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## CAREER PLANING

There is a myth that every body achieves according to his/her talents and capabilities. The fact is that only a fraction of the human talent results in proper achievement. The rest remains ineffective, unutilised and face dissatisfaction. Millions of young persons regularly look at appointment columns of the newspaper and search for mirage of ideal service opportunity. If someone has achieved some job, he seems to be unhappy with what he has. He is always in search of something more greener. It has become a universal phenomenon. The main reason for such state of affairs is that they have not given thought to their Career Plan. Such persons commit one mistake after the other ruining not only their career but their whole life, without the proper motivation and determination to succeed. It is waste of time, energy arid resources to undertake a difficult course of study. A university degree or professional qualification, etc requires a strong commitment of time, energy and a will to succeed. If you feel you lack this commitment, most of the educationalists would advise you not to proceed any further.

### EDUCATION AND CAREER PLANNING

A formal education serves as the basis of career planning. The superstructure of our life achievement/ profession/ occupation largely depends upon the nature of the subjects which we read during our school days. Career planning has become all the more important in the present competitive world because of the limited number of jobs as compared to the available human resources in that particular field. However, it is a matter of great regret that the proper career planning is lacking among our general students. They are generally guided by the sway of circumstances and the element of luck. Sometimes, parents too are ignorant about the prospects of any discipline or course of study.

### SUBJECT OF STUDY AND CAREER PLANNING

A proper care planning guides them in all activities such as the selection of the subject of study, type and nature of study to pursue, the selection of an appropriate institution, etc. Each one of us has to plan his or her career sooner or later. If we select it before an appropriate time, we can erect the superstructure of our career in a most appropriate manner. After Secondary (10th class) Examination the real struggle for our lift: starts. At this stage (I e can subject the subjects which will serve as the basis of selection of profession or course of further studies and other relevant questions concerning our future. After 10+2 stage a proper line of action must be envisaged to realise our dreams and also to earn our livelihood. It must suit our personality and the surroundings in which we are living. No profession is bad if it helps us in earning respect and also gives us a reasonable standard of living.

## **FACTORS AFFECTING CAREER PLANNING**

Career Planning is a developmental process and closely associated with the growth of our knowledge, social environment and age. In the present world, career planning is usually influenced by the parental decisions and societal trends. Individual abilities, capabilities, aptitudes, interests and personal traits are not given any weightage. Many a time, we ignore the latent talent of our youngsters and direct them to adopt a particular course of studies. Sometimes, we force them to adopt a particular course of studies. Sometimes, we force them to take up their parental profession/business. In such cases many a poetic talents, an artist's creativity, an individualistic talents are just nipped in the bud, while, on the other hand there persists bottlenecks in our job opportunities. Under these circumstances, the dissatisfaction pervades in educational arenas as the brilliant and the brightest student finds himself in the wave of frustration, agony and lacks confidence in the prevailing circumstances. It has been observed that most social revolutions in the world have been the result of student unrest; unemployment and frustration among the youth/students.

## **HOW TO CHOOSE THE CAREER**

Section of career is not an easy affair. It depends upon your strong will and dedicated efforts to achieve that will. Subject of studies depends on the basis of selection of career. There are certain fields where Science subjects are required, while in some other Commerce or Humanities are highly essential. Under these circumstances the selection of the subject becomes vital. Thus, the selection of subjects at ( 10+2) stage helps in determining

your future course of action in career planning. -It has been observed in various cases that the student has selected science subjects but later on switched over to a course of study where Commerce subjects are highly desirable. In that case two situations can arise.

- (a) If a student is an intelligent one, he will have to put in hard labour to acquaint himself with the new subject-matter.
- (b) In case he is an average student or below average, he faces frustration/unsuccess and sometimes more difficulties in adjusting with the new circumstances.

A student who is poor in, career planning goes through the rigmarole of filling various forms, taking the entrance examinations for various professions and finally ending up where he least likes himself to be. If such stage occurs in the life of a young one, it will definitely breed dissatisfaction and frustration in his mind and his latent talents will not be exploited to the fullest extent. Hence it is highly essential to know the nature of courses of study: professional, academic and competitive after schooling.

Keeping in view the scope of the present assignment, we shall limit our studies to two branches of studies, *viz.* Science and Commerce. The major part of the book will be devoted to the study techniques of commercial education.

## **COURSES OF STUDY WHERE THE KNOWLEDGE OF SCIENCE IS ESSENTIAL**

Most of the students feel fortunate enough when they are allowed to select science stream at 10+2 level. We shall analyse the science stream with respect to (i) Medical, (ii) Engineering and (iii) other pursuits of study.

### **I. MEDICAL**

Medical, as a profession, enjoys a prominent place in our society. Many young people are attracted to the career of medicine because of the thrill and glamour attached to the profession, where a person is, almost Godlike and helps to eliminate pains and suffering to ensure health to everyone. However, some realise after qualifying the entrance test that they have made wrong choice in the selection of profession. In fact, Medical profession needs missionary zeal to serve humanity. Before going in for this profession you should ask some questions to yourself:

1. Do I have the aptitude to serve my fellow-beings?
2. Can I develop an academic excellence ?
3. Can I allow to have a long period of academic performance?
4. Can I devote a thorough study of human mind and body?

If the answer to the above questions is 'Yes', perhaps you are on the right path because it is a career through which you are going to help your fellow-beings. This profession will help you to prove your worth and feeling of fulfilment. However, you cannot think of settling down at an early age because of specialisation, experience and academic research are vital for this profession. This profession has major branches : Ayurvedic and Unani, Homoeopathy and Allopathic. In all these branches, the knowledge of Physics, Chemistry and Biology is required. The course open in medical and para-medical are: M.B.B.S. ; B.D.S.; Physiotherapy; Occupational Therapy; Speech Therapy and Audiology; Pharmacist; Medical Laboratory Technician; etc..

## 2. ENGINEERING

Next to medical, the engineering is preferred by almost every student who studies Physics, Chemistry and Mathematics at +2 stage. This is really a challenging career: If you are choosing this career, examine your potential and interest. If you are in an environment where there is scope for repairing, manufacturing and creating new things, etc this profession will be the best. Moreover, the structures, machines, tools, metals, chemicals, instruments must be of interest to you. I Apart from these, if you are also good at Physics and Mathematics then go ahead and meet the challenge and encounter the thrills of innovation, I high talent, creativity and intellectual alertness.

These are various fields of engineering, *viz.*, Civil Engineering, Town and Country Planning, Public Health Engineering, Highway Engineering, Mechanical Engineering, Automobile Engineering, Telecommunication Engineering, Electronic Engineering, Industrial and Production Engineering, Instrumentation Engineering, Computer Engineering, Mining Engineering, Marine Engineering, Agricultural Engineering, Energy Engineering, etc.

Engineering Colleges The admission to engineering colleges is made on two basis: the Joint Entrance Examination (/E.E.) and the marks secured by the student in their respective 10+2 examination. These colleges can be divided

into two major categories : (i) There are certain colleges where there is no domicile conditions, viz. IIT's, the University of Roorkee, Regional Engineering Colleges; Indian School of Mines, BITS, etc (ii) There are certain engineering colleges in various states which admit the students on the basis of domicile and residential conditions.

### 3. OTHER COURSES

There are various competitive examinations where the knowledge of science is very essential, viz. Special Class Railway Apprentice Examination, N.D.A., Commission in Navy, Architectural Studies, Computers, Marine Engineering. T.S. Rajindra, Civil Aviation, Home Science, Forestry and Fisheries, etc. A student having proper knowledge of Physics, Chemistry, Biology/Mathematics can select these professions and appear in the competitive examinations.

### **COURSES OF STUDY WHERE THE KNOWLEDGE OF COMMERCE IS ESSENTIAL**

The commerce education in India is increasing rapidly. It is all because of the various professional courses open after passing (10+2) stage in Commerce: Banking, Insurance, Office Management, Marketing and Salesmanship, Small Industries and Self-employment, Industrial Management, Computer Science, Accountancy. Students can pursue I.C.W.A. (Institute of Cost and Works Accountant of India) even after completing +2 examination in Commerce. Generally most of the avenues of learning as well as employment arise after completing Graduation in commerce. One can do Chartered Accountancy after Graduation which consists of three stages:

- (i) Entrance Examination,
- (ii) Intermediate Examination and
- (iii) Final Examination. Company Secretary, MBA and even Indian Civil Services Examination can be pursued after graduation. In this section we shall highlight the different aspects of various courses available after graduation in commerce. The present section is concerned with the particular of study in commerce stream.

#### 1. MANAGEMENT

Management has become a universal phenomenon. In almost all the spheres of organisational activity the professional management is required. It has been observed that even small and medium scale industries are increasingly seeking

the services of professionally qualified managers. The management education is designed to train and educate the young boys and girls for important positions in business and employment. It develops analytical and conceptual skills in the persons and also culminate the decision-making skill in the readers. There are various branches in Management viz. Marketing,. Production, Finance, Personnel, Purchase, etc... One can specialize. in any one branch apart from General Management.

## **MANAGEMENT EDUCATION IN INDIA**

There are certain universities in India, *e.g.*, University of Delhi has started Bachelor of Business Studies after +2. Generally, there are various institutions which award post-graduation degree in Management, viz., Master of Business Administration (MBA) or Master of Managements studies, (MMS). The minimum qualification for these courses is a second class bachelor's degree in any discipline with 50 per cent and more marks. The selection is made through entrance test, group discussion and interview. The institutions conducting post-graduate courses in Management can be divided into two major categories :-

- (a) Specialized national institutions: These are autonomous in situations of international repute. They are set up by the Government of India to upgrade the professional management studies in India. These institutions have a qualified faculty, excellent library and research facilities to strengthen the level of management education. These institutions maintain a close link between industrial and business establishments on the one hand and calibrated students on the other. A student clearing examination from these institutions do have 2 to 3 jobs offers at the time of completing his study. Thus they have a bright future. These institutions are "Indian Institute of Management (IIM) Ahmedabad, Calcutta, Bangalore, and Lucknow. The selection test in these institutions is very tough. There is a Common Admission Test (CAT) held every year in December. Those who qualify the written test are further screened by means of group discussion and personal interview.
- (b) Department of University and College: Almost all the Universities in India award degree or diploma courses in Management :The time and process of admission in these degree/diploma courses depend upon the circumstances of an individual university. Various colleges award degrees and diplomas to more than 3,000 students every year. There are various

specialized branches of Management, viz., Personnel Management, Production Management, Finance Management, Materials Management, Marketing Management, etc.

## 2. CHARTERED ACCOUNTANCY

Chartered Accountancy is one of the best professions in Business and Commerce education. Chartered Accountant performs the most important part in professional accountancy. All of them are the members of the Institute of Chartered Accountants of India and these members only carry designation as Chartered Accountant. Under the Companies Act none other than these professionals can become the auditor of companies. In order to become a member of the Institute a person has to pass intermediate and final examination of the institute. Before this he should serve for 4 years as an Audit clerk and 3 years as an Article Clerk with a practising Chartered Accountant.

How to join Chartered Accountancy? If you are a graduate or post-graduate in commerce, with at least 50 per cent marks, you can straight away search for your principal, i.e., a Chartered Accountant who will let you train with him. In addition to your training, there are two examinations which you need to qualify to become a Chartered Accountant: the Intermediate examination and the Final examination. Postal Education is provided to every student who has registered with the institute. The examinations are conducted twice a year, generally in the months of May and November.

## 3. COMPANY SECRETARIES (CS)

Company Secretaries course is similar to Chartered Accountant. It has been observed that several Chartered Accountants are also Company Secretaries. A Company Secretary maintains control of the legal aspects of running a company. His work covers compliance with the law, following legal procedures while conducting corporate activities like issuing shares, holding meetings and even deciding on financial matters and maintaining legally required corporate books. This course is conducted by the Institute of Company Secretaries of India { I.C.S.I. }

How to join company secretary? If you are a graduate with 55 per cent marks, you can enter the course, alternatively you can take an Entrance or Preliminary examination. Like CA, this course is also conducted by correspondence. To qualify for the Intermediate and Final examination, you must clear the 'Sample

Test Papers ' . Intermediate and Final Examinations are divided into two and three groups of papers. For an efficient student it takes 3 1/2 years to complete. After the final examination there is a training period of 12 to 18 months. The training must be done under either a practising company secretary or with companies specified by the ICSI. Six weeks training with Stock Exchanges, public sector undertakings and government liaison officer. In all, including mandatory training, it takes four and half to five years to complete the course.

#### 4. COST AND WORKS ACCOUNTANTS

Cost and Work Accounting course is specialised in the accounting of costs only. This course is conducted by the Institute of Cost and Works Accountants of India (ICWA). One can join this course after +2 by appearing in an entrance examination in English, Mathematics and general knowledge. A commerce graduate with 50 per cent marks and non-commerce with 55 per cent marks can join this course. The education is by correspondence. However classes are held in major cities of India. There are two examinations: Inter and Final; both consist of two groups each. After clearing the final examination one must work for three years either with a cost accountant or at a factory or a financial institution, to be made an Associate of the ICWA.

The present assignment is based on the various techniques used in the study of commerce and management as subject. It will prove useful for those students who are pursuing their studies in them. This will definitely help them in organising their studies in these fields. We hope that they will excel better if they follow the steps given in pursuing their studies.



## EFFECTIVE MEMORY

Memory is God-gifted quality. It is inherent in each and every individual in varying degrees. It has been observed that an average person uses only 10 per cent of his normal capacity. It is also possible that you may not be using even one per cent of your brain potential. The importance and the part played by memory in the learning process is well recognized. Some students possess better memory and can reproduce the subject matter in the same manner in which they have studied. When majority of students complain that they study a lesson but, cannot retain for that long. The difficulty lies not in understanding but in recalling especially when required, may be in examination, revision or during *viva-voce*. This imbalance of mental faculty is due to various reasons such as in-born qualities, social set-up, reading habits, concentration during study, interest in grasping the subject-matter, etc. It can be expressed by two major factors: internal and external. The internal factors are concerned with the internal qualities of person, which are difficult to change. External factors are external to man and are concerned with the social environment. These factors can be influenced and are liable to change with the circumstances. Some people believe that consumption of dry-fruit, milk, ghee, etc affects the development of memory. If such is the case no poor student can retain the better memory as he is deprived of all such things. But it is not true. Memory can be sharpened by regular practice and the scientific techniques of study. A good memory promises you good knowledge, which in turn brings better scores in the examination.

### MEMORY AND DIET HABITS

Memory and diet habits are inevitably related to one another, both quantitatively and qualitatively. As you are aware that a healthy body builds up a healthy mind, if you seek the secret of your good memory, never forget to keep yourself healthy with proper food stuff, proper daily physical exercise, fresh air and righteous thinking. Intoxicants: alcohol and drugs apart from

weakening brain cells also impede concentration. In order to make best use of your potential, always take light, digestive and nutritious food which contains all the requisites: vitamins, minerals, carbohydrates, etc which are essential for body fitness. It must be remembered that physiology and psychology work together in improving your memory. You can never have a good memory if you are physically unfit and mentally disturbed. Live in harmony with yourself to have a good memory. You can never have a good memory if you are not at peace with yourself and consequently out of tune with time and climes.

## **MEMORY AND SOUND SLEEP**

Sleep preserves memory After an intensive study, the mind needs sometime to recall what it has studied earlier. Like any other machine it needs over hauling and rest. Over-straining it by playing cards, chess, etc after the study session is not an advisable proposition. It is better to relax and give rest to your mind When you feel sleepy it is proper to leave study work and go to sleep. Sleep itself is a study. Drowsiness and learning never co-exist. It is observed that yielding to temptations like music (tape-recorder) or a hot cup of coffee during night in no way increases the efficiency or lead to any productive session, on the contrary it may damage your mental health.

## **MEMORY AND INSPIRATION**

Both inspiration and perspiration are essential to improve your memory. Certain traits of mental capacity can be acquired through training and experience. The regular inspiration from learned persons, well-wishers and elderly persons does help in exploiting your mental faculties. You can realise your potentiality by being morally inspired.

## **MEMORY AND INTEREST**

Memory is directly associated to the interest in the subject-matter. If study becomes monotonous, you lose interest and cannot remember what you have studied. It is essential that you should devote yourself to those pursuits in which you have an immense interest It will become easy to learn and remember and ultimately become a part of your memory. In case, you have to undertake an uninteresting work, then the most interesting thing is that you must cultivate some interest in it else give it up altogether. Always choose those subject in life in which you have an abiding interest. You will have no trouble in remembering its facts and figures. Development of interest is a psychological phenomenon,

which requires internal persuasion but not external pressures.

