

COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT

PRACTICAL MANUAL

COURSE CODE: CC-AGP216



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PRACTICAL 1: LISTENING SKILLS

What is listening?

Listening is both a physiological and cognitive process. Listening helps in the cultivation of smooth interpersonal relationships. Lack of listening may lead to erroneous communication. Careful hearing and understanding of the message is required to make out the meaning.

Purpose of listening?

1. To gain knowledge
2. To gather information
3. To understand concepts
4. To learn the process our procedure of doing things

Guidelines for listening effectively

1. Stop talking
2. Put the listener at ease
3. Concentrate on what someone is saying
4. Remove distractions
5. Avoid making assumptions
6. Look for hidden deeper messages
7. Listen to the non-verbal language
8. Avoid negative feedback-- don't argue ,interrupt, criticize
9. Be patient

10. Restate and rephrase what has been said to you before responding

Link for listening exercise

<https://learnenglish.britishcouncil.org/skills/listening/advanced-c1/tech-addiction>

Worksheet

Tech addiction

Listen to the radio programme about tech addiction to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. to scroll
2. to class
3. greyscale
4. vulnerable
5. to drop by
6. to exacerbate
7. a rush
8. baby boomers

Definition

- a. to visit informally for a short time
- b. to move information on a screen to see a different part of it
- c. a chemical reaction in your brain that makes things feel good
- d. black and white and the shades in between
- e. the generation currently in their late adulthood
- f. easily damaged or harmed; at risk
- g. to categorise; to name
- h. to make something worse

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. Millennials spend more time on smartphones than any other generation.	True	False
2. Some people who work in the tech industry are fighting against smartphone addiction.	True	False
3. The presenter thinks most adults' behaviour towards their phones and apps is under control.	True	False
4. Babies' brain development is delayed because they're looking at screens.	True	False
5. We're likely to see a rise in teenage mental health problems because of social media addiction.	True	False
6. Changing the colour settings on your phone may make you spend less time on it.	True	False

Task 2

Match the expressions (1–6) with their meanings (a–f).

Expression**Meaning**

- | | |
|---|---|
| 1. I'll hold my hands up to being one of those people. | a. It keeps getting worse and we can't break the pattern. |
| 2. They're not in their right mind. | b. We need to do something about this now. |
| 3. It's a vicious circle. | c. They experience emotions deeply. |
| 4. Time to stage an intervention! | d. A lot of people are waiting. |
| 5. There are queues round the block. | e. I confess that's something I do too. |
| 6. They're sensitive to highs and lows. | f. It's not a sensible way to behave. |

Discussion

Are you addicted to social media or smartphones?

Practical 2: Note taking

What is note taking?

Taking notes in the class is one of the effective ways to understand the material being presented in the class. Unless you have a photographic mind, you will need to learn this important skill.

Guidelines for effective notetaking

1. Come to class prepared- bring enough paper and writing instrument of your choice to class.
2. Start a new page for each new class- put the date on top of the first page. This way you will know where the notes for each class begin which will help you to keep the material organized.
3. Don't try to write down every word your teacher says -you will not be able to and Moreover you will miss the overall point your teacher tries to make if you try to write every word.
4. Write down the big ideas.
5. Use abbreviations and or symbols for commonly occurring names and words- you can develop your own abbreviation and /or symbols so long you don't forget what they stand for.

Examples:-

Fr- from

re- in reference to

W/- with

vs- against

w/o- without

etc- and so forth

e.g.- example

?- questionable item

c.f- compare with

I.e.- that is

6. Leave lots of room on the page-keep space between ideas your notes will be much easier to read and you will have enough space to add information later on if needed

7. Use diagrams and pictures wherever necessary- sometimes it is helpful how to draw pictures that illustrate the connections between ideas, sequences or events.
8. Write down corresponding page numbers from your textbook.
9. Review your notes for accuracy.
10. Update notes for missed classes -sometimes it is unavoidable to miss class, but that shouldn't stop you from getting notes for it.

Methods of Note Taking

1. The Cornell method- it is based on two columns. Left hand column- list the keyword or concept. Right hand column- list the main ideas or write a paragraph. At the bottom of the page you should write paragraphs summarizing the information contained in the notes.
2. The outline method- this involves writing a series of topics and subtopics identifying them by marking the text, numbering the lines, or using a dash or bullet point.
3. Charting method- table of rows and columns.
4. Sentence method- you simply write every new concept on a separate line. You can also number the information if you wish use some visual aid.

