

GETTING STARTED

We are not born knowing how to study. It has been found that many students fail in the academic field or are not interested in studying, not for lack of ability, or brains, or even courage, but simply because they have never been taught how to manage their own learning. The good news however is that there are a variety of study skills for any student looking for an opportunity to improve his learning. Studying effectively is a learned behaviour and this is why there are a number of different study skills that are available to students of all level.

About the SML Strategy

Welcome to the Self Managed Learning (SML) strategy, a program designed to enable you to simply, successfully turn your learning goals into reality. The program consists of six simple steps in the form of six modules which may be used as a self study material. With a wealth of hands on experience, each module will keep you engaged and help you retain critical skills.

Learning Objectives

On completion of the SML strategy, you will know how to:

- Set practical goals and take responsibility of your own learning
- Use time wisely
- Search for information using the library and internet.
- Cite the resources you use for your projects and follow copyright laws
- Use various techniques to develop powerful reading skills
- Increase your reading speed
- Take clear meaningful classroom notes and study effectively from them
- Practice memory techniques to enhance your ability to learn
- Use various techniques that will directly or indirectly improve your concentration and intelligence
- Improve your test performance

The SML strategy for improving your self learning skills focuses on a different aspect of learning in each module. However, as your study progresses, you will notice that these skills are interconnected. Developing one aspect of your study will also help with other aspects. For example, improving your reading speed also improves your concentration because the mind gets enough work, so it does not have time to go in different directions or get distracted. Scientific studies have proved that reading faster improves understanding. This leads to improvement in both memory and concentration.

Don't be put off by modules that look difficult or by words you don't know. You may need to read some chapters several times – but that's typical of advanced learning. When you have lived with them for a few weeks and thought about them, the ideas and vocabulary will become everyday words to you.

In the **first module** on developing *goal setting skill* you will find everything that you will need to know about goal setting theory and learn how to clarify and set goals.

In the **second module** on *information location skill*, we will try to explore the main types of resources that you might need as a student - books, journals, primary sources, the Internet, databases etc. - and learn how to search for information from these resources.

The **third module** on developing *information processing skill* presents a simplified explanation of how the brain deals with information using the Information Processing Model and shows various techniques to improve your information processing skill.

The **fourth module** on developing *information storing skill* gives ideas for creating useful and effective notes from which you can learn more easily.

The **fifth module** on developing *information retention skill* will show you some surprisingly easy ways to increase the capacity of your brain using various techniques which will directly or indirectly improve memory, concentration and intelligence.

In the **sixth module** on developing *information retrieval skills* you will learn a number of techniques to retrieve information from your long term memory.

What you need to know

The SML strategy has been designed to be as self explanatory as possible. But there are a few things you should know before you begin to study the modules.

ACTIVITY

At the end of each content in every module, you will find some activities. *Keep a pencil handy.* Any time you see an activity, you should try to complete it. If the activity has a specific answer, an answer key is provided at the end of the activity. Some activities ask you to think about your own opinions or situation; these types of activities do not have answer keys.

TEST YOURSELF

Throughout the modules you will find questions to check your understanding of the contents you just learnt in the form of Test Yourself sections. Any time you see this section, you should try to complete it before going on to the next content. The answers to these questions have been provided at the end of the module.

REFLECTIONS

At the end of each module there is a section on reflections. In this section you need to write whatever comes to your mind regarding the question at hand. These questions have no specific answers and are left to your imagination. You need to hand over this paper to the researcher after you complete each module.

How to get maximum benefit from this program

As you read and learn through these modules you will realize that it contains a number of different tools and techniques for improving the various dimensions of your learning. Don't read it in a superficial way. Read it sincerely and expect big improvement. Please follow the suggestions given below to get maximum benefit from this course.

- The best way to use this learning strategy is to skim through it quickly so that you get an overview of what is contained within it. Then read through each section carefully.
- Do not skip any activity or technique.
- It helps if you plan a fixed place and a fixed time each day that you can read this course and learn.
- As you learn techniques, you need to practice them to develop new skills and talents. Reading a technique and practicing just once is not enough to get full benefit.
- Realize that learning a new technique or skill is like learning to ride a bicycle. It requires practice and patience. You do not learn to ride a bicycle in one hour. In the same way, do not try to read this course like a novel in one afternoon and expect to master the learning skills.
- To make the fullest use of this course, plan to spend about half an hour every day for a few weeks.

