FREEDOM ENGLISH ACADEMY

GIVING DISADVANTAGED YOUTH A PATH TO PROFESSIONAL JOBS

LEVEL 3 BOOK 5

This book has been issued to ..... (First Name) ..... (Family Name)

of Session ..... on ..... (DD/MM/YY)

GET COMFORTABLE **WITH** BEING **UNCOMFORTABLE.** IT'S ALRIGHT TO BE THE **ONLY PERSON** IN A GROUP DOING SOMETHING **DIFFERENT.**

CHARACTER IS WHO YOU ARE **IN THE DARK.** IT'S DOING RIGHT **WHEN NO ONE IS LOOKING.** CHARACTER **ENABLES** YOU TO **SMILE** AT YOURSELF IN THE MIRROR.

STUDENT WORKBOOK

REVISED - NOV 17, 2016

COMMUNICATE WELL WHAT YOU WANT TO CONVEY. IT'S **UNFAIR** TO EXPECT OTHERS TO BE **MIND READERS.**

ALL OUR **DREAMS CAN COME** TRUE IF WE HAVE THE **COURAGE** TO PURSUE THEM.

GREAT WORKS ARE PERFORMED NOT BY STRENGTH BUT BY **PERSEVERANCE.**

FREE One - Year Intensive English Course

Prepared by Art of Learning

About This Resource

English is the most commonly spoken language in the world, an international lingua franca. However, in a multi-lingual country like India, many who aspire to learn English are disadvantaged as they do not have the opportunity to experience and acquire it in their daily lives. AAM Foundation organizes Free English Classes for such students.

The language program at Freedom English Academy has 3 different levels of proficiency aimed at building comfort, confidence and competence in oral communication. In Level 3, the 1.45 hour long, 6 days a week classes have two parts - for 45 minutes the students learn the language using an international software OR practice the learnt concepts through written exercises in the Workbook; for 1 hour students practice oral communication through planned activities organized by the facilitator.

The purpose of this Workbook is to serve as a comprehensive resource for first generation learners of English language, organizing information to develop competence in spoken English at the Advanced Level (Level 3). In the next two months, students will focus on polishing their usage and deepening their understanding of the language. Students will be enrolled for Level 3 only after assessment of their language skills by the facilitator/external evaluators. The students complete the exercises on their own and seek assistance from the Facilitator, whenever necessary.

At the end of every week, there is a review/consolidation lesson, where the students recapitulate the learning of the week, participates in Book Discussions and learns keyboarding and touch typing. During the week, there is ample time provided for conversation so that the students develop confidence in speaking English. The facilitator must ensure that the students use pencil to complete the workbook exercises as it will allow them to make changes, if required.

This Student Workbook comprises 48 lessons as a part of Level III (Book 5) and must be completed in two months. After the successful completion of this book and regular attendance, the students will be given Level III (Book 6), the final book in the program. Book 5 must be retained in the center till the completion of Book 6 and must not be given to the students to take home, After completion of Book 6, both Level 3 books (Book 5 and 6) may be given to the students to take home for self study.

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LESSON 193

SINGULAR & PLURAL (REVIEW)

1. Write a paragraph to describe each of the pictures given above:

LESSON 194

SUBJECT-VERB AGREEMENT (REVIEW)

LESSON 195

TENSES (REVIEW)

LESSON 196

CONNECTIVES/COMPARISONS (REVIEW)

Exercise

A. Complete the sentences using 'but', 'and', 'because', 'so' and 'if':

1) Summer days are hot _____ sunny.
2) Swimming is fun _____ I don't know how to swim.
3) Frogs can hop _____they cannot fly.
4) You have to speak louder _____ he can't hear well.
5) _____ they like Amitabh Bachchan's movies, they will like Sholay.
6) Hina is late for the meeting _____ she is worried.
7) I have fever _____ a terrible headache.
8) Tina studied hard _____she failed the test.
9) Jahan is happy _____he has won the race.
10) _____ she takes the medicine, she will feel better.

B. Joining the sentences

Join the sentences below using the appropriate joining words - 'both', 'either/or' and 'neither/nor':

1. Farida likes helping her friends. So does Lalita.

   _____

2. Hari is married to Anita. Or is it Reena?

   _____

3. He never listens to or advises his friends when they have a problem.

   _____

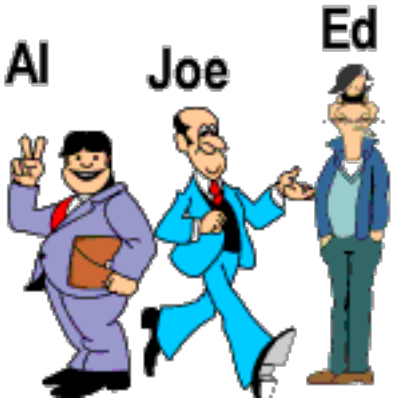
4. A true friend is someone who is caring and loving.

   _____

5. Ram should apologize or leave.

   _____

C. Compare the objects/persons in the pictures:



LESSON 197

DISCUSSION PROTOCOL (REVIEW)

LESSON 198

CONSOLIDATION

LESSON 199

POWER OF THOUGHTS

A. Penny For Your Thoughts

1. What drives your actions?

_____

_____

2. What drives your feelings?

_____

_____

3. What kind of thoughts trespass your mind every day?

_____

_____

4. a) Which of the above thoughts are positive?

_____

b) How do positive thoughts:

make you feel:	**make you behave:**

5. a) Which of the above thoughts are negative?

_____

b) How do negative thoughts:

make you feel:	**make you behave:**

6. Think about your journey of learning English so far and complete the table:

Feelings	Details
Excited	
Afraid	
Unsure	
Confident	
Other _____	

7. Think about your plan prepared during Lessons of Week 32 in Book 4 and complete the table:

Feelings	Details
Excited	
Afraid	
Unsure	
Confident	
Other _____	

B. Discuss:

"Just as we turn the key in the ignition of our car when we want to go somewhere, we should be able to find the ignition switch to our own mind. When we want to think constructively we switch the mind on and drive all the way to Los Angeles without any detours or breakdowns. Anger is a breakdown. Resentment is a protracted detour that often makes us forget our original travel plan entirely and then leaves us out of gas in the middle of nowhere." ~ Eknath Easwaran

1. Have you ever 'turned the ignition of your mind on to go somewhere' (planned an activity), 'started on the journey' (to do some good work for yourself or others) and faced 'breakdown' (anger) or 'detour' (resentment/jealousy/hatred/complaint)? If yes, explain?

   _____

   _____

   _____

   _____

2. How did you deal with 'breakdown' (anger) or 'detour' (resentment/ jealousy/ hatred/ complaint) affect your journey? Did you give in to or overcome 'breakdown' (anger) or 'detour' (resentment/jealousy/hatred/complaint)?

   _____

   _____

3. Did you reach your originally planned destination (achieve what you originally planned to achieve) or were you waylaid (did not achieve what you originally planned to achieve)? Why?

   _____

   _____

C. 1. What kind of breakdowns do you expect in your journey to :

complete the Free English Program	**bring about change in your community as per your Week 32 plan**

How will you deal with these breakdowns:

Free English Program	**Week 32 Plan**

2. What kind of detours do you expect in your journey to :

complete the Free English Program	**bring about change in your community as per your Week 32 plan**

How will your deal with these detours:

Free English Program	**Week 32 Plan**

LESSON 200

ATTITUDE IS EVERYTHING

A. Many years ago two salesmen were sent by a British shoe manufacturer to Africa to investigate and report back on market potential.

The first salesman reported back, "There is no potential here - nobody wears shoes."

The second salesman reported back, "There is massive potential here - nobody wears shoes."

Are you more like the first salesman or the second salesman?

_____

B. What does good attitude look/sound/feel like?

_____

_____

_____

_____

_____

What does bad attitude look/sound/feel like?

_____

_____

_____

_____

_____

C. What attitude have you encountered during execution of your plan?

Friends / Classmates	
Family	
Neighbours	

D. Is there something you can do to reverse the negative attitude demonstrated by your

friends / classmates	
family	
neighbours	

LESSON 201

DETERMINATION

The Road Less Travelled

Landless laborers, the Musahars, lived amid rocky terrain in Gaya, Bihar. They were regarded the lowest of the low in a caste-ridden society, and denied the basics: water supply, electricity, a school, a medical center.

Like all the Musahar men, Dashrath Manjhi worked on the other side of the mountain tilling the land for a landlord and quarrying stones. At noon, his wife Phaguni would bring his lunch after trekking for hours over the mountain.

One day, Phalguni reached him empty handed and injured. In the harsh heat, she had tripped on loose rock, and was badly injured. On seeing her tears, Dashrath Manjhi decided that he was not going to wait for anyone to solve this problem and that he was going to solve it himself.

After selling his goats, Dashrath bought a hammer, chisel, and crowbar. He climbed to the top, and started chipping away at the mountain. “That mountain had shattered so many pots and claimed so many lives. I could not bear that it had hurt my wife. If it took all my life now, I would carve us a road through the mountain.”, he said.

He would start early in the morning, chip the mountain for a few hours, then work on the fields, and come back to work on the mountain again. He would hardly sleep. The villagers gradually began to respect him, and started donating food to his family. He eventually quit his wage job, and started spending as much time as he could, breaking the mountain.

Then, Phaguni fell ill. The doctor was on the other side of the mountain, but the road leading to it was 75 kms long. Unable to make the journey, she passed away. Her death made him more determined.

While cutting the mountain Dashrath would often get hurt by the rocks falling from the unyielding mountain. He would rest and then start again. After 10 years, as Manjhi chipped away, people saw a cleft in the mountain and some came to help.

In 1982, Manjhi broke through that last thin wall of rock, and walked into the other side of the mountain. After 22 years, Dashrath Das Manjhi, the landless laborer, had broken the mountain: he had carved out a road 360 feet long, 30 feet wide. Wazirganj, with its doctors, jobs, and school, was now only 5 kms away. People from 60 villages could use his road. Children had to walk only 3 kms to reach school. Grateful, they began to call him ‘Baba’, the revered man.

But Dashrath did not stop there. He began knocking on the government’s doors, asking for the road to be tarred and connected to the main road. To get the government’s attention,

he walked along the railway line all the way to New Delhi, the capital. He submitted a petition there, for his road, for a hospital for his people, a school and water. In July 2006, Dashrath went to the then Bihar Chief Minister Nitish Kumar's 'Junta Durbar'. The minister, overwhelmed, got up and offered 'Baba' his chair; a rare honor for a man of Manjhi's social status.

The government rewarded his efforts with a plot of land; Manjhi promptly donated the land back for a hospital. They also nominated him for the 'Padma Shree', but the forest ministry officials fought the nomination, calling his work illegal. "*I do not care for these awards, this fame, the money*," he said. "*All I want is a road, a school, and a hospital for our people.* "

On August 17, 2007, Dashrath Manjhi, the man who had conquered a mountain lost his battle with cancer. "I started this work out of love for my wife, but continued it for my people. If I did not, no one would."

Today, his people are still poor. There are electricity poles, but no electricity; a tube well, but no water; no real hospital or livelihoods.

After all these years, they face another mountain: mountain of poverty and helplessness.

~ Adapted from: http://www.thebetterindia.com/

1. In your own life, do you know anyone with the determination like that of Dashrath Manjhi?

_____

_____

2. Describe this person to your class. (Use vocabulary related to both appearance and personality to describe).

_____

_____

_____

_____

Daisaku Ikeda - "When your determination changes, everything will begin to move in the direction you desire. The moment you resolve to be victorious, every nerve and fiber in your being will immediately orient itself toward your success. On the other hand, if you think, "This is never going to work out," then at that instant every cell in your being will be deflated and give up the fight."

LESSON 202

IT'S A CHOICE

A. From the time we wake up to the time we go to bed, we make choices. Reflect on some of the choices you make in a regular day.

Time of the Day	Choices	More Tempting Choice	Choice you make	Reason/s for making that choice
Morning	Wake up when the alarm rings OR Put the alarm off and go back to sleep.	Put the alarm off and go back to sleep.	Wake up when the alarm rings	To get to school in time.
Afternoon				
Evening				
Night				

B. Eknath Eswaran says, “Today we are surrounded by a bewildering array of glittering lifestyles and models of behaviour, most of which just deliver the opposite of what they promise. We need to make wise choices every moment just to keep from being swept away. For a long time, these choices are not easy. It takes real courage and endurance to go on making such choices day in and day out. But once you begin to taste the freedom it brings, your will find a fierce joy in choosing something of lasting benefit.”

What are some of the choices you have to make in:

Work/Place	Choices	More Tempting Choice	Choice you make	Reason/s for making that choice
learning and using English?				
implementation of your Action Plan ?				
interacting with people?	Using English -			
	To get their support for your action plan-			
balancing coming to the centre with your other responsibilities like tuitions, exams, housework etc.?				

LESSON 203

POWER OF DIALOGUE

A. 1. What kind of conflicts do you come across in your daily lives?

_____

_____

_____

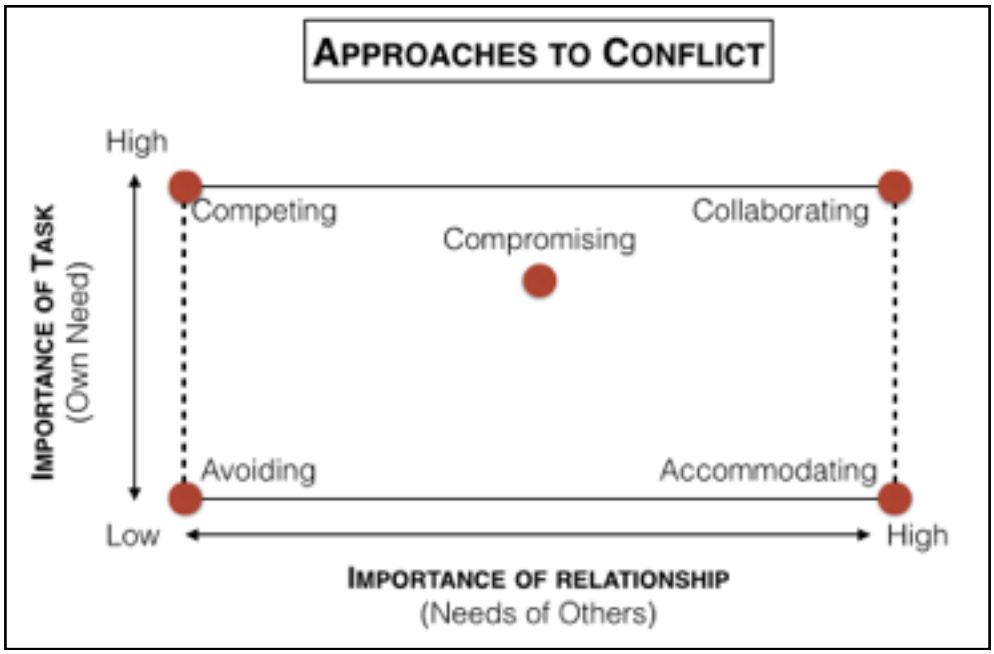
2. What causes most/some/all if these conflicts?

_____

_____

_____

3. What are different ways of handling conflicts?



4. Look at the graph given above and what is your approach most of the time? Why?

a. In school / at work (illustrate with an example): _____

_____.

b. At home (illustrate with an example): _____

_____.

b. In the community (illustrate with an example): _____

_____.

5. Is that approach helpful to you and others or you/others only?

   a. In school/at work.

   _____

   _____

   b. At home.

   _____

   _____

   c. In the community (with neighbours etc.)

   _____

   _____

6. Are you satisfied with your approach or would you like to change it ? If change, what will you have to do to adopt the new approach?

   _____

   _____

   _____

> The reality today is that we are all interdependent and have to co-exist on this small planet. Therefore, the only sensible and intelligent way of resolving differences and clashes of interests, whether between individuals or nations, is through dialogue.
>
> ~The Dalai Lama

B. What qualities are required to resolve conflicts peacefully?

_____

C. Given below are some of the qualities that are required for peaceful settlement of a conflict. What do they mean to you and how important is each?