EXERCISES ON NOTE TAKING:-

PRACTICAL 3: WRITING SKILLS

What is writing skills?

Writing skills are of prime importance in written communication. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organise their knowledge and beliefs into convincing arguments, and to convey meaning through well constructed text. In its most advanced form, written expression can be as vivid as a work of art.

Characteristics of Good Writing

- 1.Appropriate and need based from audience's point of view.
2. Use of simple language.
- 3.Use of shorter sentences.
- 4.Use of comprehensible words,phrases.
- 5.Accuracy.
- 6.Clarity and brevity.
- 7.Use of relevant/appropriate examples for making things clear.

Steps of Good Writing

- 1.Planning - First plan and design every detail. Rearrange the ideas in order.
2. Put down your ideas- While putting down your ideas ,you need to follow the characteristics of good writing as explained above.
- 3.Check and recheck your writing.

Exercise on writing skills: Paragraph Writing(200 words)

PRACTICAL 4: ORAL PRESENTATION SKILLS

What is oral presentation?

An individual has to interact with other members of the society throughout the life and herein lies the importance of oral presentation skills. Oral presentation skills are essential for employability and true academic study as they lead the students to enter into debate and sustained reasoning. They enable students to participate fully in their learning, demonstrate their ability to communicate and help them develop competencies in an area of their future working places.

Effective tips for oral presentation

1. Make your speech purposive- Any speech you make must have some purpose such as to entertain, inform, amuse, instruct, interact, sell an idea or a product or ask for some action.
2. Give brief introduction- Introduce yourself in case audiences are strangers. Introduce the topic.
3. Know your audience- Different audiences require and are prepared for different amounts and depths of information.
3. Shape the presentation- Students should gain the mastery of organising and selecting their arguments or pieces of information so as to respect the time allotted.
4. Be prepared- Develop good command over the language as well as the subject. Practice your presentation until you feel comfortable. Make sure you can present your information within limited time frame.
5. Don't read your presentation- Talk to your audience. Use your notes as prompts as needed.
6. Don't make excuses- Many times we may notice, a speaker making a beginning by saying, "I'm sorry, I've not come prepared...". No need to announce it as audience is not interested in it.
7. Arouse the interest of the audience- Always speak in terms of what the audience wants. Opening should be effective and interesting.

8. Maintain eye-contact – Shift your eye-contact around the room so that everyone feels that you are talking to them.
9. Use of proper gesture, posture and body movement – Non-verbal communication plays a vital role in transfer of message.
10. Provide examples- Add examples for effective understanding.
11. Use visual aids- Skillful use of properly selected visuals such as charts, slides, makes your presentation easier and more effective.
12. Actively involve your audience- Ask questions that your audience will be able to answer to actively involve them in your presentation.
13. Use repetition, pauses and variations in voice- Vary the tone of your voice and speak at a moderate pace.
14. Have a smooth ending- Do not end your speech suddenly. At the end conclude properly.

Exercise: - Topics for oral presentation:

PRACTICAL 5: READING AND COMPREHENSION OF GENERAL ARTICLES

Importance:

The ability for students to read an article and comprehend the content is critical for success. The following are the key elements students should be able to identify each time they read an article.

These include:

1. Main ideas.
2. Vocabulary in the content of the article
3. Details/facts related to the main idea.
4. Identification of opinions of the author's writing , character, motivation of relationships etc.
5. Inferences made by the author.
6. Questions you have about the article or topic.

Read the passage and answer the questions give below it:

The next ingredient is a very remarkable one : *Good Temper*. "Love is not easily provoked". Nothing could be more striking than to find this here. We are inclined to look upon bad temper as a very harmless weakness. We speak of it as a mere infirmity of nature, a family failing, a matter of temperament, not a thing to take into very serious account in estimating a man's character. And yet here, right in the heart of this analysis of love, it finds a place ; and the Bible again and again returns to condemn it as one of the most destructive elements in human nature. The peculiarity of ill temper is that it is the vice of the virtuous. It is often the one blot on an otherwise noble character. You know men who are all but perfect, and women who would be entirely perfect, but for an easily ruffled quick-tempered or "touchy" disposition. This compatibility of ill temper with high moral character is one of the strangest and saddest problems of ethics. The truth is there are two great classes of sins—sins of the *Body*, and sins of *Disposition*. The Prodigal son may be taken as a type of the first, the Elder Brother of the second. Now society has no doubt whatever as to which of these is the worse. Its brand falls, without a challenge, upon the Prodigal. But are we right ? We have no balance to weigh one another's sins, and coarser and finer are but human words ; but faults in the higher nature may be less venial than those in the lower, and to the eye of Him who is Love, a sin against Love may seem a hundred times more base. No form of vice, not worldliness, not greed of gold, not drunkenness itself does more to un-christianise society than evil temper. For embittering life, for breaking up communities, for destroying the most sacred relationships, for devastating homes, for withering up men and women, for taking the bloom off childhood ; in short for sheer gratuitous misery-producing power, this influence stands alone. Jealousy, anger, pride, uncharity, cruelty, self-righteousness, touchiness, doggedness, sullenness—in varying proportions these are the ingredients of all ill temper. Judge if such sins of the disposition are not worse to live in, and for others to live with than sins of the body. There is really no place in Heaven for a disposition like this. A man with such a mood could only make Heaven miserable for all the people in it.

—Henry Drummond

QUESTIONS

1. What is the popular notion about "bad temper"?
2. How is bad temper "the vice of the virtuous"?
3. Which class of sins is worse, and why—sins of the body, sins of the disposition?
4. Mention some evils of bad temper.
5. Why, according to the author, will there be no place in Heaven for bad-tempered folk?
6. Find words from the passage which mean: breaking up ; running ; scandalising ; souring ; easily or quickly offended.

Answers

PRACTICAL 6: READING AND COMPREHENSION OF TECHNICAL ARTICLES

Reading technical materials requires a different skill set than reading for pleasure. In this set of activities there will be an emphasis on strategies that can assist with technical articles.

Materials required for reading such articles: Notebook, highlighter, pencil, pen and eraser.

Steps for reading:

1. Quickly scan the paper for headings or headlines.
2. Use the headings to help you create a mind map.
3. Skim the paper, and highlight the key sentence or idea in each paragraph.
4. Add the key ideas to the mind map.
5. Read the article and add any items that stand out that have not been noted.
6. Review your mind map.
7. Underline and define any unknown terms.
8. Summarize your understanding in writing or verbally.

PRACTICAL 7: PRECIS WRITING

What is a precis? scientificall

A precis is a summary, and precis- writing means summarizing. A precis is the gist of a passage expressed in as few words as possible. A precis should not contain more than one third of the number of words in the original passage. A precis is meant to express only the main theme, shorn of all unimportant details.

Importance of precis- writing: Practice in precis-writing is of great value for practical life as it enhances the ability to grasp quickly and accurately what is read or heard and to reproduce it clearly and concisely which is of the utmost value.

Method of Procedure: You must make up your mind from the beginning that precis- writing means intensive brain work. There is no easy shortcut to summarizing a passage. It requires concentrated thought, close attention and hard thinking.

1. First carefully read the passage, if necessary several times, apprehend clearly its main theme or general meaning.
2. Examine the passage in detail, to make sure of the meaning of each sentence, phrase and word.
3. Supply a short title which will express the subject.
4. Select and note down the important points essential to the expression of the main theme.
5. Note the length of number of words prescribed for the precis, and write out a first draft .
6. In doing this remember that you are to express the gist of the passage in your own words, and not in quotations from the passage; that you should condense by remodelling than by mere omission; And that your precis must be self- contained and a connected whole. Add nothing; make no comment; correct no facts.

7. Revise your draft. Compare it carefully with the original to see that you have included all the important points. If it is too long, still further compress it by omitting unnecessary words and phrases or by remodelling sentences. Correct all mistakes in spelling, grammar and idiom and see that it is properly punctuated. Let the language be simple and direct.
8. Write out neatly the fair copy under the heading you have selected.

Exercise: - Write a summary of the following passage of about one-third of its original length.

Trees give shade for the benefit of others and while they themselves stand in the sun and endure scorching heat, they produce the fruit by which others profit. The character of good men is like that of trees. What is the use of this perishable body, if no use of it is made for the benefit of mankind?

Sandalwood- the more it is rubbed the more scent does it yield. Sugarcane- the more it is peeled and cut into pieces, the more juice does it produce. Gold- the more it is burnt, the more brightly does it shine. The men who are noble at heart do not lose these qualities even in losing their lives. What does it matter whether men praise them or not? What difference does it make whether riches abide with them or not? What does it signify whether they die at this moment or whether their lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dogs and cows. Those who lay down their lives for the sake of a friend, or even for the sake of a stranger, will assuredly dwell forever in a world of bliss.