## MEMORY AND MNEMONICS

It is the quality of a good teacher to make his/her students learn a topic with the help of a word/sentence and even sometimes with rhyme. We remember, for instance, the elementary stage in trigonometry can effectively be learnt by remembering 'Add Sugar To Coffee'. The first letter of the first word 'A' indicates that all the trigonometric ratios have positive value in the first quadrant. First letter of the second word 'S' indicates only Sine (and its inverse cosec) have the positive values in the second quadrant. The first letter of the third word 'T' indicates that Tangent (and its inverse cotangent) have positive values in the third quadrant rest other have negative values. Similarly, first letter of fourth word, "C" indicates that Cosine (and its inverse secant) have positive values in fourth quadrant. Similar to remember the colours contained in the Rainbow, the teachers use the word '*VIBG YOR*' The words or sentences are known as Mnemonics. Mnemonics are the word/sentences which convey the meaning of the different associated terms concerning with the topic/subject under study. These mnemonics have appealed differently to different readers. Some academicians believe that the use of mnemonics is not a better device of learning. According to them, If you will spend the same time and effort directly on the study material, you will usually be a head of gain, Recent studies reveal mnemonics schemes can help people 10 attain a remarkable level of remembering. According to the report of a conducted study, "Employment of imaginal coding in mnemonics devices can lead to remarkable level of remembering. Suggesting that the capacity to visual imaginal memory to record episodic phenomenon is very great." A recent case is that of Dr. Alan D. Baddeley. He chided his fellow academic psychologists for not giving attention to mnemonics. He observed, "Although there has in recent years, been an increase in the work on mnemonics system and the question of how memory performance can be improved, this aspect of memory has continued interest for the layman more than the psychologist."

## TYPES OF MNEMONICS

Memory depends upon associations and is like a computer: It needs operating instructions just as computer does, you must program it. Similarly, there are various programs to start with the computer. Some of the devices used in coining mnemonics are:

(i) Using Initial letters. Sometimes a sentence is formed in such a way that the first letter of each word communicates Some meaning, e.g., to remember different units of measurement like Kilometre, hectometre, decametre, metre, decimetre, centimetre and millimetre can be expressed in one sentence as Kishore hardly dare move during cold months. In this sentence first letter of the each word contain the units of measurement. In the earlier section we discussed, 'Add Sugar To Coffee', an example of initial letter method of mnemonics formation.

(ii) Meaningful mnemonics. Sometimes we coin a mnemonics of some words which convey the point of discussion but have no meaning of its own. We can study the distinction between Partnership and Company with the help of mnemonics, 'AM MILLER' where A stands for adaptability, M stands for membership, M stands for management, I stands for interest, L stands for legal status, L stands for liabilities, E stands for existence and R stands for resources. Similarly, while expanding the features of good controlling system, we coined a mnemonics: AEIOU- VOWEL. Where

A=appropriate, E=economical, I=intelligible, O=objective U=understandable, V =vigilant staff, O =observing performance, W = waiting (no) or prompt, E =elasticity, L = looking forward. These mnemonics play vital role in the learning process.

(iii) Meaningless Mnemonics. Sometimes we coin a mnemonics which do not convey any meaning but are effective in explaining the various aspects of the subject matter. In Management. Prof. Luther Gullick has coined a word 'POSDCORB' to indicate the functions of management. This word has no meaning of its own yet can explain the various functions of management as Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting. Similarly VIBGYOR conveys the various colours of the rainbow but has no meaning of its own. These mnemonics have short-time impact on our mind.

(iv) Rhyming jingles. We sometimes use a rhyme to explain the significance, nature and explanation of some topic, e.g., in order to explain the functions of money, we have a rhyme :

MONEY IS THE MATTER OF FUNCTIONS FOUR  
MEDIUM, MEASURE, STANDARD AND STORE

In a similar way, there are various techniques used in coining the mnemonics

Readers should develop a taste in this regard. One can coin the mnemonics in different situations. These mnemonics help you to remember the things more and as such the memory of these topics can be lasting and effective.

## **MEMORY AND THE MODERN TEACHING AIDS**

There has been an all-round development in knowledge and means to acquire knowledge. In the Twentieth century, the practice and the use of various teaching aids have helped the development of the learning processes. In the distance education system, the audio and video cassettes are being frequently used. Now-a-days UGC and IGNOU programmes on National Network Television are being telecast all over India. It covers up excellent lectures on Economics, Management, Finance, Technology, Computers and so on. Some of these programmes are indispensable and are worth recording for reference purposes. For instance IGNOU and certain private organisations and institutions supply educational video cassettes as a part of their academic curriculum.

## **MEMORY AND SCIENTIFIC METHOD OF STUDY**

An excellent memory, although an inborn quality, can be enhanced through various steps. Some of the major steps are :

1. Impression. The first step of building excellent memory is to get a deep vivid impression of what you want to remember. To do this you must concentrate and focus your attention on the material you are studying. Use your all powers to an acute observation. Impression can be effectively compared with Photographic camera. A camera would not take a good picture in poor lighting conditions. Similarly, your mind won't register impression when there are inconsistencies in your mental set-up about the subject matter.

### **Type of Impression**

There are two types of impression : Internal Impression and External impression. Internal impression comes internally such as attention, interest, concentration and understanding it can be observed by closing your eyes, visualising and reflecting on your experience. External impression such as light, sound, smell, touch and taste are observed by keeping eyes open, observing an activity getting involved

in the world around you-.For an effective impression employ all your senses:

visual for pages, diagrams and pictures, speech, recitation and reading and kinaesthetic and making notes and visualisation. It is worthwhile to go through three major internal factors highly significant for effective impression. *viz* attention, interest and concentration.

- (a) Attention. Good listening is a mental exercise-an alertness which varies from individual to individual by the process of a feedback, i.e., the questions asked and the context in which they are asked reveal the measure for their grasping power of the subject. It is the quality of a person; some persons are more attentive than other. A teacher is teaching his class, some students understand the teaching very \_ easily whereas other do not. It is seen that the attentive student in the class room will ask the relevant questions pertaining to the topic being taught. The answer given by him to the teacher will also be related to the topic of discussion. In order to know the amount of attention being paid by student to the subject-matter or to a particular object, let us test ourselves. Try to answer the following memory test to judge your attention capacity.

SALT-PAN	SPY	VISA
FRIENDLINESS		TRAIT
BELABOUR	CLOTHESHORSE	
WARRANTY	YESTER	NIGHT
UMPIRAGE	EXTRICATE	GAZETTE

Study the words given in the above figure for exactly two minutes and then close the book. Now, you write down as many words as you can recall on a sheet of paper. Allot one mark for each word. Now, open your book and tally those words which you have recalled and compare them with the words given in the figure.

If you score less than eight or nine marks, you need to improve your memory. Again concentrate on those words which you have forgotten earlier. Now, you will remember those words which you forgot earlier. In this way with a little exercise you can recall all the words given in the figure. This exercise will definitely improve your attention.

- (b) Interest. The faculty of memory has more association with interest you pay in the study of a particular chapter or subject. You must feel interest is in studying a particular chapter of subject. You should make up your mind that you want to learn a particular chapter or subject. Your interest

in the subject will give you an impulse to read the chapter and retain it Unless you are interested in the subject, desired results cannot be obtained.

**How to Create Interest.** In order to create interest in a particular subject relate it with some strange and interesting situations. Social sciences can be made interesting by relating them with social environment. It is observed that once an interest in studies is create the memorising and retention power too increases.

Interest has a positive association with retention. Retention depends to a considerable extent on interest. A cinema fan is able to remember the names of almost all the famous actors and actresses. A person interested \_in games and sports is able to mention the names of great sport persons, athletes and players. A person interested in cricket can even tell the-highest and lowest scores made by a particular player in a cricket match. This is possible by the virtue of their interest in a particular field. It has been observed that some teachers teach the subject-matter in an interesting way whereby the interest of the students is created. Students learn that subject without any great difficulty. It is a psychological dictum that meaningful material is learnt more easily than meaningless material.

(c) **Concentration.** The third factor influencing the impression is concentration. It is the quality of the mind which needs cultivation. Some students posses it more than others. It is generally understood and interpreted in two senses. In the first place, it means restriction of attention. When we look at an object such as picture, tree, or book and begin to pay attention pointedly to its different parts, we are said to have concentration on the object. In the second sense, the word concentration means paying intense attention. Here we are concerned with the second interpretation. Concentration is the quality of mind and is difficult to achieve. Even the mighty Arjuna asked Lord Krishna, “The mind is very unsteady, turbulent, tenacious and powerful, therefore, I consider •it a difficult to control as the wind”. Lord Krishna acknowledged th s fact and suggested the method to control the mind and to bring concentration as follow

*“Mind is Without Doubt Unsteady and Difficult to Control,  
But it Can Be Controlled Through Practice and Dispassions.”*

The method to bring concentration given by Lord Krishna in the Gita is still applicable. If you work regularly and steadily, the concentration will come

automatically. An hour of study with concentration is more useful than hours of study without concentration. The concentration comes through regular practice. Try to make a concrete programme of your studies and work regularly. This will gradually bring concentration. Concentration is associated both internally and externally. If you are physically and mentally fit to study, you achieve concentration. Similarly, if the atmosphere where you are studying is away from noise, disturbance and hustle and bustle, your concentration will be more. Reading a book while TV or Radio is on, in full swing, tends to retard the concentration. Hence concentration plays a vital role in the improvement of memory.

## 2. ESTABLISHMENT OF ASSOCIATION •

It is human psychology that the facts which are related with our life can be memorised easily. There is a chain of ideas always running in our mind. These ideas do not move about in the mind at random, rather follow one another according to some established law. The idea of chair is followed by the idea of table. It may be difficult for us to remember the seven colours of a rainbow. But if we remember 'VIBGYOR' it will become easy to remember the different colours of a rainbow. It will be difficult even for an intelligent student to remember a list of uncoordinated words such as engine, teacher, child, penicillin, New Delhi, plant, house, revenue, Post and telegraph, etc because they are not at all related with one another. The best way to remember is to form links and bonds among these words in mind. For example, we all know that the First World War was started in 1914. F.W. Taylor, the father of Scientific Management, died in the following year in 1915. Associate these two events and you have a way of recalling the date of Taylor's death. The association can be acquired through various methods such as primacy, recency and frequency.

- (a) Primacy. Primacy means the first impression, *i. e.* the primary impact. You might have observed in your life that the first chapter of the book, first day in college/school, first meeting with boy-friend/girl friend, etc are generally remembered. The first day in the college is most exciting and its happenings have longer lasting impression. Relate the events with primacy and the relationship is established. It is a recent concept that things are impressed on your memory when they are new or novel. You might have observed that a child learns new concepts very easily. Develop the enthusiasm, sense of amazement and wonder as you had naturally as a child.
- (b) Recency. Recency means that the recent things are remembered easily



than the distant events. It reminds us that we must write down the notes on the same day when we have studied; otherwise much of the subject-matter is likely to be forgotten after a lapse of some time. It has been empirically studied that an average reader forgets 50 per cent immediately after reading and 80 per cent after 24 hours, unless one revises. It is related with the Short Term Memory (STM) concept. STM is the amount of information a person can recognise and recall after a single presentation without practice. It decays rapidly-Without rehearsal.

The laws of primacy and Recency suggest that the more starts and finishes you have (within reasons) in a study period the better. You need breaks and, of course, after every break there is another start.

- (c) Frequency. Frequency is related to the principle of repetition. If you want to learn a subject by heart the best way is to repeat it again and again. It can be done by many ways but the best way is to memorise it by the Progressive Part Method (PPM) as well as the Whole Method. In PPM, the learner learns a line/paragraph, while continuing to rehearse the other line/paragraph. For example, if you learn line/paragraph one you would then learn line/paragraph one and two. When you have memorised them take one line more. This procedure has two advantages : (i) Short Term Memory (STM) is not overloaded and (ii) Practice of retention improves your learning process otherwise forgotten through interference. Here, repetition should not be abused by cramming. Cramming is done without making any association with the subject-matter. It is more appropriate to understand a subject by making it more interesting rather than cramming. Thus, repetition is an important method of learning any subject matter by heart.

### 3. REVIEW AND REVISION

Review and revision are the final steps in the improvement of memory. They provide scope for spaced practice and thereby aids retention. Various studies have been conducted on review or revision. One of the study reveals that with a single reading a typical reader can get 50 to 60 percent of the ideas asked in an immediate quiz. If a reader is allowed to have an immediate re-reading, the retention percentage becomes 65. Another study reveals that only 20 per cent is remembered of what was studied two weeks ago. This study also revealed that 2 testing type review immediately after reading was very useful in reducing forgetting. Prof. James B. Stroud has pointed out that review should not be more than a review or re-reading of material. It should not be an extension

and organisation of what has been learned. Review should be a critical re-examination with an object of integrating the contents and acquiring useful generalisations. Review may serve to relate the subject matter studied at another with the result that both sets of materials are better understood and better remembered.

# ORGANISATION OF STUDY EFFECTIVELY

Millions of student appear in various academic and competitive examinations every year. Many students secure very high percentage of marks. But not all. There are still many who have not been able to get even good percentage of marks. There are others who could just get qualifying marks. Why it is so ? Why one student gets top position in the Board or University examination, while others barely manage to scrape through? This secret of differences in marks secured lies in the effective study habits. Studying effectively is a habit that is not difficult to imbibe. It can be acquired through regular practice and self-restraint. It is the effective study habit which helps the topper to obtain such high percentage of marks. It is n t important how much one reads, but how he reads and what he reads ? These two words “how • and ‘what,are intimately associated with the development of effective study habits. The main objective of this chapter is to provide some basic guidelines for developing effective study habits and help students at all stages of their studies and improve their performance at the examinations taken at school, college, university and later in life. To study effectively implies how to think, to observe, to concentrate and analyse and to be mentally efficient. The study technique must be backed by persistent and patient efforts if desired results are to be achieved. Some of the essential techniques of effective study are discussed in this chapter.

## PLANNING A STUDY SCHEDULE

The develop1nent of systematic method of study is held to be the basis of the secret of success. In an effective study, use of mnemonics, which are especially designed set of associations, helps a lot. Mnemonics help the organisation of thoughts. This technique includes the use of rhyme, imagery and association.

One such mnemonics used in the planning of study schedule is PASS. Here P stands for Planning; A stands for Attention; S stands for Set-time and S stands for systematics. We shall explain them in brief:

1. Planning-Planning includes object setting and measuring actual performance against fixed targets. Planning can be effectively compared with the Business Planning, where we determine the objective of the organisation and take steps to get the desired results. It can be explained with another mnemonics STOP. Where S stands for strategy, T stands for Tact, O stands for operational and P stands for Progress monitoring. Let us study them briefly:
  - (i) Strategy-A strategic plan is based on objective for a specific period. If you plan to pass CA or IAS examination. Your strategic objective may be for example, "I plan to pass C. A. or I. A S. within two years.,, The only objective would be to complete each stage/part of the examination in one year or as the case may be. It is based on the main target/objective fixed earlier before planning for study.
  - (ii) Tact-Tactical plan and objective cover the period up to one year. Study carefully the syllabus of the examination in which you are going to appear. Ensure that your text-books, study material correspondence courses notes, cover the syllabus of your examination adequately. Hence a programme of studies mapped out week by week and month by month. Maintain monitoring your actual rate of progress against your plan. Success in the achievement of objectives will strengthen your motivation.
  - (iii) Operational-It is actually concerned with the operational part of your plan. These are your day - to-day plan and objectives. Always set down on objective before you get down to each study session. The objective should be concrete and possible to achieve in some fixed period. For instance, you may set yourself the task of memorising certain key definitions essential for the success in the examination or understanding some main concepts of accountancy or to answer the questions given in the sample paper; etc. It will guide you in planning your daily routine of studies.
  - (iv) Progress Monitoring -It is concerned with comparing your actual progress against objectives, at each of the three levels discussed above, in most effective manner. Corrective measure to overcome any shortcoming should be taken to put you back on the target again.
2. Attention-Attention is used here in a specific way. Always focus your

attention to the task in hand. Day-dreaming must change into actual performance if you are to succeed in studies. When attending lectures pay a proper attention to what is being said in the class. Try to summarise the key points in your mind. If possible, make brief notes by using only keywords. Listening is a skill which improves with practice.