Beliefs	**Meaning**	**Ranking**
Nonviolence		
Empathy		
Fairness		
Respect for self & others		
Patience		

Communication	**Meaning**	**Ranking**
Non-aggressive expression/tone		
Appropriate vocabulary		
Active listening		
Speaking to be understood		

Creative Thinking	**Meaning**	**Ranking**
Analyze problems from multiple perspectives		
Think of mutually-satisfying possibilities		

LESSON 204

CONSOLIDATION

5 Shortcuts to Increase Your Typing Speed

We all know that typing speed matters. Being able to type quickly and accurately might be the only skill that stands between you and another equally qualified applicant.

If you didn't have the benefit of taking a typing course or two in school, how do you get those skills up to par in a short period of time so that you can compete for these high paying positions?

Here's 5 shortcuts that will help you increase your typing speed in no time. We don't guarantee overnight results but, if you follow these tips you'll definitely get a leg up on the competition.

Technique Matters

Touch typing is 80% technique, 10% accuracy and 10% speed. People who are masters at touch typing will tell you that without proper hand position and typing technique, you'll only be able to type at a moderate pace. Using proper technique will make learning to type much easier and improve typing speed.

Errors are Opportunities for Improvement

When you first start learning to touch type, you're going to make some errors. In fact you might make a lot of them. Your success really depends on how you view making those mistakes – do you see them as a failure or as an opportunity to improve?

People who see their mistakes as an opportunity to improve generally learn faster than people who don't. Your mindset plays a big part in how quickly you learn and how much information you are able to take in.

Repetition Never Gets Boring

Touch typing is all about muscle memory, which means that your muscles will need some time to adjust to the new techniques that you are learning. The best and quickest way to do this is through repetition.

By doing the same exercise over and over you will be able to ingrain those movements into your muscle memory. If you are using an online typing tutor, set a high standard for yourself. Make a decision to master a technique 100% before moving on to the next lesson.

This may seem more time consuming upfront but, if you do this the subsequent lessons will be easier since they are built upon the techniques taught in the previous lessons.

Good Posture Can Work Wonders

Posture is one of the most overlooked factors when it comes to learning to type quickly. Poor posture not only takes a toll on your muscles, but can affect your energy levels and accuracy as well.

Good posture while typing will keep up your energy levels and also allow your fingers to rest in the correct position. Keeping correct posture allows you to type faster, more

accurately and will help prevent injury. The correct posture to have while typing is relaxed with feet squarely on the floor and wrists level with the keyboard.

Don't Look at the Keyboard

Another great trick to help you increase your typing speed in a short period of time is to avoid looking at the keyboard. Initially, this may result in more mistakes, but you will learn the positions of the keys at a much higher rate without using the keyboard as a crutch.

Because it can be tempting to simply look down at the keyboard, try covering the keyboard and your hands with a piece of paper while you type.

Practice, Practice, Practice…

Finally, the best way to increase your typing speed is through good old practice. While practice isn't necessarily a shortcut and requires dedicated effort, it really is the best way to see results. If you practice your typing skills regularly, you will see an improvement that can make all the difference in helping you land your dream job.

Adapted from - http://www.typingtest.com/

LESSON 205

LEARNING CONTRACT - 5

Tick the appropriate box:

On a scale of 1-5 (1 being the lowest and 5 being the highest), rate your keyboarding:										
	Student					**Facilitator**				
	①	②	③	④	⑤	①	②	③	④	⑤
technique										
accuracy										
speed										

On a scale of 1-5 (1 being the lowest and 5 being the highest), rate achievement of your Action Plan prepared in week 32:										
	Student					**Facilitator**				
	①	②	③	④	⑤	①	②	③	④	⑤
Changes within me.										
Changes in my family.										
Changes in my friends.										
Changes in my community.										

Areas of Improvement	_____

Plan for Improvement:
1.

2.

While speaking in English, how often do you use the following <u>correctly</u>:					
	Never	**Rarely**	**Sometimes**	**Mostly**	**Always**
Intonation	☐	☐	☐	☐	☐
Vocabulary	☐	☐	☐	☐	☐
Grammar	☐	☐	☐	☐	☐
Polite phrases	☐	☐	☐	☐	☐
Pronunciation	☐	☐	☐	☐	☐

Areas of Improvement	_____
Plan for Improvement: 1. 2.	

On a scale of 1-5 (1 being the lowest and 5 being the highest), rate your participation in Library Program:										
	Student					**Facilitator**				
	①	②	③	④	⑤	①	②	③	④	⑤
Borrow books regularly.										
Read books regularly.										
Maintain books well.										
Participate in Book Discussion.										

Areas of Improvement	_____
Plan for Improvement: 1. 2.	

Have you been:				
	Student		**Facilitator**	
attending classes regularly?	☐ Yes	☐ No	☐ Yes	☐ No
participating in activities?	☐ Yes	☐ No	☐ Yes	☐ No
using only English in the center?	☐ Yes	☐ No	☐ Yes	☐ No
speaking English with your friends/family?	☐ Yes	☐ No	☐ Yes	☐ No

When listening to others, are you able to:						
	Student			**Facilitator**		
	No	Sometimes	Yes	No	Sometimes	Yes
understand the message completely?	☐	☐	☐	☐	☐	☐
understand the accent/pronunciation?	☐	☐	☐	☐	☐	☐
make inferences/draw conclusions?	☐	☐	☐	☐	☐	☐
pull out information relevant to the discussion/conversation	☐	☐	☐	☐	☐	☐

Areas of Improvement	_____

Plan for Improvement:
1.

2.

How often do you participate in:					
	Never	**Rarely**	**Sometimes**	**Mostly**	**Always**
Question of the Day?	☐	☐	☐	☐	☐
Music Activity?	☐	☐	☐	☐	☐
class discussions?	☐	☐	☐	☐	☐
Jeopardy games?	☐	☐	☐	☐	☐

Areas of Improvement	_____

Plan for Improvement:
1.

2.

LESSON 206

IMPULSIVE VS. RATIONAL

The Brahmani and The Mongoose

Once upon a time, there lived a man named Dev Sharma with his wife. They were blessed with a son and were very happy. Dev Sharma wanted to have a pet animal to give company to the child. His wife agreed.

Dev Sharma went around the village and bought a mongoose as a pet for his child. His wife didn't like the idea of mongoose as a pet for her child but since the pet was already bought, she accepted it. Soon, both started loving the mongoose as their own child. Yet, Dev Sharma's wife never left her son alone because she did not trust the mongoose, fearing that it could harm her son.

One day, Dev Sharma and his wife had to go out and leave the child behind. He assured his wife that the mongoose would take care of the child while they would be away. So, they left the child in care of the mongoose at home and went out. Soon after they left, a cobra entered the house. Fearing danger to the child, the mongoose attacked the cobra. They had a bloody fight and the mongoose killed the cobra.

When the mongoose heard footsteps of Dev Sharma and his wife, he went out to greet them. The wife panicked to see the blood stained mouth of the mongoose. She inferred that the mongoose had killed the child. Without a second thought, she threw a heavy box on mongoose and the mongoose died on the spot. Then she quickly entered the house to see her child and to her great surprise, she found her child sleeping quietly in the cradle.

She saw a snake bitten into pieces lying near the cradle. She realised that the mongoose had saved her child. Dev Sharma's wife was struck by grief that she had killed the mongoose that was like a sibling to her son. She cried at her hasty action.

Adapted from the *Panchtantra*

A. 1. Summarise the story:

_____

_____

_____

_____

_____

2. What is the main idea of the story?

_____

_____

B. 1. Would you consider yourself a rational or impulsive person?

_____

_____

2. Discuss with class an incident/anecdote when you behaved impulsively ? Did it help you/others?

_____

_____

3. Discuss with class an incident/anecdote when you behaved rationally ? Did it help you/ others?

_____

_____

LESSON 207

STEREOTYPES

A. Choose The Apprentice

Group Activity: You are a business owner. You need to 'hire' a few people. These are your candidates.

A

B

C

D

E

Out of the given candidates, who would you hire for the following roles?

Role	Who would you hire?	Reason
Train you to run marathons.		
To learn about Mars.		
Manage your computer business.		
Set up a sports academy.		
Buy you a house.		

1. What stereotypes do you have (gender, caste, religious, nationality, etc)?

_____

_____

2. How do these prevent you from being open-minded about people?

_____

3. What types of stereotypes do others have about you?

_____

LESSON 208

TRUTH VS RUMOUR

The Power of Rumour

Once upon a time, a hare was resting under a banyan tree in a forest. He thought, “What would happen to me, if the earth cracks open?” Suddenly, he heard a weird, loud sound. He said, “It’s happened, the earth is cracking up.” He jumped up and ran madly without even looking.

When he was running through the forest, another hare saw him and asked, “What happened?” The hare cried, “The earth is cracking up. You better run too.” The second hare joined him and both of them shouted to other hares, “The earth is cracking up.” Very soon, thousands of hares were running through the forest.

On seeing hares, the other animals also got frightened. The news spread fast and everyone came to know that earth was cracking up. All the animals joined the race and their cries of fear created chaos all around.

A lion standing on a hill saw all the animals running and wondered, “What is the matter?” He ran down the hill and positioned himself in front of the crowd. He shouted at them, “Stop!” The powerful roar of the lion stopped the animals. A parrot yelled, “The earth is cracking up.” The Lion asked, “Who told you?” The parrot replied, “I heard it from the monkeys."

When the monkeys were asked, they replied that they had heard it from the tigers. The tigers said that they were informed by the elephants. The elephants said that the buffaloes had told them about it. Finally, the hare who started this was identified.

The Lion asked the Hare, “What made you think that earth is breaking up?” The Hare answered, “Your Majesty, I heard it cracking with my own ears.” The Lion investigated the matter. He came to know that the sound had been caused by a large coconut falling from a tree. The coconut fell on a pile of rocks causing a minor landslide.

The Lion said to all the animals, “Go back to your homes. The earth is absolutely safe. Next time check a rumour before believing it.” Feeling embarrassed, the animals went back to their homes.

Adapted from the *Panchtantra*

A1. Summarise the story:

_____

_____

_____

_____

_____

2. What is the main idea of the story?

_____

_____

B1. Why do rumours begin and spread?

_____

_____

_____

2. When you are told something by someone, do you verify? If yes, how? If not, why?

_____

_____

_____

3. How does a rumour impact the person it is about and person starting/spreading it?

_____

_____

_____

LESSON 209

GREED VS. SATISFACTION

Old Tiger and the Greedy Traveler

Once upon a time, there lived an old tiger in a forest. He was too old to hunt. One day, the tiger was walking by the lake and saw a gold bangle. He quickly picked up the bangle and thought that he could use it to catch a prey. He made a plan to catch his prey. Just then, he saw a traveler walking along the other side of the lake.

The tiger instantly thought to himself, “What a delicious meal he would make?” He made a plan. Holding the bangle in his paw so that the traveler could see it, he said, “Would you like to take this gold bangle? I don’t need it.” The traveler wanted to take the bangle but he hesitated to go near the tiger. He asked the tiger, “How can I believe you? You are a beast and would kill me.”

The clever tiger said, “Listen traveler, in my youth I was wicked but now I have changed. Now I am all alone in this world. Moreover, I have grown old. I have no teeth and my claws are blunt. So, there is no need to be afraid of me.” The greedy traveler was taken in and his love for gold soon overcame his fear of the tiger. He jumped into the lake to swim across to reach the tiger and get the gold bangle.

As planned by the tiger, the traveler got trapped in the lake. The tiger said, “Oh! You need not worry. I’ll help you.” Gradually he came towards the traveler and caught him. As the traveler was being dragged out, onto the bank, he thought to himself, “Oh! This beast's talk of saintliness fooled me completely. A beast is always a beast. If only I had not let my greed overcome my reason, I could be alive.” However, it was too late.

Adapted from the *Hitopadesa*

A1. Summarize the story:

_____

_____

_____

_____

_____

2. What is the main idea of the story?

_____

_____

B1. Are most people around you greedy or satisfied?

_____

2. What are most people greedy about? What are most people satisfied about?

_____

3. What are some of the positive and negative consequences of greed?

Positive:

_____

_____

Negative:

_____

_____

Eknath Easwaran says - “Even people with money, power, prestige and everything they have been seeking in their careers can have problems.....To me this is proof that money and power are not our need, that the human being cannot be satisfied with that. It is natural to feel that a little status or recognition would not be unwelcome in addition to earning a good livelihood, yet all the world’s great religions teach us that getting something out of life, whether it is money or recognition or power or prestige, is not our real need. Giving to life is our real need.”

LESSON 210

CONSOLIDATION

LESSON 211

PERSONAL RESPONSIBILITY

A1. What roles do you play in life?

1. _____	2. _____
3. _____	4. _____

2. What are your responsibilities in the roles mentioned above?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

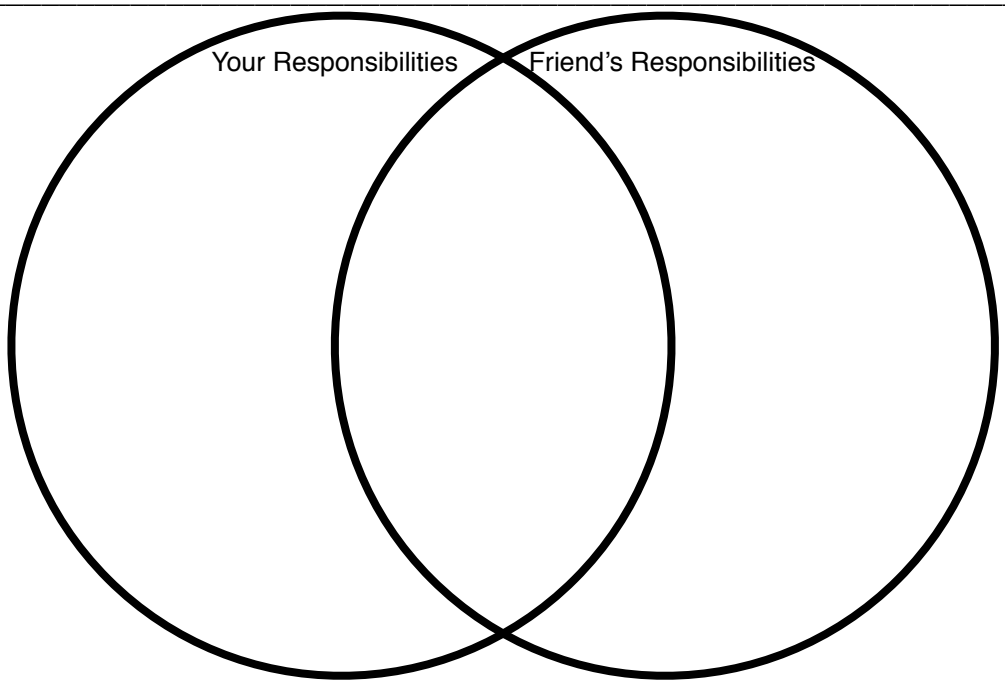
3. Compare your responsibilities with those of a friend.

_____

_____

_____

_____



B. During Book 3 & 4, you had adopting some personal goals with regard to adopting the growth mindset (Book 4 Lesson 154) and personal hygiene (Book 3 Lesson 131 and reviewed in Lesson 139 & 144 of Book 3), how responsible have you been in accomplishment of those goals?

