He/she must possess: -

- **Overall Knowledge:** Besides having thorough knowledge of subject, the candidate must have knowledge of current affairs, emerging social and economic issues, current political scenario, environmental issues, scientific development and any issue catching national and global interest.
- **Communication Skill:** Good communication skill is an important requirement for giving good performance in group discussion.

Communication skill is important, also because group discussion is an oral activity.

- **Clarity:** The participants of group discussion should use direct, clear and specific language while expressing views. Participants should avoid ornamentation, exaggerations, indirect expression in speech. Whatever a member expresses it should be clear and easily understandable to all.
- **Listening Skill:** Listening is an essential skill and an important element of any discussion. Effective listening shows one's concentration on the discussion. People who have effective listening skills are perceived to make good decisions. Participant should carefully listen to the other participants' comments and should patiently wait for his/her turn and express his/her idea clearly.
- **Body Language**: The participant should maintain relaxed and friendly attitude during group discussion. Positive body language includes maintaining eye contact, sitting upright, affirming that you are actively listening to them by nodding your head and using your hands effectively to convey gestures. Non-verbal communication conveys ideas by means of body language and gestures. An individual may be speaking something but unless his thoughts are demonstrated by his body language, the overall communication becomes ineffective.
- **Team Management Skill**: While working in an organization everyone needs to work in a team to accomplish a task. Employers always look for people who can work in a group oriented environment. To perform well in GD, a participant must have good team management skill.
- **Leadership Quality**: In group discussion the leader is not named. Every participant gets the opportunity to demonstrate their leadership skills. Good leadership skill becomes evident as a participant initiates the discussion, tries to keep the discussion in right track, makes the environment positive, helps other participants to express their opinions, collaborates the ideas that are thrown across by candidates; and makes a meaningful conclusion.

- **Logical and Analytical Skill:** The analytical skills primarily include exploring 'how' and 'why' of the subject content is explored. The participant should have an analytical mind and rational thinking ability so that he/she can analyse the topic/situation/problem/issue.
- **Creativity:** Creativity denotes how a person can think differently from others or present his/her views in different ways. Creativity or creative thinking will make the participant unique.



CHECK YOUR PROGRESS

Q 3: Mention three skills required for performing well in GD.

.....

.....

5.10 INTERVIEW

Interview is a formal and structured discussion between two or more people. An Interviewer is the one who asks questions and an interviewee is the one who answers the questions. Interview is conducted to understand the professional and educational background of the candidate. It gives an idea about the personality, skills, and technical qualifications of the interviewee. An interview is a source of accurate information of the interviewee only when it is handled carefully. It plays an important role in the entire selection procedure of a candidate by organisations, companies and institutions. Interview is conducted to select the right candidate for a job or for admitting students in to some courses by some educational institutes. In organizations or companies, interviews are generally conducted to test the candidate's domain knowledge, skills, behaviour and attitude, and many other aspects that are required to fulfil organizational needs. As we all know that one of the major costs for all the organisations is salary and other costs associated to its staff and workforce. An employee who is not efficient in his/her job or who cannot handle the assigned duty can be a great burden for the organisation. Selection of wrong person may result in conflict among the groups and destabilise the entire work process. So, the organisations

must be very cautious while employing people in the organisation because quality of human resource determines the quality of products and services of an organisation. In order to ensure that the right person is picked up for each job, organisations spend a great deal of time and money in the selection process.

You may be interviewed for a job, or for a seat in a college, or to secure a place in a training course, or to start voluntary work or to join a social club or society. Once you are through, you will be frequently interviewed further for progression. These interviews can have a variety of purposes: to appraise or review your progress; to monitor your performance in the job; to consider your suitability to specific projects; to resolve problems and sometimes for mediation or disciplinary matters.

5.11 INTERVIEW SKILL

An interview is a great place to show your personality and show your knowledge. At the same time, it gives you a chance to introspect yourself and identify the area in which you need to improve.

Interviewing skills are your ability to efficiently interact with the interviewer and convince them that you are the best-fit candidate for the job. Your interview skills give the interviewer an insight into how you will interact and perform in the workplace and solve problems. It also shows how passionately and actively you are listening and are honest in your work. All these factors tell your potential employers how well you will fit in their work environment.

During interview the interviewer can validate and assess your qualifications and experience and see whether they meet their requirements. Hence, it is very important to present yourself properly in the interview. Following are some skills that one must possess to perform better in an interview.

- **Acquiring knowledge and values:** A clear and strong theoretical human and social knowledge in your area or in the particular social context is very important to perform well in an interview and also skilfully using the interview processes and techniques. Besides having these,

one must have understanding of one's values, beliefs, prejudices, aspirations and needs, life experiences and the ability to relate these.

- **Research Capability:** Research capability helps you to perform better in the interview. You must do some research on the company and the job you are appearing for interview. You will be expected to show evidence that you have a lot to offer for each and every part of it. You may visit the website of the company/organisation, read the latest news, look at the company's social media platforms, read internal documents or you can talk to some employees of the organisation. Good research about the organisation, job profile and subject will help you to give an informed answer for questions like- "Why do you want to work for this organisation?", or "why do you think yourself fit for this position?"
- **Relating skills:** Relating skills is an interpersonal and communicating skill. It involves understanding the situation, quick assessment about the interviewer's immediate need or handling anxiety and making efforts to communicate effectively. This is one of the basic skills required for interviewing. Good relating skills help a candidate to show his/her core strengths in front of the interviewer(s).
- **Listening Skill:** Active listening is equally important as answering the interview questions. If you do not listen to the questions asked by the interviewer, you will not be able to understand what exactly they are looking for and you will fail to answer properly. It may also give an impression that that you are not engaged and not serious about the job role.
- **Observing Skill:** Observation skills get reflected in an ability to accurately interpret subtle and indirect communications related to issues of power and authority, hesitation in seeking and receiving help, topics involving stigma or taboos, discomfort in expressing of powerful feelings. The purpose of observing is to gain better understanding of the situations the interviewee faces.
- **Analytical Skill:** Being analytical benefits you to interpret what the interviewer wants and accordingly you can tailor the answers. You can utilize your analytical skills to dissect questions to answer them

exhaustively. You can also demonstrate your analytical skills by giving examples of how you apply your analysis for the given job.

- **Verbal Communication Skill:** Verbal skill is very important for performing well in an interview. During the interview the interviewer observes the tone and pitch of the voice of the candidates. The interviewer also observes whether the candidate is able to communicate her/his idea clearly or not. Development of good verbal skill requires practice. The candidate must be able in communicating empathy, acceptance, warmth and genuine interest through attending, listening and giving feedback, and welcoming.
- **Non-verbal Communication:** Interviewer closely monitors the non-verbal communications of the candidates as soon as he/she enters in to the interview room. Non-verbal communication includes body language, posture, gestures, facial expression and eye contact. It is always good to maintain eye contact with the interviewer and have a smile on your face in order to succeed in an interview.
- **Presence of Mind:** Most of the time we face some unexpected questions which may be confusing. At that time, having a strong presence of mind will help you steal the answers from your previous experiences.
- **Self Confidence**: This is an essential skill because it shows that you have trust in yourself. To showcase a confident attitude during the interview, you need to greet the interviewer, talk slowly and maintain eye contact. Confidence has a significant impact on how you're perceived by interviewers. Express your views in a confident way that conveys your own belief in yourself to perform the duties of the position you have applied for.
- **Time Management:** Time management is an important trait that an employer always values. Your performance in the interview gives them an idea of how punctual you will be on a daily basis if you're hired for the position. You should reach the interview venue at least 10 to 15 minutes ahead of time and keep track of the time you spend answering each question.

5.12 POINTS TO BE REMEMBER BEFORE INTERVIEW

Following are some points which a candidate must consider before appearing an interview:

- establish rapport
- take care how you dress.
- allow the interviewer to state the problem from his/her point of view.
- present authentic facts regarding your answers
- listen attentively.
- agree to a course of action to be taken, if appropriate
- make effort to develop self-awareness through training and supervision



CHECK YOUR PROGRESS

Q 4: Why interviews are taken?

.....

.....

Q 5: Mention four important skills required for interview.

.....

.....



5.13 LET US SUM UP

In this unit we have discussed the following points-

- Group discussion refers to a situation in which a small number of persons form a group to exchange their ideas, views, opinion, knowledge and information on a particular situation, topic, issue, problem among the members of the group.
- There are various skills which are required to perform well in a GD. A participant needs to be clear and assertive while communicating with others in a GD

- Interview is a formal discussion between two or more people. Interview is conducted to ask questions and obtain information from the interviewee. Ability to listen well, present answers with authentic facts and ability to impress are some important requirements to perform well in an interview.



5.14 FURTHER READING

1) *Successful interview skills*, 5th edition, By Rebecca Corfield Publisher



5.15 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No.1. Group discussion refers to a situation in which a small number of persons form a group to exchange their ideas, views, opinions, knowledge and information on a particular situation, topic, issue, problem among the members of the group.

Ans to Q.No.2. GD is conducted- a) Identifying solutions to a particular problem or issue.

b) To reach an amicable solution and to take a decision.

Ans to Q.No.3. Three skills required for better performance in GD are- Verbal communication skill, listening skill and Non-verbal-communication skill.

Ans to Q.No.4. Interview is conducted to understand the professional and educational background of a candidate. It gives an idea about the personality, skills, and technical qualifications of the interviewee.

Ans to Q.No.5. Two skills required for better performance in an interview are- research capabilities and listening skill.



5.16 MODEL QUESTIONS

Q 1: Explain the concept of Group Discussion.

Q 2: Discuss the importance of Group Discussion.

Q 3: Explain the process of Group Discussion.

Q 4: Discuss the skills a candidate must acquire for performing well in a group discussion

Q 5: What is meant by interview?

Q 6: Discuss the skills one must possess to perform better in an interview

*** ***** ***

UNIT 6 : EXPLORING CAREER OPPORTUNITIES AND RÉSUMÉ SKILLS

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Knowing Yourself while Looking for a Job

6.4 Need for the Right Job or Employment

6.5 Career Information: Sources and Availability of Career Opportunities

6.6 What is a Résumé?

6.6.1 Components of a Good Résumé

6.6.2 Difference between a Résumé, CV and Biodata

6.7 Let us Sum Up

6.8 References

6.9 Answers to Check your Progress

6.10 Possible Questions

6.1 LEARNING OBJECTIVES

After going through this unit, learners will be able to

- explain what it means to know oneself while looking for a job
- discuss what the term career opportunity means
- learn about the skills required to grab a career opportunity
- learn about the skills of writing a good resume that might fetch a job
- discuss the importance of exploring career opportunities and Resume skills in the context of the 21st century

6.2 INTRODUCTION

This is the 6th unit of the course on Life Skills. In this unit, we shall discuss how to explore career opportunities and how to develop Resume skills. The term career opportunity has more than one meaning. It refers to a job that provides one with a chance to use his or her training and prior

skills, develop extra skills, and gain the potentials for future placement or advancement. For example, career opportunities for an undergraduate who graduated with a degree in Education might include positions like teacher, librarian, preschool director, student coordinator, academic/educational consultant, and so on among others. On the other hand, the term Career exploration refers to what you do after you have a better idea of your personality, values, skills and interests. It involves purposefully looking through a list of careers that match you well and performing some research to see exactly what that career path entails. But while exploring a career or job you will also need to develop the skills of writing a good resume that will be checked by the employers. This unit therefore, besides discussing the above-mentioned issues in sufficient details, will also help you to understand the components of a good resume and the errors to be avoided while preparing that resume. By the time you finish reading the unit you will also be able to make differences between Resume, CV and Biodata.

6.3 KNOWING YOURSELF WHILE LOOKING FOR A JOB

In today's highly competitive work environment, in order to get the desired job, certain steps should be followed by anyone who is looking for that job. In order to get a job therefore, knowing yourself as well as your skills, your personal characteristics and the world of work where you want to apply for a job are very important.

The following may be seen as some of the important tips for getting a job.

a. **Know your skills and their value:** You should always know what you are good at and what difference you can make to an employer if you are selected. Many people making it to the interview fail to do well in presenting the skills required for a job.

b. **Have a clear job objective:** Before applying for a new job, first you should carefully learn about the requirements of that job and set your objectives. Your resume should be prepared accordingly.

c. **Learn where and how to look for a job:** In modern day work culture, there is no advertisements for certain jobs for which you will have to use other job search techniques to find them. Besides, many employers hire people they know; many find information about jobs through the word of mouth or from people who happen to be in the right place at the right time.

d. **Spend enough time looking for jobs if you're currently employed:** Most job seekers spend far less time than required. So, plan accordingly and spend more time searching for that job.

e. **Get more than one interviews a day:** Based on experience, it is always good to take more and more interviews on day-to-day basis. This helps to understand the requirements of the employers as well as in building confidence until you get a job.

f. **Try to do well in interviews.** Until and unless **y**ou don't do well in an interview, you are unlikely to get a job. Therefore, knowing what skills you have or what you are good at is an important way to begin.

g. **Follow up on all contacts.** Following up your available contacts can make bring a big difference to your search for a suitable job. You might like to spend some time every day getting in touch with the people you know by sending them a courtesy call or mail.



LET US KNOW

While interacting with others regarding job related search, remember the following points:

- Try to Listen. There is so much you can learn from listening to others.
- Never be afraid to asking 'awkward' questions.
- Talk about your strengths in relation to your intended career move.



CHECK YOUR PROGRESS

Q 1: Do you think that knowing your skills is a prerequisite for getting a job?

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Q 2: What are some of the important tips to get a job?

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6.4 NEED FOR THE RIGHT JOB OR EMPLOYMENT

It might be so that some people will get the right job and recognise that as they find it. However, many others might stick to what they are doing provided it is not too irksome as they just cannot work out what would be possible or best for them. In such a situation, serious problems could occur even leading to severe stress or breakdown when people get pushed into the wrong job and cannot find the way out. Hence, the very secret of avoiding that situation is to know yourself as well as your skills as already explained in the previous section. Most organisations have a style or a reputation, which they are anxious to promote and in which they believe. They might have their defined values too, and it is important that they are consistent with your own. These are the things that you need to 'sell' to your employer, either naturally if you have the ability to sell, or when you have learnt how to. Besides, what you value, by definition, is extremely important to you also because they guide your behaviour in all aspects of your life. The job you are doing, if clashes with your values are bound to become a burden sooner or later. The effects of this will carry over into the rest of your life and may turn you into a frustrated individual, unappreciated by friends and family. It is better to get out of such an employment.

Therefore, it is important to understand why you need the right kind of job or employment and what you should do in that direction. The following tips might help you in relation to your job.

a. **Knowing who you are and appreciating your strengths:** Employers in particular want to know what we are good at. They want to find out how much use you might be of in their organisation. So, to sell yourselves effectively, you need to know yourself and give proper weight to what you can do so well.

b. **Knowing how others see you:** How would your employer describe you in front of others? How would your peers describe you to a new colleague joining the organisation? You may not get a partial or less than truthful answer if you ask all those people such questions. But you should ask the same questions yourself. There is always more you can find out about yourself. If you fail to find, or afford a suitable professional career adviser, coach, counsellor or consultant, make use of your friends; include your partner or spouse if you have one. Two or three people who know you well and whose general opinion you respect, can give you valuable insights if asked the right questions.

c. **Asking questions about yourself:** Try to find answers to the following questions.

- Who am I?
- What have I done?
- What is wrong with where I am?
- What am I good at that I enjoy doing?
- Who might want to employ someone like me?
- What direction do I want to take?
- What would I really like to do?



LET US KNOW

The following points may be seen as the ways of making a career move:

- Make yourself prominent to an employer who is perhaps searching for a person like you.
- Apply for an advertised job and get through the selection process.
- Try to find or be found by a recruitment agent who can fetch you a job.

- Approach an organisation/agency/company that needs your abilities, skills, etc.
- Create your own business or generate sources of self-employment.



CHECK YOUR PROGRESS

Q 3: Why should you try to get a job that is right for you?

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Q 4: What points should be kept in mind while making a career move?

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6.5 CAREER INFORMATION: SOURCES AND AVAILABILITY OF CAREER OPPORTUNITIES

The term Career Information means to develop customized information packets for clients who do not wish to pursue information independently. But before discussing Career Information in details, we should try to learn about yet another term Career Intervention which is a deliberate act aimed at enhancing some aspect of a person's career development, including influencing the decision-making process. (Spokane, 1991)Some of the career intervention types can be understood as Career Guidance, Career Development Programmes, Career Education, Career Counselling, Career Information and Career Coaching. Hence, Career intervention is a general term that encompasses techniques ranging from career counselling to assessment.

Career information, to be more specific, is sometimes referred to as labour market information (LMI), particularly when it involves providing comprehensive information about job trends, the industries ina country, or comprehensive information systems on job opportunities. In the developed countries like US, Career Information comes in a variety of formats including

print, film, audiotape, and videotape and career resource centers which increasingly rely on information available on the Internet. Thousands of other sources of information are also available on the Internet. Such a trend has started emerging in countries like India as job sources and job profiles are changing to suit the emerging needs of the 21st century.

When the time to take a career decision emerges based on the potential and availability of job opportunities, we may draw on the information-seeking and processing skills. Against this context, we should look for professionals engaged in providing career counselling services who are able to demonstrate clear knowledge of the required education, training and employment trends. Besides, that professional should be able to provide information about existing and emerging jobs and related tasks, salaries, other additional requirements and so on. Special emphasis must also be placed on resources and skills that are used in life-work planning and management. Similarly, the job aspirants must also try to have a proper career planning and know how to search for a job.

Career planning is a lifelong process. As stated by Brown (2014, pp.186-87), we can try to understand the term Career Information by referring to four different categories of people for whom the term entails different objectives and uses.

Children

- To develop an awareness of the diversity of the occupational sectors.
- To develop an awareness of their parents' occupations and the nature of workers in their community and beyond.
- To break down racial and sex-role stereotypes and the stereotypes about Persons with Disabilities.
- To link education with future work.

Adolescents

- To sharpen their focus on personal identity as it relates to work.
- To help provide motivation to complete high school and enrol in postsecondary education and training programs.
- To test reality by contacting and observing workers.
- To form the basis for lifestyle planning.

- To compare career opportunities in the private and public sectors.

Adults

- To provide information about training opportunities that will enhance their current occupational performance.
- To provide information that allows them to evaluate their earnings.
- To enhance those skills that will allow them to conduct job searches across the nation and the world.
- To develop employability skills that will allow them to apply for other jobs.
- To provide information about the rights of workers who are disabled, older, female, or minorities and how to lodge grievances when those rights are abridged.

Retirees

- To identify part-time or full-time job opportunities if retirees decide to return to work.
- To help them use the skills they have already earned.
- To assist them to continue lifestyle planning.
- To offer them scope for reskilling and upskilling.

It is important to note that occupational and educational information is an essential ingredient in a comprehensive career development programme. It is a tool in career counselling. Information can be used to help clients not only understand the occupational structure but to negotiate it in a manner that is beneficial to them and to society.



CHECK YOUR PROGRESS

Q 5: What is meant by Career Information?

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Q 6: Enlist some of the objectives of career planning for the adolescents.

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6.6 WHAT IS A RÉSUMÉ?

The word Résumé in French means 'summary.' It describes an one-or-two-page summary of your life and employment history. While traditionally submitted on paper, Resumes are also sent as emails over the Internet. Whatever may be the form, the idea is to highlight specific parts of your past work life that demonstrate that you Cando a particular job well. The main objective of the Resume is to present you to the prospective employers who may or may not grant you an interview based on their response to the Resume. So, generally the Resume is the tool employers mostly use to screen the job seekers.

It is pertinent to note that writing a good Resume is also a skill. Employers seeking to fill an office; managerial, professional, and technical positions often want the details provided in a resume. But many people get jobs even without using a resume which is because they are known to the employer or are referred by someone. In such situations, the employer might not even ask for a Resume. A good Resume requires you to clarify your job objective; select related skills, education, work, or other experiences; list your accomplishments—and present all these in a short format. A well-prepared Resume presents details of your experiences efficiently so that an employer can refer to them as and when needed. It can also be used as a tool to present your innate skills to suit your job objective. In other words, the resume helps you to tell the employer what you want them to know about you.



LET US KNOW

A Resume is typically a short write up of one or two pages. Hence, it might include the following:

- Contact info:
- Summary:
- Work experience:
- Education:
- Skills:
- Any other relevant information:

6.6.1 Components of a Good Résumé

The following are some of the components of a good resume. However, a proper understanding of these components will also help to avoid the common errors often made while preparing a résumé.

a. **Make Every Word Count:** The length of the review is based on the nature of job being applied for. If you are seeking a managerial, professional, or technical position with several years of experience, two pages might be the norm. It's because, a busy person will not read all of a resume that is longer than two or three pages. However shorter resumes are often more difficult to write, but when done properly, they can pay off. Some surveys have consistently shown that most employers and recruiters read resumes in only 10 to 30 seconds. Therefore, it is advised that your Resume is short and concise.

b. **Be Honest about What you Present:** Some people lie on their resumes and claim credentials that they don't have, hoping that no one will find out. Many organizations now verify information, sometimes long after a person is hired. There are cases where people lost their jobs over such lies. So, never lie on your Resume.

c. **Eliminate Errors:** It is often found that an otherwise good resume has typographical, grammatical, syntactical or punctuation errors. Employers who notice will not think favourably of them. Besides, most resumes look boring. So don't simply list what your duties were; instead emphasize what you got done. Employers want to know what you can do for them—how you can help them solve their problems, reach their goals and edge out the competition.

d. **Write it Yourself:** It is most important to note that that your resume represent *you* and not someone else. So, present your own skills and experience and support them with your own accomplishments. You may also ask for others' help, if you do

not have good written communication skills. But you need to ensure that your Resume ends up sounding like you wrote it.

e. **Make it Look Good:** Your resume's overall appearance will affect an employer's opinion of you. Is your resume well laid out? Is it crisp and professional looking? Does it contain sufficient white space? Consider all such points before submitting the same to an employer. Besides, never print your resume on cheap, thin paper. Use Papers that suit a professional-looking resume.

6.6.2 Difference between a Résumé, CV and Biodata

You have already learnt that a Resume is a concise overview, generally of one or two pages, of one's objectives and achievements. However, a CV or Curriculum Vitae is an itemized list of a person's entire education, publications, accomplishments, projects, awards, honours, achievements, professional experiences and so on. It can also be regarded as your sale document that highlights your skills, achievements and experience in such a way that the reader/ employer is motivated to meet you. The objective of a CV is not just to get you a job or to win a contract, but to get you an interview or meeting. The main purpose of a CV, is to inform briefly the employer of a number of significant points about yourself. It generally helps in the completion of a form of application and is often accompanied by a covering letter.

So, what does a CV typically include? It includes personal details (name, address, telephone number, email), education, training received, work history, Skills you possess. Other details might include: age and marital status, addresses of where you worked previously, hobbies and interests, references. But when writing your CV, you should bear in mind that it is relevant, reflective of your achievements, easy to read and follow, detailed and accurate, truthful. Your CV helps you to showcase your ability and highlight your most relevant skills and qualifications.

