

**Bharat Ratna Puratchi Thalaivar Dr. MGR Government Arts and
Science College – Palacode**

DEPARTMENT OF COMPUTER SCIENCE

III B.SC (CS)

SBEC – IV

MULTISKILL DEVELOPMENT

Question Paper Pattern

THEORY - Question Paper Pattern [EA] (Total Marks: 75)

PART - A (10 x 2 = 20 Marks)

(Answer ALL questions), (Two questions from each unit)

PART - B (5 x 5 = 25 Marks)

(Answer ALL questions) & (One question from each unit with Internal Choice)

PART - C (3 x 10 = 30 Marks)

(Answer ANY THREE questions) & (Open Choice – 3 out of 5 questions)

SBEC IV - MULTI SKILL DEVELOPMENT

UNIT- I

Communication: Question tag - Gerund and Infinitives - Spotting the errors - Vocabulary - Synonyms -Antonyms - Prepositions - Articles - One word substitution - Sentence completion.

UNIT - II

Numerical Aptitude : Problems on numbers - Problems on Ages - Percentage - Profit and loss - Ratio &Proportion - Time & Work - Time & Distance - Simple Interest - Compound Interest.

UNIT - III

Critical Reasoning: Logical Inference Questions and Syllogism. Analytical Reasoning: Arrangement problems - Family / Blood Relation Qualms - Sense of Directions - Age Doubts. Verbal Reasoning: Verbal Analogy: Letter series - number series - Coding and Decoding.

UNIT- IV

Self Introduction - Soft Skills - Interpersonal Skills - Employability Skills - Soft Skills Training – Resume Preparation - Interview Tips and Questions.

UNIT- V

Group Discussion - Importance - Types of GD - GD Skills - GD Etiquette - Essential Elements of a GD - Movements and Gestures to be avoided in a GD

TEXT and REFERENCE BOOKS

1. Hari Mohan Prasad & Uma Rani Sinha, "Objective English for Competitive Examinations", Tata McGraw Hill Education Private Ltd., (Unit - I)
2. R.S. Aggarwal, "Quantitative Aptitude", S.Chand 2010. (Unit - II)
3. R.S. Agarwal, "A Modern Approach to Verbal Reasoning (Fully Solved)" -Revised Edition, S.Chand Company Limited, New Delhi, 2012. (Unit - III)
4. M. S. Rao, "Soft Skills Enhancing Employability-Connecting Campus with Corporate", IK International Publishing House, NewDelhi, 2010. (Unit - IV)
5. Alex.K, "Soft Skills-Know Yourself and Know the World", S.Chand Company Ltd., 2011. (Unit- V)

UNIT- I

Communication: Question tag - Gerund and Infinitives - Spotting the errors - Vocabulary - Synonyms -Antonyms - Prepositions - Articles - One word substitution - Sentence completion.

What is Communication?

- ❖ It is the process of sharing information through informal conversations, discussions, presentation, phone calls, teleconferencing, Netsurfing ,chatting etc.
- ❖ It is an exchange of meaning and understanding
- ❖ It is not complete unless the message is decoded and understood by the receiver.

STAGES OF COMMUNICATION:

There are 5 stages:

1. Ideation

Sender has idea

2. Encoding

Sender convert the idea into words/gestures

3. Transmission

Message travels over channel

4. Decoding

Receiver decodes message

5. Feedback

Receiver response

QUESTION TAG :

Question tags are an important part of everyday communication and perform many different functions. For example, they can be used to get a conversation started or keep it moving; they can soften an order to do something or they can be a more polite way to request information.

Apart from the difficulty of knowing when to use question tags appropriately, the non-native speaker has to learn how to form them and how to say them. The general rule is that you finish a positive statement with a negative tag, and vice versa, using the main verb (if there is no auxiliary) or the first auxiliary verb (if there is an auxiliary).

For example:

- It's a lovely day, *isn't it?*
- You've been told about the meeting, *haven't you?*
- You didn't do your homework, *did you?*
- You wouldn't have been able to do it, *would you?*

Infinitives

- An **infinitive** is a verbal consisting of to + a verb, and it acts like a subject, direct object, subject complement, adjective, or adverb in a sentence. Infinitives are easy to identify because they're written with to + a verb.
- Some examples of infinitives are 'to skate,' 'to swim,' 'to giggle.' The tricky thing about infinitives is once you spot them, you have to figure out what their function is in the sentence. Let's look at some examples to make this clearer.
- 'To wait seemed challenging since it required a great deal of patience.' The infinitive in this sentence is 'to wait' because it has 'to' plus the verb 'wait,' and it functions as the subject of the sentence.
- 'Lilly agreed to give me a ride.' The infinitive used here is 'to give,' and it functions as the direct object of the verb 'agreed' because it is the recipient of the action of agreed.
- Let's look at how an infinitive can be used as a subject complement. 'His dream is to play basketball in the NBA.'
- 'The infinitive in the sentence is 'to play,' and it comes after the verb 'is' and describes what his dream is, so 'to play' is a subject complement.
- Just like regular adjectives, an infinitive used as an adjective always describes a noun. 'This is the best time to practice.' The infinitive here is 'to practice,' and it directly describes the word 'time,' so this infinitive is acting as an adjective.
- An infinitive used as an adverb usually occurs at the beginning or at the end of a sentence.
- 'We must carefully observe to understand.' The infinitive 'to understand' directly describes the verb 'observe,' so this infinitive is functioning as an adverb.

Gerunds

- A **gerund** is a type of verbal that ends in -ing and is used like a noun. Examples of gerunds include actions like chewing, writing, whispering, and snoring.
- Similar to infinitives, gerunds can also function as the subject of the sentence, the direct object, or as the subject complement. Gerunds can also act as an object of a

preposition. Let's look at some examples to better understand these four different ways to use gerunds.

- '**Hiking** Mt. Kilimanjaro is quite a challenge.' The gerund here is 'hiking,' and it is being used as the **subject of the sentence**.
- 'I thoroughly enjoy **kayaking**.' The gerund 'kayaking' is being used as a **direct object** because it answers what is enjoyed after the action verb 'enjoy.'
- 'My favorite exercise is **running**.' In this sentence, 'running' is the gerund, and it functions as the **subject complement** because it describes the subject after the verb 'is.'
- Using a gerund as an object of a preposition means we're using a preposition like 'in,' 'before,' or 'after' and then having a verb ending in -ing that follows it. Here's an example: 'Mariela thanked her teacher for **helping** her.'
- 'The gerund is '**helping**,' the **preposition used is 'for**,' and helping is what Mariela thanked her teacher for, so helping is the object of the preposition.

SPOTTING THE ERRORS:

An **error-spotting exercise** is an exercise typically used for diagnostic purposes (though it may sometimes also be used for evaluative purposes) in learning. The exercise typically involves being presented with a short piece of text (instead of text, there could be an image, a flow of mathematical steps, an audio, a video, etc.). The goal of the exercise is:

- **Error detection:** Identify the errors, and the root cause of the error (i.e., not just the point where the failure is obvious, but the point where the first wrong steps were taken)
- **Error correction:** Identify possible ways to fix the error and obtain something completely correct.

The reason why error-spotting exercises are better suited for diagnosis than for assessment is that it is hard to create a clear grading rubric for error-spotting.

Noun Error

A noun can be used to identify **a place, person and things**. It can be singular and plural. The verb used for them differ for singular noun and plural noun. So, first you have to identify the noun whether it is singular or plural.

Example:-

- The People is gathered in the cricket stadium. (Incorrect)
- The people are gathered in the cricket stadium. (Correct)

Such nouns including cattle, peasantry, police, clergy, and vermin are appeared to be singular, but treated as plural noun.

Example:-

- Employees is participating in Diwali celebration. (Incorrect)
- Employees are participating in Diwali celebration. (Correct)

All plural nouns should always be followed by plural verbs like Scissors, Stockings, Trousers, Specs, Shorts, Goods, Employees, etc.

Example:-

- The Company were founded in the year of 2001. (Incorrect)
- The Company was founded in the year of 2001. (Correct)
- Ethics are important in an organization. (Incorrect)
- Ethics is important in an organization. (Correct)

Some collective nouns like Team, Public, Government, Committee, Jury, Audience and a combined set of attributes like Poetry, Machinery, Ethics, Mathematics, Physics, Classics, Innings, Stationery, News, Abuse, Economics, and Business are considered as singular noun.

Pronoun Error

A pronoun is a word, which refers to the noun in the sentence in case of possession. This can be easily understood by the following examples-

Example-

- All employees must complete their key result area. (Correct)
- Each student must bring their books. (Incorrect)
- Each student must bring his parents at exam meeting. (Correct)

A pronoun should always be compatible with its antecedent noun.

Example-

- One must obey his duties and responsibilities. (Incorrect)
- One must obey one's duties and responsibilities. (Correct)
- Whom is the manager? (Incorrect)
- Who is the project manager? (Correct)
- Who are you dealing with? (Incorrect)
- Whom are you dealing with? (Correct)

In the above example, you can observe the differences. The noun one must be followed by one's pronoun. When there is an absence of noun and sentence contains 'Who', 'Whom', 'Whomever' and 'whoever'. Then, you must know that 'who' and 'whoever' are noun, whereas 'Whom' and 'Whomever' are objects.

Adjective Error

An adjective is a word, which represents the specialty, merits, demerits, quality and fault of a person, place or thing.

Example:-

- Nike shoes are superior than any other sports shoes. (Incorrect)
- Nike Shoes are superior to any other sports shoes. (Correct)

Comparative adjectives such as Superior, inferior, prior, must be suffixed with 'to'.

- Ramesh works quicker than anybody else. (Incorrect)
- Ramesh works quickly than anybody else. (Correct)

Do not use adjectives in place of adverbs.

Adverbs Error

Adverb is a word that modifies the meaning of an adjective or verb.

Example:-

- Less than 20% of students score high in the mathematics. (Incorrect)
- Fewer than 20% of students score high in the mathematics. (Correct)
- People want to spend fewer time in travelling. (Incorrect)
- People want to spend less time in travelling. (Correct)

Some adverbs have the same meaning and create confusion in people's mind. These words includes less and fewer. 'Less' is used to describe quantity whereas 'fewer' is used to represent numbers.

Some adverbs such as little, a little, the little, are used in different places.

Little- means a negative meaning or hardly any.

- There is a little hope of getting the train. (Incorrect)
- There is little hope of getting the train. (Correct)

A little- means a positive meaning or means some.

- Little enthusiasm is good thing. (Incorrect)
- A little enthusiasm is good thing. (Correct)

The Little- means not much but all that is.

- A little honey in the pot might prove useful. (Incorrect)
- The little honey in the pot might prove useful. (Correct)

Miscellaneous Error

The words beginning with 'h' such as honest, heir, hour, etc. are silent and an must be prefixed to them.

Example-

- The train is a hour late. (Incorrect)
- The train is an hour late. (Correct)

Use of 'Since' and 'for' are to be taken care of.