On a scale of 1-5 (1 being the lowest and 5 being the highest), rate how responsible you have been in the accomplishment of those goals:										
Goal	**Student**					**Facilitator**				
Growth Mindset	①	②	③	④	⑤	①	②	③	④	⑤
Personal Hygiene	①	②	③	④	⑤	①	②	③	④	⑤

LESSON 212

WORK RESPONSIBILITY

A1. What are your responsibilities at work?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

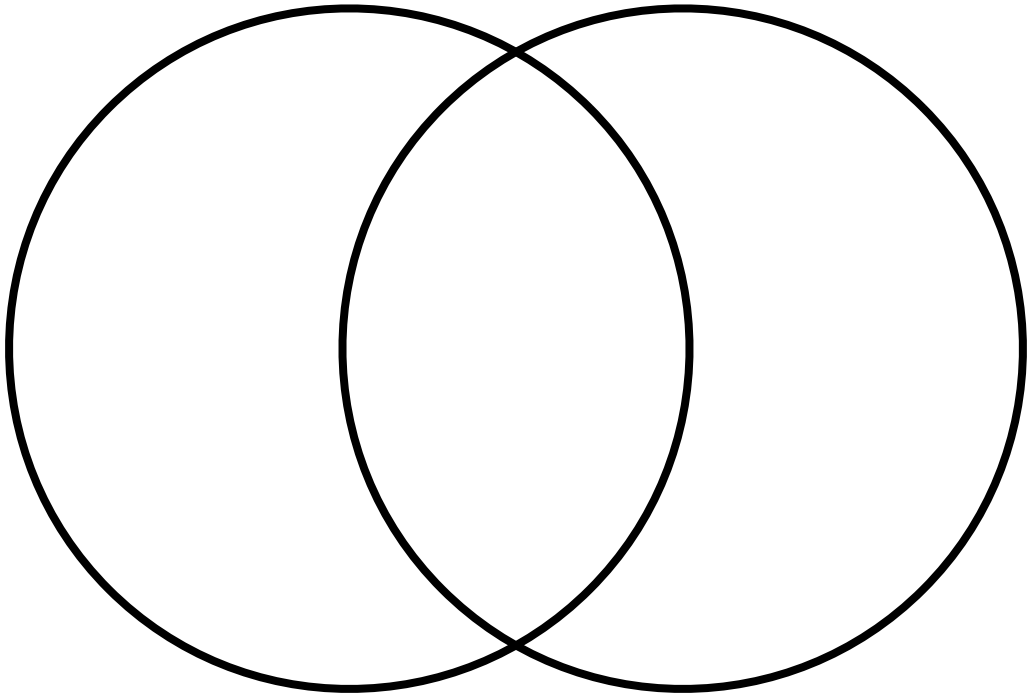
2. Compare your responsibilities with those of a friend.

_____

_____

_____

_____



B. According to Randy Pausch, who was professor of computer science, human-computer interaction, and design at Carnegie Mellon University in Pittsburgh, Pennsylvania. USA:

A good apology has 3 parts:

Part 1 - I am sorry.

Part 2 - It was my mistake.

Part 3 - How can I correct it?

And then do something about it.

When it is your fault at work/school, how often do you :					
Parts of Apology	**Student**				
	Always	**Often**	**Sometimes**	**Rarely**	**Never**
say - “I am sorry”?					
say - “It was my mistake”?					
say - “How can I correct it”?					
do something to correct it?					

LESSON 213

CIVIC RESPONSIBILITY

What is civic sense?

Civic sense is nothing but social ethics. It is consideration by the people for the unspoken norms of society. A lot of people assume that civic sense is just about keeping the roads, streets and public property clean. But civic sense is more than that; it has to do with law-abiding, respect for fellow men and maintaining decorum in public places. A lot of foreign countries function in a smooth manner because of the strong civic sense amongst its people.

In India, with the exception of a couple of lessons in school, not a lot of attention is given to civic behaviour. Schools and homes do not teach their children about the importance of civic sense and how it could make a difference to the country as well as the quality of their lives.

Why is civic sense important?

Separatism, vandalism, intolerance, racism, road rage etc. are all examples of lack of civic sense. People are becoming less and less tolerant of each other, of other's cultures and backgrounds. Living in the city has become difficult because people have no consideration whatsoever for fellow city-dwellers.

Disregard for the law is a primary cause for lacking civic sense. A person who has high civic values does not resort to shortcuts and unethical tactics to get his work done. And being unethical in daily activities does not benefit anyone, as the behaviour only gets copied by other members of society.

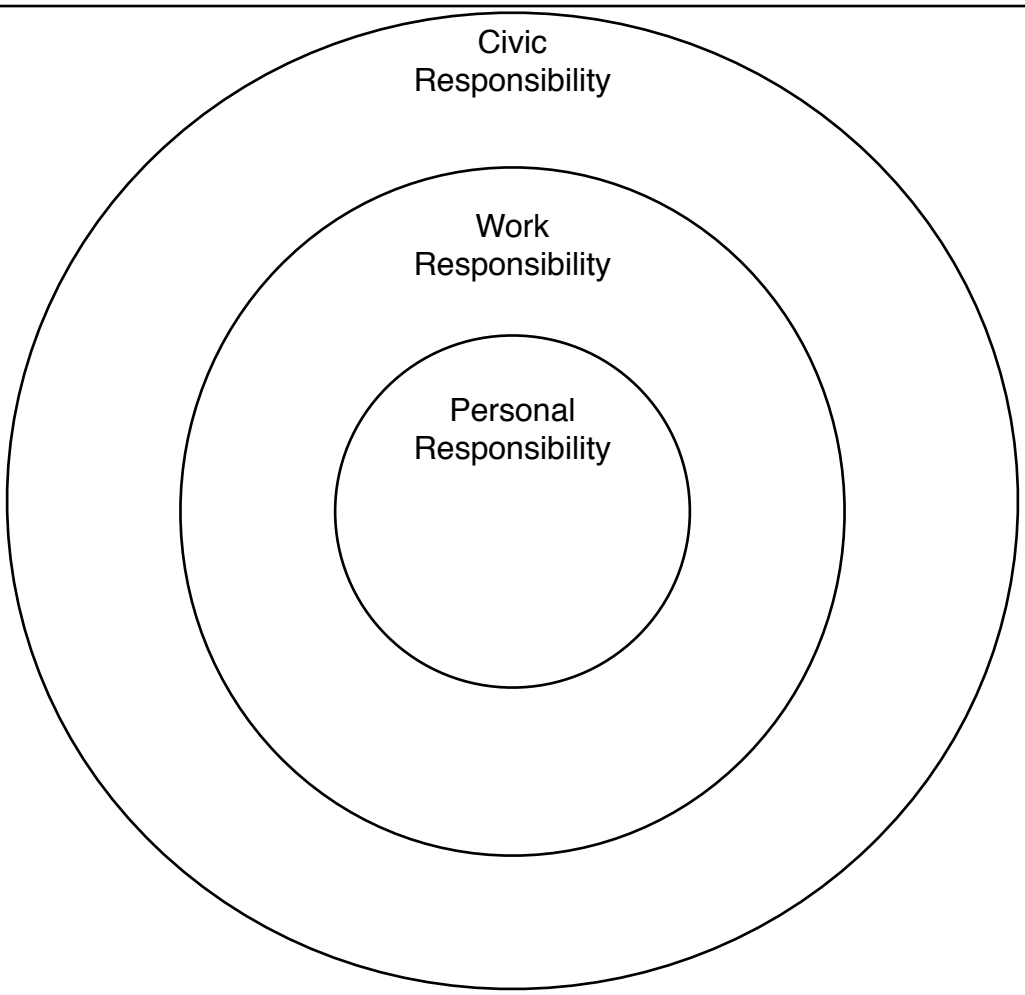
For example, being inconsiderate towards fellow society members will only come right back at you. You have to be social, mature and unbiased when it comes to situations in public. The current state of public transport, for example, is disheartening. And we have no one to blame but ourselves for this condition.

There are spit marks, urine, graffiti, random garbage and overflowing sewers at every nook and corner of India. It is easy to pin everything on the government, but people must first question themselves and their own civic sense. Roads are not dirty because nobody cleaned it, but because somebody dirtied it in the first place.

And such dirt and grime is not acceptable to anybody; it exists only because everybody does it. Even swine flu, which is quickly spreading across the country, was caused by the absence of hygiene. It does not help that people are irresponsible with the disposal of bio-waste. And people continue to indulge in such behaviour in spite of knowing the harmful effects.

Using 'everybody does it' is an excuse and only an excuse. In India, even prominent personalities indulge in proud displays of lack of civic sense. Take for example, ministers who delay planes with complete disregard for other passengers or companies that freely pollute rivers and lakes.

~ Adapted from www.indiaparenting.com


Civic
Responsibility
Work
Responsibility
Personal
Responsibility

LESSON 214

SPIN-A-YARN

WANGARI MAATHAI

EARLY LIFE AND EDUCATION

Born on April 1, 1940, in Kenya, Wangari Maathai grew up in a small village. Her father was a farmer. In those days, girls were not to be educated, but Maathai's family decided to send her to school.

An excellent student, Maathai was able to continue her education at the Loreto Girls' High School. She won a scholarship in 1960 to go to college in the United States. Maathai earned a bachelor's degree in biology in 1964. Two years later, she completed a master's degree at the University of Pittsburgh.

Returning to Kenya, Maathai studied veterinary sciences at the University of Nairobi. She became the first woman in East Africa to earn a doctorate degree.

GREEN BELT MOVEMENT

Maathai wanted to end the destruction of Kenya's forests and lands caused by development and stop the negative impact it had on the country's environment. In 1977, she launched the Green Belt Movement to reforest her beloved country while helping the nation's women. "Women needed income and they needed resources," Maathai explained to the People magazine. "So we decided to solve both problems together."

Proving to be very successful, the movement is responsible for planting more than 30 million trees in Kenya and providing roughly 30,000 women with new skills and opportunities. Maathai also challenged the government on its development plans and its handling of the country's land. She was beaten and arrested numerous times.

"Nobody would have bothered me if all I did was to encourage women to plant trees," she later said, according to The Economist. “But I started seeing the links between the problems that we were dealing with and the root cause of environmental degradation. And one of those root causes was misgovernance."

After several failed attempts, she finally earned a seat in the country's parliament. In 2004, Maathai was given the Nobel Peace Prize for "her contribution to sustainable development, democracy and peace”.

LATER YEARS

In her final years, she battled cancer. She died on September 25, 2011, at the age of 71.

She remains a powerful example of how one person can be a force for change. As Maathai once wrote, "What people see as fearlessness is really persistence."

Adapted from http://www.biography.com/

LESSON 215

DISCUSSION

Blue Hat: _____

White Hat: _____

Green Hat: _____

Yellow Hat: _____

Black Hat: _____

Red Hat: _____

LESSON 216

CONSOLIDATION

LESSON 217

NEWSWEEK - 1

Read the article given below and give it a suitable headline:

_____

Bangalore: Chief Minister Siddaramaiah has expressed the need for a uniform education system to ensure equality and upliftment of students from economically weaker sections of society.

He was here on Saturday to present cash awards to students in Kannada medium schools in Bangalore and Mysore divisions who passed Class 10 and PU exams with distinction.

Mr. Siddaramaiah said students from the lower strata of society had been suffering because of the caste system and they should not be discriminated against in the name of English-medium education.

Mr. Siddaramaiah said there was difference in development between those studying in English-medium schools and others. A uniform education system for government and private schools would remove it. He said he had scored a first class in Class 10 in Kannada medium, but slipped to second class in University because he had to study in English.

H. Mahima of Viveka Girls High School at Kota in Udupi district received a cash award for scoring 99 per cent marks in the SSLC exam. Daughter of a hotelier in Kota, Mahima wants to take up medicine.

The Hindu
October 13, 2013

LESSON 218

NEWSWEEK - 2

Read the article given below and give it a suitable headline:

_____

HYDERABAD: If you thought gender bias was loaded against women in rural areas, it does not seem to reflect at least in one — rural business processing organizations (BPO). In fact, most BPOs in rural India declare that over 60% of their employees are women and in some cases, its even 100%.

The percentage of women in BPOs in the urban areas is around 50%. "While in terms of skill-sets and their understanding of a task/project, women are as good as men. But women tend to stay on for loyalty sake and are less likely to jump ship," said HR Manager of Desicrew Solutions, a rural BPO.

In the rural set-up, there are few such other jobs on offer, he told TOI at a national conference on rural BPOs organized by Byrraju Foundation, which operates GramIT, a rural BPO. About 80% of the employees of Desicrew, which is operating in seven villages of Tamil Nadu, are women and it also has two all-women centres. According to Director of Vintes, rural boys have more opportunities to go out to cities for better paying jobs, while girls usually stay back in the village because of societal/family reasons, even if they are educated.

All 100 people working with Vintes, operating in three Kerala villages, are women. But lack of other opportunities is not the only reason why women are more in number in rural BPOs. "We give the same entrance test to both boys and girls. But somehow girls seem to be more successful in our test and 75 of our 125 people are girls," said Senior Vice-president of HDFC Bank, who set up the first centre of the bank's BPO at Nellore in Andhra Pradesh. For Source for Change (SFC), an all-women BPO, the focus on women is a way of tapping their talent. While there is a high rate of female literacy in the area, they are not employed due to lack of opportunities and social reluctance.

Empowerment of rural women is the driving factor for some rural BPOs, for JSoft Solutions, which currently has an all-women BPO 'The Data Hali' at Bellary in Karnataka, it is also a matter of necessity. "Many fathers do not like the idea of sending their daughters to work along with boys. So, it made sense to have a women-only BPO," said CEO of JSoft.

Padmaja Shastri
The Economic Times
May 26, 2008

LESSON 219

NEWSWEEK - 3

Read the article given below and give it a suitable headline:

_____

COIMBATORE: A group of differently-abled people submitted a petition to the district collector Archana Patnaik on Tuesday morning with a list of demands, hoping they would be met in the state and Centre's budget this year. The demands include increasing reservation for them in education and professional sectors and free housing.

A few representatives from the Differently-Abled Association Organizing Committee met the collector with a list of 10 demands. "We want them to increase reservation in colleges and for government jobs from 3 percent to 6 percent," said T Sadasivam, a visually impaired person who is the president of the committee.

Another demand is the increase in monthly pension, from Rs1000 to Rs 3000. "Due to steep inflation in the last five years, the pension amount is hardly enough to meet expenses," said A Kanniyappan, secretary of the committee who is physically handicapped. They also want the government to provide land and housing. They claim that only 20 percent of the applicants have been allotted land.

The group also urged the collector to conduct a fresh census to update the number of disabled in the district so that welfare measures could reach all of them. Kanniyappan suggested a national identity card for the disabled that would contain all relevant details that could be used to avail welfare measures. "They keep asking for more documents to avail schemes like monthly pension, housing schemes and other support systems," he said.

Equal treatment of differently-abled sportspersons and concession on fuel were also requested. "We want our disabled sportspersons who have won medals in the special Olympics and Asia level tournaments to be treated on a par with other sportsmen in terms of prize money," said Sadasivam.

Interest free loans to start business ventures independently was another of their demands.

Times of India
February 18, 2015

LESSON 220

NEWSWEEK - 4

Read the article given below and give it a suitable headline:

_____

Hear hear, ye over-ardent Romeos and Juliets caught in the throes of love! Next time, don't be so quick to etch a message of your love onto the walls of a historical monument to 'immortalise' your relationship - unless you are ready to pay a fine.

In fact, with the Union Ministry of Culture strengthening punishment for those who deface structures of national and historical importance, the act could even see you cooling your heels in jail for no less than two years.

And then there's the possibility that you would have to shell out the Rs 1 lakh fine as well as serve the jail time.

India's rich cultural heritage is perhaps best represented by the many majestic structures, each of which symbolizes the unique characteristics of the time in which it was built.

Sadly, they have long suffered at the hands of people who consider them little more than canvases to be abused. There is a severe shortage of attendants to actively protect our historical monuments. In the entire country, there are around 1,537 vacancies in the security staff - with Delhi alone accounting for 222.

Until recently, those caught were asked to pay a fine of Rs 5,000 - measly given the nature of damage - or sentenced to three months in jail. But this failed to prove a strong enough deterrent, so the ministry of culture made the penalty more stringent.

"The duration of jail sentence has been increased from three months to two years, and the fine from Rs 5,000 to Rs 1 lakh, or both, to contain the defacement of monuments of national importance," Union culture minister Chandresh Kumari Katoch said.

In Delhi, the ministry has formed a coordination committee, in collaboration with the Delhi Police, for taking action against the culprits. "We have strengthened the security team by deploying private guards at some of the monuments," Katoch said.

The ASI has also roped in state police personnel for the job. At some of the more sensitive monuments, namely the Taj Mahal in Agra and Delhi's Red Fort, security has been entrusted to the Central Industrial Security Force.

Adapted from an article in www.dailymail.co.uk
Published on August 15, 2013

LESSON 221

NEWSWEEK - 5

Read the article given below and give it a suitable headline:

_____

A group of teenage footballers from a village near Ranchi in Jharkhand have achieved something which even sportsperson with the best facilities and support in cities would only dream of.

Eighteen tribal girls representing Yuwa India under-14 all-girls team were placed third among 10 all-girls teams from Spain playing for the Gasteiz Cup in Spain on July 13. The girls - students of village schools in Ormanjhi, 20 km from Ranchi who played outside their village for the first time - were placed third after two wins, two losses, and one draw against international teams.

The team's guru, the founder and Executive Director of Yuwa-India, Franz Gastler, a 30-year old American who had first come to Jharkhand four years back to teach in villages, shared the story of the team's journey from Ranchi to Spain.