There are many avenues for successful study. Experiment, explore. Be creative. Find what suits you best.

I wish you success in your learning and your life.



MODULE 1

GOAL SETTING SKILL

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1

GOAL SETTING SKILL

1.1 LEARNING OBJECTIVES

As you learn through this module, you will be able to:

- Differentiate long term goals from short term goals
- Identify your strengths and weaknesses using SWOT Analysis
- Learn the steps in SMART goal setting
- Identify your lifetime goals
- Identify your learning goals
- Programme your subconscious mind for success using Goal Mapping
- Find out how you really spend your time
- Plan and manage your study time with the help of a Semester Calendar, Weekly Schedule, and Daily To Do List.

1.2 INTRODUCTION

A goal is something you want to accomplish. Everything that has been achieved by humankind, big and small, has always started with having a goal. Before Neil Armstrong set his foot on the moon he set the goal to do so; before Einstein discovered the theory of relativity he set the goal to look for it; before any of the great artists created a masterpiece, they first had the goal to do it in their mind.

Goal setting is a powerful process to know precisely what you want to achieve and where exactly to concentrate your efforts. It is a natural function of the brain. By setting a goal we make a decision which in turn triggers a subconscious process in our mind that transforms the decision into a deed. Learning the most effective way to set goals is the number one prerequisite for success in any endeavor for any

individual, team or organization. Properly set goals can be incredibly motivating, and as you get into the habit of setting and achieving goals you'll find that your self confidence builds fast. Learning to set and achieve goals is the master skill of life as it is the skill that enables the achievement and learning of all other skills and objectives.

In the present module you will find everything that you will need to know about goal setting theory and learn how to clarify and set goals.

1.3 SHORT TERM GOALS AND LONG TERM GOALS

Let us start the process of developing goal setting skill by trying to first understand what a goal is and which are the different types of goals. Almost all of us have a dream or a wish which we would love being fulfilled. What makes this intention or dream a real goal is that it has an achievement date or a deadline. Without a date it is just a wishful fancy. Goals can broadly be classified into (i) short term goals, (ii) medium term goals, & (iii) long term goals. Generally speaking, a short term goal is usually anything up to one year. For example, completing a homework assignment or obtaining 90% marks in your final exams is a short term goal. In the same way medium term goals tend to be between one-to-two years and long term goals are generally considered to be anything from two years to ten years For example, learning abacus to improve your mathematical skills is a medium term goal while becoming a scientist is a long term goal.

Activity

List three learning goals or objectives that are most important to you, and indicate whether they are long term, medium term, or short term by putting a tick mark (✓) in the appropriate column.

My Learning Goals	Long term (achieve within 2-10 yrs.)	Medium term (achieve within 1-2 yrs.)	Short Term (achieve (within 1 yr)
1			
2			
3			

(1-3) TEST YOURSELF

Q.1. What makes a dream a real goal is that it has a _____.

Q.2. A short term goal is usually anything which can be achieved in _____ year/(s) while a long term goal can be achieved within _____ years.

Q.3. You want to become a politician. This is a _____ goal.

Before setting out on our journey to acquire learning to learn skills let us take a holistic look at our personal brand with the help of SWOT analysis which will help us to identify the areas in which we can improve ourselves and our life. Moreover, SWOT analysis is a powerful tool which will help us take control of our educational goals and adjust our actions to make progress in the right direction.

1.4 SWOT ANALYSIS

The abbreviation SWOT stands for strengths, weakness, opportunities and threat. SWOT Analysis is a powerful technique for understanding your strength and weaknesses, and for looking at the opportunities and threats you face. This technique will not only help you uncover opportunities that you are well placed to take advantage of while achieving your goals but will also help you understand your weaknesses which in turn will help you manage and eliminate threats that would otherwise catch you unaware. Successful people always build on their strengths, correct their weakness and protect against internal weaknesses and external threats. They also keep a watch on their overall environment and recognize and exploit new opportunities faster than their competitors. Although SWOT Analysis was originally

developed to analyze organizations and opportunities, you can also carry out a SWOT Analysis on yourself.

How to use the tool?