Example-

- I have been waiting for the bus since 3 hours. (Incorrect)
- I have been waiting for the bus for 3 hours. (Correct)

VOCABULARY:

Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge.

Types of vocabulary

Listed in order of most ample to most limited.

Reading vocabulary

A literate person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

Listening vocabulary

A person's listening vocabulary is all the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

Speaking vocabulary

A person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice.

Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. For example, if there are a number of synonyms, a writer may have a preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in whom they have no knowledge or interest.

Final vocabulary

The American philosopher Richard Rorty characterized a person's "final vocabulary" as follows:

All human beings carry about a set of words which they employ to justify their actions, their beliefs, and their lives. These are the words in which we formulate praise of our friends and contempt for our enemies, our long-term projects, our deepest self-doubts and our highest hopes... I shall call these words a person's "final vocabulary". Those words are as far as he can go with language; beyond them is only helpless passivity or a resort to force.

SYNONYMS AND ANTONYMS:

A **synonym** is a word or phrase that means exactly or nearly the same as another lexeme (word or phrase) in the same language. Words that are synonyms are said to be **synonymous**, and the state of being a synonym is called **synonymy**.

- ☑ Happy: content, joyful, mirthful, upbeat
- ☑ Hardworking: diligent, determined, industrious, and enterprising
- ☑ Honest: honorable, fair, sincere, and trustworthy

Antonyms are words that have contrasting, or opposite, meanings. Like so much of the English language, "antonym" is rooted in the Greek language. The Greek word *anti* means opposite, while *onym* means name. Opposite name - that makes sense!

Since the English language is so complex, people may disagree about which words truly have opposite meanings.

- Agree → disagree
- Appear → disappear
- Belief → disbelief
- Honest → dishonest

PREPOSITIONS AND ARTICLES:

A preposition is an important part of the English language. It is used to show a relationship between the **noun and pronoun in a sentence**. A preposition must always be followed by a noun or pronoun in a sentence. It can never be followed by a verb.

There are five different types of prepositions:

- Simple prepositions
- Double prepositions
- Compound prepositions
- Participle prepositions
- Phrase prepositions

Simple Prepositions

Simple prepositions are words like **at, for, in, off, on, over,** and **under**. These common prepositions can be used to describe a location, time or place.

Some examples of common prepositions used in sentences are:

- He sat *on* the chair.
- There is some milk *in* the fridge.
- She was hiding *under* the table.

Double Prepositions

Double prepositions are two simple prepositions used together, often indicating direction. Some examples are **into, upon, onto, out of, from within**.

- Once *upon* a time, there was a beautiful princess.
- The baby climbed *onto* the table.
- It is *up to* us to find the answer.

Compound Prepositions

Compound prepositions (or complex prepositions) consist of two or more words, usually a simple preposition and another word, to convey location. Some examples are **in addition to, on behalf of,** and **in the middle of**.

- She sat *across from* Marie.
- I attended the meeting *on behalf of* my company.
- We were *in the middle of* the storm.

Participle Prepositions

Participle prepositions have endings such as -ed and -ing. Examples are words such as **considering, during, concerning, provided.**

- She is interested in anything *concerning* horses.
- He works one job *during* the day and another at night.
- The dog kept *following* him home.

Phrase Prepositions

Phrase prepositions (or prepositional phrases) include a preposition, an object, and the object's modifier. Examples include phrases like **on time, at home, before class, and on the floor.**

- I will get to the conference *on time.*
- The baseball game was canceled *after the heavy rain.*
- John found his homework *under the bed.*

The articles are **a, an,** and **the.** Articles are words that define whether something is specific or unspecific.

For Example:

Use 'the' to define something as specific:

- This is the lake.

(This is a previously specified lake, i.e., one already known to the audience.)

Use 'a' or 'an' to define something as unspecific:

- This is a lake.

(This is a previously unspecified lake.)

Even though there are three articles (the, a, an), there are two types of articles:

- The Definite Article (*the*)
- The Indefinite Article (*a* and *an*).

The is called the definite article because it is used to indicate something specific. *A* and *An* are called the indefinite articles because they are used to indicate something unspecific.

Examples of the Definite and Indefinite Articles

Here are some examples of the articles in use:

- I fell over the chair again.

(The chair is specific. It is known to the audience.)

- Can you pass me a chair?

(This means an unspecific chair, i.e., any chair.)

- I loved the apple pie after the meal.

(In this example, the audience knows which apple pie is being praised, e.g., the one at last night's dinner.)

- I love an apple pie after dinner.

(The audience understands that the speaker likes to eat an apple pie after dinner (any apple pie will do).)

- I'm not a troublemaker. I'm the troublemaker!

(This means "I'm not any old troublemaker. I'm the one you all know about.")

When Do You Use An and A?

The main question regarding articles is when to use *an* instead of *a*.

An is used instead of *a* to make speaking easier. *An* is used when the first sound of the next word is a vowel sound. Note: Consonants can create a vowel sound, and vowels can create a consonant sound. The use of *an* is determined by the sound not the letter. Look at these examples:

- A house
- An hour

(*House* and *hour* start with the same three letters; however, *house* attracts *a*, and *hour* attracts *an*. This is because *house* starts with a consonant sound, but *hour* starts with a vowel sound.)

- A uniform row

- An unidentified man

(*Uniform* and *unidentified* start with the same three letters; however, *uniform* attracts *a*, and *unidentified* attracts *an*. This is because *uniform* starts with a consonant sound (*yoo*), but *unidentified* starts with a vowel sound.)

ONE WORD SUBSTITUTION:

The noun **substitution** refers to the act of replacing **one** thing with **another**. Your football coach might make a **substitution** by sending you onto the field to take over for a player who is tired or injured. **Substitution** comes from the Middle French **word** of the same spelling, **meaning** "a putting in place of **another**."

A person who has changed his faith

Apostate

One who does not believe in the existence of God

Atheist

A person appointed by two parties to solve a dispute

Arbitrator

One who leads an austere life

Ascetic

SENTENCE COMPLETION:

Sentence completion exercises help our grammar by allowing us to hone our verbal skills, especially our ability to identify the logic found in **sentences** and vocabulary.

Strategies for Sentence Completion:

1. Read the Sentence

Use the sentence clues by reading the sentence thoroughly. Two things make a question difficult: difficult words and sentence structure. If you cannot dissect a sentence to figure out what fits best, you **CANNOT** crack the question though you know the word meanings. We need to properly take apart the sentences and improve our vocabulary.

2. Hints

The hints indicate what should go into the blank for the sentence to make sense. Here's a test to locate the right hint: if you change the hint, the choice in the blank **MUST** be changed. Often, you can use the hint by putting that word or phrase into the blank itself.

3. Pluses and Minuses

Once you find the word clues, indicate the kind of word you're looking for with a + (positive meaning) or - (negative) sign. Also, to indicate synonyms or antonyms, you can use these symbols.

4. Structure Words

Look for words like but, rather, although, however, and, while, but, therefore

They reveal the sentence organization and the hint-blank relationship. They tell you what kinds of words to look for as they change the thought process in the sentence.

5. Visualize

Before you go to the choices, think of the possible words for the blanks. It will save you from wrong choices. If you know roughly the **KIND** of words needed, the elimination is much easier. The word you visualize doesn't have to be fancy - a general idea is fine.

This is better than trying out the choices to find out "what sounds good." It is faster and less prone to errors.

EXAMPLES

A. *Neem* has _____ qualities and in many clinical trials, doctor have saved countless lives by using raw *Neem* leaves on serious wounds.

- A. remedial
- B. flavouring
- C. inferior
- D. doubtful
- E. notorious

We need a positive word with a "life saving"-like meaning. Choices C, D, and E are negative and are ruled out. You may be unaware of *remedial* but you know that "flavouring" doesn't mean anything like *life saving*. Therefore, the answer is *remedial*.

B. The much-hated bill sparked off a wave of public _____ which could not _____ by the concessions the British announced.

- A. enthusiasm...dampened
- B. clamour...misled
- C. curiosity...complemented
- D. adoration...channelized
- E. discontent...abated

Much-hated indicates a negative choice for the first blank indicating *anger* or *protest* here. The second one needs harder thinking; even the British concessions did not “lessen” the public anger. Once you are clear about the word **SHADES** needed, find the words similar to the ones you had visualized.

QUESTION BANK

1. What is mean by Communication?
 2. How to make a Question Tag?
 3. Explain in detail about Gerund and Infinitives?
 4. Discuss about the spotting the errors.
 5. Explain in detail about the Articles.
 6. Discuss about the Vocabulary.
 7. Explain Synonyms and Antonyms with Example
 8. Discuss about the one word substitution.
 9. Explain about the Sentence Completion.
-

UNIT - II

Numerical Aptitude : Problems on numbers - Problems on Ages - Percentage - Profit and loss - Ratio & Proportion - Time & Work - Time & Distance - Simple Interest - Compound Interest.

Numerical Aptitude :

Numerical Ability Tests. The first type of **numerical ability** test covers basic arithmetic (addition, subtraction multiplication and division), number sequences and simple mathematics (percentages, powers, fractions, etc). This type of test can be categorized as a speed test and is used to determine your basic numeracy.

Problems on numbers:

A **word problem** is a **mathematical** exercise where significant background information on the **problem** is presented as text rather than in **mathematical** notation.

Problem: Scott took 7 math tests in one marking period. What is the mean test score?

89, 73, 84, 91, 87, 77, 94

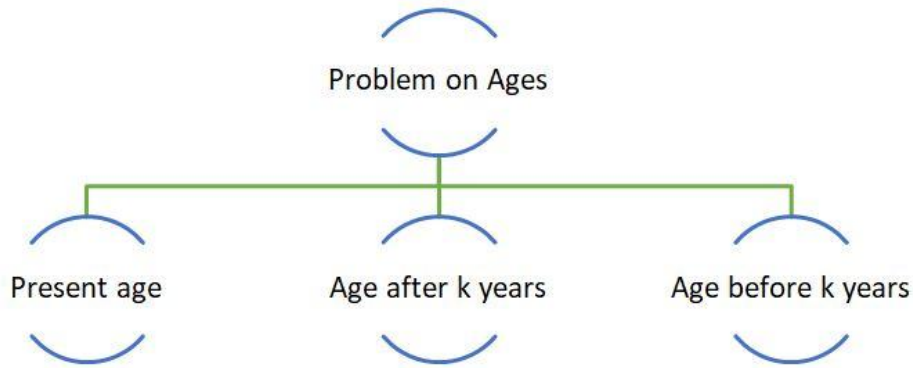
Solution: The sum of these numbers is 595. Dividing the sum by the number of test scores we get:

$$\begin{array}{r} 85 \\ 7 \overline{)595} \end{array}$$

Answer: The mean test score is 85.

Problems on Ages :

Problem on ages can be categorized into three types, i.e. Questions based on calculating the present age, Questions to determine the age of person after k years and questions that calculate age of a person before k years. These three types may cover cases of various types with different combination of ratios, fractions etc.



