UNIVERSAL CONVENT SR SEC SCHOOL KALADHUNGI

Note Making Skills

Effective Note Making

- **Note making is a skill:**
  - *Most people feel deficient*
  - *It can be learned*
  - *This takes understanding of what you're doing*
  - *It takes practice, which involves effort*

Purpose of Note-Taking

- Revise lessons before examination

- Write a report, letter or an essay

- Plan a speech, lecture or a discussion

- Make a presentation

- Convey telephone message with details.

- Summarize a text that we have read.

Storing & Retrieval

- We often store information for future use so that we may use the information in future.

- Storing will be useless if we can not retrieve it.

- Hence information should be systematically organized.

- Do not be obscure so that you yourself can not retrieve the information.

Read for Note-Making

- Bird's Eye View Reading: Read the whole passage quickly to get the gist of the passage and know:
  - ➢ What does the passage deal with
  - ➢ How does the writer develop the theme.

- Deep Reading: Read between the lines to get a complete understanding of the text. Underline key words and phrases to find:
  - ➢ headings,
  - ➢ subheadings.

Scan for key words

- **Think of the important words that link to what you want to find out**

- **Quickly scan the text for these words**

- **Only read the parts of the text that contain your key words**

Skim for facts

- Once you have found the correct section, you do not have to read every single word

- Skim over each sentence, taking in the important facts.

Sections of the Text

- Identify the main points and supporting details

- Find out the chief divisions of the passage.

- Give a heading to each section

- Give subheading to the key words from the details of all sections.

- Condense the information.

- Organise the condensed information in a systematic way.

Characteristics of Note-Making

- Do not use complete sentences

- Do not care for grammar errors.

- Write much shorter than the text.

- Distinguish main points and supporting details.

- Condense information using:
  - ➢*Abbreviations*
  - ➢*Symbols*
  - ➢*Shorter words*
  - ➢*Numbers*

Characteristics of Note-Making

- Drop certain words like:
  - ➢ *Repeated words*
  - ➢ *Structure words: articles, prepositions, conjunctions, relative pronouns*
  - ➢ *Verbs which can be understood in the context.*

- Condensed information is organized in such a manner to bring out the structure of original text.

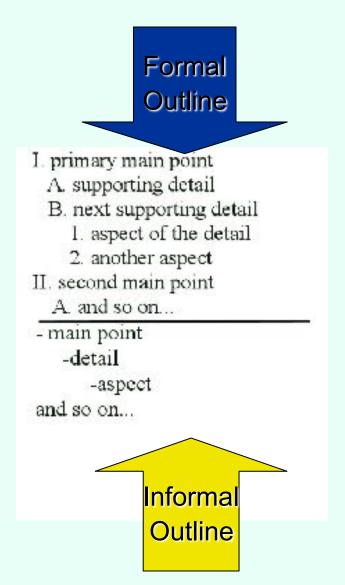- Heading and supporting details are numbered.

Heading/ Title

- Write the heading/title in block letters
- Underline/Highlight the heading/ title.
- Do not give a one word title and a sentence title.
- Use 4 to 6 words for the heading/ title.
- Left intend the text

How to create short forms

- Drop the vowels: Lrn nfrml spd shrt-hnd

- Use common short forms: &, @, etc. ,i.e. , b/w

- Use numbers: 2010 for 'Two thousand ten'

- Use letters for words: c u (See you)

- Use letters and numbers: (l8r, gr8, fi9, any1)

- Use abbreviations: USA, UNO etc.

- Use acronyms: UNESCO, SAARC etc.

- Symbols for words: :-* (hug), © (copyright)

- Use first few letters of word: exam., com., dept.

The Outline Method

- Use headings and subheadings followed by course material

- Easiest method with organized text

Formal Outline

I. primary main point
  A. supporting detail
  B. next supporting detail
    1. aspect of the detail
    2. another aspect
II. second main point
  A. and so on...