PRACTICAL 8. ABSTRACT WRITING What is an abstract?

An abstract is a concise summary of an academic text (such as a journal article or dissertation).

Purpose of abstract writing:

- To help potential readers determine the relevance of your paper for their own research.
- To communicate your key findings to those who do not have the time to read the whole paper

An abstract should include:

- Principal objectives in scope of investigation.
- Methodology/technique(s) employed but not mega emphasis on techniques but on results.
- The main and important findings of the experiment.
- The contribution of this particular piece of work towards new knowledge.

How long should an abstract be?

Most abstracts are around 150-250 words long and written in a single paragraph.

Where does the abstract go in a paper?

The abstract comes after the title page and before the introduction of the paper.

Format of an APA abstract:

- Include the running head aligned to the left at the top of the page.
- On the first line, write the heading “Abstract” (centered and without any formatting).
- Do not indent any part of the text.
- Double space the text.
- Use Times New Roman font in 12 pt.
- Set one-inch (or 2.54cm) margins.
- If you include a “keywords” section at the end of the abstract, indent the first line and italicize the word “Keywords” while leaving the keywords themselves without any formatting.

Below is an example of a correctly formatted and written APA abstract.

Abstract

Studies have been conducted on strategies for teaching low-level readers and improving their reading and literacy skills (Smith, 2009; Miller, 2007). However, these studies conclude that additional reading time is the best way to increase a student's reading level. In additional studies focusing on the middle school reading and Language Arts classroom (Harim, 2000; Lossen, 2001), teachers note that encouraging reluctant readers to read more—both in the classroom and outside of the classroom—is a common challenge faced by educators. Therefore, to ascertain strategies for encouraging reluctant readers to read more, thereby increasing their reading levels, we surveyed 200 low-level readers in an urban public-school district to determine what strategies would provide impetus for them to read more and for longer periods. The results of the survey concluded that finding material that connects with the readers' lives is the best strategy teachers can have for encouraging reluctant readers in the classroom. We then provide strategies for middle school teachers in finding reading material that has a greater connection with, and impact on, students' daily lives.

Keywords: literacy, reluctant readers, reading strategies



PRACTICAL 9: SUMMARISING SKILLS

What is summary?

A summary is a short and concise representation of the main points, ideas, concepts, facts or statements of a text written in your own words. Unlike a paraphrase, which is generally of a similar length to the original text, a summary is much shorter.

When summarising you should not alter:

- The author's original idea(s).
- The degree of certainty with which the ideas are expressed.

How to summarise?

Read the article or text a number of times to develop a clear understanding of:

- The author's ideas and intentions.
- The meanings and details.
- The force with which the ideas are expressed.

Use the following steps to write a summary:

STEP 1- Write notes in point form using keywords; this will make it easier to express the ideas in your own words.

STEP 2- Write the summary directly from your notes without re-reading the passage.

STEP 3- Refer back to the original to ensure that your summary is a true reflection of the writer's ideas.

EXERCISE: Read through the following passage and write a summary of it.(in not more than 120 words)

Man is forever changing the face of nature. He has been doing so since he first appeared on the Earth. Yet, all that man has done is not always to the ultimate advantage of the Earth or himself. Man has, in fact, destroyed more than necessary.

In his struggle to live and extract the most out of life man has destroyed many species of wildlife; directly by sheer physical destruction, and indirectly by the destruction or alteration of habitats. Some species maybe able to withstand disruptions to their habitat while others may not be able to cope.

Take the simplest act of farming. When a farmer tills a rough ground, he makes it unsuitable for the survival of certain species. Every change in land use brings about a change in the types of plants and animals found on that land.

When man builds a new town, this means the total destruction of vast areas of farmland or that he hunts for sport and wages a war on any other creature that may pose a danger or inconvenience to him. This creates many problems and man has made irreversible serious errors in his destruction of predators. He has destroyed animals and birds which are useful to farmers as pest controllers. The tragedy that emerges is that all the killing of predators did not in any way increase the number of game birds.

Broadly speaking, man wages war against the creatures which he considers harmful, even when his warfare makes little or no difference to the numbers of those he encourages. There is a delicate predator and prey equilibrium involving also the vegetation of any area, which man can upset by thoughtless intervention.

Therefore, there is a need for the implementation of checks and balances. The continued existence of these animals depends entirely on man and his attitude towards his own future.