A father said to his son, "I was as old as you are at the present at the time of your birth". If the father's age is 38 years now, the son's age five years back was:

- [A].14 years
- [B].19 years
- [C].33 years
- [D].38 years

Answer: Option A

Explanation:

Let the son's present age be x years. Then, $(38 - x) = x$

$$\Rightarrow 2x = 38.$$

$$\Rightarrow x = 19.$$

∴ Son's age 5 years back $(19 - 5) = 14$ years.

Sol: Father's age at birth of son= x years

Son's age at time of birth say 0 and now it is x years old.

we can say that $x(\text{father's age at time of son's birth}) + x(\text{son's present age}) = 38(\text{father's present age})$

$$x+x=38 \Rightarrow 2x=38 \Rightarrow x=19$$

5 years back: $19-5=14$ years old

Percentage :

In mathematics, a **percentage** is a number or ratio expressed as a fraction of 100. It is often denoted using the percent sign, "%", or the abbreviations "pct.", "pct"; sometimes the abbreviation "pc" is also used.^[1] A percentage is a dimensionless number (pure number).



For example, 45% (read as "forty-five percent") is equal to $45/100$, 45:100, or 0.45. Percentages are often used to express a proportionate part of a total.

(Similarly, one can express a number as a fraction of 1,000 using the term "per mille" or the symbol "‰".)

PROFIT AND LOSS :

A profit and loss (P&L) statement is an accounting statement prepared at the end of a financial quarter or year which comprises revenue and expense items to indicate an accounting net profit or loss.

A profit and loss statement needs to be studied, along with the balance sheet and statement of cash flows, to get a comprehensive idea of the firm's financial position. Because P&L statements are based on accounting rules which can vary or be subject to estimates, investors need to fully understand how different estimates would affect the company's performance particularly if aggressive estimates have been used to show better profit.

Basic Definitions and Formulas

- Cost price (C.P.): This is the price at which an article is purchased.
- Selling price (S.P.): This is the price at which an article is sold.
- Profit or Gain: If the selling price is more than the cost price, the difference between them is the profit incurred.

Formula: Profit or Gain = S.P. – C.P.

- Loss: If the selling price is less than the cost price, the difference between them is the loss incurred.

Formula: Loss = Cost price (C.P.) – Selling Price (S.P.)

- Profit or Loss is always calculated on the cost price.
- Marked price: This is the price marked as the selling price on an article, also known as the listed price.

- Discount or Rebate: This is the reduction in price offered on the marked or listed price.

Below is the list of some basic formulas used in solving questions on profit and loss:

- $\text{Gain \%} = (\text{Gain} / \text{CP}) * 100$
- $\text{Loss \%} = (\text{Loss} / \text{CP}) * 100$
- $\text{SP} = [(100 + \text{Gain}\%) / 100] * \text{CP}$
- $\text{SP} = [(100 - \text{Loss \%}) / 100] * \text{CP}$

The above two formulas can be stated as,

If an article is sold at a gain of 10%, then $\text{SP} = 110\%$ of CP.

If an article is sold at a loss of 10%, then $\text{SP} = 90\%$ of CP.

- $\text{CP} = [100 / (100 + \text{Gain}\%)] * \text{SP}$
- $\text{CP} = [100 / (100 - \text{Loss}\%)] * \text{SP}$

Profit and Loss: Solved Examples

Question 1: An article is purchased for Rs. 450 and sold for Rs. 500. Find the gain percent.

Solution:

$$\text{Gain} = \text{SP} - \text{CP} = 500 - 450 = 50.$$

$$\text{Gain}\% = (50/450)*100 = 100/9 \%$$

Question 2: A man sold a fan for Rs. 465. Find the cost price if he incurred a loss of 7%.

Solution:

$$\text{CP} = [100 / (100 - \text{Loss \%})] * \text{SP}$$

$$\text{Therefore, the cost price of the fan} = (100/93)*465 = \text{Rs. } 500$$

RATIO & PROPORTION :

Ratio: The relative size of two quantities expressed as the quotient of one divided by the other; the **ratio** of a to b is written as a:b or a/b.

Proportion: An equality between two **ratios**.

Let us assume that, in proportion, the two ratios are **a:b** & **c:d**. The two terms '**b**' and '**c**' are called as '**means or mean term,**' whereas the terms '**a**' and '**d**' are known as '**extremes or extreme terms.**'

$$a/b = c/d \text{ or } a : b :: c : d$$

Let us consider one more example of a number of students in a classroom. Our first ratio of the number of girls to boys is 3:5 and that of the other is 4:8, then the proportion can be written as

$$3 : 5 :: 4 : 8 \text{ or } 3/5 = 4/8$$

Here 3 & 8 are the extremes, while 5 & 4 are the means.

Ratio and Proportion Problems:-

Example 1. Are the ratios 4:5 and 8:10 said to be in Proportion?

Solution-

$$4:5 = 4/5 = 0.8 \text{ and } 8:10 = 8/10 = 0.8$$

Since both the ratios are equal, they are said to be in proportion.

Example 2. Are the two ratios 8:10 and 7:10 in proportion?

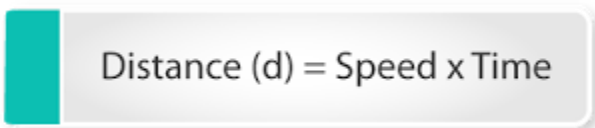
Solution-

$$8:10 = 8/10 = 0.8 \text{ and } 7:10 = 7/10 = 0.7$$

Since both the ratios are not equal, they are not in proportion.

TIME & WORK - TIME & DISTANCE :

List of Time and Distance Formulas to Solve Time and Distance Problems


$$\text{Distance (d)} = \text{Speed} \times \text{Time}$$

$$\text{Time (t)} = \frac{\text{Distance}}{\text{Speed}}$$

$$\text{Speed (s)} = \frac{\text{Distance}}{\text{Time}}$$

The relationship between Speed, Distance and Time.

$$s \propto d$$

$$s \propto \frac{1}{t}$$

$$d \propto t$$

Variables for measurement and Conversion of these measurements

Generally, speed is expressed as km/hr or m/sec, distance is expressed in meters or km and time is expressed in seconds(sec) or hours(hr)

Formulas to Convert Measurement

$$1\text{ km} = 1000\text{ m}$$

$$1\text{ hr} = 60\text{ min}$$

$$1\text{ min} = 60\text{ sec}$$

$$1\text{ hr} = 3600$$

$$\text{Speed} = \frac{1\text{ km}}{\text{hr}} = \frac{1000\text{ m}}{3600\text{ sec}} \text{ i.e. } \frac{5}{18}$$

Example 1: Convert 72 km/hr into m/s

Solution:

Step 1:

To convert 72 km/hr into m/sec, we need to multiply,

$$72 \times \frac{5}{18} = 20 \text{ m/sec}$$

Example 2: Convert 15 m/s into km/hr

Solution:**Step 1:**

To convert 15 m/sec into km/hr, we need to multiply,

$$15 \times \frac{18}{5} = 54 \text{ km/hr}$$

Module 1: Basic Time and Distance Problems solve using Time and Distance Formulas.

Question: A bus covers 216 km in 4 hours, convert the speed of the bus in m/s.

Solution:**Step 1:**

To find the speed of the bus we use the time and distance formula,

$$\text{Speed} = \text{Distance} / \text{Time}$$

By substituting the values in the time and distance formula,

$$\text{Speed} = 216/4$$

$$\text{Speed} = 54 \text{ km/hr}$$

Step 3:

As we need to convert the speed from km/hr, we need use the formula,

$$1 \text{ km/hr} = \frac{5}{18} \text{ m/sec}$$

By substituting the values in the formula,

$$54 \times \frac{5}{18}$$

$$= 15 \text{ m/sec}$$

Therefore, the speed of the bus is 15 m/sec.

Simple Interest - Compound Interest:

- **Simple interest** is calculated on the principal, or original, amount of a loan.
- **Compound interest** is calculated on the principal amount and also on the accumulated **interest** of previous periods, and can thus be regarded as “**interest on interest.**”

Examples of Simple and Compound Interest

Simple Interest

The formula for calculating simple interest is:

$$\text{Simple interest} = P \times i \times n$$

where: P = Principle

i = interest rate

n = term of the loan

Thus, if simple interest is charged at 5% on a \$10,000 loan that is taken out for three years, the total amount of interest payable by the borrower is calculated as $\$10,000 \times 0.05 \times 3 = \$1,500$.

Interest on this loan is payable at \$500 annually, or \$1,500 over the three-year loan term.

Compound Interest

The formula for calculating compound interest in a year is:

Compound Interest = Total amount of Principal and Interest in future (or Future Value) less the Principal amount at present called Present Value (PV).

PV is the current worth of a future sum of money or stream of cash flows given a specified rate of return.

$$\text{Compound interest} = [P(1+i)^n] - P$$

$$\text{Compound interest} = P[(1+i)^n - 1]$$

where: P = Principle i = interest rate in percentage terms

n =number of compounding periods for a year

Compound interest= $P(1+i)^n - P$ Compound interest= $P[(1+i)^n - 1]$ where: P =Principle i =interest rate in percentage terms n =number of compounding periods for a year.

QUESTION BANK

1. Discuss about the Numerical aptitude.
2. Explain the problems on numbers with example.
3. Discuss about the problems on ages with examples.
4. Explain about the profit and loss with ex.
5. Discuss about the Time & Work and Time & Distance with ex.
6. Explain in detail about simple interest.
7. Discuss about the Compound Interest.

UNIT - III

Critical Reasoning: Logical Inference Questions and Syllogism. Analytical Reasoning: Arrangement problems - Family / Blood Relation Qualms - Sense of Directions - Age Doubts. Verbal Reasoning: Verbal Analogy: Letter series - number series - Coding and Decoding.

Logical Inference Questions and Syllogism :

An *inference* is an idea or conclusion that's drawn from evidence and reasoning. An *inference* is an educated guess.

Inference is using observation and background to reach a **logical conclusion**. You probably practice inference every day. For example, if you see someone eating a new food and he or she makes a face, then you infer he does not like it.

A **syllogism** is a kind of logical argument that applies deductive reasoning to arrive at a conclusion based on two or more propositions that are asserted or assumed to be true.

Some of the earliest syllogisms are defined in the Nyaya school of thought. In a form, defined by Aristotle, from the combination of a general statement (the major premise) and a specific statement (the minor premise), a conclusion is deduced. For example, knowing that all men are mortal (major premise) and that Socrates is a man (minor premise), we may validly conclude that Socrates is mortal. Syllogistic arguments are usually represented in a three-line form:

All men are mortal.
Socrates is a man.
Therefore, Socrates is mortal.