Excerpts from an email interview:

What was the biggest challenge you and the team faced to reach Spain?

Obtaining the documents to allow the girls to travel. Most girls did not have official birth certificates (as they were born at home).

Yuwa doesn't have the staff to get these for eighteen girls, so the girls and their parents took the task on. At first, mothers and fathers accompanied the girls to the local Panchayat office. But as the weeks dragged on into months, the parents could not leave their fields and day labour jobs to follow up repeatedly. The girls reported to us that the panchayat official had slapped several of them in the face when they arrived to follow up on the work. He made many of them sweep his office floor, and demanded bribes from all of them. He told them that if the girls went to Spain, I would sell them into slavery.

How did the families respond to the girls' participating in the tournament?

It was also a challenge getting support from the parents. While all the parents wanted their daughters to get this opportunity, most could not understand what a massive opportunity this really was. Most had never been outside of Jharkhand, and going abroad was hard to imagine. We run classes and practices in three villages, and girls come from 10 villages to attend the program. My staff and I spent days tracking down parents in far-flung villages to sign documents - although they had been told to meet us and sign documents at a certain time / date, they would sometimes leave for weddings etc. far away, and with no means to contact them.

The girls were often left to fend for themselves.....they have to fight for everything.

But that's one reason I admire these girls so much. They take on the challenges in their lives with courage, devotion and team spirit. Their grit and hunger to improve their lives and the lives of those around them often leaves me in awe.

What support have you got from the state and central government so far?

We've received no support from the state government as of yet. We have applied for land on a long-term lease because the land we play on is disappearing from right under our feet as land buyers come in, buy up the land and put brick walls around it. Right now our proposal is sitting with the Sports Secretary, and she has said that without the support of the Jharkhand cabinet ministers, nothing will happen.

I don't know what has become of the panchayat official. The last I heard he was still in the same office. The Inspector General CID Jharkhand was very helpful when we brought this to his attention. He said we can file a report, which we did.

Anumeha Yadav
The Hindu
August 3, 2013

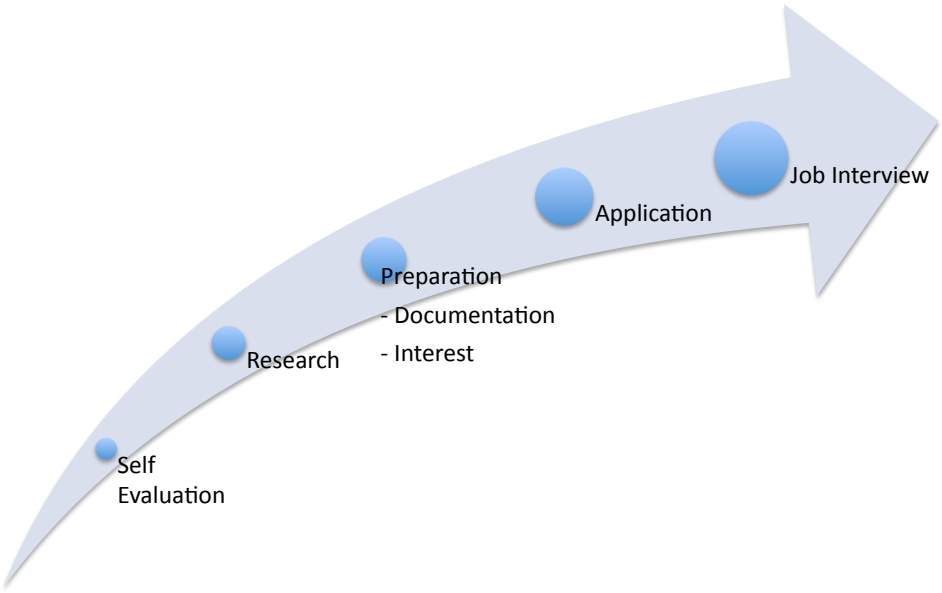
LESSON 222

CONSOLIDATION

LESSON 223

JOB SEARCH

1. Job Search - The Process



Self Evaluation	Interest, ability, qualifications
Research	1. Family / Friend / Acquaintance 2. Newspapers / fliers, etc. ✱ HT Careers ✱ Times Ascent ✱ Classified section of daily newspapers ✱ Company fliers ✱ "Help Wanted" as window displays in stores 3. Online Portals a) Company websites - ✱ careers / job opening section (b) Job portals - ✱ www.naukri.com ✱ www.timesjob.com ✱ www.monsterindia.com ✱ www.devnetjobsindia.org 4. Employment Exchange (refer to Appendix 6 in Student Workbook) for details
Documentation / Interest	Documentation ✱ Cover Letter ✱ Résumé / CV ✱ Supporting Documents Interest ✱ Grooming, Hygiene ✱ Body Language ✱ Verbal Response
Application	Mail In-person Online
Job Interview	Pre-interview skills Interview skills Post-interview skills

LESSON 224

RÉSUMÉ WRITING

Job Openings

Below are some job openings advertised in the local daily. In groups, select an opening that interests you and complete the exercises in the following pages.

Group	Options
Group 1 - Retail	1. Job opening as cashier at Big Bazar 2. Job opening as floor assistant at Reliance Store
Group 2 - Hospitality	1. Job opening as Counter Boy/Girl at Cafe Coffee Day 2. Job opening at the Reception desk at a hotel
Group 3 - Computers	1. Job opening as Data Entry Operator at Marks and Spencer 2. Job opening as Customer Care Representative at BPO
Group 4 - Travel & Tourism	1. Job opening as a Travel Desk Executive for Makemytrip.com 2. Job opening as a Travel Guide with Delhi Tourism
Group 5 - Cargo	1. Job opening as ground staff at Indira Gandhi International Airport 2. Job opening as Field Executive with Blue Dart
Group 6 - Secretarial	1. Job opening as PA to the Director of a factory 2. Job opening as a Secretary to the Principal of a school
Group 7 - Academic	1. Job opening as an Assistant Teacher in Kidzee School 2. Job opening as Tutor in a coaching institute

Exercises

A. Research the position:

Position	Response
How did you come to know about it?	
Why is it of interest to you?	
Who would you address the letter to?	
Qualification that makes you eligible to apply.	
Your experience related to this position?	
What makes you suitable for this job?	

B. Write your résumé:

LESSON 225

PREPARING FOR JOB INTERVIEW

Checklist for:_____

Criteria	Y or N

LESSON 226

PERSONAL GROOMING

The Ant and the Chrysalis

An ant was running about in search of food when he came across a chrysalis that was near its time of change. The chrysalis moved its tail and attracted the attention of the ant, who looked up.

"Poor, pitiable animal!" cried the ant. "How sad! While I can run here and there and climb the tree, you lie imprisoned in your shell."

The chrysalis heard all this, but did not reply.

A few days after, when the ant passed that way again, nothing but the shell remained. Wondering what had become of its contents, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly.

"Look at me," said the butterfly, "your much-pitied friend! Boast now of your powers to run and climb if you can get me to listen."

So saying, the butterfly rose in the air, and, carried by the summer breeze, and it flew far away.

For something to be beautiful, _____

_____

_____

For something to be well-groomed, _____

_____

_____

A. Exercise

You are interviewing candidates for the position of Manager and all 5 candidates that you interviewed are equally capable and qualified. If this is what the 5 interviewees came dressed as, who would you were to hire for the position of Manager? Why?

1

tablet.todayonline.com

2

styleuneed.com

3

www.dreamstime.com

4

en.wikipedia.org

5

www.jabong.com

_____

_____

_____

_____

B. To get ready for an interview:

Action	Do/Don't
Wear party shoes/sandals (men).	
Wear very bright and shiny clothes.	
Keep your hair tidy and well combed.	
Polish your shoes.	
Carry a handkerchief.	
Put a safety pin where buttons are missing.	
Tuck your shirt (men).	
Wear best jeans and T-shirt.	
Wear sports shoes so that you can walk faster.	

B. Checklist:

Do's	Don'ts
Dress	
Personal hygiene	

LESSON 227

FACING THE INTERVIEW

LESSON 228

CONSOLIDATION

LESSON 229

WORK ETIQUETTE

A. Read & share:

Office Etiquette: Tips To Overcome Bad Manners At Work

James didn't realize he was causing anger and frustration among his coworkers. Because he scheduled meetings back-to-back, he would regularly show up to his next meeting 10-15 minutes late. James also checked his email messages and took cell phone calls – during meetings.

Worse yet, because James wanted his manager to view him as productive, he did not take days off when he was sick; choosing, instead, to come to work and expose his coworkers while he coughed and sneezed his way through the day.

Unfortunately, the workplace can become stressful when employees don't follow basic office etiquette. Why is office etiquette important? Because bad manners at work can be bad for business by negatively affecting employee morale and productivity.

To ensure a happy and productive work environment, every employee (not just management) should act as a role model by demonstrating the following good manners:

- Stay at home when you're sick.
- Always show up on time for meetings.
- Put your cell phone on vibrate mode to prevent disturbing others.
- Pay attention during meetings and avoid multi-tasking, such as scrolling through emails on your phone or computer.
- Don't hold meetings in your cubicle and distract those sitting close nearby. For meetings with three or more people, go to a conference room or a meeting room.
- Eat lunch in the cafeteria or designated area. Avoid eating smelly food at your desk.
- Be aware of how loud you speak on the telephone.
- Avoid wearing perfume or cologne at work.
- Respect your co-worker's property (and company property).
- Don't yell and scream at others.

If a coworker is discourteous and does not follow the above mentioned:

- Don't reciprocate with bad behaviour.
- Stay calm and don't get emotional or angry. Sometimes a sympathetic comment is the best way to direct a coworker toward better behaviour.
- Meet with the person privately and explain how his or her bad manners are affecting you.
- If the bad behaviour continues or worsens after you've spoken with the offender, seek help from your manager or HR.

A co-worker pulled James aside and, while chatting over coffee, pointed out his poor workplace manners and how they were negatively impacting others. The co-worker then

expressed her own frustration and anger with how James had disrupted a meeting she had recently led. James was shocked by the feedback; he had been unaware of how his poor manners were affecting others. He immediately changed his behaviour and even apologised to several coworkers.

To improve company culture, don't be afraid to approach coworkers (or managers) who display bad manners at work. The worst scenario is to allow poor behaviour to continue, as this can decrease employee morale and productivity – it can also send a message that this type of behaviour is OK. So speak out, but do so with kindness and compassion.

By Lisa Quast: Source - www.forbes.com

B. Some more work etiquettes:

1. Be on time - it shows that you respect your and other people's time.
2. Dress appropriately - All work places expect employees to dress up smartly and formally. Some work places have a uniform.
3. Do not speak negatively about colleagues and seniors.
4. Ask for permission before you borrow from your colleagues.
5. Use 'please' and 'thank you' often.
6. Greet colleagues and seniors when you see them.
7. Do not speak loudly as it will disturb the others in the workplace.
8. Do not take personal calls during office hours, unless it is an emergency.
9. Keep your desk/office tidy and clean.
10. Respect the cleaning and support staff.
11. Keep your mobile phone on silent or a soft sound.
12. Address colleagues/seniors formally.
13. Make newcomers feel welcome.
14. Knock before you enter rooms of seniors/colleagues.
15. Do not interrupt seniors/colleagues during a meeting.
16. _____
17. _____
18. _____
19. _____
20. _____

LESSON 230

ROLE PLAY

BUSINESS ETIQUETTE AROUND THE WORLD

Brazil

Though meetings often run late, never leave early.

Be aware of big, popular celebrations, such as Carnival, during which almost everything shuts down. Brazilians are social and passionate about these events, and prioritise them over doing business.

Brazilians stand very close and use physical contact during conversations. In Brazil, closeness inspires trust, and trust inspires long-term relationships.

Canada

Be on time. Canadians tend to be extremely punctual and meetings are well-organised and adhere to time schedules.

China

Give yourself a Chinese name if you're an non-Chinese conducting long-term business. It's considered a sign of respect and commitment.

Bring a small gift from your hometown or country to business meetings.Chinese businesspeople appreciate presents. One gift to avoid: clocks as they represent death. Also, do not use white, black or blue wrapping paper.

The Chinese will decline a gift three times before finally accepting, so as not to appear greedy.

Business meetings are very formal events and dinner meetings can feature many rounds.

Germany

A no-nonsense culture, Germans are hard-working and business events are very structured, serious engagements.

Japan

Expect each of your counterparts to bow during an introduction. Wait for them to initiate a handshake because it is less common, and sometimes avoided.

The exchange of business cards is a very formal act that kicks off meetings. Present your card with both hands while facing your colleague.

During meetings, the most senior person leads discussions and members of his or her party may not say a word. Follow this lead and have the most senior member of your team participate in discussions.

When entering a meeting, you should sit across from your counterpart with a similar level of experience. Your junior staffers should not sit across from senior team members.

By Susan Adams: www.forbes.com

LESSON 231

SUCCESS AT WORK

You are new at the job. Given below are some things that will contribute to your success at work:

A. Stick to Your Work Schedule

1. Always be on time to work.
2. Try not to take time off in the first few weeks of a new job.
3. If you know that you will be late or not coming in, call your supervisor before office starts.
4. Return from breaks on time. Let your supervisor know when you will be away from your seat.

B. Follow the Rules at Work

1. Know the company rules and procedures. Read the employee manual and if you are unsure of company policy, ask your supervisor.
2. Act maturely and dignified at work.
3. If you have a problem at work, follow the proper chain of command and approach your immediate supervisor first.

C. Dress Appropriately

1. Read and follow the company dress policy.
2. Always come to work clean and well groomed.

D. Act Professionally

1. Prove that you can work independently/responsibly and are serious about getting things done or doing them well.
2. Speak clearly. Use language appropriate for a work environment. Never use curse words and slang or speak too casually to customers and supervisors. Write clearly, with no misspelled words or abbreviations.
3. Make eye contact and pay attention when people speak with you.

E. Be Flexible

1. Situations change at work frequently. Being able to accept change adds value to you as an employee.
2. Manage your time so you can meet deadlines and prioritise work.
3. Avoid standing around talking when there is work to do or a customer to help.
4. Take on new projects or learn new skills. This shows initiative and leadership.

5. Be assertive and express your opinions and ideas politely. It shows interest in your job and creativity.

6. Company equipment must not be used for personal work. Avoid using your cell phone (talking, texting, surfing the internet, etc.) for non-work related activities during work hours.

7. Never use alcohol while working. Getting caught will not only put your current job in jeopardy, but could keep you from getting hired for other jobs.

F. Get Along with Others

1. Be a team player and help coworkers with projects.

2. Bring urgent matters to the attention of your supervisor in a timely manner.

3. Get to know coworkers who are positive and productive. Avoid people who are negative, gossipy, or have poor work habits.

4. Be sensitive to political, religious, or cultural issues.

G. Have a Good Attitude

1. Be positive and friendly. Respect your supervisors, coworkers, and customers.

2. Ask for help when you need it. Be calm and focused under pressure.

3. If you make a mistake, admit it right away and find out how to fix it.

4. Keep your emotions under control.

Adapted from: *http://www.iseek.org*

LESSON 232

WORKPLACE CHALLENGES

Whether you are new to the workplace or an old employee, there will be problems at work. Your attitude will determine whether you are a part of the problem or solution.

The following are a few workplace challenges and how to deal with them:

Problems with Coworkers

Low performing coworker: If a coworker's poor work habits are affecting your job performance, explain respectfully to him/her how their behaviour is affecting you and what you would like to see changed. If that does not work, speak with your or the coworker's supervisor.

Disagreeable coworkers: They create an unpleasant work situation. Avoid them if possible, be pleasant when you have to work with them, and stand up to them when necessary. Talk with them calmly, in private, about how their behaviour makes you feel. If that does not work, speak with your or the coworker's supervisor.

Workplace Ethics and Integrity Issues: Say "no" to requests that make you feel uncomfortable. In some cases, these issues need to be reported to your supervisor. Follow policies at your workplace.

Getting Along with Your Boss: Avoid blaming, accusing, or gossiping about your boss. Offer a solution that will help both of you meet your goals. If the problem can't be resolved, contact his/her supervisor and HR department for help.

