

Business Correspondence and Report Writing

A Practical Approach to Business & Technical Communication

Fifth Edition

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Fifth Edition

R C Sharma

Krishna Mohan

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Birla Institute of Technology and Science
Pilani*



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Preface

I would first like to express my gratitude to readers whose constant support has motivated me to sustain growth and usefulness of this book in the fast-changing academic scenario. The first edition, brought out in 1978, had 28 chapters, whereas, the present edition has 40 chapters and four appendices. This significant expansion in the extent of coverage is the result of vigilant concern for relevance and quality of contents.

As you may be aware, in the recent past, a number of universities have revised or introduced new courses to meet the increasing demand of the professional world for personnel with a high degree of proficiency in communication skills.

Keeping this development in mind, the book has been thoroughly revised and carefully updated. Some changes have been made in the organisation of matter and new material on the following topics have been added at appropriate places:

- Communication in organisations
- Cross-cultural communication
- Gender communication
- Communication during crisis
- Chronemics
- Haptics
- Internet
- Social networking sites

Two new chapters have been added to this edition:

- Seminar and Meetings
- Writing Thesis and Dissertation

The latter is a **thumbnail guide** to writing the research documents. It would also prove useful in preparing **Project Reports, Manual, Handbook**, etc.

Other additions are samples of **advertisement** and **technical proposal, full text of a job interview, answer key to questions in some comprehension passages**.

A short write-up entitled **To the Teacher**, containing suggestions for effective teaching, based on life-time experience, has been provided in the beginning. It is hoped that the guidelines would generate new ideas and innovative techniques for classroom instruction.

In the end, I would like to express my gratitude to the following members of the English faculty, Birla Institute of Technology and Science (BITS), Pilani for their support and encouragement: Professors Sangeeta Sharma, PushpLata, Geetha B, Dr Devika and Dr VS Nirban. I am specially grateful to Dr GS Chauhan, Associate Professor of English, BITS, Pilani for his contribution to Chapter 2 and Sri Sanjay Shrivastava, Consultant, Gurgaon for Sample 2 in Chapter 25. I am also thankful to Alok Srivastava (son) and Richa Srivastava (grand daughter) for assistance in assembling the matter and to Shri PP Mehta for word processing the additional material with speed and efficiency.

Krishna Mohan

Preface to the First Edition

In India, because of rapid development of industry and technology, an increasing need has been felt for improving skills of communication at all levels of administration. However, suitable teaching material for training young men and women in these skills is not readily available. This book has been specially prepared to meet this need. An attempt has been made to relate the material directly to the professional environment.

There is hardly any disagreement that comprehension, precis writing and communication are closely interrelated. In fact, the first two are necessary to train the mind to grasp the essentials of a piece of writing and to sift them from the non-essentials and to present the important points in a clear, logical and coherent manner. We have, therefore, tried to make effective use of the comprehension and precis writing exercises for training the students in clear understanding and precise expression as necessary steps towards formal communication. The passages have been selected from different areas of knowledge and suitably modified and graded. They possess a freshness of treatment or approach and this, it is hoped, will make the task of the students both enjoyable and profitable. The passages also provide little windows to the world around them and thus serve to widen their horizon.

Business correspondence and report writing are major forms of communication in the professional world and have, therefore, been brought together under the covers of a single volume. Business correspondence is communication from one person or organisation to another person or organisation. It has developed a formal structure which is dictated by the age-old need for personal relationship and courtesy in business. It is, therefore, necessary to ground the learner well in the formal aspects of correspondence first and then lead him on to its professional and psychological aspects. Being functional, business correspondence aims at achieving a specific objective, ranging from getting an order to winning and retaining goodwill. A transaction, though important in itself, should be viewed as the beginning of a long business relationship. We have underscored the need for developing such an attitude and have, therefore, throughout laid emphasis on the practical aspects.

Report writing, like business correspondence, has its own formal aspects. Acquaintance with these aspects is necessary before one is ripe for writing a report. The paramount principle suggested is: first know your mind and your facts and everything else will follow in a natural

and logical order. As a further help, principles have been reinforced by telling illustrations. Specimen reports and adequate examples have, therefore, been given to support the discussion. Chapters on memorandum, notices, agenda and minutes, and oral presentation are meant to acquaint the readers with the special requirements of each of these forms of communication and to give them the confidence to operate effectively within their sphere of activity. Questions and exercises have been carefully designed to help them in an intelligent application of the principles discussed.

The inclusion of the chapters on Grammar, Usage and the Mechanics of Writing has been largely dictated by our experience as teachers. Though these items have been handled by the students for a number of years, yet they often need a ready reference for certain grammatical points and technical elements of composition. Our attempt has been to include the barest minimum of such items and yet to cover the maximum of needs.

This book has been written under the University Grants Commission Scheme of Production of University Level Book by Indian authors. It is hoped that the volume will be useful to students as well as the general reader. Business executives and government officials will also find it of interest.

We are grateful to the University Grants Commission for financial assistance and Dr C R Mitra, Director, Birla Institute of Technology and Science, Pilani for his continuous advice and encouragement and for making the necessary facilities available for the project.

We would like to thank Sri H C Mehta, Librarian, and his colleagues for the help in securing readily books and other material, Sri P L mehta for typing the manuscript and Sri A P Rastogi for preparing the illustrations. We acknowledge the use of material provided by Professor K M Dholakia, Professor of Civil Engineering, Dr R C Shishu, Associate Professor of Chemical Engineering, Dr G P Avasthi, Associate Professor of Economics, Professor C A S Naidu, Associate Professor of Management Studies, Dr R K Sinha, Assistant Professor of Economics, and our students, Sri S K Handa, Sri Bharat Bhushan, Kumari Anuradha Mitra and the following organisations: Industrial Finance Corporation of India, New Delhi; Prakash Tubes Limited, New Delhi; Ashok Leyland Limited, Madras; Amrit Banaspati Co. Ltd., Ghaziabad; Bank of Maharashtra, Poona; Syndicate Bank, Manipal; The Panipat Cooperative Sugar Mills Limited, Panipat. Their cooperation has made it possible for us to make this volume practical and realistic.

Our thanks are due to Professor I J Nagrath, Dean, Instruction Division and our colleagues, Dr P D Chaturvedi, Sri S C Shukla, Dr (Mrs.) R G Maliakal, Sri N N Banerji, Sri J P Verma, Dr J George,

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R C Sharma
Krishna Mohan

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To the Teacher

ESTABLISHING RAPPORT

We are glad that you have decided to use this book to impart communication skills to your students. After establishing rapport with them, explain the objective of the course you are going to teach and show them how the book would help them acquire the knowledge and skills required to realize that objective. Some of the ways and methods used to establish rapport with the students are as follows:

- Introduce yourself briefly; highlighting your work in the area of professional communication.
- Ask students to introduce themselves; stating their names and the disciplines to which they belong.
- Spend about five to ten minutes on dwelling upon the increasing importance of communication skills in the present-day world.
- Ask a few students what career they would like to pursue and why.
- Show how a good performance in the course would prove to be an asset in realising of their professional goals.

After this brief interaction, ask the students to read the **Preface** and **Contents** and turn over; the pages of the book, spotting keywords, phrases and sentences (often highlighted) related to the topics included in the course. This short exercise would give them a generalised picture of the thought-structure of the book. We believe that the success of a learner in his studies, and that of a professional in his work, depends significantly on the level of his communicative competence. That is why, though the major focus is on business correspondence and report writing, other relevant forms useful from an academic, as well as professional point of view, have been dwelt upon with equal academic rigour.

STRATEGIES FOR EFFECTIVE TEACHING

Thus, after having set the ball rolling, devise and use interesting and effective strategies of involving the students in the process of learning. The discussion of thought-content and the

ways of acquiring skills should prompt them to ponder and practice. Some of the ways of motivating and involving students that could be tried are as follows:

- (i) Begin by asking a relevant question, quoting an eminent person, stating a proverb, or narrating an experience.
- (ii) Start and close your presentation in different, unpredictable but interesting ways. For instance, if you begin your every lecture by saying “Last time we discussed the Today we shall briefly look at.....” you are likely to be dubbed as dull and boring.
- (iii) If you explain a concept, ask students to comment and construct a definition in their own words.
- (iv) Ask two or three students to present a summary of what you had discussed in the previous contact hour and ask others to comment. After a brief discussion ask the students to write a gist of the main points.
- (v) Give an internal summary of the points discussed once or twice during the course of a 50-minute lecture.
- (vi) Pause after a short while (say, 2 minutes) and invite questions on the matter presented till that time.
- (vii) Ask a few (say, 3 or 4) students to speak impromptu on a topic you had discussed a fortnight ago. Generate a discussion after the presentations.
- (viii) Give a 5-minute quiz on the matter presented on the same day and discuss, the responses of 5 or 6 students. After a brief discussion of the responses, ask the class to write the correct answer on a sheet and submit it to you.
- (ix) Ask a student to read aloud a paragraph containing the key-thought of the topic you propose to discuss. Ask other students to explain the central ideas, as they understood. Moderate the discussion and then give your own version.
- (x) Occasionally, divide your class into groups of 7 or 8 students and give each group a short assignment in the class itself within the time specified by you. When the time is over, ask one student from each group to present the worked-out assignment before the class. Invite all students to comment on the contents of the presentations before you make concluding remarks.
- (xi) Formulate a topic, whenever feasible, in the form of a proposition and divide the class into two groups. Ask one group to speak for, and the other against, the proposition. Give your conclusion after the debate is over.
- (xii) Once in a while organize a game. One is described here as a sample. Bring folded slips of paper (one for each student) with 7 or 8 of them having written instruction to define, distinguish or explain something related to topics already discussed by you. Ask each student to pick up a slip. Those whose slips contain instructions should be asked to do what is required. In the end discuss the responses with the class.
- (xiii) Show a short film on the topics covered by you and then ask the class to discuss its strengths and weaknesses in treating or presenting the theme.
- (xiv) Bring to the class photocopies of certain forms of written communication such as a letter, memo, report, proposal, etc. and ask the students to edit and revise them. After they have completed this assignment, distribute photocopies of a model version of the given form and ask them to compare the two, making necessary changes in their version. In the end ask a few students, randomly chosen, where they had gone wrong and how the model version is more effective. But do remember there could be students

whose version is equally effective. Accept this reality with grace and do not insist that the model you have distributed is the best.

The strategies of teaching described earlier are not exhaustive, they are merely indicative. Teaching is an open-ended activity and man's creativity has unlimited power. Use your ingenuity to modify the suggested strategies and also devise new ones to deliver the goods.

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PART 1

FUNDAMENTALS OF COMMUNICATION

- CHAPTER 1 Nature of Communication
- CHAPTER 2 Advertising Communication
- CHAPTER 3 Non-verbal Communication
- CHAPTER 4 Barriers to Communication
- CHAPTER 5 Communication Technology
- CHAPTER 6 Oral Presentation
- CHAPTER 7 Seminar and Meetings

CHAPTER

1

Nature of Communication

Proper Communication is the Fragrance of a Blossomed Soul.

Chapter Objective

To help the learner understand the basics of communication, namely, its process, components and besides types, giving him a clear perception of the nature of business communication and its global, ethical and legal aspects.

COMMUNICATION CORE

Communication is the process of transmitting meaning from one person to another. The main components of the process are sender, message, channel, receiver and response. When the sender is able to elicit the desired response from the receiver of the message, the communication is said to be successful. In many cases there is a semantic gap between the message sent and the message received. The factors responsible for the failure in communication arise from (a) the personality traits of both the sender and the receiver, (b) the complexity of interpersonal transaction and (c) the organisational network. These barriers can be removed by encoding the message, keeping in view the objective and the expectation of the receiver, and by transmitting it through the appropriate channel.

Communication may be classified according to mode, medium, number of participants, direction and purpose. Business communication is a specialised branch of general purpose communication. It may be defined as the effective use of language to convey a commercial or industrial message to a well-defined audience for achieving a pre-determined purpose.

Since business is becoming international at a rapid pace, it is essential to be aware of culture-specific elements of communication. The expansion over a wide geographical area has also made communication more diverse, intricate and complex. Hence, in handling it, greater care has to be taken. An awareness of ethical and legal aspects can prove helpful in making both intra-organisational and inter-organisational communication smooth and trouble-free.