Analytical Reasoning :

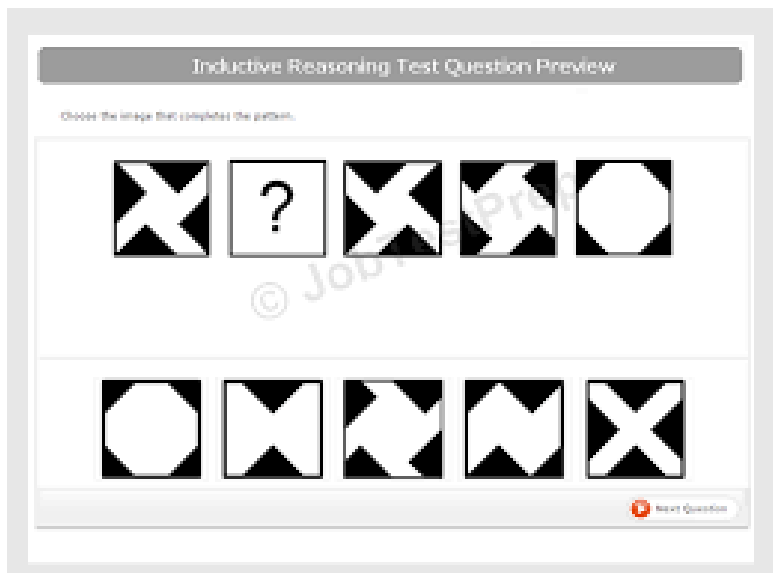
Analytical Reasoning and Aptitude **Questions** and Answers. In the below **questions** your **analytical reasoning** is tested by showing you various shapes and then asking you to interpret those shapes and finding for example how many triangles there are in the picture.

Example ,

Estelle states: When I went fishing the other day, every fish that I caught was a salmon, and every salmon I saw I caught.

Of the following statements listed below, which one can be concluded from the observations of Estelle?

1. Salmon was the only fish that Estelle saw while she was fishing.
2. While Estelle was fishing, she caught no fish other than salmon.
3. In the area that Estelle fished, there were no other fish.
4. All of the fish that Estelle saw she caught.
5. Estelle did not see any other fish while she was fishing.



ARRANGEMENT PROBLEMS :

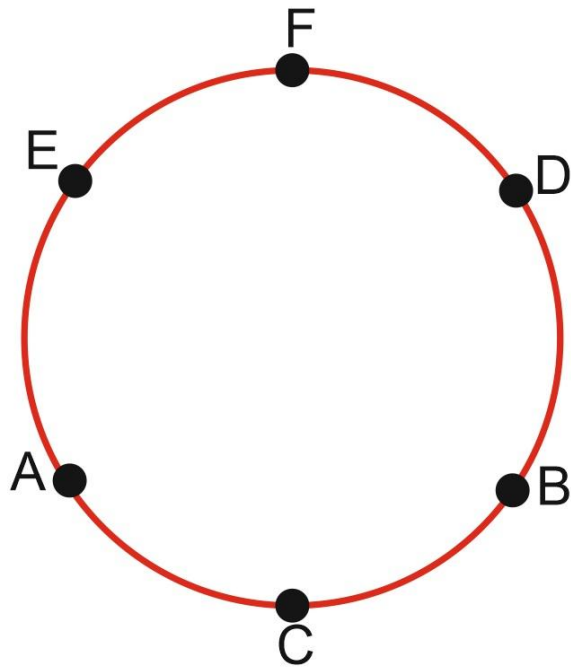
Six persons A, B, C, D, E & F are standing in a circle. B is between D & C. A is between E & C. F is at the right of D. Who is between A & F?

- (A) E
- (B) C
- (C) D

(D) None of these.

Ans (A)

Solution



E will be between A & F.

FAMILY / BLOOD RELATION QUALMS :

Blood relation forms an important part of the reasoning section in most of the competitive exams. Blood relation shows the different relations among the members of a family. Based on the information given, you are required to find the relation between particular members of the family.

Scoring marks in this topic is easier as compared to many other topics in the reasoning section. So, you must be well versed with types of relations that exist in a family.

Question 1: Pointing to a girl in the photograph, Ajay said, "Her mother's brother is the only son of my mother's father." How is the girl's mother related to Ajay ?

- A) Mother
- B) Sister
- C) Aunt
- D) Grandmother
- E) None of these

Solution:

Only son of Ajay's mother's father -- Ajay's maternal uncle.

So, the girl's maternal uncle is Ajay's maternal uncle.

Thus, the girl's mother is Ajay's aunt.

Question 2:

1. $A + B$ means A is the brother of B
2. $A \times B$ means A is the father of B
3. $A \div B$ means A is the mother of B

Which of the following would mean "G is the son of H"?

- A) $H \times I \times G$
- B) $H + G \times I$
- C) $H \div G \div I$
- D) $H \times G + I$

Solution: Answer: Option D

SENSE OF DIRECTIONS:

Sense of direction is the ability to know one's location and perform wayfinding.^{[1][2]} It is related to cognitive maps, spatial awareness, and spatial cognition. Sense of direction can be impaired by brain damage, such as in the case of topographical disorientation.

Humans create spatial maps whenever they go somewhere. Neurons called place cells inside the hippocampus fire individually while a person makes their way through an environment. This was first discovered in rats, when the neurons of the hippocampus were recorded. Certain neurons fired whenever the rat was in a certain area of its environment. These neurons form a grid when they are all put together on the same plane. We get our sense of direction when we match up spatial maps we have stored in the hippocampus, to the pattern of firing neurons when we are trying to find our way back or trying to find our car in the parking lot.

1. One morning Udai and Vishal were talking to each other face to face at a crossing. If Vishal's shadow was exactly to the left of Udai, which direction was Udai facing?

A. East

B. West

C. North

D. South

2. Y is in the East of X which is in the North of Z. If P is in the South of Z, then in which direction of Y, is P?

A. North

B. South

C. South-East

D. None of these

AGE DOUBTS :

1. The sum of ages of 5 children born at the intervals of 3 years each is 50 years. What is the age of the youngest child?

A. 4 years

B. 8 years

C. 10 years

D. None of these

2. Present ages of Sameer and Anand are in the ratio of 5 : 4 respectively. Three years hence, the ratio of their ages will become 11 : 9 respectively. What is Anand's present age in years?

A. 24

B. 27

C. 40

D. Cannot be determined

30 24=5:4

E. None of these

Answer: Option A

Explanation:

Let the present ages of Sameer and Anand be $5x$ years and $4x$ years respectively.

Then,

$$5x + 3 = 11$$

$$4x + 3 = 9$$

$$9(5x + 3) = 11(4x + 3)$$

$$45x + 27 = 44x + 33$$

$$45x - 44x = 33 - 27$$

$$x = 6.$$

Anand's present age = $4x = 24$ years.

VERBAL ANALOGY :

In general, an analogy is a similarity that is drawn between two different, but sufficiently similar events, situations, or circumstances. A verbal analogy draws a similarity between one pair of words and another pair of words.

How to Improve Score in Verbal Analogies?

- **Strong vocabulary:** One of the important factors is a good vocabulary. Besides dictionary or primary meanings of the word, you also need to know the secondary meanings of the words. Secondary meaning of any word is the meaning of the word other than its dictionary meaning. For example: 'school of fish' also means 'group of fish'.
- **Ability to decode the relationship between the words in the question:** With the help of strong vocabulary and enough practice, you can solve analogy based questions with great ease. You should also be aware of a few important types of relationships to understand the questions better.

Example 1: TRIAL : JURY :: ?

- dispute : arbiter
- poll : contestant
- championship : spectator

- conference : speaker

Solution: As 'jury' settles the 'trial' similarly the job of the arbiter is to settle the 'dispute'. Hence the answer is option A.

Example 2: IMPLAUSIBLE : ABSURD :: ?

- shadowy : illuminated
- flamboyant : public
- surprising : shocking
- superfluous : truncated

Solution: First try to figure out the relationship between the two words in the question pair. Now the words 'implausible' and 'absurd' have almost the same meaning but the usage or polarity is exactly opposite. While 'implausible' is used in positive sense, 'absurd' is used in negative sense. Both have meaning used in the sense of 'unbelievable'. Similarly the option C shows the same relationship. The words 'surprising' and 'shocking' means the same but usage wise both are used in opposite sense(positive and negative respectively).

LETTER SERIES - NUMBER SERIES :

1. SCD, TEF, UGH, _____, WKL

[A.](#) CMN

[B.](#) UJI

[C.](#) VIJ

[D.](#) IJT

2. B2CD, _____, BCD4, B5CD, BC6D

[A.](#) B₂C₂D

[B.](#) BC₃D

[C.](#) B₂C₃D

[D.](#) BCD₇

3. What should come in place of question mark in the following series?

2, 3, 6, 11, 18, 27?

1 3 5 7 9 11 13

Sol: In this case consecutive odd numbers have been added in the increasing order. Firstly one, then three, then five and nine. So, in order to obtain the next number, eleven will be added. Therefore, the next number is: $27 + 11 = 38$.

4. What should come in place of question mark in the following series;
16, 22, 28, 34, ?, 46

Sol: In this case, six has been added in all the numbers, to get the next number. First of all: $16 + 6 = 22$, then $22 + 6 = 28$ and so on. In order to get the next number after 34, 6 would be added to it. So, the question mark would be replaced by $34 + 6 = 40$.

CODING AND DECODING :

The coding questions will provide you with some information that is in code form. This information can be decoded using the key that is present either within the question or within the options. Here we will start with the first type or the letter coding. Let us begin!

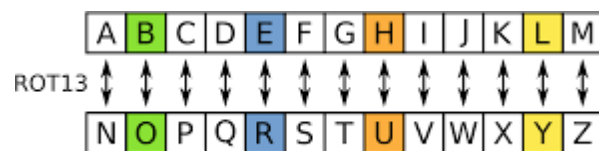
Letter Coding

This is the code that is derived on the basis of alphabets. usually, the position of alphabets is used. For example, let us see the following question.

Example 1: In some language, "EXAM" is coded as "FYBN". In the same language, how will we code "RESULT"?

- A) SFTVMU B) REPTUY C) ERICCART D) KYLEBROW

Answer: The first step is to detect the code. For that, we need to focus on the word EXAM. The first letter E in code is F, similarly the code for X is Y, for A it is B and for M it is N. Thus we see that in this language the alphabet is shifted to one step to the front. Thus the code for R will be S and hence the correct option here is A) SFTVMU.



Number Coding

Example 2: In a certain code, “**Delhi is capital**” is coded as “7 5 9”. The sentence “capital are beautiful” is coded as “3 6 9”, and “**Delhi is beautiful**” is coded as “6 7 5”. Also “Patna also capital” is coded as “9 2 4”. What is the code for “beautiful” in this code?
A) 2 B) 4 C) 5 D) 6 E) 7

Answer: To solve codes like these remember the order of the numbers may be anything. For example, in “Delhi is capital” and “Delhi is beautiful”, we can see that the words “Delhi is” are common and thus we can see that capital is 9 and beautiful is 6. Therefore the correct option here is D) 6.

Q: What is the code for “Patna is beautiful”?

A) 7 5 6 B) 7 5 9 C) 5 7 8 D) 5 7 9 E) Data Insufficient

Answer: Let us see if we can figure it out word for word. We already know that the code for beautiful is 6. From the code “Delhi is beautiful” as “6 7 5” we see that “is” may be represented by 7 or 5. If we take a look at the code “Delhi is capital” which is present as “7 5 9”, we notice that we can’t get the code for “is” as the data is not sufficient. So the correct option is E) Data Insufficient.