If your CV is more than two pages, the HR person might think 'this person is unable to express themselves clearly and concisely; this is not the kind of person I want working in my company'. However, this may vary depending on the nature of the job.



LET US KNOW

The most common format of writing a CV is outlined below. There are of course variations in this format.

- Name
- Personal details
- Objective / personal statement / executive summary /education
- Work experience
- Skills
- Personal interests
- References



ACTIVITY

Suppose you want to apply for the job of Customer Service Manager in a clothe company newly established in your town. Prepare a CV with the components as outlined above. You may also use an online CV maker. Compare both and see if some improvements could be made.

We shall note that Resume and CV are the most typical documents to use in the hiring process. But one may have an occasion to use a Biodata instead. A Biodata, short for Biographical data, is essentially a very thorough Resume that can be used in a variety of employment environments. As the term entails, it summarizes most aspects of your life, including personal details, education, skills and work experience. We should note that the Biodata format is most common in India and South Asian countries. But this format is less popular than the common Resume in the United States.

Both terms—Biodata and Resume serve a similar function, but they have their differences too. Resume summarizes one's professional life. It

includes details about where you've worked, the skills you have as well as your education. It's usually an overview of your career. On the other hand, a Biodata, besides providing details of your personal life, summarizes more. On a Biodata, you could also include things like your Gender, Religion, Mailing address and Hobbies, along with all other professional details. Hence, biodata documents are a much more comprehensive summary of you as a person and not just your career. They are typically longer than one page.

Thus, to write a Biodata, you can list your career objectives and how this position matters most. Also include why you should be considered for the job or what makes you suitable for the same. Then you could include basic details such as your name, gender, date of birth, address, the names of your parents and your email address. You might also include information about your hobbies, passions, what you're good at and anything else you think the employer might need to understand you as a person. Also include your work experience, responsibilities taken etc. When listing the details of each experience, enlist all the awards you've won, the skills you earned or other accomplishments you achieved while being in the previous engagements. Include your skills that suit the job you are applying for and finally, describe your educational background, achievements, honours etc.



LET US KNOW

The format of Biodata might be as the following:

- Objective:
- Personal details:
- Work experience:
- Skills:
- Education:



CHECK YOUR PROGRESS

Q 7: What does a Resume signify?

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Q 8: State the difference between Resume and CV.

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Q 9: How is Bio data different from Resume?

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6.7 LET US SUM UP

From this unit, we have learnt about the importance of knowing oneself before applying for a job and also the probable tips to be adopted for the same. We have also discussed what the term career opportunity means as well as the skills required to grab a job. In order to get a job, one must first explore the sources of career or job opportunities and act accordingly. In the 21st century, job profiles have changed unprecedentedly and life skills have become very relevant to get a job. Besides, different work environments starting from business to service industry, travel to academics, will require skills that fit the job. Therefore, one needs to carefully prepare for career development and look for opportunities based on existing information. We have also learnt that Resume or CV is an important way to get in touch with a recruiter. So, you should write your Resume or CV from the point of view of the person who will receive it and examine it. It is assumed that the information received from the unit shall make you confident throughout your professional life and help you to use your earned skills more effectively.



6.8 FURTHER READING

1) Brown, D. (2014). *Career Information, Career Counselling and Career Development*. Pearson Education Limited, Harlow.

2) Farr, M. (2005) The Quick Resume & Cover Letter Book. JIST Works.

3) McGee, P. (2006). *How To Write a Great CV: Discover what interviewers are looking for, focus on your strengths and perfect your presentation.* How To Content, Oxford.

4) McGee, P. (2009). *How to Write a CV that really works.* How To Content, Oxford.

5) Spokane, A. R. (1991). *Career Interventions.* Englewood Cliffs, NJ: Prentice-Hall.



6.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Yes. To get a job, knowing yourself as well as your skills is a prerequisite to apply for a job. This will make you more confident while presenting yourself during an interview.

Ans to Q No 2: Knowing your skills, Having a clear job objective, Doing well in interviews, Following up available contacts who can provide information of a job etc.

Ans to Q No 3: If your skills are not useful to the job you are doing, it might be frustrating for you causing more trouble in your life. Hence, to avoid such a situation, you should know your about yourself, your preferences and skills.

Ans to Q No 4: Make yourself prominent to an employer, apply for an advertised job and get through the selection process, approach an organisation which are in need of your abilities, skills, create your own business based on your innate skills.

Ans to Q No 5: Career information means Market information, particularly when it involves providing comprehensive information about job trends, the industries in a country, or comprehensive information systems on job opportunities.

Ans to Q No 6: To sharpen their focus on personal identity, to help provide motivation to complete high school and enrol in postsecondary education and training programs, to form the basis for lifestyle planning, to compare career opportunities in the private and public sectors etc.

Ans to Q No 7: Resume is a summary of the life and employment history of a candidate seeking for job. It is the tool employers use to screen the job seekers. Based on the resume, an employer can decide whether to call the candidate for interview.

Ans to Q No 8: Resume is a concise overview of a candidate's employment history. While CV or Curriculum Vitae is an itemized list of a candidate's education, publications, accomplishments, projects, awards, honours, achievements, professional experiences and so on.

Ans to Q No 9: Resume is the summary of the life and employment history of a candidate. Whereas Biodata. While Biodata provides a more comprehensive summary of the candidate including Gender, Religion, Mailing address and Hobbies, along with all other professional details.



6.10 MODEL QUESTIONS

Q 1: Write in your own words, why it is important to know about yourself while looking for a job.

Q 2: Do you think that one should be looking for the right job or employment? Discuss in detail.

Q 3: Discuss the purpose of a Resume and the components of a good Resume.

Q 4: What are the common errors that might occur while writing your Resume?

Q 5: Write in what ways is a Resume is different from a CV or Bio data.

Q 6: List out the uses of a Resume, CV and Bio data for the job seekers.

Q 7: What is meant by Career Information? Write a note on the sources of Career Information and availability of Career Opportunities.

*** ***** ***

UNIT 7 : COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS AND LISTENING SKILLS

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Meaning of Skills

7.4 Meaning of Cognitive and Non-Cognitive Skills

- 7.4.1 Types of Cognitive and Non-Cognitive Skills
- 7.4.2 How to Improve Cognitive and Non-Cognitive Skills

7.5 Meaning of Presentation Skills

- 7.5.1 Types of Presentation Skills
- 7.5.2 Planning Your Presentation
- 7.5.3 Structuring the Presentation
- 7.5.4 Preparing to Present
- 7.5.5 Managing the Presentation

7.6 Meaning of Listening Skills

- 7.6.1 Importance of Listening Skills
- 7.6.2 Types of Listening Skills
- 7.6.3 Techniques for Effective Listening

7.7 Let Us Sum Up

7.8 Further Reading

7.9 Answer to Check Your Progress

7.10 Model Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- describe the meaning of cognitive and non-cognitive skills, presentation skills and listening skills;
- recognise the importance of cognitive and non-cognitive skills, presentation skills and listening skills in the success of your life; and

- apply the different techniques useful to develop cognitive and non-cognitive skills, presentation skills and listening skills in you.

7.2 INTRODUCTION

Dear learner, being the learner of the 21st-century world, you might perceive the new pulse of the time that is characterised by unprecedented changes in every aspect of ourlife. In this changing scenario, your effective adjustment and accommodation to the changing time and requirements demand the acquisition of new knowledge, skills and attitude. That is why the National Education Policy (2020) lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities (both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem-solving); but also social, ethical, and emotional capacities and dispositions (NEP-2020, P. 3 & 4). In this Unit, we are going to discuss the cognitive skills, non-cognitive skills, presentation skills and listening skills that are critically important at present time to your achievement in life, both in academic and professional life.

7.3 MEANING OF SKILLS

In our day-to-day life, we use the word 'Skills' to denote some special abilities to perform a task efficiently. Skills may be considered the key elements contributing to the sustainable development of a country and the well-being of individuals. Skills are not inborn traits of a person but can be acquired and changed with age and time. Skills enable a person to function well. Skills help a person to adjust and communicate well with the people around him and also to upgrade his/her social and economic level. A person can shape his life as per his/her desires by acquiring and using different skills such as life skills, social skills, hard skills, soft skills, cognitive skills and non-cognitive skills, etc.

7.4 MEANING OF COGNITIVE AND NON-COGNITIVE SKILLS

Commonly, skills are divided into cognitive and non-cognitive. The cognitive development of a person denotes how a person thinks, explores and figures things out. It is the development of knowledge, skills, problem-solving and dispositions, which help a person to think about and understand the world around them. Cognitive skills are very important and essential in acquiring knowledge, manipulatingprocessing information and reasoning.These are the mental abilities that are used in thinking, activities including reading, writing, and numeracy. (Green, 2011).Cognitive skills denote the domains of perception, attention, memory, learning, decision-making, and language abilities.

Non-cognitive skills, usually called soft skills, are defined as the ability to interact amicably with others. These are non-technical skillsthat describe how you work and interact with others. Borghans et al. (2008) have defined non-cognitive skills as the "patterns of thought, feelings and behaviours" that are socially determined and can be developed throughout the lifetime to produce value. Non-cognitive skills comprise personal traits, integrity, attitudes, motivations, and interpersonal interaction. These skills are mainly related to personality, temperament and attitudes. These skills help a person function effectively in an environment and work well with others. Most importantly, non-cognitive skills can be shaped, fostered and boosted in an effective environment by monitoring and guidance.

7.4.1 Types of Cognitive and Non-Cognitive Skills

(i) The different types of cognitive skills are as below:

- **Memory -** Memory is the process of taking in information from the world around us, processing it, storing it and later recalling that information. Memory helps us to grasp various information and knowledge that we receive or get through our learning process.

- **Reasoning -**Britannica Dictionary defines 'reasoning' as the process of thinking about something in a logical way in order to form a conclusion or judgment. Reasoning skills generally denote to critical thinking skills like analysis, evaluation and synthesis.
- **Perception –**Perception includes all those processes by which an individual receives information about his environment—seeing, hearing, feeling, tasting and smelling. We can simplify it by saying that perception is the act of seeing what is there to be seen. But what is seen is influenced by the perceiver, the object and its environment.
- **Creativity -** Creativity is the ability to make new things through imagination. In the process of creativity, new ideas, things, and solutionsto the problem are discovered. It's a drive that fosters resilience, sparks joy, and provides opportunities for self-actualization.
- **Problem-solving–**Problem-solving skills are the ability of a person to identify problems, brainstorm and analyse answers, and implement the best solutions. It includes three main parts: identifying the problem, analysing possible solutions, and deciding on the best course of action.

(ii) The following are the commonly identified non-cognitive skills:

- **Motivation -** Motivation is a drive in an individual to accomplish a goal. Motivation can be classified into two types- intrinsic (internally arising) and extrinsic (arising for external stimuli).
- **Conscientiousness-** Conscientiousness denotes different abilities, namely responsibility, organization, hard work and being goal-driven. It is an important skill for a person who has to manage his/her own time while still occasionally working with others.
- **Perseverance-** Perseverance is the ability of a person to continue working towards achieving his/her goal despite

difficulties. Aperseveringperson tends to increase his/her problem-solving abilities, think creatively, and maintain a positive attitude while chasing the desired goal.

- **Teamwork-** Teamwork is the ability of a person to work effectively with others in order to achieve a goal. Teamwork requires a combination of skills like listening, compromise and cooperation etc.
- **Grit-** A person with grit hasa combination of courage, conscientiousness, perseverance, resilience, and passion that helps him/her overcome challenges and create alternative methods for solving problems.
- **Decision-making-** Decision-making is the ability of a person to choose the right option between or among the two/three optionsor actions and select the one that best aligns with his/her goals.
- **Interpersonal skills-** Interpersonal skills refer to the abilities, all related to working effectively with others, that most people develop naturally as they manage relationships in their working place and in their personal lives. These skills are highly required for a good career and good life.
- **Emotional maturity-** Emotional maturity is the ability to manage your emotions despite the potential difficulty of the situation. Someone with emotional maturity can stay calm even in the face of difficulties or emotional interactions.
- **Empathy-** Empathy is the ability of a person to understand how another person is feeling and relate to them through that feeling. Empathy is an important skill for building trust, rapport and positive relationships.
- **Communication-** Communication is the sharing of, ideas and feelings through symbols, signs and language effectively and appropriately with a wide variety of people. Communication skills may be classified as written, oral, non-verbal and visual, active listening and contextual.



LET US KNOW

Emotional Intelligence (EI):EI is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. It is related to our non-cognitive skills.

7.4.2 How to Improve Cognitive and Non-Cognitive Skills

Following are some of the ways to enhance orimprove cognitive and non-cognitive skills. in a child or individual.

- Recently introduced NEP 2020 focuses on the socio-emotional and cognitive domain of the students. It also focuses on fostering 21st-century skills among the students like- creativity, problem-solving skills, collaborative skills, critical thinking skills and character building. So, educational institutions should give special focus onintegrating these skills into the curricular and co-curricular activities through which the essential skills of the 21st-century world can be developed among the learners.
- Critical thinking can be developed if you develop the habit of using some methods such as- reasoning through logic, divergent thinking and questioning, etc. in analysing problems or situations.
- Self-esteem plays a crucial role in the process of individual development. It helps you to evaluateyour own qualities, pride values, assert your identity, etc. It impacts every aspect of your life such as- emotional state, relationships, decision-making, and critical thinking.
- Your success at the present age largely depends on your communication skills. Always follow some tips to improve your communication skills such as learning the art of listening, using proper words to express ideas, feelings, messages, and proper eye contact while interactingwith someone.

- Presently, youhave to work in a heterogeneous environment in which communicating effectively with others is key to your success. So, youhave to develop your social skills such as- empathy, management skills, interpersonal skills, creativity, life skills, etc.
- You need to adapt to the rapid changes of the present age to accommodate yourselveseffectively. So, your adaptability skill, i.e. to accept change skilfully and effectively, plays a vital role in your smooth progress and development be it in your academic, professional or personal life.



CHECK YOUR PROGRESS

Q.1: Define the term 'Skills'.

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Q. 2: Differentiate between cognitive skills and non-cognitive skills.

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7.5 MEANING OF PRESENTATION SKILLS

We may define presentation skills as a set of abilities of a person that enable him/her to interact with the audience, transmit the messages with clarity, engage the audience in the presentation, and interpret and understand the mind-sets of the listeners. Regardless of the nature of the presentation or the situation in which you present, the main purpose of your presentations is to share information with your audience with a view to fulfilling your pre-determined objectives.

To make a successful presentation, your presentation should be understandable, memorable and emotional to the audience. Before going to the presentation, you ask yourself what is the key message you want to give your audience through your presentation. While you present, make sure that you give information in a clear, concise manner by using language that is appropriate for the audience. You put your best efforts to make your

presentation interesting and memorable to your audience. And during the presentation, you try to connect with the audience on an emotional level.

7.5.1 Types of Presentation Skills

The most common types of presentation are as below:

- **Informative Presentation –** sharing information with the audience, for example, you deliver a lecture in your locality on water-borne diseases.
- **Demonstrative –** demonstrating how to do something, for example, you demonstrate to a group of school students how to prepare a bamboo basket.
- **Persuasive –** convincing listeners to accept your proposal, for example, you are offering the solution to a problem in your village.
- **Decision-making –** motivating audience members to follow your suggested course of action, for example, solve a problem of your village with the help of your villagers according to your suggested solution.

7.5.2 Planning Your Presentation

- **Plan as per the nature of your audience:** Always plan your presentation according to the nature of your target group. What you say and how you say - it will depend on the makeup of the audience. Presenting to a group of farmers will require a different approach from presenting to a group of college students. So, what you say and how you say it in a presentation depends on the makeup of the audience.
- **Deciding on the type of presentation:** As told you above, there are different types of presentations. You can choose the best type of presentation suited to your audience and the message wanted to convey to your audience. You can also present your message by mixing the different types of

presentation, i.e. informative, demonstrative, persuasive and decision-making.

- **Act according to the given situation:** When you are going to present something to your audience there will be some aspects of your presentation over which you have full control. There might be some other factors over which you may have little control. For example, in a small village library, you have to address a group of people in which presentation space is inadequate, presentation equipment is not available, presentation time and so on may all be dictated to you, and you will have to plan and deliver your presentation within these given limitations.



CHECK YOUR PROGRESS

Q.3: Write any three points that are important for a successful presentation.

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7.5.3 Structuring the Presentation

- **Organising and gathering presentation materials-** For any kind of presentation, you should be clear about the purpose of your presentation. needs to be clear. This will help you to know what to include and what to leave out in your presentation. When you are organising your presentation, at the very outset, finalise your purpose and the main theme of your presentation; and considering the audience, setting and situation, your next step is to collect information and organise it so that your presentation would be interesting and appropriate for your audience.

  You may collect the required information for your presentation from different sources. If you can speak from your

own experience citing some real stories, then your presentation would be listened to by your audience with great enthusiasm and interest. You can also use alternative sources of information for your presentation like the internet, library, meeting relevant people, reading newspapers and journals or conducting interviews.

- **Writing your presentation-** After collecting the required information or materials for your presentation, now, carefully write the structure of your presentation. The introduction of your presentation should be designed in an interesting way. Prepare the structure of the main content of your presentation where you will make the relevant points and during which you plan to inform/ show/teach/persuade the audience to the best of your ability. Always try to conclude your presentation by summarising the main points, and reflecting back on the purpose for which you start the presentation. This gives you the opportunity to make a positive lasting impression on your audience so make sure your conclusion is delivered confidently and concisely.

7.5.4 Preparing to Present

Once you have written your presentation, there is still a need to organise and prepare many things in order to maximise your chances of success. These things may include the venue in which you are going to present, types of audio-visual aids used, use of note-books, using notes on computers such as PowerPoints, handouts, and video etc.

7.5.5 Managing the Presentation

Always remember the following steps for an effective presentation:

- It is popularly said the first impression is the best impression, so, you try to give a positive impression at the very outset of

your presentation. Smile, make eye contact, and give a solid beginning to your presentation.

- Eye contact gives an impression of confidence and is the most powerful way of forming a link between you and the audience. Try to shift your gaze around the room to cover as many people as possible during your presentation.
- Your body language during the presentation plays a vital role and can say a great deal more than the words you use. Standing up straight show your confidence. Using your arms to gesture shows energy and enthusiasm. Using open gestures which move away from your body towards the audience will help them feel included.
- Always ensure that the audience can hear you comfortably. The volume you speak at will depend on the size of the audience and the size of the presenting space. You can use volume effectively (suddenly making it high or low) while you are presenting a key point.
- The pace of your presentation should maintain a decent speed that suits the audience. If your presentation is too fast or too slow, it may frustrate and bore your listeners.
- The quality of your voice is an important factor in presentation. If your voice is dull and uninteresting, the audience may withdraw and it may be difficult to get them to pay attention to, or understand, the message.
- Try to breathe slowly and deeply to combat nerves and slow your presentation down. You can always pause and take a couple of breaths before continuing if you feel like you are speaking too quickly.
- Always use language that is appropriate for the audience. Do not be overly technical in your presentation.
- Always remember a dictum while making a presentation –Tell what you are going to tell, Tell it, and summarise what you have Told.



ACTIVITY 7.1

Prepare a presentation on a topic of your choice and present it in front of the video camera of your mobile. After completing the presentation, you evaluate your presentation by observing your recorded presentation on mobile and try to identify the strengths and weaknesses of your presentation.

7.6 MEANING OF LISTENING SKILLS

Listening is an everyday affair in your life. It is your ability to accurately receive information when communicating with others. Listening helps you understand the information correctly, interpret messages accurately and optimise your conversations and communications for efficiency. But do you always listen or in the name of listening you do engage in hearing? Let us see the difference between these two terms listening and hearing with the help of a day-to-day life example. When a tractor rolls by on the road in front of your house would be just heard and not listened to. So, listening is different. It expands on hearing when you pay attention to the meaning of what you hear. Therefore, listening is an activity you involve consciously, actively and systematically processing information. Listening requires perfect coordination between your ears and brain, which results in decoding the speaker's message accurately.

7.6.1 Importance of Listening Skills

- Listening skill is important for several reasons, including building positive relationships in your personal life or workplace. Communicating with others can help you build trust and develop long-term, mutually beneficial personal and professional relationships. Good listening can help you prevent misunderstandings between your friends or colleagues, perform your duties accurately in a team and anticipate the needs of others.

- Effective listening helps you learn new skills. The quality of listening habits determines the quality of your learning. By listening attentively to the advice, guidance and directions of your teachers or mentors, you may be able to learn new skills and advance your range of capabilities.
- Listening keenly can help you accurately follow directions given by your teachers, mentors or trainers. By following their directions exactly, you may be able to improve your performance in studies or the workplace or acquire some specific skills.
- Listening helps in sharing your emotions, ideas and experiences.
- Listening also improves decision-making and critical thinking.

7.6.2 Types of Listening Skills

In order to develop your listening ability, it is better to know the different types of listening that you need to employ on different occasions:

- **Content listening:** Content listening or informative listening focus on understanding the message sent by the speaker, and gathering and understanding the information. We listen to reports, instructions, speeches, briefings, and conversations to obtain the required information.
- **Emphatic listening:** It is a more intimate type of listening used in times of crisis that often involves receiving information from a speaker about their challenges or emotional situations. This is mostly done by us when we allow a troubled friend to express his/her feelings. In this type of listening, you as the listener empathise with the speaker and help him/her to get things off his/her mind. When you try to understand a speaker's situation as an empathetic listener, it strengthens the relationship between you and the speaker.
- **Appreciative listening:** When you listen for pleasure or enjoyment, it is called appreciative listening. For example, when you watch a

movie, you use appreciative listening since you appreciate the direction, music, or dialogue delivery, etc. of the movie.

- **Analytical listening:** This is a two-fold listening. In this type of listening, you try to absorb the message on the one hand, and on the other, attempt to analyse the ideas or facts and make a critical judgment. This listening helps you to evaluate the strength of arguments, the accuracy of facts, validity of inferences and reveals the gaps in thinking.



CHECK YOUR PROGRESS

Q.4: Differentiate between hearing and listening.

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Q.5: What do you mean by appreciative listening?

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7.6.3 Techniques for Effective Listening

- Always listen with an open mind to your speaker. Always maintain eye contact with the speaker as far as possible or constantly follow the speaker's movements.
- Stop talking and do not interrupt the speaker unnecessarily.
- Always observe the non-verbal clues of the speaker. This will help you to grasp the message clearly and completely.
- Try to identify the ideas presented by the speaker. Ask and answer questions in your mind for clarity in your understanding, regarding the problem under discussion.
- Ask questions when you need clarification or once it is time to open up a dialogue. Clarifying aspects of the conversation can indicate you are keenly listening and provide you with an opportunity to confirm your understanding.

- Always listen to your speaker completely and summarise what the speaker is saying.
- Make a habit to take down notes while listening.Do not try to write down everything.