- main point
  -detail
    -aspect
and so on...

Informal Outline

Format

HEADING

A.Main Point 1

       A.1. Sub point

             A.1.1. Sub-sub points

             A.1.2._____

             A.1.3_____

     A.2._____

             A.2 .1._____

             A. 2.2._____

             a.2.3._____

B. Main point 2

       B.1. Sub point

             B.1.1. Sub-sub points

             B.1.2._____

             B.1.3_____

     B. 2._____

             B.2.1._____

             B.2.2._____

             B.2.3._____

Do not write numbers or points in the margin.

Key

1. &= and
2. com=computer
3.hdn=headings
4.psg=passage

Indents

Mixed Roman Numerals	Decimals

Mixed Roman Numerals

A_____

       I.1_____

       I.2_____

       I.3_____

B._____

       II.1_____

       II.2_____

       II.3_____

C._____

       III.1_____

       III.2_____

             III.2.i._____

             IIII.2.ii._____

III.2.ii.a_____

III.2.ii.b_____

D_____

Decimals

1._____

       1.1_____

       1.2_____

       1.3_____

2._____

       2.1_____

       2.2_____

       2.3_____

3._____

       3.1_____

       3.2_____

             3.2.1_____

             3.2.2_____

             3.2.3_____

       3.3_____

4._____

- Millions of children in today's world undergo the worst forms of child labor which includes Child Slavery, Child prostitution, Child Trafficking, Child Soldiers. In modern era of material and technological advancement, children in almost every country are being callously exploited. The official figure of child laborers worldwide is 13 million. But the actual number is much higher. Of the estimated 250 million children between the ages of 5 and 14 who are economically active, some 50 million to 60 million between the ages of 5 and 11 are engaged in intolerable forms of labor. Among the 10 to 14year-old children the working rate is 41.3 percent in Kenya, 31.4 percent in Senegal, 30.1 percent in Bangladesh, 25.8 percent in Nigeria, 24 percent in Turkey, 17.7 percent in Pakistan, 16.1 percent in Brazil, 14.4 percent in India, 11.6 percent in China.

India has the dubious distinction of being the nation with the largest number of child laborers in the world. The child labors endure miserable and difficult lives. They earn little and struggle to make enough to feed themselves and their families. They do not go to school; more than half of them are unable to learn the barest skills of literacy. Poverty is one of the main reasons behind this phenomenon.

In India majority of children work in industries, such as cracker making, diamond polishing, glass, brass-ware, carpet weaving, bangle making, lock making and mica cutting to name a few. 15% of the 100,000 children work in the carpet industry of Uttar Pradesh. 70-80% of the 8,000 to 50,000 children work in the glass industry in Ferozabad. In the unorganized sector child labor is paid by piece-by-piece rates that result in even longer hours for very low pay.

- Inadequate schools, a lack of schools, or even the expense of schooling leaves some children with little else to do but work. From the time of its independence, India has committed itself to be against child labor. Article 24 of the Indian constitution clearly states that "No child below the age of fourteen years shall be employed to work in any factory or mine or employed in any hazardous employment." The A recent law The Child Labour (Prohibition and Regulation law) of 1986 designates a child as a person who has not completed their 14th year of age. It purports to regulate the hours and the conditions of child workers and to prohibit child workers in certain enumerated hazardous industries. However there is neither blanket prohibition on the use of child labour, nor any universal minimum age set for child workers. All of the policies that the Indian government has in place are in accordance with the Constitution of India, and all support the eradication of Child Labor. The problem of child labor still remains even though all of these policies are existent. Enforcement is the key aspect that is lacking in the government's efforts.

