

Assignment : I

Q:- What is the importance of Generic Skills. Explain in details?

Ans:- 1) An increasing demand from business employer organisations for graduates to possess generic skills.

2) Generic skills enable graduates to use their technical abilities as a part of a team.

3) GSD Make them to understand Conflict as a means for discussion instead of an angry confrontation, and to respect difference as a creative opportunity rather than an obstacle.

4) To achieve success, today's engineers must be team members who thrive while working with a variety of people.

Q:- Give the local and global scenario of GSD?

Ans:- Local scenario of GSD:-

India has accepted the policy of

- (i) Liberalization
- (ii) Privatization
- (iii) Globalization

• It means opening the country's economy to the world and face the global competencies.

• This needs qualified professionals with good academic record having generic skills.

classmate
Date _____
Page 2

These skills are taught specially in higher education system:-

- (i) School of employability was opened in Chennai in 2006. It offers 5 to 15 days training programme to educate students with these skills.
- (ii) The students trained by NIS sparta, would be offered jobs after completion of training.
- (iii) Now Reliance group had taken over NIS sparta two years ago. It has opened school of employability in Delhi, Kolkata, Jaipur, Chandigarh, Bhubaneswar, Kanpur and Lucknow.

Global Scenario of GSD

- Team used in different countries to describe generic skills:-
 - United Kingdom - Core skills, Key skills.
 - Australia - Employability skills, Key competences.
 - Canada - Employability skills.
 - United States - Basic skills.

The importance of generic skills has led the government of different countries to improve some generic skills which were lacking in the working people. It has been focused mainly on communication skills, information technology skills, problem-solving skills, team-working skills.

In United Kingdom:- Key skills are rotated to personal learning especially for employability and personal life.

- 3 basic skills:-
- (i) Communication
 - (ii) Application of No.

iii) use of information technology

- 3 wider skills -
- i) working with others.
 - ii) Improving own learning.
 - iii) problem-solving.

* The United Kingdom Confederation of British Industry has developed these key skills and define the employability as:-
Qualities of an individual to meet the changing needs of customers and hence realise his/her abilities.

* In Australia, the focus on generic skills began in 1980's and was again strengthened in 1990 due to industry initiatives.
It is now a requirements in Australia that the generic skills are incorporated in the accounting curriculum, of universities. These skills have been promoted by employers and academic boards.

* Canada also had generic skills programs since 1970 These programs are similar to United Kingdom's key skills and Australia's key Competencies. In 1990, employability skills.

The Revised Employability Skills 2000+ Schema includes:-

- (i) Fundamental skills.
- (ii) Personal management skills.
- (iii) Teamwork skills.
- (iv) Individual values and attitude.

* In United States the Secretary's Commission on Achieving, New Skills (SCANS) is the major Schema of 1990's it states.

- (i) basic / fundamental skills (communication, numbers)
- (ii) high thinking skills (flexibility, problem solving).

- (iii) Interpersonal and team skills.
- (iv) personal attitudes.

Q.3:- Explain the life-long learning & its importance?

- Ans:-
- (i) It is that learning which takes place through the life.
 - (ii) It is the education for continuous development of qualities.
 - (iii) It is therefore a part of life which takes place at all times and in all places.
 - (iv) It is the process going on from birth to the end of our life.
 - (v) It takes place by learning from family, community, schools, religious places, workplace etc.

stages of life long learning:-

- (i) 0-5 years Age group:- Informal learning occurs in this age group. children learn from parents and their environment. Learning in this stage affects the learning abilities later in life.
- (ii) 25-60 years Age group:- learn from their occupation workplace colleges, information technology, media, environment, nature etc. Adult learns from their experience.
- (iii) Age of 6-24 years:- Learning in this age group takes place in ~~four~~ four aspects school, colleges, universities. These are four aspects of development in this age group- physical, Intellectual, Mental & Social.
- (iv) Age 60+ years:- Learning in this age group is for their own sake achieving new knowledge result is a sense of pride and maintaining self respect.

Q4:- Explain Self-Concept?

Ans:- Self concept is define as the totality of our beliefs, preferences, opinion and attitudes organized in a systematic manner towards our personal existence.

Moreover, self concept can be define as "how we think of ourselves and however should think, behave and act our various life roles. The self concept theory holds many assumptions about one personal judgement towards ourselves the six specific domains.