ACTIVITY 7.2

Search for a motivational speech video on YouTube and listen to it completely. During your listening try to note down the important points the speaker says and after that write a summary note on the speech. in about 300 words.



7.7 LET US SUM UP

After a detailed study of the unit, we can summarise it as—

- Cognitive skills denote the domains of perception, attention, memory, learning, decision-making, and language abilities of a person.
- Non-cognitive skills are mainly related to personality, temperament and attitudes.
- Self-esteem plays a crucial role in the process of individual development.
- While you present, make sure that you give information in a clear, concise manner by using language that is appropriate for the audience.
- Your body language during the presentation plays a vital role and can say a great deal more than the words you use.
- Listening requires perfect coordination between your ears and brain, which results in decoding the speaker's message accurately.
- Listening improves a person's decision-making and critical thinking.



7.8 FURTHER READING

1) Borghans, L., Duckworth, A. L., Heckman, J. J., and TerWeel, B. (2008). The economics and psychology of personality traits. *Journal of Human Resources,43*(4), 972-1059

2) Green, F. (2011). What is skill? An inter-disciplinary synthesis. *Centre for Learning and Life Changes in Knowledge Economies and Societies.*

3) National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/

4) NEP_Final_English_0.pdf referred on 05/03/20203.

5) Kumar, S. &Lata, P. (2015). *Communication Skills.* New Delhi: Oxford University Press.



7.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Skills are the ability of a person to do an activity or job efficiently.

Ans to Q No 2: Cognitive skills are related to the intellect or cognition process of a person but non-cognitive skills are mainly related to the personality, temperament and attitudes of a person.

Ans to Q No 3: To make a successful presentation, the presentation should be understandable, memorable and emotional to the audience.

Ans to Q No 4: Hearing is just a vibration in the atmosphere that strikes our eardrums as sound but listening expands on hearing when we pay attention to the meaning of what we hear.

Ans to Q No 5: When someonelistens for pleasure or enjoyment i.e. watching a movie or listening to a song, it is called appreciative listening.



7.10 MODEL QUESTIONS

A) Short Questions: (Answer each question in about 150 words)

Q 1: Define the term 'Non-cognitive Skills'.

Q 2: What do you mean by problem-solving skills?

Q 3: What is meant by presentation skills?

B) Long Questions: (Answer each question in about 300-500 words)

Q 1: How can an individual develop cognitive and non-cognitive skills? Explain.

Q 2: What steps need to be followed for an effective presentation? Discuss.

Q 3: Discuss the techniques to be used for an effective listening.

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UNIT 8 : TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES AND INTERNAL COMMUNICATION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

- 8.2.1 Meaning of Teamwork and Collaboration
- 8.2.2 Importance of Teamwork and Collaboration

8.3 Trust and Teamwork

- 8.3.1 Meaning and Importance of Trust
- 8.3.2 Role of Trust in Creating a Collaborative Team
- 8.3.3 Effective Listening and Team Building

8.4 Brainstorming

- 8.4.1 Meaning of Brainstorming
- 8.4.2 Strategies of Effective Brainstorming
- 8.4.3 Significance of Brainstorming

8.5 Social and Cultural Etiquettes

- 8.5.1 Need for Etiquette
- 8.5.2 Internal Communication and Team Building

8.6 Let Us Sum Up

8.7 Further Reading

8.8 Answers to Check Your Progress

8.9 Model Questions

8.1 LEARNING OBJECTIVES

After completing this Unit, you will be able to

- explain the importance of teamwork and collaboration
- elaborate the role of trust in team building and teamwork
- recognise the significance of brainstorming in generating ideas and fostering innovations
- identify the need for social, cultural and corporate etiquettes in accomplishing teamwork

- indicate the necessity of internal communication in improving teamwork

8.2 INTRODUCTION

In the contemporary world, it is becoming increasingly difficult for an individual to accomplish a professional task all alone. This is primarily due to the changing nature of work, where an individual's knowledge, skills and expertise are fast turning out to be interdependent and synergic. Long ago, Scottish economist and philosopher Adam Smith (1723-1790) talked about the roles of 'division of labour' and 'specialisation' in promoting economic wellbeing and improving quality of life of people. He observed that modern life is a combination of a range of works; and as the human civilisation progresses, complexity of such works tends to amplify. In the early phases of human society, people were confined to only a limited number of activities, which everyone could perform.

Such intense, intricate and multifaceted specialisations resulted in enhanced productivity, efficiency, expert knowledge and domain skills. You will find abundant examples of this around you. Consider, for instance, medical science. Some three-four decades ago, there were only general doctors who could treat all illnesses. But today, for each disease, there are highly specialised doctors and departments. In all good hospitals each patient is treated by not one, but by a team of doctors. Similar is the case with engineers. In any engineering project, there are groups of people looking after different and specific activities viz. civil construction, electrical works, architectural design, structural elements and even landscaping. These divisions of work and yet working together for a common goal give rise to the concept of teamwork. Teamwork, however, is not restricted to high-end works in medical science and engineering projects, rather it is evident in all works; of course, in different scales and degrees. You can observe teamwork in hotels and restaurants, printing of books, performance in theatre and also in a game of football. In this unit you will learn about not only how a team is formed and is made to work efficiently but also, and most importantly, how you can work in a team and contribute significantly.

8.2.1 Meaning of Teamwork and Collaboration

A team is defined as a group of people who communicate and work together with each other for achieving a common purpose or a goal. Mere formation of a group of people, however, does not necessarily constitute a team. In order to form a team, besides forming a group, there has to be a set of core principles, values and relations, which together constitute an eco-system producing better and greater results and achievements. It is only such an eco-system that transforms a group into a team.

A team functions with the underlying principles and values of collaboration, mutual respect and, most importantly, with a sense of trust among each other. Each member of a team works for a common goal; yet each one of them has defined roles and responsibilities which they need to perform independently. Think about a football match. In order to win, everyone in the team has to perform their assigned roles, responsibilities and duties to the optimum; at the same time everyone has to depend on the others' performances for delivering his/her best. A team's performance, thus, is always a collective and shared one i.e. efforts are always collective and credits are always shared.

Ideally, a team works under a leadership. For complex tasks, a team can be divided into many smaller teams, each of them being led by their own leaders. The leaders, in consultation with their team-members, set the goals, develop strategies, plan the activities, define roles and responsibilities among the team-members, fix time-lines and regularly monitor the progress. The leader, thus, plays the roles of a motivator, facilitator and mentor simultaneously. He is expected to take all responsibilities of the team's performance. Owning selective responsibilities of only of the successes and passing the blames of all failures to the team members make leadership unacceptable to the team and consequently, the performance of the team suffers.

The followings are, therefore, identified as important characteristics of a team:

- A team has a well-defined objective and clear common goals and plans to achieve them
- A team is lead by a well-experienced, acceptable leader
- Members of a team fulfil their own tasks and assigned responsibilities, and also help one another
- Members of a team communicate and shares information with one another freely and openly, interact, learn from and influence each other, and
- A team's is performance collective and achievement is shared.



ACTIVITY

Observe a team match (like Football, Volley Ball or Cricket) with a friend. Write down your notes on the above characteristics and share the same with your friend.

Collaboration means working in partnership with others for attaining some gains for everyone involved. There can be two types of collaboration – one in which everybody works at the same time – whether online or offline, e.g. say two music bands collaborate for a live performance; in the other type, different members work not simultaneously but at different points of time as and when required. The first one is called synchronous collaboration and the second one is called asynchronous collaboration. Whatever be the type, collaboration is always beneficial - it not only reduces burdens of work for everyone involved but also offers the benefits of the relative advantages of various individuals to the others. Thus, collaboration always believed to produce greater, better and efficient results. In the following section, you will learn about the importance of teamwork and collaboration.



CHECK YOUR PROGRESS

Q 1: Mention two characteristics of an effective team.

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8.2.2 Importance of Teamwork and Collaboration

You have already understood that a team is characterised by a collective commitment of the team members towards achieving a common goal. Teamwork and collaboration can help lift every member of the team in terms of their ability to work and contribute. If any member struggles at any point or any time for completing something, he or she can seek help from his/her team mates. Thus, teamwork always pays off. Moreover, the members of the team freely and openly interact with one another, and, also, influence the performance of others. These together inspire innovation and, thereby, enhance performances. Since a team works in an eco-system of mutual dependence with trust, collaboration and communication, a synergy is always produced within a team that facilitates yielding better result and achievement.

This synergy in a team is the result of several factors as indicated below.

i. In the first place, a team has well-defined targets, strategies and plans. The team members have diverse and varied perspectives, domain knowledge, expertise and experiences. The outcomes of the interactions are enriching. Each one can identify short-comings and contribute to overcome them in their best possible ways.

ii. Secondly, besides working alone and independently, the team members also help others with their ideas, expertise and experiences. This promotes others' productivity as well.

iii. Thirdly, better performances of any one member inspire others and encourage competitions among them to excel and achieve more. This enhances overall performance of the team.

iv. Lastly, members can learn from others imbibing good qualities which they demonstrate.

Because of all these, a team synergy is gradually built up, and as a result, a team collectively performs better compared to the individual members working independently. Besides better performances, the eco-system of an effective team makes work-environment enjoyable. Many research studies show that in such cases members derive enhanced job satisfaction, which in turn improves, everyone's productivity.

Nowadays, with technological advances, team building and team management have become even more effortless and cost-effective. With new technology, a team involving globally known experts can be built up in no time, which can greatly improve results.

8.3 TRUST AND TEAMWORK

While building a team, selection of worthy members, clearly defining their roles and assigning their works, fixing targets and accountability, confirming fairness in decision making, ensuring participation and rewarding innovations, excellent communication and sharing of information – all become extremely important. In addition, trusting each of the members and respecting their abilities and contributions are very important in team management. The trust in team members plays a central role in determining a team's achievements and performances. Without trust among the team members, there cannot be open and free communication and sharing of information among the members. Since the team members have to work together and have to depend on others' works as well, without open and free communication and sharing of information they cannot function efficiently. Therefore, trust is an integral component of the eco-system within which a team has to function. In the following section you will learn about trust and its role in teamwork in more detail.

8.3.1 Meaning and Importance of Trust

In simple terms trust means having an unconditional belief in someone's character and abilities in a relationship. Trust can develop between two or more individuals when they come close to one another through some relationships. In the context of teamwork, trust relates to professional relationships within the team i.e. among the team members and/or between the team members and the team leader. Trust, in this context, is also defined as a form of inter-personal relationship that evolves over a period of time based on consistent proof of competence, benevolence, loyalty and integrity of individuals bound by professional relationships. This form of trust takes a longer time to build up, but becomes very effective once it develops. Even then, while working together one can have a sense of immediate and intuitive feeling of ingenuity, honesty, integrity and loyalty while interacting with other individuals based on their behaviour, actions and reactions on various occasions. Trust implies a belief that someone is good and honest and will not harm or betray when given any responsibility. There is, however, a danger of wrongly judging someone in forming such immediate and intuitive feelings.

The primary importance of trust lies in facilitating a favourable eco-system for collaboration and teamwork. Mutual trust helps to reduce work-load and, thus work related stress, and thereby improves productivity. Trust among the members of the team also eases communication flow and information sharing openly and freely which are vital for team's performance and achievements. In the next section, you will learn more about role of trust in creating a collaborative team.

8.3.2 Role of Trust in Creating a Collaborative Team

It is already explained that a collaborative team functions through mutual interaction and interdependence among the team members. Trust, just as it implies assured reliance on one's character

and capability, also refers to reliance on someone for something. More often than not, it also is about one's confidence on others that they would not behave otherwise than how they are supposed to behave. All these – belief in one's character and capability, dependence as well as confidence on others etc., are necessary conditions for building a collaborative team.

In general, following are the reasons why trust becomes crucial in creating a collaborative team.

i. Trust provides a sense of psychological safety and security allowing the team members to open up fully and participate in all shared responsibilities
ii. Trust aids the growth of healthy working relations and therefore, helps retaining team members
iii. Trust encourages honest criticisms and feedbacks among the team members making improvements in functioning of the team
iv. Trust encourages more interactions among the team members and facilitates innovations and rapid decision making
v. Trust minimises unnecessary gossips and negative perceptions among the team members and promote goodwill and positivity for effective collaboration
vi. Trust upholds informality and flexibility in functioning reducing time lags in decision making
vii. Trust enhances the morale of the team members for active participation and collaboration

Trust keeps the team-members engaged, working and moving hand in hand. Lack of trust immediately disengages them from working together as they stop relying on others, and consequently, stop sharing responsibility as well as information. This impedes the functioning of the team and adversely affects its performance. If trust issues are left unresolved, it can inhibit every member of the team and prevent everyone from moving forward. Creating a collaborative team, therefore, requires trust building efforts

among the team members. These efforts include the following.

i. Respecting very members and their views and ideas,

ii. Creating transparent and participatory processes,

iii. Making decisions free of all prejudices and biases, and

iv. Putting in place standard rules, operating procedures and ethical standards for all kinds of shared works.



CHECK YOUR PROGRESS

Q 2: Why trust is important in creating a collaborative team?

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8.3.3 Effective Listening and Team Building

Listening to everybody and taking necessary corrective measures accordingly not only improves productivity and efficiency of the team performance, but also make the members feel important and valued for. This enhances their sense of ownership and belongingness, and consequently, the team becomes more cohesive, collaborative and productive.

Effective listening promotes and enhances communications among the team members. When the ideas, views, inputs, feedback and criticisms of the members are taken note of, they open up further and feel like offering their ideas, views, inputs etc. even more. This, in turn, enhances the scope of communication among the members which is very crucial for effective team building. Moreover, such opening up of communication also presents contradicting views many a times and resolution and reconciliation of such contradiction facilitate internal argumentation among the team members for finding a solution, which carry enormous significance in effective team building. It is, however, also important that effective listening is not only limited to verbal communications. It is equally important to listen to non-verbal communications attempted by the team members.

Sometimes body languages of the members can provide much more sense about his views and thoughts if carefully observed. Such observations are also part of effective listening; and all these are integral to team building processes.

8.4 BRAINSTORMING

Teamwork is based on mutual interactions among the team members. These interactions take diverse forms. One of the very important forms is known as the brainstorming. The purpose of brainstorming may vary depending on the situations. But, most commonly it is used to find ways and provoke new, out of the box ideas to come out of a complex situations. Brainstorming is often preferred at the time of crisis or on occasions of problem solving. Quite clearly, therefore, brainstorming is an essential part of teamwork.

8.4.1 Meaning of Brainstorming

Brainstorming is a common problem solving method in teamwork that combines sudden and often unplanned discussions involving spontaneous contributions of innovative views, ideas and creative solutions from diverse standpoints. It requires intense, free and open discussions to generate as many ideas as possible so that the best can be arrived at through cross fertilisation of such ideas. Success of the exercise depends on wider participation of team members coming from various backgrounds and all thinking aloud together suggesting their ideas and solutions. Brainstorming aims at finding innovative ideas and offering creative solutions to specific issues and problems. The most salient aspect of brainstorming is that it primarily aims at generating as many ideas and solutions as possible, rather than carefully looking at the pros and cons of these ideas and solutions.

8.4.2 Strategies of Effective Brainstorming

Conducting effective brainstorming is not always easy. It requires distinct strategies. The followings are the common strategies adopted for conducting effective brainstorming.

i. Clearly stating and defining the issue, situation or problem for which brainstorming is conducted. Usually breaking the issue or problem into specific questions always helps effective brainstorming.

ii. Selecting the participants thoughtfully from diverse background makes brainstorming very effective. This facilitates obtaining diverse range of ideas, views and opinions from different perspectives. This aids generating new ideas and creative thinking towards solution.

iii. Making clear ground rules of conducting brainstorming session always prove to be useful. This allows each participants equal opportunity to express their views and ideas. Such rules are also necessary for respecting everyone's views and opinions.

iv. Making brainstorming sessions as free-wheeling as possible. This encourages more participants to put forward their ideas.

v. Avoiding criticising and quarrelling with others, and instead collaborating and following up others views and ideas make brainstorming sessions more effective.

vi. Writing down all ideas and views in a systematic and hierarchical forms help reaching the goal of the brainstorming session.

vii. Ending each brainstorming session with a review and summing up can make the session more effective in terms of attaining the goals of the session.

viii. In certain situations, arranging multiple sessions of brainstorming may be more effective rather having just one session.

8.4.3 Significance of Brainstorming

Brainstorming sessions can be very valuable for encouraging authentic collaboration and interaction in promoting teamwork. It can not only generate meaningful ideas for solving complex problems and/or addressing specific issues but also aid fostering effective relations for team building. Such session promotes healthy work environment and, hence, facilitates team work. The main advantage of brainstorming is its ability to unlock creativity of the participants through collaboration. Therefore, it is considered as one of the perfect techniques for coming together as a team and team building.

8.5 SOCIAL AND CULTURAL ETIQUETTES

Social and Cultural etiquettes refer to the set of desirable social behaviour. These are usually unwritten social norms which are expected to be followed by individuals in social interactions. Proper social and cultural etiquettes vary from society to society, depending on their social and cultural values, norms and practices. But, there are certain core values, principles and norms which are common to all societies. For example, being truthful and honest in one's words and conduct can be considered as the most desirable social and cultural etiquettes. Some more desirable social and cultural etiquettes are indicated below.

i. Being respectful to others' opinions, views and ideas,
ii. Avoiding unnecessary and loud arguments,
iii. Accepting mistakes when appropriately pointed out,
iv. Being sober in putting forward ideas and views,
v. Being grateful for help and support received from anyone.

8.5.1 Need for Etiquette

Social and Cultural etiquettes often cast the first impression about an individual and also influence how others perceive and treat any individual. It can help establishing trust and reliance. Practicing good social manners not only help to build lifelong relationships; but

it also helps creating fruitful opportunities for interactions. Proper etiquettes make the working environment highly conducive for interactions; every one with good social and cultural etiquettes can be approached openly and freely allowing such interactions to take place effortlessly. Nobody feels comfortable to talk to a rude and ill-mannered person. But if a person's behaviour is well-mannered, everybody feels at ease to approach him/her and strike a conversation quite naturally. Social and cultural etiquettes, thus, can be instrumental in team building and making team work agreeable as well as effective.

8.5.2 Internal Communication and Team Building

We have already seen that team work is all about communicating seamlessly among the team members, and sharing views, ideas and information for enhanced performances. Internal communication among the team members is, thus, one of the foundational requirements of a team. When in a team the channels of internal communications break down, the performance of team gets adversely affected.

Internal communication implies all interactions and discussions among the members of a team. It includes all types of communications among the members as indicated below.

i. Formal (Supervisor and Subordinate; Captain and Team Member)
ii. Informal (Captain and a Team Member of some other team)
iii. Vertical (Team Manager and Deputy Team Manager)
iv. Horizontal (Captain and Team Manager, Team Manager and Coach).

Internal communication acts as the nervous system in a team connecting each individual with one another, providing information about what others are doing and thinking alongside allowing others to know what he or she is doing and thinking. This smoothens functioning, reduces the time lag, enhances confidence,

and makes the processes efficient. In general, effective internal communication results in the following:

i. It keeps every member informed about the status of the work and gets everyone engaged
ii. It promotes healthy working relations and work culture within a team
iii. It increases trusts among the members and helps maintaining mutual understanding within a team
iv. It makes the process participatory and collaborative
v. It enhances belongingness of the members and improves their job satisfaction
vi. It helps generating new ideas and innovative solutions
vii. It keeps morale of the members high
viii. It facilitates feedback and therefore improves team's efficiency and performances



8.6 LET US SUM UP

- Team work is not only confined to high-end works involving specialists and experts but it is also evident in day to day works like in a game of football, performance in a drama or even organisation of a house event.
- A team is distinguished from any group by a set of core principles, values and relations, which together give rise to an eco-system conducive for interacting and working together towards realising a common goal. Therefore, a team's performance and achievements are collective and shared accomplishments.
- Team functions through collaborative efforts. Collaboration means working in partnership with others for attaining some gains for everyone involved. There are two types of collaboration - synchronous and asynchronous.
- Trust is foundational in teamwork. Trust refers to the unconditional believe in someone's character and abilities in a relationship. Trust

enhances the productivity of team members and results in improved performance and greater achievements.

- Brainstorming is a common problem solving method in teamwork that combines sudden and often unplanned discussions involving spontaneous contributions of innovative views, ideas and creative solutions from diverse standpoints. It is useful for generating novel ideas and creative solutions.
- Social and cultural etiquettes play an instrumental role in effective team building and team functioning. Etiquettes imply the set of desirable social behaviour and norms. Adherence to these social and cultural etiquettes makes the working environment highly conducive for interactions, helps free and open internal communications and facilitates collaborations.



8.7 FURTHER READING

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2) Gupta R.N. (2007). *Principles of Management*. New Delhi: S. Chand & Company Ltd.



8.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No.1: Two characteristics of an effective team are

i. An effective team has a well-defined objective and clear common goals and plans

ii. An effective team is lead by a well-experienced, acceptable leader

Ans. to Q. No.2: Trust is important in creating a collaborative team mainly for the following.

i. Trust provides a sense of psychological safety and security among the team members
ii. Trust helps to open up fully and participate in all shared responsibilities
iii. Trust aids the growth of healthy working relations
iv. Trust encourages honest criticisms and feedbacks among the team members
v. Trust facilitates innovations and rapid decision making
vi. Trust minimises unnecessary gossips and negative perceptions among the team members
vii. Trust promotes goodwill and positivity for effective collaboration
viii. Trust enhances the morale of the team members for active participation and collaboration



8.9 MODEL QUESTIONS

Q 1: What is a team? How does a team differ from group? What are the important characteristics of a team?
Q 2: What is a Leader in a Team? What roles do a Team Leader performs for a team?
Q 3: What are the important characteristics of a good team leader?
Q 4: What is collaboration? Distinguish between synchronous collaboration and asynchronous collaboration.
Q 5: Explain the process of synergy why and how working in a team can produce delivering better and greater outcome.
Q 6: What is trust? Why is trust important for a building a collaborative team? How can one enhances trust among the team members?
Q 7: Explain the significance of effective listening in the process of a team building.
Q 8: What is brainstorming? What are strategies of effective brainstorming?
Q 9: What are the social and cultural etiquettes? Mention some common social and cultural etiquette.

Q 10: 'Social and cultural etiquettes play an instrumental role in effective team building and team functioning.' – Discuss.

Q 11: Explain the importance of internal communication within teamwork.

*** ***** ***

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UNIT 9 : LEADERSHIPSKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Leadership: Meaning and Importance

9.4 Characteristics and Theories of Leadership

9.4.1 Characteristics of Effective Leadership

9.4.2 Theories of Leadership

9.5 Leadership styles

9.6 Basic Leadership Skills

9.7 Innovative Leadership

9.8 Emotional Intelligence (EI) and Social Intelligence (SI)

9.9 Leaders in the Era of Globalisation

9.10 Design Thinking

9.11 Let Us Sum Up

9.12 Further Reading

9.13 Answers to Check Your Progress

9.14 Model Questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- define leadership.
- outline the characteristics of leadership
- discuss the theories of leadership
- discuss the various leadership styles
- identify the leadership skills
- discuss the concept innovative leadership
- discuss concept of emotional and social intelligence
- outline challenges and characteristics of leaders in an era of globalisation

- discuss the concept of design thinking and the stages in design thinking process.