- 1. The first step in a SWOT analysis is to make a worksheet by drawing a cross, creating four sectors, one each for strengths, weaknesses, opportunities, and threats. An outline of a worksheet is shown below.
- 2. The next step is to list specific items related to the problem at hand (e.g. Learning), under the appropriate heading in the worksheet. It is best to limit the list to 10 or fewer points per heading and to avoid over-generalizations.

To carry out SWOT Analysis, use the following Performa. Fill in the Performa by writing down the answers to the questions that follow.

Strengths	Weakness
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Opportunities	Threats
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Strengths

You start by identifying your **strengths**, which represent your internal capabilities and resources in this result area. Write down the answers to the following questions in the strength column of the Performa. Keep in mind that not all of these questions will apply to every result area. Just use the ones that make sense to help you identify your strengths.

1. What am I good at?
2. What advantages (for example, skills, education, experience, connections) do I have that others do not have?
3. What do I enjoy doing?
4. What areas am I competent in, that are not just subject specific? (Think in wider terms of emotional and social intelligence too.) e.g. good communication skill or can make friends quickly, etc.
5. What subjects do I get good marks in?
6. What do I do better than anyone else?
7. What personal resources do I have access to?
8. What do other people (and my teachers) see as my strengths?
9. Is there any particular learning styles that I lean towards? E.g. I learn better by hearing or by seeing graphs, pictures, etc.
10. Any other strengths?

The next step is to identify your **weaknesses**, which represent your internal liabilities. In many cases, the lack of a strength or resource can be considered a weakness. Here are some ideas to help you identify your weaknesses:

Weakness

Write down the answers to the following questions in the weakness column of the Performa.

1. Are there any specific subjects, skills or areas that I am weaker in?
2. Do I have any specific learning difficulties?

3. What could I improve?
4. What should I avoid? (e.g. procrastinating, gossiping, etc.)
5. Are there any resources that I need? (e.g. money, time, help)
6. What things are the people around me likely to see as my weakness?

Your **strengths** and **weaknesses** give you an idea of your internal capabilities, resources and liabilities. The next step in SWOT analysis is to identify your external **opportunities** for profit, growth and improvement. Here are some ideas to help you identify them:

Opportunities

Write down the answers to the following questions in the opportunities column of the Performa.

1. What are the good opportunities facing me?
2. How can I take advantage of my strengths?
3. How can I use my strengths to overcome my weakness?
4. What are the important trends I am aware of?
5. What are the opportunities in school/college that I enjoy?
6. What possibilities can I see for developing my learning?
7. How could I (or my teacher) make small adjustments to help me learn more effectively?

Now identify your **threats**, which represent external events, environmental factors, or changes that could affect you negatively. Here are some ideas to help you identify some threats:

Threats

Write down the answers to the following questions in the threats column of the Performa.

1. What obstacles do I face?
2. Do they present threats to my learning?

3. What makes me feel uncomfortable in class?
4. What hinders me or stops me from learning?
5. Could any of my weaknesses seriously threaten me?
6. What de-motivates me?

After carrying out the SWOT analysis ponder over the following questions?

- How can I Use each Strength?
- How can I Stop each Weakness?
- How can I Exploit each Opportunity?
- How can I Defend against each Threat?

(1-4) TEST YOURSELF

- Q.1. What does the abbreviation SWOT stand for?
- Q.2. What is the use of carrying out a SWOT analysis?

Keeping in mind the knowledge about your strengths and weaknesses let us now try to understand the art of smart goal setting with the help of the acronym SMART.

1.5 S.M.A.R.T GOAL SETTING

The SMART acronym will help you remember the components of an effective goal. By setting S.M.A.R.T goals you will be studying with a clearer and specific mind set.

1. Your goal must be specific

The first letter in the acronym SMART, S stands for specific. To be a successful goal setter, do not set vague goals. Be as specific as possible. Do not say I want to get good marks. This is a vague statement. Instead, say, "I want to get 80 marks." Similarly, do not say, "I want to be a better reader." Say, "I want to improve my reading speed."

2. It must be Measurable

The second letter in the acronym SMART, M stands for measureable. Goals can be achieved only if they are able to be measured in some way. A goal that says, "I want to score as many marks as possible is not measurable." Instead say, "I want to obtain 98 marks in all the subjects in my final semester."