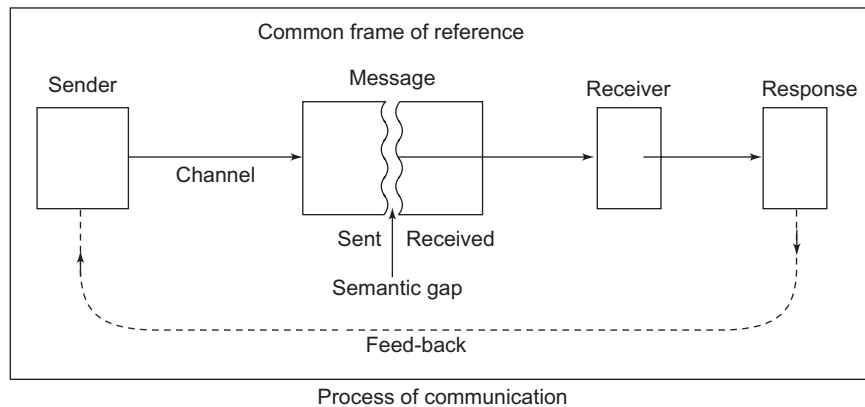
In an organisation, formal communication flows in three directions: vertical (both upward and downward), horizontal, and diagonal. The patterns that emerge are as follows: linear, multilinear, trichannel, and bilevel. Informal communication is multidirectional and haphazard and there are no clear-cut patterns in it. But top management can filter the information through this channel advantageously. For functioning effectively in an organisation it is also necessary to be acquainted with the features of cross-cultural communication, gender communication, and strategies for maintaining communication network during crisis.

Communication is a word of Latin origin; it means sharing—sharing of information or intelligence. The most common medium of communication is language. While speaking we often resort to physical gestures. We wave our hands, shrug our shoulders, smile and nod to reinforce what we say. Besides, there are several other means of communication available to us. We use non-linguistic symbols such as traffic lights, road signs, railway signals to convey information relating to the movement of vehicles and trains. We also use telegraphic code for quick transmission of messages and secret codes for communicating defence and other highly confidential information. For communication all these codes are valid in their special frames or reference. But it is linguistic communication with which this book is concerned. Let us, therefore, briefly consider how it takes place.

PROCESS OF COMMUNICATION

Communication is a process, the main components of which are **sender**, **message**, **channel**, **receiver** and **response**. Exhibit 1.1 shows these components and their relationships.

Exhibit 1.1



The first thing to note is that in every communication situation there are two parties, a **sender** and a **receiver**, who interact within a common frame of reference. Without a common background, purpose, and interest there can be no effective communication.

Another important factor in the communication process is the existence of cooperation between the sender and the receiver. If you speak to a person who is totally lost in his thoughts or use a language he does not understand, no communication will take place. Communication, in fact, is a social function and each community develops a common medium for the purpose. The medium may consist of a language or code—a set of symbols which stand for certain ideas, feelings, notions, things, etc. To encode a **message**, relevant symbols are selected and arranged into a pattern to convey meaning.

The choice of the **channel** and the type of symbols is determined by the situation. When addressing a conference of research workers a scientist uses technical language. He speaks distinctly and makes suitable gestures to drive home his points. On the other hand, when he talks to his wife and children he uses simple everyday language and speaks in an informal manner.

When the sender transmits a message, he expects a **response**. The response may be immediate or deferred, favourable or unfavourable. He may, for instance, send a letter of congratulations to a friend on his success in an examination and receive an immediate reply. On another occasion, an application for leave may not be granted. But for this reason it has not ceased to be a communication, only it has not produced the desired response.

The sender is naturally interested in knowing how his message has been received. The observation of the receiver's response is called **feedback**. Immediate feedback is possible only in face to face interaction or telephonic conversation. Such communication has one significant advantage. The sender can promptly adjust the tenor of his communication. But oral communication by its very nature is ephemeral.

For many of our needs we resort to written communication. Though in written communication there is no immediate feedback, yet it has other virtues which more than compensate for this shortcoming. It gives you better control over what you wish to say. You can edit, review and revise as often as you like. You can reproduce, multiply, store or retrieve it to suit your needs. Further, it is convenient as you can write at leisure and the reader can handle it at his own convenience.

Now let us take a specific situation to illustrate the communication process. Suppose you have to place an order for a book. You write a letter (message) and send it by post (channel) to a bookseller, and he despatches the book (response) to you. On receipt you examine the book (feedback) to assure yourself that it is the same which you had ordered.

But all communication situations are not like the one described above. In many cases the message fails to produce the desired response because of a **semantic gap** between the sender and the receiver. The failure occurs because the sender may not be clear about his objective or he may use inappropriate language to convey his ideas. It also occurs if the receiver is not able to understand and interpret the message in the same way. Therefore, a great deal of importance is attached to acquiring skills of communication in all spheres of life.

TYPES OF COMMUNICATION

As we have seen, communication is a natural manifestation of a complex process of human behaviour. All of us communicate in a variety of ways and for a number of purposes. Some of the nuances of the process are subtle and imperceptible and our specific attention has to be drawn towards them if there is a need to refer to them for analysis or discussion. When we talk about communication, our mind conjures up the picture of two parties interacting with one another. This is basically true but it is only one of the major strands of the concept. The notion has a wide semantic range and to understand it we must look at its various referents in different situations a little more deeply.

Sometimes we talk to ourselves. A sort of internal dialogue takes place in which we command ourselves to do something or not to do something. We weigh and consider ideas, suggestions and take decisions to plan and execute them. In fact, even while communicating with others, our thinking process goes on concurrently within us. Sometimes we verbalise the internal dialogue, that is, we think aloud. You may have observed that characters in some plays think aloud and this is presented on stage in the form of soliloquies or asides. Both the quiet dialogue within oneself and verbalised dialogue between self and self are termed as **intrapersonal communication**.

However, as we pointed out earlier, communication mostly takes place between two parties, namely, the sender and the receiver. Let us now briefly discuss the various types of such communication. Our focus would be on **verbal communication**, that is, communication through spoken and written words. In oral communication, **non-verbal means** play a significant role. So, we have discussed them separately in Chapter 3.

We may classify communication on the basis of the following parameters:

- (i) **According to mode:**
 - (a) Oral
 - (b) Written
- (ii) **According to medium:**
 - (a) Electronic
 - (b) Print
- (iii) **According to number of participants in the process:**
 - (a) Dyadic
 - (b) Group
- (iv) **According to direction:**
 - (a) One-way
 - (b) Two-way
- (v) **According to purpose:**
 - (a) General
 - (b) Business (Specific)

These five categories are not mutually exclusive. In fact, they denote five ways of looking at the same concept (and related activities), namely, communication. Let us discuss them briefly one by one.

Oral and Written Communication

Oral communication is interpersonal and so it is an effective mode of discussion. It helps resolve issues, solve problems, settle disputes and iron out differences. Since it offers immediate feedback, it can be made flexible to suit the immediate needs and requirements of the situation in terms of time, cost and effort it is generally more convenient and less strenuous. A lot of business is transacted daily by means of oral communication.

Written communication tends to be relatively formal and is used when a record of transactions is needed. It is better organised and enjoys, when required, a legal status. Even tape-recorded statements have sometimes turned out to be fake. Often an important oral message is confirmed by a written communication. By its very nature, it is more precise and better structured. While one can go back on what one said, this can not be done in the case of written communication.

Every organisation uses both the modes. It generally develops a set of practices and conventions regarding the use of various forms of these modes. Some such forms are listed below:

Oral Forms Briefing, lecture, seminar, group discussion, meeting, presentation, interview, telephone conversation, face to face conversation, dictation, instruction, etc.

Written Forms Letters, reports, proposals, memos, notices, newsletters, circulars, research papers, articles, bulletins, inhouse journals, email, faxes, manuals, handbooks, brochures, information booklets, etc.

Communication through Print and Electronic Media

Despite spectacular development in electronic technology, print media are still widely used for exchange and dissemination of information and transmission of knowledge. Books, journals,

magazines and newspapers are as important today as they were ever before. There are millions of people across the world who use these sources for gathering and storing information.

With the recent advancements in technology, electronic medium has emerged as an important tool of communication. The use of telephones, fax machines and computers for communication has increased considerably. Business organisations transact quite a bulk of their business through these means. We are flooded with information through radio and television and the use of electronic devices has strengthened the techniques of oral presentation in general and that of formal classroom teaching in particular.

Dyadic and Group Communication

Dyadic communication is the exchange of message between two persons. Interviews (in which only two persons interact), telephone conversations, dialogues and letters are a few examples of this type of communication. A writer also interacts interpersonally with the reader, who is always kept in mind while he writes. Group communication occurs when more than two persons interact with one another. Group discussion, seminars, conferences, circulars, office orders, oral presentations, panel discussions, etc., are some of the examples of group communication.

One-way and Two-way Communication

In one-way communication, the message is sent to a large number of people and the receivers get almost no opportunity for personal response and feedback. The sender plays a dominant role and the receivers are unable to interact with him effectively. Some examples of this type are: large public meetings, newspapers, magazines, radio, television, films and other similar means of **mass communication**. You may have observed that the number of feedback letters to the editor and viewer's comments about a TV serial, for example, are almost negligible, considering the total number of receivers. In fact, for the sender each receiver becomes a faceless individual with no option but to listen, to view or to read what is offered to him. This does not in any way reduce the importance of mass communication. Take, for example, our exposure to advertisements in print and electronic media. If we ponder for a while, we would find that these do influence our thinking and behaviour. To highlight the importance of mass communication we have discussed one of its roles separately in Chapter 2 entitled **Advertising Communication**.

In two-way communication, the sender and the receiver keep on changing their role. In fact, in some cases such as telephone or personal conversation, group discussion, seminars, etc., the participants in the process interact instantly and sometimes with great intensity. If there is no two-way communication within an organisation, it may be difficult for it to function smoothly. Imagine, what would happen if the employees are swamped with orders, instructions and directions without being given a chance to air their views or to convey their reactions to the sender. Such a situation may adversely impact their productivity and creativity. To avoid this contingency, organisations generally devise and maintain a system of **downward flow**, **upward flow** and **horizontal flow** of communication. The system may also permit **diagonal flow**, according to context and need, thereby cutting across the hierarchy in the organisational structure.

General and Business Communication (Specific)

General communication refers to all communicative acts we do for contract with others in our daily life. The conversation with members of the family, friends, relatives and colleagues, exchange of greetings, receiving information from and giving information to individuals and groups—all these are communicative acts. You may have observed that these acts are mostly oral and informal both in style and approach and their structure has no particular design.

Though **business communication** is a specialised branch of general communication, there is no basic difference between the two. The process is the same and so are the principles that regulate them. The difference lies in their application to situations. Whereas general communication plays many roles in the world at large, business communication is specifically concerned with business activities, which are well-defined.

Business activities are of two types: internal and external. Among the internal activities are maintaining and improving the morale of employees, giving orders to workers, prescribing methods and procedures, announcing policies and organisational changes, and keeping the management informed. The external activities relate to selling and obtaining goods and services, reporting to the government and the shareholders on the financial condition and business operations, and creating a favourable climate for conducting business. Every activity, internal or external, leads to some result. Therefore, the main purpose of every communication in business is to obtain some result, that is, to secure an action by the receiver. The sender expects him to do something on receiving the message—write a cheque, place an order, approve an action, send some information, etc. To achieve this purpose, the language used is direct, plain, concise and to the point and the style concentrates on drawing attention, arousing interest or creating desire, developing conviction and inducing action. The main features that lend business communication a distinct identity are as follows:

1. It deals with various commercial and industrial subjects.
2. It is characterised by certain formal elements such as commercial and technical vocabulary, the use of graphic and audio-visual aids and conventional formats.
3. It is impartial and objective as extreme care is taken to convey information accurately and concisely.
4. It has comparatively a high concentration of certain specific writing techniques and procedures.

To sum up, we may define business communication as the use of effective language to convey to a specific audience a commercial or industrial message for achieving a predetermined purpose.

GLOBAL ASPECTS

With unprecedented advancements in the methods of communication and transportation the world has become smaller. The business organisations can now easily explore new markets and new resources of money and material across the globe. The growth of multinational companies is a pointer in this direction. Operating in heterogenous social environment they have emerged as influential epitomes of international business work culture. There are certain aspects of communication that are of crucial importance in this context. We would like to mention them here so that you can pay special attention to them when the situation demands.

As you are aware, communication is to some extent culture-specific. The system of symbols, beliefs, attitudes, values, expectations, and patterns of behaviour differ from culture to culture. These differences are manifested in the notions of status, attitudes towards time, decision-making habits, use of space and body language and social behaviour. A recognition of these differences, mainly engendered by national variables such as education, religion, economic condition, political system, etc., and an awareness of relationship among language, culture, and behaviour are far more important in respect to the communication with the members of a different culture. To avoid cross-cultural conflicts you need to be more open-minded, tolerant and courteous and keenly perceptive of the non-verbal symbols and clues because these may be different or even at variance with your socio-cultural norms and patterns.