9.2 INTRODUCTION

Dear learners, in the previous units you have learnt about different skills like listening, speaking skills, group discussion skills, interview skills, cognitive and non-cognitive skills. In this unit, we shall discuss various aspects related to leadership, like its importance, traits and theories of leadership, key characteristics of an effective leader and leadership styles. We will also get some idea on the basic Leadership Skills like Motivation, Teamwork, Negotiation, and Networking.

At the end of this unit we shall discuss the concept of emotional and social intelligence, the concept of Design Thinking and the stages in Design Thinking process.

9.3 LEADERSHIP: MEANING AND IMPORTANCE

The act of directing a group's actions toward predetermined objectives can be referred to as leadership. Thus, an individual in a group who has the ability to persuade others to engage actively is the leader. S/he leads and directs others and gives their efforts a goal and direction. Although the leader is a member of the group s/he leads, s/he is separate from the other members.

Now, let us discuss some of the definitions of leadership given by experts:

According to *Chester Bernard*, "Leadership is the quality of behaviour of individuals whereby they guide people or their activities in organizing efforts". From this definition, it is seen that a leader interprets the objectives of the people working under him/her and guides them towards the accomplishment of those objectives.

In the words of *Koontz and O'Donell*, "Leadership is the ability of a manager to induce sub-ordinates to work with zeal and confidence". This definition reflects that the primary job of a leader is to build a team for the achievement of organizational goals.

Tennenbaum et al have defined leadership as follows:

"Leadership is the interpersonal influence exercised in a situation and directed through communication process, towards the attainment of a specified goal or goals". This definition emphasizes on the influencing of people through communication.

Thus, from the above definitions, we can interpret that leadership isthe process which influences the people and inspires them to willingly accomplish the organisational objectives.

9.4 CHARACTERISTICS AND THEORIES OF LEADERSHIP

9.4.1 Characteristics of Effective Leadership

A leader cannot be effective unless s/he possesses specific traits. Regardless of the nature of the leader's work responsibilities or the style s/he employs; a number of attributes are commonly found to be possessed by the effective leader. The most essential of these characteristics are stated below:

1. **Mental and physical wellbeing:** To be able to withstand the pulls and strains of leadership, the leader must be in good physical and mental health. S/he must be physically and mentally strong, as well as have a balanced temperament and an optimistic view.
2. **Empathy:** A leader must be able to appreciate others and see things from his/herfollowers' perspectives. The leader's approach stimulates his/her followers.
3. **Self-Confidence:** Confidence in one's leadership skills enables a leader to analyse and confront various situations while adopting an appropriate style. Leaders' lack of self-confidence frequently stops them from adopting a participative approach and placing their trust in their employees.
4. **Being aware of other people's opinions about himself:** A self-assured leader should not disregard how others view him/

her as a leader. He must be aware of his/her subordinates' strengths and weaknesses.

5. **Objectivity**: An effective leader is not carried away by emotions. In dealing with subordinates, s/he should be impartial and unbiased.
6. **Knowledge and intelligence:** To be effective, a leader must understand group dynamics, human nature, and activities requiring technical and professional expertise. S/he must have an informed understanding of *psychological* processes.



LET US KNOW

The word 'Psychological' has been derived from the word 'Psychology'. It is the study of human mind. It is related with human emotion, cognition, behaviour and the interaction among them.

7. **Decisiveness:** Every leader must make decisions, which is a difficult task. A leader must frequently take the initiative and use sound judgement while making decisions. Furthermore, s/he must have foresight, ingenuity, and creative ideas in order to make effective decisions. Another necessary attribute for that aim is openness of mind.
8. **Ability to communicate:** The ability to effectively communicate goals and work procedures is important in leadership. Spoken communication is critical for achieving desired results and coordinating group efforts.
9. **Sense of purpose and responsibility:**In order to inspire his employees to achieve specified goals, a leader must have a clear sense of purpose and responsibility.

The above are some of the traits or characteristics that a leader should possess to be effective in today's changing and competitive world. However, effective leadership requires time, expertise, and determination to progress.



CHECK YOUR PROGRESS

Q 1: Define leadership.

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Q 2: Write the characteristics of leadership.

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9.4.2 Theories of Leadership

Different approaches have been used to study leadership. Early research on leadership was focused on those who had previously demonstrated great leadership. These people were often from nobility as very few people from the lower class of the society get an opportunity to lead. This has contributed to the idea that breeding and leadership are connected. Yet, numerous other theories eventually emerged as a result of systematic investigation.Now, let us discuss the theories of leadership.

TRAIT THEORY:

This is the earliest theory which was based on personal qualities or traits of successful leaders. The theory suggests a list of personality traits or characteristics which must be present in a person for his success as a leader. According to this theory, leaders must be physically strong and well-built, intelligent, honest and mentally mature.S/he must have initiative, self-confidence, ability to take decisions, and so on. Since all individuals did not have these qualities, only those who had them would be considered potential leaders. The limitation of Trait Theory is there is no universally agreed list of traits associated with successful leaders.It is difficult to measure the traits and, therefore it is not always possible to distinguish between leaders and followers.

BEHAVIOURAL THEORIES:

The behavioural theories of leadership are based on the belief that leaders can be identified by reference to their behaviour in relation to the followers. In other words, it is suggested that leadership can be described in terms of what leaders do rather than what they are. Leaders who are concerned about the well-being of their followers; encourage and involve them in goal setting are described as 'employee centred' leaders. On the other hand, leaders who are 'production-centred' emphasise tasks and job performance in conformity with prescribed standards. Leaders can be highly task oriented or people oriented. Striking a balance is always important.

SITUATIONAL THEORIES:

In the situational theories of leadership, the success of leadership depends upon the situation in which the leader operates.

According to leadership contingency model developed by Fred E. Fiedler, the leader's effectiveness depends upon three situational factors:

i) Leader-follower'srelations, which is the degree of follower's trust, confidence and respect for the leader.

ii) The extent to which the task performed by subordinates is routine or non-routine (known as task structure).

iii) The position power of the leader, that is, the power associated with the rank and position of the leader in the organisation. The most favourable situation for leaders to influence their group is one in which they are well liked by the members, the task is highly structured (i.e., routinised and predictable) and the leader has enormous power attached to his position. On the other the most unfavourable situation for leaders is one in which they are disliked, the task is highly unstructured and he will have little position power.

PATH-GOAL THEORY:

According to this theory, leaders are effective due to their influence on followers' motivation, ability to perform, and their

satisfaction. Subordinates are motivated by the leader to the extent he is able to influence their expectancies relating to the performance and attractiveness of the goal. Further, individuals are satisfied with their job if they believe that (a) performance of the job will lead to desirable outcomes and (b) with hard work they will be able to achieve the desirable outcomes.

The four theories as outlined above indicate that leadership is a complex, dynamic and situational approach. The power and personality of the leader also matters. That is why there was a belief that leaders are born, not made. However, modern research rejects that idea. It accepts the idea that through adequate motivation and training leadership can be developed. However, in-born talents also matter. When we read the life history of persons like Mahatma Gandhi, Mahapurush Shankardeva we can observe that they had a natural flair for leadership which was adequately nurtured Thus it can be inferred that leadership is a combination of nature and nurture.

9.5 LEADERSHIP STYLES

Leadership style means the behavioral pattern of a leader that often reflects in his/her activities while providing direction, implementing plans and motivating people. Forces that influence the style of Leadership to be adopted by the leader are as follows:-

- **Time consideration:** Availability of time for completing the work.
- **Relationship:** The kind of relationship, the leader and the followers have between them, is also a determining factor for the style of Leadership
- **Information:** The leader may alone have the information that is required to solve the entire problem or it may be along with the employees also.
- **Knowledge of task:** Besides having the self-confidence and competence by the leader that s/he has the required skills and knowledge for the task

- **Internal matter:** The competency, experience, morale and other factors associated with the team or the members of the team.
- **Stress Level:** The use of Leadership Style also depends on the complexity of a task, elements of perceived risk, actual danger or emergency etc.

Basically the leadership style is categorized into three groups. Diagrammatically it can be shown as follows:

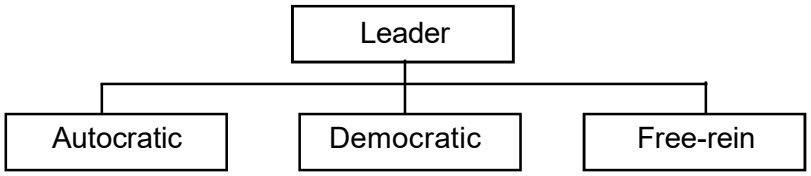


Fig 9.2: Styles of Leadership

Let us now discuss the styles in the following sections:

Autocratic Leadership style: Under the autocratic leadership style, all decision making powers are centralized in the leader as shown in Figures 9.3 and 9.4. The leaders prefer no suggestion, discussion and initiative from the subordinates. S/he only gives orders and assigns tasks to subordinates without taking their consent. This leadership style is usually used in the following conditions, when:

- The leader is running short on time.
- The leader has all the information to solve the problem.
- The employees of the organization have full confidence on their leader.
- The leader requires a high level of productivity from an inexperienced team or individual.
- The pressure of finishing the assigned task is more.

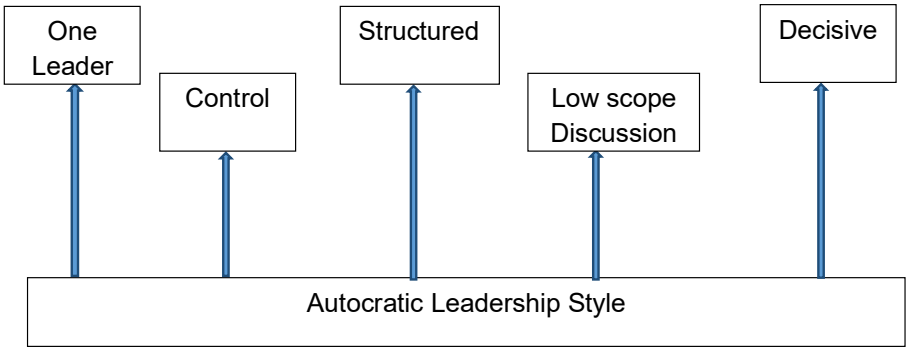


Fig 9.3: Characteristics of Autocratic Leadership Style

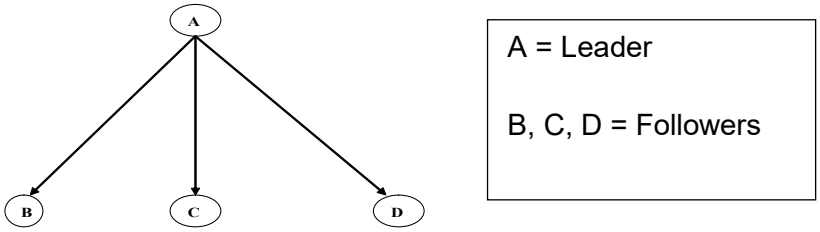


Fig 9.4: Autocratic Leadership style

Democratic Leadership style: The Democratic leadership style admires the decision making process by a group of people as shown in Fig 9.5. Here, a leader gives instruction after consulting the group. However, the final decision making authority lies with the leader.This leadership style is usually used in the following situations:

- when collective actions are required
- when the followers have the the information and knowhow to solve the task.
- when the leader is working with a new team or a team that is in a learning stage.

Here, the leader can win the co-operation of his group and can motivate them effectively and positively. By using this style the number of complaints, employee's grievances, industrial unrest and strikes can be reduced because it allows the employees to become a part of the team for decision making.

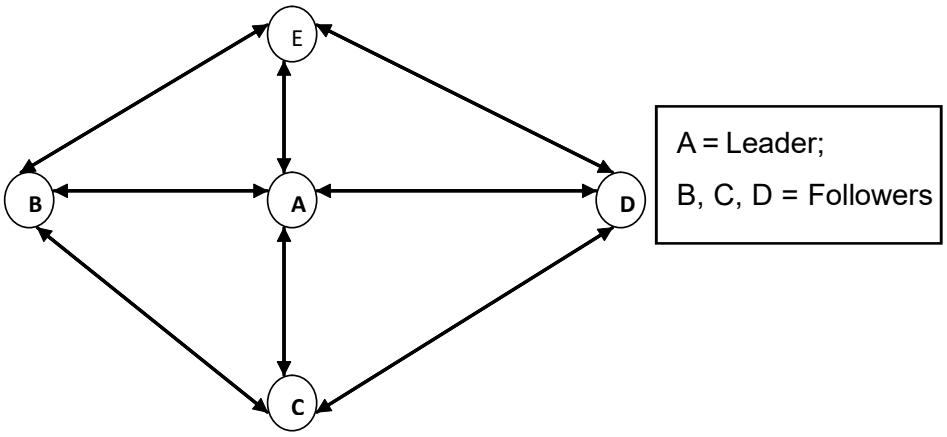


Fig 9.5: Democratic Leadership style

Free-rein Leadership style: In this style, the leader does not lead, but leaves the group entirely to itself as shown in Fig 9.6. This approach is most common with experienced team carrying out routine activities with the ability to analyze the situation and determine what needs to be done and how to do it. Such leader allows maximum freedom by giving a free hand to sub-ordinates, in deciding their own policies and methods. Through this leadership style, a leader can assess the capability of his team members in performing their responsibilities.

This style is suitable when a leader has full trust and confidence in the people below him/her. But it is not fair that you can blame others when things go wrong, giving the excuse of this system.

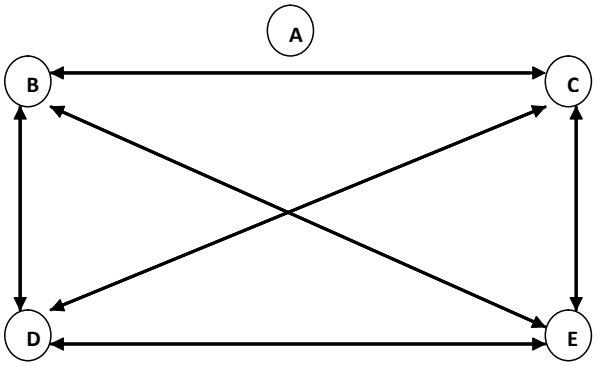


Fig 9.6: Free-rein Leadership style



CHECK YOUR PROGRESS

Q 3: Match the followings:

i. Autocratic leadership style	a. Leader gives instruction after consulting the group
ii. Democratic leadership style	b. The leader does not lead, but leaves the group entirely to itself
iii. Free-rein leadership style	c. All decision making powers are centralized in the leader

9.6 BASIC LEADERSHIP SKILLS

Essentially, a leader has to set group goals, make plans, motivate and inspire followers and supervise performance. There are a number of broad skill areas that are particularly important for leaders. These include Motivation, Teamwork, Negotiation and Networking. Let us now discuss these skills.

- **Motivation:** Effective leadership makes a positive impact on the motivation of members of a work group by a congenial work environment. It enables group members to achieve individual goals as well as organisational goals.
- **Teamwork:** One of the primary functions of the leader is to develop his work-group as a team. Teamwork is the ability to work cooperatively with others to achieve group objectives.
- **Negotiation :** Negotiation skills are one of the most important soft skills that a leader can possess. To succeed in area, it is essential to negotiate effectively with clients, followers, and other stakeholders. Leaders who can successfully negotiate are more likely to reach agreements that benefit everyone involved.
- **Networking:** Networking is important for everybody, particularly for those who are interested in becoming a leader in any field. Leaders use their networks to collect information and mobilise resources to accomplish the tasks.



ACTIVITY

Read the book 'The Story of My Experiments with Truth' by Mohandas Karamchand Gandhi and identify the leadership skills that Mahatma Gandhi, the Father of the Nation demonstrated in accomplishing the mission for India's independence. (https://www.mkgandhi.org/ebks/An-Autobiography.pdf).

9.7 INNOVATIVE LEADERSHIP

Innovative leadership involves applying innovation and creativity to managing people and projects. The ability to apply innovation is especially important in times of uncertainty, ambiguity and risk. Steve Jobs, the co-founder and former CEO of Apple, Inc., who revolutionized the idea of the personal computer and worked closely with staff members on the innovative "Think different" marketing campaign that led to the success of the iTunes and the iMac, iPod and iPhone.Innovative leaders do not necessarily have to be the people behind all of the creative ideas. They can recognize greatness from their team members and work to develop paths and success from those ideas. The following are some skills of innovative leaders:

1. **Communication:** These leaders can communicate in all directions, emphasizing the importance of each team member and keeping everyone aware and involved. Innovative leadership also requires the ability to communicate the vision and generate awareness and enthusiasm moving forward.
2. **Imagination:** The leader must be able to imagine and envision the future from a simple concept, as well as consider the steps it will take to achieve a particular goal
3. **Willingness to embrace opportunities:** A willingness to embrace new ideas and opportunities in a unique way is a characteristic of an innovative leader.
4. **Empathy:** The ability to empathize with others is an important skill across all leadership styles including innovative leadership. The skill involves empathizing with the person(s) who will benefit from the innovative idea being developed.



CHECK YOUR PROGRESS

Q 4: Define Innovative Leadership

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Q 5: Write about the basic leadership skills.

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9.8 EMOTIONAL INTELLIGENCE (EI) AND SOCIAL INTELLIGENCE (SI)

Let us now discuss about Emotional Intelligence and also Social Intelligence in this section.

Emotional Intelligence (EI)

Leaders who are empathetic towards the feelings of employees and who are able to intervene at the appropriate;who can induce a feeling of trust and attachment among employees - can be considered as individuals with high EI. While dealing with the process of change in any leadership situation, a lot of emotions get generated which may range from the very positive to the very negative. This requires ability to perceive and understand the emotional impact of change on self and others. Leaders should be aware of the feelings of anxiety and uncertainty of their followers.

Social Intelligence (SI)

The ability to understand people and control one's behaviour to form social connections is known as social intelligence, and it can be acquired through daily life experiences. The value of getting along with people and cooperating with them underlies the significance of developing social intelligence as a skill. There are certain components that constitute social intelligence are as follows:

- **Communication skills and verbal fluency:** The capacity to communicate clearly and fluently is one of the most crucial aspects of social intelligence. To interact successfully, one needs to be able to communicate clearly.
- **Self-efficacy in the social context:** One needs to take on many social roles in order to be socially intelligent. It's crucial to adjust to one's circumstances if one wants to get along with all different kinds of individuals. Socially intelligent persons typically exhibit high degrees of self-confidence.

- **Ability to understand and observe other people:** Social intelligence heavily emphasises the need of interpersonal understanding. Anybody who is able to engage and communicate well with others will probably have higher social intelligence.
- **Strong listening skills:** As explained in Unit 7, another facet of social intelligence is listening ability. A person's ability to connect with what others share with them and understand them better depends on their ability to listen.

9.9 LEADERS IN THE ERA OF GLOBALISATION

The world is moving forward in a remarkable way under the globalised system, and nothing is static in this time of globalisation. In such a period, the idea of leadership has also changed. The today's leaders face a wide range of difficulties, such as societal expectations, political uncertainty, and economic pressures. The developments in ICT (Information and Communication and Technology) have completely changed the ways the leaders can make communication with their followers. The use of social media has fastened the communication processes. Leadership situation may call for involving people from multiple regions of the world. Leaders may be required to engage diverse and distributed groups of stakeholders to get things done.

9.10 DESIGN THINKING

Design Thinking leaders *can see situations with an open, questioning mindset*. They constantly ask questions like 'Why?' and "What if?" - this approach creates focus and inspires change.Elon Musk of Twitter, Mark Zuckerberg of Facebook (rebranded as Meta in 2021), are examples of leaders who applied design thinking.Design thinking is a collaborative approach to problem-solving. It is a human-centered approach to innovation that integrates the needs of people with the possibilities of technology. Design thinking encourages radical thinking. Leaders who consciously adopt a design thinking approach are more capable of questioning surface assumptions,

asking difficult questions of themselves and others and taking more expansive and creative views of the problems facing them.Design thinking allows us to view leadership in new ways. It offers a good range of practical tools as well as an ideology that links up well with other leadership development approaches. Leadership styles of Elon Musk and Mar Zuckerberg focuse on innovation and achieving large scale goals. This leadership style's strengths are innovative thinking, analysis, problem-solving, planning, and strategy execution.



9.11 LET US SUM UP

In this unit we have discussed about the following:

- Leadership is the activity of influencing people to strive willingly for group objectives.
- Characteristics of Effective Leadership are: Mental and physical wellbeing, empathy, self-Confidence, being aware of other people's opinions about himself, objectivity, knowledge and intelligence, decisiveness, ability to communicate and a sense of purpose.
- Leadership theories include Trait Theory, Behavioural Theories, Situational Theories and Path-Goal Theory. All these indicate the dynamism and complexities associated with leadership.
- Likewise there are leadership styles: Autocratic Leadership style, Democratic Leadership style and Free-rein Leadership style. Application of these styles depend upon a number of factors.
- Basic leadership skills which includes: Motivation, Teamwork, Negotiation and Networking. Innovative leadership is a style of leadership that involves applying innovation and creativity to managing people and projects
- Understanding and applying the concept of emotional intelligence and social intelligence play an important role in leadership development
- We have also discussed about the Leadership in the context of Globalisation and Design Thinking.



9.12 FURTHER READING

1) Gupta R.N. (2006). *Business Organization and Management*. New Delhi: S. Chand & Company Ltd.

2) Gupta R.N. (2007). *Principles of Management*. New Delhi: S. Chand & Company Ltd.



9.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Traits/Competencies of leader are: Intelligence and self-understanding, Self-confidence and self-esteem, High energy and determination to succeed, Creativity, Sociability and Integrity

Ans to Q No 2: Leadership can be defined as a process of influencing people so that they will strive willingly and enthusiastically towards achievement of group goals.

Ans to Q No 3: i) ———— c

ii) ———— a

iii) ———— b

Ans to Q No 4: Innovative leadership is a style of leadership that involves applying innovation and creativity to managing people and projects. Innovative leaders often inspire productivity in new ways and through different approaches.

Ans to Q No 5: Basic leadership skills include: Motivation, Teamwork, Negotiation and Networking.



9.14 MODEL QUESTIONS

Q 1: Define Leadership.

Q 2: Discuss the characteristics of Effective Leadership.

Q 3: Discuss the theories of leadership.

Q 4: What are the forces that influence the style of Leadership?

Q 5: Explain in detail the different Leadership styles.

Q 6: Outline the leadership skills

Q 7: What is meant by Innovative leadership?

Q 8: What is meant by social intelligence?

Q 9: What is meant by Design thinking.