LESSON 233

EXCELLENCE AT WORK

A. Ethics and Excellence:

1. Mark the following as WE if it is work ethics and EW if it is excellence at work:

i.	Pride in Work	ii.	Honesty
iii.	Good Communication	iv.	Problem Solving
v.	Regularity	vi.	Time management Skills
vii.	Punctuality	viii.	Organizational Abilities

2. Identify some qualities of an excellent employee:

a. _____

b. _____

c. _____

B1. Leave / Absence from Work

Identify 3 valid reasons for absence from work:

a. _____

b. _____

c. _____

2. What does an excellent employee do when he takes leaves to ensure that his / her work, doesn't suffer?

_____

_____

_____

_____

C. Honesty

How are the qualities of an honest employee different from those of a dishonest one?

An honest employee _____

_____

_____

A dishonest employee _____

_____

_____

D. Attitude

Put a ☑ for the right attitude and ☒ for the wrong attitude at work:

a. Happy to help others.

b. Takes frequent leaves due to personal work.

c. Complains and blames others.

d. Interested in learning, changing and growing.

e. Is enthusiastic.

E. Effort:

Put a ☑ for the right effort and ☒ for the wrong effort at work:

a. Arrives for work on time.

b. Waste time at work.

c. Put in a full shift.

d. Works smart as well as hard.

e. Submits incomplete work.

f. Gets distracted easily by colleagues and friends.

g. Asks for all the things that are needed to do the job efficiently and completely.

h. Gives up easily.

F. Customer Service:

Write 'G' after good customer service and 'B' after poor customer service

a. Greets customers.

b. Talks with colleagues while customers wait.

c. Says, 'It's not my job.'

d. Listens patiently.

e. Takes customers to items they are looking for.

f. Admits and apologizes for errors.

f. Complains to customers about colleagues and boss.

g. Promises something that the company cannot deliver.

G. Teamwork:

Arrange the following into Do's and Don'ts for becoming a team player:

1. Be shy and keep to yourself.
2. Greet your colleagues when you arrive and say goodbye when you/they leave.
3. Pick up other people's things without permission.
4. Clean up your work area and common areas.
5. Blame/fight with the boss.
6. Take responsibility.
7. Wait for problems to be fixed.

Do's	Don'ts

LESSON 234

CONSOLIDATION

Feedback I received on the résumé that I typed in:

LESSON 235

BEATING THE ODDS - 1

Subhashini Mistry (West Bengal)

Subhashini Mistry lives in a village called Hanspukur just about 20 km south of Kolkata. Her husband, a poor labourer, died in 1970s. Soon after his death, she decided that she would not let anyone else face the kind of difficulties she had to face due to lack of healthcare. She had to bring up her five children. Over the next 20 years, she toiled as a housemaid, manual labour and vegetable seller and saved Rs. 20,000. Meanwhile, she educated her son Ajoy and got him to be a doctor with some help from philanthropists. She motivated the residents of Hanspukur to pool in money and established Humanity Trust and bought about half an acre of land and established a hospital in a small hut.

Rangaswamy Elango (Tamil Nadu)

Till recently, Rangaswamy Elango was the president of the panchayat of Kuthambakkam, a village near Chennai. A few years ago, the village was fraught with poverty and lacked basic infrastructure. Violence against lower castes and women was common, and 35 per cent of its population was involved in illicit liquor brewing. Today, the village has been transformed and has good basic infrastructure in place. The villagers are now busy building an environment-friendly local economy based on a co-operative model, producing their basic necessities (like food and clothing) within their own village. Inspired by Gandhi, Elango has successfully implemented his vision of true 'Gram Swaraj', a self-sufficient village. He says, "Do the right thing and then face the consequences fearlessly. The only way to make problems go away is to face them. There is no other solution."

Lakshman Singh (Rajasthan)

His creative method of rainwater harvesting has made Laporia, a small village near Jaipur, drought-proof and poverty-free. Starting in his home village, Singh has spread the idea to over 200 other villages benefiting more than 3,50,000 people. Lakshman Singh and his friends in Laporia used 'Chauk' method of groundwater recharging. A series of bunds, channels and pits are dug over a 5 km. stretch in a checkerboard-like pattern, following the natural slope of land. Rainwater flows slowly across the Chauk system resulting in the retention of topsoil and increase in moisture content. This also helps in recharging groundwater. Lakshman Singh's vision and dedication has made this possible. Today, Laporia has abundance of nature, water, greenery and joy. Everyone practises organic farming in the village.

Tulasi Munda (Orissa)

Tulasi Munda was born into a poor tribal family in the remote and poor Serenda region of Orissa. She learnt to read and write by herself. Inspired by Mahatma Gandhi, Vinobha Bhave and Jayaprakash Narayan, she decided that the only gift that she could give to her people would be education. Almost 35 years ago, she established a school under a tree in her village. She sold puffed rice to raise money. Over the years, the school has educated over 20,000 people. Her organisation, Adivasi Vikas Samithi, runs the school in Serenda and has 16 outreach centres in the villages of Keonjarh district to make primary education available to the poor.

Javed Ahmad Tak (Jammu and Kashmir)

Javed Ahmed Tak lives in a small town called Bijbehara, about 150 kms from Srinagar. He is paralysed below the waist and wheelchair bound after getting hit by a terrorist's bullet few years ago. Javed now runs a school that teaches life and computer skills to disabled children and helps them to be as normal as possible. Javed also happily takes in the children of known terrorists.

Chewang Norphel (Ladakh)

This 75-year-old designs and builds artificial glaciers at heights of 13-15,000 ft above sea level by refreezing the glacial water. His technique is simple and cost effective. At about Rs. 3 lakh per glacier, it is the only hope for the water-starved region of Ladakh. If his dream of building 50 artificial glaciers in Ladakh comes true, this cold desert can become green and farmers can grow vegetables in summer. The natural glaciers have receded by 50 per cent in the last 50 years due to global warming. Chewang builds simple 'bunds' using stones and little mortar, held together by an iron mesh.

Courtsey: http://www.unsung.in/

Choose one of the heroes from above and write:

A day in the life of that hero:

_____

_____

_____

_____

_____

_____

_____

_____

What would be some of his/her challenges?

1._____

2._____

3._____

What qualities must he/she possess to overcome those challenges?

Challenge	Quality

What can you learn from this hero?

_____

_____

_____

Does that learning help you overcome any of your challenges? How?

_____

_____

_____

LESSON 236

BEATING THE ODDS - 2

Rose Siggins

Rose Siggins was born with a deformation of spine that can limit use of the legs. She had her legs amputated at the hip at age 2 and learned to walk on her hands by age 3. She later had artificial legs but preferred getting around on her skateboard and performing everyday activities. 39-year old Rose works as an auto mechanic in Colorado, USA. She has a 13 year old son and a 6 year old daughter. After the birth of her daughter Siggins had her appendix and gallbladder removed, then suffered through the onset of diabetes and pancreatitis.....

She says, "A lot of people with disabilities feel that life owes them something, and I was raised in a way that no one owes you a dime," she said. "The world doesn't owe you anything. This is what you have and you use your resources to get through life. My personal opinion is, get up and go for it. Just do it."

Years of walking on her hands and pushing have damaged her arm joints. "I'm developing arthritis and my big fear is ending up in a wheelchair," she said. "My skateboard's so important to me - it is the difference between feeling trapped and feeling free. I couldn't get by without it. And the kids think it's cool!"

As Siggins seems to have done most of her life, she's tackling this obstacle head-on. She is raising funds for a new skateboard that is lighter in weight, higher above the ground and have more surface area to accommodate her body.

Adapted from an article by Ron Dicker

The Huffington Post
Posted: 09/08/2012

Nick Vujicic

Hi Friend,

My name is Nick Vujicic and I am thankful to have been born 30 years ago with no arms and no legs. I won't pretend my life is easy, but through the love of my parents, loved ones, and faith in God, I have overcome my adversity and my life is now filled with joy and purpose. I reside now in California with my wife, Kanae.....

I was born and raised in Melbourne, Australia, and it was a shock to my parents that I arrived without limbs. There is no medical reason for it. My parents did their very best to keep me in the mainstream school system and give me every opportunity to live to the fullest. I was blessed to have a brother and a sister as my best friends.

At the age of eight, I could not see a bright future ahead and I became depressed. When I was ten years old, I decided to end my life by drowning myself in a bathtub. After a couple attempts, I realized that I did not want to leave my loved ones with the burden and guilt that would result from my suicide. I could not do that to them.

I wasn't depressed my entire childhood, but I did have ups and downs. At age thirteen I hurt my foot, which I use for many things like typing, writing and swimming. That injury made me realize that I need to be more thankful for my abilities and less focused on my disabilities.

I was fifteen years old..... janitor at my high school inspired me to start speaking about overcoming adversity when I was seventeen. I spoke only a dozen times to very small groups over the next two years. Then I found myself in front of three hundred sophomore (grade 10) students and I was very nervous. My knees were shaking. Within the first three minutes of my talk, half the girls were crying, and most of the boys were struggling to hold their emotions together.....

I realized that we all need love and hope and that I was in a unique position to share that with people around the world. While majoring in both accounting and financial planning at a university, I also worked on developing my abilities as a speaker. I worked with a speaking coach who helped to cultivate me as a presenter. He especially worked on my body language as my hands flew everywhere at first!

.....Dream big my friend and never give up. We all make mistakes, but none of us are mistakes. Take one day at a time. Embrace the positive attitudes, perspectives, principles and truths I share, and you too will overcome.

Sincerely,
Nick Vujicic

Courtesy: http://www.attitudeisaltitude.com

LESSON 237

WINNERS AND LOSERS

SWOT Analysis

Strengths What do you do well? What resources are available to you? What do others see as your strengths?	**Weaknesses** What could you improve? What resources do you need but do not have? What do others see as your weaknesses?
Opportunities What opportunities are open to you? What resources could you take advantage of? How can you turn your strengths into opportunities?	**Threats** What threats could come in your way of being successful? What threats do your weaknesses create?

Winners and Losers

Winners are part of the answer;
Losers are part of the problem.

Winners sees a solution to every problem;
Losers see a problem for every solution.

Winners have a plan;
Losers have an excuse.

Winners say, "Let me do it for you";
Losers say, "That's not my job."

Winners say, "It may be difficult but it is possible";
Losers say, "It may be possible but it is too difficult."

When winners make a mistake, they say, "I was wrong";
When losers make a mistake, they say, "It wasn't my fault."

Winners say, "I must do something";
Losers say, "Something must be done."

Winners are a part of the team;
Losers are apart from the team.

Winners see the gain;
Losers see the pain.

Winners see possibilities;
Losers see problems.

Winners believe in win-win;
Losers believe for them to win someone has to lose.

Winners use hard arguments but soft words;
Losers use soft arguments but hard words.

Winners stand firm on values but compromise on petty things;
Losers stand firm on petty things but compromise on values.

Winners translate dreams into reality;
Losers translate reality into dreams.

Winners empower;
Losers control.

Winners are part of the solution;
Losers are part of the problem.

Winners are not afraid of losing;
Losers are afraid of winning.

Winners say, I was wrong;
Losers say, It was not my fault.

Winners make time;
Losers waste time.

Winners say, I'm good but not as good as I can be;
Losers say, I'm not as bad as a lot of other people.

Winners listen to what others say;
Losers wait until it's their turn to talk.

Winners catch others doing things right;
Losers catch others doing things wrong.

Winners learn from others;
Losers resent others

Winners see opportunities;
Losers see problems.

Winners say, There ought to be a better way;
Losers say, That's the way it's always been done.

Winners celebrate others;
Losers complain about others.

Winners expect success;
Losers expect failure

Winners do it;
Losers talk about doing it.

Winners say, I'll plan to do that;
Losers say, I'll try to do that.

Winners make it happen;
Losers let it happen.

Winners plan and prepare;
Losers hope for things to happen to them.

˜Author Unknown

LESSON 238

REFLECTIONS OF A LEARNER

English as an Additional Language (EAL) Listening & Speaking Continuum for Student Self-evaluation

New to English

- I can listen to someone speaking English when my teacher reminds me.
- I can do what my teacher tells me, one step at a time.
- I watch others to know what I'm supposed to do.
- I answer "hello" and "goodbye" by nodding and using my body.
- I can answer simple questions (like "How are you?").
- I ask for things I need with one word or I use my hands to show what I mean.
- I understand some of what people say but I use my body to answer.
- I understand what is happening in the classroom, but I can't use English words yet.
- I know the names of things we learned in class.
- I can repeat English words and short sentences with help from my teacher and friends.
- I can repeat English words when I hear them.
- ☑ I can speak some English with help.
- ☺ I like learning English.

Early Acquisition

- I enjoy stories in English if there are pictures that tell me what the words mean.
- I can do as my teacher tells me, two steps at a time.
- I can answer "hello" and "goodbye" with one or two words in English.
- I can use one word to answer questions.
- I can say more English words and can answer when someone talks to me (like "I'm fine" and "this car").
- When my teacher helps me, I can answer some questions in class.
- I can use some words I learned in class.
- When my teacher helps me, I can understand what goes on in class.
- Sometimes people can understand what I say in English.
- ☑ I can use simple sentences that people understand (like "Girl go shop buy toy.").
- ☺ I practice English and try new words and sentences.

Becoming Familiar

- I can pay attention when I listen to someone speaking English.
- I follow directions without help.
- I like to speak to others in English and ask questions.
- When people ask me questions, I can answer in English.
- I can answer questions with more than one word.
- I know what to say if my teacher asks me different types of questions (like, "What will happen if...?" or "What does it look like?").
- I usually understand what we are learning in class.
- I can talk about things that are not in the classroom.
- People usually understand me when I speak English.
- ☑ I use short and easy sentences when I talk.
- ☑ I can speak in sentences (e.g., "Yesterday I go pool and I swam.").

Becoming Competent

- I sometimes participate in discussions and say what I think.
- I can retell what someone says with my teacher's help.
- I like to speak in English and ask people questions.
- I can sometimes answer harder questions (like "Why do you think some parents don't let their kids have pets?").
- I can easily ask for things and give information.
- I sometimes ask questions when I don't understand.
- I can talk about what we are studying in class, sometimes saying what might happen and why.
- I can talk about feelings and use new words about what we are studying in class.
- I usually understand what we are learning, but sometimes need some help or explanations.
- I speak English clearly and others understand me.
- ☑ I use longer sentences and connecting words (like "next" and "then").
- ☑ I usually ask questions in the right way.
- ☑ I can speak using the present, past, and future verb tenses.
- ☺ I want to speak better English so people can understand me more easily.

Becoming Fluent

- I can pay attention to someone speaking English.
- I listen to others and share my ideas and opinions.
- I can usually retell what someone else has said.
- I use English in different subject areas for different reasons (such as to predict or explain).
- I can answer difficult questions (such as, "Why will the rock sink if I throw it in a bucket of water?).
- I ask questions when I don't understand something.
- I know how to speak in different ways to different people (such as to other kids vs. a report or to adults).
- I sometimes speak in front of a group without getting nervous.
- I can talk about feelings and use new words about what we are studying in class.
- I understand what we are learning in class in English.
- I speak English almost as easily as my home language.
- I usually change my voice when I ask questions or to show excitement.
- ☑ I ask questions the right way.
- ☺ I speak with confidence and try new words and phrases.

Fluent

- During discussions, I listen to others, share my ideas, and make good suggestions.
- I can retell what someone has said, including the most important information and some details.
- I speak English fluently in school and outside of school.
- I can participate and do my work in English in all my classes.
- I use English for many reasons (to tell, predict, explain) in all subjects and I can talk about feelings and ideas.
- I feel confident when I speak in front of a group in English.
- I understand what is said in all my classes as well as my English-speaking classmates.
- I use big words just like my English-speaking friends.
- I speak English as easily as I speak my home language.
- I speak with expression.
- ☑ I use correct grammar and tenses (e.g., "Tomorrow I will be going on a long trip and I will see my good friend.").

