

Q.2 a. Explain the different types of formal communication.

(6)

Answer:

Vertical communication includes formal channels and upward channels. In formal channels, there is the downward channel of communication. It is meant to convey orders and viewpoints of upper level management to subordinates like –

FORMAL COMMUNICATION	
Downward	Upward
<ul style="list-style-type: none"> • Command and control system • E-mails and Faxes • Posters and bulletins • House journal • Pay Inserts and direct mail • Handbooks and pamphlets • Annual reports • Address system 	<ul style="list-style-type: none"> • Open door policy • Suggestions and complaints • Questionnaires • Ombudsperson • Special meeting • Representation

The disadvantage of this communication is that subordinates have no say .No discussion and no open door policy.

b. Explain the different stages of listening.

(6)

Answer:

There are six stages of the listening process.

Receiving

Interpreting

Remembering

Evaluating

Responding

Acting

1. **Receiving** : Here, we physically hear the message and take note of it. The efficiency of this stage is affected by various external factors, such as noise, poor hearing, lack of attention.
2. **Interpreting** : This is where we infer the speaker's meaning, based on our own experiences. We may need to consider whether the speaker's frame of reference is similar or different to ours, and how this will affect our understanding of the speaker's meaning.

3. **Remembering** : Now we store the message for future reference. We make a mental note of the key points as they are mentioned.
4. **Evaluating** : We consider the points mentioned and assess their importance. We need to separate fact from opinion chaff from the grain of truth.
5. **Responding** : In a one-to-one or group situation, perhaps we give verbal feedback, or nods or sounds of agreement. In a larger audience, our initial reaction to a message may be to laugh or applaud or agree to disagree.
6. **Acting**. On most occasions, communication is an end in itself—perhaps an update or progress report. However, very often action is vital. How to take action on the agreed points is altogether a different problem.

In receiving stage we hear the message and take note of it. External factors-noise, poor hearing, lack of attention affects the process. In interpreting stage, we infer the speaker's meaning based on our experience. In remembering stage, we store the message for future reference .We make a mental note of the key points. In evaluating stage, we consider the points mentioned and assess their importance. In responding stage, we give verbal feedback or we nod in agreement.

In acting stage, communication is an end in itself- perhaps an update or progress report. However action is vital.

Q.3 a. (i) Give synonyms for the following: (6)
cure, knowledge, certainly, polite, vanish, necessary

(ii) Give antonyms for the following: (6)
external, employ, shorten, regularly, danger, accept

Answer:

- (i) Synonyms
Cure-heal, knowledge-learning, certainly-surely, polite-courteous, vanish-disappear, necessary-essential
- (ii) Antonyms
External-internal, employ-dismiss, shorten-lengthen, regularly-irregularly, danger-safety, accept-reject

b. Correct the following sentences: (6)

- (i) **I shall come unless you ask me.**
- (ii) **Here is the book that you asked.**
- (iii) **The bag is to heavy to be lifted.**
- (iv) **Silver, as well as cotton, have fallen in price.**
- (v) **He is one of the most intelligent boy in the class.**
- (vi) **The committee have issued the report.**

Answer:

Correct sentences

- i. I shall not come unless you ask me.
- ii. Here is the book that you asked for.
- iii. The bag is too heavy to be lifted.
- iv. Silver, as well as cotton has fallen in price.
- v. He is one of the most intelligent boys in the class.
- vi. The committee has issued the report.

Q.4 a. Do as directed: (6×1)

- (i) **How beautiful is night! (Change to Assertive sentence)**
- (ii) **I am not so great as he. (Change to Affirmative sentence)**
- (iii) **He must work very hard and make up for the lost time. (Change to simple sentence)**
- (iv) **Ram said that he was very busy then. (Change to direct narration)**
- (v) **He said, “The horse died in the night”. (Change to indirect narration)**
- (vi) **Brutus stabbed Caesar. (Change to passive voice)**

Answer:

Do as directed

- (i) Night is very beautiful
- (ii) He is greater than I.
- (iii) He must work very hard to make up for the lost time.
- (iv) Ram said, “I am very busy now”.
- (v) He said that the horse had died in the night,
- (vi) Ceasar was stabbed by Brutus.

b. Give two examples each of the following Verb Patterns: (2×3)

- (i) **Subject Verb Object**
- (ii) **Subject Verb (to) Infinitive**
- (iii) **Subject Verb Object Adjective**

Answer:

Two examples

- (i) The moon rose in the sky. We all breathe air.
- (ii) I like to play in the ground. She waited for him to get ready.
- (iii) I saw him ready. I found the box empty.