3. **Set Time-**You should have a set time for work and also for recreation. Time management is very important if you are to succeed in your studies. Naturally, you will be able to allocate time to work and leisure. It is essential to have a daily study schedule known as **TIME TABLE**. Time Table is the first step in the development of an effective study habit. The advantage of time-table is that it cuts out the necessity of deciding how to allocate your time whenever you get down with a study session. Moreover, it helps you to stick to your plan. Time-table varies from individual to individual depending upon the study needs and requirements of one's ambition. It is very useful in acquiring regular habits of study and thus enabling the student to make optimum use of his time and energy. It acts as a challenger as well as guide and monitor. It will systematise and regulate the study hours. Study at a particular time daily. Knowing exactly what to study, getting ready with all study material, accessories and soon, in a desired manner will set the mood as well as ensure earnestness towards study habits. Every student knows the subject or subjects in which he is weak and does not feel at ease, hence, he requires more allotment of time and can adjust his study schedule accordingly. While making the time-table, the student should take note of some factors, viz.
  - (a) Decide the number of hours for weekly study. Space the hours over the week. Try to leave one day per week free for recreation.
  - (b) Number of subjects to be studied and the time to be allotted to each subject. Generally, more time should be allotted to difficult subjects or the subject you like the least. Tackle these subjects first, when you are, fresh, rather than later.
  - (c) Daily average time for self-study. Decide on the length of each study session. Psychologists have found that optimum study efficiency is maintained if the sessions are of 45-50 minutes duration followed by 5 minutes period of recall and then 5 minutes period for rest.
  - (d) Provision for revision of the subject matter studied during the week.

## Types of Time Table

Basically we- can construct two types of time-table in studies : short-term time-table and long-term time table for a specific term or a year. Short-term table is prepared for day-to-day working and flexible in nature. Carry your time-table around with you in a note-book until you have decided on a firm time-table, look at it each day. Plan your studies on a daily basis and set down your learning objectives. After a few weeks, experimentation compile a firm time-table. Revise your time-table from time to time on the basis of experience, preference, special requirements. However, as time goes on it will tend to become more firm as you disengage from other commitments.- You may wish to spend more time on difficult subjects or to make up for study time unavoidable loss One last work: Remember to allow time in your time table revision and correspondence courses test. It will consolidate the information gathered.

While drawing a study schedule, one should not be over-realistic as an ambitious study schedule is difficult to follow in practice. In such cases you are likely to lose interest and concentration in studies. It will prove as counter-productive and hence effective studies will be hampered.

4. Systematic-This means being methodical in your approach and working in accordance with your plan. So be systematic in all things, especially in your study. Acquire a habit and routine of studying to such an extent that, if you are not studying when you should be, you feel guilty about it.

## STUDY ENVIRONMENT

The environment where one studies has a psychological impact on effective study habits. The place of study should be calm and quiet as far as possible; it is better to have a separate place for study, where you have all the necessary materials for study without disturbing others or getting disturbed yourself. Moreover, the organisation of study environment is very important. Books, notes and so on should be properly arranged and filed after each lecture of study session. Pen, pencil, eraser and stationery should be readily available. An orderly place leads to an orderly mind and orderly approach to learning. Some of you might not be having a separate place or room for study. In that case you will have to adjust yourself within the available space or should make use of the library nearby. The place of study should be free from all kinds of disturbances as far as possible, having a proper ventilation and sufficient light and air arrangement. However, one does come across who can study in noisy

conditions. They mentally shut out the distractions. The quiet background music aids rather than hinders their concentration. The unhygienic and noisy environment will prove a hurdle in study and affect concentration. You should try to study at the same place each time. This will mentally associate a particular place with study. Researches have revealed that the place of study where the students sit regularly and appear for their examination is the same room where they study, do better academically than those without this facility.

You can study better if you form a study group where you can learn from one another by comparing your notes, discussing difficult points and setting targets for group study session. The competition inherent between individuals can motivate the disabled. It is more useful in case of certain professional and competitive examinations like CA, ICW A, IAS, etc.

## **STUDY TIME**

Recent researches by eminent psychologists have proved that the regular habits of work and definite study time is the most important factor in concentration. It is immaterial whether you study late in the night or early hours of morning or during day time. What is essential for a student is that he must stick to it throughout the year or period of study. Some people advocate early hours for study because the mind is fresh and the atmosphere is calm and quiet. It is a time when more concentration can be made.

In determining the amount of study time “The Critical Minimum Efforts Theory” must be kept in mind. This theory suggests that some minimum efforts can be required to do a particular work *e.g.* the Chartered Accountancy Examination consists of four stages. A student can appear in such examination while working as an ‘Article’ with the practising Chartered Accountant. Under such circumstances, he must set himself the objective of passing one stage each year completing the examination in four years. The time commitment to complete the CA Examination in four years would need to be in the region of 16-20 hours study per week. A different profile is needed to accomplish if you are attending lectures. Here twenty hours devoted to studying and attending lectures would seem to be reasonable. However, one should not be too dogmatic about this and each student should have regard to his own needs and circumstances. It is also possible that you may get some setbacks.

Be prepared for these setbacks. Do not let setbacks knock you off your feet. Always remember that an ordinary talent and extraordinary perseverance often succeed through the end. So analyse the reasons for your failure and

learn from your mistakes. Be more prepared, have a contingency plan and try to resolve for your next attempt. Of course, there can be other setbacks in your planned study programmes due to events, *viz* bereavement, sickness, change in job circumstances, domestic circumstances or just plain lack of finance, etc.

## **GETTING STARTED**

Start actively studying straightaway. The momentum will focus your mind on the study and thus improve your concentration. When, beginning to study for the first time you must find it useful to practise studying for short periods until you adopt and develop a rhythm of studying. In any event take a break of five minutes duration each hour. This will refresh the mind and body and help to consolidate your learning.

## **MAKING PROPER USE OF STUDY MATERIAL**

It is very essential to make contact with study material through as many sense-avenues as possible. First of all, read your assignments or lessons thoroughly, then review it aloud in order to organise your thoughts. Make notes or write short summary of the main points, as too much reliance on the memory is not advisable. It is of no use to study the words of books passively and crime them. Concentration, participation and interest are factors of great importance and these will help you in memorising the lessons.

One of the generally used methods of studying notes is to up line or underline the relevant points which need to be recalled later on. This system helps you to focus your attention when reading for the second time. The other equally important method is writing marginal notes in the form of short summary per paragraph. This technique requires your ability in precis writing and summarization of the lengthy script. The technique of making notes, while reading, has a great value. It serves four main purposes (i) They are essential when the important ideas need not to be re read; (ii) They help guide to memory. All the substance or the discussion can flashed to the mental eye as a glance with the help notes; (iii) They are helpful in revising the subject-matter before the examination day; and (iv) It is a psychological law that anything that is written down has a longer retentive period than what is read or heard.

The best way of making notes is to read to entire chapter and make brief summary and simplify the whole chapter. The more you can make your notes in the form of 'Brief outlines' the better the grasping power you develop.



## PROPER USE OF STUDY-AIDS

, There are various tools of educational learning, which a student should know about them and to use as early as possible. The first tool is dictionary. You, as a student, come across hundreds of new words in your everyday life while going through newspapers, books, magazines and certain periodicals or while hearing the news on the radio and T. V. You should develop a habit of consulting the dictionary whenever you learn a new word. This will help you in understanding the various usages of the word. It will be better to keep a note-book, note down the new words in it and find out their meanings from the dictionary. It will be better if you use these words in your daily conversation and writing. This habit of "dictionary consultation" will build up your vocabulary. The second tool is the use of table, diagram and graphs. In fact graph or table is often worth more than several pages of text or explanatory material. It has longer impact on your memory. It should not be omitted while studying the subject matter of any discipline.

## STUDY WITH CONCENTRATION

Concentration is the key to effective study technique and an important aspect in improving knowledge. If the amount of concentration that results in good learning is more than the time spent. The habit of concentration springs from regular habits of work, place of study *i.e.*, study environment and mental readiness of the reader. There can be no intelligent and useful study without the ability to develop concentration. Regular and systematic studies with definite study schedule, physical environment, proper and fixed timings, sound health, proper light and rest are some of the important factors helpful in developing concentration in studies.

The first law of success is concentration and involves learning how to cope with distractions. Eliminate irrelevant thoughts, day-dreams, emotions and negative feelings. Psyche yourself up to the study task at hand by saying to yourself "Come on, now stop wasting time and get down to business. This little technique will take yourself back into concentration. Also, before actually studying picture yourself effectively studying. This positive mental imagery helps to create the right study mood and focuses your attention to the study task. Generally, you concentrate more when you have an examination the next morning. So imagine you are going to be examined on the contents of study session the following day. Alternatively, imagine you may be called on to deliver a lecture on the same topic next day. All these factors will help you in

attaining a better concentration.

Apart from these, the warming up time also plays an important role in study as well as in concentration. Many students find it difficult to settle down to serious studies and hence they waste much time in false start. There are some students who prefer to start with easy work and then they move to difficult one whereas some move in an opposite way starting with difficult work and gradually end up with the simple things as fatigue sets in. Out of these two methodologies, it is often advantageous to begin with relatively easy assignment, perhaps one in which the student has more interest. Whatever method you may adopt the main consideration is the ability to switch over from one to another without losing time, continuity or concentration.

## **DEVELOP THINKING HABIT**

Even if you have studied the subject-matter with deep conservation, but still the modern study technique requires deep thinking power. A logical, critical and creative thinking is a must to get good percentage of marks. It has been seen sometimes students know the subject-matter well but are unable to answer the questions properly in the examination because of lack of thinking capacity.

Thinking plays an important role in our present examination system. Questions in the examination papers are framed in such a manner which do not need crammed material. You have to develop proper thinking habit to answer the question properly in the examination.

## **ALLOCATION OF STUDY PERIOD**

Many researches have been conducted in educational and child psychology and the results of which show that study period is more effective than the study concentrated at a stretch. The mind works better if you study in short stretches with rest period in between. Rest hours during study are kept purposely. Rest is nothing but change of work and this reduces mental fatigue and helps in concentration.

Long continuous reading generates fatigue of mind and you may not remember anything. It is commonly seen that students start studying for a longer period nearer and during examination days. In that case most of the students get tiredness physically and mentally and hence lose concentration. Sometimes mind will refuse to retain what is learnt extra. Why is it so? The simple reason is that the mind and body have not been trained for extra labour. The most

appropriate method is to increase the study hours gradually in order to avoid physical and mental fatigue and boredom.

The study should not be continuous for a long period without any pause. These short stretches and pauses give your mental battery a charge to recharge. Besides this allows consolidation of what you have read in the past period. It is the period of digestion of study material. The pause should not be too long. It should be limited one. Otherwise you may forget what you have studied. Forty to fifty minutes reading with five to ten minutes rest may bring efficiency back to the former level. This change in activity from mental to physical maintains health and helps in overcoming boredom and fatigue.

## **MONITORING STUDY SESSION**

Monitoring your progress will ensure that you are meeting the targets of your plan. So go back and study areas you do not really know. This will ensure that you will not jump ahead without knowing the material you are -currently studying. Most subjects are structured on a building block basis, so premature jumping ahead will lead to confusion. Begin each study session with a five-minute review of the previous study session. Similarly, use the last five minutes of each session for a break. A good idea would be to do some physical exercises to keep your blood flowing. This will keep your body supple and your mind alert.

## **HOW TO REVISE**

The study material can be revised by two methods: (1) Whole method and (2) the part method. In the whole method the entire material should be read again and again for complete mastery and not studied in parts, whereas in part method, the study material is divided into various units and sub-units. One unit is revised, then another is added until something attains a significance. For difficult and lengthy study material this method is more appropriate and useful. On the other hand, where the short and condensed study material is available, the thoughts are continuous and logical structure is to be framed, the whole method has a decided advantages.

From the above discussion we can conclude that if the study is well organised, systematised and good habits are formed there is not reason why one should be deprived of rewarding intellectual life both during and after the period of one's schooling. The main advantage of systematic study is that the books become the best friends and bring' greater rewards to the readers.



# 4

## EFFECTIVE READING

The ability to read is the foundation to success and growth. Reading can be rightly compared with the torch. Like a torch it lights the mind and can generate both: heat and, possesses the power to searing heat which fuses idea, light that almost blinds through illumination of thoughts and feeling. In reading, a reader perceives the words, comprehends their meaning, reacts and assimilates them: In fact, it is an enlightening activity.

### READING IS A PROCESS

Reading is a process. There are various processes involved with the reading.

1. Reading is both a sensory and mental process. It involves use of eyes and the mind. As a sensory process it involves identification of the printed symbols with the help of eye movements and as a mental process, it takes help from the mind. Prof. E.A. Betts opines the reading is a process not a subject. It is a relative process. It involves partial use of available minimum language cues selected from perceptual input on the basis of reader's expectation. As the partial information is processed, tentative decisions are made to be confined, rejected or refined as the reading progresses.
2. Reading is an evaluational process. Reading is a process which requires a specialised type of integrated action. It involves close interaction between eyes and the mind. Moreover, it involves the responding of visual form with vocal or sub-vocal ones. Some scholars advocate that reading is a mere decoding process, but this may not entirely be true.- In decoding, a skilled reader transfers visual symbols into sound while in reading, the transformation is of visual representation of language into meaning.

### RAPID READING

Rapid reading habit enables a person to understand more in a comparatively lesser time, and this is the need of the hour. We are living a busy life and

hardly find time to keep ourselves fully informed about what is going on around us. The possession of rapid reading ability comes to our rescue in our busy schedule. It helps us in enriching our personality with materials from different areas, which is an invaluable aid to our professional understanding and consequently rendering greater services to mankind. Hence, the benefits of rapid reading are incalculable but it is not essential that we should follow the same reading speed for all types of reading. An efficient reader is always a flexible reader. When an efficient reader reduces his reading speed he does so for a purpose. He reduces his speed because the study material requires him to think more slowly. The efficient reader seeks to increase his understanding without sacrificing speed unnecessarily, or at times he may increase • without sacrificing his understanding.

The reading efficiency characterised with flexibility is an asset to any reader. Central Institute of Indian Languages, Mysore, has conducted a survey and has established that with training one can read considerably faster without any loss of comprehension. The average reader reads at a speed of 240 words per minute(WPM).This can be improved with a little training to a speed of 360 words per minute while with sustained efforts and plenty of practice, you can achieve 600 words per minute. It requires a proper coordination between sensory and mental faculties..AS you know, in reading eyes move with a jerky and intermittent motion. The brain reads words at each fixation. This means, you can read only when your eyes momentarily stop,each stop is called a fixation. To be a fast reader, you must increase your recognition span. Read for ideas and you will have fewer fixation taking a longer group of words with a faster reading speed.

## **HOW TO INCREASE YOUR READING SKILL**

Reading is a required technique to increase the knowledge. It can be enhanced through various efforts. Some of these efforts are:

1. Build your vocabulary. Good vocabulary is an indication of intelligence. Your learning power measurably sharpens when your vocabulary incre3.ses. Reading comprehension can be more effective when you have a good amount of word power (*i.e.* vocabulary). It can be enhanced through reading widely, The more you have the words power, it is easier to acquire more knowledge. Watch out the new words every day from different means ; newspaper, magazines, television,etc. Record these words on a small card for reference. Arrange these words alphabetically and review them periodically. As and when these words

are committed to long-term memory (LTM), you can destroy these cards. Integrate these words in your normal everyday conversation. If you use them regularly they themselves will go to long-term memory.

2. Improve your eyesight. Reading is directly related with eye sight. If your eyesight is not proper acid affect your ability to read, it is better to consult a doctor. Get a pair of spectacles. It is observed that some readers neglect it because of vanity. Using contact lens for the improvement of eyesight is not bad. Proper eyesight will definitely improve your reading speed. Remember that your eyes function very much like a camera. They take the picture of the words you are reading and flash them to brain; your eyes or eyesight is defective the reading operation will not be p and efficient.

3. Develop rapid reading speed. Rapid reading is like a big business where investment is meagre while gains are plenty. Entertainment through reading is not at all a costly affair while its pleasures are lasting. Rapid reading is a definite way to knowledge, and knowledge is a power-a power which makes you supreme.