Treat your foreign counterpart not as you would like to be treated but rather as he wants to be treated. To understand this point let us look at a few illustrative examples. The gift of a clock to a Chinese would offend him because it is supposed to bring bad luck to the receiver. Thus, the gift meant to be a symbol of goodwill may in fact act as a barrier to communication. Similarly, if you go to a Latin American country to attend a business meeting, do not get uneasy if before the meeting some time is spent on socialisation. It is customary to do so in Latin America. We all know that the Indian notion of time is different from that of Western countries. In those countries 'quick response' may mean the same day whereas in India ordinarily action in two or three days is considered to be fairly quick. In our sense of space also we are different from the Western people. While conversing, it would be embarrassing if you move very close to them. Any intrusion into their personal territory would be considered an act of rudeness on your part.

Thus while dealing with people belonging to a different culture, do not take things for granted. Observe carefully their social behaviour, study their values and be meticulous in making audience analysis before encoding and transmitting your messages, regardless of the form that you may use for communication.

ETHICAL ASPECTS

The ethical aspects of organisational culture centre round values such as fairness, integrity, honesty, quality, compassion and dignity. These values are reflected directly in certain written and spoken messages, and indirectly in verbal and non-verbal behaviour of the members of an organisation. Employees are judged not merely by what they say but also on the basis of their articulateness. Ethics as part of organisational culture is communicated directly by several means. For example, a company may set aside a portion of its profits for charity and social welfare. It may voluntarily reduce the gap between the salary of the top executive and the worker at the lowest rank and create an employees' welfare fund to be used for financial assistance to employees and their families on humanitarian grounds. Actions such as these would clearly show that the organisation has a human face; doing business and making profits is not its sole concern. The ethical standard of a company is also communicated through ethical codes, policy statements and public messages. Ethical codes are in the form of rules of conduct meant to shape employee behaviour. Policy statements are communicated through employee manual, containing rules and regulations of the organisation. A manual is, in fact, considered to be a contract between the employer and the employee, for defining the expected relationship between them and for regulating their communicative behaviour. Public messages such as Chief Executives statements, annual reports, official articles, press releases also communicate

organisational values to employees, shareholders and the public. In day to day work there would be communication situations which cannot be foreseen and it is therefore not possible to predict the kind of written and spoken messages that would be exchanged in the course of business transactions. At best these direct and formal means of communicating ethics suggest a broad framework within which an organisation functions.

Sometimes it is difficult to decide what is ethical and what is unethical. Consider how you would behave in the following situations:

- (i) Would you travel for interview at a company's cost and enjoy its hospitality if you are not interested in the job applied for?
- (ii) Would you as the Chief Executive of an organisation assign the job of spying on employees to some of your trusted subordinates, asking them to report to you orally at regular intervals?
- (iii) Would you report to the invigilator if you find a friend of yours copying while writing a test arranged for recruitment to a job for which you, too, are an applicant?

In the first case, travelling for the interview would be unethical unless you have an open mind, even though you are not particularly interested in the job. In the second case, your action would be justifiable if the information gathered is strictly used for improving the efficiency of the company. In the third case, reporting the matter to the invigilator would not be considered unethical. Though your action may jeopardise the chances of your friend's selection, in the long run it would act as a deterrent for cheating and contribute to the inculcation of ethical values in your friend.

With the rapid advancement in communication technology the quality and integrity of information is going to permeate the products and services more intensely. There is thus, a greater need for the cultivation of ethical standards. As a professional you will have to be more discerning in your business judgements and decisions and communicate with greater caution and care. Remember that the defects in a product or service are more quickly and easily detectable than the adverse effects of an improper communication.

LEGAL ASPECTS

There is a legal aspect of business communication and you should be aware of it while dealing with individuals, governments, other organisations, and agencies. Nothing should be done in contravention of rules, regulations and laws in force at the time of communication. The discussion that follows is intended to enhance your awareness of the risks involved in public communications, specially in making private information public. However, in complex situations or specific cases you would be well advised to consult the company's legal adviser or seek the advice of an advocate.

You must have heard about defamation cases. A case of this type is filed in a court of law by an individual when a communication made publicly is false or injurious to his character or reputation. When this is done in writing, it is called **libel**, and when orally, it is termed as **slander**. You therefore, have to be specially careful when you report to another organisation regarding the work and conduct of an employee of your organisation or when you have to speak or write something unpleasant to an employee of your own organisation, e.g., regarding his incompetence or misconduct. Such communications, if oral, should be conveyed privately and in person, whereas written ones should be sent in a sealed envelope marked 'confidential'.

Similarly, when you receive confidential information you should ensure that it is not divulged to a third party.

There are instances when employees have filed suits against unfavourable references, adverse reports on their work and conduct and disciplinary action. Communications related to these actions should be strictly based on facts and be completely objective so that they can withstand legal scrutiny.

With the increasing use of electronic media for transmission of information and exchange of documents, the responsibility of organisations has increased. It has to be ensured that the privacy of a user is not intruded upon. In fact, a policy should be evolved by every organisation regarding access to an employee's e-mail and data base. The circumstances in which it is permitted and the method of access should be clearly laid out. The organisation and its employees should feel secure in using modern means of technology and should know the limits of intrusion into privacy and the stage at which it becomes illegal.

Similarly, the legality of contracts, agreements and deals entered into, through electronic media, should be examined and ensured before acting upon them. In fact, the governments across the globe are concerned with how to cope with this new development, engendered by information technology and provide legal protection to electronic transactions.

The chapter focusses on the importance of being aware of the various aspects of business communication and of training oneself in the art of communication. To help you cultivate this art, we shall now discuss how the process works in specific situations and shapes itself in different forms of business communication. In the chapter that follows we have described the latest developments in communication technology. Together these two chapters would equip you with basic information about significant aspects of communication in business, industry and professional organisations.

COMMUNICATION IN ORGANISATIONS

Communication is necessary for success in any business organisation. The type of communication varies according to the circumstances and business needs. The discussion on communication would not be complete without describing the flow of communication in organisations. Later, we would also cover three related areas of communication to help you enhance understanding of the growing complexity in organisational communication. These areas are: Cross-cultural communication, gender communication and communication during crisis.

Flow of Communication

The smooth working of an organisation depends partly, yet significantly, on an efficient system of communication. The efficiency can be attained by ensuring an impediment-free flow of communication in the desired directions. Communication network in an organisation is like the human nervous system through which blood flows to every part to nourish and sustain it.

Communication is intensely personal and highly volatile system. The manner in which the content is delivered to the recipient differs from person to person. In fact, a person may use different strategies on different occasions to deliver the same content. Despite factors such as these, each organisation develops a pattern of communication network and modifies it as and when necessary. While informal communication is "free-for-all", an attempt has been made to identify the patterns in the flow of formal communication particularly in professional

organisations. Basically, communication flows through formal channels in the following modes:

- Vertical, both upward and downward
- Horizontal or Lateral
- Diagonal

A number of patterns have been identified in the flow in each of these modes as well as in a combination of two or all the three modes. Let us look at some of the oft-noticed patterns in **formal communication**.

Patterns of Formal Communication Network

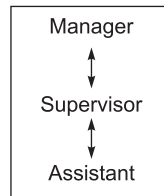
The patterns discussed here are basic and illustrative. When you step into the corporate world, you would find several larger and more complex networks. Further, in large organisations, there may be six or seven levels of employees, the hierarchy, making the flow more difficult.

1. Linear Pattern (Exhibit 1.2)

It is the simplest of all communication patterns. Communication flows only through **vertical** hierarchy, both upwards and downwards. The flow of communication may sometimes deviate from the usual route. For example, the Manager may directly speak to the Assistant by passing the supervisor and vice versa.

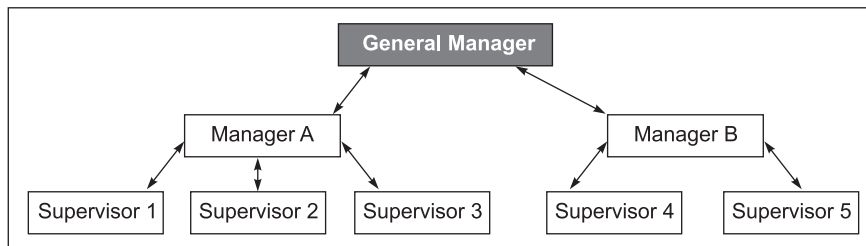
Exhibit 1.2

Linear Pattern Communication

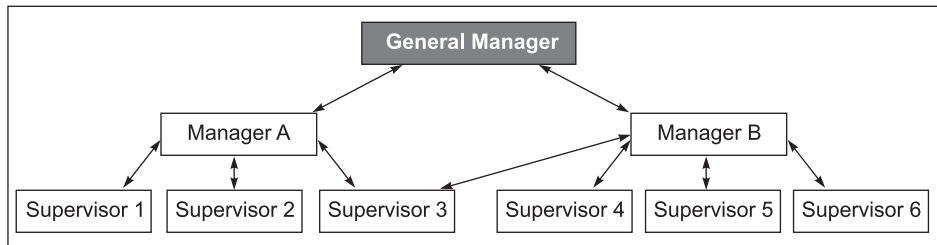


2. Multi-linear Pattern (Exhibit 1.3)

Communication flows vertically from top to bottom and **vice versa** through two or more routes, unlike linear pattern in which only one route is used. There is no lateral or diagonal interaction among the employees of equal rank (parallel hierarchy). For example, Exhibit 1.3 shows five routes through which communication would flow, namely, General Manager to Manager A to Supervisor 1, General Manager to Manager A to Supervisor 2, and so on. The upward flow may take place, for example, from Supervisor 5 to Manager B to General Manager, Supervisor 3 to Manager A to General Manager, and so on. In this pattern also, sometimes General Manager may directly interact with supervisors bypassing the manager. Similarly, a supervisor may directly report to the General Manager. It has been observed that this pattern generally exists in large organisations. Of course, the levels in the hierarchy may be more than three.

Exhibit 1.3 Multi-linear Pattern Communication**3. Trichannel Pattern (Exhibit 1.4)**

Trichannel pattern is formed when there is a free flow of communication among the employees through all channels, namely, vertical, horizontal and diagonal. Generally, no one tries to play a leading role or to restrict the flow to certain routes. Several forward-looking organisations, in which transparency is practiced, develop this model of communication and sustain it.

Exhibit 1.4 Trilevel Pattern Communication

As shown in the Exhibit, vertical communication flows from General Manager to Manager to Supervisor and vice versa. The interaction between Supervisor 3 and Manager B shows diagonal flow whereas that between Supervisor 4 and Supervisor 5, and Supervisor 5 and Supervisor 6 depicts horizontal flow.

5. Bilevel Pattern (Exhibit 1.5)

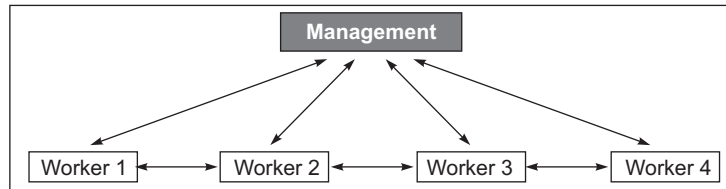
This pattern exists in small business units in which there are only two levels of employees, namely, management and workers or assistants. The management may consist of more than one member but all are of identical hierarchy and enjoy equal power and authority. Level 2 employees, namely, workers or assistants freely interact with any of the members of management. The flow of communication is both vertical and horizontal.

Whatever be the pattern, the main concern of an organisation is to ensure speed and accuracy in the flow of communication. Thus top management of an organisation continuously reviews the existing pattern and, in case needed, switches over wholly or partially to a new pattern. It is widely recognised that the growth of barriers on the way could cause serious setback in the attainment of organisational goals.

The information received through this network may be used for assessing the suitability of such officers for reward and promotion.

Exhibit 1.5

Bilevel Pattern Communication



In ultimate analysis, an organisation is a network of human relationships designed to achieve certain well-defined goals. If judiciously exploited, grapevine pattern can act as a lubricant for the wheels of management.

Informal Communication

In every organisation the flow of communication is also through a network of informal channels.

Such a network is often termed as **GRAPEVINE**.

Human beings need social interaction at different levels. Similarly, when employees meet one another during their free time in canteen, rest room, reading room, etc., during tea time or lunch break, they freely exchange their views and without any inhibition share their feelings, concerns and anxieties related to their work and functioning of their organisation. Obviously the flow of communication in such situations is haphazard, meandering and multidirectional. It has, therefore, been difficult to discover any definitive pattern unlike formal communications. However, research in this field indicates the existence of a few patterns but these are highly flexible and the lines drawn to distinguish one from another are vulnerable, often overlapping, and so any discussion on the issue is likely to pale into insignificance.

What is more important is to understand the nature of informal communication and ways to use it for the benefit of the organisation, and also, how to restrict and control its flow when it threatens to become merely a means of transmission of rumour/gossip.