Q.5 a. Read the passage given below carefully and answer the questions that follow:

In 1996, the International Commission on Education for the Twenty-first Century led by Jacques Delors presented UNESCO with its landmark report *Learning: The Treasure Within*. The Delors report, written at the dawn of a new century, called for a critical rethink of the aims and the means of education. As the report claimed, education should be based on four fundamental pillars: learning to know, learning to do, learning to live together and learning to be. Nearly two decades later, the Delors report and its four pillars of learning have shaped policy debate and practice across numerous countries of the Asia-Pacific

region and beyond, and continue to influence the education policies and practices of national governments and the work of international development partners including UNESCO, the World Bank and other international organizations.

Of all the four pillars, the Delors Commission placed particular significance on Learning to Live Together (LTLT) which according to its authors, rests at the heart of learning and which may be viewed as the crucial foundation of education. “Learning to live together, by developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and common analysis of these risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way”.

The significance of the four pillars of learning, and in particular, LTLT, has certainly not decreased in recent years. Indeed, given the multivariate tensions and threats to peace and security in the 21st Century both at local and global levels, questions around the ultimate aims and means of education has led many to reflect on the tremendous need for empathy, respect for diversity and tolerance in our increasingly interconnected world. This is reflected in the importance placed on Global Citizenship Education (GCE), including via the UN Secretary-General’s Education First Initiative, which considers the fostering of Global Citizenship a global priority.

Despite the significance of LTLT in the 21st Century, and despite numerous international initiatives to nurture LTLT competencies, there exists little

information on how this supposition is effectively translated into national policies and curricula, and eventually into the reality of schools, including teaching and learning practices.

LTLT occurs through the two complementary processes: the ‘discovery of others’ and the ‘experience of shared purposes’ which lead to the development of key illustrative competencies including empathy, cultural sensitivity, acceptance, communication skills, teamwork and leadership.

Currently, this method of education is promoted in countries like Thailand, Sri Lanka, Australia to name a few. With regard to the four areas of education systems examined, there have been various report findings to illustrate how LTLT, through these complementary processes, is promoted in national education systems.

Source: www.unesco.org

Questions:

Answer the following:

- (i) What is the importance of Delors Report?
- (ii) What are the four pillars of Delors commission?
- (iii) What are two complementary processes by which LTLT occurs?

(2×3)

Answer:

- (i) The Delors report is important as it called for a rethink of the aims and means of education. It was presented in UNESCO and visions new educational techniques.

- (ii) The four pillars of Delors commission are: learning to know, learning to do, learning to live together and learning to be.
- (iii) LTLT occurs through the two complementary processes: the 'discovery of others' and the 'experience of shared purposes' which lead to the development of key illustrative competencies including empathy, cultural sensitivity, acceptance, communication skills, teamwork and leadership.

b. Explain reading tactics.

(6)

Answer:

A relaxed mind is essential for reading and writing. Yoga relaxes the mind. Some psychologists have recommended the SQ3R system of study. The SQ3R stands for –

S- Survey

Q-Question

R –read

R-recite

R-revise

Five types of reading styles are popular:

i. Labeling

We look at the title, section headings and special print, illustrations, graphs and tables.

ii. Skimming

It means exploratory reading so as to have a general view of a document .It is valuable tool for executives and officers.

iii. Scanning

This is associated with reading newspapers. The senior officers scan papers bulletins, magazines while taking tea, going in cars, waiting for trains or aero planes.

iv. Sampling

It implies an outline picture of the whole. We read prefaces, acknowledgements, contents, introduction and conclusion. Then we decide whether it is worth reading or not.

v. Studying

This is essentially a process of thinking. The word study has scholastic connotations such as memorizing text, preparing assignment and appearing in exams.