Questions

- **A.2. (a)** On the basis of your reading of the above passage make notes using heading and sub-headings. Use recognizable abbreviations where necessary. Give a suitable title**.** **05 marks**

- **A.2. (b)** Make a summary of the above passage in not more than 80 words using the notes made and also suggest a suitable title. **03 Marks**

CHILD LABOUR IN INDIA

1.) Types of CL
- 1.1. C Slavery
- 1.2. C prostitution
- 1.3. C Trafficking
- 1.4. C Soldiers

2.) Statistics of CL
- 2.1. No of CL in the world: 13 m
- 2.2. C engaged in labour: 50-60 m
  - 2.2.1. 41% in Kenya
  - 2.2.2. 31.4% in Senegal
  - 2.2.3. 30.1% Bengladesh
  - 2.2.3. 25.8 %in Nigeria
  - 2.2.4. 14.4 % in India

3.) Causes of CL
- 3.1. Poverty
- 3.2. Illiteracy
- 3.3. Non-Inforcement of CL(PRL) 1986

4) Fields of CL
- 4.1. Cracker making
- 4.2. Carpet Weaving
- 4.3. Bangle making
- 4.4. Lock making & Mica Cutting

5. CL in India
- 5.1. 15000 C work in Carpet Ind. in UP
- 5.2. 6000-40000 C work in Glass Ind. in Ferozabad

Key to Abbreviations

1.   CL: Child Labour

2 C: Child

3   PRL: Prohibition and Regulation law

4 Ind. : Industry

5 UP: Uttar Pradesh

6 m : million

Child Labour (Summary)

There are many kinds of child labour like Child Slavery, Child prostitution, Child Trafficking, Child Soldiers etc. The statistics of Child labour is very alarming as worldwide there are 13 million child labourers, 41% in Kenya, 31.4 % in Senegal, 14.4 % in India. Causes of Child Labour are poverty, illiteracy, and non-enforcement of law. They are engaged in cracker making, carpet weaving, bangle making, lock making and mica cutting. In India 15000 children work in Carpet Industries in UP and around 40000 work in glass industries in Ferozabad.

Life in ancient Egypt was centered largely on agriculture. The majority of the people were involved in farming, and the growing season lasted eight-nine months. Wheat, fruits and vegetables were the principal crops, although there was some pastoral farming of cattle, sheep, or goats. Farmers in ancient Egypt worked to reach a level of subsistence so that they could feed themselves and pay their taxes. During the annual flooding of the Nile, which typically lasted from July through November, farming was impossible. But when the waters receded, a thick layer of fertile silt over the farmlands remained to insure rich soil for their crops and thick grasses for their grazing animals.

How can we make notes
from larger pieces of text?

Life in ancient Egypt was centered largely on **agriculture**. The majority of the people were involved in farming, and the **growing season** lasted **eight-nine months**. **Wheat, fruits** and **vegetables** were the principal crops, although there was **some** pastoral farming of **cattle, sheep**, or **goats**. Farmers in ancient Egypt worked to reach a level of subsistence so that they could **feed themselves** and **pay** their **taxes**. During the **annual flooding** of the **Nile**, which typically lasted from **July through November**, **farming** was **impossible**. But when the **waters receded**, a thick **layer** of **fertile silt** over the farmlands remained to ensure rich soil for their **crops** and **thick grasses** for their **grazing animals**.

Mainly agriculture - growing season - eight-nine months – wheat fruits vegetables - some cattle sheep goats - feed themselves - pay taxes - annual flooding – Nile - July to November - farming impossible – when waters receded – left layer fertile silt - crops - thick grasses for grazing animals.

Summarizing

- Summarizing is next step to note-making

- Read the text and make-notes.

- Use the notes and make the draft summary without referring to the original text.

- Do not exceed 1/3 words of the original text.

- Check if you have included all important details.

- Check the language and correct grammar errors.

- Write no of words in brackets at the end.

Summarizing

- Avoid long sentences. Write shorter sentences.

- Use formal language, no short forms.

- Do not copy complete sentences from the text.

- Try to use your own words language and sentences.

- Write in a single paragraph. Do not use many paragraphs for many sections.

- Follow logical sequence.