1. Social:- The ability to interact with other.
2. Competence:- The ability to meet basic needs.
3. Affect:- Awareness of emotional status.
4. Academics:- Success or failure in academics.
5. Family:- How well one functions within the family unit.

Q5:- What is time management? why it is important?

Ans:- It is rightly said "Time and tide wait for none" An individual should understand the value of time for him to succeed in all aspects of life people who waste time are the ones who fail to create an identity of their own.

1. Time management refers to managing time effectively so that right time is allocated to the right activity.
2. Effective time management allows individual to assign specific time slots to activities as per their importance.
3. Time management refers to make the best use of time is always limited.

Importance of time management :-

Time management is very important for our personal life and career success. It teaches us how to manage our time effectively and make the most of it. Time management is very important and can be seen from following points as discussed under.

1. Time is a special resource that we cannot store or save for later use. Time not well cannot be retrieved.
2. Most people feel like they have too much to do and not enough time, they blame lack of time for their poor finance, stress, bad relationship and for not exercising their body.
3. We need time to get what we want out of life. Through right time management we can create the time that to do more things.
4. Time management helps us to make conscious choices, so that we can spend more of our time doing things that are important and valuable to us.
6. We can become more productive using improved time management skills.
7. A certain degree of detachment and inner peace are useful in managing our time effectively.

Q6:- Explain reading skills improvement methods?

Ans:- Reading is a means of language acquisition, of communication and of sharing information and ideas, readers use a variety of strategies to assist with decoding to translate symbols into sounds or visual representations of language and comprehension.

Improvement methods -

1) Participate in library Reading programs :-

Most libraries often organized reading programs for students based on their education levels. Many of these programs themed and showcase some of the best works for children and young adults. The library staff may host activities based on books and have special events and field trips designed to help students explore the literature on a deeper level.

2) Explore different forms of Reading Material :-

Check out works in both their books forms and books on tape, CD, or digital recording forms. Many of the highest rated literature for children and young adults is available on tape and in book form. These methods provide the students exposure to works they might not otherwise choose to read because of the difficulty. They can gain knowledge of the content and increase vocabulary without having to struggle through the books.

3) Compare books to films :- Student read a book and then checkout the video version of a book talk about the similarities and differences in the two mediums what did he/she like about each form.

4) Study Reading Vocabulary :- As you read books make a list of words that were difficult or unfamiliar in the book. Make flash cards of these words, spend some time together talking about the meaning and looking them up in the dictionary. Take turns showing the cards and guessing the words and meanings. As the student masters each word remove it from the desk.

5. Strengthen Spelling Skills :- use the same deck treat above paper, give a reward for each mistake when finds and correct. This is a great strategy to use through the years. It teaches students to self-correct and also reduce their fear of trying to take difficult words.

6. Compare author's books :- It is a good idea for you to read them too so you can discuss them, compare how they are similar and how they are different.

Q7:- Explain self development of self concept?

Ans:- The following summarizes the structure and development of self concept :-

1. The self concept is a relatively stable but changeable, set of self-perceptions that are developed through social interaction and includes self perceptions, ideal selves, social identity self esteem.

2. The perceived self is comprised of a set self cognitions regarding one's traits, competencies and values. It is developed and reinforced through social and task feedback with results in two dimensions: level of perceptions refer to the degree to which an individual possesses an attribute relative to their ideal self and is expressed on a continuum from low to high. Strength of perceptions refers to how strongly the individual holds the perceptions of attributes level and is expressed on a continuum from weak to strong. The type of feedback which an individual receives from their primary group (i.e., conditional/unconditional) determines whether they use an inner- or other directed standard to measure the ideal self.

3. Social identities are those aspects of the self concept that derive from social categories to which he/she perceives him/herself as belonging. Two types of social identities are established - global identity is formed early in life and is the identity one wishes to display across all situations, roles and reference groups. The global identity forms the basis for, role specific identities. Role-specific identities are identities established for a specific reference group or social role. Global and role-specific identities are interactive.
4. Self-esteem is the evaluative component of the self concept, and is a function of the distance between the ideal self and the perceived self. Three types of self-esteem are proposed - chronic, task-based and socially influenced.