Q.6 a. Prepare an application with bio-data for the post of a Customer Supporting Engineer in WIPRO Ltd. (4+4)

Answer:

a. Application:

Job Applicant Letter with a Bio-data

Diploma Holder in Electronics Engineering to work as Customer Supporting Engineer.

To

The Manager,

WIPRO Ltd.,
Gurgaon,
Haryana.

Sub: Application for the post of Customer Supporting Engineer.

Sir,

With reference to the advertisement in the "The Times of India" dated 07-07-2012, I wish to apply for the post of Customer Supporting Engineer. After having completed diploma in electronics engineering from GND Co-ed Polytechnic, I am currently serving in TCS, Noida, in the pay of 15,000/- per month.

I have gained a good experience about software development in this company.

Since yours is an established and reputed company, I would feel privileged to work with you. I assure you that I would put in the best of my efforts.

I would be available for an interview at any data convenient to you.

Thanking you,

Yours sincerely,

Xyz.

Bio-data:

Name : XYZ
Date of Birth : 08-09-1845
Address : 675, 11th Floor
Gali no. 02
Narela, New Delhi
Nationality : Indian
Marital Status : unmarried
Present Designation : Customer Supporting Engineer
Present Organization : TCS, Noida

Educational Qualifications:

S.NO.	Examination	Year	Percentage	Board/University
1.	Secondary Examination	2006	65%	C.B.S.E
2.	Sr. Secondary Examination	2007	64%	C.B.S.E
3.	Diploma (El.)	2010	68%	D.T.T.E Govt. NCT of Delhi

Specialized Projects / Courses.

Proficient in MS - DOS, Microsoft Windows, Excel, and Word
2003 and 2007

Training

Underwent training at TCS for CAD course.

Work Experience

July 2010 to August 2011: Asian Paints Ltd

August 2011 till present date: TCS, Noida.

Extra Curricular Activities

I. Acted in many Stage and Street Plays.

II. Captain of college Cricket Team

Reference

I. Dr O.P. Sharma

Head Electronics Engg.
GND Coed Polytechnic.

II. Dr S.K. Khan

Proctor

GND Coed Polytechnic.

b. Explain the elements of effective writing.

(4)

Answer:

- b. The elements of effective writing are-
- i. To understand the problem carefully.
 - ii. Consider ways to address it.
 - iii. Organize your ideas with an outline.
 - iv. Budget your time for it. Good writing demands drafting, correcting and rewriting.
 - v. Sentences should be easy, precise and correct.
 - vi. Your essay is evaluated on how you present your argument, not on whether the evaluator agrees with you or not.
 - vii. Do not forget to give a conclusion to your write-ups.

Q.7 a. What do you understand about soft skills? What is their importance in the age of intense global competition? (3+3)

Answer:

8.3. SOFT SKILLS

The great empires in human history had been created by hard skills of command and control. They fell and disintegrated by the lack of soft skills of teamwork, communication and motivation. Even business leadership was once about **hard skills** such as planning, finance, and business decision. Rightly, the entrepreneurs were called “Captains of Industry”. The image of military life is highly suggestive. They used to fight “the board-room battles”. The business leaders like Tata, Birla, Wadia, Goenka, Singhania, etc. had in their days acquired larger than life image as their wealth was largely inherited. When they spoke, their sycophant employees used to jump and applause.

On the other hand, soft skills are concerned with persuasion and motivation in a teamwork. The emergence of Internet, E-Commerce and Information Technology has completely changed the landscape of skills needed in India in the twenty-first century. The burgeoning field of Information Technology demands business leaders having the **soft skills** of teamwork, communication and motivation. Now financial analysis and strategic planning can easily be done with the help of computers. With new ideas one can become a billionaire in a decade, which was unheard of before. The task before the corporate leaders are communicating ideas to colleagues; insight to motivate employees, government, financial institutions, etc., to their goals, and encourage people around them for experimentation and ability to learn from failure. These are called **soft skills** and are needed for any profession, let it be a bank, government, hospital, university or stock exchange to survive and flourish in this age of intense global competition. Therefore, the **soft skills** demand educated young men and women who can act decisively but never arbitrarily; who can make decisions without limiting the perceived autonomy to others; who out of jealousy do not indulge in backbiting, sycophancy and do not play the game of cronyism day in and day out—which are the signs of mediocrity and a sure recipe for the failure of any organization.