## **BARRIERS TO EFFECTIVE READING**

Reading is asocial process. It relates the reader to his environment and it conditions that relationship. It is the deepening of perception and understanding through the inter-communication of minds using the medium of written words. It develops/broadens the scope of social relation and develop the personality of readers. If you want to learn to read you may he in a position to enrich yourself with a vast amount of knowledge. But it is a highly complex process, an expression of total personality of the individual and a vital fact of language. It is affected by certain personal as w ll as external factors, generally called 'Barriers'. Sometimes, you feel that even by continuous reading you are not in a position to understand the subject-matter. A lack of understanding of the written matter may not be your fault. It may often be because of the author's poor presentation. This is not a barrier in your effective reading habit This can be eradicated/ minimised by your personal rational behaviour. When you are going to buy a text-book, you should make sure that it meets some of the following criteria :

1. Book should be well laid out with clear sign posts.
2. It should be free from ambiguity
3. It should be properly-indexed.

4. It should be easy to read and understand.
5. It should covers the syllabus completely and includes a glossary.

The most important of all the above, you should feel comfortable with that text-book. For all this, you will have to look around for sometime before you find a book that meets your particular need. In this regard you can get assistance from your seniors and teachers. They can well guide you in overcoming this barrier. There are various other barriers which hamper reading habits, viz., faulty visual perception, word by word reading, regressions, vocalisation, subvocalisation, lack of stamina, etc. We shall discuss them briefly.

1. Faulty visual perception. Some readers, even though possess perfect vision (without any eye-ailment) yet have some visual perception. Visual perception can be any of the three types: (I) Faulty recognition of words It arises when the readers, by mistake, read some words *a*'i pilot for plot; residence for resistance, leader for latter, saw for was, etc. It can be due to lack of proper concentration also (ii) Mistaking between similar words. It is common to find in real life th at a reader makes mistakes between some similar words, e.g., sh are for sure, convenience for conveyance, etc. The above two habits create problem not only in reading but affect one's writing also. They can be controlled by Rapid drills in words recognition (iii) Difficulty with the return sweep. This difficulty arises when a reader goes from one line to another and looks back along th e same line. This habit is faulty and takes double time which results in slow speed of reading.
2. Words by word reading The reader who reads word by word is decidedly a slow reader. Technically, we call him a 'word-caller '. He is not used to grasp the print in longer meaningful units,he cannot dare to go faster. As a result he even makes unnecessary errors in word recognition which means still slowing down. This fault can be removed by giving the reader a practice on rapid phrase recognition exercises. He should be advised to take more words in fixation for widening his span of recognition. Taking material in longer meaningful and thoughtful units will go a long way in getting rid of this barrier. For example read the following sentence aloud, word by word at a time,pronouncing each word with the same tone.

If / a / reader / reads / very / slowly / word / by / word / he / will / be / classified / as / an / inefficient / reader / even / though the / may / do / well / on / comprehension.

Now you read the above sentence with the following breaks :



If a reader / reads very slowly / word by word / he will be / classified as / an inefficient reader / even though / he may / do well / on comprehension.

You can well make a distinction between the two reading techniques. You must bear in mind that eyes and mind must select the most logical phrasing possible otherwise meaning may become obscure.

3..Regressions. A regression denotes backward movement along the line of print. It is a reverse movement from right to left. While regressing a reader re-reads certain word or phrases in the line second time, while following reverse eye movements. Regression movement are the eye-movements equivalent of repetitions in oral reading. If one regresses very freely, it is a sign of poor reading. Sometimes when a reader is faced with a new or difficult word and wants to confirm its meaning in the present context, it is justifiable, but a habitual use of regression is bad; this barrier can be reduced by reading practices on very easy material and specific exercises on words recognition.

4. Vocalisation\_ It is that situation when the reader while reading moves his lips or even murmurs. It reduces the reading speed of the reader to the extent of his speaking speed. Speaking speed is generally less than 150 or 200 words per minutes. Studies have revealed that vocalisation is a handicap of speed reading purposes. It not only hinders speed but also affect comprehension power. Vocalisation should be controlled by silent reading, which is approximately tv rice as fast as speaking speed.

5. Sub-vocalisation. In sub-vocalisation, there is not body-movement-lips, tongue or even vocal chords do not move at all but some form of inner speech goes on. It appears as if a reader is saying each word to himself as if he is pronouncing each word and listening to himself. Inner speech and inner hearing have been reported often by many readers and these greatly affect their reading speed.

If you have any one of these three habits (lips moving, inner speech and inner hearing). it is absolutely essential that you break yourself of them before you can make progress in fast reading. This can be improved. In the initial stages when you are practising fast reading you should take very easy and interesting material which permits you to go very fast thus not allowing time for sub-vocalisation and gradually eliminating the need for it.

6. Lock of motivation and Reading Interests. An interested reader is a motivated reader, for whom reading forms a major pan of his daily diet. Reading becomes so much a part of his persona lity that it is difficult to separate the two.

A child learns to read because he is motivated by basic personal needs. But, gradually as he becomes skilled in reading and reading acquires a motivated force of its own. Thus, an interest and attitudes are to be created in forming the effective reading habits.

Apart from above there are certain other barriers in reading such as word-blocking, word analysis, monotonous plodding, etc. All these barriers can be controlled by taking appropriate action and scientific method of reading.

## **SKIMMING AND SCANNING**

The discussion on effective reading will be incomplete without reference to skimming and scanning. These two skills are very important and useful which help the readers to read at a fantastic speed. Skimming demands fast moving of eyes down a page in zig-zag manner, looking for some words or phrases or sentences here and there to get the kernel of the material. Scanning demands a quick answer to a specific question from the passages or chapters or even from a complete book. It does not require reading of each and every word. In skimming, the intention of the reader is to get the main idea so that the reader intentionally leaves out chunks of material. He will accept the lower comprehension in order to achieve a greater increase in reading.

Skimming and scanning are two different skills used in effective reading. Skimming differs from scanning in that the reader is not looking for the answer to specific question, but is only concerned with the overall picture of reading matter. Both these skills require wind-like reading speed. Every time a person reads not with the aim of getting cent per cent comprehension of reading but can remain satisfied even if he gets partial comprehension out of it. It is said that when the purpose of reading can be easily achieved through skimming alone, slow or careful reading be entirely wasteful.

## **READING THROUGH QUESTIONING APPROACH**

While reading, all the concepts should not be taken as guaranteed. These concepts sometimes reveal the personal observation of the author. Evaluate the text in a critical and questioning way. Always try to read the concepts in a rational manner. Keep the following questions in mind while reading a text book:

1. Are the facts given in the book correct? Verify the facts with the help of available results, experiences and other conclusions relating to the

similar situations. It is generally observed that in most of the standard text books these are given authentically correct.

2. Does the author distinguish between facts, assumptions and opinions? It is observed that all the books contain in themselves the facts, assumptions, and opinions of the author. As a reader, you should be capable enough to know their distinctions. It will make you understand in the best possible way.
3. How the conclusions are drawn? In explaining various theories, laws, concepts, etc the author draws some conclusions/observations. You, as a reader, have to ascertain that the conclusions drawn upon are logical in nature or not? What method of study has been used by the author in deducing those concepts, principles, laws, etc.?
4. Do you agree with the conclusion reached? You should make yourself rational and observe the nature of drawing conclusions from the facts. You must know how the author has deduced the conclusions from the facts and what assumption he has made in drawing such conclusions? Do you agree with the author in drawing the conclusions from that technique? You have to analyse these problems with the help of available facts and figures.

This questioning approach will make your reading more active and purposeful with a greater degree of understanding and retention of the subject matter. You will be able to retain better understanding if you watch out the I imitation exception, contradictions, arguments in favour or against at particular concept. Try to analyse various other theories with regard to their similarities and contradictions ?This technique will develop a rational outlook in your reading habit Always try to supplement your knowledge with empirical facts and figures.

## **READING: HIERRACHY OF IDEAS/PRESENTATION**

Reading is a hierarchy of ideas (as well as presentation) spread over four levels: at the first level the book itself, its name and the purpose of study is involved; the second level is the chapter, the third level is related with the section, heading and sub-heading, and fourth level is the explanation at paragraph stage. The reading stage is concerned with in-depth study at all the four levels. These four levels of reading are expressed in different type sizes, type fonts, etc. These expressions are known as visual signposts.

Visual signpost-Visual signposts signify those notations which distinguish the reading material in presentation such as bold type faces, italics, underlines, etc. Bold type faces are generally used to exhibit main headings and sub-headings. Similarly, words in italics, under lined, numbering of points, lettering points, etc are used in almost all the books. A reader can differentiate the reading material with the help of these visual signposts. These signposts guide the readers in knowing the relative significance of each type of printed material.

There are some other visual signposts which aid our reading capability. These signposts are tables, graphs, pictures, diagrams, charts etc. These signposts have different significance. It is generally stated that 'A picture speaks more than a thousand words.' All these visual signposts should be studied with this maxim in mind.

It is the psychology of efficient reading that important and difficult concepts, reading materials, are generally presented in an illustrative style for proper and better understanding. Learn the art of deducing results from diagrams and tables. This art is technically known as "Interpretation of Data".

Verbal Signposts. Visual signposts distinguish the subject-matter on the basis of type fonts type-faces, diagram, table, etc. But in the descriptive narration, the author uses some words, phrases, etc which bear special meaning in understanding the concept. These signposts are known as verbal signposts. These signpost stress the special meaning and the reader should accept them in the same object and spirit For example when the author uses first, secondly, thirdly in the narration of some theoretical concepts it means that the author is listing the details of the concept or theory. Similarly, when an author writes 'on the other hand, it means he is contradicting the point. Some of the verbal signposts along their probable meaning are expressed as under :

# 5

## HOW TO TACKLE A TEXTBOOK

There are various techniques to tackle or study the books, *viz* rapid reading skipping, skimming and reading slowly. The proper use of these techniques is subjective. You can employ rapid reading effectively when the subject-matter is like a novel or not too difficult text if you are reading for specific information, as in research, you should use skip-reading technique as matter may not be essential to your purpose. Here an index can be used to get more advantage. If you have to survey a book, employ skimming technique. Finally, if you have to study a text for comprehension purposes, slow reading will be more effective and appropriate. All these techniques help to become a systematic reader. These techniques have changed ordinarily conscientious reader into a differentiating reader, who can distinguish what is important to remember and what is not. These techniques have even transformed students, who use to dream their way through text-books into an alert, participating and efficient reader.

### TECHNIQUES OF READING TEXT BOOK

A number of reading techniques have been evolved by different educational scientists. As we are fully aware that reading is a continuous activity and hence many steps are concerned before reading, during reading and after reading. These steps have been advocated differently by differently educationalists. Some of them are:-

- (a) OK4R (Overview, Key-ideas, Read, Recall, Reflect and Review),
- (b) PQRST (Preview, Question, Read, Summarize, Text).
- (c) PQ4R (Preview, Question, Read, Reflect, Recite and Review) (cf)
- (d) SQ3R (Survey, Question, Read, Recall and Review)

For an effective and purposeful study of text, we shall make use of the SQ3R technique. This technique of reading presents an excellent example of a

systematic approach. It is solidly based on experimental findings in psychological research on learning, perception, retention, motivation, etc. The mnemonic SQ3R stands for Survey, Question, Read, Recite and Review. This technique has been used successfully over the years in progressive colleges of US A. It is a systematic method of taking text-book, study material, correspondence course material, etc. Now, we shall analyse them individually all the steps involved in this technique.

## 1. SURVEY

It is a process of getting acquainted with the broad outlines of the subject-matter. A good student wants to know the overall picture of what he is going to read. A driver consults a road-map before venturing on a trip. A diner surveys a menu in a rapid fashion to know the nature of cooks and their prices. A baseball player checks the field for chuckholes and General surveys the terrain before initiating an attack. Similarly, a student would like to know what type of subject-matter he is going to read, in order to choose the technique of study. Survey takes five to ten minutes to visualise the whole book. This stage can be conveniently divided into three sub-stages, namely Overview, Preview and Review. Survey is in fact a reconnaissance of the unfamiliar terrain in the book to enable you to build up reference points.

- (a) Overview. It is the first step in survey, where a reader gets familiar with the plan of the book. Look at the title page and over. This should give you an idea of the subject matter, the level of person aimed at, date of publication and the author's name, background and qualifications. Whether he has written the book for a particular examination or for general readers. Now you move to Preface (sometimes called Foreword, Introduction, etc.). It will tell you why the author wrote his book, who is the target reader. Here you can also get the purpose and scope of the book, its outline and structure. Sometimes it throws light on the method how to use it. Now, you turn to the table of contents for an overview of the topics dealt with. It will familiarise you with the author's plan, organisation and layout. Study the index given at the back of the book. Skim down through the entries and check the concepts you are already familiar with. Compare it with what you know about the topic. In this way you can judge the author's competence and knowledge of the subject and the suitability of the book for you. It will help you in deciding the purchase of the book, if you are over-viewing it at a book-stall.
- (b) Preview. Here we actually preview the book. Skim through it, read

the chapter and section heading. Study any charts, diagrams, tables, pictures and graphs with utmost care because as the author has included them with specific purpose in mind. These diagrammatical and graphical representation, are substitution of words. This is the end of the preview state. Here a reader tries to see the general outline of the study task.

- (c) Inview. Now, you apply the same approach that you have applied to a book as a whole, but this time to each and every chapter individually. Carry out a detailed survey of each chapter. Study chapter heading, section heading, sub-section heading and the first and last line of each paragraph. Note down two or three key concepts covered in each paragraph. This completes the inview stage.

In 'survey' stage, a good student warms up to the task ahead. It is really a pity that in India most of our students are not used to this stage before buying a book. Most of them have not even heard of this skill. It is observed that the readers who are fully aware with this skill do much better than those who do not.

## 2. QUESTIONS

The second step in the SQ3R technique is question. Here the reader has to turn the main headings and sub-headings of the chapter into probable questions like what? Why? when? and how?

Keeping these questions in view a reader has to approach the selection of the chapter while reading. This becomes a very difficult task when the reader does not find sub-heading in many of the sections he has to read for study purposes. In that case, he has to organise the material into different forms to get some question. It is also observed that most of the text-books have questions at the end of each chapter. Before tackling the chapter it is a good idea to look at these questions. Study the chapter with a view to answer these questions. The questions are in fact the author's method of highlighting important points essential to the proper understanding of the chapter. The questioning step keeps the motivational level of the readers to the highest ebb. Since in this step the reader himself is the best judge who forms questions for himself. There is more satisfaction to reader as it is without any external imposition. The empirical results of the questioning step are encouraging.

## 3. READ

The third step in effective reading technique is 'Read'. It occurs after a reader has gone through all the pages twice, once in the survey stage and another to make questions. It is concerned with in-depth study. Here the reader reads the chapter slowly one or more times. At this stage you should not take notes, not even underline the book. The best way is to mark important sentences vertically along the margin lightly with a pencil. If you come to a stumbling-block skip over it after marking it with a question mark. It is possible that the further reading may explain the concept more clearly and adequately. In that event go back to the subject-matter skipped earlier and you may find that you have understood it thoroughly.

It is also possible that when you come to stumbling-block, you your questions, you can refer back to your books and notes. Stressing on the significance of recitation, Prof. Bacon has once remarked, "If you read anything over twenty times you will not learn it by heart so easily as if you were to read it only ten, trying to repeat it between whiles, and when memory fails looking at the book."

- (2) Recitation is an active metho9 of study rather than a passive one. By summarising, your knowledge gets actively involved while you get a grip over the subject Recitation does not mean word by word repetition, or learnt by heart but it is only outlining the substance of a passage. It aids concentration and makes a number of contributions to effective learning.
- (3'). Recitation helps you in knowing how well you have read, how accurately you have accomplished the reading assignment? Whether you can express your new found knowledge in you own words? If you can verbalise your knowledge to your satisfaction, you can generally explain and recite to another.
- (4) Recitation is the heart of effective study. It is seeking of answer to the self-imposed questions and of putting learning into one's own words. Prof perry has rightly remarked, "When we recite, we recall and recall is powerful aid to retention. Retention also directs,our attention to specific questions; there by aiding concentration. Concentration is the by-product of having goals that challenges the mind."