The process of communication begins 'from one to a few, from a few to many', and ends with 'from many to almost all concerned'. Often there are several sources from which the information may originate simultaneously and move into unpredictable directions. This generally happens when an action or a decision affects a large number of employees. As in both cases there are quite a number of transfer points through which a message passes randomly, it gets distorted, truncated or inflated on the way. That is why occasionally a hyperbolic version of an iota of truth reaches the tail-enders who often happen to be senior or top executives. Sometimes the flow of information is purposefully planned to be pushed towards the top management. This is done in two ways. *One*, the information is passed on to those employees who are in frequent touch with the top management or those who belong to the coterie of senior executives. *Two*, the information is transmitted to those who belong to the lower rung of management, yet hold key-positions, e.g., Personal Secretary to Managing Director, Superintendent in the office of

the Company Secretary. The purpose of selecting such employees is obvious. There is a greater chance of success in conveying their concerns, worries, and grievances directly to the decision-making levels of management. Of course, the information received through the grapevine has to be filtered by management before being made a basis for decision or action. One of the factors that can help is identification of the location of the original source of information and verification of its reliability. Undoubtedly, this is a difficult task because grapevine is a maze in which an individual or a small group of individuals is just a dot.

Grapevine has a bright side as well. It acts as a safety-valve for all employees as they can give vent to their frustration and tension by direct communication with management through this channel. In a way, it protects the organisation by preventing, to some extent, sudden outburst of any discontent among the employees. It may also help it resolve minor conflicts that crop up in day-to-day work. Further, the management can also use this channel to obtain informal feedback about the performance of subordinates (as a supplement to the reports received through the formal channel). In fact, in some organisations senior executives mix with the employees of the lower rung during tea-break, lunch hour, etc., to get first-hand informal feedback on important matters.

In some organisations there may be people who revel in gossip mongering; they tend to exploit the human weakness of indulging in gossip and using it as a means of passing time, relaxing and socialising. Such persons often open the floodgate of gossip at a time when, for example, the announcement of an important decision is imminent and the employees being eager to know it, are in a highly receptive mood. The information circulated may be purely imaginary but it is presented in an attractive garb and given such a realistic look that even highly logical minds are duped into accepting it as true. Caught in the web, these new entrants also begin to act as transfer points. Thus the entire body of the organisation may be overwhelmed by the deluge of gossip. Generally, those organisations, which lack transparency and maintain unwanted secrecy, provide fertile ground for initiating and rapid spread of gossip like wildfire beyond tolerable limits. If such a situation develops in an organisation, it may take quick remedial measures as well as preventive action so that its efficiency and reputation are not adversely affected. Earlier, in the discussion a few measures have already been suggested by implication. In specific terms some of the steps that can be taken to meet the situation are as follows:

- Conveying authentic information to employees through notices, circulars meetings, etc.
- Asking Heads of Divisions/Departments and other senior personnel to hold briefing sessions of employees under their control and apprise them of the exact position with regard to the issue which might spark a wave of gossip.
- Interacting on one to one basis with the gossip mongers, if identified.
- Disseminating authentic information informally through trusted employees.
- Holding discussion with the leaders of the Employees Union to allay their fears and to assure them of suitable action for the removal of their genuine grievances.

Cross Cultural Communication

Communication and Culture are inseparably interwoven. Culture undoubtedly conditions communication. When a man communicates, the strategies he adopts and the manner he employs for transmitting meaning reveal his culture as well as the sub-cultural group to

which he belongs. Thus communication is not only language-specific but also culture-specific. Even non-verbal means of communication differ from culture to culture. For an example, read discussion on Haptics in Chapter 3. However, there has been a significant change in the pattern of human relationships across the world leading to globalisation of communication—a process which is in a state of continuous acceleration. The factors responsible for this phenomenon are as follows:

- Expansion of trade and commerce across the world.
- Increase in the number of people to people contact.
- Increase in the frequency of political interactions among nations.
- Enhancement of affordability and desire to avail of educational opportunities in foreign lands.
- Rapid advancements in science and technology.
- Development of quick means of transport, contact, interaction and dissemination of information.

These developments have led to intermingling of values of different cultures and have begun to show in the attitude and behaviour of people residing in different parts of the world. Undoubtedly, the evolution of a world culture is still a far cry, and so it becomes imperative for you to be aware of peculiarities and nuances of the culture of the people with whom you have to communicate. For instance, an Englishman in communication with Indians would have to bear in mind the importance Indians attach to family relationships and the role they play at socio religious family function. The English words ‘uncle and aunt’ are inadequate to express relationships such as ‘chacha’, ‘mausa’, ‘phupha’, and ‘chachi’, ‘mausi’, ‘bua’ respectively. Similarly, an Indian in communication with Englishmen should acquaint himself (or herself) with social and ethical values of the latter as well as their attitude towards social norms and family relationships. For example, an Englishman’s attitude towards spouse, old parents and grown up children is different from that of Indians. Further, he (or she) has to be aware of an Englishman’s cultural manifestations in behaviour such as the division of time into purpose-specific slots, respect for personal space, table manners, courtesies shown to ladies at social functions, public places, etc.

For gathering information about other cultures, besides printed material, Internet can be a good source. Useful material can be culled from blogs, sites, wikis, poccasts, etc.

With the ever-increasing number of multinational companies in the country it has become essential to imbibe intercultural awareness as a personality trait. The acquisition of competence to communicate effectively with foreigners at your workplace in India and abroad would pay you rich dividends.

GENDER COMMUNICATION

Another dimension to which we would like to draw your attention is inter-gender and intra-gender communication. The number of women working in both public and private sectors has enormously increased during the last, two or three decades. Consequently communication at workplace now not only confined between men and men (the same gender) but also between, men and women (the opposite gender). This fact has attracted the attention of researchers in this field. Studies have been made to find out whether this development has exercised any impact on the character of communication in organisations. The results show that there is a noticeable difference in the styles of communication in men and women. Basically, the female

perception of issues and attitude towards the manner of addressing problems are different from those of males. The gender-based difference stems partly from their innate nature and partly from upbringing at home and the kind of education and training imparted at school and college levels. It is, therefore, essential to understand the basic nature of gender communication in order to function effectively in organisations in which both men and women work together as professional fellows. To help you do so, a few important features are described below.

1. Men in their approach to solution of problems are practical and pointedly focused towards the goal to be achieved. They make straightforward suggestions and render useful advice for speedy resolution of issues. Women, in addition, tend to pay some attention and show concern for forging or reinforcing relationships.
2. Men in their interactions are prone to draw support from facts and tend to rely on established positions taken in the past on issues under discussion. Further, they try to prove themselves to be better informed about current practices and new developments in matters related to the issues. This attitude is a reflection of masculine fondness for separatism and independence. Women, in general, exhibit greater eagerness to establish rapport with the interactants. In exchange of views they are more sensitive to underlying meanings and personal references, if any. However, social norms and expectations prompt them to regulate and limit the extent of closeness between self and others.
3. Men are more competitive by nature. They, at times, tend to become aggressive and assertive because of the position they hold in the hierarchy of management. Some men try to dominate the discussion and allow little time to others for expressing their views. They also, at times, try to drag the discussion towards topics with which they are familiar, even though these may not be relevant in the context. Women try to keep the discussion on the track, avoiding digressions and distractions. Being more tolerant and accommodative, women try to ensure participation of all concerned employees in discussion and decision-making.
4. Men tend to be more analytical and logical. They try to base their views and decisions on solid ground and reliable evidence. Women's approach to the solution of problems has sometimes an element of emotion, sentiment, or personal feelings relating to the matter under focus.
5. In informal communication too, men and women differ to some extent. Men, being more secretive, hardly ever talk about personal matters and private affairs, Women, on other hand, do not hesitate in talking about such matters. Their informal chat, for example, is occasionally marked by references to the likes, dislikes, habits, achievements, etc., of their children and husband.
6. Non-verbal communication also exhibits a few gender-based differences.

Typically, women want more personal space and they view with greater displeasure any attempt to intrude into their privacy. They also maintain, as far as possible, a neutral expression in their eyes. But men often use eye contact not only for establishing rapport but also for expressing strong emotions such as anger, disapproval, displeasure, joy, appreciation, etc. Both men and women keep the appearance required by the profession. However, some women take extra care in keeping a smart appearance in order to attract the attention of others, especially males.

In the end it is necessary to point out that the dissimilarities discussed above cannot be generalised and may not exist in all societies and situations. In fact, gender differences appear

to be on the wane under the impact of cross-cultural, globalised communication and a strong surge towards the elimination of differences of all forms and kinds between men and women in every sphere of human activity.

COMMUNICATION DURING CRISIS

Crisis is an unpredictable and unpleasant event, which may tarnish the reputation of an organisation and adversely affect its performance. Usually, large organisations constitute a crisis management team which takes over the command of such a situation and controls all activities to restore normalcy. One of the functions of the team is to prevent the disruption of communication system. A crisis provides a fertile ground for the birth and spread of rumours, which may aggravate the anxiety and disorder caused by the situation. Proper and well-directed flow of communication within as well as outside the organisation can counteract the negative forces, protect the interests of stakeholders, and prevent damage to its public image.

To attain these objectives, the following measures can be taken:

1. Specialised training of personnel made responsible for ensuring uninterrupted operation of the communication network.
2. Detailed planning of action to be taken, and tasks to be performed by each employee directly involved in dealing with the crisis.
3. Appointment of an expert to head the chain of command specially devised to handle the situation.
4. Identification of alternative channels for dissemination of authentic information.
5. Timely release of information to the media in order to prevent any damage to the goodwill of the organisation.
6. Formulation and transmission of post-crisis follow-up messages to all employees for better management of crisis in future.
7. Documentation of all aspects of the event such as causes, action taken, role of employees in meeting the situation, suggestions for strengthening the crisis communication system, etc.

Review Questions



1. Describe the process of communication, indicating clearly the role of each constituent element.
2. What do you understand by the term 'semantic gap'? Give examples to illustrate your answer.
3. Discuss the factors which must be borne in mind to ensure smooth flow of global communication.
4. In what way can ethical and legal aspects of communication create problems for an organisation? What precautions should be taken to avoid them?
5. On what criteria should communication be classified? Discuss each with illustrative examples.
6. What are the advantages and disadvantages of relying exclusively on oral communication?

7. What points should be borne in mind while communicating with a group of persons belonging to different cultures?
8. What means of non-verbal communication would you use while interacting informally with the members of the opposite sex?
9. Describe the steps that should be taken to prevent disruption of communication network in an organisation during crisis.

Exercises



1. To which categories can the following communication events be classified?
 - (i) A classroom lecture
 - (ii) A chat between two friends through a computer
 - (iii) An advertisement in a college magazine
 - (iv) A telephonic conversation between the Managing Director of a Company and his counterpart in another Company
 - (v) A key-note address at a Conference attended by 1200 delegates from different parts of India.
2. Consult at least three books on technical, business or professional communication and draw your own schematic diagram to show the process of communication. It should be different from those given in these books and also from the one given in this Chapter. Discuss why you consider yours to be the best. Also list the books consulted with full bibliographical details.
3. Assume that you have to make an oral presentation on 'Non-verbal communication' to an audience consisting of Indians, Englishmen and Saudi Arabia. List ten points briefly explaining each which you would include in your presentation.
4. Study the patterns of formal communication in the Corporate Office of a multinational company and write a report for presentation to the Chief Executive of this organisation.
5. Assume that you are the Secretary of a Company in which there was a crisis because of a lightning strike by employees. Write a note for the Board of Directors, describing the strategies you adopted for maintaining the communication network during crisis.
6. Assume that you have to interview the Chief Executive of an organisation to seek his or her views about the role and value of grapevine. List the questions you would ask and the answers you are likely to get. Invent the necessary details.

CHAPTER

2

Advertising Communication

Advertising is the science of arresting human intelligence long enough to get money from it.

Chapter Objective

To show how mass communication differs from other types through a detailed discussion of the various features of advertising and its impact on the consumer and society as a whole.

COMMUNICATION CORE

Advertising is one of the most powerful forms of mass communication. It influences the thought and behaviour of thousands of consumers. A careful study of its various techniques for effective persuasion both in the print and electronic media can help us improve our communication skills and enhance our ability for formulating strategies for creativity.

Advertising is the mother of all promotional activities. It is the most visible, the most influential and the most controversial means of mass communication. It greatly moves markets and minds, and interests, entices, intrigues and entertains us with its message creativity and media splendours. It connects people to the products and claims to reduce the gap between masses and classes with a basket of brands. It is a billion rupee business, an attractive art form, a lively institution and a cultural phenomenon.