3. ABC your goals

The third letter in the acronym SMART, A stands for ABC. This is the part where you decide how you are going to achieve your goal. First of all prioritize your goals. Lay down what is it that you want to achieve first, what next, etc. Next mention how you are going to achieve it. For example, your goal would now look something like, "I want to improve my reading speed by 10 wpm. I will do this by skimming over words like 'the' and 'an'.

4. Your goals must be Realistic

The fourth letter in the acronym SMART, R stands for realistic. We must set high goals. For excellence can never be achieved by accident, it requires you to push yourself beyond your comfort zone. But it is also necessary to make sure your goals are something that is within reach. You must keep your goals high enough to inspire and reasonable enough to be always within reach.

5. Your goals must be Time bound

The fifth letter in the acronym SMART, T stands for time bound. A goal must have a deadline. Otherwise they remain as a dream. Set a date to accomplish each task. Make sure the date is both specific and realistic to you. You cannot say, "I will revise the chapter on Growth and development. You will have to determine when to complete it. Like, "I will revise the chapter on growth and development within the next 10 days." This gives you a definite time to shoot for and help keep you working towards the goal.

Activity

My SMART GOALS

The following activity will help you in the process of SMART goal setting. This activity has been selected to help you set your learning goals; however, you may use it to cover goals covering other aspects of life too.

Date: _____

Life aspect: Learning

Specific goal	How will the goal be measured? (assign a quantity)	Actions required to achieve goal	Is the goal and required actions realistic?	Time-line When will the goal be achieved? (assign a date)
<i>e.g. I want to improve my reading.</i>	<i>I will increase my reading speed from 230 w.p.m. to 500 w.p.m.</i>	<i>(i) Search the net on reading speed. (ii) Locate resources to learn techniques to improve reading speed. (iii) Learn skills to improve reading speed.</i>	<i>Yes</i>	<i>I will achieve this goal by 25/10/2012.</i>
Specific goal	How will the goal be measured? (assign a quantity)	Actions required to achieve goal	Is the goal and required actions realistic?	Time-line When will the goal be achieved? (assign a date)
1.				
2.				
3.				
4.				

(1-5) TEST YOURSELF
Q.1. What does the acronym SMART stand for?
Q.2 I will improve my life style- this is a specific goal. T/F
Q.3. I will exercise for 30 mins daily to improve my memory and health- this goal is measurable. T/F

1.6 GOAL MAPPING

The secret of success in any goal setting strategy lies in its ability to connect your consciously chosen objectives to your subconscious mind so that your subconscious mind begins to pursue your goal automatically. The key to successfully communicating goals to the subconscious mind and programming it for success lies in the combined use of words and pictures. This section will teach you how to create a goal map, a whole-brain system designed by Brian Mayne, to connect your consciously chosen goals to your subconscious mind in the most powerful, effective way used today. Goal Mapping is a combination of Goal Setting and Mind Mapping (you will learn about mind mapping in module 4). However it is more than just the combination of these two skills. Goal mapping impacts your left and right brain by using imagery (the language of the subconscious mind) bringing words, pictures and symbols together to create extraordinary power.

The steps to complete a Goal Map are as follows (you will see an example at the end of the goal mapping process):

Step 1 – Dream – This first step requires you to let go of any self-limiting beliefs and ideas and dream about life just the way you want it to be. Imagine it is Diwali and you can have anything you want with the wave of a magic wand. Really imagine this new life for yourself and experience how you would feel if you were living that life now. Now quickly write down all of the things that made that dream special.

My wishes are:

.....

.....

.....

.....

.....

.....

Step 2 – Order – Now from this ideal life, pick your top five goals. When you have done that, identify your number one goal.

My top five goals are:

My number one goal is:

Step 3 – Draw – Step 3 requires you to take a clean sheet of paper and about one third of the way down from the top draw a picture or symbol that represents your number one goal or main goal. You don't have to be an artist to do this because the drawing or sketch will be symbolic of your goal; however, try and use as much colour as possible. Then draw two lines on each side of your number one goal and draw pictures or symbols representing each of your four remaining goals (sub-goals).

Step 4 – Why – We are never motivated by logic but always by emotion. Your next step is to identify the emotional reasons why you simply must achieve your goals, such as Love, Freedom or Family. From the top of your image of your number one goal use key words, pictures or symbols for your emotional reasons.