## **How Often Should You Recall ?**

As you have studied earlier recalling aids concentration. But how often and when should you recall? Should you recall just after reading a paragraph or so ? These questions are really practical ones. You should recall the main ideas



involved in the chapter at the end of each session rather than recalling it at the end of each paragraph. Although recalling after each and every paragraph is better from a point of view of 'psychology of learning' but it disrupts the flow and continuity in reading. Generally, you should spend half of the time in recalling than what you have spent on reading.

## **Recalling And Examination**

Modern examinations are nothing else but recalling the memory. You may use any term for recalling -recite or paraphrasing, etc. These are all mental activities. In examination they are reflected in terms of writing. Here you will be required to recall large areas of knowledge without the aid of notes and text-books. You are, in fact, judged to a great extent by the amount of subject-matter you recall in the examination. If you do not express yourself in writing you get no marks in the examination. In fact, "Examination is the test of recalling".

### **5. REVIEW**

Review is the final step in the direction of scientific reading technique. It is empirically observed that unless you review the subject matter, you forget immediately 50 per cent of what you have read, and so percent within 24 hours. Within a week 90 per cent will be forgotten unless you review it. Review is done through recall, self-recitation, class room discussion, tests, summaries and by delivering lectures or through the preparation of notes. It encourages thinking power, assimilation, integration and organisation. Prof. Emerald has suggested two methods of review : (i) Symbolical review and (ii) Review by re-impression.

Symbolical review is done through recall, self-recitation, class discussions, tests summaries and lecture notes. It encourages thinking, assimilation, integration, integration and organisation. It is done with a purpose and with an eye on application.

Re-impression is the type of review that occurs when a person re-reads the subject matter, four or five re-reading of text-books are normally required before its contents are made familiar. If you use the patterns for review these re-readings are not required. There should be several review times rather than one lengthy session.

Review from the pattern should be immediately after study, within 24 hours, after one week and again after one month will yield better understanding of the subject. Review again after three months, and frequently coming up towards

the examination. The principle behind this is that after third or fourth review the material under study it goes into your Long Term Memory (L.T.M.). Once this happens you need not review as frequently.

### **Time And Process of Review**

A review time should be scheduled separately from study schedule. After completing the study session. You should devote some time for review. Immediate review brings better retention. A definite segment of the lesson should be assigned for each review session. It will create self confidence in you mind as you will be able to achieve the objective well in time. Moreover, through review ideas fit together more coherently.

Thus, technique SQ3R has a good deal of practice and repetition. It develops better power of organisation, association and critical thinking. In this technique, the reader first looks at the material when I he surveys, he sees it once more when he formulates his questions, he sees it for the third time when reads more deliberately and a fourth time when he answers his questions. Finally, and the fifth reinforcement occurs in the review.

# 6

## HOW TO PREPARE NOTES EFFECTIVELY

Basic objective before every student is to express him self/herself in the best possible way in the examination that he/she is taking. A student has to undergo the strenuous task of preparing several subjects. Furthermore, the knowledge at present is multi plying at a breath-taking s. How effectively can one equip oneself is the problem concerning all individuals. An intelligent student plans different strategies to score maximum in the examination. One of the strategy is an impressive and effective note-making.

Note-making is a technique, adopted by students, teachers and academicians to update their skills both technical and educational. For this purpose they resort to relevant material: text-books, class-room notes, correspondence course notes, notes etc. his a copious task, therefore, they make use of notes.

The technique of note-making has become more significant in the modem educational set-up. The exposition of knowledge has been so great and so much has to be remembered. In such cases we cannot trust entirely to our memory. Suppose you are taught about Marketing Management. You may have understood the chapter thoroughly and you are certain to remember it. Yet after, let us say, a fortnight, when you set down 10 prepare for a test, you feel that you do not remember the subject -matter so well or that you are not fully equipped. You rush to text-books, but then to what effect? Things are scattered and you simply cannot go through each and every book or page. It is at this stage that you feel nervous and dejected with a frustrating outlook. On the other hand, you will be thrilled to have the information/subject matter where it could be easily located in the form of notes, that you have drawn up and are at your disposal. This situation will definitely fill you with joy.

### NOTE-MAKING

Note-making is a skill which requires your full concentration and active participation. While making notes, one must be alert to the pattern of thought, its direction and development. One must discriminate between what is important and what is not. Although this type of serious involvement on the part of reader makes note-making a difficult process yet it makes note making worthwhile achievement. Notes help us in recalling summarised information and make us understand the material in the total context rather than a separate series of passages. Effective note making is a high level study skill which requires combination of digestion, learning and putting into practice one's organising abilities.

## **NOTE-MAKING AND NOTE-TAKING**

The discussion on the note-making will be incomplete without the reference to note-taking. Note-taking is a technique usually taken while listening to a class-room lecture or speech. Both, note-taking and note making, are distinct but in format there is no much difference between the two. The subject used in both should be noted down briefly and clearly as both are intended as an aid to memory. In both the cases exact words of the book/speaker are not to be used. A due care has to be taken that there is no discrepancy in them. The meaning conveyed by the notes is the same as that intended by the book or the speaker. Both imply a certain amount of comprehension skill Reading comprehension in case of note-making and listening comprehension in case of note taking. While making notes you will be able to organise your thought better whereas in taking notes, the presentation by the lecturer is important. If the lecture is poorly organised, confused and vague, you cannot make notes from it. Thus, both the techniques require high skill in their presentation.

### **IMPORTANCE OF NOTE-MAKING**

Notes help you to remember important details, refresh your memory about what you have studied in the past They help you in preparing for the examination, Write an essay, participation in discussion, to deliver a lecture, etc. A recent survey of college students shows that 75per cent of those who fail in major subjects in their examination lack this skill. Most of the students who take down notes, write in complete sentences, which markedly show down their reading speed. Notes should be prepared in their own wording. Simplicity is the key to good note making. Thoroughness should not be ignored. Following are some of the good reasons why you should make or take notes:

1. Notes speed up the task of revision. It is the waste of valuable time, if every

time you want to revise, you re-read your text-books or correspondence material, etc. If your notes are well made out with key points and essential definitions for memorization, it is necessary to review the notes and hence you will save some valuable time.

2. Notes act as an aid to memory. Notes act as an aid to memory whenever you require them, particularly if the information is in the form of lecture, not likely to be repeated or form a reference book, you have been able to borrow for a few days from a library or your friend.
3. Notes involve you in your studies. The preparation of notes keeps you actively involved in your studies. The actual writing activity uses your visual and kinaesthetic (sensation and muscles) functions which aid concentration and reinforces the memory.
4. Notes make material brief and compact. The chief advantage of notes is that they are a permanent record for revision and coming up toward the examination. They are essential as a time saver. Notes present lengthy material briefly and compactly as they give only the relevant points.
5. Notes improve imagination. An empirical research has shown that the students who take and use notes do much better in examination than students who do not. Notes improve your imagination and writing skill. Good handwriting contains better impact on mind than mere reading the book material.
6. Notes are flexible. The examination is a continuous process as periodically the tests are conducted. So you review your notes periodically. They can be added to as your studies progress. In this case you should store your notes in loose-leaf binder.
7. Tests your understanding power. Preparation of notes is the test that you have understood the subject-matter which you have read. Note taking is a good test of your understanding and listening comprehension as well as short-term memory retention skills. In addition, notes can form the basis for the discussion and study tasks with your fellow students.

## **TECHNIQUES OF NOTE-MAKING**

Note-making techniques are subjective in nature. Each student/ teacher prepares notes according to his/her choice, time available and the nature of study, which he/she is pursuing. It has been generally observed that three

basic note-making techniques are available.

## 1. OUTLINE NOTE-MAKING TECHNIQUE

In this technique outline notes are compiled by listing trigger words which conjure up mental images of the key concept and ideas involved in the main text. This technique requires relatively little writing power. These notes are generally kept in conventional linear format. They may be transferred to pocket-size-card which can be carried about and revised as the opportunity presents itself, e.g., while commuting in a bus or train. These notes give you a broad idea about the topic or subject-matter while they are unsuitable for extensive use.

In case, you have forgotten any concept, you will have to bank upon the book or the original source once again, this will create a problem in locating the subject-matter. In this case Prof. Kollaritsch has suggested that the method should consist of (i) Stating the Section heading of the chapter, noting the page on which it is found; (ii) Noting what each paragraph in the chapter is about and what kind of things the student needs to remember from the paragraph without writing out details and (iii) Reviewing immediately after reading and indicating by a check if he can recall what each heading and paragraph exhibit without referring to the text.

Mechanism used in the outline notes. As we have already discussed the note-making technique is subjective in nature. In making notes, the outline method of note-making is very significant. There are various techniques of the outline method which explain the subject-matter in a logical way. These notes can be used by other readers also. Some of the mechanisms used in this technique are:

- (a) Use of abbreviations/symbols. In making notes you may abbreviate or use some symbols. This is more useful when you use these notes for yourself. However, some cautions are required:
  - (1). Do not use those symbols which you may forget later on. It is possible that these symbols may be misread/misinterpreted/forgotten by you after some time.
  - (2). Use only the standard symbols. While writing the answer in the examination always use the standard symbols. These symbols are only recognised by the examination board. Some of the standard symbols are given as under :
    - (i). Capitalize first letter of the words, viz.

UNO= United Nations Organisation. RBI= Reserve Bank of India.

(ii). Commonly used abbreviation, viz.

Govt. = Government.

‘+ive =Positive

(iii). First few letters of a long word, viz.

Educnl =Educational Orgn. = Organisational.

(iv). Symbols:

i.e.= that is ; e.g. =for example;>= greater than

<=less than;’= foot;”= inch

(b) Locating key words. After reading a paragraph or passage we locate an important word/words which can be expressed in terms of a diagram, it can have an everlasting impression.. As explained below:

## **MANAGING DIRECTOR**

J r J, assisrt d by private secret!!l)’

FINANCE

MrAGER

J:

SALES

MANAGER

PRODUCTION

MANfGER

PERSONNEL

MANAGER

COST ACCOUNTS PLANT. QUALITY REPAIRS& MANAGER MANAGER

• SUPIT. CONTROL MAINTENANCE

MANAGER ENGINEER

(c). Developing Notes. The use of symbols and key words can have more utility; while you study yourself. They cannot be used by others. Notes should be developed to make them understandable to others. This: technique of note-making is to be used only when the subject-matter has a proper flow and runs like a story, *viz.*

. The hare laughed at the slow moving tortoise--the tortoise not at all ashamed of his slow pace--retorted that he could beat the hare in race--agreed--the hare went away in lightning leaps the tortoise went slowly after him--the hare confident--had a nap--the tortoise went on and on reached the winning-post first--the hare beaten in the race.

(d). Tabulating Information in Columns. Sometimes in a textual form the subject-matter under study is in the form of merits and demerits; similarities and dissimilarities ;comparison, etc. In that case the effective way of note-making is in the form of tabulation. The point of differences and similarities can be studied effectively.

The following table shows the comparative study of three major business enterprises with respect to certain characteristics :

A COMPARATIVE STUDY OF PRIVATE, PUBLIC AND JOINT SECTOR ENTERPRISES

PRIVATE

SECTOR

ENTERPRISE PUBLIC SECTOR ENTERPRISE JOINT SECTOR ENTERPRISE

1. OWNERSHIP PRIVATE INDIVIDUALS GOVERNMENT LOCAL. PRIVATE ENTREPRENEURS AND THE GOVERNMENT

2. MANAGEMENT

PRIVATE OWNERS OR PROFESSIONAL GOVERNMENT MAINLY WITH PRIVATE ENTREPRENEURS

3. ACCOUNTS

BILATERAL



OWNERS TOTHE

PUBLIC BOTH THE PRIVATE AND THE PUBLIC

NEEDS & THE

GOVERNMENT

4. OBJECTIVES OF THE

PROFIT AND PROFIT AND

SOCIAL SOCIAL

OBJECTIVES OF THE

(e) Flow Charts & Diagrams. Sometimes the subject-matter under study can be effectively expressed in the form of a flow chart/diagram. Here one event is followed by another event as such the events can be expressed in the form of a flow chart. As shown on Page 57.

HOW TO PREPARE NOTES EFFECTIVELY

DEFINITIONS AND HYPOTHESIS ABOUT BEHAVIOUR

(OFTEN CALLED ASSUMPTIONS)

!

PREDICTIONS

(OFTEN CALLED IMPLICATIONS)

THE THEORY IS AMENDED IN THE LIGHT OF NEWLY ACQUIRED FACTS

CONCLUSION

THAT THE THEORY APPEARS OR

BE EITHER INCONSISTENT OR

CONSISTENT WITH THE FACTS EITHER

The above are some of the techniques of outlines making notes.

## 2. DETAILED NOTE-MAKING TECHNIQUE.

This technique of note making is generally used by most of the students and teachers. These notes are the student version of the lecture and book-assignments. They may be taken down verbatim or in the summary form. This note-making technique is highly useful because it is based on extensive study and intensive attention during the course of lecture. Often these notes need additions involving further reading, research and reflection. These notes are highly significant as they encapsulate the entire subject-matter in a logical form. The effectiveness of these notes depends upon the nature of books studied and attending the lecture of highly qualified academicians.

## 3. PATTERN NOTE-MAKING TECHNIQUE

A pattern is a visual presentation of the key concepts, main ideas and important definitions for memorisation in a chapter or correspondence course lecture. Progressive educationalists and psychologists recommend this note-making technique. Patterns are analogous to the brain's own pattern of relation and inter-relations. This technique of note-making encourages creativity. It is a technique worth developing as it gives you a bird's-eye view of the text-book or chapter under study. It will integrate your knowledge by making links, associations, connections and inter-relations between the contents of the subject-matter under study and your own knowledge.

**How to Make Pattern Maps:** When you are preparing notes on pattern map basis, use the hierarchy or ideas or concept as a guide to pick out the basis and key concept. The chapter heading should give the main idea, the section heading should give you the main idea about the action. The sub-heading should give you the main idea about the each paragraph. In addition to all these the verbal and visual signposts should be used. These words should trigger or the main idea about the text. In drawing the pattern, the key concepts of the chapter heading should be put in a two, dimensional drawing box in the centre of the page. Lines are then drawn from the corner of the box and from the centre. These will give you the main ideas regarding section and sub-sections headings. Start the pattern at the centre of the page and in a clockwise direction. In making it more informative certain devices such as arrows (for showing connections and interrelationships), dashes, abbreviations, geometric designs, two dimensional designs and colour should be used. All these devices will give you the pattern map impact- individuality, creativity and style. This approach is based upon a

psychological thinking that “Things are remembered better if they are unique and outstanding.”

## ADVANTAGES OF PATTERN MAP NOTE-MAKING

The pattern map note-making technique is effective in organising ideas and the subject-matter in the best possible way. There are certain advantages of pattern map note-making which can be explained with the help of a mnemonics-FRAMEWORK.

1. Flexible. Pattern has the quality of flexibility: They can be developed with new and additional pieces of information by adding to an appropriate branch. This addition to the pattern may be brought about through serious and past time reading, observation, experience and critical and reflective thought The quality of flexibility is not available to outline and detailed notes.
2. Recall, review and revision: In pattern-notes re-reading of text books, study manuals and correspondence notes are kept to the minimum. This gives you more time for revision of those topics which you find as most difficult. Psychological researches have shown that recall and review are essential to optimise study effectiveness. A pattern with its key points is much easier to memorise than twenty pages of the linear notes. It become more easier when the points are expressed in the form of mnemonics. Systematic review of the pattern will imprint them in the long-term memory (LTM). •
3. Associations: Human knowledge is in fact a pattern of connected ideas. It is an association of new information to the existing stores of knowledge and experience that makes knowledge meaningful.
4. Multi-dimensional brain: Human brain is a multi-dimensional and multi-ordinate phenomenon. Patterns are analogous to the brains own system of making connections and inter-connections.
5. Essence: The overall essence highlighted at the centre of patten' exhibits a clear overview or hierarchy of ideas. It gives th e gist of chapter/subject-matter under stud y. It has been observed empirically that some students fail in the examination not because of insufficient work and preparation rather they clutter up their minds with details and are unable to visualise

the essence of subject -matter.