*** ***** ***

Refernces:

- Leadership.http://oer2go.org/mods/en-boundless/ www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/defining-leadership-68/leadership-337-1044/index.html
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UNIT 10 : MANAGERIAL SKILLS

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Basic Managerial Skills

- 10.3.1 Planning for Effective Management
- 10.3.2 Organising Teams
- 10.3.3 Recruiting and Retaining Talents
- 10.3.4 Delegation of Tasks
- 10.3.5 Controlling
- 10.3.6 Coordination

10.4 Managing Conflict

- 10.4.1 Types of Conflict and their Management
- 10.4.2 Resolving Conflict Through Negotiation

10.5 Self-Management Skills

- 10.5.1 Understanding Self-Concept
- 10.5.2 Self-management

10.6 Managing Personal Finance

- 10.6.1 Aspects of Budgeting Like Setting Personal Goals and Expenses
- 10.6.2 Managing Saving, Investment and Spending

10.7 Let Us Sum Up

10.8 Further Reading

10.9 Answers to Check Your Progress

10.10 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the basic managerial skills.
- explain the essence of recruitment and retention of talents.
- find how to manage conflict in organisations.

- describe self-management skills.
- explain the process of managing personal finance.

10.2 INTRODUCTION

In the earlier units, we have discussed communication skills, leadership skill etc. In this unit we will discuss basic managerial skills and self-management skills. When we talk about management, it is a process of maintaining and designing the organization in such a way that the individual and the groups as whole work efficiently for the achievement of the set goals.In order to achieve the desired results, the managers perform certain basic functions namely planning, organizing, staffing, directing and controlling etc. Apart from these basic management functions, managing conflicts and self-management skills are also discussed in this unit. Managers need to synchronise all these activities in an organisation to achieve the desired goal. To achieve this, the skills and competencies required are discussed in this unit.

10.3 BASIC MANAGERIAL SKILLS

Before going to the managerial skills, first we should know what is management and what are the functions of management. The skills required to a person depends on the function they perform. So in this section we will discuss different functions of managers and the skills required to perform those functions. Management functions are normally grouped under the heads like Planning, Organising, Staffing, Leading and Controlling. Out of these Planning is very important as it logically precedes the remaining functions.

10.3.1 Planning for Effective Management

Planning is concerned with the determination of objectives to be achieved and the course of action to be followed to achieve them. Before starting any action, one has to decide how and where it has to be performed. Thus planning implies decision-making as to

what is to be done, how it is to be done, when it is to be done and by whom it is to be done. Planning helps in achieving the objectives efficiently and effectively. It involves selection of objectives, strategies, policies, programmes and procedures for achieving them.

10.3.2 Organising Teams

In simple words organizing is concerned with the process of structuring, integrating the organization's resources-people, materials, technology and finance in order achieve enterprise objectives of the organization. An individual in an organizational setting cannot work alone. It requires coordinated efforts of different individuals in a team.

A team comprises a group of people in a common purpose. Teams are especially appropriate for conducting tasks that are highly complex and have many interdependent subtasks. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize his or her strengths and minimize his or her weaknesses.

Types of Team: The four most common types of teams are: Problem-solving teams, Self-managed work teams, Cross-functional teams, and Virtual teams.

1) **Problem-Solving Teams:** This type of team meets for a few hours each week to discuss and solve quality and other work related problems.
2) **Self-Managed Work Teams:** Self-managed work teams are groups of people who perform highly related or interdependent jobs and take up additional responsibilities. Typically, this includes planning and scheduling of works, assigning tasks to members, collective control over the pace of work, making operating decisions, and taking action on problems.
3) **Cross-Functional Teams:** A team can be made up from different areas like production, planning, quality, tooling, design, engineering, and information systems to have diverse set of

opinions so that a holistic view of the problem can be obtained and collective efforts can be made to solve it.

4) **Virtual Teams:** Virtual teams use computer technology to tie together physically dispersed members in order to achieve a common goal. They allow people to collaborate online – using communication links like wide-area networks, video conferencing or e-mail etc.

Team building consists of activities designed to construct, develop and sustain groups of people who are working together to achieve common goals with a commitment to take collective responsibility.

10.3.3 Recruiting and Retaining Talents

Recruiting and retaining talents means selecting the right person for the right job and retaining them in the organisation. The staffing function is very much concerned with this aspect of management. According to Harold Koontz and Cyril O'Donell, "the managerial function of staffing involves manning the organizational structure through proper and effective selection, appraisal and development of personnel to fill the roles designed into structure".Thus, the staffing function involves:

a. Proper selection of candidates for proper positions;
b. Proper remuneration;
c. Proper training and development so as to enable them to discharge their organizational functions effectively; and
d. Proper evaluation of personnel.

Recruitment is the first step towards the process of procuring human resource for the organisation. According to Edwin B. Flippo, "Recruitment is the process of searching for prospective employees and stimulating them to apply jobs in the organisation".In simple terms, recruitment is the process of searching and obtaining application for jobs and from whom the potential and right people can be selected.Recruitment is subject to influence of several factors

like unemployment rate and labour market conditions in the external environment. Within an enterprise, the size of the firm, its growth objectives and recruitment policy also influences recruitment.



CHECK YOUR PROGRESS

Q 1: State the function of Planning

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Q 2: State the name of different types of teams.

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The sources of recruitment can be categorized as:

1. Internal Sources
2. External Sources

A. Internal sources: Internal sources of recruitment helps searching the applications for the vacant position from those who are already working in the organization. Internal sources include employee referrals, present employees, and previous employeesetc.

B. External sources: External sources of recruitment are the recruitment of potential applicants from outside the organization. The different types of external sources that we are going to discuss are advertisement, employment exchange, campus recruitment, consultants and e-recruiting etc.

Every organization should try to retain people with the right skills and talent. This is possible only when the organization is ready to invest in employee's future growth and able to show them the path to fulfil their dreams.

Training is a learning process that encompasses the development of skilled behaviour in the individual. Through this process of training a person is able to acquire knowledge, sharpen his skill, concepts and rules etc. along with brining changes in his

attitudes and behaviours in order to enhance his/herperformance.It builds up the confidence of employees about their ability to handle the responsibilities competently.

In general, training helps the employees in following ways: -

It makes them aware about the ways to reach their destiny.

It accustoms them the procedures of achieving their desired goals.

It gives them the knowledge essential to execute their job responsibilities.

It enables them to develop their skills.

It helps them to develop the right type of attitudes.

However, to be utmost effective, the training program should be always motivational and engaging in nature.

10.3.4 Delegation of Tasks

In simple terms, delegation of task means dividing the huge workload to smaller parts and distributing it among the team members.By delegating the responsibility of non-essential and repetitive tasks to the members in a team, the leader of the team can focus on other important parts and train other members at the same time.

10.3.5 Controlling

Controlling is concerned with seeing whether the activities have been or being performed in conformity with the plans. According to Haimann, “control is the process of checking to determine whether or not, proper progress is being made towards the objectives and goals and acting if necessary to correct any deviation”. Koontz and O’Donell have defined controlling “as the measurement and correction of the performance of activities in order to make sure that enterprise objectives and plans devised to attain them are being accomplished”. Thus, controlling involves the following sub-functions:

a. Determination of standards for measuring work performance,

b. Measurement of actual performance,

c. Comparing actual performance with standards,

d. Finding variances between the two and reasons for variances.

10.3.6 Coordination

Some authorities consider coordination to be a separate function of the manager. It seems more accurate, however, to regard it as the essence of management. It facilitates achieving harmony among individual efforts toward the accomplishment of group goals. Each of the managerial functions; like planning, organising, staffing etc.; is an exercise contributing to coordination. It is the central task of the leader of a group to reconcile differences in approach, timing, effort, or interest and to harmonize individual goals to contribute to organization goals.



CHECK YOUR PROGRESS

Q 3: What are the different sources of recruitment?

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Q 4: What is controlling?

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10.4 MANAGING CONFLICT

Conflict is a disagreement between two or more parties, such as individuals, groups, departments, organizations or countries, who perceive that they have incompatible concerns. Conflicts exist whenever an action by one party is perceived as interfering with the goals, needs or actions of another party. Conflicts can arise for several reasons, some of them are:

Incompatible goals

Differences in the interpretation of facts

Negative feelings

Variations in values and philosophies

Disputes over shared success

Conflict is neither good nor bad. The outcome of a conflict is the criterion for determining whether the conflict is functional (conflict that supports organization's goal) or dysfunctional (conflict that prevents an organization from achieving its goal), that is, whether it has positive or negative outcomes for concerned parties.

10.4.1 Types of Conflict and their Management

Conflict in organizations manifests itself in different forms. Broadly there are three types of conflict: personal, group, and organizational conflict. All these types can be further classified in terms of being "intra" meaning within, and "inter", meaning across. These conflicts are interrelated and affect each other in organization.

Personal Conflict:

Inter-personal conflict involves two or more individuals rather than one individual. Inter-personal conflict occurs when two person's attitudes, behavior, and actions are in opposition. The most commonly cited reasons for interpersonal conflict are: personality differences, differences in perception, clashes of values and interests and power and status differences etc.

Intra-personal conflict is internal to the person and is probably the most difficult type of conflict to analyze. It happens because the person is not clear about his/her role; he/she sets two mutually exclusive goals for himself/herself. An individual is expected to play a variety of role in his life. Since it is practically impossible to live up to everyone's expectations, the role incumbent starts experiencing frustration and anxiety from within. These ultimately lead to interpersonal conflict.

Group Conflict:

Inter-group conflicts:Conflicts between teams and groups are termed inter-group conflicts. They result because of opposition,

disagreements, and disputes between the teams. It can have both positive and negative consequences. On the positive side, the intergroup conflict increases the cohesiveness among the group members, thereby generating enhanced commitment and loyalty towards the group. On the negative side, it distances people from each other in organizations and enhances the gap between teams and departments.

Intragroup conflict is a form of interpersonal conflict. It includes disagreements between group members on certain issues, thereby leading to ineffectiveness in the group's functioning. It is very common feature of family-run businesses where the conflict becomes more intense when the owner or the founder is about to retire or dies untimely.

Organizational Conflict:

Conflicts between organizations are termed inter-organizational conflicts which occur across departments in an organization, within work teams and other groups, and between individuals. It is widely acknowledged that intra-organizational disputes can negatively impact an organization in significant way.

Positive Attitude towards Conflict

Conflicts in organizations can be positive forces. The creation and resolution of conflict can lead to constructive problem solving. The need to resolve conflict can lead people to search for ways of changing how they do things. The conflict-resolution process can stimulate innovation and positive change, as well as make change acceptable. A positive attitude towards conflict encourages people to solve their differences, to participate in developing an ethical and fair organization, and to directly handle injustice.

Negative Attitude towards Conflict

Conflict can also have serious negative effects, diverting attention from the goal and depleting resources, especially time and money. Conflict can negatively affect the psychological wellbeing of employees and cause stress. Severe conflicting thoughts, ideas,

and beliefs can lead to resentment, tension, and anxiety. Over an extended period, conflicts can make it difficult to create and maintain supportive and trusting relationships. When cooperation is required, severe conflict and competition hurts performance. Deep and lasting conflicts that are not addressed can even trigger violence among employees or between employees or others.

10.4.2 Resolving Conflict Through Negotiation

Negotiation is a means of resolving differences between people. In the process of negotiation, not only are different opinions are taken into account, but also individual needs, aims, interests and differences in background and culture. One of the techniques of resolving conflict is through third-party mediation. The process of third party mediation involves of opening, information sharing, exchanging and negotiating, reaching an agreement and concluding.

The Win-Lose Approach to Negotiation:

Negotiation is sometimes seen in terms of 'getting your own way', 'driving a hard bargain' or 'beating off the opposition'. While in the short term bargaining may well achieve the aims for one side, it is also a Win-Lose approach.

This means that while one side wins the other loses and this outcome may well damage future relationships between the parties. It also increases the likelihood of relationships breaking down, of people walking out or refusing to deal with the 'winners' again and the process ending in a bitter dispute.

The Win-Win Approach to Negotiation:

Win-Win solutioninvolves looking for resolutions that allow both sides to gain.In this regard you may try the following quickie case.



ACTIVITY 1

Quickie Case

How many satisfactory (win-win) alternatives can you create in the following situation?

Anil is sitting in his hostel room with the ceiling fan on as he is feeling hot. His roommate Bipin arrives just after taking a bath and turns off the fan. What could be the creative options? Hint: Use the regulator of the ceiling fan

10.5 SELF-MANAGEMENT SKILLS

Some of the important attributes of self-management skills are discussed as follows:

10.5.1 Understanding Self-Concept

Self-awareness means knowing about your own self.Knowing 'yourself' means understanding who you are, what you like, what you dislike, what are your beliefs, what are your opinions, what is your background, what you do well and what you do not do well? It is important to know who you are, because only then can you measure your strengths and weaknesses. Providing honest feedback to yourself, identifying your strength and weaknesses and gather insights on your personality and work-specific proficiencies. Think about your daily interactions and how you handled situations well or could have handled them differently.

10.5.2 Self-management

Our behavior – what we do and say – tells us about ourselves. All behavior is communicative. Our feelings which are influenced by our thoughts and beliefs tell even more. If you accept yourself as competent, responsible and lovable, that will make it possible for you to positively regard others. We need to have that kind of a self

image. Journey to that self-discovery requires finding out the 'real me' in ourselves as indicated below.

Behaviour Feelings Thoughts and Beliefs Self Image (Real Me)

Self-Management Skills are those skills that help a person to control his/her thoughts, wants, feelings and actions. It allows one to maximize their productivity and performance in various fields of their career.Moreover, it requires taking responsibility for tasks at hand, diligence and time management skills.



ACTIVITY 2

Your behaviour, feelings, vision, values: they all tell you about yourself. Who, then, is the 'real you'? Can you describe yourself? Some questions may help. Try to have an answer of two of them.

In your past experiences what has given you the greatest sense of accomplishments? What has given you the least?

What would you say are your two greatest strengths and your two greatest weaknesses?

10.6 MANAGING PERSONAL FINANCE

Personal finance is a term that covers managing your money as well as saving and investing. It encompasses budgeting, banking, insurance, mortgages, investments, and retirement, tax, and estate planning etc. The core areas of managing personal finance include income, spending, savings, investments, and protection.

10.6.1 Aspects of Budgeting Like Setting Personal Goals and Expenses

There are five basic areas of personal finance. These are income, saving, spending, investing, and protection. In this section, we will discuss these in detail.

Income: Income is the starting point of personal finance. It is the entire amount of cash inflow that you receive and can allocate to expenses, savings, investments, and protection. Income is all the money you bring in. This includes salaries, wages, dividends, and other sources of cash inflow. Depending on the income, the other personal finance areas can be estimated.

Spending: Spending is an outflow of cash and typically where the bulk of income goes. Spending is whatever an individual uses their income to buy. This includes all types of expenses that an individual incur such as rent, mortgage, groceries, hobbies, eating out, home furnishings, home repairs, travel, and entertainment etc.

Being able to manage spending is a critical aspect of personal finance. Individuals must ensure their spending is less than their income; otherwise, they won't have enough money to cover their expenses or will fall into debt. Debt can be devastating financially, particularly with the high-interest rates and high charge on credit cards.

Saving: Savings is the income left over after spending. Everyone should aim to have savings to cover large expenses or emergencies. However, this means not using all your income, which can be difficult. Regardless of the difficulty, everyone should strive to have at least a portion of savings to meet any fluctuations in income and spending.

Investing: If an individual has additional savings, he/she can think of investing that savings for more profit/earning. Investing relates to the purchase of assets that are expected to generate a rate of return. Investing can be difficult for those unfamiliar with it. It requires proper study of the market before investing.

Protection: Protection refers to the methods people take to protect themselves from unexpected events, such as illnesses or accidents, and as a means to preserve wealth. Protection includes life and health insurance and estate and retirement planning etc.

10.6.2 Managing Saving, Investment and Spending

Creating a financially secured life is very much essential for individual. For this purpose, the individual should have both short term and long term financial goals. Short term goal should cover all the day to day expenses and long term goals should cover future purchase of different assets. Insurance is also very much essential for financial security.

Preparing a financial budget involves managing saving, investment and spending. The investment decision, also known as capital budgeting, is concerned with the selection of an investment proposal/ proposals and the investment of funds in the selected proposal. A capital budgeting decision involves the decision of allocation of funds to long-term assets that would yield cash flows in the future.

Investing aims to increase an individual's wealth beyond the amount they invested. Investing does come with risks, as not all assets appreciate and can incur a loss.



CHECK YOUR PROGRESS

Q 5: State different types of conflict.

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Q 6: What are the basic areas of personal finance?

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10.7 LET US SUM UP

In this unit, we have discussed the following:

- The functions of management can be discussed under the heads planning, organizing, staffing, leading and controlling.

- Organising involves bringing together the manpower and material resources for the achievement of objectives set by a group.
- Training is a learning process that encompasses the development of skilled behaviour in the individual.
- Delegation of tasks means dividing the huge workload to smaller parts and distributing it among members of a team.
- Controlling is concerned with seeing whether the activities have been or being performed in conformity with the plans.
- Conflict in individuals and organizations manifests itself in different forms which can be resolved by discussion, negotiation and searching for creative solutions.
- Self-Management Skills are those skills that help a person to control his/her thoughts, wants, feelings and actions. It requires rational self awareness, goal setting and time management skills.
- The core areas of managing personal finance are income, spending, savings, investments, and protection. Spending is an outflow of cash and typically where the bulk of income goes. Individuals must ensure their spending is less than their income so that they can save for future earnings.



10.8 FURTHER READING

1) Drucker, Peter F., *Practice of Management*, Allied Publications, New Delhi.
2) Koontz, Harold &Weihrich, Heinz, *Essential of Management*, Tata McGraw Hills, New Delhi.
3) Robbins, Stephen, Judge P., Timothy A. &Sanghi, Seema, Organizational Behavior, Prentice Hall, Delhi.
4) http://digitalkkhsou.in/kkhsou.ac.in/eslm/
5) https://www.investopedia.com/terms/p/personalfinance.asp



10.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Planning is concerned with the determination of objectives to be achieved and the course of action to be followed to achieve them.

Ans to Q No 2: The four most common types of teams are: Problem-solving teams, Self-managed work teams, Cross-functional teams, and Virtual teams.

Ans to Q No 3: The sources of recruitment can be categorized as:Internal Sources and External Sources.

Ans to Q No 4: Control is the process of checking to determine whether or not, proper progress is being made towards the objectives and goals and acting if necessary to correct any deviation.

Ans to Q No 5: Conflict in organizations manifests itself in different forms. Broadly there are three types of conflict: personal, group, and organizational conflict. All these types can be further classified in terms of being “intra” and “inter”.

Ans to Q No 6: There are five basic areas of personal finance are income, saving, spending, investing, and protection.



10.10 MODEL QUESTIONS

Q 1: Discuss the basic managerial skills

Q 2: Discuss different types of teams.

Q 3: Write a short note on recruiting and retaining talents.

Q 4: What is conflict? Discuss how it can be managed.

Q 5: Write a short note on self-management skills.

Q 6: Discuss briefly how personal finance can be managed.

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UNIT 11 : ENTREPRENEURSHIP SKILLS, ETHICS AND INTEGRITY

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Basics of Entrepreneurship

11.4 Classification and Types of Entrepreneurships

11.5 Traits and Competencies of Entrepreneur

- 11.5.1 Entrepreneurial Traits
- 11.5.2 Entrepreneurial Competencies

11.6 Creating Business Plan

11.7 Ethics and Conduct

11.8 Importance of Ethics

11.9 Personal and Professional Moral Codes of Conduct

11.10 Creating a Harmonious Life

11.11 Let Us Sum Up

11.12 Further Reading

11.13 Answers to Check Your Progress

11.14 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- discuss the basics of entrepreneurship
- explain the functions of an entrepreneur
- discuss the different types of entrepreneurs
- explain the traits of entrepreneurs
- discuss the steps followed in framing business plans
- explain the importance of ethics in business
- discuss how an entrepreneur can create a harmonious life.

11.2 INTRODUCTION

In this unit we will discuss about entrepreneurship and the different categories of entrepreneurs besides the entrepreneurial traits. The entrepreneurs are basically concerned with translating their innovative ideas into successful business ventures. It requires some skills and self-determination. At the same time, it is important for the entrepreneurs to maintain a high standard of moral and business ethics so that they can become a role model in the society and others feel encouraged for similar type of activities. All these aspects will be covered in this unit and you will be find it interesting as you may possess some of these traits of entrepreneurs as we are going to discuss here.

11.3 BASICS OF ENTREPRENEURSHIP

Entrepreneur and entrepreneurship are the two sides of the same coin. Though there is no commonly accepted definition of entrepreneurship; in general, it refers to the activities performed by an entrepreneur which involves creating something new by taking risk. The *newness* create value in the ecosystem in terms of a new product/ service, improved product/ service, social/ political change and so on.

For better understanding of the term 'entrepreneurship', we need to focus on the activities performed by an entrepreneur. Primarily, an entrepreneur initiates a business venture. While initiating any business venture, certain preliminary steps need to be taken for obtaining the required business licence, operational permission etc. The entrepreneur is also required to arrange financial, physical, human and all other resources for starting the business. At the same time, the entrepreneur need to keep an eye on the ups and downs of business and have to move on. All these activities involve risks and uncertainties. Therefore, the primary task of an entrepreneur involves finding of innovative business ideas, courage to implement these in reality by bearing the risks and uncertainties associated with these.

11.4 CLASSIFICATION AND TYPES OF ENTREPRENEURSHIPS

Entrepreneurs can be classified in different ways. Based on the type of business, skill, gender, sector of working etc., entrepreneurs can be classified into different categories. It must be noted that though entrepreneurs can be classified into different categories, their basic characteristics and functions are the same. Let us discuss the different types of entrepreneurs-

Business Entrepreneurs: These entrepreneurs strive for innovation in product or services. They are motivated for value creation. They transform the innovative idea into a business venture. They are always in search of new business opportunities which are economically profitable, and can give satisfaction to the customers. Emergence of service economy and e-commerce provides enormous new enterprise opportunities.

Agricultural Entrepreneurs: Agricultural entrepreneurs are those who use their creativity and innovation for agricultural products. They are the persons who manageagricultural activities, ensure profitability and bear the risks in respect to agricultural products. They may work in the agricultural sector in as a farmer or a food processor or any other participant in agricultural value chain. Organic farming is an emerging area of agri-entrepreneurship.

First Generation Entrepreneurs: These are the entrepreneurs who start their business on the basis of their innovation and skill without having much support from the family, society or government. A first generation entrepreneur may be first in his/ her family to start business.

Social Entrepreneurs: They are the persons who sense social problems and use their innovation, risk bearing capacity for social uplift. It may be for any cause which may be women empowerment, child trafficking, environmental protection and the like. Indian history contains a number of names of social entrepreneurs, like, Acharya Vinoba Bhave who was associated with the Bhoodan Movement in 1951. White Revolution initiated by Verghese Kurien whose foresightedness in the form of cooperative

business helped in emergence of world famous brand 'Amul'. Lizzat papad is another example of social entrepreneurship through women cooperative.