Symbol Coding

In the symbol coding, we use the symbols like “!@#\$%^&*()_”, to represent words or letters. These codes are then used to determine a code for the words that are written down. Let us see an example.

Example 3: If “LESD” is written as “ @ \$ & # “ , “NAC” is written as “ % ? * “ , how “CANDLES” is coded in the same way?

A) *&%#&\$&) B) *?%&@\$# C) *&^\$@() D) ?@\$@^%&&

Answer: In the code, we can see that the code for L is @. Building on to that we can see that the option B) *?%&@\$# is the correct option.

Miscellaneous Examples

Example 4: In the following, a certain code is given. According to this code, “before West to mailing” is written as “ad mi ja no”, “the West to Himalaya” is written as “ku ja ig ad”. Also “mailing of the layout” is written as “be ku zo mi” and “to should of changes” is written as “be li ya ja”.

Then what is the code for “should”?

A) be B) li C) ya D) ja E) Data insufficient

Answer: To solve these types of questions, a table may come in handy. Check for the two sentences that have the most number of similar words. Let us put all the terms in the table and see if we can get the correct answer or not. Let us see what “to” is coded as:

Before West to Mailing – ad mi ja no

the West to Himalaya – ku ja ig ad

The two have only one code in common. This means that the relation can't be determined. Thus the option is E) Data insufficient.

Example 5: In a certain code, we write the word “SUSHI” as “RTRGH”. How will you write the sentence “Who are you” in it?

A) Vgn zqd xnt

B) Vec bqd xmy

C) Njg hhd kdd

D) Vgx xbg jak

Answer: The letter before S is R and this is the rule for the code here. A letter that comes just before the one in the given word is the code. So the sentence “Who are you” will be coded as “Vgn zqd xnt”.

The correct option is thus A) Vgn zqd xnt.

QUESTION BANK :

1. Discuss about the critical reasoning with example.
2. Explain the Logical Interface Questions and syllogism.
3. Explain about the Analytical Reasoning.
4. Write the examples for family/Blood relation qualms.
5. Explain sense of directions.
6. Discuss about the letter series and number series.
7. Explain in detail about the Coding and Decoding.

UNIT- IV

Self Introduction - Soft Skills - Interpersonal Skills - Employability Skills - Soft Skills Training – Resume Preparation - Interview Tips and Questions.

SELF INTRODUCTION :

1. Put on a smile and greet the interviewers:

For a start, the candidate requires to smile and greet all the interviewers sitting on the panel.

The candidate should smile even if he is feeling nervous from inside. Because his smiling face brings a good start of the conversation.

While greeting the interview deliver a firm handshake saying “**Hello**”, “**Good Morning**” or any other greeting.

2. Mention your name and place along with greeting:

While greeting, the candidate is supposed to mention their name and the place to start a formal introduction.

Some candidates confuse themselves with the place thing, but the candidate should know that mentioning a place where they are from, actually helps the employer to understand everything.

Moreover, the place doesn't include a whole address. Therefore, a candidate should keep their starting stage clean and precise.

3. Be seated as per the direction of the employer:

The self introduction starts with a manner of the candidate shown in front of the recruiters of the company. Therefore, the candidates are required to wait for the permission of the recruiter.

Most commonly the interviewers permit the candidate, right away after the greeting and smiling.

4. Add family details, If asked for:

Sometimes at the start of the conversation during the interview, the interviewing panel might be interested in knowing about the candidates' family history. And for that sake they directly approach the candidate and ask them about their family and all.

At that time, the candidate should be comfortable speaking about it and provide necessary family details.

5. Describe educational qualification:

Every job description provides details about the type of job and the candidates' requirements within the job description. Therefore, at the time of self introduction the candidate should also mention about their educational background.

Explanation about educational qualification requires a precise and crisp manner. There should be a certain way of talking regarding educational qualification because the candidate can't go on and on about their achievements in academics.

6. Previous job experience:

While starting a self introduction, the candidate should be confident about his achievements in the field.

Moreover, all the necessary information about the previous job profile should be explained in a positive manner. Additionally, the candidates should avoid talking negative about their previous employer. As, such type of behavior is unacceptable in the field of professionalism.

7. Mention about previous project:

All the candidates trying for a job in the company should keep in mind to talk smartly during an interview.

After the conversation goes to the highest level, such as work profile, then the candidate takes that opportunity to explain them about the skills and talents that the candidate used to complete the project.

All the necessary highlight of the projects should be displayed in a smart and precise manner.

8. About mentor and professional support:

Most of the time during an interview the candidate keeps explaining about themselves to the employer. That seems a quite self obsessed for most of the people.

Therefore, instead of talking about themselves the candidate can change the conversation context.

Start talking about their company support and the admiration he received from his mentor for the work. This kind of behavior can be refreshing for the employer.

9. About aspirations, goals and hobbies:

Nowadays, job interview has become more comfortable and communicative. Therefore, all the candidates should be calm during their interview sessions.

The only thing that candidate should understand is, how to grow from that situation. Therefore, the candidate should converse about the life goal and dreams that gives him confidence in life. Which encourages him to keep going every day and much more stuff.

10. Talk about all the fun time with friends and family:

Most of the job profile requires a person who is positive with their life. Moreover, there will be very few companies who would like to talk about the candidate fun time at home or with friends.

Apparently, the current situation brings a scenario of employment in a more creative way. And for that, the employers make a little more effort to understand the candidate and their life style.

11. Describe professional skills:

During interviews the candidates should keep their calm and focus on being confident.

And at the time of communication if the recruiter asks you such question as explain your professional skill if any. Then, the candidate should explain professional skill that they acquired with the help of their educational background. Also about their skills gained because of their previous job experience.

12. Conclude with a thank you:

At the end of the interview session, the candidate should try to show his gratitude towards the employer for such great opportunity.

The candidates can conclude their conversation by saying their ability to handle the job. Moreover, they can also try to convince the employer that they only deserve the post than anyone in the room. And finally, leave the room by saying **thank you with a firm handshake along with a smile.**

SOFT SKILLS :

"Soft skills" refer to a **cluster of personal qualities, habits, attitudes and social graces** that make someone a good employee and compatible to work with. Companies value soft skills because research suggests and experience shows that they can be just as important an indicator of job performance as hard skills.

Today's service economy and the ascendance of work teams in large organizations puts a new premium on people skills and relationship-building," Portland-based human resources expert Lori Kocon says. "And with business being done at an increasingly fast pace, employers also want people who are agile, adaptable and creative at solving problems."

- 1. Strong Work Ethic**
- 2. Positive Attitude**
- 3. Good Communication Skills**
- 4. Time Management Abilities**
- 5. Problem-Solving Skills**
- 6. Acting as a Team Player**
- 7. Self-Confidence**
- 8. Ability to Accept and Learn From Criticism**
- 9. Flexibility/Adaptability**
- 10. Working Well Under Pressure**

INTERPERSONAL SKILLS :

1. Self-Confidence

The right level of **self-confidence** in the workplace can open doors and help you to gain recognition. It can also demonstrate how you approach various situations and deal with them both positively and effectively.

To be successful, it is important to demonstrate self-confidence at every stage of your career, whether you are a graduate looking for an entry position or a more experienced member of the team hoping to secure promotion. Self-confidence at work will improve the way people see you and your views, ideas and opinions will be taken more seriously. Confidence also enables you to deal with challenging situations more effectively and allows you to set and reach new goals.

2. Work Ethic

Having a strong **work ethic** is viewed favourably by many recruiters. But what exactly does work ethic relate to?

Well, it can be split into three distinct strands, the first of which is **professionalism**. This incorporates everything from how you present yourself through to your appearance and the way in which you treat others.

The next strand is **respectfulness**. All workplaces require you to work under pressure at some time or another, and exercising grace under stress will earn you more recognition. No matter how short the deadline or how heated things may get, always retain your diplomacy and poise. Whether you are communicating with a difficult customer or trying to collaborate on a complex project fraught with difficulty, do your best to respect everyone's opinion and understand the value that they bring to the project.

The final strand of a strong work ethic is **dependability**. Employers need to know they have employees they can count on. If you are always on time, well prepared and deliver work when you say you will, this demonstrates your strong work ethic and commitment to the business. In an uncertain business environment, colleagues, customers and management will certainly appreciate the stability that you can bring.

3. Relationship Management

Building effective relationships is one thing but **managing them** is something entirely different. This is an important skill in many roles, from junior posts through to management. At every level in a business you will be expected to manage relationships with colleagues, partners and clients to some extent. The ability to manage relationships based on respect for each other and mutual trust is very important within any business environment.

4. Receptiveness to Feedback

Being **open to feedback** can help you develop both personally and professionally. In order to take on board feedback, you must first listen to it.

Don't think about your response; just listen to what is being said. Also take note of the non-verbal communication and body language being used, which will provide subtle clues as to what your colleague or manager is not saying as much as what they are. Take on board what you have been told and use this in a positive way to further enhance your performance and productivity.

5. Body Language

Non-verbal communication is often overlooked, but when you are at work, think about how your **body language and gestures** could be interpreted. Facial expressions can determine how you are feeling and eye contact, posture, tone of voice and gestures all reveal your attitude and approach to the situation.

6. Listening

Even the best communicators must **listen carefully**. Failure to listen properly can have disastrous consequences, from failing to follow through on a manager's instructions to not completing a

customer's request. If you fail to listen, you cannot interpret what has been said and respond appropriately.

7. Collaboration

Working collaboratively allows teams to work productively and deliver positive outcomes for clients and the business. Successful collaboration requires the ability to cooperate and respect each other.

Employers often seek applicants who have a proven track record working successfully within a team and candidates who are willing to compromise and cooperate to deliver exceptional work. Being able to collaborate - particularly in challenging situations - is a great selling point when applying for a job. Present yourself in a positive manner and communicate your enthusiasm for team working.

8. Showing Appreciation

In the workplace, employers always look for employees who **show their appreciation**. This could be something as simple as a thank you when someone has helped with a project, a difficult customer or a tricky situation. Showing appreciation is about letting colleagues, clients, partners and managers know that you value them, their expertise and their assistance.

9. Positive Attitude

Showing positivity, even in difficult situations, is important. Be positive from the moment you fill out the application form or write a covering letter through to the interview, your first day at work and beyond.

Never say anything negative about your current or past employer, even if you feel strongly about it. Employees with a positive attitude are more likely to treat others positively, which creates a more harmonious working environment.

10. Workplace Etiquette

The way in which you come across to others can speak volumes. People often form an impression of you within the first few seconds of meeting, so it's important that you present yourself as a professional. Learning **workplace etiquette** is a great way to leave a lasting impression on those you meet.

Check your posture, ensure that you stand straight and make eye contact, turn towards people when they are speaking and smile at them in a genuine way. Follow the dress code of the company and make sure that your accessories such as ties, bags and jewellery are suitable for the workplace. Also ensure that you demonstrate kindness and courtesy, and arrive in good time.