6. **Worthwhile visual aid.** Patterns exhibit the theoretical explanation in the form of visual aid. The impact of such visual aid is original and creative. It is more impressive, as a picture is worth more than a thousand words. The effectiveness of our learning is increased when we make use of our visual senses. It has been observed by psychologists that impression of learning comes 84 per cent through eyes, 9 per cent through ears and only 7 per cent through other senses.
7. **Organised form.** Pattern is a systematic and organised form of information and facts. It can be rightly compared with the road map, where major roads (key points), minor roads (important ideas) and by ways (important details) can be easily differentiated by the thickness of lines, codes, dimensions, colour and so on.
8. **Reconnaissance.** The term reconnaissance is associated with the warfare activities of locating and surveying the position of the enemy. In this way the goals are achieved effectively. Similarly, a pattern map weeds out unfamiliar areas/activities as such imprints the information on the students brain, making it the part of his own experience and knowledge.
9. **Knowledge.** Pattern map helps in making the knowledge more solid and impressive. Psychological researches have shown that the brain is divided into two separate halves. The left half referred to as scientific brain, which deals with language numbers, logic and analysis. The right one as creative brain which deals with images, rhythm, colour and day-dreaming. Pattern map is an effective means of reviving our creativity.

Thus, the pattern note-making technique is better, scientific, systematic and creative. Its impact is great and everlasting. However, it suffers from the following limitations:

- (1) It creates a problem in deciding what order to list the facts ?
- (2) Where to start and when to end?
- (3) Where to add and to delete as required ?
- (4) It requires a linear form of presentation in a homogeneous field.

It is very difficult to memorise and organise it in a meaningful way.

Apart from the above limitations, the pattern form of presentation of information is recommended as compared to the conventional form of linear

note-making.

# EXAMINATION TECHNIQUE

Preparing for any examination, whether academic or competitive, is not an easy affair. It has been observed that many students fall sick or become restless and nervous during the examination days. This tendency is known as Examination Stress. It is becoming more frequent now-a-days. The preparation for and taking examination is for most of the students a stress affair. Excessive anxiety can have an adverse effect on academic performance. A certain amount of anxiety is normal as it keeps the adrenalin flowing and may, in fact, sharpen your concentration, thereby improving your examination performance. Some additional stress arises because of lack of adequate preparation, e.g., you may not have covered the syllabus adequately and be afraid that something not covered may come up. This stress can be eliminated by proper reading and preparation of effective notes. It requires not only continuous hard labour in terms of regular studies but also certain tips, hints, tricks, etc that stand in very good stead. This chapter aims at guiding the students preparing for different examinations and how to prepare for and do well in them.

It is a proven fact that success in an examination does not depend merely on the amount of knowledge possessed by the examinee, but is influenced, to a great extent, by the techniques of taking the examination. In fact, it is not a matter of 'how much' but 'How well' you know the subject-matter. It has been observed that a good number of students, due to the lack of test-taking technique, are not able to do well even though they were studious, have studied the subject-matter well and have prepared the notes in the best possible manner.

As you are fully aware, that there are two types of examinations- academic and competitive. In most of the academic examinations the questions asked are of easy or descriptive type, where you need a good command not only of writing power but a good handwriting also. In some of the academic examinations, short answer as well as objective type questions are asked. This chapter highlights the general hints, tips that one should remember while taking the competitive or academic examinations. Before appearing for any type of

examination, a candidate must have studied the entire course of each subject thoroughly leaving no topic to chance. This will enable the candidate to answer the questions asked from any topic.

Going through the papers in different subjects for the last five years or so shall also be of great help to the students. This enables them to have an idea of one's preparedness as well as kind of questions that have been asked in previous years. These question papers have their relative importance from the examination point of view also. Try to know the number of papers there are in the examination. Study the layout of the paper. How many questions and how much time is allotted? The marks allotted for each question of the paper. Is there any a choice pf questions? Me there any case studies? All these queries should be known before you go into the examination room. If you have the previous pattern of the question paper draw a look out for a likely examination question. Draw up a matrix of the past topics in your subject to establish trend. On this basis you can draw the inferences for the present examination.

If you have finished the course and revised it well in time, it is always better to solve questions of the previous years' papers for the sake of practice and self-assessment. Sit in mock examination/Pre Board, if possible.

It is always desirable to take sufficient physical and mental rest in between studies. Last-minute hard work may affect adversely rather than improve your performance. Normal sleep, physical and mental rest help in assimilating what has been learnt.

Before going to the examination hall, check up the things required *e.g.* Roll No pen, pencil, rubber, geometry box, co lour box, foot-rule and so on, for different subjects. Borrowing in the examination hall is often not permitted. A candidate who depends upon borrowing will waste his precious time in case he does not bring there quired thin gs for that particular paver.

The candidate should reach well in time at the examination centre in order to adjust with the new surroundings of the centre. It will leave a good psychological effect also. Late arrival in the examination hall is not feasible because it leads to mental tension ultimately affecting the performance in th at particular paper.

In the examination hall when you get th e question paper make sure that you read it from th e beginning to the end. Before this, provided if you get the opportunity while the invigilator is hand ling out the papers, you should write in your examination roll number on as many stationery sheets provided

as possible. This time taking device will makes you a little more organised for the task ahead.

### Tips for Essay Type or Questions

1. After getting the question paper read it carefully and possibly” more than once See whether any choice is allowed or not. If so,choose those questions which you can answer the best and make a tick mark again st these questions. Answer your ‘best’ question first and make sure that you do not spend more time on it, in relation to the marks available.
2. Budget your time carefully and stick to your time management plan. Allocate time to each question in proportion to the marks given. Don’t ignore whole section or spend too much time on one small section.
3. Leave at least one inch margin at the right hand and left hand sides of the answer-book provided to you in the Examination-hall.
4. It has been observed that a good number of students write the whole question on their answer-book before they start writing their answer. It is a wrong\_ practice. They just waste their valuable time. Instead of writing the whole question, write the question number of the paper which you are attempting, in the margin, in “bold letters and underline it.
5. Then tackle your second best question and soon. This goes with the saying, “First impression is the last impression” and it applies here also because a good answer leaves a healthy impact on the examiner’s mind and chances of getting good marks are increased. One should not annoy the examiner by writing first answer in the bad shape, thereby leaving an impression on the examiner that the examinee does not know anything or his knowledge is very much limited. Remember you need not answer the questions in the same numerical sequence as given on the question paper itself. However, when finished you must tally whether you have attempted all the questions asked in the examination.
- 6 If word-limit has been specified for a particular question, care should be taken to adhere to it.

### PLAN YOUR ANSWERS

Answers attempted/written in the examination serve as the basis of index of students capability. So plan your answers for better presentation and to secure good marks. For this it is imperative to make an outline pattern of the



main ideas of your answer. Generally answer of most of the questions in the examination pertain in seven-eight point. Structure your paragraphs around these points. Use headings and sub heading to explain your answer and as gist to your paragraph. Number and underline the headings for more stress. A well laid down answer will make the job of the examiner easier and the impression will certainly go to your credit. On the other band if you do not plan you answer, you will present the examiner with pages of unrelieved and homogeneous script rather than proper paragraphed and organised material. It is possible that you may more likely to wander over place and repeat point already made. Repetition of the subject-matter by using different phraseology does not befool the examiner rather, it is a discredit, as such you may score less marks.

Another advantage of planning your answer is that often ideas come to your mind when writing the answer to a particular question which will help in answering another. However, don't rely on your memory, write down the ideas as they come in your mind. Your answer will be more than rewarded if the little efforts and planning time expanded. It is advisable to use time saving devices such as using abbreviations, (you have been already explained). The lack of proper planning in the answer pattern results into:

- (i) Deleting phrases, sentences or even paragraphs from the script. This looks messy and certainly creates a very unfavourable impression on the mind of the examiner and consequently low score. Only do it if necessary.
- (ii) Inserting material in between the paragraphs and the frequent use of footnotes.
- (iii) "Putting a line through a whole section or page of an answer and starting again.
- (iv) Leaving blank spaces in the middle of an answer hoping for subsequent inspiration.
- (v) Failure to use paragraphs and sign posting as good presentation technique.
- (vi) Answering less than the required number of questions or words.
- (vii) Not leaving sufficient time to answer all the questions required.
- (viii) Failure to distribute time in proportion to the marks allotted.

(ix) Failure to plan answers before committing thoughts to paper.

In answering questions the quality should overrule the quantity of the explanation. In planning the answer one should bear the following important aspects in mind:

1. Never begin your answer by rewriting the examination question. This is a complete waste of time: use only the question number given in the question paper.
2. You should start each new question on a fresh page. In doing so you will get some space for subsequent inspiration.
3. Write in simple language and to the point.
4. Be careful about grammar, spelling, punctuation, handwriting layout and neatness.
5. Legibility is an important ability factor for it is linked up with clarity and understand ability.
6. Finally, when you have finished the paper do not leave the examination room. Stay on and check your answers within the allotted time.

## **A Scientific Approach to Plan Answers**

Planning to answer the questions is a scientific technique. Develop the habit of going about answering questions in a mentally disciplined way. Following steps should be taken to approach the answering plan scientifically:

1. Read the question. The first step in answering the question is to read the question intensively until you have the gist of what is required. Note any special requirement such as list, detail, etc. Answer that question accordingly.
2. Think about the question. Think and reflect on the various issues raised in the question :-

What does the examiner want ?

What is the subject area generally concerned ?

What are the fundamental issue behind the question ?

How can you present them in a clear, concise, lucid and logical manner?

3. Mind map. Prepare a mind map of the key points to answer the question. Ask yourself again if these points are truly relevant to the question asked in the examination.
4. Write an answer. On the basis of the key points framed, plan the answer accordingly. Use the key points of your plan as captions and write a paragraph for each. Stop after every paragraph or so and recheck to see that you are consistently relevant and not straying from the main argument. Make use of inferences drawn from general theory to the particular problem in hand. Inventing your own theories of drawing general inferences from your own practical experiences or personal views, may not be acceptable to the examiners.
5. Review. Quickly review your answer, picking up misspelling, incomplete or nonsensical statement and so on. Apply logic to calculations. Check that they are within the parameters of your answer limit.
6. Move. After using the above step move to the other question and make use of the above scheme while answering each question.

## Why Examiners Fail Candidates

It is human tendency that the credit of success is owned by the person while the fault of failure attributed to others. Sometimes, discredit of securing less percentage of marks is attributed to examiners. They forget that the examiners are not ogres. Examiners want the students to pass the examination but not at the expense of diluting the academic standards. They have already passed the examination themselves so they do empathise with you. They are human, just like you. Evaluating and marking the papers can be a tedious job. The examiners try to mark the paper in a conscientious, fair and honourable fashion. So to keep the examiner satisfied interested and favourably disposed towards you you should at least follow the rubric instructions and write legibly. Examiners know their subject thoroughly, they cannot be bluffed. They are not interested in your pet theories, prejudices, religious beliefs, political opinions, social comment, biases, hatreds and soon. All they want are pertinent facts and theory related to the set question. They take the most rational, sensible and logical interpretation of the questions set and mark accordingly. Examiners mark a particular question for all the scripts-: together so that standard can be evaluated. So to pass you must reach a good standard in each paper. Examiners have given some reason:-. why they fail the candidates:

1. Preparation. Many students who sit in the examination are totally unprepared. CAICS examinations are of Honours or University degree standard. Thousands appear in these examinations and how many are finally selected is a debatable question. I.C.A.I. (Institute of Chartered Accountants of India) is a professional body zealous in guarding and maintaining this high standard. While, on the other hand, most of the C. A students both work during the day and pursue their part time studies. As a result they won't have much time for study. If we just compare the study pattern of honours student, we find that an average student has 15-20 hours in class each week with self-study about 25 hours. In all 40 hours weekly study is done by an average honours student On the other hand C.A. student spend sanythi11g up to 40 hours or more at work and need up to 20 hours private study apart from the coaching classes work. Student's performance in examination is directly associated with the amount of time,application and efforts put in. To be more productive and effective in this examination it is advisable to study Illustrations/ Suggestions carefully before appearing in the examination.
2. Ineffective presentation. Examiners state that presentation is slovenly. Standard of answering the question is becoming as unaspiring to examiners. There is a persistent need to develop good presentation skills. Some students do not answer the questions in a suggested manner. You might have seen in your working life slovenly prepared work is likely to be returned to you for correction, modification or improvement But in the examination that meets with low percentage.
3. Inappropriate Answers to the set Question. The third reason for the failure of students in the examination is that !he questions answered by the candidates are sometimes unrelated to the questions asked. Some students do not read the question properly. In this case examiners suggest that the questions should be read carefully. Realise that every word is important and means what it says and that extreme care has been taken by the examiners to ensure clarity. Look for the key and limiting words. Use these to set the scope and limits of the question.
4. Poor Time Management. Poor usage of time in the examination hall results in question paper not being finished. When the examinees attempt less number of questions the marks obtained arc also less and as. 1 result they fail in the. examination. In this regard examiners advocate that you

should allocate your time in proportion to the marks given. For a three-hour paper this works out as 1.8 minutes per mark. It includes both time for planning and revising the question. Apply the same approach to each question. Reserve a few minutes at the end of your examination quickly to review the entire script. In case you run out of time and there is still one question unanswered, you could well get some marks by outlining briefly how you would have answered the question. This will fetch at least some marks.

5. Do not keep up to date. Many students fail because they are unaware of recent relevant legislation, which results in outdated answers or outmoded layouts. This results in a low percentage of marks. The examiners suggest in this regard that you make sure your text books are the most recent editions and that your notes are current. If possible, keep yourself equipped with *The Economic Times*, *The Financial Express*, *Capital* and other related magazines or periodicals for new economic developments. Examiners always wish to award you a higher score provided you come up to their expectations.

Many candidates devote more time to the first few questions which result in little time for the later questions. This practice should be discarded in order to score more marks. It is always better to divide the time according to the requirements of each question to be answered and try to finish the answer within the allotted time. While answering the questions, one should always be brief and to the point. A candidate should not try to be fool and bluff the examiner by writing absurd and unwanted things. It may annoy the examiner and cost you in terms of marks.

There are certain devices which a candidate may use to lift answers above the common level and to score good marks. Some of the devices which may be used very frequently are diagrams, graphs, outlines and underlined important sentences and so on wherever needed. •

If you feel that your time actually runs shorter than your expectation it is always better to use the following means:

Make quick jottings touching major aspects of the topic which will indicate more knowledge than full and formal coverage of one or two points. Do not leave any question unanswered. Write a paragraph at least it will fetch a few marks which is better than getting none at all.

Always leave some space after every question so that if you remember certain

points later on you may be able to put them in space left out by you at the time of revision. It shall be most appropriate if you start a new question on new page.

This revision will enable the Candidate not only to detect any point which they have missed in answering the question but also to improve them. This revision is particularly more essential in Mathematics and Science subjects.

While answering questions in your language, it is always advisable to write correct spellings and short sentences. Before submitting the answer book, the candidate should make sure that he has written correct question number on the answer book. *i.e.*, the question numbers must tally with the serial numbers given in the question paper and not in your own question number. For example, if a candidate has attempted question number '4' first as given in the paper, then he should write Q. No. 4 on the answer book and not Q. No.

1. Such lapse on the part of the examinee would cost him a few marks.

In case your handwriting is not good or legible, you are likely to get less marks even if you have answered well. Bad handwriting annoys the examiner. Writing neatly and clearly puts the examiner in a good mood.

Some students are slow in writing, affecting their performance in the examination. In order to remove this handicap, such students are advised to write a page daily. It will not only improve their handwriting but also increase their writing speed that would stand them in good stead in the examination.

## **Tips for Essay-cum-Short Answer Type Questions**

In some of the examinations, certain subjects consist of two types of questions. In such examinations, the candidate must follow the following tips :

1. The objective type questions should be attempted first. Because they carry full marks and require ICSS time. In case you do not know the answer of any question, no time should be wasted for such questions. Appropriate place for such questions should be left to be answered later on.
2. In case of short answer questions, the examinee should strictly adhere to the instruction given in the question paper. For example, if the answer is required in 50 words or 100 words, the candidate should in no case exceed the word limit. Writing answer in more words than required will not fetch additional marks. On the other hand, the examinee will waste his time in extra writing at the cost of other questions.

3. If there is any choice in the short answer questions, the same tips or limits should be followed as in the case of essay type answers already discussed.
4. Lastly for essay type of answers, the examinee should adhere to the same tips described previously in detail in the essay type of the examination part.