Women Entrepreneurs: The women entrepreneurs are playing a great role in the business sector as well as in the society. These women entrepreneurs demonstrate good amount of courage to start their own business enterprise by overcoming different family and social barriers. Names like, Kiran Mazumdar- Shaw, Shahnaz Hussain, Falguni Nayar etc. are worth mentioning here.

IT Entrepreneurs: They are comparatively new entrepreneurs who are technologically very sound. The proliferation of Information and Communication Technology creates new business opportunities. The IT entrepreneurs tap these opportunities and enter into market with new product/ service idea and create niche segments in the market. They are highly skilled innovators. The concept like promotion of Start-up India has helped in creation of new ventures.



CHECK YOUR PROGRESS

Q. 1: Who are business entrepreneurs?

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11.5 TRAITS AND COMPETENCIES OF ENTREPRENEUR

11.5.1 Entrepreneurial Traits

The traits or characteristics make one person distinct from the other. An individual can better be understood by his/ her traits. An entrepreneur possesses some characteristics which make him/ her separate from others in their way of thinking and working. Let us have a discussion on the traits of entrepreneurs. It is important to note that all entrepreneurs do not possess the same set of characteristics as they are different individuals. However, in general, entrepreneurs are driven by self-motivation to create something new

and face the challenges. Entrepreneurs possess the skill to translate the business ideas into meaningful ventures. Let us discuss some of thetraits that entrepreneurs most commonly possess -

Ambitious: Entrepreneurs are ambitious and they feel the need for achievement.

Independent: Entrepreneurs are independent in making their choices and take their own decisions.

Self-confident: They are confident to face any challenge that may emerge at any time in implementing the idea into reality. As they take their own decisions, they are confident to find out the solution for the problems.

Risk-takers: Entrepreneurs always searchfor new opportunities. They do not believe on chances and turn the opportunities into reality with calculated degree of risks. They like to bear the burden of risk as they are motivated by the rewards.

Visionary: They have the ability to forecast the future trends. They try to capitalise the opportunities before others.

Creative: Creativity is the essence of entrepreneurship. They try to take up the new ideas for new type of ventures.

Committed: By nature, entrepreneurs are committed to their work. They are committed to goal achievement.

The traits that we have discussed above make a person a true entrepreneur. These traits enable the entrepreneur to innovate and bear the risks.



CHECK YOUR PROGRESS

Q. 2: Mention any three traits of entrepreneurs.

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11.5.2 Entrepreneurial Competencies

Different research studies have been done on the

competencies of entrepreneur. The studies reveal a number of competencies that leads to entrepreneurial action. Let us discuss some of these competencies-

1. **Opportunity recognition:** The potential or an existing entrepreneur always searches for opportunities or business ideas that can be tapped for possible business ventures. The entrepreneur turns the idea into a profitable business
2. **Perseverance:** Generating idea and implementing that idea are quite different. Implementing an idea is not an easy task. It requires critical thinking, overcoming a number of obstacles and risk taking. An entrepreneur with self- confidence and commitment to work turn the idea into reality.
3. **Creative problem solving:** An entrepreneur is naturally a creative problem solver. The entrepreneur analyses the problem and try to find out the best possible solution for the problem. Logical thinking and creativity help the entrepreneur to find out solutions in a different way. That leads to innovation on the part of an entrepreneur.
4. **Value creation:** The entrepreneur creates value for customers and the society as a whole. By innovation, the entrepreneur builds a new product or offers a service or brings a new use of the existing product. Delivering value to the customer and the society is the guiding principle of entrepreneurship.

11.6 CREATING BUSINESS PLAN

The term plan refers to thinking and preparing for the future. It links up the present and the future. Every individual makes a plan for life where one assumes the happening or non- happening of some events, which are not certain. This equally applies to business. Venturing into a business is full of risks and uncertainties and works in such an environment which changes very frequently. Assuming future uncertainties, an entrepreneur need to make business plan. The business plan may be for the existing business or for a start-up. The entrepreneur needs to forecast the likely

future happenings related to business environment. Some of the factors in business environment may be controlled by the entrepreneur, like organisational policies, physical resources and financial resources at his/ her disposal etc. However, economic, political, legal, social factors etc. are beyond the control of an individual entrepreneur. These factors change rapidly and the entrepreneur needs to frame business plans by foreseeing the likely changes in these factors.

Dealing with the business environment and making business plans are the challenges for the entrepreneurs. In this context, the entrepreneurs take certain steps. Let us discuss these steps-

- **Idea Generation:** It is concerned with understanding, collection, analysis of data in respect of current trends in economy, society, culture etc. to identify business opportunities. The entrepreneurs identify the innovative business ideas which are goods in terms of newness, profitability and social desirability.
- **Environmental scanning:** With idea generation, the entrepreneurs scan the business environment related to the ideas generated to have a deeper understanding of the different aspects of these ideas. This helps the entrepreneur to ascertain the factors which he/ she can control and which factors are beyond control. This results in selecting some ideas for further evaluation and rejecting the others.
- **Evaluation of business ideas:** The entrepreneur may generate various ideas, however, all these ideas need to evaluate rigorously before finalising specific idea(s). Evaluation of selected ideas are evaluated in terms of
- **Investment size:** It indicates the amount of money that an entrepreneur can arrange for a particular business idea for its proper implementation. The ideas which are beyond the financial capacity of an entrepreneur are better to reject.
- **Location:** the entrepreneur needs to take the decision for suitable location of the business. Depending upon the nature of the business, it may be located near the market or near to the sources of raw-materials.

- **Technology:** Another important yardstick for evaluating the business idea is to analyse the technological requirement of the idea and assess whether the technology required is locally available or not. Factors like, cost of the technology, changes in the existing technology need to be considered.
- **Market and Competition:** The entrepreneur needs to analyse market and competition for the selected idea. The competitors, their advertising strategy, distribution strategy etc. need to be scanned before finalising the business idea.
- **Pitch- Making:** Once a business idea is concretized, a pitch needs to be developed and adequate promotion needs to be made. For example, think about starting a cane and bamboo furniture making enterprise. While starting theenterprise, the entrepreneur may formulate a strategy of making full use of cane and bamboo only; and no use of chemicals, metallic nails and wires. Accordingly, at the time of launching, the furnitureitems may be promoted on the pitch that they are material free and chemical free
- **Selecting a particular business idea:** After going through these steps, the entrepreneur selects a particular business idea, which will be carried out. However, it may happen that all the ideas generated are rejected on the basis of the different tests and the entrepreneur has to start the process afresh.
- **Implementation:** It involves arranging all financial, human, physical resources required for the production/ generation of the product/ service. The entrepreneur may adopt the process of test marketing before starting full-fledged commercial production. In test marketing, the entrepreneur will select the representative market to launch the product/ service to ascertain customer responses. On the basis of the feedback of the test marketing, the entrepreneur takes the final decision to launch the product/ service on large- scale and tries to achieve growth in sales and profit.

11.7 ETHICS AND CONDUCT

Ethics indicates doing the right thing, which is socially desirable and legally permitted. The Merriam- Webster dictionary define 'ethics' as a set of moral principles: a theory or system of moral values. Ethical conduct is inseparable in an individual's life and this is equally important for an entrepreneur and the business organisations as well. You are aware that business is a part of the society and it requires that business should act ethically. The ethical behaviour of business brings reputation and pays the business in the long- term.

Ethics need to be reflected in all the business plans and strategies. It needs to be integrated with the vision and mission of entrepreneurial activities. To make ethic an indispensable element of an enterprise, the entrepreneur needs to take some measures, which may be in the following directions-

Making available true and fair financial information to the investors, creditors, tax authorities and the like;

Assuring quality products for the consumers;

Setting reasonable price for product and services;

Being innovative so that the entrepreneurial venture meets the needs of the society at large;

Engaging the employees in ethical conduct of the business;

Providing the required employee benefits;

Getting involved with the local community;

Being concerned for environment protection and conservation

11.8 IMPORTANCE OF ETHICS

Ethics in entrepreneurial endeavour is utmost important. Entrepreneurs set standard for other to follow, specially the younger generation. Entrepreneurs, being a part of the society, are supposed to set a higher standard of ethical conduct. Entrepreneurs are termed as the 'Engine of Growth'. A country needs entrepreneurs for economic development. An entrepreneur provides scope for employment; higher standard of living; integration of national economy to global economy;

innovation in product, production process, services, technology; social development and so on. Ethics provides the platform for growth and success of business. It helps in building trust with the investors, creditors, suppliers, employees, government and the customers. Business dealings based on trust create a healthy environment for business. Ethical behaviour creates trust for all the parties that deal with the business and brings more loyal customers. The existing customers will refer the enterpriseto others and the customer base will grow

Any non- ethical behaviour brings bad name for the enterprise. Customers will hesitate to use the products or services of an enterprise which shows unethical behaviour and violate moral code of conduct. Eventually, the enterprise loses the customers, profit margin, and share of market. Violating social norms, ignoring public health and safety will not bring profitability in the long- run.

In order to have a clear understanding of ethical business practices, let us see the following table depicting some examples of ethical and unethical business practices.

Ethical Business Behaviour	**Unethical Business Behaviour**
Protecting investors interest	False claim about the product or service
Good working environment for employees, timely payment of salaries	Hidden terms in business agreements
Clear information about the products and services offered to the customers	Misleading advertisements
Payment of taxes and other government dues on time	Misleading accounting information
Protecting the natural environment	Defamation
Transparent Business Agreements	Selling customer data
True and fair statements of accounting information	Harnessing environment beyond permissible limit



CHECK YOUR PROGRESS

Q. 3: Mention any three ethical business behaviour.

.....

.....

11.9 PERSONAL AND PROFESSIONAL MORAL CODES OF CONDUCT

In the competitive environment, personal and professional moral code of conduct acts as a long- term policy for business success. The customers, suppliers, investors and the public in general desires that the business must follow the moral code of conduct while framing business strategies or designing the products and services. As the business environment is controlled by customers and other stakeholders, the profitability of business and success of an entrepreneur, to a great extent, determined by them. Any unethical conduct on the part of entrepreneur and the business may result in fall in market share and consequently the business will suffer loss. Hence, for survival in the market, it is important for the entrepreneur to practice ethical behaviour, both in personal and professional arena like, payment of taxes, honouring the bills of the suppliers on time.

The moral code of conduct like, maintaining honesty and integrity,being trustworthy, and engaged in legal business dealings, being transparent in financial dealings and so on sets a higher standard for the entrepreneur and his/ her business.

The entrepreneurs need to develop an organisational culture that ensures ethical conduct of the business by all the employees. It begins with the entrepreneur himself/ herself and need to be emphasised continuously that these standards are followed and maintained. These become important while dealing with customers, suppliers, investors etc. by offering quality service, observing regulatory compliances and avoiding 'only profit' attitude and law suits. Entrepreneurs believing in ethics demonstrate strong moral code and respect for values.

11.10 CREATING A HARMONIOUS LIFE

You are aware that an entrepreneur is considered as 'engine of growth'. The entrepreneur invests his/ her time and money and bears the risks of a venture. Being the decision- maker, he/ she carries the risks all the time and ready to face any challenges as an outcome of any business decision. Moreover, the entrepreneur needs to give due importance towards discharging of social responsibility. He/ she must be cautious to follow the ethical norms in the conduct of business as well as in personal life.

An entrepreneur needs to work within the business environment. His/ her enterprise need to work with different stakeholders, like suppliers, financiers, channel members, employees, customers and so on. The work, attitude and behaviour of an entrepreneur affect all the stakeholders and vice versa. The entrepreneur also needs to take care of his/ her family and shoulder the family responsibilities. The life of an entrepreneur is full of ups and downs. In other words, the job stress of an entrepreneur is very high. Maintaining work life balance for entrepreneur is very difficult. Therefore, the entrepreneur needs to strive for a harmonious life, where he/ she can contribute at the optimum level. Under such a situation, the entrepreneur needs to master the skills and virtues of time management, self- organising, discipline, being creative and logical in decision- making and knowing his/ her strengths and limitations.



11.11 LET US SUM UP

In this unit, we have discussed the following aspects:

- Entrepreneurship refers to the activities performed by an entrepreneur which involves creating something new.
- Entrepreneurs can be classified into different categories, like business entrepreneurs, women entrepreneur, IT entrepreneur, social entrepreneur etc.
- The different traits of entrepreneurs are-

Ambitious
Independent
Self- confident
Risk- takers
Visionary
Creative
Committed

- The different steps in framing business plan are-
  Idea Generation;
  Environmental scanning;
  Evaluation of business ideas;
  Selecting a particular business idea; and
  Implementation
- Some of the ethical business behaviour are-
  Protecting investors interest
  Good working environment for employees, timely payment of salaries
  Clear information about the products and services offered to the customers
  Payment of taxes and other government dues on time
  Protecting the natural environment
  Transparent Business Agreements
  True and fair statements of accounting information
- The entrepreneur need to create a harmonious life by taking into account the stakeholders like, suppliers, channel members, employees, customers and his/ her personal life.



11.12 FURTHER READING

1) Chapter 1 – Introduction to Entrepreneurship – Entrepreneurship and Innovation Toolkit (bccampus.ca)
2) The relationship between entrepreneurial competencies and the recurring entrepreneurial intention and action of existing entrepreneurs

| Botha | The Southern African Journal of Entrepreneurship and Small Business Management (sajesbm.co.za)

3) An entrepreneurial key competencies' model | Journal of Innovation and Entrepreneurship | Full Text (springeropen.com)

4) Entrepreneurial Competencies and Enterprise Performance: A Study on the Street Food Cart Owners in Khulna City of Bangladesh | Khan | European Journal of Management and Marketing Studies (oapub.org)



11.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Business Entrepreneurs transform the innovative idea into a business venture. They are motivated for value creation. They are always in search of new business opportunities which are economically profitable, and can give satisfaction to the customers.

Ans to Q No 2: The three traits of entrepreneur are-

Ambitious: Entrepreneurs are ambitious and they feel the need for achievement.

Independent: Entrepreneurs are independent in making their choices and take their own decisions.

Self- confident: They are confident to face any challenges that may emerge at any time in implementing the idea into reality. As they take their own decisions, they are confident to find out the solution for the problems.

Ans to Q No 3: Three ethical business behaviour are:

Protecting investors interest

Good working environment for employees, timely payment of salaries

Clear information about the products and services offered to the customers.



11.14 MODEL QUESTIONS

Q 1: Who is an entrepreneur?

Q 2: Discuss the traits of an entrepreneur.

Q 3: Discuss the importance of ethics in sustaining a business enterprise.

Q 4: Discuss the factors which need to be considered while developing a business plan.

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UNIT 12 : LOVE AND COMPASSION;TRUTH AND NONVIOLENCE

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Love and Compassion

- 12.3.1 Love
- 12.3.2 Compassion

12.4 Truth and Nonviolence

- 12.4.1 Truth
- 12.4.2 Nonviolence
- 12.4.3 Gandhian Nonviolence

12.5 Let Us Sum Up

12.6 Further Reading

12.7 Answers to Check Your Progress

12.8 Model Questions

12.9 References and Notes

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to :

- explain the meaning of love
- explain the meaning of compassion
- discuss the concept of truth
- explain the principle of nonviolence as preached by major world religions
- discuss the Gandhian concept of non-violence.

12.2 INTRODUCTION

Human beings are endowed with certain distinctive qualities and emotions in the absence of which one would not qualify to be a human in the true sense of the term. In this context, the qualities of love and compassion

stand out as two of the most powerful human emotions that account for the sustenance of human societies through time. While love signifies a feeling of attachment to someone or something, compassion implies the natural urge to care for others. The attributes of love and compassion promote the well being of not only the individual self but the society at large. It is worth mentioning here that two other related concepts which actually stem from with the attributes of love and compassion include truth and non-violence, both of which contribute towards establishment of a just and fair society.

12.3 LOVE AND COMPASSION

12.3.1 Love

Love is a fundamental instinct of human beings.The ancient Greeks classified love into different categories as follows:

Love for one's own self or self love (philautia)

Romantic love (eros)

Affectionate love for one's near and dear ones including friends (philia)

Love that flows between parents and children (storge); and

Unconditional and altruistic love for everyone and anyone (agape)[1]

Thus, the concept of love might have different connotations. However, as humans, we need to strive for love which is unconditional and selfless in nature. When we are guided by love of an unconditional nature, our deeds and actions are consciously directed towards doing good to our fellow beings. Such unconditional love kindles a spirit of compassion in us. We learn to empathize with the other person and be compassionate in our thought, attitude, approach and behaviour,while motivating us to be fair and just in all our actions.

12.3.2 Compassion

Simply speaking, compassion entails the capacity to feel another person's pain, driving one to do something to alleviate

another's pain or suffering. It may be mentioned here that compassion as an attribute of human nature goes beyond sympathy (feelings of pity and sorrow for someone else's distress-*feelingtowards another*) or empathy (the ability to understand and share the feelings of another - *feelingasanother*). Compassion does not imply taking pity on someone (sympathy)neither does it stop at merely understanding the feelings of another person (empathy),but it goes beyond that so as to entail the active urge to do something to alleviate another person's suffering as an emotional response to empathy. Thus, compassion is "*feeling for another"*. When one feels compassion, one is motivated to do something to mitigate the suffering of others and relieve their pain.

Let us try to understand the concept of compassion with the help of an example from our daily lives. Let us say that while walking down the street you find an elderly person who has not eaten in days and has no place to stay. Upon seeing the person, you may initially feel sorry for him and wish that nobody should ever meet the fate that he has. This feeling could be interpreted as *sympathy*. You may then try to put yourself in the person's shoes and try to mentally experience the agony that the person is in. This feeling could be described as *empathy*. Having empathized with the person, you may go on to actually help the person by buying him a decent meal which would alleviate his pain in the short term or you may even make the effort to find a shelter home for the person to alleviate his suffering for the rest of his life. This feeling and the consequent action on your part could be described as *compassion*.

The existence of these two cardinal attributes or emotions of human nature,namely love and compassion, is instrumental in ensuring thecomposite wellbeing of the individual-self and long termsustenance of the society at large .

It will not be out of place to mention here that even biological scientists have found a linkage between love, compassion and survival of human societies. As a matter of fact, the famous English naturalist Charles Darwin in his book "The Descent of Man" stated

that those communities which included the greatest number of the most "sympathetic" members would flourish best and rear the greatest number of offspring.[2] Analyzing Darwin's statement, we could say that more compassionate a society becomes, the greater are its chances of survival.Significantly,Love and compassion evoke pleasant and fulfilling neurobiological effects contributing to overall health and well-being. These two qualities are therefore essential for the wellbeing of both the self and the society.

Fundamentally, the attibutes of love and compassion hold the key to how we should conduct ourselves in terms of our day-to-day interactions with fellow members of the society.



CHECK YOUR PROGRESS

Q. 1: Unconditional and altruistic love for everyone and anyone was described as ..... by the Greeks. (Fill in the Blank)

Q. 2: When one feels pity and sorrow for someone else's distress, it is known as what ?

.....

.....

Q. 3: The ability to understand and share the feelings of another by putting yourself in his or her position is called what ?

.....

.....

Q. 4: When one feels the active urge to do something to alleviate another person's suffering as an emotional response to empathy, it is known as what ?

.....

.....



ACTIVITY 12.1

Try to cite some real life instances of unconditional and selfless love (Hint: a doctor rendering free medical service in remote areas; a matytredmartyr soldier who sacrificed his life for the nation) .

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12.4 TRUTH AND NONVIOLENCE

12.4.1 Truth

Flowing from the indispensable human qualities of love and compassion are the intertwined concepts of truth and nonviolence. Firstly, when we talk about truth, one should remember that a distinction needs to be made between the absolute truth and the relative truth. An absolute truth is something which is true at all times and in all places, under all circumstances. Absolute truth offers no scope for any debate or counter argument as it issomething which is universally accepted by all. However, in human societies, the existence of truth in the absolute sense is not realistically possible. At best, it could exist in our imagination. As such, we must remain conscious of the fact that all human beings are entitiled to his or her own opinions and thoughts which is why there may be different shades of truth.

12.4.2 Nonviolence

What may be be true in one situation may not be so in another. Hence, as humans, truth can only be understood in the relative sense, in terms of an array of relative truths. In the process, we learn to be more accommodative and tolerant in our approach as opposed to being self-righteous and dogmatic.It is in this context

that the principle of non-violence becomes relevant, since, at one level, we could appreciate the idea of relative truth in the light of the principle of non-violence. Non-violence ,as an expression of pure and unconditional love, helps us to be respectful and compassionate towards all living beings. Non-violence helps us to be more accommodative and enables us to reconcile our differences more effectively, since non-violence teaches us to approach everyone with love and compassion.

According to Mahatma Gandhi, nonviolence in its active formimplies goodwill towards all life. It is pure love which could be found in the Hindu scriptures, in the Bible, in the Quran.[3] Simply put, non-violence implies refraining from causing harm or injury to someone inthought, word or deed as a matter of principle.

Nonviolence in religious traditions

Non-violence has been one of the cardinal doctrines of all major religions. Let us try to have an overall understanding of the concept of nonviolence in the context of some of the major world religions.

Non-violence in Hinduism

As an ethical concept, non-violence or Ahimsa in terms of non-harming could be traced back to the Vedic era, when Ahimsa was treated as the highest virtue . In the the*RigVeda* we find the use of the words *Satya* (truthfulness) and *Ahimsa* in a prayer to the deity-Indra. The *YajurVeda* contains an express reference to how we ought to treat everyone with love and compassion in much the same way as we want others to treat us- "may all beings look at me with a friendly eye, may I do likewise, and may we look at each other with the eyes of a friend". The *YajurVeda* also talks about the idea of non-violence to animals ("pashu-Ahimsa").

In Hinduism the concept of not causing injury applies to all living beings whether humans or animals. In Hinduism, there is an overwhelemimg concern for conserving the ecology as Hinduism belives that the five essential elements constituting the environment



Vedas: Vedas are the oldest scriptures of Hinduism written in Sanskrit. The four vedas are Rig Veda, Sama Veda, Yajur Veda and Atharva Veda.

, namely, space, air, fire, water and earth are derived from *prakriti*(nature)- the primal energy and all the five elements are interconnected. Our actions must be such that we are always respectful towards the environment and mother earth.In a sense, Hinduism is a forerunner of the concept of ecological non-violence. The *Bhakti* Movement within Hinduism was also deeply rooted in the principle of nonviolence towards all living beings of which we find reflection in the life and precepts of many of the saints of the period. To cite an example, in Assam, the great saint and founder of the Neo-Vasinavite faith, SrimantaSankardevawhilesetting out on his second pilgrimage along with a few of his followers, passed through a jungle where they noticed a deer caught in a hunter's trap. On seeing the plight of the deer, Sankardeva released the deer. At the same time, Sankardeva was mindful of the hunter's need which is why he left a coin for the hunter to buy food for his family. This gesture of Sankardevatruly inspired his followers to be compassionate towards all living beings.