EMPLOYABILITY SKILLS :

Different people define these skills in different ways, but generally they can be broken down into these eight categories:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

1. Communication

Depending on the job, communication means being clear about what you mean and what you want to achieve when you talk or write. It involves listening and being able to understand where someone else is coming from.

Communication skills also include non-verbal communication, such as the body language you use.

Examples of ways that you can develop or improve your communication skills include:

- writing assignments and reports as part of your studies
- blogging or using social media
- making oral presentations as part of your class work
- working in customer service (face-to-face or on the phone)
- getting involved in a local club
- being aware of how you hold your body.

2. Teamwork

Teamwork means being able to get along with the people you work with. It involves working together to achieve a shared goal.

Examples of ways that you can develop or improve your teamwork skills include:

- doing group assignments as part of your studies
- volunteering for a community organisation
- thinking about how you can work better with other people at your workplace
- joining a sporting team
- organising with friends or family to have a neighbourhood working bee.

3. Problem solving

Problem solving means finding solutions when you're faced with difficulties or setbacks. It involves being able to use a logical process to figure things out.

Examples of ways you can develop or improve your problem-solving skills include:

- doing research assignments as part of your studies
- dealing with complaints at your workplace
- doing a study skills course that looks at problem solving
- talking to other people about how they solved the problems they faced
- fixing broken things around the house by looking up YouTube to find out how to do it.

4. Initiative and enterprise

Initiative and enterprise mean looking for things that need to be done and doing them without being asked. This can also involve thinking creatively to make improvements to the way things are done.

Examples of ways you can develop or improve your initiative and enterprise skills include:

- approaching organisations and businesses about work placements or internships
- setting up a fundraiser in your community
- making or proposing changes to the way a group you belong to does things
- doing things around the house without being asked.

5. Planning and organising

Planning and organising mean working out what you need to do, and how you'll do it. Planning and organising involve things like developing project timelines and meeting deadlines.

Examples of ways you can develop or improve your planning and organising skills include:

- developing a study timetable and sticking to it
- travelling by yourself overseas or interstate
- managing your time around work, study and family commitments
- helping to organise a community event
- organising a family get-together.

6. Self-management

Self-management means:

- being able to do your job without someone having to check up on you all the time
- staying on top of your own deadlines
- delegating tasks to other people to make sure things get done on time.

Examples of ways that you can develop or improve your self-management skills include:

- doing a work experience placement or internship
- asking for new responsibilities at work
- developing a study schedule and sticking to it
- joining a volunteer organisation
- keeping your room tidy.

7. Learning

Learning is about wanting to understand new things and picking them up quickly. It also involves taking on new tasks and being able to adapt to change.

Examples of ways to develop or improve your learning skills include:

- doing a short course or online course
- researching skills and courses you'd like to do
- starting a new hobby
- joining a sporting or volunteer group
- teaching yourself a new skill, like making the perfect omelette.

8. Technology

Technology skills mean being able to use a computer for word processing, using spreadsheets and sending email, or knowing how to use office equipment like a photocopier.

They also involve using social media, working with design or video editing software or knowing programming languages. Other technology skills relate to hardware, like knowing how to use EFTPOS, a cash register, a camera or a recording studio.

Examples of ways to develop or improve your technology skills include:

- doing a short course or online course
- asking for extra training at work
- finding out what technology is used in the job you want and how it's used
- making a list of all the technology you're already using in your day-to-day life.

SOFT SKILLS TRAINING :

Soft skills are a combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social intelligence and emotional intelligence quotients, among others, that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. The Collins English Dictionary defines the term "soft skills" as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude."

Following is a "top ten" list of soft skills compiled by Eastern Kentucky University from executive listings.^[11]

1. Communication – oral speaking capability, written, presenting, listening, clear speech & writing.
2. Courtesy – manners, etiquette, business etiquette, gracious, says please and thank you, respectful.
3. Flexibility – adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable.
4. Integrity – honest, ethical, high morals, has personal values, does what's right.
5. Interpersonal skills – nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, social skills.
6. Positive attitude – optimistic, enthusiastic, encouraging, happy, confident.
7. Professionalism – businesslike, well-dressed, appearance, poised.
8. Responsibility – accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense.
9. Teamwork – cooperative, gets along with others, agreeable, supportive, helpful, collaborative.
10. Work ethic – hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance.

Resume Preparation :

This is how to write a resume:

1. Choose the Right Resume Format
2. Add Your Contact Information and Personal Details
3. Start with a Heading Statement (Resume Summary or Resume Objective)
4. List Your Relevant Work Experience & Key Achievements
5. List Your Education Correctly
6. Put Relevant Skills that Fit the Job Ad
7. Include Additional Important Resume Sections
8. Complement Your Resume With a Cover Letter
9. Proofread, Save & Email Your Resume the Right Way

What is a resume for a job?

A *resume* (sometimes spelled *résumé*) is a record of work experience, professional achievements, education, skills, certifications, and other details that make the case for the job. It is usually the first contact between a company and candidate.

INTERVIEW QUESTIONS

Candidate's suitability for a position is determined by asking oral questions during interview.

Types of interview questions

1. Open questions :

- It refers to "talk about something" questions. The candidates can either broadly or shortly explain about themselves. Ex: Tell us something about you.
- These types of questions predetermine the focus of your answer. e.g. "What skills do you have that relate to this position". Your information should be clear and specific. These types of questions, whether they relate to technical or soft skills, should be easy to answer if you have completed the research on yourself.

2. Closed question :

- It limits the scope of the response by asking some specific information only. (ex) : When did you complete your degree?
- Non-direct questions are general and do not ask for specific information. e.g. "Tell us a bit about yourself". You determine the focus of your answer. In response to this particular question, you should briefly summarize approximately four areas: education, experience, skills, and personal attributes. If possible, make your response relevant to the job you are seeking.

3. Probing questions :

- It is used to probe in deeply or ask for some further clarification after the candidate's response (ex): Do you think completing degree with this mark is sufficient?

4. Reflective questions:

- It is used to confirm the statements given by the candidate once again. (ex):
That means you do not like to go to cinema?

5. Loaded questions:

- It assess the stress and sensitivity of the candidates. (ex): you are too short and look very ugly. Am I right?

6. Hypothetical questions:

- It will be asked after giving one hypothetical statement or situation.(ex) :
“Indian economy is falling down now-a-days – Is it right or wrong?”

7. Leading questions:

- It leads to the candidate to give a particular answer.
(ex) : “Don’t you agree that our company will reach the highest place soon?”

8. Situational Questions

- These questions use a problem solving approach to determine your analytical skills and critical thinking abilities.
- These "What if" questions are presented in the form of case examples or problem situations. You will be asked to imagine yourself experiencing a situation and will then be evaluated on how you would handle that situation. e.g. "It's 3 p.m. and you have a report due to your manager at 5:00 p.m. Suddenly a major customer calls and says she has a crisis and need your help immediately. What would you do?"
- Provide your answer in a logical sequence relating to the situation. There are many different problem solving models. The following is merely one model you could use to shape your answer:
 - gather information
 - evaluate
 - prioritize
 - seek advice (if necessary)
 - weigh alternatives
 - make and communicate your decision
 - monitor results

- modify if necessary

Take a bit of time to think before responding. Don't rush.

Behavioural Descriptive Questions

❖ Behavioural questions offer the opportunity to provide examples of past performance that may help determine future performance. Interviewers are asking what you did in a particular situation rather than what you would do. e.g. "Tell us about a time when you displayed good leadership skills." Your answer could be delivered using the **STAR** model.

- Situation
- Task or Problem
- Action
- Result

ANSWERING STRATEGIES

Keys to answering questions :

1. **Attentiveness:** Candidate should listen carefully to the interviewer so that to give good response.
2. **Accuracy:** He should give accurate answers in terms of dates, timelines, persons, places and other details.
3. **Brevity :** Candidate should briefly answer to any question, particularly in open type questions
4. **Focus:** He should be focused and specific to particular subject answers. Interviewers should not be confused with the answers.
5. **Clarity :** He should answer directly and clearly, because it leads to clarity in his professionalism
6. **Positive attitude:** His answers should reflect positive attitude to the interviewers.
7. **Logical Thinking :** Ability to think logically during answering which is an asset to interview process
8. You can never predict every question that you will encounter, so approach the interview with an inventory of important points.

9. Consider each question an opportunity to provide some of this information. Don't assume anything. You will be evaluated on your answers, not your resume.
10. Pause a couple of seconds before you respond to each question, even if you know exactly what you want to say.
11. Take this time to quickly plan your answer, this helps to avoid misunderstandings and produces much more concise answers.
12. If you don't understand a question, ask for clarification.
13. This is expected and is preferable to providing an unsuitable answer.
14. If you need time to collect your thoughts - take it. When people are nervous they tend either to "draw a blank" or to babble. It is better to think for a few moments and make sure that your answer is doing you justice and that there is a point to what you are saying.
15. Always expand. Never answer a question with a "yes" or "no."
16. The interview is an opportunity for you to sell yourself. Don't be afraid to 'blow your own horn.' As long as you can back up what you are saying with examples which demonstrate that what you are saying is true, you are not bragging.
17. Third party observations can also be mentioned. For example, "My last employer told me that I was promoted because of how I handled conflicts with clients."
18. Be very positive. Don't complain about anything - from your former employer to the weather - and don't apologize for experience that you don't have.
19. Just sell what you do have and let the employer decide if you have what he/she is looking for. Also, avoid negative words.
20. Don't be afraid to repeat important points. In fact, it is a good idea to do this.
 - Name of company, position title and description, dates of employment. -
 - What were your expectations for the job and to what extent were they met?
 - What were your starting and final levels of compensation? -
 - What were your responsibilities? -
 - What major challenges and problems did you face? How did you handle them?
-
 - What have you learned from your mistakes?
 - What did you like or dislike about your previous job? -

- Which was most / least rewarding? -
- What was the biggest accomplishment / failure in this position? -
- Questions about your supervisors and co-workers. -
- What was it like working for your supervisor? -
- What do you expect from a supervisor? -
- What problems have you encountered at work? -
- Have you ever had difficulty working with a manager? -
- Who was your best boss and who was the worst? -
- Why are you leaving your job?
- Why did you resign?
- Why did you quit your job?
- What have you been doing since your last job?
- Why were you fired?

Job Interview Questions About You

- What is your greatest weakness?
- What is your greatest strength?
- How will your greatest strength help you perform?
- How would you describe yourself?
- Describe a typical work week.
- Describe your work style.
- Do you take work home with you?
- How many hours do you normally work?
- How would you describe the pace at which you work?

FREQUENTLY ASKED INTERVIEW QUESTIONS

1. Tell us something about yourself

- This is the first question almost in all the interview in order to know the background of the candidate, education, skills, experience, etc.,
- Ex: I am a B.Sc CS student from avs college of arts and science, Rasipuram. For past three years, I have been working as a developer in XY Company, Chennai; I enjoy travelling,

2. What type of position you are looking for?/What are your career objectives?

- It is asked to know whether candidates' objective matches with the interviewing company.
- Ex : I want to obtain a challenging position with unexpected salary in IT field....