# SECRET OF SUCCESS IN ACADEMIC EXAMINATION

Academic qualification is the prerequisite for all competitive test. A degree, in any discipline, is a must for appearing in I.A.S., Bank Probationary Officers, Assistant Grade, Assistant Administrative Officers (G.I.C. & L.I.C.) tests, etc. While inviting a candidate for interview higher percentage of marks and good academic record is very essential. The higher percentage of marks in Senior Secondary, Graduation and Post-graduation are necessary even in applying for higher studies. The best way of preparing for academic examinations is to develop systematic habits of study. You can secure higher percentage of marks in the examination if you follow the techniques of study as given below:

1. Planning a systematic study. Planning is the systematic of forts in any of organised society. You Should plan your studies in accordance with the syllabus. The first step in planning a systematic study is to get a copy of the syllabus and make a list of the topics in each subject. You should divide the whole syllabus into the time available with you e.g. if you have to study 20 chapters of a book in a 10 month period. So divide these 20 chapters into 10 parts. Now you must study 2 chapters a month. Similarly divide the whole syllabus likewise. In this case, you have to remember one thing that by the end of each month you should revise the whole part which you have already studied. This will keep you in complete touch with the syllabus. In order to maintain a pace of knowledge, you should test yourself by various methods. One of the ways is that you should get the examination papers which had been set in the last four or five years and select those questions which you have studied recently and answer them. You can get assistance and guidance from your teacher in this regard.
2. Know about the pattern of question paper. Students generally do not know the pattern of the question papers which they have to attempt,



after completing the course of study. The right and earnest approach is to have a knowledge of question paper beforehand. In that case you should inquire the following information from your teachers and senior students :

- (i) How many papers you have to take in each subject?
- (ii) The syllabus of each paper and its pattern.
- (iii) How many questions you have to answer in the examination?
- (iv) What is the nature of choice available in each paper ?
- (v) How many questions are compulsory and what is the nature of these questions ?
- (vi) On what basis marks are all located-whether each question carries equal marks or not?
- (vii) What is the percentage of numerical questions in the whole question paper, if the paper contains numerical problems.

The above information will enable you to get an insight into the examination pattern. On the basis of this information you can plan your scheme of study and can get higher percentage than those who are not fully aware.

3. Good hand-writing. A beautiful handwriting has strong aesthetic appeal. It subtly but surely helps you to win the reader's appreciation. It has been said that what appearance is to personality, handwriting is to expression. A beautiful hand writing seldom allows your writing to go unnoticed. The skill of beautiful hand writing can be acquired at the early stages of education, as it becomes somewhat difficult to improve after secondary/ senior secondary stage.

It is observed that one's handwriting acquires its own character is, moreover, there is no well defined technique that can be applied readily to improve handwriting. One can, however, effect a marked improvement by regular and intensive practice. Some of the tips for beautiful handwriting are given below :

- (i) Write a steady hand. It is possible that you may be slow in writing in the initial stages. In the beginning pencil may be used but later on pen and ball pen may be used.
- (ii) Your grip should neither be too far from nor too close to the nose of the pencil/

pen. In both cases, you are poised to have an over sized or undersized handwriting.

- (iii) While writing steadily, you may tend to put extra pressure on the paper. Avoid it, because once you acquire this habit you will unwittingly become slow. Do not take too much time to ensure a beautiful handwriting.
  - (iv) You may be tempted to choose ruled paper for practice, it is all right but after enough practice, you should replace it by a plain one and try to write in straight lines on your own.
  - (v) Whenever you have free time and a paper and pen lying beside you, practise your handwriting. It may prove to be a rewarding pastime. You should adopt a daily practice of writing legibly and slowly. Always give proper stress and attention to each letter when you write. Do not write so small letters that they appear like dots, and not so big that only a few sentences fill up the whole page. Your writing should be normal and in accordance with the size of the Examination Sheet. It must look beautiful to the examiner.
4. Writing Speed. Writing speed occupies a vital place in an examination. It serves as an important tool in securing good marks in the examination. A good writing speed can be acquired through continuous and regular writing. The difficulty of writing speed is generally felt by intelligent but slow speed writers. They know all the questions during the examination but due to slow speed they are unable to complete the paper. Generally one or two questions are left in each paper and hence either they fail in the examination or secure a low percentage of marks, thereby they ruin their career. Thus, the fault lies with the slow speed, not intelligence and diligence. Therefore, it is essential that the writing speed must be improved. There are various measures to increase the writing speed, some of them are :
- (a) You should write continuously for three-four hours daily or twice in a week, as if you are appearing in the examination.
  - (b) After reading a lesson make a precis of the main thoughts and write them on a piece of paper. This will develop the art of precis writing as well as improve your writing speed.
  - (c) In the classroom, try to develop a habit of taking down dictations of the topic being taught to you by the teacher. If you have any elder person

in your family- who can give you dictation, it will definitely help you to improve your writing speed.

5. Correct spellings. Good hand -writing as well as writing speed will not serve as a marks catching device if you make spelling mistakes. Great attention-must be paid to correct spelling while writing. This is very important in case you are appearing in a language paper. Correct spelling can be acquired through writing correctly and pronouncing correctly or writing. Use the best dictionary to correct spelling. Taking dictation is the best way to acquire correct spelling habit.
6. Appropriate answer technique. It has been observed that most of the students write much in examination but secure very low percent age of marks. This necessitate, the knowledge of appropriate answer technique. The answer in the examination should be in accordance with the question asked in the question paper. Before starting with any question read it very carefully. Interpret the question correctly. Each question contains some explanatory clause, such a 'Discuss', or 'Summarize' or 'Compare' or 'Explain' or 'outline',etc. All these explanatory words do not convey the same meaning. You must know the exact meaning of these words before starting with any question. We are precisely explaining them as below :

**Comment:** Comment is an ambiguous word because it means both, write explanatory notes and criticize. So the examiner may expect you to do both and penalize you if you do not For this reason question of this type should be avoided if you have a choice.

**Compare:** If in a question the explanatory words is 'Compare', it means state how two things resemble or are related to each other. This can be explained by giving both similarities and dissimilarities whereas contrast means giving main points of differences. In case the explanatory word is compare and contrast. You shall have to explain the points of similarities as well as of contrast It will be more appropriate if you write them by preparing a tabulation. Here the explanation will be to the point and more appealing to eyes. In this way you can procure good marks from the examiner.

**Criticise :**The explanatory clause 'criticize' means to give your judgment about the adverse opinion on the concept, theory or opinion or about the truth of the facts and substantiate it by discussion of the evidences.

**Define :**The explanatory word 'define' means to give the precise or exact m earning of the word or phrase. It will be more appropriate if You quote the

definition given by an eminent authority and explain it in your own words.

**Describe:** Describe means giving a detailed account of the subject matter. It is used to tell about the features of the concept. Mere description of the theoretical concept will not be sufficient.

**Discuss:** Discuss means examine arguments in the light of various reasons for and against it.

**Enumerate:** Enumerate means 'Act out in order one after the other the points heading and subheading of a concept are expressed logically.

**Illustrate:** The word 'illustrate' means to make clear by means of examples or use table and diagram to explain the subject matter or make it clear by the use of concrete examples.

**Interpret:** whereas 'Interpret' means to make clear by giving your own judgment of the subject-matter. In the question your interpretation may differ from another but the subject-matter must be supported by arguments, facts and figures.

**Justify:** The word justify shows adequate grounds for a decision and the conclusion arrived at for a particular problem. Here too, you have to explain it with argument. It can be a valid justification or you can refute the conclusions in case the new concept or thoughts have developed in the recent past.

**Outline :** Outline means to give the main features or general principles of a subject, omitting minor details, laying more emphasis on structure and arrangement of the principle or concept.

**Prove:** Prove means show why something is in accordance with the established axiom. It is generally associated with those concepts which have already been testified empirically.

**Relate:** The word relate generally refers to narrate the events. In this type of question you have to show how the things are connected to each other and to what extent they are alike or affect each other.

**Review:** 'Review' is used to make survey of the subject-matter critically. It, therefore, calls for a fairly lengthy answer.

**State :** The word 'state' means the presentation of the subject matter in brief and clear form. Sometimes the explanatory phrase in the question is 'state and explain'. In this case you have to present the subject-matter clearly and with its proper explanation.

Summarize: 'Summarize' means to give a precise narration or the 'chief points or substance of a subject matter, omitting details, examples and explanations.

Trace : Means to describe or narrate the developmental or history of a topic from the point of origin to the present state.

These explanatory phrases have vital importance in answering the question in the examination. A candidate who carefully studies these explanations should be able to avoid the mistakes of giving, the wrong type of answer to a question. Do not try to force a question to fit a stock answer which you have prepared.

7. Revision. Most of the students consider that the revision of answer-sheet during the examination is merely a waste of time. However, various researches conducted by Educationalists show that the revision of subject-matter is very important even at the time of the examination. Apart from this a continuous revision is necessary throughout the year. About a month before the examination should be reserved for revision of the subject-matter. In case your examinations are conducted on term-tests, revision for about a week or fortnight should be enough for a student who has been doing his studies regularly. For an effective and purposeful revision you should prepare notes and revise them. In case you have not prepared notes it is essential that you should read and re-read the study-matter and text-book extensively. After going through your notes once, keep them aside and try to recall what you have been reading. Then check what you have learnt by writing it down and compare them with notes. Here one thing you must know is that lesser the period between study and revision, the learning of subject-matter will be easier. More the gap between study and revision, the lesser you will remember.

Final revision is not a routine job, it should be systematically arranged, you should make a careful time table for your final revision. The revision of each subject should be divided up and assigned to a number of weeks and months, which should have well spaced intervals. Spacing out the revision periods is useful because it gives practice to recall. It is worth making a special effort to get the bulk of practice to recall. It is worth making a special effort to get the bulk of your revision completed about a week before the examination commences. You can then devote the last few days to quick summary refreshers. It will save you from last minute rush or late night sittings.

# COMPETITIVE EXAMINATION TECHNIQUE

The present age is the age of competition. In competitive test, it is not the minimum pass percentage which gives you success rather the maximum percentage of marks. Your performance will be evaluated by the relative performance of the other candidates appearing in that test. Even if you have secured 75 per cent of marks and the most of the candidates have secured higher percentage of marks, your appointment will be at peril. That is why, it is essential to know some salient characteristics of competitive examinations and how to achieve success in them.

In India, there are specialized institutions which conduct the examinations for the appointment of the best, most suitable and efficient personnel for their administrative and executive jobs. At the Centre, Union Public Service Commission, conducts examinations for national-level, jobs like I.C.S. I.F.S., I.E.S., J.S.S., etc. Whereas in each State of India there are respective State Public Service Commissions, which recruit persons for their local needs. Apart from these there are various specialised Commissions and Boards which conduct various examinations to recruit the most suitable, efficient and able administrators. The vacancies for these jobs are filled through various tests and interviews. The present chapter is designed for those candidates who wish to compete the test with higher scores with a view to get the desired employment. Some hints, gists and working rules are provided for your betterment. First of all, have a positive attitude and get rid off any negative attitude towards the test. You have a negative attitude when you view the test as a stair-case to trip you up rather than an opportunity to show how effectively you have learned and how much you can perform in the test. Secondly, self-confidence is one of the biggest strategic assets which you can bring to the examination-hall.

Lack of the self-confidence will harm you more than what you can gain. Self confidence can be acquired by three main ways:-

- (a) Equip Yourself Emotionally. Nobody likes to appear in the tests, but you should think that each test you take is adding some valuable experience which improves your calibre and skill. Keep calm, there is no point in panic. If you have studied the subject-matter required for the test thoroughly, there is no need for worry, and if you have not a cool head, it is your very first requirement. A test taken under mental strain or tension does not provide a fair measure of your calibre.
- (b) Equip Yourself Factually. It is observed that most of the candidates study during night before the ICSE. It is one of the worst strategies in test taking. Prepare an extensive programme for your studies. It would be visible to prepare yourself factually by reviewing your notes, assignment, etc. It is good to exchange, discuss and share your ideas with others who are also preparing for the similar examination. You will be benefitted by reviewing the others, books and notes and this will help you to consolidate your knowledge. However, this type of group should not be more than three or four otherwise it will not benefit you at all.
- (c) Equip Yourself Physically. "Sound mind in a sound body" an old dictum yet it is relevant today. Mind and body both work together. Poor physique will decrease your mental efficiency. In preparing for an examination, observe the common sense rule of proper health. Get sufficient sleep and rest, take proper meals plan recreation and spare time. In order to maintain the proper health during the examination days two points are worth mentioning:
  - (i) Do not miss your meals a day before the examination in order to get some extra time to study, and (ii) Do not miss your regular sleep by sitting up late for studies, rather go to your bed at your regular time and try to get a good night's sleep. It may sound to you improper at this stage but it is essential for your physical and mental consistency.

The following points must be kept in mind while attempting an objective type test : •

1. There is no subjectivity in the evaluation of objective type test. You can score cent per cent marks also. Generally, in these tests, all the questions are compulsory and no option is allowed. It is, therefore, advisable to attempt all questions or as many as possible.

2. Number of questions in an objective-type test ranges from 50 to 200 items depending upon the subject and the time allotted for the test. Thus the scope of content-coverage is more than for any other type of examination.
3. The objective type examination requires a sound and thorough understanding of the course-contents in addition to regular and thoughtful study habits. Therefore, you are required to study the whole of prescribed syllabus, leaving nothing for the element of chance.

### Significance of the Test Day

The day when you have to appear in the test is a very crucial day for which you have been working for pretty long time. On that day, after having very light meals, go to the examination hall ahead of time, perhaps ten to twenty minutes earlier but not so early that you have time to get into an argument for discussion with others about what is going to be asked in the examination, etc. The main reason for coming early is to help in getting accustomed to the examination hall which in turn helps a better start. After finding your seat you should stay in it. If you have not been assigned any special seat take one in the front to facilitate the seating of others coming in after you. Bring all your necessary acquirements like pen, two sharpened pencils, watch, eraser, foot ruler and other things you are instructed to bring. Don't forget to bring your roll number. Always try not to bring unnecessary materials with you as that occupies space on your answer desk. In case your collar or shoes are tight, loosen them and relax.

In the examination hall, listen very carefully to the invigilator or supervisor. If you fail to hear something important that he says or you may not be able to read them in written directions/instructions and hence you will suffer accordingly. In that case, you should raise your hand and get the requisite information from the supervisor. Read the directions carefully for each part of these tests, before beginning to work on that part. If you skip over such directions too hastily, you may miss the main idea and thus lose the marks (scores) for an entire section. After reading the directions carefully go through the entire paper. This overview will help you in many ways:

- (i) You can have an idea of the nature, scope and difficulty of the examination.
- (ii) Items might be so phrased that it sets in motion a chain of thoughts that might be helpful in answering other items of the test.
- (iii) Reading all the items gives you an opportunity to relax before beginning



the examination.

- (iv) You can take vital decisions regarding the plan of answering the test and lastly
- (v) You can bud get you time strategically which will lead to forming the examination strategy.

The most important examination strategy can be to do the easy questions first and difficult or hard questions should be temporarily postponed. This examination strategy has got several advantages:

1. You are sure to get marks for all those questions where you arc sure of. If the time runs out, you will have all the sure shots, losing out only on those, which might have missed any way.
2. By reading and leaving away the difficult questions you give your sub-conscious a chance to work on them. You may be pleasantly surprised to find the answer to the puzzlers dropping up for you as you deal with related questions.
3. You would not take the risk of getting caught by the time-limit just, as you have read the questions you know really well.
4. You will return to the difficult portion after you have rebuilt your confidence by answering the batch of easy questions.

Do not become worried or discouraged if the examination paper seems difficult to you. The questions in the various examinations are purposely made difficult and thought-provoking so that the examiner will discriminate effectively even among superior students. No one is expected to get cent-per cent or near cent-per cent marks. Remember that if the test-paper seems difficult to you it may be even more difficult for your neighbour.

## Multiple Choice Questions

The mode of selection in the various jobs is done through written test and interview. Most of the appointing authorities have adopted objective-type tests, or multiple-choice answer type tests. In these tests, answers are not to be written in words or sentences rather each question is followed by more than one suggested answer. But there is only one correct or most appropriate answer. The candidate has to tick mark that answer :- me. In U.P.S.C. tests,

the candidate is supplied with a separate answer sheet In the examination hall. The candidate is required to blacken the appropriate rectangle neatly with HB pencil and not to tick (v) or a cross (x) the particular rectangle of correct choice.

In case a wrong answer is marked, it should be erased completely before another correct response is marked. For this purpose an eraser should be used.