Non-violence in Christianity

In Christianity, the principles of love, forgiveness, charity and non-violence are deeply embedded in its value system. The doctrine of nonviolence in terms of uncondional love, mutual respect, co-existence and compassion is something which is overwhelmingly evident in many of the teachings of the New Testament. The words spoken by Jesus Christ while he was being crucified were "*Father*, *forgive them*, for they don't know what they are doing" imploring God to forgive even those who subjected him to such inhuman torture. Jesus Christ taught his followers to love one's enemies and not to harbor any feelings of ill will against them. He said "But I tell you, love your enemies and pray for those who persecute you" (Matthew 5:44). Furthermore, inherent in the Gospel of Matthew is the Golden Rule"In everything, do to others what you would have them do to you. . . ." (Matthew 7:12) which in other words, means that we should treat others the way we want others to treat

us. The underlying message in this is very clear- it teaches us to foster the spirit of mutual respect and compassion towards one another.

Non-violence in Jainism

The tradition non-violence constitues the main bedrock of Jainism. Jainism believes that every life form on earth has a soul or *jiva*.The*jiva* is bound by the actions or "karmic" deeds of a person in his or her lifetime. So in order for the soul to find salvatation from the karmic cycle of death and rebirth, Jainism preaches non-violence as the means to achieve the same. Jainism considers non-violence to be the supreme virtue to be upheld under all circumstances. The jain concept of nonviolence is very comprehsive in that it includes nonviolence towards all life forms whether humans, animals, plants or micro-organisms. A comprehensive code of conduct has been formulated for the followers of Jainism while carrying out their daily routine in order to ensure that no living creature is harmed by one's actions in any way.

Non-violence in Buddhism

In Buddhism, the eightfold path is recommended for *nirvana* or the liberation of the soul from the cycle of rebirth. The eightfold path constitutes certain practices such as Right View, Right Resolve, Right Speech , Right Conduct and so on. Of these, Right Resolve talks about renouncing ill-will and becoming compassionate; Right Speech prohibits the use of rude language in our speech;Right Livelihood urges one to stay away from trading in weapons and poisons among others; while Right Conduct expressly prohibits killing or injuring . Thus, Buddhism lays emphasis on being non-violent in our thought, speech and action.

Non-violence in Islam

In Islam, the spirit of non-violence is embedded in the verses of the Quran. According to the Quran, God does not approve of violence or *fasad* for it leads to social disharmony and loss of life and property. Peace is considered to be one of God's names in Islam.

Thus, it is seen that the doctrine of non-violence has beenthe focal theme of all major religious texts.Apart from religious traditions , individual efforts towards peace and non-violencehave also been made at times in Europe and different parts of the world from time to time. In India, we must study the contribution of Mahatma Gandhi, the father of the nation in promoting non-violence.

12.4.3 Gandhian Nonviolence

Significantly, nonviolence as a mass based means of socio-political action to fight injustice and to bring about social change has been most successfully adopted and applied by Mahatma Gandhi. Gandhi considered *ahimsa* or nonviolence as the supreme religious duty of every human being. To him, non-violence encompasses both negative and positive implications. Negatively, it includes non-killing and non-injury.Gandhi said "I am not tired of repeating again and again that we should be non-violent in thought and word and deed……. Our violence in word and deed is but a feeble echo of the surging violence of thought in us."[4]

In the positive sense, nonviolence implies that one must have love, sympathy and compassion even for one's opponent. Gandhi made a distinction between the wrongdoer and his or her wrong deed. According to Gandhi, "A non-violent man will act upon the murderer through his love. He cannot, by punishing the murderer, undo the murder already committed.But he hopes by gentleness to get the murderer to repent of his deed and change the whole course of his life."[5]

Further, Gandhi believed that nonviolence is a weapon only of the brave and not of the weak. According to Gandhi, those who apply nonviolence are men and women with indomitable courage and strength. Cowardice is wholly inconsistent with nonviolence. Gandhi sought to execute his ideology of nonviolence through the instrument of *satyagraha*.Satyagraha may be interpreted as "the devotion to truth" or as "truth force". It implies a relentless search for

truth and a determination to reach the truth.

Satyagraha is proactive in nature. It is the law of love for all and renounces all forms of violence as a matter of principle. The idea is not to destroy or harass the opponent but to change his or her heart or win him or her over by empathy, patience and self-suffering. While *satyagraha* hates all evil, it approaches the evil doer through love. Satyagraha is based on the double dynamics of nonviolent techniques of resistance on the one hand and a list of constructive programmes on the other. The nonviolent means of resistance, (which were sucessfully adopted during India's freedom movement under the leadership of Mahatma Gandhi) include non-cooperation, civil discobedience, boycott, strike, etc. all of which are aimed at opposing unjust systems, structures and practices that perpetuate violence and exploitation. A satyagrahi is willing to face even physical assault, but under no circumstances, will he or she retaliate in a like manner.

Gandhi held that nonviolence is indeed the pursuit of truth. Gandhi always emphasized the use of truthful means to achieve just goals or ends. Gandhi equated truth with God. Intstead of the usual maxim "God is Truth" , Gandhi belived in the maxim "Truth is God". Gandhi was of the opinion that our ultimate quest must be to reach the Absolute Truth which Gandhi equated with God. But as long as we do not attain it, we must hold on to the relative truth of our conception to guide us forward. Thus, it is through the relative truths that we could strive to find the ultimate truth.

In the ultimate analysis, truth and non-violence help us to be accommodative in our approach and morally strong in character. Our devotion to truth and commitment to nonviolence teaches us to raise our voice against structures and systems which promote violence and injustice, but in a way that encourages the perpetrator of violence to change course and reform himself or herself for good. In this context, a glaring example of steadfast commitment to truth and non-violence could be found in the history of Assam in the form

of the selfless sacrifice made by JoymotiKunwari in Assam. JoymotiKunwari was the wife of the Ahom prince GodapaniKonwar. The reigning king of the day LoraaRoja was a cruel monarch who resorted to kill or maim the young princes so that they could not succeed to the Ahom throne. GodapaniKonwar, on the advice of his wife JoymotiKunwari therefore fled to the Naga Hills and took shelter there. Unable to find Godapani, JoymotiKonwari was summoned to the king's palace. However, when she refused to divulge the whereabouts of her exiled husband, JoymotiKunwari was taken to JerengaPathar (an open field) inSivasagararea of Assam, where she was tied to a tree and subjected to inhuman physical torture. But she endured the torture till her last breath and refused to reveal where her husband was hiding. After fourteen days of continuous physical torture, JoymotiKunwaribreathed her last. The sacrifice made by JoymotiKunwari enabled her husband subsequently to rise in revolt and become the King himself. JoymotiKunwari championed the cause of truth and justice and her self-sacrifice was a refelction of that spirit. It was her sacrifice that enabled her husband to restore peace by revolting aginst the tyranny of the ruling monarch.



ACTIVITY 12.2

Try to find out the application of non-violent techniques of resistance employed in other parts of the world besides India. (Hint: The Civil Rights Movement in the USA during the 1950s and 1960s spearheaded by Martin Luther King Jr. for justice and equality for African Americans)



CHECK YOUR PROGRESS

Q. 5: Something which is true at all times and in all places, under all circumstances is called absolute truth. (True/False)

.....

Q. 6: In which Veda do we find the use of the words Satya (truthfulness) and *Ahimsa* in a prayer to the deity Indra?

.....

.....

Q.7: The ……..concept of nonviolence is very comprehsive in that it includes nonviolence towards even micro-organisms. (True/False)

.....

Q.8: "In everything, do to others what you would have them do to you. . . ." is a message from which religious book ?

.....

.....

Q 9. Mention any two Gandhian techniques of nonviolent resistance?

.....

.....



12.5 LET US SUM UP

- Love is a fundamental instinct of human beings.The ancient Greeks classified love into different categories .
- As humans, we need to strive for love which is unconditional and selfless in nature.
- The attribute of compassion drives one to do something to alleviate another's pain or suffering.
- Flowing from the human qualities of love and compassion are the intertwined concepts of truth and nonviolence.
- A distinction needs to be made between the absolute truth and the relative truth.
- Nonviolence has been one of the cardinal doctrines of all major religions, whether Hinduism, Christianity, Jainism, Buddhism or Islam.

- Nonviolence as a mass based means of socio-political action to fight injustice and to bring about social change has been most successfully adopted and applied by Mahatma Gandhi.
- Gandhi sought to execute his ideology of nonviolence through the instrument of *satyagraha* based on techniques of nonviolent resitance and a list of constructive programmes.



12.6 FURTHER READING

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2) Iyer, Raghavan N., *The Moral and Political thought of Mahatma Gandhi* (New Delhi: Oxford University Press, 2005).
3) Kumar, B. Arun, *Gandhian Protest* (Jaipur: Rawat Publications, 2008).
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12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Agape

Ans to Q No 2: Sympathy

Ans to Q No 3: Empathy

Ans to Q No 4: Compassion

Ans to Q No 5: False

Ans to Q No 6: Rig Veda

Ans to Q No 7: Jain

Ans to Q No 8: New Testament

Ans to Q No 9: Non-cooperation and Civil-Disobedience.



12.8 MODEL QUESTIONS

A. Very Short Questions

Q 1: Mention any two techiques of Gandhian nonviolent resistance?

Q 2: Which religion proposes the eightfold path for *nirvana*?

B. Short Questions (Answer each question in about 150 words)

Q 1: Explain the tradition of nonviolence in Hinduism.

Q 2: Write about the distinction between love, empathy and compassion.

C. Long Questions (Answer each question in about 300-500 words)

Q 1: Explain the meaning and significance of love and compassion in our daily life?

Q 2: Write a short note on truth and nonviolence with special reference to Gandhian nonviolence.



12.9 REFERENCES & NOTES

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UNIT 13 : PEACE, SERVICE, RENUNCIATION

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Peace

- 13.3.1 Peace and Indian Schools of Thoughts
- 13.3.2 Peace and Human values
- 13.3.3 Peace and Conflict

13.4 Service and Renunciation

- 13.4.1 Altruistic and Egoistic Actions
- 13.4.2 Non-attached Actions and *Niskama Karma*
- 13.4.3 *Pravritti and Nivritti*
- 13.4.4 Niskama Karma and Renunciation

13.5 Let Us Sum Up

13.6 Further Reading

13.7 Answers to Check Your Progress

13.8 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be to:

- explore the concept of peace
- discuss the concept of service and renunciation
- explore the application aspects of service and renunciation in life.

13.2 INTRODUCTION

This unit introduces to you the concept of peace, service and renunciation. This unit has been primarily classified into two sections. The first section seeks to explore the concept of peace; and the second one discusses the concept and application aspects of service and renunciation.While going through the concept of peace, you will find the general and Indian philosophical viewpoints on peace. Aside from this, you

will find the Indian as well as the western thinkers' viewpoints on the concept of peace. In the section two in this unit - service and renunciation, the most significant Indian Philosophical issues like *niskama karma*, *lokasamgraha*, and *pravrtti and nivrtti* also have been discussed. Let us discuss the concepts in this unit.

13.3 PEACE

Generally, people are searching peace in the domestic field, but the concept of peace is indispensable in every walk of life. Without the concept of peace in a human mind, an individual can never do a work smoothly either in the individual level or in the collective field. In a sense, individual peace leads to the concept of collective peace. It can be opined that collective peace without individual peace is meaningless or empty; and individual peace without collective peace will not contribute to a healthy state of mind. If an individual is not in the state of peace, we cannot think of a collective peace. Thus, the concept of peace is an inevitable concept in a society.

13.3.1 Peace and Indian Schools of Thoughts

Normally we search forpeace by worshipping God or by performing *naam-kirtan* in front of God or helping people in distress or by charity work etc. That is why; it is clear that Peace in the individual level as well as in the social level does not come from heaven. It comes through our good work. That is why; Swami Vivekananda propoundedthat work is worship. Although philosophically peace indicates a calm state of mind, but it is not easy to achieve such kind of state. Therefore, different Indian schools name it differently. Some call it *adrsta (is it adrista?),* some name it *apurva,* and some indicates as *Kaivalya* etc. Again, some Indian schools opine that it is not easy to get the concept of peace in this mundane world -that is so called as embodied peace. According to Samkara Vedanta School, the concept of peace is distant from us– itmeans individual peace is not achievable, but to Ramanuja Vedanta

School, individual peace is achievable in this world. The very important and crucial question in the present day is -Is the individual peace the major factor of emerging conflict in our day-to-day life?

13.3.2 Peace and Human values

In the empirical sense what we usually perceive is that people seem to become individual self centric to survive in the competitive market environment. And as a result the materialistic tendency grow in the human mind and people tends to forget the most important values like concern for others, sympathy, love, tolerance, honesty, benevolence etc. These values are considered the essence of human life, because these cannot be bought from the market. Rather, they are acquired or caught to lead a peaceful life in our society. Researchers in the US carried out a happiness survey on a group of 481 participants who had identified a recent positive change in their lives that had made them happier. Kennon Sheldon, a Professor of Psychological Sciences in the College of Arts and Sciences of the University of Missouri, opines that 'the majority got used to the change that had made them happy in the first place'. And he says "They stopped being happy because they kept wanting more and raising their standards, or because they stopped having fresh positive experiences of the change." In this context, it can be said that human desire is also one of the factors of the emergence of conflict in our society. We know very well that human desire is never fulfilled; still we keep on trying to fulfill our uncontrolled desire in our life. And as a result, we fail to concentrate on the social values like brotherhood, concern for environment, dutifulness, forgiveness, justice, gratitude, patience, sharing, repentance, tolerance etc, which are considered the as very important ones in order to live in a peaceful society.

13.3.3 Peace and Conflict

The human values are gradually missing from human life.

As a result, we emphasize on only search for individual peace rather than the concept of searching for truth. That is why, we fail to comprehend that peace is not an answer; rather it is a mere question only. The important point is that peace comes from the concepts of Love, Truth, Non-violence, Honesty, Tolerance, Patriotism etc. Therefore, it can be opined that the very concept of conflict starts in the individual level and spreads gradually to the society. However, some philosophers point out the positive aspect of conflict. According to them, conflict is necessary to human upliftment as well as to social progress. As for instance, Heraclitus said that war is the father of all things. By this saying, he means that revolution takes place through the conflicting elements. Darwin also talked about the struggle for existence.In the early years, the concept of peace studies was assumed as the opposite of war. The term *peace* was defined as the absence of war.John Galtung, who was the first to explicitly point out the sphere of peace, defined peace not as the absence of war but as the absence of violence. He gave a wider theoretical framework of the concept of peace, whichcould deal with not only the issues of war but also the issues of poverty, disease and human rights violations.

However, Gandhi's view is that conflicts occur as temporary irregularities. We perceive conflict in the different levels- social, political, communal, economic, and international level. In the social context, the nature of conflict is apparent. As we perceive that somepoor people are becoming poorer and somerich people are becoming richer.There are inequalities in distribution of wealth. It is a pathetic sight that poor people are crying for food, cloth and shelter. In order to achieve the three essential needs of human life people undoubtedly take part in competition and when someone fails to achieve the target takes resort ultimately in bribery, dacoity, murder, insurgency etc. However, in the present scenario the nature of conflict is changing. Today's emergence of conflicts seemed not due to fulfilling the basic needs of human life. Now a days, conflicts involve

in our society alsodue to politics, religion, economy etc. The problems like conflicts among race, corruption, insurgency, terrorism, fundamentalism etc. are known as the bye product of politics, religion, economy etc. JusufKalla in this context mentions that violence is also due to political reasons, economic reasons, social reasons and religious reasons. What is more dangerous is that there are combinations of political, economic and religious reasons.Now, the pertinent question is - how can we get rid of conflict? Gandhi's answer in this context is radical. He admits "creative resolution of conflict." It can be viewed that conflicts in social, political, communal, economic, and international level emerge due to violation of the principles of *ahimsa*, *satya* and other allied virtues. In this context, Gandhi views that if the world is to be having peace, non-violence is the means to that.



CHECK YOUR PROGRESS

Q 1: What is peace,acoording to John Galtung?

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Q 2: Who says, 'work is worship'?

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Q 3: Who says – "War is the father of all things"?

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ACTIVITY: 13.1

Q 1: Is the concept of peace achievable?

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Q 2: Why can we say work is worship?

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Q 3: What is peace?

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13.4 SERVICE AND RENUNCIATION

The concepts like service and renunciation are intertwined. Both are indispensablyrelated to our actions. Mahatma Gandhi emphasised that there is no greater religion than the service to humanity. He identified the social ideal of *Sarvodaya* with the spiritual ideal of *moksa*. This implies that one can attain *salvation* only through actions for uplift of others. Salvation is self-realisation and the latter is nothing but the realisation of the essential unity of one's own self with all other beings. This is possible only when we do our duties or *karma* in the ideal of service towards well-being of others. According to Gandhi, the concept of Sarvodaya is possible only by the means of love, compassion and social service.Why people behave as they do, why people act as they do are some questions which need to be deeply analysed. To that extent, let us try to be familiar with some forms of actions.

13.4.1 Altruistic and Egoistic Actions

Altruistic action or behaviour implies a desire to benefit someone other than oneself for that person's sake. This is contrary to 'egoistic' which applies to behaviour that is motivated solely by the desire to benefit oneself.

Vivekananda significantly holds that renunciation and service are the national ideals of India. For instance, the duties like charity or liberality, doing good to others, sacrifice, patriotism, *tapas*, etc. have been stressed upon in various religious traditions including the Hindu, Jaina and Bauddha traditions. In the Indian tradition, there are two types of actions mentioned. One is attached actions, which are done

with the conscious desire of achieving something. On the other hand, niskama karmas are those actions done without any attachment or any conscious intention of fulfilling any desire. This is altruistic action.

13.4.2 Non-attached Actions and *Niskama Karma*

Non-attached actions in the conceptual sense means devoid of any desire whether it be egoistic or altruistic, secular or religious, material or spiritual. Indian tradition seems to hold that actions, which are done with non-attachment or desirelessnesswhich means devoid of only narrow egoistic desires. It holds that an action may be non-attached even when the doer does it with the social ideal of welfare of all. Following the ideal of *Niskama Karma*, a man promotes himself/herself to achieve the end that is self-purification or self-realisation, forbidding or prohibiting the mundane happiness or egoistic interests. Gita clearly points out-"*As the unlearned act from attachment to their work, so should the learned also act, O Bharata, but without any attachment, with the desire to maintain the world order."* (B. Gita III, 25) Similarly, *"the yogins perform works merely with the body, mind, understanding or merely with the senses, abandoning attachment, for the purification of their souls."*(B. Gita V.II). It indicates that if the goal is a higher one for attaining self-realisation or self-purification, abandoning egoistic desires, which are under the influence of ignorance or lack of knowledge, the action is to be considered a non-attached one. Indian tradition holds that actions, which are due to the influence of ignorance, are may be considered attached actions.

13.4.3 *Pravritti and Nivritti*

Here we may point out the ethical concepts like *pravritti and nivrtti*. Pravrtti refers to desireful actions, which are after all attached actions. As opposed to desireful actions or pravrtti, *nivrtti* is the path

of renunciation of works. The doctrine of *Niskama Karma* holds that the requirement for liberation is not the renunciation of world or worldly actions, but the renunciation of *kama* or passion or egoistic desire.

Gita significantly mentions that none can lead a life without performing actions. Inactive life indicates ending of life; that means death. Thus, the renunciation of world or worldly actions is not required. What is required is the renunciation in action. The most important lesson that we derive from this discussion is - the following. It implies that we must do our duties without thinking or desiring the result or fruit of the action. The main intention of the doer is to concentrate only on the work and not on the result or fruit of the action.

Gita clearly enjoins- *"To action alone hast thou a right and never at all to its fruits; let not the fruits of action be they motive; neither let there be in thee any attachment to inaction."*(B. Gita II.47)This implies that the ideal of *niskama karma* emphasises not only in the renunciation in action *(naiskarmya*) but also in the action without attachment to the results or fruits.

According to K.N. Tiwari, "Conceptually, non-attached actions are actions completely devoid of any desire, whether the desire be egoistic or altruistic, secular or religious, material or spiritual. But in Indian thought, it seems that non-attachment or desirelessness means the absence of only the narrow egoistic desires. An action may be non-attached even when the doer does it with the aim of promoting public welfare or of attaining the spiritual goal of *moksa* or freedom. What is prohibited or forbidden is the inculcation of worldly aspirations, the mundane egoistic interests, and not the higher ends like social preservation or self-purification and self-realisation. (P.28 *Classical Indian Ethical Thought*) This indicates that the actions, which are bound with egoistic pleasures instead of altruistic pleasure, leads to materialistic kind of happiness.

Indian tradition emphasises that this type of egoistic pleasureis not long lasting. But, the happiness or pleasures received

from altruistic desire is everlasting. Thus, Indian Philosophy formulates the concept like *lokasamgraha*. It is a well-known concept of the Bhagavadgita. It means welfare of all or performance of one's action by disinterested manner or through niskama karma. The ideal of *Lokasamgraha* is embedded in the Vedic worldview as *Vasudhaivya Kutumvakam.* It means that the whole world is one family. The contemporary Indian thinkers, in this context, R.N.Tagore, M.K. Gandhi, Vivekananda, and B.G.Tilak also laid emphasis on the relevance of this concept in their lives and works.

According to Tagore, "he who thinks to reach God by running away from the world, when and where does he expect to meet him?" (R.N.Tagore, Sadhana, p.130) Again, he emphatically asserts- "A man must live the full term of his life and work without greed, and thus realise himself in the being who is in all beings. This means that he must reveal in his own personality the supreme person by his disinterested activities." (R.N. Tagore, the Religion of Man, p.118)

13.4.4 Niskama Karma and Renunciation

The concept of*niskama karma* indicates renunciation in action. It also promotes activism in life by renouncing egoistic desire or personal gain. It is the ideal of duty for duty's sake. Our duty is to act with full sense of duty. We should be concerned with and for nothing else with selfless service.This is service orientation. However, in this context a question is arises whether non-attached actions are necessarily moral and the whether attached actions necessarily immoral? The answer will be negative because the question of morality is associated with moral actions, which are done under the influence of*raga* or *dvesa*. However, the concept of renunciation seems to be a neutral concept. For instance, an action like killing is regarded as wrong whether it be performed under attachment or non- attachment.

In the same way, if an action is done for the well-being of all with a sense of attachment, the action will be considered a right or moral action. This is pure service. The ideal of niskama karma is a counsel for enlarging one's outlook in which one does not feel his responsibilities only limited to father, son, wife, husband etc., but to all, to the entire society, to the whole cosmos of innumerable creatures. Therefore, it can be viewed that the concept of duty or karma, which is done under the spirit of service and renunciation in consonance with niskama karma, is regarded as the backbone of Indian culture and philosophy.



CHECK YOUR PROGRESS

Q 4: Who holds that renunciation and service are the national ideals of India?

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Q 5: What is niskama karma?

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Q 6: What is pravrtti?

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Q 7: What is nivrtti?

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Q 8: What is lokasamgraha?