MEANING AND CHARACTERISTICS

Advertising is an integral part of our social and economic system. In our everyday life, it delivers many promises to enhance our capability and overcome our problems. Over the years it has evolved into a vital communications system for both consumers and businesses. Companies ranging from large multinational corporations to small retailers increasingly rely on advertising and promotion to help market their products and services. To know how it works to impress the target audience, let us first understand its characteristics. In 1948, the American Marketing Association developed a definition which is widely quoted: **‘Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or**

services by an identified sponsor. Advertising may be in *any form* of presentation. It may be a sign, a symbol, an illustration, an ad message in a magazine or newspaper, a commercial on radio or on the television, a circular dispatched through the mail or pamphlet handed out at a street corner, a sketch or a message on a billboard or a poster or a banner on the net. Any form of presentation which an advertiser imagines will fulfil the requirement of an ad can be employed. Advertising is a *paid* activity. If an ad is created and placed in the media, the costs of creation and time or space in the media must be paid for. It is only rarely that a public service announcement's advertising space or time is donated by the media. The *non-personal* element means that advertising involves mass media like TV, radio, magazines, newspapers that can transmit a message to a large group of individuals, often at the same time. It can be far cheaper per potential customer than personal selling. Advertising deals with hundreds, thousands, or millions of customers at a time, reducing the cost per customer to a pittance. The non-personal component of advertising does not provide any immediate feedback from the message receiver. Therefore, before the message is sent, the advertisers carefully consider how the audience will interpret and respond to it. *Goods, services or ideas* are the things that advertisers want consumers to buy. Advertising offers people ideas, products and services and persuades them about their benefits, impact and utility. *Identified sponsor* means whoever is putting out the ad tells the audience who they are. There are two reasons for this: first, it is a legal requirement and second, it makes good sense.

In the light of this discussion, we may define advertising as follows: *Advertising is paid persuasive communication that uses non-personal mass media—as well as other forms of interactive communication—to connect an identified sponsor with a target audience.*

Advertising is an essential marketing instrument. It makes a psychological impact on the consumers and invites them to act through the art of persuasive communication. Women do not buy lipstick, but the concept of an outgoing, smart, modern woman. Men do not take home loans on easy installments but they take the concept of happy and peaceful retirement days. Mostly consumers have a love–hate relationship with advertising. People love its glamour and charisma, the promise of a better life, the feel-good factor and the way it touches their sense and inner feelings. But at the same time they discard it because of its unlimited persuasive force to affect the way they think or believe, for making them want more and spend more and for making them buy things that they do not need immediately and for its encroachment on their private lives and favourite pastimes.

Advertising is the best known and most widely discussed form of promotion, probably because of its pervasiveness. Advertising can be used to create brand images and symbolic appeals for a company or brand. For illustration let us take an example. Exhibit 2.1 has used creative advertising to position the concept of tea as something that is very endearing to Indians. The ad goes beyond having just a cup of tea; it is held as a regular ritual that keeps the entire day active and fun-filled and the tea drinkers fit and stress-free. The ad is specifically tailored to communicate the message that India is a large tea growing and tea consuming country in the world. It shows how multicultural India relishes tea and indicates that this national acceptance is heartening. The punch lines at the bottom reinforce the message that tea is good for health.

COMMUNICATION PROCESS

Communication is the transmission of a message from a sender to a receiver in an understandable manner. Marketing communications usually consist of a number of message points that the

Exhibit 2.1

Lakh dukhon ki ek dawa:
CHAI, aur kya.

communicator wants to get across. An important aspect of message strategy is knowing the best way to communicate these points and overcome any opposing viewpoints audiences may hold. The significance of effective communication is immeasurable in the world of business and in personal life. From a business perspective, effective communication is an absolute must, because it commonly accounts for the difference between success and failure or profit and loss.

Effective communication is the most critical component of advertising business. The manner in which consumers receive and perceive an advertising idea (concept) is the key element in the entire business communication process. It is a proven fact that poor communication loses the consumers, weakens the reputation of a product and eventually hampers the growth and productivity of a company.

The communication process is a guide towards realising effective communication. It is through the communication process that the sharing of a common meaning between the sender and the receiver takes place. There are several factors that contribute to the success of communication process: it may be the structure of message, selection of media, the interpretation of message and the environment in which it is communicated. Words, pictures, sounds and colours convey different meanings to different audiences, and people's perception and interpretation may also vary. Smart marketers are aware of the nuances of meanings that words and images carry and how they stimulate consumers' minds in accepting their products and services.

MODELS OF ADVERTISING

Many models of effective communication have been developed to understand the stages a consumer may go through in moving from a state of not being aware of a company or brand name to an actual purchase behaviour. These models may have different objectives of creating awareness about the product or changing consumers' knowledge of, and attitudes toward, the brand and finally changing their behaviour.

Stimulus-response Model

Scientifically, the 'hierarchy of effects' approach is related to what is often referred to as 'learning theory'. Classical conditioning assumes that learning is an associative process with

an already existing relationship between a stimulus and a response. The classic 'Pavlov's dog' experiment is a model: he trained dogs to associate the arrival of food with the ringing of a bell, to the extent that eventually the sound of the bell alone would induce the salivation process. Advertising is thus seen as a stimulus (like the bell) giving rise to a 'conditioned response' (salivation). Buyers can be conditioned to form favourable impressions and images of various brands through this associate process. The ad for Fevicol shows an application of this theory. In all Fevicol ads, the consumers associate the brand with the power and reliability of elephant and accept it as an *ultimate adhesive*. People must be routed to each stepping stone in order to cross the river (the required effect) and the task of advertising or other pieces of the communications mix is to encourage them to do so.

Starch Model

Daniel Starch in the early 1920s came out with an idea that in order to be effective any advertisement:

- must be **seen**
- must be **read**
- must be **believed**
- must be **remembered**
- must be **acted upon**

It provides an effective guideline for preparing an advertisement to obtain the maximum consumer response. For effective communication to occur, the advertising message must address itself to the most urgent needs of the customers.

AIDA Model

An alternative model, which is still often used as quick check on whether advertisement 'looks right', is the **AIDA** model. It tries to capture the customer's **attention** and then arouse some **interest** in the advertised product. The model plans further that the strong levels of interest should be converted into an obsessive **desire** to buy the product. Every ad makes an attempt to qualify for the final stage where it convinces the audience to **act**, that is, to have a product and if he does so, it becomes successful and complete.

Dagmar Model

Many marketing and promotional managers recognize the value of setting the specific communication objectives and their important role as operational guidelines to the planning, execution and evaluation of the promotional programme. Communications objectives are the criteria used in the DAGMAR approach to setting advertising goals and objectives. It has in fact become one of the most influential approaches to the advertising planning process. In 1969, Russll Colley published a book entitled *Defining Advertising Goals for Measured Advertising Results* (DAGMAR). As per this model, all commercial communications that weigh on the ultimate objective of a sale must carry the prospect through four levels of understanding:

- The prospect must be aware of the existence of a brand or company.
- He must have a comprehension of what the product is and what it will do for him.
- He must arrive at mental conviction to buy the product.
- Finally, he must stir himself to action.

In other words, the purpose of a commercial communication is to help move a potential customer along a continuum from a state of ignorance towards a position of decision and action.

Cognitive Dissonance Model

It is a well-known fact that the way people see depends on what they expect to see. The supporters of opposing football teams or political parties will react to a particular incident on the field or in TV interviews quite differently. L. Festinger developed these findings into a body of theory known as 'cognitive dissonance'. It argues that man seeks to maintain a state of mental 'consonance' or equilibrium. Anything that disturbs this causes 'dissonance'. Information which is inconsistent with the existing pattern is rejected, while anything reinforcing it is welcomed. Cognitive dissonance may be felt as a feeling of psychological tension or post-purchase doubt that a customer experiences after making a difficult purchase choice. Dissonance is likely to occur when the customer chooses one model of a car, bike or refrigerator from competing brands. The customer prepares to choose one after reassuring himself about the wisdom of his purchase decision. He feels happy about his choice and loves to read through advertisements about the product that he has possessed. If the same customer comes across the claims of superiority of a competitive brand, he tends to deny or contradict such information that does not support his purchasing behaviour. He deems all such claims as media hype or advertising gimmicks. But such claims upset his cognition or pattern of knowledge. The dilemma of dissonance may be reduced in two ways: either the customer comes to know that the competitive brand is in no way superior to his choice of brand and the marketing of competitive brand is making false claims, or the competitive brand comes out after a great deal of study and research as the best brand and in such a case the customer may not buy the brand that he used to buy earlier.

FUNCTIONS OF ADVERTISING

Advertising is a strong marketing weapon. Ads not only satisfy consumers' needs with the help of a meaningful message that captures their attention, speaks in their interests and remains in their memories but also achieve company's objectives which are related to the growth and success of the business. Although every ad has a unique message to accomplish its business objectives, advertising performs six basic functions.

- (i) **Inform** Although some ads are devoid of significant information, providing the consumer with relevant information that will aid decision making is still the fundamental function of advertising. It serves the customer with information in accordance to his requirements. To sell a computer, for example, an ad may include various informative features like pricing, utility, outlet address and other relevant information that may help the potential prospect make a decision.
- (ii) **Provide incentives** In most cases, consumers are reluctant to change established behaviour. Even if they are somewhat unhappy with the existing brand, the shifting of customer behaviour from one product to another is not always correct and smooth. Advertising provides the consumers with reasons to switch brands by presenting ideas like convenience, high quality, lower price, warranties, celebrity endorsements, etc.
- (iii) **Provide reminders and reinforcements** The third function of advertising is to provide regular reminders and reinforcements to generate the desired behaviour that the advertiser expects from the consumers. This is particularly an effective function

in the long run, as reminders and reinforcements register in the consumers' mind, becoming a base on which they shape their future decisions.

- (iv) **Increase the customer base** Advertising helps in increasing the customer base of an organisation, that is, it tries to increase the demand for its products. It aims at turning non-users into users, attracting users of a competitive brand and retaining the existing customers.
- (v) **Increase usage** Advertising aims at increasing usage. It helps to generate sales by highlighting the variety of uses of a product and the frequency of use.
- (vi) **Reduce the time between purchases** Advertisements encourage customers to stock items before they run out (for example, ads advise to have one extra pack of blades, brush or recharge voucher for timely backup), and thus reduce the time between purchases.

ADVERTISING CREATIVITY

Behind most good advertising is a strong creative idea which is dramatic, memorable and often emotional, for example, Philips' 'Sense & Simplicity' or Fevicol's 'the Ultimate Adhesive'. These campaigns have at their core a simple thought that acts as a foundation for creativity, entertainment and charm.

Creativity is the lifeblood of advertising. It lies in communicating a key thought or message that your client wants to convey. So do not seek to work in this world of advertising if you want to articulate your own agenda, whim or cause. You would be better off as a sculptor, potter or clothes' designer instead. Advertising is a part of the business agenda, and it is about triggering a desire, want or action. Let us assume that an IT company has decided to launch a new mobile service called LINK and designed a logo (Exhibit 2.2) for its advertising campaign. As you can observe, this figure is an epitome of advertising creative energy: a simple and harmonious amalgam of big idea, effective appeal and brilliant execution. Further, the company has, let us say, decided to offer a bouquet of industry-firsts to persuade the potential user:

Exhibit 2.2



Pay Less, Talk More Scheme

The customer is allowed to talk once each day on his mobile @ 15 paise per minute after the first 3 minutes of call (local or STD) on any network at no additional cost.

Receive Calls, Earn Money Scheme

The customer would be credited 20 paise for every minute of incoming STD call he receives from any network in the country.

Enjoy the Sunday Scheme

The customer would enjoy 30 free local SMSs and all local calls on Sundays (from 8 a.m. to 11 p.m.) on an extra payment of just Rs. 20 per month. These innovative schemes along with the messages on the logo could enable LINK to position itself strongly as India's first youth-focused mobile services brand and start giving sleepless nights to rival brands. Mark specially how the baselines sharply focus the central theme, that is, LINK offers extraordinary facilities at less than ordinary cost. Similarly, the advertisement of a mobike (Exhibit 2.3) reflects the same intensity of creative impulse.

Exhibit 2.3



CONCLUSION

There is no ultimate word on how advertising should be practiced. It is a dynamic and fascinating field that is undergoing dramatic changes. The changes are coming from all sides—clients demanding better results from their promotional budget, advertising firms wanting a larger chunk of the billions of rupees companies spend on promotion, consumers no longer responding to traditional media, and advances in communication technologies. A number of factors are impacting the way marketers communicate with consumers. Advertising and promotional efforts have become more localised and audience specific. Many companies are coordinating their promotional efforts so that they can send a cohesive message to their customers.