3. Tell us something about your interest and activities

- It is direct question and it is asked to know whether candidate's interest match with current job position.
- Ex : I love to interact with people, I can be easily become a friend with all kind of people....

4. Why should we hire you?

- It is asked to know how the candidate interprets his job, how he is suitable to this job,etc.,
- Ex : As I have a strong technical background with more than 5 years of experience and having studies in IIT, Bombay with sufficient extra skills, I would be able to fulfill your company's expectations.

5. Why do you want to join our company?

- It is asked to test the candidate's knowledge about the company
- Ex : Yours company's experience, Professional excellence, innovations and friendly approach attracts me to seek position here.

6. What according to you would be an ideal company to join?

- It is similar to previous question to know the general opinion to work for the company.
- Ex : Even though there are lot of best companies, very few like your company only makes the roles where employees feel they have some control over what they do...

7. Tell us something about your work experience

- It is asked to know the candidate's experience, describing how did they improve their skills in those periods..

- Ex : During the past 5 years, I gained valuable experience in network troubleshooting in XY Company. I was responsible to control over all company network...

8. Tell us something about your academic achievements

- It is a straight question asking the candidate to list his academic achievements.
- Ex : My academic record reflects my dedication and sincerity. In 2009, I graduated as B.Sc CS with Distinction class...

9. Where do you see yourself in five years?

- It is asked to know if the candidate's ambition and goals are realistic.
- Ex : I would be working as a chief-executive of your company..

10. Can you tell us your responsibilities at your present job?

- This is a straight question asked to know the list of responsibilities of the candidate.
- Ex : As a software developer of your company, I develop products to the entire satisfaction of my hierarchy with at most care, regularity, loyalty, etc

11. Why are you interested in this job?

- Interviewers want to know the candidate that how eager he is to take over the new responsibility.
- Ex : I am sure in this position, I will have opportunities to utilize my exposure...

12. What are your Strengths?

- It is asked to know if the candidate's strength match with the Job needs.
- Ex : I am adjustable and friendly to any kind of people...

13. Tell us a problem you've faced and solution you made to handle it?

- It is asked to know how effectively the candidate handles problems
- Ex : Last week, I met with an fire accident near in my colony. Immediately I phoned to Fire Office, and at the same time I called all my friends to come and save the people. I saved almost all the people without major injury.

14. What is your greatest Weakness?

- It is best to answer this question, your mild weakness that is actually a strength to the company

- Ex : I sometimes become very nervous if I can't finish my work on time...

15. How will you rate yourself on a scale from one to ten?

- It is asked to check the confidence level of the candidate.
- Ex : I always want to the best in whatever I do...

16. Are you a Leader or a Follower?

- It is best to answer this question by taking a middle path, mentioning that how one is capable of taking on both roles.
- Ex : I am both a leader and a follower in some situations....

17. How long do you want to stay with us?

- It is asked to know how long period the candidate wants to work for the company.
- Ex : I would like to be a part of your company for a long period..

18. Are you interested in a full-time or part-time position?

- It is asked to check the candidate's willingness to work.
- Ex. : Though I would prefer Full-time position, I can also consider a part-time position for some situations.

19. Will you accept a lower position for time being?

- This question should be answered with polite refusal.
- Ex: I am afraid I would not be able to accept any lower position, since I want to be a part of your company

20. When can you join us?

- It is asked to check how eager the candidate is to join for that company.
 - Ex: As soon as I am released from my present job.
-

QUESTION BANK :

1. Discuss about the self introduction.
 2. Discuss about the Soft skills.
 3. Explain about the Interpersonal skills.
 4. Explain in detail about the Employability skills.
 5. Discuss about the Soft skills training programs.
 6. Discuss about the4 Resume preparation.
 7. Write about the Interview Tips and Questions.
-

UNIT- V

Group Discussion - Importance - Types of GD - GD Skills - GD Etiquette - Essential Elements of a GD - Movements and Gestures to be avoided in a GD

Objective:

Main objective is to know the nature and importance of group discussion, how to participate in group discussions, to understand the characteristics of successful group discussions and to know how to exchange opinions and suggestions in group discussions.

NATURE OF GROUP DISCUSSION

Group discussion is a systematic and purposeful interactive oral process which allows its participants to express views and opinions to other participants. The other definitions may be:

- ❖ GD is a group process, which involves person-to-person as well as person-to-group interactions for goal/group oriented interactions
- ❖ GD is Systematic one, in which participants are seated face-to-face and each have given equal opportunity to express their views to others.
- ❖ GD is a purposeful and goal oriented activity where each participant is aware of reaching the defined goal.
- ❖ It is necessary that you should understand the nature of the G D technique as well as its rationale and purpose.
- ❖ It is very important to know what personality traits the examiners would focus on. If you want to attain success in this challenge test, you should analyze its ingredients and grasp its techniques.
- ❖ As all the participants in a Group Discussion are rivals, there is bound to be competition and clash of interests among them.
- ❖ Everyone in the group would be keen to top in the discussion, resulting in a good deal of rivalry and maneuvering for situations of advantage.
- ❖ Thus in the group discussion- in this free for all- you have to manage others and get the cooperation of the group by continuously relating to situations as they keep developing and changing.

- ❖ The dynamics of the group will stimulate each candidate to reveal his/her inherent natural leadership qualities in a spontaneous manner. But only those who remain alert by adapting himself / herself to the changing situations as they emerge, and only those who utilize the opportunities with enterprise, imagination and tact come out successfully.
- ❖ Under these circumstances, the conduct and behavior of each candidate will bring to the surface his or her natural leadership, social, dynamic and organizing abilities in a spontaneous manner.
- ❖ Group Discussion is essentially a verbal-oriented performance and you have to talk your way out. With one's gift of the gab or power of expression. GD also requires the verbal display of the knowledge of the candidate.
- ❖ The more your ideas and the more your knowledge of the subject, the more interested, enthusiastic and confident you would become and the more fluent and forceful would be your speech and contribution to the discussion.

GROUP DISCUSSION VS DEBATE

<u>GD</u>	<u>Debate</u>
1. Co-operative group process	1. Competitive process
2. Positive exchange of views	2. Advocate nature in exchanging views
3. Both formal and informal	3. More formal in nature
4. Unlimited to express views	4. Limited. Speaker has 2 ways to express.

IMPORTANCE OF GROUP DISCUSSION SKILLS

GD is important for profession success of the candidate. There are 3 importance to conduct GD which is given below:

- I. **Problem solving** -> When a problem situation arises, concerned people make discussions to find out possible solutions
- II. **Decision making** -> When we need to take a decision for particular case, the matter is first discussed by a group and different aspects are analyzed, interpreted and evaluated as decisions
- III. **Personality assessment** -> Group of 6 to 8 members formed and given a topic to discuss within a limited time so that candidate's skills are closely evaluated.

Types of Group Discussion

We will classify group discussions based on the following:

- **Method of conduct**
- **Nature of topic**

Based on the Method of Conduct

Bases on the method of conduct, group discussions can be further classified into the following:

(i) Structured Group Discussion: In this type of group discussion, the topic is given to the participants by the selectors and a time-frame is allotted to complete the discussion. This is the most commonly followed technique for a group discussion.

(ii) Unstructured Group Discussion: In unstructured group discussions, unlike in the case of structured group discussions, the candidates themselves decide the topic with mutual consent. This formal method of group discussions is rarely used.

(iii) Role Play: In this type of group discussion, the candidates are given specific roles to play in the backdrop of a given situation. Within the framework of their role, the participants have to solve the problems inherent in the situation given to them.

(iv) Group Discussion with a Nominated Leader: Generally, no-one is nominated as leader of a group discussion and all participants are treated as equal. But in this type of a group discussion, a person is nominated as a facilitator or a leader of the group. He may summarize the discussion or solutions discussed at the end of the group discussion. Sometimes the leader is nominated by the group members themselves.

SKILLS OF SUCCESSFUL GROUP DISCUSSIONS

- ❖ Focus groups are widely used in qualitative research. Recently, focus groups that are held online have become increasingly popular despite the objection by some researchers that the Internet is a poor medium for focus group research.
- ❖ The present study was conducted to reveal differences in the characteristics of focus group discussions in the online and face-to-face formats. Participants in 4 online focus groups and 4 face-to-face focus groups discussed their opinions about several health-related Web sites. Statistical analysis of the transcripts suggested that online participants tended to contribute shorter comments and were more likely to say just a few words of agreement.

- ❖ In the online focus groups, participation levels tended to be more uniform; in the face-to-face groups, some participants tended to contribute a disproportionately large number of words, whereas other participants were relatively silent. The results suggest different roles for online and face-to-face focus groups in qualitative research.
- ❖ To explore student perceptions of factors contributing to the effectiveness of discussions in the reporting phase of the problem-based learning (PBL) process, where students report and synthesise the results of self-study. Forty-eight Year 1 and 2 medical students participated in 6 focus group interviews about the characteristics of effective group discussions and possible improvements.
- ❖ The data were analysed qualitatively in several stages.
- ❖ The analysis yielded 4 main characteristics of effective discussions: asking for, giving and receiving explanations; integrating and applying knowledge; discussing differences with regard to learning content, and guiding and monitoring the content and the group process of the discussion. Integrating and applying knowledge included structuring, relating and summarising information and providing examples from practice.
- ❖ Discussing different opinions included discussing a variety of literature resources and disagreements. The main learning effects mentioned by the students were retention, understanding, integration and application of knowledge. Students have clear ideas about what promotes effective discussions during the reporting phase.
- ❖ Their PBL experience has provided them with some insights that are in line with theory and research on collaborative learning.
- ❖ Future research should examine differences between student and tutor perceptions of the quality of discussions.
- ❖ Introductions to PBL for students and tutors should include training in asking open but focused questions, supporting explanations with arguments and dealing with conflicts about learning content.
- ❖ Tutors should be trained in giving effective and personal feedback. Collaborative creation of external knowledge representations (i.e. concept maps) should be advocated, as should variety of literature resources.

GD ETIQUETTE :

1. Agreement on Group goals:

This means let the participants to know why they are taking part in the discussion and to understand the topic clearly.

2. Goal oriented Interaction

This means group members promote meaningful interactions to attain the group goals.

3. Agreement on procedures

Participants of GD develop procedures to guide them. Procedure may contain how to organize presentation, how to exchange the views and how to reach group consensus and so on.

4. Cooperative and Friendly Atmosphere

GD environment must be cooperative, friendly and cordial atmosphere, even though disagreement is there, it should not lead to serious conflicts.

5. Use of Effective Communication Techniques

This means GD members keep the channels of communication open and speak clearly and precisely using simple words, short sentences, appropriate pronunciation and so on.

6. Equitable Distribution of Participation

This means each member in the GD round must be given equal importance and priority to share their views

7. Shared Leadership

This means that the leadership functions are shared based on every member's willingness and interest because there is no formal leader in GD.