Listening and Comprehension · Oral Expression · Vocabulary · Pronunciation and Fluency · ☑ Grammar · ☺ Attitude

Language Learning	Before I joined Free English Classes	Today
Listening & Comprehension		
Oral Expression		
Vocabulary		
Punctuation & Fluency		
Grammar		
Attitude		

Keyboarding	Almost Always	Sometimes	Rarely
While typing, I :			
✤ place both feet flat on the floor			
✤ sit centered in front of the keyboard			
✤ sit in a relaxed position, back straight, touching the back of the chair			
✤ sit at a comfortable distance from the keyboard			
While typing, my:			
✤ arms are relaxed, elbows close to the body			
✤ fingers are curved and tips of fingers rest lightly on keys			
✤ wrists are low and straight, not resting on the keyboard or table			
✤ hands are on the home row keys, with index fingers on J and F			
While stroking the keys, I:			
✤ begin and end all keystrokes at home row position			
✤ strike keys with quick, strong, tapping keystrokes			
✤ tap each key with the correct finger			
✤ tap the space bar with the thumb			
✤ press the Shift key with the appropriate opposite little finger			
✤ press the Enter/Return key with the right little finger			
✤ keep eyes on the screen at all times			
✤ maintain a steady typing rhythm			

Keyboarding	Almost Always	Sometimes	Rarely
When I type I get:			
✤ about 50% of the words correct			
✤ more than 50% of the words correct			
✤ almost all the words correct			
I can type at:			
✤ about 5 wpm			
✤ about 10 wpm			
✤ about 15 wpm			

Thinking Skills	Almost Always	Sometimes	Rarely
I can:			
✤ understand the issues/problems			
✤ think about its cause and effect			
✤ come up with multiple solutions			
✤ chose the best solution			
✤ communicate my thoughts with others clearly			

Sense of Community	Almost Always	Sometimes	Rarely
I understand:			
✤ community/communities that I am a part of.			
✤ my role and responsibilities in the community			
✤ strengths of my community			
✤ challenges faced by my community			
I can:			
✤ think through to start solving my individual problems			
✤ think through to start solving problems faced by my community/neighborhood			
✤ take complete responsibility of changing myself and my perspective			
✤ lead the change in my community			

Library Program	Almost Always	Sometimes	Rarely
✤ I borrow books from the Library regularly.			
✤ I make the time to read the borrowed book.			
✤ I return the book in good condition.			
✤ I come prepared for the Book Discussion.			
✤ I participate in the Book Discussion.			
✤ I borrow a variety of books.			
✤ I encourage my friends to read good books.			

LESSON 239

GOING FORWARD

My Action Plan - Language

Aim	
What do I need to do?	
What help/materials do I need?	
How would I know that I have achieved my aim?	

My Action Plan - Community Action

Aim	
What do I need to do?	
What help/materials do I need?	
How would I know that I have achieved my aim?	

My Action Plan - Library Program

Aim	
What do I need to do?	
What help/materials do I need?	
How would I know that I have achieved my aim?	

LESSON 240

EVALUATION

Appendix

APPENDIX 1

NEWSWEEK - 1

ARTICLE 1

India is home to 19% of the world's children. What this means is that India has the world's largest number of youngsters, which is largely beneficial, especially as compared to countries like China, which has an aging population. The not-so-good news is that India also has one-third of the world's illiterate population.

To address this problem, the Indian government proposed the Right to Free and Compulsory Education (RTE) Act, making education a fundamental right of every child in the age group of 6 to 14. There are 5 main parts of the Act:

1. In India, every child is entitled to free and compulsory full-time elementary education (first to eighth grade) as facilitated by the Right of Children to Free and Compulsory Education Act. This means elementary education of satisfactory quality in a formal school run with certain essential standards.
2. Parents of children covered under RTE are not liable to pay for school fees, uniforms, textbooks, mid-day meals, transportation, etc. until the elementary education is complete.
3. If a child has not managed to secure admission in a school according to age, it will be government's responsibility to get the child admitted in an age-appropriate class. Schools will have to organize training sessions to allow such a child to catch up with others.
4. No child shall be held back (failed) or expelled until the completion of elementary education.
5. Not following the RTE rules can invite a penalty of Rs 25000.

While the RTE is a ground breaking piece of legislation, recent surveys by the State Commission for Protection of Child Rights and UNICEF show that the state of education has not improved much since 2009.

Excerpt from an article by Ariha Setalvad in The Business Standard on September 13, 2013

ARTICLE 2

A boy faces the rising sun and spreads his hands out. In which direction will his left hand point? When the question was posed to class VI students from some of the top schools in India, only about 30% of them got it right. Similarly, only 35% of the students from class VIII knew that a fly has six legs and only 38% of class IV students were aware that Mahatma Gandhi, Indira Gandhi and Rajiv Gandhi are all dead.

These came to light in a survey conducted by Wipro and Educational Initiatives (EI) on children from class IV, VI and VII, bringing to the forefront some startling facts about rote learning.

Conducted on 23,000 students of 89 high-end schools across Delhi, Mumbai, Kolkata, Chennai and Bangalore, the study sought to find out the quality of education imparted in the schools.

According to the study, in maths, students follow a procedure without completely understanding the concept. Similarly, in science, students may know a definition but are unable to use that to reason and apply.

Under such circumstances, will the open book examination introduced by the Central Board of Secondary Education (CBSE) be of any help? Under the open book system, students will be informed four months in advance about the chapters and paragraphs from which analytical questions would be asked. The questions will not be simple and straightforward but test 'higher order thinking skills' and analytical power of students.

According to experts, the CBSE method will be of help in the long run, but a lot depends on how teachers and students approach the system.

For corporal punishment

As many as 30% principals and 40% teachers surveyed believed that strict enforcement of discipline is necessary for proper teaching and the teacher's control over students is a must for discipline.

They also said that there can be no discipline without fear of the teacher in students and those not paying attention to studies should be physically punished.

Less emphasis on extra-curricular activities

Over 70% of the principals said that extra-curricular activities are definitely relevant to curriculum and for building students' self-confidence, self-control, sportsmanship, solidarity, teamwork, competitiveness, health, etc.

However, schools on an average spend 9% and 10% each of time, respectively, on physical education/sports and co-scholastic activities like music/art/dance/ elocution/dramatics. About 60% of class time is spent on learning academic subjects.

Civic sense

Students in class IV have a stronger sense of civic responsibility than students of class VIII with regard to disposal of garbage. Nearly 20% of students think that it is OK to break traffic rules in an emergency or as long as there is no personal harm. 67% of students think that it is OK not to consider other people's convenience if done only once in a while or if they do not complain or one is clear that laws are not being broken.

Excerpt from an article by TNN in The Times of India on August 13, 2012

ARTICLE 3

Call-center company 24/7 Customer Pvt. Ltd. is desperate to find new recruits who can answer questions by phone and email. It wants to hire 3,000 people this year. Yet in this country of 1.2 billion people, that is beginning to look like an impossible goal.

So few of the high school and college graduates who come through the door can communicate effectively in English, and so many lack a grasp of educational basics such as reading comprehension, that the company can hire just three out of every 100 applicants.

FLAWED MIRACLE

India projects an image of a nation churning out hundreds of thousands of students every year who are well educated, a looming threat to the better-paid middle-class workers of the West..

Yet 24/7 Customer's experience tells a very different story. Its increasing difficulty finding competent employees in India has forced the company to expand its search to the Philippines and Nicaragua. Most of its 8,000 employees are now based outside of India.

Business executives say schools focus on rote learning rather than critical thinking and comprehension. Government keeps tuition low, which makes schools accessible to more students, but also keeps teacher salaries and budgets low. What's more, say educators and business leaders, the curriculum in most places is outdated and disconnected from the real world.

Engineering colleges in India now have seats for 1.5 million students, nearly four times the 390,000 available in 2000, according to the National Association of Software and Services Companies, a trade group. But 75% of technical graduates and more than 85% of general graduates are unemployable by India's high-growth global industries, including information technology and call centers, according to results from assessment tests administered by the group.

Another survey, conducted annually by Pratham, looked at grade-school performance at 13,000 schools in rural areas in India, where more than 70% of the population resides. It found that about half fifth graders can't read at a second-grade level in India.

The challenge is especially pressing given the country's more youthful population than the U.S., Europe and China. More than half of India's population is under the age of 25, and one million people a month are expected to seek to join the labor force here over the next decade, the Indian government estimates. The fear is that if these young people aren't trained well enough to participate in the country's glittering new economy, they pose a potential threat to India's stability.

"Economic reforms are not about rich guys buying Mercedes cars," says Manish Sabharwal, managing director of Teamlease Services Ltd., an employee recruitment and training firm in Bangalore. "Twenty years of reforms are worth nothing if we can't get our kids into jobs."

"I was not prepared at all to get a job," says Pradeep Singh, 23, who graduated last year from RKDF College of Engineering, one of the city of Bhopal's oldest engineering schools. He has been on five job interviews—none of which led to work. To make himself more attractive to potential employers, he has enrolled in a five-month-long computer programming course run by NIIT.

One by one, they delivered biographical monologues in halting English. The interviewer interrupted one young man who spoke so fast, it was hard to tell what he was saying. The young man was instructed to start from the beginning. He tried again, speaking just as fast, and was rejected after the first round.

Another applicant, Rajan Kumar, said he earned a bachelor's degree in engineering a couple of years ago. His hobby is watching cricket, he said, and his strength is punctuality. The interviewer, noting his engineering degree, asked why he isn't trying to get a job in a technical field, to which he replied: "Right now, I'm here." This explanation was judged inadequate, and Mr. Kumar was eliminated, too.

A 22-year-old man named Chaudhury Laxmikant Dash, who graduated last year, also with a bachelor's in engineering, said he's a game-show winner whose hobby is international travel. But when probed by the interviewer, he conceded, "Until now I have not traveled."

For their next challenge, they had to type 25 words a minute. The woman typed a page only to learn her pace was too slow at 18 words a minute. Mr. Dash, sweating, couldn't get his score high enough, despite two attempts.

Only Mr. Robinson moved on to the third part of the test, featuring a single paragraph about nuclear war followed by three multiple-choice questions. Mr. Robinson stared at the screen, immobilized. With his failure to pass the comprehension section, the last of the original group of applicants was eliminated.

The average graduate's "ability to comprehend and converse is very low," says Satya Sai Sylada, 24/7 Customer's head of hiring for India. "That's the biggest challenge we face."

D.H. Shivanand, 25, the son of a farmer from a village outside of Bangalore. He just finished a master's degree in business administration—in English—from one of Bangalore's top colleges. His father borrowed lakhs of rupees to pay for his education. Now, almost a year after graduating, Mr. Shivanand is still looking for an entry-level job.

Tata and IBM Corp., among dozens of other firms, turned him down, he says, after he repeatedly failed to answer questions correctly in the job interviews. He says he actually knew the answers but froze because he got nervous, so he's now taking a course to improve his confidence, interviewing skills and spoken English. His family is again pitching in, paying 6,000 rupees a month for his rent plus 1,500 rupees for the course.

"My family has invested so much money in my education, and they don't understand why I am still not finding a job," says Mr. Shivanand. "They are hoping very, very much that I get a job soon, so after all of their investment, I will finally support them."

Excerpt from an article by Geeta Anand in The Wall Street Journal on August 05, 2011

APPENDIX 2

NEWSWEEK - 2

ARTICLE 1

An entire mountain would have been left to become a plastic garbage dump. A National Park would have been shamefully left to a disappear. A hill range would have lost an unbelievable amount of soil cover and destroyed the livelihood of thousands of people. All this if Jyotsna Sitling had not done some of the most admirable jobs in public service.

She's India's first female tribal Indian Forest Services officer, genuinely passionate about the environment, who has carried her spirit for work over the years to become the recipient of the Indira Gandhi Paryavaran Puraskar. Not many would have expected Jyotsna, hailing from a small village in Bengal, to move the mountains. And she indeed did !

It was back in 2002 that Jyotsna joined the Nanda Devi Biosphere in Uttarakhand, as its Director. 5800 acres of land to manage, with two national parks and a sanctuary to revive, and livelihood of people – Jyotsna saw challenges were plenty. She had the toughest of jobs in the most beautiful of lands.

The Valley of Flowers National Park, an unmatched landscape with the rarest of plants is close to the 19-km trail that leads to Hemkund Sahib, the highest Gurdwara in the world. The breath-taking trail was literally breath-taking, stinking as it was, with plastic and other dumps that the pilgrims left behind remorselessly for three decades. Jyotsna decided to start vigorous campaigns by involving the local community. She called for a garbage collection initiative by the community and to her surprise they collected 15 truckloads of garbage weighing up to 50 tonnes! The entire mass was sent for recycling and the valley started getting rid of its pollutants.

The next task was to regulate the 400 odd unorganized shops that massively contributed to polluting the trek to the Gurdwara. But the shops couldn't be ruthlessly removed as people's livelihood depended on it. Adding to it, the forest officials and the local community were not on the best terms. So there Jyotsna was – with the tasks of building a relationship with the people, working out the reversal of the damage done to the environment and helping develop the quality of lives of the people.

She sat down with the shop owners for convincing them to reduce the number of shops to one per family. She explained that their incomes were getting grossly divided and the environment was also suffering. She literally spent six to seven continuous days and nights to explain, convince and take people into confidence to finally agree to her plan. There was tremendous difficulty in deciding who gets which land. But at the end of it all, the number of shops came down from 400 to 76 – a huge relief for the Valley of Flowers, and people were happy to see that Jyotsna's idea worked well for them.

She also carried out many other activities to rejuvenate the face of the Valley of Flowers National Park. The crowning glory came when all these efforts led to the declaration of the Park as a World Heritage Site by UNESCO in 2005.

Another of Jyotsna's major initiatives between 1997 and 2000 was in the erosion-prone zone of the Shivalik range near the Doon Valley. She mobilized a community of nearly eleven thousand people across 82 villages to spend at least 1 day in a year for the restoration of their villages. Together they planted 3,82,000 plants and sowed over 70 kilograms of seeds of various plant species, saving the fate of the villages that lay close to 358 strategic erosion-prone locations.

Adapted from www.thebetterindia.com

ARTICLE 2

Women are widowed in Manipur on a regular basis due to ongoing violence. With no one left to support them financially, these women often find themselves unable to feed their families. Things are changing however, and due to the untiring efforts of one woman, there is now a support group for them which does not dole out charity but makes them capable of earning a livelihood.

Sometimes all it takes is one incident to transform one from being a mere spectator to a participant in change. For Binalakshmi Nepram, that moment came on a gloomy Christmas eve of 2004 in a village near Imphal, the capital of Manipur. As an academic researcher she was talking to a group of women activists, when gun shots shattered the peace. In the flash of a second, one of the women in that meeting – Rebika Akham, 24 – had become a widow.

“Rebika, all of 24, stood with us, shell-shocked. Amid the crying, I remember her mother’s helpless words, ‘Now how will I feed you?’ That was the turning point of my life,” says Nepram. It was then that she decided to set up a support system for women left isolated because of the violence around them.

Binalakshmi Nepram, the woman behind the Manipur Women Gun Survivors Network, a unique program that helps women, who have lost their fathers, husbands and sons to gun violence, get back on their feet.

Growing up in Manipur – a state that shares borders with Myanmar, as well as with the other north eastern states of Nagaland, Assam and Mizoram – which is possibly one of India’s most conflict-ridden regions, Nepram understood even as a child that life was uncertain. “My parents tell me that even on the day I was born, there was a conflict raging and my father had to scramble for the medicines that my mother had needed.” she says.

When she joined the Jawaharlal Nehru University (JNU) in Delhi in 1997, she shared some of the realities of the region with friends and classmates, who often could not comprehend the extent of violence that marked everyday life in Manipur. “They could not believe it when I told them that people could actually disappear and not be seen alive again,” remarks Nepram.

Soon after that killing, Nepram collected Rs 4,500 to buy a sewing machine for Rebika Akham, so that she could earn an independent income and stitch together the pieces of her life again. With that the Manipur Women Gun Survivors Network also came into being. Nepram points out, “I realized there is no point in doing endless research if there was to be no action to help. There are so many young women, just in their twenties, who have been widowed overnight. Children have lost their fathers; mothers, their sons. These women needed help to start their life afresh.”

She also realized that monetary relief was, at best, temporary relief and that loans were perhaps more appropriate. The Network then took on the role of providing small loans to women victims and helped them open their own bank accounts.

The lives of many women were turned around in the process. Take the case of Huidrom Tanya Devi, 18. Her father’s untimely death 10 years ago shattered her young life. A karate instructor, he was gunned down in 2001. The Network gave her mother, Huidrom Geeta Devi a loan of Rs 3,000 in 2007 with which Tanya was able to start a small business. As the months rolled by, her confidence as an entrepreneur grew. This April, she became the proud owner of a shop that sells embroidered dress materials, incense sticks and household goods.