Summary:

PRACTICAL 10: INDIVIDUAL PRESENTATION

What is individual presentation?

The practice of showing and explaining the content of a topic to an audience by an individual is known as individual presentation.

PURPOSE FOR GIVING PRESENTATION

1. To inform
2. To persuade
3. To build goodwill

STEPS FOR EFFECTIVE PRESENTATION

1. Show your passion and connect with your audience --- Be enthusiastic and honest and the audience will respond.
2. Focus on your audience's needs --- As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know. While giving presentation, you also need to remain focussed on your audience's response and react to that. You need to make it easy for your audience to understand and respond.
3. Keep it simple : Concentrate on your core message --- You should be able to communicate the key message very briefly.
4. Smile and make eye contact with your audience --- This sounds easy but a surprising large number of presenters fail to do it. Make sure that you don't turn down all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.
5. Start strongly --- The beginning of your presentation is crucial. You need to grab your audience's attention and hold it. Start by entertaining them.
6. Remember 10—20—30 Rules for Slide Shows ---
 - Contain no more than ten slides
 - Last no more than 20 minutes
 - Use a font size of no less than 30 points

7. Tell stories --- Human beings are programmed to respond to stories. If you can use stories in your presentation , your audience is more likely to engage and to remember your points afterwards.
8. Use your voice effectively --- Varying the speed at which you talk, and emphasising changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.
9. Use positive body language --- It has been estimated that more than three quarters of communication is non verbal. Avoid crossing arms, holding hands behind your back, or in your pocket and pacing the stage. Make your gestures open and confident.
10. Relax , Breath and Enjoy --- Make sure that you continue to pause for breath occasionally during your presentation. If you bring yourself to relax you will almost certainly present better. If you can actually start to enjoy yourself, your audience will respond to that , and engage better.

TOPICS

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

PRACTICAL 11 : GROUP PRESENTATION

What is a group presentation?

A group presentation is supposed to be a subject matter with content that is agreed upon by all of the members present.

GUIDELINES FOR GROUP PRESENTATION

1. Clarity of purpose --- Your group should create a charter statement that explicitly captures the group's desired outcome. For example if your group agrees that your general purpose is to inform on a new topic, build that in your charter statement, "the purpose of our presentation is to inform....."
2. Clarity of Roles --- Capitalise on the unique personalities within your group to develop roles that work well for all. Discuss the roles openly so that they are clear to everyone.
3. Clarity of message --- Try creating one master presentation, a unified narrative and then decide who speaks to which points and when. By this method each of the presenters of your group will stay on script and use cohesive language, smooth transitions when using visuals and graphics.
4. Control in introduction --- The way of introducing a group is noticed by the audience. You need to decide if each member will introduce her/himself, or if one member will introduce everyone.
5. Control in transitions --- Decide how you are going to hand over from one speaker to the next.
6. Control vis-a-vis time and space --- Consider where each speaker needs to be positioned and your presentation must fit in your allotted time.
7. Commitment to a schedule --- One can assign specific responsibilities to the members of the group.
8. Commitment to rehearsing --- Rehearsing is one of the most important steps. Practice makes one perfect.
9. Commitment to answering your audience's question --- Have each member developed a list of potential questions and then as a group review the list. Discuss who will be responsible for which type of questions.

The ending is the most important part of the presentation. People remember best what you say at last. You can have a speaker to end the presentation who can show passion and enthusiasm for the topic.

TOPICS

1.
2.
3.
4.

PRACTICAL 12 : FIELD DIARY AND LAB RECORD

DEFINITION:

The field diary is an important Source of data. It enables the researcher to record events as they occur which they annotate (to add explanatory note) with developing interpretations.

All scientists who work in the field should keep a field diary or journal. In this diary, he records everything he finds, observes and collect. This diary serves as a record for future reference.

ADVANTAGE OR IMPORTANCE OF FIELD DIARY:

1. It keeps the records of observation in an orderly fashion.
2. It helps the investigator understand the physical and social settings (climate, resources, characteristics of people, group, government, organizations etc.).

GUIDELINES FOR WRITING A FIELD DIARY

Eleanor Sterling, an anthropologist has done extensive field work in Africa from the forest of Madagascar to the Savannas of Tanzania. She has given some guidelines on keeping a field diary/journal.