The Banking Recruitment Boards of different regions of India have also adopted multiple-choice question technique as a mode of selecting candidates but their system of selection is different from UPSC and other selection authorities. In these examinations also a separate answer-sheet is provided to show the answers. This answer sheet has serial numbers for questions printed on it. These questions go horizontally from left to right. Beneath the brackets is one empty space and beneath it is a column of five squares numbered 1,2,3, 4, and 5 (or A, B, C, D, and E). The candidate should read from the Test-Booklet, the question, the suggested answer and select the correct answer. Then he should write the number of answer in the brackets printed beneath the serial number of the question on the answer-sheet and also make a cross-mark in the square against the number of the answer beneath serial number of the question. In case the answer is to be changed the candidate should cancel it by drawing three lines across both the number written in the bracket and the cross-mark made in the square. Then he should write the number of the revised answer in the empty space beneath the brackets where in cancelled answer was given and make a fresh cross-mark in the square against the number of the revised

## **Syllabus and Courses of Study**

Most of the competitive examinations do not have prescribed books but sometimes topics are suggested. In that case one can prepare those topics. These topics include, easy, precis, grammar, letter writing, general knowledge, objective arithmetic or mathematical ability and intelligence tests, etc. Therefore, improvement in these topics is very important to get success in a competitive examination. If you are preparing for any competitive examination, you can get guaranteed success if you work according to technique suggested in this chapter.

## **Build Your General Knowledge**

General knowledge plays a vital role in all competitive examinations whether you are preparing for I.A.S., P.O. Asstt. Grade, N.D.A. etc. Your success depends upon the extent of your general knowledge. You must build up a strong general

knowledge. Steps to build, up strong general knowledge are :

1. Make a regular habit of reading various newspapers and note down the various important events happening all over the world, sports events and recent administrative changes in the political and social life.
2. There are various general knowledge and competition magazines published in India, such as- Competition Success Review, Career and Competition Times, Competition Master, etc. Make a regular habit of reading these magazines. These magazines provide you with the latest general knowledge and examination technique.
3. Discussing questions of general nature with you friends and teachers. One of the best ways of getting friends and teachers is to join any Competitive Coaching Institute. These colleges conduct coaching for various administrative, medical, engineering tests and other competitive classes. Sometimes, you get best friends, who are preparing for the same competitive examination.

While preparing general knowledge, some of the major topics, which must be prepared thoroughly are : Awards, Sports, Science, Abbreviations, Persons in News, Historical Places, Current Events, Historical Events and Latest Who is Who. If you read a good General knowledge book, you will get the idea of such topics.

### **Read instructions carefully**

Different types of questions are asked in the objective-type examinations In one section system and each type has different instruction. In one section, you may be asked to guess you are not where as another may be cautioned against guessing. Some questions will call for the best choice among four or five alternatives and other may ask you to select choice among four or five alternatives and other may the one incorrect or the least probable answer. In some tests you will be provided with worked out fore-exercises, complete with correct answers. Thus, there can be different type of instructions.

Try to avoid the temptation to skip the directions and beg in working just reading the model questions-answers. Even though you maybe familiar with the particular type of question, the directions may be different from those which you have have followed previously. If the type of the question new to you, work through the th e model question until you understand it perfectly. This may save your time and be helpful in getting higher scores in the test. If

the directions for the test paper are written read them very intently, at least twice and if the directions are given orally, listen attentively and then follow them precisely. For example, if you are directed to use the symbols of plus (+) or minus (-) to 'True or False' item then do not use 'T' or 'F' in lieu of those symbols. If you are directed to 'blacken' a space on machine scored tests, do not use tick mark (✓) or cross (✗). Thus, it is most important to follow all instructions carefully. Unless you have marked the answers properly, you will not receive credit for them.

Make all symbols legible and be sure that they have been placed in the proper answer space. It is not uncommon, for example, to place the answer for item 7 in the space reserved for item 6 or 8. If this is done then all of your following answers may be wrong. This process can not be rectified even at later stage. So, be vigilant in marking the answer sheet.

Sometimes, you are also given some cue words in the directions. Pay special attention to qualifying words or phrases in the directions. Such words as one, best reason, surest, means most nearly the same as, preferable, etc., all indicate that one response is called for, and that you must select the response which best fits the requirements in the question.

Sometimes a time limit is set for each section of the test paper. If that is the case, follow time instructions carefully. Budget your examination time. Your watch can help you here. Even if you have not finished a section when the time limit is up, pass on to the next section. If the test paper bears the instruction, 'Do not turn over' page until signal is given' or 'Do not start until you are asked to move' follow the instructions fully, otherwise you may be disqualified.

Sometimes, the question paper in the examination is divided into various parts and each part has different weights in terms of marks, questions, etc. For instance you may find that the instructions indicate Part I weight 50; Part II weight 25 and Part III also weight 25. In such case, you should devote half of your time to the first part and divide the second half of your time among Part II and Part III. Similarly there can be various alternatives given for the respective test papers. Follow them thoroughly and carefully. •

After completing the test paper do not sit idle or leave the examination hall ahead of time. This is the time for revision. Read over your answer script and make sure you have written exactly what you meant to write and that you wrote the answer in the right place. You might even find that you have omitted some answers inadvertently. You have budgeted your time for this particular job

which we call 'proof-reading or revising' At this stage, one caution is essential that you should not count on making major changes and should not go in for whole-sale changing of answers. We believe that to arrive at your answer in the first place you have read the question carefully and thought correctly. Moreover, guessing at this stage is more likely to result in wrong answers. So do not make changes unless you are quite certain you were wrong in the first place, as this creates a lot of confusion and disgust

# 10

## GROUP DISCUSSION

The Group Discussion test occupies the pride of place and plays a pivotal role in the Personality Tests being conducted today for executive appointments, for selection to university admissions, foreign and other scholarships, fellowships and awards, for professional courses, for commissioning in the armed forces, for public and private sector appointments, etc. It sorts out a leader from the led, the chaff from the grain, the ram from the sheep. •

The group will normally consists of eight to ten candidates, all of whom will be contesting for the same job, appointment or award. By and large the age, educational qualifications and background experience of the contestants will be of the same level. The participants in a group discussion are judged on the basis of certain parameters. They are allotted number plates which they either wear around their neck or keep in front of them. They sit in a close circle number-wise. A debatable or controversial topic or subject which would arouse heated arguments will be announced for discussion and in some cases the group may even be allowed to choose one from two or more subjects. No one from the group will be officially designated as speaker, president, chairman or observer and even the examiner will retire to the background after launching the group on its task. It will thus be a leaderless group task and the group will be entirely on its own to complete the discussion within the given time-frame- which would normally be 25to 30minutes. In general, the Group Discussion will be in the nature of an informal and friendly chit-chat among friends. The group will have full freedom to formulate some rules, procedures, etc.

### **How Ability in Group Discussion is Measured**

The task of the directing staff appears to be simple He throws open the discussion by announcing the topic and then sits back to watch the proceedings. The assessment is normally done on a piece of paper Separate qualities are listed and marks are allotted for each quality More weightage may be given to certain qualities depending on the job requirement. A salesman needs

persuasive capacity while the administrator needs the ability to take quick decisions. The logistician need foresight, a military officer are required courage and the ability to lead, etc. Thus, different qualities are required for different types of contestants. There are three major factors in the Group Discussion test to which the contestants should pay particular attention.

1. **Power of Expression.** Power of expression means to speak out Jr express your views, ideas, thoughts, opinions, comments, arguments, etc. fluently, convincingly and forcefully to create the required impact on listeners. It means you must have an adequate command over the language. For the selection of officers, senior executives and so on, the language medium presently in Group Discussion is English. Therefore, your ability to express your thoughts eloquently in English will give you a definite advantage. In a discussion if you do not talk sand stay passive and dumb, no one will notice you. Therefore, the ability to speak freely and fluently serves as the short-cut to distinction, recognition and success.
2. **Ideas and-Knowledge.** The seconds factor in Group Discussion ideas and knowledge of the subject as well as your general knowledge as a whole. Knowledge is power and ideas rule the world. If you are well-versed in current affairs • you will have enough knowledge to engage yourself in a meaningful discussion on any nature and current interest. Thus, the more you contribute to the discussion and talk in an interesting, absorbing and meaningful manner. In the Group Discussion what you say must be relevant, logical and convincing. If you are lac kin g in knowledge, your ability to speak or your fluent power of expression could not be put to proper use. A gifted speaker without ideas is most likely to waffle talk about irrelevant things and beat about the bush. Thus, instead of being dubbed as dumb, he will be regarded as a big bore. Talking rubbish is worse than staying silent and will be treated as a negative trait.
- (3) **Ability to impress and influence.** The third factor which is highly essential in the group discussion test is the ability to impress and influence your listeners. This ability is related to your general personality traits including your appearance, bearing dress, cheerful disposition, enthusiasm, keenness, adaptability, sincerity, friendliness, co-operative aptitude and interest in others. In group discuss ion, you have to carry the group with you and group members should willingly accept you, feel your impact and recognise your presence. If you are over bearing, rude, domineering, aggressive or quarrelsome you might still create a forceful

impact on others, but it would be a negative impact and you will become unpopular. What is required is positive, healthy and harmonious impact on the group members. This trait is also known as social adaptability and co-operative spirit.

## **BASIC ATTRIBUTES REQUIRED IN GROUP DISCUSSION**

Apart from the above basic traits, power of expression ideas and knowledge and the ability to impress and influence, the observer notes the following attributes in assessing the calibre of a candidate, *viz.*

1. Initiative. After the announcement of the subject or topic of discussion, for one or two minutes everyone looks around. Here the person who initiates the discussion shows the leadership quality. He gives the lead for the group to take off. Speaking first demands courage. But leader is seldom scared of taking risks. It is generally observed that candidates who initiate discussion on new ideas related to the topic and take up an unpopular view, so that the group gets more points to talk about emerges as a leader with positive traits. Candidates who adopt the conformist strategy, follow others or show eagerness to follow instead of to lead or accept easily what others are saying are rated low on this trait. We often notice that some candidates show complete withdrawal. They do not participate in the discussion at all or will speak very little or none at all. They tend to retreat at the first opportunity. This kind of behaviour is viewed negatively.
2. Originality. The concept of originality refers to the extent the candidates are able to give new and up to date information on the subject under discussion. It not only refers to the new information added but also to the utility of the information in practice. By this we mean that the candidate must be able to give examples which are new, and which also open up new lines of discussion. Candidates who merely repeat what others are saying or blindly support the others are likely to score low negative on this trait.
3. Positive Approach in a group discussion, try to adopt a positive position on the subject under discussion. It is better to go along with the current rather than swimming upstream. Never admit your mistake, be ruthless in criticism, do not hesitate in putting down others and rising on their shoulders, etc. As soon as the topic is announced, do spend a few minutes to assemble your thoughts. Study the points against and for and wait for a couple of moments. If you select a discussion against everybody is



using, it is not bad. The majority attacks you and you become the focus of attention. You can put forward your arguments more forcefully and effectively. Nothing is completely white or black. Every event has two phases. If somebody has already started the discussion and you want to join the same but in opposite direction. Enter the area with a statement, "I agree with my friend Mr. Y but the facts are contrary in the present situation". Do not play the role of the coordinator by summing up everything. If you have nothing to say, do not say it. It is better to have been thought a fool than confirming u. Be optimistic. Optimism is always a winning quality. Even in a seemingly hopeless situation an optimist will search for a hope. And that is exactly what you will have to do as a leader in a group or any other field.

4. Aggressiveness. Here constructive aggressiveness is viewed as a positive quality and is one of the most important attributes. Most of the time the participants are unable to arrive at conclusions. A candidate who is able, to force a definitive conclusion by helping the other participants to take a stand is showing leadership qualities. The candidate who gets across his point of view and is not afraid to disagree with the others, shows constructive aggression in himself and is viewed favourably. Candidates who are fence-sitters, compromise with every one and are not both credit anyone is listening to them shows that they have little or not trace of constructive aggression in them. It is often noticed that candidates misunderstand the term aggressiveness and tend to show destructive aggressiveness. They try to dominate the group without any regard for the others' points of view. This tendency is viewed negatively. Further some candidates are not bothered by the breakdown of communication. This is also a negative or destructive aggressiveness.
5. Resource utilisation. Here resources means the participants. How the candidates use them will reveal the quality of leadership. The candidate who coordinates the activities of the group is generally viewed as the leader. A person who tries to include everyone in the discussion by encouraging the silent ones to speak and who attempts to link you the different point of views tends to score high on this trait Candidates who are satisfied and happy with what they have said and take no more interest in what is being said score very low. The self centered participants are only absorbed in themselves. They constantly try to draw attention to themselves and become upset if their opinion is not highlighted or accepted. This is again

a negative trait.

6. Rationality. Candidates should be rational in their approach. They must be coherent in their speech and must organise their points logically. The thoughts should be organised in such a way as to give them the purpose and use them to persuade, instruct and to further expand the frontiers of their knowledge. While doing all this they must remain cool so that they are able to understand the other's point of view. Candidates lacking in coherence are notable to formulate a logical and get emotional in arguments are viewed negatively. Besides candidates who don't listen to others become angry when challenged or disagree beyond reason are also categorised as irrational.
7. Perspective. We can divide this attribute into three categories the broad perspective, the middle perspective and the narrow perspective. Candidates who try to define the overall trend of the discussion or try to summarise what the group was discussing are known as broad perspective. A candidate who does not make any comment on the overall direction of discussion of the group are generally regarded as having middle perspective. These candidates are indifferent about the completion of the task. Candidates with narrow perspective will not be able to go beyond a few sentences.

## **COMMON FAULTS IN GROUP DISCUSSION**

There are certain common faults which are observed when the participants appear in the group discussion test. It is in this regard that the candidates generally err and the shortcomings in their personality make-up and faults in their performance. Some of the common faults and how to eradicate them are discussed below :

1. Monopolising the discussion. While it is a plus point in favour of a candidate who participates in a discussion actively and talks more and thus reveals his personality more vividly. It is counted as a negative point if he oversteps the bounds and monopolises the discussion. He is a type who loves the sound of his own voice and talks incessantly forgetting that it is a group exercise and not a one-man show and that there are others in the group who must have a chance to speak. Such a candidate clearly lacks group sense and group worthiness. He shows egoistic and selfish tendencies. He is unlikely to make the grade despite the depth of knowledge and verbal facility he may possess and display.

2. Meagre Participation. There is another type of participant, the shy one who hardly speaks partly due to nervousness but more usually because he thinks more slowly than his colleagues. By the time he has thought out a contribution someone else has already said it. Or he is tongue tied, has some good ideas but lacks the ability to express them clearly. A candidate who is slow in his thinking and remains in the background will obviously make no impact on the group and will be rated below the mark by the assessing officer.
3. Inflexible and overbearing attitude. A self opinionated type of individual has a closed mind and is inclined to be rigid in his thinking, and over assertive in his manner. He puts across his views rather aggressively, though by no means convincingly. He will interrupt and argue unnecessarily, but show signs of irritation and arrogance when he himself is interrupted and his views are criticised. He will not be prepared to change his views even if better and well reasoned out ideas are presented by another speaker. Such inflexible attitude and overbearing tendency are contra indicative of a candidate's group worthiness, and could mar his chances of making the acceptable grade.
4. Faults due to poor knowledge of the subject matter and poor expression. These faults can be visualised under two heads : (a) One of the common faults which show up in a group discussion when a participant has insufficient or superficial knowledge of the subject matter such as: limited range of ideas, ideas lacking in depth and logical sequence of thought, rambling and moving away from the main point, vague and irrelevant statements, ill-conceived viewpoints and opinions inaccurate facts. covering ignorance by flippant or cynical remarks and making wise cracks not quite relevant to the subject or mood of the discussion; (b) confused or vague expression, defective language, bad and affected pronunciation, halting or dull delivery, talking loudly or in very soft tones, mumbling, gesticulation and mannerisms, and so on, are some of the faults due to an individual's poor command over the language and poor mastery over the speaking technique.

The above faults can be corrected through deliberate actions and improving one self in the required trait It is to be remembered that sufficiency of the subject matter and mastery of correctness of speech are the two fundamental requirements for a participant to make a worthwhile and effective contribution

in a group discussion. There is no substitute for hard and sustained effort to build one's speaking ability. There are many sources available for acquisition of knowledge and with systematic practice, the quality of speech can be vastly improved.