Mumtaz, another victim, whose husband, a lecturer by profession, was killed in gun violence in 2009, was in a similar distress. With five children to look after, she couldn’t be more grateful when the Network extended her a loan of Rs 8,000 to run her business. Her success as an entrepreneur

has whetted Mumtaz's interest in public life. She now wants to contest the local panchayat elections in order to help bring change in her village in the Thoubal district of Manipur.

The first of its kind in South Asia, the Network has 150 are active members, most of whom had been victims themselves. Meetings are held every two months in an informal setting – like the courtyard of a member's house – to discuss individual problems as well as general issues, like the treatment accorded to widows in society. Nepram comments, "In many parts of India, when a woman who has lost her husband wears bright clothes or takes up employment outside the home, eyebrows are raised and questions asked. This is simply unfair – it is only right that women in such circumstances try and reclaim their lives. Girls, as young as 21, are widowed in an instant. Surely they have the right to live a normal life."

Not only has no Member of Parliament come forward to be associated with the work the Network is doing, ministers in Manipur have actually mocked its efforts. The lack of political response has not, however, discouraged the women members of this unusual Network.

Adapted from www.thebetterindia.com

ARTICLE 3

Prakash Kaur was left on the streets as a baby 60 years ago. Since 1993, she has dedicated her life to the mission of rescuing unwanted and unclaimed newborn girls and giving them a secure home and future.

Today, Unique Home for Girls has 60-odd residents who call Prakash Kaur mother. "They are my own children," the lady says. "They are never made to feel like abandoned children."

Siya was only a few hours old when she was found in a drain, wrapped in a black polythene bag. Razia and Rabiya were just a few days old when they were discovered in the fields outside Jalandhar.

These girls have all found shelter in Unique Home, where they now enjoy the real family experience. The girls who live here range from the age of four days to 19 years.

Unique Home is run by a trust. The trust aims to raise these children as healthy individuals and arm them with all the social skills and educational qualifications that they need to face life on their own terms. The girls could not have found a better person than Prakash Kaur for the job of providing them with support.

Most of Unique Home's inmates arrive here as hapless, barely alive new borns. Under Prakash Kaur's care, these girls are all well adjusted individuals willing and able to take their rightful place in a society that still seems to display a strong dislike for female children.

Prakash Kaur is acutely aware of the challenges that lie before her, but she has faith. She is obviously getting older but she still retains the strength to make chapatis for all the inmates of the home three times a day and seven days a week.

The first thing that strikes one in Unique Home is a small hatched box near the entrance. It is called the "cradle". Flip open the hatch and you see a shelf built into the wall. When a rescued child is placed on the shelf, it sets off an alarm that tells the staff that they have a new girl to take care of. When it comes to christening the new arrivals, names are drawn from all the religions of India. So at Unique Home, girls have Hindu, Muslim and Christian and Sikh names.

For a home that houses 60-odd girls, the place looks a bit too small. The rather cramped space has limited amenities for the girls, including three small rooms that serve as bedroom, dining area and playroom, in addition to a small kitchen and an office for visitors.

The room that is meant for infants has three big cradles. Each has four to five babies sleeping in them. Unique Home has now acquired a new site and expansion plans are in place. This is like a huge family where the older girls take care of the younger ones. We are told by the founder that the girls go to good English medium schools. A few have since been married into suitable homes. But Prakash Kaur's responsibility does not end there.

She continues to keep a watch over the girls even after they are married. She fights for their rights if the in-laws prove to be difficult.

So far Prakash Kaur has organized the marriages of 17 of the Unique Home inmates. While a few of these girls graduated from college before they got married, the remaining tied the knot after passing out of high school. However, several of the older girls here have decided not to marry and instead dedicate themselves, like Prakash Kaur, to the service of Unique Home.

April 24 is a very special day at Unique Home. It is the day when the children here collectively celebrate their birthday. A huge 100-kg cake is cut and the day is marked by much merriment.

Prakash Kaur herself has no idea who her parents were. She was found abandoned and grew up in a Nari Niketan. She describes the work she does today as "the lord's work".

Asked if she ever faced any mistreatment in the Nari Niketan where she grew up, she smiles and says: "I will never allow my daughters to work as maids anywhere."

The most essential part of this home is that the children are aware of the fact that their real parents have abandoned them because they are obsessed with boys. But this poisonous truth has only strengthened their resolve to prove themselves. Sheeba, who studies in a convent school in Mussoorie, wants to be a successful neurosurgeon.

"I want my real mother to know that the daughter she threw out of her life is well established. I want to be very famous. I want to prove to her that girls are not a burden," she says. Sheeba has always stood first in her class with A-plus grades. She is determined to make it to a good medical college.

Lucy is 19 years old. She wants to be a professor of English. "I believe that education is the only way forward in this society which discriminates against girl children," she says.

Adapted from www.thebetterindia.com

APPENDIX 3

NEWSWEEK - 3

ARTICLE 1

At first glance Rekha Kumari seems to be just another young woman with special needs. But this 22-year-old possesses unique powers.

She may have been on a wheelchair since she was two years old after she was struck with polio but today she stands tall as the key campaigner for “World We Want”, an initiative that calls for equal rights and opportunities for children living with disabilities across the globe.

She has spearheaded this movement, along with an 11-member team of children and together they have created a ‘Children’s Manifesto’, which she took all the way to New York last year. At the 68th United Nations General Assembly, Rekha drew the attention of the world leaders to provide a respectable life to those with disabilities.

Rekha, the daughter of a watchman living in Delhi’s Madanpur Khadar area, is wheelchair bound due to polio. She shares, “Honestly, while I just felt I was differently-abled, I know how difficult it was for my little sister, who would have to carry me to school and take me from class to class. Sometimes, when she fell ill I would also have to miss school because I could not walk on my own feet. The school asked me to go because I needed assistance even to go to the toilet or drink water.”

She is waiting to finally clear her Class Twelve exams at the age of 22. Surviving on her monthly government stipend for children living with disabilities (CWD) she says, “Despite having dropped out of school at 11, I resumed my education with greater determination than ever. Yet, the challenges existed. I got into a wheelchair but realised I couldn’t drive to school because Delhi roads don’t make for an easy drive for people like me. Moreover, the schools don’t have disabled people-friendly toilets. That’s when I decided to fight because unless I raise my voice for the cause of people like me, collectively we will always remain invisible.”

Her mother Vidya Devi, who had been apprehensive of Rekha’s future, has stood by her. She says, “Initially I had found it difficult to handle Rekha’s condition but with time I realised how she herself is determined to overcome her limitations. That’s when I knew I needed to support her wholeheartedly.”

Rekha has brought together differently-abled children from across India to demand adequate space and equal rights and opportunities in education for them. Considered to be a first-of-its-kind initiative in the world, they have come up with a Children Manifesto that calls for a world where “rights are real and not mere promises” and where children with disabilities were entitled to “a disability certificate, a safe childhood and a barrier free environment”.

ARTICLE 2

Arunima Sinha is India's first amputee and the world's second female amputee to scale Mount Everest.

A resident of Ambedkar Nagar in Uttar Pradesh, was pushed out of a moving train after she resisted a chain-snatching attempt by some criminals, as she was travelling from Lucknow to Delhi in 2011. One of her legs had to be amputated below the knee as a result.

Arunima said her journey from the railway track to the top of Everest had been one full of ordeals.

"My life from the railway track to Mount Everest has been one of struggle. Bachendri Pal and Tata Steel believed in me at a time when I couldn't even walk so I'm very grateful to them," she said. "I chose to climb Everest because I thought it was the toughest thing to do. In May 2011, I made the decision and by March 2012 I had started training for it."

The former national volleyball player said her sole aim to climb Everest was the fact that she thought it was the toughest thing to do. "I wanted to do something special. I took it upon myself to remove the tag of being ''helpless'."

Arunima, who had been training in the TSAF camp in Uttarkashi since March 3, 2012 took 52 days to scale the highest peak in the world and said that every day of the journey was steeped in danger. "While going up we didn't face so much problems but coming down caused a lot problems because my prosthetic leg would slip off due to sweat and some blood. I had suffered blisters on my leg and had to drag my feet for sometime till I reached a safe place to open my wound.

"My artificial leg was very unstable on the ice so I had to be before careful. I couldn't tend to my wounds because my amputated leg would have suffered frostbite. I couldn't even remove my gloves."

Arunima also said that she would be opening a sports academy for the disabled and the poor and had already bought land for the purpose. "I bought the land from the money I had received from the government after my accident. There is construction work going on there right now," she said.

Adapted from article in www.mid-day.com
Published on May 31, 2013

ARTICLE 3

Women and girls with disabilities in India are forced into mental hospitals and institutions where they face unsanitary conditions, risk violence and experience forced treatment including electroshock therapy, Human Rights Watch said today. As one woman put it, they are “treated worse than animals”.

In a new report released on the occasion of International Persons with Disabilities Day (December 3), Human Rights Watch stated that women forcibly admitted to government institutions and mental hospitals suffered grave abuses and called for the government to take immediate steps to shift them from forced institutional care to voluntary community-based services and support.

“Women and girls with disabilities are dumped in institutions by their family members or police, in part, because the government is failing to provide appropriate support and services,” said Kriti Sharma, researcher at Human Rights Watch. “And once they’re locked up, their lives are often full of isolation, fear and abuse with no hope of escape.”

Research was conducted from December 2012 to November 2014 in New Delhi, Kolkata, Mumbai, Pune, Bengaluru, and Mysore. It is based on more than 200 interviews with women and girls with disabilities, their families, caretakers, mental health professionals, service providers, government officials and the police. Human Rights Watch visited 24 mental hospitals or general hospitals with beds, rehabilitation centres and residential care facilities.

There are no clear official government records or estimates of the prevalence of psychosocial or intellectual disabilities in India. The Indian Ministry of Health and Family Welfare claims a high percentage of the Indian population is affected by psychosocial disabilities with 6-7 %(74.2 – 86.5 million) affected by “mental disorders” and 1-2 % (12.4 – 24.7 million) by “serious mental disorders”.

In Pune’s Mental Hospital, the superintendent, Dr. Vilas Bhailume, told Human Rights Watch: “We only have 100 toilets for more than 1,850 patients, out of which only 25 are functional; the others keep getting blocked.”

Adapted from an article in Indian Express
Published on December 5, 2014

APPENDIX 4

NEWSWEEK - 4

ARTICLE 1

Persons go missing. Valuables, watches, cellphones, pens go missing. Sometimes even coal block allocation files go missing.

Now monuments have gone missing; the Ministry of Culture and the Archaeological Survey of India (ASI) admit to 35 lost and not found. And it gets worse.

The Comptroller and Auditor General (CAG) has accused the culture ministry and ASI for furnishing incorrect data to Parliament on the number of national monuments that are missing. The CAG report says that the culture minister has told Parliament that 35 of its monuments have gone missing. When the CAG checked about 1,655 protected monuments and sites-comprising 45 per cent of the total-they found 92 monuments missing.

The story of General Nicholson's statue, a protected monument near Kashmere Gate in the Capital at the time of Independence, is as good an example of the ASI's inaction as any. The statue was gifted by the government to Ireland in the 1960s, but the ASI has been unaware of the transfer till recently and continues to list it as a protected monument.

The CAG audit has found ASI does not even possess notification documents for many of its monuments. This document is the legal basis of the boundary of a monument to beat back encroachments and unauthorized constructions. CAG's inspection of 1,655 of centrally protected monuments there were encroachments in around 546 monuments as against 249 intimated by the ASI.

The nation's showpiece monuments - the Taj Mahal and Red Fort - are not better off, the report says. Red Fort in Delhi has poorly maintained gardens, and its water channels have yet to be made operational. An illegal mazaar and temple have come up inside Red Fort in recent years; prayers are being offered at both places. Similarly, only one of 24 unauthorized constructions near the Taj Mahal has been removed.

With frequent cases of smuggled Indian antiquities appearing abroad, the report may make the policymakers in the Ministry of Culture really uncomfortable. The report found 131 antiquities have been stolen from monuments and ASI sites and 37 antiquities from site museums till 2012. But after registering a FIR, the ASI did nothing more, the report says.

The reports say that in similar situations, organisations worldwide take more effective steps, like checking catalogues at international auction houses, posting news of such theft on websites, posting information about theft in the International Art Loss Registry, sending photographs of stolen objects electronically to dealers and auction houses and scholars in the field.

Adapted from an article in www.dailymail.co.uk
Published on August 23, 2013

ARTICLE 2

The question of how do we in India relate to our heritage is very easy to answer. By and large, we do not relate to our heritage in any way. This is especially true of the built heritage scattered all around us - our attitude is the same - supreme disdain and callousness.

Structures that cannot be so converted into places of worship seem to leave us cold and untouched and we treat them as a 'no man's land' and therefore easy target of defacement. Some of the ways we do this includes driving nails in the walls to hang calendars, to attach wires to dry our daily wash and to stretch cables to our houses. We use the courtyards for playing cricket, for sleeping in, for drying our grains. We paint the walls in hideous shades of green or saffron to erect shrines along the periphery. We encroach upon entire structures and convert them into extensions of our houses, or to conduct our businesses from; for starting bicycle or auto repair shops, for storing construction material or using them for rearing poultry or pigs etc are all part of our daily routine.

Except for downright encroachment, one can witness many of these activities in and around Masjid Moth, located inside the Masjid Moth village that derives its name from the sultanate period mosque that is now a protected monument. One corner next to the exterior of the west wall of the mosque has been converted into a reserved parking lot for some elected representative, there are two cars with the Delhi Assembly stickers parked in this reserved lot. The owner must be someone powerful with little respect for the law.

The mosque has been in the news recently because the All India Institute of Medical Sciences (AIIMS) is building a hostel for its staff within the banned 100 meter limit for construction next to a protected monument. I went to Masjid Moth to do our own investigation. The hostel under dispute is certainly within the 100 meter prohibited limit. We measured it using GPS. Measuring distances has never been easier, you do not even have to be on site, open Google Map, identify the two points, tap them and the actual distance between them is displayed. Open and shut case, one would be inclined to say, but things are not so easy on the ground, the hostel is coming up.

We need to accept that heritage preservation cannot be done without involving and educating the population that lives in the neighborhood, it cannot be done through laws that are sought to be applied mechanically and it cannot be done if we continue to treat the people as enemies.

Adapted from an article in www.thehindu.com
Published on September 28, 2012

ARTICLE 3

Faced with an acute shortage of attendants, protected monuments across the Capital — including three prominent world heritage sites — have fallen prey to rampant vandalism.

While people out on morning walks pluck flowers and break off branches without care, other visitors etch their names on monuments' walls. In the absence of security personnel, these sites have become hotspots for drug peddlers, too.

If one goes by official figures, most 'protected' monuments in the Capital do not have even one attendant round the clock. While there are around 174 protected monuments, the authorities have deputed only 148 attendants to look after them. And with prominent historical structures like Humayun's Tomb and Qutab Minar demanding more attention, a significant number of the lesser-known 'protected' monuments are left with no attendants at all.

Recently, officials at world heritage site, Humayun's Tomb received complaints of drug peddling and eve-teasing on the monument premises. The walls of the Qutab Minar, which underwent heavy restoration work recently, have been defaced with graffiti again.

While admitting that there has been an acute shortage of monument attendants, senior ASI officials maintained that it was not humanly possible to stand guard at every monument. "A better option would be to sensitize visitors against defacing or destroying heritage structures."

Adapted from an article in www.indianexpress.com
Published on January 20, 2011

APPENDIX 5

NEWSWEEK - 5

ARTICLE 1

India, a country with the second largest population has won less Olympic gold medals than the United States swimmer, Michael Phelps, has won alone in a single Olympics.

It is sad that while most children, dream of becoming sportsperson but when they become aware of realities of lie, they choose to become doctor or engineer or do M.B.A.

In India, only one sport i.e. cricket gets all the attention. All other sports have been totally neglected. The "richer" sport is getting richer and other sports are almost dead. The condition of state level and university level sports are even worse. In countries like the U.S.A, many students choose sports as a career and have access to a very good infrastructure for sports and many sportspersons earn a lot of money by playing sports only. Many schools provide scholarships to students who excel in sports and have proper coaching and playing facilities for students. Sports is given the same importance as academics.

Even at university and state level sufficient funding is available. Players can earn a lot even at that level. In India, other than cricket, no sport has a good infrastructure. In other sports, even at national level, players don't earn much. If a person has the ability to prove himself at international level, even then there is no backing and financial support from the sports authority. The athlete has to do it on his own.