The main components of soft skills are (1) the ability to speak and act in a manner that leads to a climate of goodwill and proper motivation in an organisations (2) The ability to understand that human beings have different motivation at different situations. Therefore, the leader with soft skills can harmonize the individual angularities, and put them in an appropriate direction for the good of the institution. (3) And the ability to use power effectively and in a responsible manner.

b. Explain barriers to communication.

(6)

Answer:

There are barriers to communication because no two persons are alike. Our minds are unique individually. There is always a mismatch between the mental filter of the speaker and that of the receiver. Hence there are differences in the understanding between the intent of the message sent and the message received.

Psychological noise also creates barriers. It can be due to pre-occupation, ego hang-ups, anxiety, fatigue, preconceived ideas and notions.

Physical disturbances are sound related to physical disturbances and distractions either in surrounding environment which prevents smooth communication between the speaker and listener.

Q.8 a. Name the types of reports. What are judicial reports?

(6)

Answer:

Common types of report used in professional and in day to day administration are-

- i. Descriptive Report
- ii. Informational Report

- iii. Analytical Report
- iv. Technical report
- v. Operation Research Report
- vi. Journalese or Reportage
- vii. Progress Report

All good reports, depending on their terms of reference, synthesize in themselves some of these elements into a single self sufficient whole.

The judicial report belongs to a different category because the judges have prosecutorial and judgmental powers under the law which other report writers do not have. The writers should be persons of high integrity, empathy, and rationality. Most of the public enquiries are of grave nature .They are conducted to conceal the ugly facts concerning an issue and to let public memory lapse by the process of enquiry. **(Page No.274)**

b. Give the general tips for writing reports.

(6)

Answer:

- a. The general tips for writing reports are the following:
 - i. Know your readers.
 - ii. Feature the you attitude and stress benefits for the readers.
 - iii. Know your single communication objective.
 - iv. Be clear, economical and straightforward.
 - v. Use subject lines, indentation short opening paragraphs and postscripts.
 - vi. Write strong introductions and conclusions.
 - vii. Use headings, white space and visuals in longer documents.
 - viii. Use active tense.
 - ix. Avoid negative writing.
 - x. Use the power of persuasion to influence readers.

Q.9 a. Give the importance of body language in an interview.

(6)

Answer:

The body postures speak volumes about your character and personality. A person who has a pleasant face with a natural tendency to smile is bound to attract attention. Use positive gestures. Have eye contact. Push our body to the back of the chair. It keeps you straight and alert. Keep right leg stationed firmly n the ground and left draped behind it so that legs are placed in a logically formal manner. Show a keen interest in joining the organization. The emphasis is not on what you know but how well you can express it.

Your communication skills, abilities to work in a team, ideas, attitudes, assertiveness, and depth of understanding, persuasive skills are all put to test in an intensive manner in a personal interview.

b. Explain the skills of effective speaking.

(6)

Answer:

The first step is to have right attitude: that we are willing to speak whenever we are needed to do it.

Secondly in public speaking the tone of voice, the choice of language and the congruence between what is said and how is it said to influence the reactions of the audience.

Thirdly there is a difference between transmitting information and communicating in public speaking. So do not overload your speech with facts, figures, examples, comparisons, contrasts.

Fourthly your speech must be poetic. It means that the speaker should articulate a vision of his mission, plan or objective and in an inspiring manner.

Speaking is more powerful than writing. A speaker has flexibility to alter and vary the tone and texture of his speech for conveying the same message to different audience.

TEXT BOOK

I. The Functional Aspects of Communication Skills, Prajapati Prasad and Rajendra K. Sharma, S. K. Kataria & Sons, New Delhi, Reprint 2007