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Q 9: What is meant by the concept of 'Sarvodaya'?

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ACTIVITY: 13.2

Q. 1: Is the concept of 'Sarvodaya' a utopian thought? Discuss

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13.5 LET US SUM UP

- The concept of peace is an inevitable concept in society. Individual peace leads to the concept of collective peace. Individual peace and collective peace are not mutually exclusive. It can be opined that collective peace without individual peace is meaningless and vice versa. If an individual is not in the state of peace, we cannot think of a collective peace.
- Philosophically the term*peace* indicates a calm state of mind, but it is not easy to achieve such kind of state. Thus, different Indian schools name it differently. Some call it *adrsta*, some name it *apurva*, and some indicates as *Kaivalya* etc. Again, some Indian schools opine that it is not easy to get the concept of peace in this mundane world that is so called as embodied peace. According to Samkara Vedanta School, the concept of peace is distant from us; it means individual peace is not achievable, but to Ramanuja Vedanta School, individual peace is achievable in this world.
- The word peace comes from the concepts of Love, Truth, Non-violence, Honesty, Tolerance, Patriotism etc. Absence of these generates conflicts in individuals, which spreads gradually in the society.
- Pravrtti means desireful actions, which are after all attached actions. As opposed to desireful actions or pravrtti, nivrtti is the path of renunciation of works.
- The concepts like service and renunciation are intertwined. Both are

indispensably related to our actions. Altruistic actions imply service mindedness.

- The concept like *lokasamgraha* is a well-known concept of the Bhagavadgita. It means welfare of all or performance of one's action in adisinterested manner or through *niskama karma.*
- The concept *niskama karma* implies the activity of a doer who performs his duties without attachment or thinking of the results or fruits of the action.
- We must do our duties without thinking or desiring the result or fruit of the action. The main intention of the doer is to concentrate only on the work and not on the result or fruit of the action.



13.6 FURTHER READING

1) Tiwari, K.N.(1998)*Classical Indian Ethical Thought* Motilal Banarsidass Publishers. New Delhi

2) Sharma, C. A (1960) *Critical Survey of Indian Philosophy*Motilal Banarsidass Publishers. New Delhi

3) Galtung, John (1969) Violence, Peace, and Peace Research, Journal of Peace Research, 6(B)



13.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: He defined the concept of peace not as the absence of war but as the absence of violence.

Ans to Q No 2: Vivekananda

Ans to Q No 3: Heraclitus

Ans to Q No 4: Vivekananda

Ans to Q No 5: It is a concept of doing something without any attachment or any conscious intention of fulfilling any desire.

Ans to Q No 6: It refers to desireful actions, which are attached actions.

Ans to Q No 7: It refers to the path of renunciation of works.

Ans to Q No 8: It is a well-known concept of the Bhagavad-Gita. It means welfare of all or performance of one's action by disinterested manner or through niskama karma.

Ans to Q No 9: It means development of all or welfare of all.



13.8 MODEL QUESTIONS

A. Very short questions

Q 1: Who says, 'Work is worship'?

Q 2: Who says, 'war is the father of all thing'?

Q 3: What is Gandhi's view in case of resolution of conflicts?

Q 4: What is niskama karma?

Q 5: What is lokasamgraha?

Q 6: What is pravrtti?

Q 7: What is nivrtti?

Q 8: What is attached action?

Q 9: What is non-attached action?

B. Short questions (Answer in about 100-150 words)

Q 1: Write a short note on the concept of peace.

Q 2: Is the concept of peace dealt with conflict? Briefly explain.

Q 3: How does Indian Philosophy view on the concept of peace? Explain in brief.

Q 4: Can we get rid of conflict? Briefly explain.

Q 5: Write a short note on niskama karma.

Q 6: Distinguish between the concept of pravrtti and nivrtti.

Q 7: Distinguish between attached and non-attached action.

Q 8: Distinguish betweenaltruistic and egoistic actions

Q 9: What is lokasamgraha? Explain in brief.

Q 10: What is niskama karma?Explain in brief.

C. Long questions (Answer in about 300-500 words)

Q 1: What is niskama karma? Is niskama karma associated with renunciation? Explain it from the Indian context.

Q 2: Is service and renunciation indispensably connected? Explain

Q 3: Is the concept of *niskama karma* concerned with altruistic motive? Critically explain.

Q 4: Explain the concept of peace.

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UNIT 14 : CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Righteousness

14.4 Dharma and Propriety

14.4.1 Dharma

14.4.2 Propriety

14.5 Justice

14.6 Liberty

14.7 Equality

14.8 Human Dignity and Fraternity

14.9 Fundamental Rights of Indian Citizens

14.10 Fundamental Duties of Indian Citizens

14.11 Let Us Sum Up

14.12 Further Reading

14.13 Answers to Check Your Progress

14.14 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- understand different universal values like righteousness, dharma and propriety
- gain basic knowledge about some constitutional values like justice, liberty, equality
- raise your consciousness about the Fundamental Rights and Fundamental Duties which are incorporated in the Indian Constitution.

14.2 INTRODUCTION

This unit will introduce you to some of the very important universal and constitutional values which are of immense significance for raising consciousness as citizens of a democratic country. Without these values one cannot think of leading a life with dignity in the modern time. At the same time citizens of a democratic country must be entitled to some fundamental rights without which development of individuals as well as society is not possible. In India these fundamental rights are recognized by the Constitution. However,rights and duties are complementary to each other. Fundamental duties refer to certain obligations on the part of the citizens of a country which will help the State and the government to achieve goals of development. In this unit we shall discuss all these aspects regarding values, rights and duties.

14.3 RIGHTEOUSNESS

Righteousness refers to a sense of moral and ethical uprightness, as well as a commitment to doing what is right and just. It involves adhering to principles of fairness, integrity, and honesty, and treating others with respect and compassion. Righteousness requires a willingness to reflect on one's actions and motivations, and to make conscious choices that align with one's values and the greater good. With this concept, we can enunciate the features of righteousness as follows.

- Honesty and truthfulness in words and actions
- Fairness and justice towards others
- Respect for others' rights and dignity
- Compassion and kindness towards others
- Humility and modesty in personal conduct
- Courage to stand up for what is right, even in the face of adversity
- Accountability for one's actions and decisions
- Responsibility for the well-being of oneself and others
- Gratitude and appreciation for what one has and the people in one's life.

When individuals and communities strive to act with moral and ethical uprightness, they are more likely to treat each other with respect and compassion, and to promote fairness and justice in all areas of life. This can help to reduce conflict, inequality, and discrimination, and to create a more harmonious and supportive social environment. Righteousness is important for several reasons.

It helps individuals to lead a life that is aligned with their values and principles, and to act in ways that promote justice, fairness, and compassion. It encourages individuals to treat others with respect and kindness, and to avoid harmful or destructive behaviour.

It promotes ethical and responsible behaviour.

14.4 DHARMA AND PROPRIETY

14.4.1 Dharma

Dharma is a complex and multifaceted concept. In Hinduism, dharma is often seen as one of the four primary goals of life (along with artha, kama, and moksha) and is closely tied to the idea of one's duty or role in society. In Buddhism and Jainism, dharma is understood more as the teachings of the Buddha or the Tirthankaras, respectively, and the path to liberation or enlightenment. In all of these traditions, however, dharma is viewed as a fundamental and unifying principle that guides individuals and societies towards greater harmony, righteousness, and spiritual fulfilment.As a multifaceted concept, Dharma has several key features. These include:

- **Cosmic law and order:** It is viewed as a universal principle that underlies all of existence and provides a framework for understanding the nature of reality.
- **Moral and ethical principles:** Dharma includes a set of moral and ethical principles that guide individuals in their behaviour and interactions with others. These principles emphasize the importance of honesty, compassion, self-control, and respect for others.

- **Social norms and duties:** Dharma is also closely tied to one's social role and duties. This includes the obligations and responsibilities that individuals have towards their families, communities, and society as a whole.
- **Spiritual practices and beliefs:** Dharma includes various spiritual practices and beliefs that are aimed at achieving spiritual fulfilment and liberation. This can include meditation, yoga, devotional practices, and the study of sacred texts.
- **Unifying principle:** It provides a shared sense of purpose and meaning that can help to promote social cohesion and cooperation.

14.4.2 Propriety

Propriety refers to the quality of behaving in a socially acceptable and appropriate manner. It is a concept that is based on the idea that certain behaviours, actions, and attitudes are appropriate or necessary in certain situations, and that violating these norms can lead to social disapproval, embarrassment, or even harm. Propriety is often closely related to cultural norms in which individuals are expected to behave in ways that reflect positively on themselves and their families or communities.Some of the key features of propriety include:

- **Social acceptability:** Propriety is based on the idea that certain behaviours and attitudes are socially acceptable and appropriate in certain situations, while others are not.
- **Politeness and respect:** Propriety often involves showing politeness and respect towards others.
- **Changes over time:** Propriety is not fixed and can change over time as cultural norms and values evolve. What was considered appropriate behaviour in the past may not be the same today, and vice versa.

Overall, propriety plays an important role in shaping social interactions and promoting social order, and can contribute to the well-being and success of individuals and communities.

14.5 JUSTICE

In general term justice refers to what is right or reasonable or just. Plato, the Greek philosopher, while discussing the idealist state, said that justice is one of the most important elements of an idealist state. According to Plato justice prevailed when every section of people(viz- philosopher or ruling class, warrior class and labour worker class)performed their duties without interfering in other's affairs.Indianepics like Ramayan and Mahabharat have also referred to justice as prevalence of Dharma. Thus the traditional concept of justice was more concerned with moral and ethical values.In the modern time the concept of justice denotes a very broad perspective. It basically refers that an individual must get what is due to him or her. In India the Preamble to the Constitution declares that justice of all types, like social, economic and political, is one of the principles of the Indian Constitution.

Types of Justice:

From a broader perspective, justice can be divided into social, legal, political and economic justice. Now let's discuss these categories briefly:

- **Social Justice:** Social justice implies elimination of all types of discrimination and disadvantages based on caste, race, sex, language etc.
- **Legal Justice:** Legal justice refers to rule of the law and equality of everyone before the law of the country.
- **Political Justice:** Political justice deals with the functioning of the political system in which institutionalised structures like legislature, executive are mainly responsible for implementation of laws of the country which will eventually lead to the attainment of justice.
- **Economic Justice:** Economic justice basically refers that a country will provide such an environment where each person shall have the opportunity and sufficient material foundation to lead a dignified and

productive life. The concept of economic justice has two different interpretations provided by the liberals and Marxists. According to the liberals, economic justice refers to the satisfaction of all economic needs of the people which can be achieved only through free market and competition. However, the Marxists hold that abolition of private property and elimination of the capitalist system are very important for establishing economic justice.



LET US KNOW

In India the Constitution contains a number of provisions in the form of Directive Principles of State Policy which aim at attaining social and economic justice. Some of these principles are- like adequate means of livelihood for all (Article 41), equal pay for equal work etc. (Article 43).



CHECK YOUR PROGRESS

Q 1: What is the view point of the Marxists regarding economic justice?

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14.6 LIBERTY

The term "liberty" is derived from the Latin word "liber" which means free. Liberty stands for freedom which is required for individuals for their all-round development. An individual is entitled to different types of liberty which can be discussed in brief as follows:

Natural Liberty: It indicates that human being by nature is free creature. Famous philosopher J.J. Rousseau is the main advocate of the concept of natural liberty. However, with the emergence and progress of human civilisation, certain reasonable restrictions have been imposed upon individuals for the interest of the greater society.

- **Personal Liberty:** Personal liberty means personal freedom enjoyed by an individual at personal level. J. S. Mill was the main advocate of

the concept of personal liberty and he argued that individuals must be entitled to personal liberty and these liberties should be enjoyed in such a way that it does not affect or disturb lives of other individuals in the society.

- **National Liberty:** National liberty stands for freedom of a country from foreign control. In other words, it indicates sovereignty of a country. For the citizens of any country, national liberty is the key to enjoy other forms of liberties and rights.
- **Constitutional Liberty:** Constitutional liberty is important for individuals where they are entitled to all the rights, liberties and equalities essential for their development.
- **Civil Liberty:** Civil liberties restrict the State from engaging in unnecessary interference in the life of the citizens and thus it protects the rights of the citizens. Some of the important civil liberties are- religious freedom, freedom of opinion and expression, right to personal freedom etc.
- **Political Liberty:** Political liberty indicates the liberty which gives opportunities to the citizens of a country toparticipate in the political processes of their country. Political liberty always encourages rights like right to vote, right to be elected to the legislature, freedom to form public opinion, right to criticise the government etc.
- **Economic Liberty:** Economic liberty means that each and every individual has the freedom to choose fair means of livelihood. Economic liberty creates an environment where individuals can lead a life with dignity which is very much essential for enjoying civil and political liberties.



CHECK YOUR PROGRESS

Q 2: The term 'liberty' is derived from the Latin word "liber". (True/False)

Q 3: State the meaning of national liberty.

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14.7 EQUALITY

Equality means absence of discrimination among people.However, it is to be mentioned here that equality does not mean equal distribution of resources and opportunities among all the people. For the development of certain specific categories of people, the state can provide special privileges to them and these are provided in accordance with the principle of affirmative action. For example, we can refer to the reservation policy of the Government of India for the people of Scheduled Caste, Schedule Tribes, Other Backward Class and Economically Weaker Section. Now let's discuss the types of equality.

- **Legal Equality:** Legal equality implies that each person must have equal access to law without any distinction. No one is above the law of the country.
- **Political Equality:** Political equality implies that in a country every citizen should have the right to take part in the political process of his or her owns country without any kind of discrimination based on race, sex, class, caste, language, religion etc.
- **Social Equality:** Social equality indicates absence of discrimination in the society based on caste, class, religion, language or sex.
- **Economic Equality:** To lead a dignified life, every individual must have adequate access to the basic necessities of life such as food, clothing, shelter, and means of livelihood, health care facilities and social security measures. Establishing economic equality makes it easier to achieve social and political equalities in a society.



CHECK YOUR PROGRESS

Q 4: State the meaning of political equality.

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14.8 HUMAN DIGNITY AND FRATERNITY

In a democratic country citizen must have the right to lead life with dignity and this right must be protected and respected in all circumstances. Recognition of human dignity is the foundation of the entire concept of human rights and sustainable peace. The Constitution of India has emphasised on the recognition of human dignity in its Preamble. It has stated that the Constitution will always ensure dignity of individual and unity of the nation.The Directive Principles of State Policy and the Fundamental Rights as provisioned in Indian Constitution aims at preserving and promoting human dignity. The literal meaning of fraternity is brotherhood. Cooperation and collective action among the fellow human beings, mutual aid or assistance to each other are required to realise the principle of fraternity in the real sense. Recognition and respect for human dignity and a sense of fraternity are of utmost importance to achieve sustainable peace in the contemporary time.

14.9 FUNDAMENTAL RIGHTS OF INDIAN CITIZENS

The Constitution of India provides six Fundamental Rights to the citizens of India. Originally, it was seven. The Right to Property was removed from the list of Fundamental Rights through 44th Amendment Act. Now the right to property is recognized as a legal right under Article 300A of the Indian Constitution. Each and every Indian is entitled to the fundamental rights and the Indian Constitution provides legal protection to these rights. Part III (Article 12 to 35) of the Indian Constitution contains Fundamental Rights. Now let us discuss these rights in brief:

- Right to Equality: Articles 14 to 18 of the Indian Constitution contain Right to Equality. There are five broad rights included in this category. These are:
- Equality before Law: It indicates that all citizens will receive equal protection under the law and nobody is above the law (Article 14).
- Prohibition against Discrimination:It prohibits any kind of discrimination against any citizen on the grounds of race, caste, class, religion, sex, language, place of birth or any of these (Article 15).

- Equality of Opportunity: Article 16 of the Indian Constitution guarantees equality of opportunities for all citizens in matters of employment or appointment to any office under the State. However, the State can make special provision regarding essential qualification of reservation of post to particular class of people in case of employment to any public office.
- Abolition of Untouchability: The Article 17 of the Constitutionabolishes untouchability in India and makes its practice in any form an offence punishable under the law.
- Abolition of Titles: Article 18 of the Indian Constitution prohibits offering of any title except military or academic distinctions to the citizens by the State.
- Right to Freedom: Articles 19 to 22 of the India Constitution deal with the Right to Freedom of Indian citizens.Article 19 of the Indian Constitution guarantees six basic freedoms for the people of India, which are mentioned below:
  - Freedom of speech and expression;
  - Freedom to assemble peacefully without arms;
  - Freedom to form associations or unions;
  - Freedom to move freely throughout the territory of India;
  - Freedom to reside and settle in any part of the territory of India; and
  - Freedom to practice any profession, or to carry on any occupation, trade or business within the jurisdiction of India.

Article 20 of the Indian Constitution provides protection to the citizens against arbitrary conviction in terms of offences committed by the people.Article 21 provides protection to the life and liberty of citizens as well as non-citizens and states that no person shall be deprived of his or her life or personal liberty except according to procedure established by law. Article 22 of the Indian Constitution provides protection to the Indian citizens against arbitrary arrest and detention by the state mechanism.

- **Right against Exploitation:** Article 23 of the Indian Constitution prohibits trafficking of human beings for begging and other forms of

forced labour and violation of this provision of the Constitution shall be considered as punishable offence. Article 24 of the Indian Constitution deals with protection of children. This Article states that no child below the age of fourteen years shall be engaged or employedin any factory or other hazardous place. This Article basically emphasises on the prohibition of child labour in the country.

- **Right to Freedom of Religion:** The Constitution of India contains right to religious freedom (Article 25 to 28) as one of the important fundamental rights of the citizen of this country. The main objective of this right is to ensure that in India all religions are treated equally and there is no state religion in India. Article 25 of the Constitution provides and guarantees freedom of conscience and right to practice and propagate any religion. Article 26 provides the freedom to manage religious affairs to the people within India. Again Article 27 also provides religious freedom to the people of India and mentions that no person shall be compelled to pay any tax for his or her religion. Article 28 of the Indian Constitution imposes certain restrictions on the educational institutions, such as restriction on imparting religious instructions by public sector educational institution, restriction on compelling any person to participate in any particular religious' worship.
- **Cultural and Educational Rights:** The Constitution of India has incorporated provisionsto protect rights of each and every community, whether majority and minority, living in India. Article 29 of the Constitution states that in India any community having distinct culture, language or script, shall have the right to protect and promote the same. Article 30 of the Indian Constitution deals with the educational rights of the minority communities.
- **Right to Constitutional Remedies:**The right to constitutional remedies ensures protection of the other rights incorporated in the Indian Constitution.Article 32 of the Indian Constitution states that the citizens shall have the right to move to the Supreme Court of India for the protection of their Fundamental Rights. However, it is to be mentioned here that during the time of national and state emergency,

the right of the Indian citizens to approach the court for the protection of their rights, except the rights available under Articles 20 and 21, gets suspended.



ACTIVITY 14.1

Read a newspaper for seven days and observe how the matters related with exercise of liberty, equality, justice etc. are reported and discussed.

14.10 FUNDAMENTAL DUTIES OF INDIAN CITIZENS

In any democratic country, the citizens have some duties towards the country and society. Infact, rights and duties are interrelated. When a person is entitled to some rights, that person at the time also has to perform certain duties to the community and country at large. The Constitution of India under Article 51 A (Part IV A) has provisioned certain Fundamental Duties which are applicable to all the citizens though these are not legally enforceable. Indicative Fundamental Duties are given below.

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- to cherish and follow the noble ideals which inspired our national struggle for freedom;
- to uphold and protect the sovereignty, unity and integrity of India;
- to defend the country and render national service when called upon to do so;
- to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- to value and preserve the rich heritage of our composite culture;
- to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;

- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- to safeguard public property and to abjure violence;
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.



CHECK YOUR PROGRESS

Q 5 : Mention any two Fundamental Duties of Indian citizens.

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Q 6: What does the Right to Constitutional Remedies mean?

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14.11 LET US SUM UP

- In this unit we have discussed some of the important principles and concepts like justice, equality, liberty, fraternity, human dignity etc. The concept Justice basically means what is right or reasonable or just. Liberty is another important universal value which stands for freedom for an individual to lead a dignified life. The concept of equality refers to the absence of discrimination among people.
- Human dignity indicates that each person is entitled to be respected and this entitlement should be recognised without any kind of discrimination. Recognition of human dignity is the foundation of the

concept of human rights.The principle of fraternity means mutual responsibilities towards each other.

- In this Unit we have also discussed about the Fundamental Rights and Duties as provisioned in Indian constitution.



14.12 FURTHER READING

1) Chander, Prakash.(2000). *Indian Government and Politics*. New Delhi:CosmosBookhivePvt. Ltd.

2) Ghai, K. K.(2007). *Indian Government and Politics*. New Delhi: Kalyani Publishers

3) Global Jurist Topics Volume 3, Issue 3 2003

4) Pylee, M, V. (2006). *Constitutional Government in India.* New Delhi:S. Chand and Company.

5) Bhatia, K. L. (2010). *Concept of Dharma, Corpus Juris of Law and Morality: A Comparative Study of Legal Cosmology*. New Delhi: Deep & Deep Publications Pvt. Ltd.

6) Srivastava, D. C. & Boruah, B. H. (2010). *Dharma and Ethics: The Indian Ideal of Human Perfection.* New Delhi: Decent Books

7) https://legislative.gov.in/sites/default/files/COI...pdf



14.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1 : Regarding economic justice the Marxists opine that economic justice can be attained only through abolition of private property and elimination of the capitalist system.

Ans to Q No 2: True.

Ans to Q No 3: National liberty indicates independence of country from foreign control. In other words, it means external sovereignty of a country.

Ans to Q No 4: Political equality implies that in a country each and every citizen should enjoy equality in the political affairs of his or her country. Every citizen should have equal opportunity with regard to right to vote, to contest in election, to occupy government offices.

Ans to Q No 5: 1) To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

2) To cherish and follow the noble ideals which inspired our national struggle for freedom.

Ans to Q No 6: The right to constitutional remediesprovides protection to the Fundamental Rights of the Indian citizens. Article 32 of the Indian Constitution states that the citizens shall have the right to approach the Supreme Court of India for the protection of their Fundamental Rights. For the protection of the rights, the Supreme Court of India can issue writs like- habeas corpus, mandamus, prohibition, quo warrantoandcertiorari.



14.14 MODEL QUESTIONS

A) Very Short Questions

Q.1: Under which Article of the Indian Constitution the citizens of India can approach the Supreme Court for the protection of their Fundamental Rights?

Q.2: Which Constitutional Amendment Act deleted the right to property from the list of Fundamental Right?

B) Short Questions (Answer each question in about 150 words)

Q.1 : State five Fundamental Duties of the Indian citizens.

Q.2 : Explain the importance of human dignity and fraternity.

Q.3 : Discuss in brief various types of equality.

C) Long Questions (Answer each question in about 300-500 words)

Q.1 : Examine the connection between human dignity and rights.

Q.3 : Examine the importance of liberty and justice in a democracy.

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