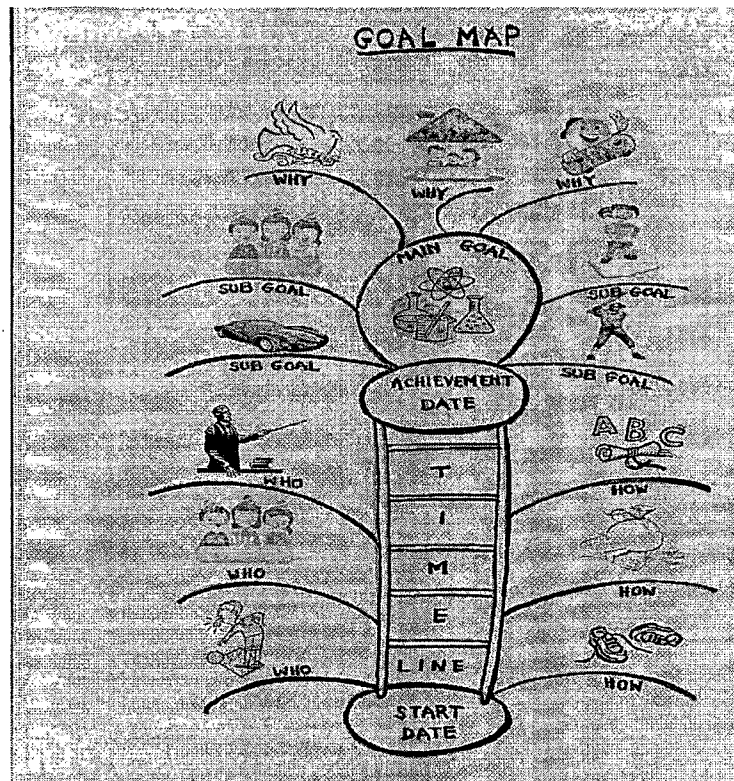
Step 5 – When – Place your start date at the bottom of the goal map and then draw two parallel lines up to your completion date that you should write just under your number one goal.

Step 6 – How – Down the right hand side of the path you have drawn between your start and completion dates, identify what resources you will need, interim objectives you will need to complete or skills you will have to attain before your goals will be realised. This is the HOW of your goal setting.

Step 7 – Who – As Brian says, any goal of any value will require advice, assistance or support from someone else. Place the names of these people down the left hand side of the path you have drawn between your start and completion dates.

Adapted from: www.liftinternational.com

Example



Finally, to make the Goal Mapping process effective, it is crucial that you review your Goal Map every day and take the necessary action to achieve your goals. The more emotionally attached to the process you can get, the more effective it can be.

Activity

Prepare your own goal map following the seven steps of goal mapping on a sheet of paper.

(1-6) TEST YOURSELF

- Q.1. Who invented the goal mapping technique?
- Q.2. The key to successfully communicating goals to the subconscious mind and programming it for success lies in the combined use of _____ and _____.
- Q.3. Write down the seven steps of goal mapping?

In the next session, we shall see how to start setting our personal goals.

1.7 STARTING TO SET PERSONAL GOALS

Goals are set on a number of different levels: First you decide what you want to do with your life and what large-scale goals you want to achieve. Second, you break these down into the smaller and smaller targets that you must hit so that you reach your life time goals. Finally, once you have your plan, you start working to achieve it.

This section explains a simple technique for setting personal goals. It starts with your life time goals, and then works through a series of lower level plans culminating in a daily to-do- list. By setting up this structure of plans you can break even the biggest life goals down into a number of small task that you need to do each day to reach the life time goals.

Your Life time goals

The first step in setting personal goals is to consider what you want to achieve in your lifetime, as setting lifetime goals give you the overall perspective that shapes all other aspects of your decision making.

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of these categories (or in categories of your own, where these are important to you.)

- **Artistic** : Do you want to achieve artistic goals? If so, what?
- **Attitude** : Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? If so, set a goal to improve your behaviour or find a solution to the problem?
- **Career** : What level do you want to reach in your career?
- **Education** : Is there any knowledge you want to acquire in particular? What information and skills will you need to achieve other goals?
- **Family** : How do you want to be seen by your family members? How are you going to be a good son/daughter, husband/wife, father/mother, etc.?

- **Financial** : How much do you want to earn by what stage?
- **Physical** : Are there any athletic goals you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve these goals?
- **Pleasure** : How do you want to enjoy yourself? – You should ensure that some of your life is just for you.
- **Public service** : Do you want to make the world a better place by your existence? If so, how?