1. Use a well-sharpened pencil.
2. Begin each field session by writing down the basic information on
 - (a) Site name/location.
 - (b) Plant name/number.
 - (c) Group name.
 - (d) Date and time of day.
 - (e) Temperature and weather condition: cloudy, sunny, windy, raining etc.
 - (f) Soil condition - moist or dry.
3. Record the observation:

- (i) If there are fruits and flower on individual tree.
 - (ii) Interaction among insects or between insects and plant like feeding, pollinating,
 - (iii) Fighting including aggression and defence.
 - (iv) Reproduction etc.
4. If things are happening so quickly that it is not possible to note down everything, develop a coding system, this is called “ethogram”, to note down quickly.
 5. After returning to class or home, read over the entire notes and underline or use highlighter to mark the important things.
 6. Have direct feeling about a situation and express it in your own words.

LAB RECORD

Laboratory note book or Lab book is a primary record of research. Researchers use a lab note book to document their experiment, initial analysis or interpretation of these experiment.

Laboratory note books are the means for keeping a permanent record of the details of an individual's day-to-day research and development work in the laboratory or office. Lab note book serves as an organizational tool, a memory aid and can also have a role in protecting any intellectual property that comes from the research.

Types of Laboratory Note book

Laboratory note book may be of three types.

1. **Bound/stitched note book:** It is the traditional lab note book. The pages are initial and all bound together. Since the numbered pages make it easy to see if any

pages been removed. These books serve as a permanent record of the work and can serve legal evidence in dispute.

2. Loose leaf or ring binder note book: In this note book more data can be placed. But it increases the chances of losing sheets and provides opportunity of removal.

LAB RECORD KEEPING PROCEDURE

The important instructions or guidelines for recording data in the laboratory note book are presented in brief:

1. Use a bound note book for laboratory record. Make note book entries as the experiment progresses as a running record of work.
2. Do not erase anything in a laboratory note book and never remove any page from it. Use permanent ink for better readability.
3. Give date and time of each new record. Keep the initials of the person making the record. List of the equipment used (name, model, serial no.) with relevant specification.
4. Observe and record data in the note book immediately. Display prominently calculated results. Keep sample of any calculation, but do not include every calculation.
5. Give a descriptive title of all graphs. Notes or explanation is essential to proper performance of the experiment or interpretation of the result.

The laboratory note book is not a condensed and polished report of the experiment, but it provides enough evidence to determine what the researcher has done, how it has been done and what result was obtained.

A	E
Adaptive trial 41	Early adopters 93

PRACTICAL 13 : INDEXING

Important Steps for Subject Index

There are different ways of preparing an index.

1. Read line by line through the final proof sent by the publisher until you identify few proper name, key word. Phrases, terminology etc.

2. Write down those terms, name in the index card or several sheets of paper that contain the list and add the page no, of the proof.

3. The subject index entries consist of three elements: a heading, a subheading (subentries) and a locator.

(a) Heading: The main heading in an index entry normally are key words, phrases, terminology etc. Headings should be nouns or gerunds that function as noun. Headings are alphabetized in letter-by-letter or word-by-word.

(b) Subheading: Sub-headings should be concise and are indented under each main heading with page reference (indentation means begin a line of writing further from the margin of the previous line). Sub-headings often form a relationship with main heading. These are also placed alphabetically.

(c) Locators: In a printed book locators are usually page number, though they can be paragraph number (in case of manual). When discussion of a subject continues more than a page, the first and last page number is given. Example 24-26 (if pages).

Cross reference: A cross reference refers to an item that appears in another location in the index. Cross references match the exact wording of the heading or subheading. As a rule, See also is written for cross reference. Cross referenced entries do not have a page number but refer to the main entry.

Example of Subject Index

Adoption	Early majority 94
Definition	Education 1
Index 95	Formal 2
Measurement of 95	Informal 2
Process 86	Non-formal 2
Quotient 95	

Extension 4	Extension see also agriculture extension on
Birth of 20	Concept of 2

Definition 4	Definition 2
Generation of 25	Function of 6
History 21	Objectives 6
Philosophy 5	
Principles 7	
B	Z

What should not be indexed?

The following materials of the book should not be indexed.

1. **Front matter:** Such as title page, dedication, preface, acknowledgement, epigraphs (a citation or motto at the beginning of a book), list of tables, illustrations etc. are not indexed.
2. **Footnote, End note:** If they are source citation they are not indexed. But if footnote, end note amplify discussion in the text can be indexed.