Review Questions



1. Write a note on advertising as communication, bringing out its unique features.
2. 'Along with the objects, an advertisement sells ideas.' How far is this statement true?
3. In what respects does an advertisement through the print media differ from that through the electronic media?
4. What are the various functions of an advertisement? Discuss, giving examples to illustrate your answer.
5. What are the qualities that make an advertisement effective? Choose one advertisement and discuss it in detail to illustrate your viewpoint.

Exercises



1. Pick advertisements for three brands of a product such as toothpaste, soap, mobile phone, motorbike, car, etc., and compare them. Which one of them do you consider to be the best and why?
2. Assume that as Marketing Manager of a company you have been asked to prepare an advertisement for its new product (a motorbike) to be published in a weekly popular magazine entitled VIGOUR. Invent the necessary details and prepare an advertisement for submission to the Board of Directors for approval.
3. Identify an advertisement for a product which is telecast on TV and is also published in a fortnightly magazine popular among women. Compare the two, bringing out clearly their advantages and disadvantages.

CHAPTER

3

Non-Verbal Communication

Man cannot but communicate; even if he is silent, his body speaks.

Chapter Objective

To enable the learner to perceive the role of body language, vocal elements, use of space and time in oral communication and to help him imbibe the skills of using them effectively for success both in his career and life.

COMMUNICATION CORE

Non-verbal means of communication play a significant role in communication. In fact, the way in which a person uses non-verbal means reveals his personality and professional competence more than verbal means do. Effective use of body language and voice coupled with proper use of space and due respect for time can greatly contribute to your becoming a successful communicator and an efficient professional. Haptics, the language of touch, also is a significant aspect of communication through body language

A form of communication in which words are not used is called non-verbal communication. Anthropologists point out that man used non-verbal means for hundreds of years before he developed a system of linguistic symbols for communication. Nature did not bestow the gift of speech on animals and even today they communicate only non-verbally. For example, you can easily understand whether a dog is friendly or hostile by observing its body movements. Similarly, if an elephant raises its trunk and rushes towards you with a loud trumpet, you can make out that it is coming to attack you.

IMPORTANCE

Despite sophistication attained in the system of linguistic communication, men, like animals, continue to use non-verbal means of communication with great effect. In fact, many of these means are instinctive, natural and spontaneous. Some of these are culture-specific, and some are universal in nature. Consider for example, smile as a means of communication. The smile

of a Russian child expresses the same feelings as that of an American child: comfort, wellness, friendliness and liking.

Before we discuss the nature and types of non-verbal communication, let us distinguish it from verbal communication. In general, non-verbal communication is:

- less structured than verbal communication;
- spontaneous and often unplanned; and
- complementary to speech.

The use of appropriate means of non-verbal communication exercises a greater impact. If there is a conflict between the two, the former would more truthfully reveal the intention and attitude of the speaker. The use of some of the means of non-verbal communication is automatic. For example, you smile while greeting a friend or while welcoming a dear relative to your home.

In modern business transactions, the importance of non-verbal communication has considerably increased. Studies show that approximately 10% of the message is conveyed by words, 38% by voice and the rest 52% by visual means. In fact, certain companies have devised programmes to train their employees in the art of using non-verbal means, specially in the context of globalisation of business. It is, therefore, necessary to understand their role and significance.

There are numerous means of non-verbal communication. Here, we shall discuss the major ones and see how they contribute to the effectiveness of verbal communication. Let us group them into the following four categories:

MEANS

1. KINESICS (The language of body)
 - Personal appearance
 - Facial expression
 - Eye contact
 - Movement
 - Posture
 - Gesture
2. PARALINGUISTICS (The language of voice)
 - Quality
 - Volume
 - Pace
 - Pitch
 - Pronunciation
 - Pauses
3. PROXEMICS (The language of space)
 - Intimate space
 - Personal space
 - Social space
 - Public space
4. CHRONEMICS (The language of time)
5. HAPTICS (The language of touch)

Let us now look at the various means one by one to understand their role in communication.

Kinesics (The Language of Body)

In face to face interaction, body language plays an important role. We begin to form an impression about a speaker as soon as we see him. The way he is dressed, the manner in which he moves, stands, or sits—all these give a significant clue to his personality, that is, the kind of person he is. It is only rarely that our impression is belied when he speaks. A systematic study of the movement of human body in the process of communication is called **kinesics**. A lot of research has been done in this area and the results published in the form of books. Here, we shall briefly discuss the main aspects of the personality which are significant from the communication point of view.

Personal Appearance The listeners would form their first impression about you from your personal appearance. You should, therefore, consider this aspect of your personality as part of the message you communicate. If you are properly dressed and look smart, you would induce among the listeners a receptive mood. They would form a favourable impression and become eager to listen to you.

‘Apparel oft proclaims the man’—this is what Shakespeare said centuries ago but the statement holds good even today. The choice of your dress should suit the occasion. In general, a sober, simple, neat, formal and comfortable dress that you habitually wear would be all right for occasions such as personal interaction for a professional purpose, oral presentation, group discussion, interview, etc. If you are clean and well-groomed, a feeling of trust and expectancy would be generated and you would exude confidence and speak or interact with proper poise. And thus you would have already marched a few steps on the road to success in communication even before you start speaking.

Facial Expression Face is the most expressive part of the body. Its mobile features and the muscles express a number of feelings and emotions. They are used for a faithful reflection of thoughts and true feelings and sometimes also for a deliberate suppression of them. Thus, face is not always the index of the mind. Shakespeare’s statement supports this view: ‘One may smile and smile and be a villain’.

The expression of certain basic emotions on the face is universal. For example, generally speaking, expanded lips and smiling eyes stand for **happiness**, pursed up lips, red eyes, and contracted eyebrows for **anger**, contracted eyelids and closed lips for **sorrow**, raised eyebrows for **disapproval** or **disbelief**, tightened jaw muscles for **antagonism**, etc.

The language of the face is subtle and there are a variety of ways in which it can be manipulated. In fact, you can communicate a number of feelings or even mixed feelings in quick succession. You should, therefore be careful in reading the message being conveyed through the facial features. It would be advisable to confirm it by referring to the accompanying verbal message.

When you interact with a person or with a group, you should maintain a cheerful expression on your face. It must reflect your confidence and zeal. If you do so, you would be able to establish a quick rapport with the audience and the going would be easy.

Eye Contact Eye contact is one of the most effective means of communicating non-verbal messages and establishing rapport with listeners. As you may be aware, eyes reflect several personality traits such as intelligence, sincerity, confidence, conviction, etc. Raised looks

indicate dominance and downcast looks suggest weakness and submission. Rightly, therefore, they are said to be the windows of the inner self. In fact, direct eye-contact often enables a speaker to overcome nervousness and self-consciousness. You should learn to use these nuances of eye contact properly so as to make an effective and positive impact on the audience. When you have to speak before a group of people, look at them and pause for a while before you say anything. To start speaking as soon as one reaches the dais shows lack of poise and creates a poor impression on the audience.

While speaking, maintain eye contact with the entire audience, looking at one pair of eyes to another around the room. But do not gaze or stare at anybody. Further, to look at the ceiling or outside through a window or at one section of the audience is a sign of rudeness or nervousness. If listeners feel that you are ignoring them, it is most likely that they would turn a deaf ear to whatever you are saying.

Moreover, through eye contact you can get the signal whether the channel of communication is open and obtain the feedback—how the listeners are reacting to what you are saying. If they do not make a direct eye contact with you, they are probably not concentrating on your talk. It would then become necessary for you to change your strategy of presentation to win back their attention.

Movement Movement from one place to another in front of a group of listeners also, to some extent, gives a clue about your personality and conveys a message about the kind of person you are. At the venue of speech you would be watched by the audience when you walk to the dais and from your seat to the place from where you have to speak, and when you move on the dais while speaking.

You may have had the occasion to listen to some good speakers. Did they rush when invited to take their seat on the dais? Did they get up with a jerk before starting to speak? Did they move on the dais from side to side like a pendulum or forward and backward like a piston? If they did, do not emulate them even if they spoke well. You can do better by avoiding such awkward body movements. A general rule is: walk at normal speed with an upright posture and with proper poise. This would enable you to relieve tension, help you draw the attention of listeners and change the pace of presentation.

If there is a question-answer session after your talk, you should answer from the place you are standing. You may, however, move a few steps towards the left or right side to get a little nearer to the person who asked the question but do not go too close to the audience because this is a sign of being aggressive. When the session is over, walk back to your seat gracefully and watch the rest of the proceedings with equipoise.

Posture Posture is the way you conduct yourself when you face an audience. The way you sit or stand reveals a lot about you. It may show the degree of your alertness, sense of purpose, confidence and self-image. The audience would begin to evaluate you even before you speak by observing your posture—the way you sit on the dais, waiting to be called upon to speak. If you sit in a relaxed manner and look straight at the audience with a cheerful expression on your face, you would create a good initial impression. The listeners are likely to become eager to hear you and your task of speaking would become easier. On the other hand, if you play with your bunch of keys, pen, buttons, note-cards, etc., you would give the impression of being nervous and ill-organised. Your posture would generate a negative attitude towards you and this may hinder the smooth flow of communication.

While speaking, keep your note-cards on the lectern. If there is no lectern, hold them in your hand without trying to hide them from the audience. If your hands are free, let them hang on the sides or keep them on the lectern. Never put them on your belly or in your pockets. Stand tall and upright with your chin parallel to the ground, pause for a while, look at the entire audience and then start speaking. Do not slump or lean on the lectern. If there is a mike, keep your mouth about eight inches away from it.

To get feedback, keep on observing the audience. If you find quite a number of persons leaning backward and sitting with crossed arms, you should change the strategy of presentation because such postures indicate that they are not interested in listening to you. On the other hand, if they are leaning forward and sitting with uncrossed arms, you can safely conclude that they are interested or eager to listen to you. After you have finished speaking, walk back to your seat with the same grace which you reflected when you went to the podium to start speaking.

Gesture In the present content, the term gesture refers to the movement of any part of the body such as hands, arms, fingers, head, shoulders, etc., to convey, reinforce or illustrate meaning. If you observe carefully, you can discern a regular pattern in the use of gestures. Speaking without any gesture is difficult. And if a person deliberately sits or stands like a statue while speaking, the impact of his speech would certainly be lost.

Some gestures are culture-specific. For example, in our society the moving of head downwards (nod) means acceptance or agreement whereas moving it from side to side amounts to saying 'no' to a suggestion or proposal. In some Western countries it is just the reverse. In USA, pounding the table with a clenched fist is a sign of anger or emphasis whereas in the eastern countries it would be considered rude and a sign of bad manners. Embracing a person when introduced is considered to be an expression of warmth in some Arab countries but in the West it is viewed with displeasure.

Though gestures generally accompany speech, sometimes they are used by themselves to convey meaning. For example, by using gestures you can easily communicate 'yes', 'no', 'come', 'go', etc., without using a single word. If you have watched a mime show, you may have been amazed at the ingenuity of actor(s) to express many meanings, some of them very complex, merely by gestures.

Though there are hundreds of gestures that accompany speech, the main ones can be classified into the following five categories:

- enumerative
- descriptive
- locative
- symbolic
- emphatic

The **enumerative** gesture is elementary and the easiest to use. This is done by raising as many fingers as the number being enumerated. Obviously, this gesture is of limited value because it cannot be used for large numbers. In the **descriptive** gesture, the hands are used to show the size and shape of things being referred to in speech. The direction and movement of an object can also be indicated by this gesture. To point out the location of an object or area, **locative** gestures are used. For example, you may use your index finger to refer to the location of an object. Or you may use your thumb to indicate the location of something behind you. For conveying an idea or notion to the audience, **symbolic** gesture is used. For example, you may

clasp your hands together to convey the notion of unity or cooperation. A symbolic gesture which is widely used is making the letter **V** (as a sign of victory) by using the index and middle finger. The **emphatic** gesture is used to emphasize an idea or to express determination. An example of this gesture is raising the right hand with clenched fist, and moving it forward and backward in quick succession to reflect determination.

There are certain gestural mannerisms such as blinking the eyes, raising the eyebrows or shrugging the shoulders unnecessarily, which impede effective communication. It is, therefore, necessary to check whether the gestures you make while speaking are appropriate or not. This you can do by observing your gestures in a mirror or by asking your friends to let you know the oddities, if any, so that you can remove them. A few suggestions are given below to help you use gestures effectively.

1. Integrate gestures harmoniously with verbal communication.
2. Do not let any gesture overwhelm the thought. Remember, it is an aid and not a replacement for words.
3. Like words, choose the right gestures, keeping both audience and occasion in mind.
4. Do not overuse any gesture; try to use different types, wherever possible.
5. Let all gestures appear natural and spontaneous.
6. Always remember the basic functions of a gesture, namely support, illustration and reinforcement.