After deciding your goals in the above categories assign a priority to them from I to IX. It is also important to ensure that the goals you have set are the goals that you want to achieve not what your parents, spouse, family or employer want them to be.

Activity

1. Set aside two hours to think through your lifetime goals in each of the above categories. Write them down on a sheet of paper.
2. Once you have set your lifetime goals, set a 25 year plan of smaller goals that you should complete if you are to reach your life time plan.
3. Then set a 5 year plan, 1 year plan, 6 month plan and 1 month plan of progressively smaller goals that you should reach to achieve your life time goals. Each of these should be based on the previous plan.
4. Now create a daily to do list of things that you should do today to work towards your life time goals. At an early stage these may be to read books and gather information on the achievement of your goals. (*Details of preparing daily to do list has been presented in a later section of this module*)
6. Finally, review your plans, and make sure that they fit the way in which you want to live your life.

Note: Make sure to review and update your to do list on a daily basis. Periodically review the longer goals and modify them to reflect your changing priorities and experience.

1.8 TRYING TO KNOW YOUR LEARNING GOALS

Being clear about your reasons for learning, and what you want to achieve from your learning is important if you want to get the most from your educational experience. To be clear about this, you must understand where you have come from, and where you are going to.

Activity

Reflect on the following questions to get started on the process of identifying your reasons for learning.

1. What is your background?

2. What are your goals in life?

3. Why are you studying?

4. Where do you see your study taking you?

5. If you were to envision your occupation 1, 2, 5 years after graduation, what would it look like?

TEST YOURSELF

Q.1. Name at least four different categories in which you may set your lifetime goals.

Q.2. You want to make this world a better place to live in-This is your _____ goal.

Since time is a very important factor to achieving your goal, let us first try to find out how we usually spend our time during a normal day.

1.9 FINDING OUT HOW YOU REALLY SPEND YOUR TIME

Activity Logs

Activity Logs are tools that help you analyze how you really spend your time. Keeping an activity log for several days not only helps you to understand how you spend your time but also helps you to know when you perform at your best. Note down the things you do as you do them on the activity log given below. Every time you change activities, whether you are opening a mail, talking to a friend, studying, making tea, or whatever note the time of the change.

Analyze your activity log and try to identify and eliminate time wasting or low yield jobs.

Schedule your most challenging tasks for the times of the day when your energy is highest. That way your work will be better and it should take you less time.

In the following section find out the number of hours you spend each week for the following activities using the following chart. From this activity you will be able to find out the number of hours you have at your disposal for achieving your goals.

Activity

- 1. *Indicate the number of hours you spend for each activity daily in the first column.*
- 2. *Indicate the number of days per week you spend for each activity in the second column.*
- 3. *Multiply the two figures to find out the number of hours you spend for each item in a week.*
- 4. *Total the last column to get the amount of time you spend on all your required activities during one week.*
- 5. *Subtract this total from 168 (total number of hours in one week).*
- 6. *Divide your answer by 7 to get the average daily number of free hours you have at your disposal.*

Activities	Hours (Per day)	Days (Per Week)	Hours (Per Week)
Regular Classes			
Extra Curricular Activities			
Personal needs (letter- Writing, Cleaning etc.)			
Home chores (Indoor and Out)			
Meals			
Sleep			
Home work			
Watching T.V.			
Studies			
Others			
Total			X =
Free Time	168 - X =		
Average daily free time = 168 - X/7 =			

(1-8) TEST YOURSELF

Q.1. Tools that help you analyse how you spend your time are known as

Q.2 Write down at least two advantages of using an activity log.

Now that you are aware of how you use your time let us try to understand some techniques which will help us take maximum benefit of the limited amount of time available to us for studies.

1.10 STRATEGIES ON USING TIME:

Following are some tips to ensure that you get the greatest benefit possible with the limited amount of time available to you.

1. **Blocks of study time and breaks** : It is always useful to develop and plan for, blocks of study time in a typical week in advance. Blocks ideally are around 50 minutes, but perhaps you become restless after only 30 minutes? Some difficult material may require more frequent breaks. Shorten your study blocks if necessary—but don't forget to return to the task at hand! What you do during your break should give you an opportunity to have a snack, relax, or otherwise refresh or re-energize yourself. *(For example, place blocks of time when you are most productive: are you a morning person or a night owl?)*

- Q.1 Jot down one best time block you can study. How long is it?
- Q.2 What makes for a good break for you? Can you control the activity and return to you studies?