PRACTICAL 14 : FOOTNOTES

Content and Placement of Footnotes

Footnotes are always placed at the bottom of the page even if the content (text) does not completely fill that page. Footnotes are Separated from the text by a two inch horizontal line drawn from left margin, one double space below the last line of the text. The footnotes are single spaced if they occupy more than one line. A double space separates successive footnotes in the same page.

The footnotes usually contain/include the following and are arranged in this order.

- (i) Source of information i.e. name of the author
- (ii) Title of the source (Name of book, title of paper)
- (iii) Place of publication
- (iv) Publishers name
- (v) Year of publication
- (vi) Exact page no. of the source

Reference to footnotes is made by the use of superscripts (i.e. numerals 1, 2, 3, etc) in the body of the text where the particular reference is given.

Example of Footnotes

Text

As preface to the democratic decentralization, the author of the report observed Admittedly, one of the least successful aspect of Sty aa and Extension Service work is to attempt to evoke popular initiative _ 2 the author continued : So long as we do not discover or create a reprersentative anddemocrativeinstitutions We will never be able to evoke local interest and excite local initiative in the field of development.

When the same work is referred to more than once in a foot note, the reference is not repeated in its full form. The abbreviation Ibid (means same reference) or Op, cit (as previously cited) are generally used to indicate the source.

When a work referred to once is referred again and no other reference occurs in between the text, the abbreviation Ibid is written, followed by a comma and the page number.

Example of Op cit and Loc cit

When a work which has been referred to once in the footnote (as footnote 3) is acknowledged again within a page or two (as footnote 5) after the occurrence of other reference (footnoted), between 3 and 5, the footnote 4 only includes the surname of the author followed by a comma and the abbreviation Op.cit is used followed by comma and page number.

When a second (viz. footnote 6) but non consecutive reference follows referring the same work and same page previously cited (viz. footnote 4), the abbreviation Loc cit (means the place cited) is used instead of "Ibid" and page no. is not repeated.

Example of Op cit and Loc cit

Text

Rural development is the dynamic process of development of the rural people. Singh (194) conceptualized rural development as a phenomenon, Strategy and discipline and connotes overall development of rural area³, In the words of Robert Chambers (1983) rural development is strategy to enable a specific group of people to gain for themselves more of what they want and need⁴. According to Singh the main objectives of rural development are to increase and distribution of life sustaining goods, raise per capita purchasing power and expand the range of economic and social choice⁵. But Robert Chambers opined that the objectives should be

1. B.G. Mehta. Report of the Team for the study of Community Development and National extension service Vol 1, New Delhi committee on Plan Projects, November, 1957, P. 5.

2. Ibid P.5

3. Katar Singh, Rural Development = Principles, policies and Management, New Delhi Sage Publication 1999.20.
4. Robert Chambers, Rural development, Putting the last First, London, Longman, 1983. P, 147
5. Singh, Op cit, P.21

PRACTICAL 15 : PROCEDURE FOR WRITING BIBLIOGRAPHY/REFERENCE

The American Psychological Association's (APA) publication Manual (1983) developed a format for a list of references. The requirements of a reference list are:

- (i) All references cited in the text of an article or research paper or book must be listed alphabetically by first author's last name in the list of references.
- (ii) Similarly all references listed must be cited within the text of article, research paper or book,

All APA citation should use hanging indent for typing the reference. In a hanging indent the first line of the reference is flush with the left hand margin of the page and each subsequent line of that reference is indented (to begin further from the margin) 0.5 inches.

Example:

Mondal, S. (2017). Text book of Rural Sociology and Educational Psychology Theory and Practice 2nd. Ed. Ludhiana, Kalyani Publishers.

(Note: 2" line has been typed leaving 0.5 inch space from the first line)

Difference between Footnote and Bibliography or Reference according to style of citation and punctuation:

The purpose of a bibliography is quite different from that of a footnote. The purpose of footnote is to give the specific location of the source of the statement made in the text, include the number of the actual page on which the statement appears in the original source.

The purpose of bibliography, on the other hand, is to identify the whole work and a specific part of it. Besides, the style of citation and punctuation in a bibliography is different from a foot note.

Example: One author Footnote from

Sagar Mondal. Text Book of Agricultural Extension with Global Innovations, Ludhiana, Kalyani publishers, 2013 pp. 21-28.