Paralinguistics (The Language of Voice)

A study of non-verbal vocal cues that accompany the delivery of speech is termed as paralinguistics. For effective communication you should not only be proficient in using suitable words and body language but also be competent enough to manipulate the nuances of your voice properly. As you know, voice is a gift of nature but we need to be trained in using it for a large variety of purposes. It is unique like the personality of a person. That is why on phone we are able to recognise the persons we know by merely listening to their voice. You may have observed that an infant cannot understand the words spoken by the mother but it can certainly understand whether she is angry or loving. Sometimes we produce certain sounds or speak nonsense words to express our joy and excitement. Our groans and shrieks clearly depict pain and fear. Even animals can sense the elemental moods by listening to our voice.

In the production of voice, three most mobile speech organs that we use are lips, jaws and tongue. When we exhale the air from our lungs through vocal cords, these organs are used to produce different sounds. Sometimes the lips are rounded, sometimes spread, sometimes closed, the mouth and the jaws are opened partially and sometimes fully, and the tongue is moved at different places or remains neutral in the process. Lazy lip movements cause unintelligibility, a rigid jaw muffles the voice and an inactive tongue chokes it.

Like other parts of the body, speech organs need exercise. Some of these are given below:

- Fill your mouth with air, roll it from one side to another and then release it after some time.
- Touch the various parts of the mouth with the tip of the tongue.
- Open and close the mouth in quick succession.
- Move your jaw from side to side.
- To strengthen your throat muscles and vocal cords, roar like a lion 3 to 5 times and utter 'Om' 15 to 20 times.

If you devote daily about five minutes on doing such exercises, you would soon discover the rich variety and resources of your speech organs and would be able to use your voice with great effect. In public speaking you would find it easy to project your voice and in dyadic communication to manipulate it to your advantage.

Having looked at the nature and importance of voice, let us turn our attention to its characteristics, namely, **quality, volume, pace, pitch, pronunciation, and pause.**

Quality The term quality refers to those characteristics which distinguish one voice from the other. A voice with good quality sounds pleasant and causes a pleasurable sensation among the listeners. If the quality is bad, it may exercise a negative impact and even irritate the audience.

The quality of voice is determined by the resonating mechanism of the voice, that is, the shape and size of the throat, mouth and nose cavity, action of the vocal cords, size of the chest cavity, and the manner of using the resonating chambers. Some persons are gifted with pleasant and expressive voice. But all of us can improve the quality of our voice by sustained practice. We cannot, of course, change the physical features but certainly modify the manner of production of voice to make it more effective. The exercises mentioned earlier in this chapter can prove useful in cultivating a rich voice. Remember that a good voice denotes, to some extent, a well-balanced personality and is an asset both in social situations and professional settings.

A few common faults from which some people suffer are listed below. Check by recording and listening to your voice whether you have any such fault and if yes, make an all-out effort to overcome it.

1. **Throatiness**, which results from deep resonance in the throat.
2. **Breathiness**, which occurs because of the passage of too much air through the vocal cords.
3. **Nasalisation**, which is caused by releasing some air through the nose in the production of oral sounds.
4. **Harshness**, which results from inhibited flow of air from the vocal cords.
5. **Being muffled**, which is caused by the lazy movement of jaw, tongue and lip
6. **Hoarseness**, which is caused by the inflammation of larynx.

To get rid of the last one, you require medical advice but the first five problems can be overcome by determined and sustained efforts. Even persons of great renown such as Abraham Lincoln and Winston Churchill had to struggle hard to cultivate their voice to become great orators.

Volume Volume is the degree of loudness or softness of the voice. It is determined by the amplitude of the vibration of vocal cords. The range of volume, which differs from person to person, may be broadly divided into the following four levels:

- Very high (Level 1)
- High (Level 2)
- Low (Level 3)
- Very low (Level 4)

We generally keep our volume at level 2 while speaking to a large group (classroom lecture, oral presentation, etc.) and at level 3 while interacting with one person or a small group of persons. One speaks at level 1 in special situations such as calling somebody from a long

distance, speaking in a fit of rage, etc. Level 4 is used when we talk to a person in a solemn gathering, or to somebody sitting or standing very close to us or when we want to confide a secret to somebody, and in other similar situations. But variations in the volume are made according to situations, whatever be the level. For speaking at a proper volume we have to take into account factors such as background noise level, the size and acoustics of the room, the number of listeners, the nature of material being presented, etc. Sometimes the volume is raised to attain a dramatic effect or to draw greater attention of the audience to a particular point. Similarly, a speaker may lower the volume to convey something special to the audience or sometimes to silence the private commentators in the audience.

While changing the volume, care should be taken to ensure that pitch and quality of the voice do not change. For example, while speaking at level 1 the voice would become harsh and grating if we change the pitch and quality as well; it is, therefore, necessary to control the volume in such a way that it remains clear and audible at all levels. If you speak louder than necessary, you may sound aggressive and boorish and if the volume is too low, you may give the impression of being nervous and timid. Adjusting the volume to the requirements of the situation is one of the qualities of an effective speaker. While speaking to a large group, observe specially the last row of listeners. If you find them leaning forward, looking puzzled or giving some other signs of strain, you should raise the volume. And if you find the front row listeners leaning backwards, looking dazed or irritated, you should lower the volume. Further, if the venue of your speech is open and uncovered, the volume has to be kept at a relatively higher level. And remember that controlled variation of the volume that we have just discussed is essential whether you speak with or without the aid of a mike.

Pace Pace refers to the speed at which a person speaks. It is determined by several factors such as the duration of sounds, the number of stressed syllables in the utterance, the number of words spoken per minute, the frequency and number of pauses, etc. The normal rate of delivery is about 130 to 150 words per minute in normal situations. You should check your speed either by recording and listening to your speech or by counting the number of words you read aloud in a minute. Speaking too fast and too slowly as a matter of habit are considered to be speech faults. If your rate of delivery is outside the normal range, cultivate the habit of keeping your speech rate within the limits mentioned earlier. It is, however, not suggested that you should keep the same pace throughout your speech. In fact, if you do not vary the rate of delivery, the listeners may feel tired and bored and some may even stop listening to you. A speech delivered without variation in rate tends to be dull and monotonous.

There are several ways to increase or decrease the speed. Adjustments of time in the production of individual sounds, stressed and unstressed syllables and words and pauses between phrases, clauses and sentences may help you keep the rate within limits. Further, you may slow down your speed if the matter being presented is complex and abstract or when you want to emphasise an important idea or to explain a significant point. In general, for the introduction and conclusion of points the speed is slow. But for the narration of anecdotes and examples, you may speed up the rate without going beyond the upper limit. Another factor that influences the speed is the kind of audience. You may go slow while speaking to an audience consisting of, say, children or those having a low educational level or entirely different socio-cultural background.

We may also point out that sometimes the mood of the speaker affects the speed of delivery. For example, feelings of joy, fear, anger and surprise tend to accelerate the speed whereas those of grief and disgust tend to slow it down.

Pitch As you may be aware, vocal cords vibrate in the process of production of voice. **Pitch** depends upon the number of times the vocal cords vibrate. The faster these vibrate, the higher is the pitch; the slower they vibrate, the lower is the pitch. There are, however, a few sounds in English which are produced without the vibration of vocal cords, e.g., the first sound in the word **hot**. In the production of such words, sound is produced by causing friction at some place in the mouth. While speaking it is but natural for us to keep on changing our pitch to suit the requirements of the situation. These changes are called **inflections**. In the communication of meaning they play an important role. By merely using inflections you can convey feelings of love, hatred, happiness, sorrow, warmth or coldness in human relationships. You may, for example, convey to a visitor that he is not welcome even though you may say ‘please come. Have a seat’. Thus, an inflection can be contradictory to your words. Through variations in pitch you can reveal whether you are making a statement or you are tense or relaxed, or whether you are being sincere or sarcastic. Remember that a rising inflection generally suggests doubt, uncertainty, incompleteness of the thought process, etc., whereas a falling inflection indicates firmness, certainty, completeness of expression, etc.

In speech, variation in pitch is natural. There are, however, some people in whose pitch there is no inflection. The result is that, what they say sounds dull and monotonous. You may have observed that successful speakers use inflections with great effect. Their inflections suitably match the words used to express their thoughts. You can also acquire this quality. To become an effective speaker you should make a sincere effort in learning how to change the pitch of your voice to convey different shades of meaning.

Pronunciation Pronunciation refers to the way we speak words and sentences to convey meaning. To acquire proficiency in this skill one needs an ability

- to articulate distinctly each of the 44 sounds of English (vide Appendix C);
- to put stress at the right syllables;
- to stress the right words in the utterance; and
- to modulate the voice in consonance with the meaning intended to be conveyed.

The mispronunciation of even a single sound can distort meaning and prove embarrassing. Look at this example. In a company two persons were promoted as senior managers. One of them approached the other and said, ‘Heartiest congratulations’. The other manager promptly responded, ‘Thanks very much. Shame to you’.

If a word has more than one syllable, one of them is stressed, that is, spoken with greater force. If the right syllable is not stressed, the word may become unintelligible or convey a meaning different from that intended. For example, note how in the following words, the meaning is changed by merely shifting the stress.

| Noun | Verb |
|-------------|-------------|
| conduct, | conduct |
| record, | record |
| contact, | contact |

In a sentence generally the following classes of words are stressed: nouns, adjectives, main verbs, adverbs, interrogatives, negatives, enumeratives, interjections and demonstratives.

And the words which do not take stress are articles, prepositions, conjunctions, auxiliary verbs and personal pronouns.

Another feature of spoken English that aids the transmission of meaning is intonation. There are two basic intonation patterns with which you should be familiar. These are

- falling tone (tone I) in which the pitch of the voice falls at the end of the sentence.
- rising tone (tone II) in which the pitch of the voice rises at the end of the sentence.

Generally, the following types of sentences are spoken in tone I: statements, question-word questions, choice questions and exclamations. And tone II is used in requests, yes–no questions, protests and incomplete statements. We have already discussed earlier in this chapter the importance of voice modulation in speech. But this should be done keeping in view the intonation patterns mentioned here.

Another important thing to ensure clarity in expression is to avoid speech defects such as slurring, truncating, or omitting certain sounds, syllables or words. These flaws distract the attention of the listener and hinder the process of grasping the thoughts being expressed.

Remember that having a good pronunciation would prove to be an asset in your academic career as well as in your professional life and help you climb the ladder of success. To acquire it on your own, apart from imitating trained speakers on the electronic media, you can buy professionally produced courses and practice at home. Further, develop the habit of checking also the pronunciation of words you look up in a dictionary for spelling, meaning or usage. A good dictionary such as Oxford's **Advanced Learner's Dictionary** shows not only pronunciation but also indicates the number of syllables a word has and the syllable that is stressed.

Pauses A pause is a short silence that occurs regularly in speech. It generally coincides with the boundaries of a breath group, that is, the number of words spoken in one breath. It is physically impossible to speak continuously without any pause. When we read written matter loudly commas and semicolons signal short pauses whereas question marks, exclamation marks and full stops indicate long pauses. In speech, as a general guideline, use pauses where these punctuation marks would have been put if the speech was written.

Pauses are also used for several other purposes such as the following:

- to emphasise a point;
- to dramatise an idea;
- to separate one unit of thought from the others;
- to signal the beginning of a speech;
- to signal the end of a speech; and
- to silence the private commentators, if any, among the audience.

All pauses should be spontaneous and neither too long nor too short. Proper timing of pauses is an indicator of confidence and self-control on the part of the speaker. If used effectively, they can help you gather your thoughts and move from one to the other besides enabling you choose the right words and construct proper sentences to express them. And to the listeners they can give time to grasp your ideas. If sometimes your pauses are long, do not panic. Nobody expects you to memorise the speech and deliver it in one continuous flow without any pause. Moreover, to a speaker, the length of a pause appears to be greater than it actually is. Take care not to vocalise your pauses to achieve these purposes. Avoid time-fillers such as **um, eh, ah**, etc., and expressions like **Isn't it?, Got it, I mean, O.K., Well, You know**, etc. Frequent use of speech mannerisms such as these can irritate the listeners and obstruct the smooth flow of communication.

Proxemics (The Language of Space)

A systematic study of the use of space in face-to-face interactions is called **Proxemics**. Habitual use of space in a particular way reveals, to some extent, a person's personality. In the corporate world the use of space is an indicator of power and status. For example, when an employee interacts with his boss, the distance between them is more than what it is when an officer of equal rank talks to him. The office of senior officers is more spacious than that of junior officers. In formal discussions the space between any two interlocutors is likely to be more than that in informal discussions. Thus, space not only shows business/official relationships among employees but also the nature of interaction, that is, whether it is confidential or open and transparent.