Beijing Olympic gold medal winner Abhinav Bindra had his personal shooting range for practice. He clearly stated that the facilities provided by the authority were of poor quality. The media showed where Olympic bronze medal winner wrestler Sushil Kumar had his training. There were not even basic facilities. How do we expect our sportsperson and athletes to win medals and tournaments when they are not even provided with basic facilities?

Hockey, which is the national sport of India, most children know that as a fact without knowing how it is played or about the Indian team. There is not even a permanent controlling body for the sport. Many areas in India don't have a park or open space for children to play.

It has to start at the grass root level if sports are to become a source for income for the Indian population. Even if children are interested in a sport, coaching is not available easily. No proper infrastructure is available such as grounds for practice. In India, a sport gets recognition only when a sportsperson wins a major tournament of his sport. But why wait for an athlete to win a tournament to give that sport some importance? Something has to be done so that athletes don't waste their talent sitting in front of a computer doing accounting.

India has such a huge population, with a lot of untapped talent, which, if given a chance, can do wonders at international level. Middle class families don't even think about putting their children in sports, usually it is the financially strong families who back their children to pursue sports as a career.

ARTICLE 2

KOLKATA: "We will need Rs 7,000 crore to create sports infrastructure at block level across the country," Union Minister of State of Sports and Youth Affairs, Sarbananda Sonowal said here today.

He said that there are over 6000 blocks and six lakh villages and government intended to create sports infrastructure that can be connected to each village to spot the talents at the grass root level.

States will have to provide the land and for each block level sports complex 5-6 acres of land is required, the minister said.

Sonowal urged corporates and businesses to come forward in support of the project and sports. According to minister, Target Olympic Podium (TOP) scheme which aims to increase the country's medal tally at Rio 2016 and identify potential future stars for Tokyo 2020 has already selected 75 prospective athletes.

The government has identified seven sports like boxing, athletics, archery, badminton, weightlifting, wrestling, and shooting in the future and was seeking corporate sponsorships to support special training and mentoring.

Disability sports center and sports university were among other programmes of the government.

Adapted from The Economic Times
Published on February 17, 2015

ARTICLE 3

Sport in India has really come a long way from being a voluntary pastime to a rewarding career. It come naturally to some people, but to most others it could still be developed with proper techniques and training.

If one has to look at the growth and development of sport in India, 1982 was a water shed year. The Asian Games hosted at Delhi provided new infrastructure like modern stadiums and training structure. Media covered the Games and matches were beamed live on television. The next big sporting event was the Common Wealth Games in 2010 providing boost to sport on the whole in the country.

There have been other big ticket sporting events like the two cricket world cups (1996 and 2011), Chennai Open Tennis etc. Besides top football clubs like Bayern Munich have come to India along with the Argentina football team.

India is seen as a major emerging sport destination having untapped potential of players and a huge market of spectators. Successful players like Sachin Tendulkar, Abhinav Bindra, RVS Rathore, Sushil Kumar, Viswanathan Anand, Mary Kom and many others have raised the profile of sports people in India and have attracted youth to take up their respective games with passion.

Through the National Sports Policy government is investing increasingly in sports and with the hosting of top events the facilities are getting better. The private sector is also finding sports a profitable investment.

For those interested in taking up sports as a career, one of the better options is to look for training is the various facilities run by the Sports Authority of India. Usually the entry is at the 12th level. One can begin at the amateur level and start participating in the State level, regional level and finally at the National level. While SAI is at the National level, it has various State level branches. In most cases, the government bears the cost of training and in bringing in top level coaches. For example, the SAI centre in Patiala has four core disciplines like boxing and often coaches from Cuba and other countries are hired to provide best training. Most of the SAI programmes also have scholarships and offer financial assistance.

One can train to be a coach, physiotherapist, sports medicine practitioner, physical trainers, sports journalist, sports manager, administrator, sports event managers and so on.

Money however is never the first aim and is not the only reward for sportspersons. The pride, joy and satisfaction that come with bringing top honours for oneself and the country at large is irreplaceable. Also, a lot of government jobs are assured for sportspersons at the national level. A sportspersons playing career doesn't last lifetime. But once active playing is over, one can look for coaching, managing and other jobs.

Adapted from www.employmentnews.gov.in

APPENDIX 6

EMPLOYMENT EXCHANGE

An Employment Exchange provides help in getting jobs, especially for such persons who register their names with it. Exchanges also allow employers to put up vacancies and choose suitable registered candidates after looking at their qualification and experience.

For registration with employment exchanges, an online application form is filled up. Attested copies of work experience as well as certificates about qualifications, photographs and CV are required along with the application form and identity proofs like ID cards or even ration card. A registration number is provided after the registration is complete.

Online (General)- http://www.employmentexchange.net.in/employment%2Dexchange%2Donline%2Ehtm; Online (Delhi)- http://employment.delhigovt.nic.in/dee/

Addresses of Regional Employment Exchanges in Delhi:

1	District Employment Exchange (Central)	District Employment Exchange(Central), 1 Canning Lane, Kasturba Gandhi Marg, Delhi-1	23389717
2	District Employment Exchange (North)	District Employment Exchange(North), Delhi University,Near Coffee House, 1st Floor, Chhatra Marg, Delhi-7	27667842
3	District Employment Exchange (South)	District Employment Exchange (South), Sector-4, R.K. Puram, New Delhi-22	27667842
4	District Employment Exchange (West)	District Employment Exchange (West), I.A.R.I. Complex, Pusa, New Delhi-12	25841970
5	District Employment Exchange (New Delhi) & Special Emp. Exchange for PH	District Employment Exchange (New Delhi), 1 Canning Lane, Kasturba Gandhi Marg, Delhi-1	23389717
6	District Employment Exchange (South-West)	District Employment Exchange (South-West), 1st Floor, Kirby Place, Delhi Cantt., Delhi-10	25694468, 25692330
7	District Employment Exchange(North-West) & Spe. Emp. Exchange for Ex-Servicemen	District Employment Exchange(North-West), Ground Floor, Kirby Place, Delhi Cantt. Delhi-10	25694468, 25692330
8	District Employment Exchange(East) & Special Emp. Exchange for PH	District Employment Exchange (East), Institutional Area, Viswas Nagar, Shahdara, Delhi-32	22386022
9	District Employment Exchange (North-East)	District Employment Exchange(North-East), Institutional Area, Viswas Nagar, Shahdara, Delhi-32	22386022
10	University Employment Information; Guidance Bureau, Delhi University	Delhi University, Near Coffee House, 1st Floor, Opp. Chhatra Marg, Delhi-7	27667862
11	University Employment Information & Guidance Bureau, JNU	Jawaharlal Nehru University Complex, New JNU Complex, Behind Munirka Village, Delhi-67	-
12	University Employment Information Guidance Bureau, JMI	Jamia Milia Islamia University Complex, Jamia Nagar, Near Jamia Hr. Sec. School, Okhla, Delhi-25	-
13	State VG/EMI Office	Office premises of the District Employment Exchange (East/North-East) Institutional Area, Viswas Nagar, Shahdara, Delhi-32	22386022

APPENDIX 7

CURRICULUM VITAE - SAMPLE

SANJAY. K
Email-ID: sanjayk@mail.com
Contact No. 6987693458

43, Raja Street,
Thirunagar,
Salem - 04.

Career Objective

Self-directed, enthusiastic educator with a passionate commitment to student development and their learning experience. Skilled in the design of challenging, enriching, and innovative activities.

Educational Background

- ✦ Bachelor of Education from the Bharathiar University (Year 2003) - 86%
- ✦ Master of Science (Maths) from the Bharathiar University (Year 2002) - 80%
- ✦ Master of Science (Maths) from the Bharathiar University (Year 2000) - 80%
- ✦ HSC with an aggregate of 75%.
- ✦ SSLC with an aggregate of 77%

Computer Skills

Operating Systems : Windows 2000, Windows XP, Windows Vista, Linux, MS DOS
Office Package : Microsoft Word, Excel, Powerpoint, Access

Summary of Skills

- ✦ Organizing student learning activities
- ✦ Managing student learning progression
- ✦ Developing student commitment to working and learning
- ✦ Working in teams
- ✦ Logical and critical thinking, ability to solve the problem quickly and efficiently
- ✦ Excellent communication skill
- ✦ Student motivation

Professional Summary

- ✦ Student Assessment
- ✦ Individualized Education Plans
- ✦ Creative Lesson Planning
- ✦ Multicultural Awareness
- ✦ Parent-Teacher Communication
- ✦ Classroom Management

Work Experience:

Akshara School, Tirupur. Teacher, 2006 to present

- ✦ Maintain excellence in classroom and an ability to keep students on task
- ✦ Prepared Math and Science assignments; reviewed and corrected all homework with an emphasis on providing feedback to each student
- ✦ Prepared objectives and outlines for study courses; assisted in curriculum development
- ✦ Integrated technology into curriculum, supplementing class lectures and developing student's word processing and researching skills

SKP School, Trichy. Teacher, 2003 to 2006

- ✦ Communicated with parents to acknowledge superior work & areas of concern through weekly newsletters and encouraged parent-volunteer assistance
- ✦ Prepared, administered, and corrected tests; kept attendance and grade records
- ✦ Prepared and implemented remedial programs for students requiring extra help
- ✦ Utilizing computer resources, including educational software and the internet, to promote interactive learning
- ✦ Improved quality of homework assignments by developing and implementing an ongoing reward system

Honours and Awards

- ✦ Organized annual Mathematics quiz with support of school management
- ✦ Received Certificate of "Meaningful Contribution in Maths" by Bal Bhasker The Children Magazine
- ✦ Member of Rotary Association of Elementary School Teachers

Personal Profile:

Name	: SANJAY. K.
Father's Name	: Krishnan
Date of Birth	: 03-05-1984
Gender	: Male
Marital Status	: Single
Permanent Address	: 623,S.K.R. Street, Thirunagar, Coimbatore - 04.
Contact No.	: 6987693458

Declaration

I hereby declare that the above-mentioned information is correct and I bear responsibility for the correctness of the above-mentioned details.

Date :
Place : **Sanjay. K.**

RÉSUMÉ- SAMPLE

SANJAY. K
Email-ID: sanjayk@mail.com
Contact No. 6987693458

43, Raja Street
Thirunagar
Salem - 04

Career Objective

To serve an educational institution and its students as a Math teacher.

Educational Background

- ✦ Bachelor of Education from the Bharathiar University (Year 2003) with an agg. of 86%
- ✦ Master of Science (Maths) from the Bharathiar University (Year 2002) with an agg. of 80%
- ✦ Master of Science (Maths) from the Bharathiar University (Year 2000) with an agg. of 80%
- ✦ HSC with an aggregate of 75%.
- ✦ SSLC with an aggregate of 77%

Computer Skills

Operating Systems : Windows 2000, Windows XP, Windows Vista, Linux, MS DOS
Office Package : Microsoft Word, Excel, Powerpoint, Access

Work Experience:

Akshara School, Tirupur - Math Teacher (2006 to present) - Class 6-8.

SKP School, Trichy - Math Teacher (2003 to 2006) - Class 6-10.

Personal Profile:

Name	:	SANJAY. K.
Father's Name	:	Krishnan
Date of Birth	:	03-05-1984
Gender	:	Male
Marital Status	:	Single
Permanent Address	:	623,S.K.R. Street, Thirunagar, Coimbatore - 04.

Declaration

I hereby declare that the above-mentioned information is correct and I bear the responsibility for the correctness of the above-mentioned details.

Date :
Place :

Sanjay. K.

COVER LETTER - SAMPLE

52 Adarsh Nagar
Gurgaon 122004
0124 4060978
6818900000
juhi.singh@example.com

August 1, 2013

Mrs Sheetal Kumar
Principal
Hope High School
234 Hope Street
Gurgaon.122004

Dear Ms. Kumar,

Re: Applying for position of Secondary School Teacher

I wish to apply for the position of secondary school English teacher advertised recently on naukri.com.

I have a Bachelor of Education (secondary) from the University of Delhi and have spent the last year in a temporary position teaching English and History at Cambridge High School, New Delhi.

As positive and motivated teacher, I am committed to providing students with an interesting learning environment in which they can grow and develop. I am familiar with the CBSE secondary school curriculum and while teaching at Cambridge High School I played an important role in developing and organizing research study groups for senior students.

My knowledge, skills and experience make me a suitable candidate for this position. I would love the opportunity to assist in the development and progression of your students' learning.

Thank you for taking the time to consider my application. I look forward to hearing from you and discussing my suitability for this role.

Yours sincerely,
[sign here]

Juhi Singh

APPENDIX 8

RÉSUMÉ CHECKLIST

Criteria	Y or N
Does the résumé have clear labeled sections?	
Is a qualifications summary included ?	
Is the font appropriate?	
Are margins even on all sides?	
If the résumé is longer than a page, does the second page contain a heading?	
Is the most recent job listed first in work history?	
Is the résumé targeted to a specific position?	
Do accomplishment begin with strong action verbs?	
Are accomplishments separated from responsibilities?	
Is personal information like marital status, age and nationality unrelated to the job omitted?	
Are words such as I, me and my, avoided?	
Is there no typos or spelling, grammar errors?	

APPENDIX 9

JOB INTERVIEW

COMMONLY ASKED QUESTIONS

Commonly asked job interview questions:

GENERAL:

Tell me about yourself.

Response - Your background information that relates to the job and why you developed an interest in a specific field. Also talk briefly about the skills that you have developed over the years.

Why do you want to leave your current job? Why did you leave your last job?

Response: Speak positively about why you are looking for a change without speaking negatively about your current/last job.

Why should we hire you?

Response: Be specific with examples how your qualification/experience/strengths will contribute to the company.

What are your strengths and weaknesses?

Response: Do not show-off but showcase 1-2 of your strengths. Even your weakness should be presented in a way that it is perceived to be a strength.

What do you know about this position/company/organization?

Response: Keep it very factual.

Do you have any questions that you would like to ask me?

Response: Always have relevant and simple work/organization related questions.

Describe your dream job.

Response: Talk about being able to make a workplace more effective and successful - to grow individually within a growing organization.

What has been your biggest achievement?

Response: Be honest and also explain why you consider it to be the 'biggest achievement'.

What are your hobbies?

Response: Be honest about what you like to do whenever you have some free time. You should be able to give details, if asked. For example if your hobby is listening to music- you might be asked to specify vocal or instrumental, folk or popular, Indian or Western etc.

Where would you want to be in 5 years?

Response: Talk about growing as a professional. For instance, if you are a graduate talk about doing Masters; if you do not know how to operate computers, talk about being able to operate and efficiently use computers. Be realistic and ambitious.

Why did you apply for this position? Why are you interested in working with our organization?

Response: Talk about commonality of position and your strengths/interests. Speak honestly and positively about the organization, as you see it.

BEHAVIORAL:

Do you prefer working alone or in a team?
What motivates you?
How do you define success?
How do you feel working extra hours?
How do you handle stress?
How long would you work for us if hired?

QUALIFICATION/SKILL/EXPERIENCE:

What skills, specific to this job, do you have?
Describe the work that you did in the previous job.
Do you plan to study further?
What activities did you participate in during school/college?

WHEN **MISFORTUNE** STRIKES, SEE IT AS A **CHAPTER** NOT THE STORY OF YOUR LIFE. A **STORM IN ONE** CHAPTER CAN LEAD TO A RAINBOW IN THE NEXT.
- Kari Kampakis

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WE **MAKE A LIVING** BY WHAT WE GET. WE **MAKE A LIFE** BY WHAT WE GIVE.
- Winston S. Churchill

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IF EVERYONE **SWEEPS THEIR OWN DOORSTEP** AND THEIR OWN **NEIGHBORHOODS** THE **WORLD** WILL BE A **CLEAN**, PURE AND **HEALTHY PLACE** FOR LIFE TO PROSPER
- Abedin Sham

DON'T SAY YOU **DON'T HAVE ENOUGH TIME.** YOU HAVE EXACTLY THE **SAME NUMBER OF HOURS IN A DAY** THAT **MOTHER TERESA, ALBERT EINSTEIN** AND **MAHATMA GANDHI** HAD. - H. Jackson Brown, Jr.

THE BEST THING ABOUT **FUTURE** IS THAT IT **COMES** ONLY **ONE DAY AT A TIME**.
- Abraham Lincoln

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