Bibliography from

2013. Text Book of Agricultural Extension with Global Innovations, Ludhiana, Kalyani publishers pp. 21-28.

In the above footnote, the author's name is given in the natural order of initials or first name, by the surname, but in bibliography the surname precedes the initial of first name followed by the year of publication of the book. But in the footnote, the year of publication is placed at the end (before the page number).

1. Book: Format : Author's last name (surname), first initial, publication year (Date); Book title, edition (if not first edition) city of publication, publishing company.

Example:

Mondal, S. (2017) Fundamentals of Agricultural Extension Education, Ludhiana, Kalyani Publisher.

Text Citation; Mondal (2017) writes that.

2. Books with two Authors:

Format: Author's surname, initial and Authors' Surname, initial, Publication year, Book Title, edition city of publication, Publishing company,

Example: Mondal, S. and Ray, G.L. (2012). Text book of Rural Development, Entrepreneurship and Communication Skills, 3d ed. Ludhiana, Kalyani Publishers.

Text citation: Mondal and Ray (2012) found that.

3. Books with three or more authors: If a book or research paper or document has three or more authors, simply provide the surname of the first author with “et al” (meaning and others) as a text citation.

Example: Mondal et al (2010), in their study conducted in the North East, found that .

In the reference section name of all authors will be listed as shown below.

Format: First author's surname, initials, 2nd author's surname, initials, 3rd author's surname, initial and so on, Publication year, book title, edition (if any), city of publication, publishing company.

Mondal, S., Das, J.K., Acharya, S.K., Vanlalruali, Tayeng, S., and Halam, J. (2010). The Tradition of Agriculture, Food, and Knowledge in India. Udaipur, Agrotech publishing academy.

4. Referencing a Chapter in an edited book: Edited book contains collection of chapters which are written by different authors and collated (collect and combine) by an editor or editors.

Format : Surname of chapters author, initial, surname of chapter's 2 author, initial, publication year of edited book, chapter title, then In, Author's name of edited book, then (ed), Name of edited book, place of publication, publishing company; page number of that particular chapter.

Example

Devi, C.V and Mondal, S (2014). Joint Liability group and Rural Development in Manipur, Das Gupta (ed). Advances in Extension Education and Rural Development, Vol II, Jodhpur Agribias (India); pp 337-351

5. Journal Article:

Format: Author's surname, initial, publication year, title of article or research journal name or magazine name, volume number, issue number or part no. page;

Example;

Tripura, B and Mondal, S. (2016). A Study on Factors Affecting Vegetables Production in Tripura journal of Extension Education, Vol. XXI, No, 1, pp.-30-35.

NB. References to journal articles do not include the name of publisher or place of publication unless there is more than one journal with same title (name).

6. Thesis or Dissertation:

Format: Author's surname, initial, year of submission of thesis, thesis title, typed thesis (Master degree or Ph.D.) Department and college/University.

Example:

Mondal, S. (1991). Development Management by Gram Panchayat Organization: A study Conducted in Two Districts of West Bengal. (Ph.D. Thesis). Department of Agriculture Extension, Bidhan Chandra Krishi Viswavidyalaya

N. B. A Ph.D. candidate usually submits three or four copies of his thesis. Unless a dissertation is subsequently published in any form, it is unpublished dissertation which is not widely read. So, in such case unpublished Ph.D. Thesis is written.

7. Conference Paper:

Format: Author's surname, initial, publication year, Title of paper, name of conference date on which the conference was held, place of conference, publisher.

Example:

Mondal, S. and Das, SK. (2016), Climate Change and Extension Education. Paper presented at International Extension Education Conference on Education, Research and service, January 27-30 Banaras Hindu University, Varanasi. Organizing committee, I.E.E.C, BHU.

8. Newspaper Article:

Format: Author's surname, initials, year, month and date of publication, Article title, Newspaper name, Page number.

Example:

Farand, C, 2017, 2nd August Scientists make food from thin air and electricity. The Times of India Kolkata, P.13.

9. TV or Radio Programme:

Format: Serial Title, year of broadcast, Episode no or title, start times of cited section (if required), Broadcasting organization/channel, Date of Broadcast.

10. Government Publication

Format: Department and Central/State Govt. year of publication, title of publication, place of publication.

Example 1:

Legislative Department, Government of India (1993). The Constitution Seventy-third Amendment

Act, 1992. The Controller of Publication, Delhi.

Example 2:

Ministry of Agriculture (2000). National Agricultural Policy 2000. Department of Agriculture and Cooperation, Government of India, New Delhi