ESSENTIAL ELEMENTS OF A GD:

There are 4 Major areas in evaluating the selection process in Group discussions. They are as follows:

- I. Subject Knowledge**
- II. Oral Communication Skills**

III. Leadership Skills

IV. Team Management

I. Subject Knowledge

- All candidates must have thorough understanding of the topic that they have to speak.
- They need to have wide range of subjects
- They should know national and international affairs, Socio-economic strategies, Scientific and environment issues

II. Oral Communication Skills

- **Listening skills** : It is very important because as GD starts, no person can contribute himself without listening properly. A good leader is a good listener too.
- **Appropriateness of Language** : It refers to the ability to use proper words and expressions in a particular language while making GD so that the listeners can understand the speech without confusion and misunderstanding.
- **Clarity of Expression** : It is the art of making your meaning clear to audience. To do this, we must have clear thinking, use of familiar language and so on.
- **Positive speech attitudes**: GD evaluates candidate's speech attitudes and adjustments. It checks whether candidate is a careless speaker, he uses positive words toward the listeners, he is sincere in speaking, etc.
- **Clear Articulation** : It plays an important role because all people in GD can be impressive when the candidate has very cheerful voice, a monotonous tone like do not speak too fast and too slow, but clear and distinct voice.
- **Non-Verbal Clues**: It includes eye contact, body movements, gestures, facial expressions to determine the personality factors such as weakness, insecurity, self-confidence, etc.,

III. Leadership skills

It includes:

- **Initiative** : It refers to someone in the group has to take initiative to start the speech by performing the following:

- Initiate a friendly atmosphere to all the audience
 - Clarify the main points and areas of agreement and disagreement
 - Promote positive Group interactions
 - Lead the GD in a positive and successful conclusion within the time allotted.
- **Analysis** : It refers to the ability to analyze the situation, a problem or a condition. That too, positive analysis of the suggestions and solutions must be exchanged during discussion to identify a common group consensus.
 - **Assertiveness** : A leader has to be bold and assertive without being offensive and rigid. It can help to encourage balanced participation, to deal conflicts effectively and to lead the discussion to a positive end.
 - **Self- Confidence** : It refers to talking with confidence and self-assurance. It is not only impress the panel members but also help to lead the group. Also to be remembered that overconfidence will lead failures and under-confidence will lead lack of productivity.
 - **Objectivity** : It is the quality of viewing the problem or situation very objectively. Candidate should be rational but not emotional utilizing concrete and foolproof illustrations and examples.
 - **Patience and composure** :During GD, Leader must never lose his cool nature and should keep patient profile in his face. He should tackle the situation with tact and patience.
 - **Persuasiveness** : It is the ability to persuade other group members to accept and believe in what one says. He must have strong, convincing and logical arguments with proper examples to believe others what he says.
 - **Motivation** : Organization always looks the one who is motivated and can accept challenges. Leader must motivate others to take part in GDs so that everyone to involve in the discussion and also to conclude successfully.

IV. Team Management

Team management includes the following skills:

- **Adaptability:** It refers to the ability to adjust with other members of the group and get along with them. In GDs, Every participant may differ from each other in IQ, Social attitudes, personal preferences, points of view and other aspects.
 - **Positive attitude:** It refers to the dealing of persons who is taking very aggressively to make quarrelsome, with enough tact and understanding. If leader has this attitude, he can bind the team in his control.
 - **Cooperation:** It refers to all members working as a team where each member supports the other member because success of GD lies between them .
 - **Coordination:** It refers to Team spirit while making GD. Leader should be assertive to coordinate all the people with a positive approach, a tactful handling of difficult situation, and so on.
-

MOVEMENTS AND GESTURES TO BE AVOIDED IN A GD :

GROUP DISCUSSION STRATEGIES

As GD is a systematic and purposeful process, there are 7 strategies in order to participate in GD rounds. They are:

1. Getting the GD Started
2. Contributing systematically
3. Creating a friendly cooperative atmosphere
4. Moving the discussion along
5. Promoting Optimal Participation
6. Handling conflicts
7. Effective closures

1. Getting the GD Started:

There is no one to start GD at the beginning level. Panel members in interview committee will give a topic with 45 minutes time for preparation. The candidates are left free completely for preparation. So after this time completed, an assertive and natural leader of the team has to get started the GD by opening the sentences such as :

- Well friends, May I request your kind attention?

- Hello Friends, May I have your kind attention to start my speech?

2. Contributing systematically

- Every one in GD round must be given equal chance systematically one after other so that to make their contribution. When he makes contribution, he must ensure that speech
- Related to what has previously been said by other member
- Focuses on the theme of discussion
- Directed towards the objective of GD
- Deals with particular point as per the requirement

3. Creating a Friendly cooperative atmosphere

- All participants must help the group to make lively and healthy discussions
- They must show interest of others speech
- Members should be appreciated with each other
- They should avoid being too formal with each other and they must be too friendly with each other

4. Moving the discussion along

- Leader should monitor to ensure that GD moves in a right direction so that every member gets some time to present views and no one interrupt them
- It is important to avoid any digression to be happened; the leader should request the members to come to the main points if they spoke unwanted things that will cause digressions in future.
- The leader may tackle this situation by saying:
- "I do understand your feeling but we should stick on to our main points only..."
- "That is not the main point of our topic so please return back"

5. Promoting Optimal Participation

- Make each member feel that their contribution is necessary to make Successful GD
- Try to control talkative members
- Avoid pushing GD too fast, and take care of slow speakers
- Recognize who are all not yet spoken and ask them to express their views

6. Handling conflicts

- There are differences of opinions during GD but do not let these conflict go against the basic purpose of GD
- Strictly follow the discussion procedure which is already defined
- Avoid conflicts between members and provide positive guidance to the group
- Help establish a friendly attitude of critical objectivity

7. Effecting Closure

GD must end with a positive conclusion. The leader must do the following during closure:

- Summarize the progress made by the group.
 - Put forward common points for agreement
 - Review the suggestions/views once again
 - Indicate the differences need to be resolved
-

TECHNIQUES FOR INDIVIDUAL CONTRIBUTION

GD Have 2 sections :

I. Individual contribution

II. Group interaction

Individual Contribution includes Topic analysis which may have,

- Discussion of opinions
- Discussion of Problems
- Discussion of Case studies

Topic analysis

It means examining all the aspects of the given topic by analyzing it completely by answering the following questions:

- What is this topic all about? – What do I know about it? – Does it require any personal judgment? – What is my point of view on this topic? – What's my approach towards this topic? What do I personally think about this topic?

Discussing Opinions:

It could be a one-sentence opinion. These opinions may relate to

- Social issues (Ex. : there should be no partiality in jobs)
- Economic conditions (Ex. : Money inflations have to be monitored)
- Moral issues (Ex. : Human cloning issues must be banned)
- Political concepts (Ex : Unemployment is getting increased in India)
- Ongoing issues (Ex : Koodankulam issue)

Discussing Problems

There are 3 types of problems :

- Problem of fact, here one is concerned with the truth of statement (ex: Air pollution in India have been increasing ..)
- Problem of value, here one is concerned with certain questions related to value judgments. (Ex : Is china supporting Pakistan against India)
- Problem of Policy, it is concerned with certain policy decisions (ex : How to tackle electricity problems in Tamilnadu state)

Discussion of Case studies

It refers to checking of candidate's analytical and problem- solving skills that demands immediate attention and solution of the problem.

The candidate has to follow 3 steps:

1. Begin with a brief presentation about the need of solving the problem
2. Suggest ways and means to solve the problem situation with several alternate solutions
3. Conclude by summarizing their plan to solve the case.

II GROUP INTERACTION STRATEGIES

This is the second part of GD round. To interact effectively with group, we must know how to exchange opinions and suggestion in front of the group.

1. Exchanging Opinions

It includes,

- **Ask for Opinions**, in which candidate may ask other people to give his/her opinion on any point you recently spoken
Ex : What is your opinion about this? – What do you feel about it? – Do you have anything to say?
- **Giving Opinions**, in which candidate can react to the views given by others either one of the following ways:
 - Strong way** : Ex : I have no doubt on this, I am sure that this is true,...
 - Neutral Way** : Ex : I think it may happen, It may happen...
 - Tentative Way** : Ex : In my point of view, It might happen...
- **Supporting Opinions**, in which candidate can try to support other's view with facts, examples, illustrations or arguments.
Ex : I am fully agree with his opinion that unemployment causes severe problems in India because
I think implementing helmet will reduce accidents as he says...
- **Balancing Points of View**, in which candidate can try to look at both sides of a given opinion.
Ex : Unemployment may cause serious problems in the country but however we can also try for self employment...
- **Agreeing and disagreeing**, these are the 2 aspects in GD interaction. When a participant wants to agree or disagree something, he should clearly express it to the listeners.
Ex: Strong agreement: " I strongly agree with... ", " I completely agree with..."
Neutral agreement: " I agree", "I think you are right...."
Strong disagreement: " I strongly disagree with...", "It is totally unacceptable.."
Neutral disagreement: "I think you are mistaken..."

II Exchanging Suggestions and Proposals

It includes,

- **Requesting suggestions**, Candidate may either directly request for suggestion to any person or it may be an open request in the group

Ex: Direct request: "what do you suggest? / What is your suggestion?.."

Open request: "Any suggestions? / Any recommendations..?"

- **Making suggestions**, Candidates particularly leaders may have to make suggestions to solve problems. We can make the following 3 ways:

Strong suggestions: "This is the only way to .../ This is the only solution for..."

Neutral suggestions: "I suggest that... / My recommendation is that..."

Tentative suggestions: "One way would be ... / one alternative could be ..."

- **Accepting and rejecting Proposals**, candidate can either accept or reject the proposals put forward by other members. It may be of Strong or weak support if you accept the proposal

Ex : **Strong support** : "I am sure that this is the best solution..."

Weak support: "Good idea / Fine / Ok.."

Similarly, when we reject proposals, we can make 3 types of rejections as follows:

1. **Strong rejections:** "It is not possible../ It is highly impossible.."
 2. **Standard rejections:** "I am sorry, but that is not possible.."
 3. **Diplomatic rejections:** "I appreciate your point of view but....."
-

*****UNIT V COMPLETED*****

QUESTION BANK:

UNIT - IV

TWO MARK

1. Define Exchanging Opinions.
2. State Discussion of Case studies.
3. Define Group Interaction?
4. What is mean by Individual Contribution?

5. What is mean by Adaptability?
6. What is mean by Co operation?
7. Define Oral Communication Skills?

FIVE MARK

1. Write about Nature of Group discussion?
2. What is the different between Group discussions Vs Debate?
3. Write short notes about Importance of Group discussion skills?
4. Explain about Selection Group Discussions?

TEN MARK

1. Explain in detailed about Leadership skills?
2. What is Team Management? Explain in detail.
3. Discuss about Group Discussion Strategies?
4. What are the Techniques for Individual Contribution?