2. **Dedicated study spaces** : Determine a place free from distraction (no cell phone or text messaging!) where you can maximize your concentration and be free of the distractions that friends or hobbies can bring! You should also

have a back-up space that you can escape to, like the library, or a departmental study center, where you can be anonymous. A change of venue may also bring extra resources.

Q.1 What is the best study space you can think of? What is another?

3. **Weekly reviews** : Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes, your calendar. Be mindful that as deadlines and exams approach, your weekly routine must adapt to them! (A weekly schedule may help – you will learn more about it in the next section)

Q.1. What is the best time in a week you can review?

4. **Prioritize your assignments** : When studying, get in the habit of beginning with the most difficult subject or task. You'll be fresh, and have more energy to take them on when you are at your best

Q.1 What subject has always caused you problems?

5. **Achieve “stage one”--get something done!** : The Chinese adage of the longest journey starting with a single step has a couple of meanings: First, you launch the project! Second, by starting, you may realize that there are some things you have not planned for in your process. Details of an assignment are not always evident until you begin the assignment. Another adage is that “perfection is the enemy of good”, especially when it prevents you from starting! Given that you build in review, roughly draft your idea and get going! You will have time to edit and develop later.

Q.1 What is a first step you can identify for an assignment to get yourself started?

6. **Postpone unnecessary activities until the work is done!** : Postpone tasks or routines that can be put off until your school or college work is finished! This can be the most difficult challenge of time management. As learners we always meet unexpected opportunities that look appealing, then result in poor performance on a test, on a paper, or in preparation for a task. Distracting activities will be more enjoyable later without the pressure of the test, assignment, etc. hanging over your head. Think in terms of pride of accomplishment. Instead of saying "no" learn to say "later".

Q.1. What is one distraction that causes you to stop studying?

7. **Identify resources to help you** : Are there tutors? An "expert friend" ? Have you tried a keyword search on the Internet to get better explanations? Are there specialists in the library that can point you to resources? What about professionals and professional organizations. Using outside resources can save you time and energy, and solve problems.

Q.1. Write down three examples for that difficult subject above? Be as specific as possible.

8. **Use your free time wisely** : Think of times when you can study "bits" as when walking, riding the bus, etc. Perhaps you've got music to listen to for your course in music appreciation, or drills in language learning? If you are walking or biking to school, when best to listen? Perhaps you are in a line waiting? Perfect for routine tasks like flash cards, or if you can concentrate, to read or review a chapter. The bottom line is to put your time to good use.

Q.1. What is one example of applying free time to your studies?

9. **Review notes and readings just before class:** This may prompt a question or two about something you don't quite understand, to ask about in class, or after. It also demonstrates to your teacher that you are interested and have prepared.

Q.1. How would you make time to review? Is there free time you can use?

10. **Review lecture notes just after class :** Then review lecture material immediately after class. The first 24 hours are critical. Forgetting is greatest within 24 hours without review! (You will learn more about information retention skill in module 5).

Q.1. How would you do this? Is there free time you can use?

(1-9) TEST YOURSELF

Q.1. When studying you should always begin with the easiest subject. T/F

Q.2. You should review your notes within 24 hours at least once to improve your probability of remembering better. T/F

The next section will introduce you some tools for effective goal setting.

1.11 EFFECTIVE AIDS FOR GOAL SETTING

There are only so many hours in a day, a week, and a term. You cannot change the number of hours, but you can decide how to best use them so that you make sure you achieve your lifetime goals. To be successful in school or college, you must carefully manage your study time. Following are three aids that you may use to make the most of the time available to you:

1. Term Calendar
2. Weekly Schedule
3. Daily To-do-list

Prepare a Term Calendar

At the beginning of a term, prepare a Term Calendar. Update it as the term goes on. Here is what to do to prepare a Term Calendar.

- Record your school assignments with their due dates and your scheduled tests.
- Record your planned school activities.
- Record your known out-of-school activities.

Prepare a Weekly Schedule

Each Sunday before a school week, prepare a Weekly Schedule. Update it as the week goes on. Here is what to do to prepare a Weekly Schedule.

- Record your daily classes.
- Enter things to be done for the coming week from your Term Calendar.
- Review your class notes from the previous week to see if you need to add any school/ college activities.
- Add any out-of-school/college activities in which you will be involved during the week.
- Be sure to include times for completing assignments, working on projects, and studying for tests. These times may be during the school day, right after school, evenings, and weekends.

Prepare a Daily To-Do-List

Each evening before a school day, prepare a Daily To-do-List for the next day. Place a (✓) next to each thing to do as you accomplish it. Here is what to do to prepare a Daily To-do-List.

- Enter the things to do for the coming day from your Weekly Schedule.
- Enter the things that still need to be accomplished from your Daily Organizer from the previous day.
- Review your class notes for the day just completed to see if you need to add any school / college activities.
- Add any out-of-school / college activities in which you will be involved the next day.

Your Weekly Schedule should have more detail than your Term Calendar. Your Daily Organizer should have more detail than your Weekly Schedule. Using a Term Calendar, a Weekly Schedule, and a Daily Organizer will help you make the best use of your time.

For planning to be effective, it should be done regularly. To make sure you reach your goals you should keep the following things in mind:

1. You need continual reminders of your long-term goals. Consider putting them on your fridge, above your computer, at your desk - wherever you will see them.
2. You should also review your short-term goals on a weekly and monthly basis by considering the following questions:
 - a) *Are you meeting your goals?*
 - b) *If not, what do you need to change in order to meet them?*
 - c) *Do your goals need to change to fit the new context of your study this week/month/semester?*

(1-10) TEST YOURSELF

- Q.1. Name the tools which will help you to manage your time more effectively.
- Q.2. Your weekly schedule should have more detail than your term calendar while your daily-to-do list should have more details than your weekly schedule. T/F.

1.12 SUMMING UP

A goal is something you want to accomplish. By setting a goal we make a decision which in turn triggers a subconscious process in our mind that transforms the decision into a deed. Generally speaking goals can be short term, medium term or long term. A short term goal is usually anything up to one year. In the same way medium term goals tend to be between one-to-two years and long term goals are generally considered to be anything from two years to ten years.

The acronym SWOT stands for strength, weakness, opportunities and threats. SWOT Analysis is a powerful technique for understanding your strength and weaknesses, and for looking at the opportunities and threats you face. Although SWOT Analysis was originally developed to analyze organizations and opportunities, you can also carry out a SWOT Analysis on yourself.

To remember the characteristics of an effective goal you may use the SMART acronym. To be effective your goals must be specific, measurable, prioritized, realistic and time bound.

Goal mapping is a powerful technique for goal setting since it connects your consciously chosen objectives to your subconscious mind so that your subconscious mind begins to pursue your goal automatically. Goal Mapping is a combination of Goal Setting and Mind Mapping.

Activity Logs are tools that help you analyze how you really spend your time. Keeping an activity log for several days not only helps you to understand how you spend your time but also helps you to know when you perform at your best. The other tools that you may use for effective goal setting include: A semester calendar, a weekly schedule and a daily-to-do list.

1.13 REFLECTIONS

- 1. Think about what you have learned in this unit. Write about it here.

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2. How will this make you a better student?

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3. How will this make you a better teacher?

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ANSWER KEY

1-3.

- Ans.1. deadline
- Ans.2. one, two to ten
- Ans.3. long term goal

1-4.

- Ans.1. The abbreviation SWOT stands for strengths, weakness, opportunities and threat.
- Ans.2. SWOT Analysis is a powerful technique for understanding our strength and weaknesses, and for looking at the opportunities and threats we face which in turn will help us take control of our goals.

1-5

- Ans.1. The acronym SMART stand for smart, measureable, abc, realistic and time bound.
- Ans.2. false

1-6.

Ans.1. Brian Mayne,

Ans.2. words, pictures

Ans.3. wish, order, draw, why, when, how, who

1-7

Ans.1. artistic, attitude, career, education, family, financial, physical, pleasure, public service

Ans.2. public service

1-8

Ans.1. activity logs

Ans.2. Activity log helps to identify and eliminate time wasting or low yield jobs and helps us to schedule the most challenging tasks for the times of the day when our energy is highest.

1-9

Ans.1. False

Ans.2. True

1-10

Ans.1. Term Calendar, Weekly Schedule, Daily To-do-list

Ans.2. True

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