In public speaking the space between you and the audience should be used to your advantage. You can make body movements more freely and expand your gestures. You may move closer to the audience when you answer a question, make an important point, emphasise an idea, or express agreement with somebody in the audience. But soon after do move to the original position. If you speak to a small group while sitting, you may lean a little to use the space available over the table. But this should be done in a subtle manner and that too only for short spells of time.

As in the use of body language, there are **socio-cultural variations** in the use of space. For example, in personal interaction, we Indians tend to stand closer to the other person. An American or an Englishman may feel embarrassed or even annoyed if you go too close to him while conversing. An intrusion into their personal territory is considered to be a sign of bad manners.

Space has been classified into the following four categories. The divisions are not rigid; they may vary according to circumstances.

Intimate (or Private) Space This zone extends from personal touch to one and a half feet. Within this zone interaction takes place among members of a family, lovers, spouses and close relatives. Others enter this zone only in special circumstances, such as to congratulate, to console or to share together a moment of excitement. The interaction is characterised by a handshake, a pat on the back, a hug, arms round the neck, engaging looks and intimate whispers. In business, intimate space is used for discussion of confidential matters and for taking significant decisions at the apex level.

Personal Space It stretches from one and a half feet to four feet. This zone is suitable for interaction among friends, colleagues and dyadic communication between employees. In business, this zone is also used for small group meetings and personal interviews. Since the listeners are close by, the discussion is often marked by warmth, friendliness, spontaneity and interpersonal fellowship.

Social Space This zone ranges from 4 feet to 12 feet. It is suitable for large group meetings, briefing sessions, large group interviews, etc. Because of the presence of a greater number of people, the discussion tends to be formal. It does, however, facilitate participation of more people in the discussion. That is why social space is most frequently used zone for group interactions in professional organisations. The decisions taken and the results arrived at in such interactions regulate the day-to-day working of the organisation and at the same time help it move in new directions for further development.

Public Space The range of this space is beyond 12 feet up to 30 feet or the auditory limit. If the audience is large and outside the natural hearing range, a microphone is used to amplify the voice of the speaker. Public space is used for conferences, conventions, public meetings, etc. Since the distance between the speaker and the audience is long, the participants are less involved in the event. The speaker finds it difficult to establish and maintain eye contact with the entire audience and is thus unable to get immediate feedback. That is why speech events in this situation are often used for dissemination of information of general interest and persuasion of people to a particular viewpoint or course of action.

Chronemics (The Language of Time)

A study of time management and its role in communication is called chronemics. 'Time is money' is not a hollow statement. If you carefully observe how time matters in business relationships, you would realise the value of this statement. Unprecedented advances in information technology have greatly enhanced the importance and patterns of its utilisation in business organisations. Quick contact, immediate interaction and speedy transmission of messages characterise modern business transactions. No wonder the resultant oral work culture has greatly accelerated the pace of business and professional activities.

Today respect for others' time is a mark of professional etiquette. If you are punctual in performing your duties, arrive at meetings on time, complete your presentation within the allotted time, you would give a clear signal of being disciplined, well-organised and systematic in your approach to work. Those who talk more than necessary on phone, indulge in gossip at workplace, delay response or action required by them do not realise the value of time and this may prove detrimental to their professional growth and tarnish the image of the organisation to which they belong.

There are socio-cultural variations in the use of time as well. In the Western countries people are more time conscious than in India and some Latin countries. For example, the slightest delay in beginning a business meeting would meet with general disapproval in the UK and Germany whereas in India people may not mind a few minutes delay.

One of the traits in the personality of a successful professional is his habit of utilizing time properly in situations of a general or specific nature. About 90% work in an organisation is routine, that is, cast in a set pattern of doing things daily at fixed times. The deviations in the form of thrills and jolts are few and far between. The way time is used as an instrument of communication can enhance the efficiency of an individual and that of an organisation as a whole.

While communicating, a person is like a performer on the stage. The use of every moment is pre-determined. To play his part successfully he has to execute meticulously the plan of using time on the stage. Similarly, while discussing an issue in a group, addressing a large audience, or interacting with individuals, one must bear in mind the role of time in the process of communication. Long pauses, short pauses, silence for a short while – all these are used as means of non-verbal communication. Long pauses are often used for dramatic effect or as attention-seeking device. When a presenter stops speaking for a few moments, he may get closer attention from the audience, after he resumes. He may then, taking advantage of their enhanced receptivity, transmit a key thought through a punch sentence. The use of silence in interaction is a feature of interpersonal communication. An interactant may use silence to convey messages such as "Let me think for a while", "I have nothing to say at the moment", "It

is a silly suggestion on which I don't want to comment", "would you now stop discussing and leave me alone", etc. Indeed, suitable gestures, facial expression, etc., do aid the transmission of such messages through silence. Let us now take two examples from everyday life to understand how time speaks. Spending time together by two individuals willingly is generally indicative of their friendly relationship. They seem to say to one another "I like you". Spending inadequate time on taking breakfast, lunch or dinner could reflect a negative attitude towards health and might also show that the individual is tense, careless, or is in a state of anxiety.

Haptics (The Language of Touch)

Haptics, a Greek word meaning 'I touch', may be defined as a systematic study of touch behaviour of man. Here, we shall briefly discuss it as a means of non-verbal communication. Though this phenomenon is universal it differs in meaning and function from one culture to another.

The globalisation of trade and commerce is taking place at a rapid pace. You may have to work in multinational companies and may visit foreign lands for professional work. It is, therefore, necessary for you to be aware of haptic customs and practices prevalent in India and abroad.

All human beings use the sensation of touch for gathering information such as whether the surface is smooth or rough, whether an object is hard or soft, whether a solid or liquid is hot or cold, etc. We can fully realise its significance by observing how visually challenged persons use this sensation for doing their daily routine work and for acquiring knowledge by reading material written in Braille with the touch of fingers. As a means of non-verbal communication, broadly speaking, touch assumes varied forms such as shaking or holding hands, patting the back, etc. These manifestations of haptic behaviour denote the degree of intensity in interpersonal relationship and physical intimacy between individuals. Of course, the levels of their social acceptability differ from community to community. Some of the functions of the language of touch are as follows:

- **To appreciate somebody's achievement:** Patting the back.
- **To bless a person:** Touching the head with the palm of one's hand.
- **To express profound regard for a person:** Touching his/her feet.
- **To show friendly warmth:** Hugging a person.
- **To express affection:** Kissing the forehead or cheeks of a person.
- **To welcome and greet:** Handshake.
- **To express togetherness:** Holding somebody's hand while walking or sitting.
- **To prevent somebody from falling:** Holding his/her arm.
- **To do one's duty:** (For example) A physician holding the wrist of a patient to count the pulse rate.

Haptic customs differ from country to country. In India we greet verbally as well as by handshake or folding. In the UK, US and Europe handshake is the commonest form of greeting. In Brazil and some countries of Latin America people greet one another with one kiss on the cheek. In Arab countries, India and some Asian regions opposite-sex handshake is not prevalent. However, as you may have observed, this practice exists in a small section of Indian community, namely, highly educated intellectual workers or neo-rich business class.

Attempts have been made to classify countries on the basis of extent and frequency of use of tactile sensation in the process of communication. India is considered to be one of the high-

contact countries. However, these are sweeping generalisation and further investigation may negate some of these findings.

It is advisable to acquaint yourself before hand with the haptic customs and practices prevalent among foreign professionals with whom you have to interact. If you do so, the manner of your communication in no way would jeopardize your effort for success in the realisation of organisational goals.

Review Questions



1. 'Non-verbal means are more important than verbal means in oral communication'. Discuss this statement, giving examples in support of your answer.
2. 'Of the four types of non-verbal means of communication, body language is the most significant in oral presentation'. Do you agree with this statement? Give reasons in support of your answer.
3. Describe how a person through his body language alone can express (a) affection, (b) friendliness (c) dislike and (d) anger.
4. What kinds of meaning can be conveyed through various elements of voice? Give examples to illustrate your answer.
5. What traits of a person's personality are revealed through the way he or she uses time in oral communication situations?
6. Describe how an effective use of space can be made in the following settings:
 - (i) Classroom teaching
 - (ii) Business meeting
 - (iii) Interview for a job
7. "India is a 'close-contact' country." Explain, giving examples to support your answer.

Exercises



1. Make an oral presentation on a topic of your choice before a real or imagined audience and get it video-recorded. Watch it carefully and write a note on the strengths and weaknesses of your presentation in so far as the use of non-verbal means of communication is concerned.
2. Next time you watch a movie, concentrate on noting the use of body language by one of the characters. Write a report based on your observation and include in it your specific suggestions for improvement.
3. Observe keenly the use of non-verbal means of communication by two of your instructors (say, A and B). First write a factual report and then your comments, stating whose performance you consider to be more effective and why.
4. *Touch* plays a more significant role in the behaviour of animals than that of human beings. How far is this statement true? Illustrate your answer with examples based on your own observation.
5. Give ten examples of the use of *only non-verbal means* for communication.

6. Describe how the emotions of (a) affection, and (b) anger are expressed through non-verbal means by an infant (3 years), a young man (25 years), and a lady (60 years).
7. Discuss five situations in which *silence* can be used effectively for communication.
8. “Out of the five senses, eye is most widely used for gathering information.” Discuss.

CHAPTER

4

Barriers to Communication

To overcome difficulties all that is required is a concern for the present and a perception of the future.

Chapter Objective

To draw the attention of the learner to the various kinds of barriers that impede the smooth flow of communication and to provide detailed guidance for overcoming each one of them.

COMMUNICATION CORE

A number of barriers hinder the culmination of the communication process. Some of them originate from the source (sender), some occur on the channel of transmission and some surface at the time of decoding the message by the receiver. We may classify the barriers into the following six categories: linguistic, psychological, interpersonal, cultural, physical and organisational. For success in one's career it is essential to understand clearly the factors that cause barriers and to avoid them with conscious and sustained effort.

Communication is a complex interactive process, involving shared assumptions and unspoken agreements between individuals. Understandably, there are frequent errors and misunderstandings in communication. Several types of barriers prevent us from transmitting our ideas meaningfully. It is hard to identify these barriers. The reason is obvious: it is difficult to realise fully whether the message we get is complete and correct, or truncated and distorted. The feedback gives only a partial clue for determining whether the communication has succeeded or failed. Another problem is the identification of the criteria on the basis of which one should evaluate the effectiveness of communication. It is argued by some that the sole criterion should be whether the ultimate objective is achieved. For example, if it is a proposal, whether it is accepted. If it is a request for attending a seminar, whether the permission is granted. But there is a weakness in this logic. There could be other reasons, having nothing to do with the communication effort, to evoke a negative response.

CAUSES

However, despite these problems, one must identify the barriers that hinder the process of effective communication in order to be able to keep in check their negative effect. Studies have revealed certain common barriers and suggested ways to remove them. We may classify these barriers into six groups:

| Barriers | Causes |
|-------------------|--|
| 1. Linguistic | <ul style="list-style-type: none"> • Ignorance of the nature of words • Limited vocabulary • Wrong choice of words • Construction of long and complex sentences • Improper word order • Improper punctuation |
| 2. Psychological | <ul style="list-style-type: none"> • Mental states such as preconceived notions, wrong assumptions, fixed ideas, one-track thinking • Mental habits such as premature evaluation, jumping to conclusions, I-know-all presumption • Factors such as difference in background, different levels of knowledge and education, lack of concentration while transmitting or receiving message |
| 3. Interpersonal | <ul style="list-style-type: none"> • Strong emotions and feelings • Unshared perceptions and ideas • Negative attitude |
| 4. Cultural | <ul style="list-style-type: none"> • Difference in business practices • Difference in social customs and etiquette • Divergent perceptions of values • Conceptual peculiarities |
| 5. Physical | <ul style="list-style-type: none"> • Technical noise such as harsh or loud music, the din of machines, the creaking of doors or windows, etc. • Physical noise such as improper seating arrangement, poor lighting, badly ventilated room, physical discomfort because of room temperature or uncomfortable seats • Distractions such as gaudy dress, odd body movements, unsuitable gestures, fiddling with a bunch of keys or buttons, loud perfume, etc. |
| 6. Organisational | <ul style="list-style-type: none"> • Too many sources of information • Too many transfer stations • Information overload • Inappropriate media |

LINGUISTIC BARRIERS

Linguistic barriers occur when the receiver is unable to understand fully both explicit and implicit meaning of the language used by the sender. This may happen because of badly encoded message or incompetent interpretation of the message received. In either case proper use of language plays a crucial role. It is, therefore, necessary to have an elementary knowledge of the basic nature of words which acts as building blocks of text, that is, a self-contained unit of linguistic communication such as an essay, a report, a letter, an article, a proposal, a research paper, etc. To ensure that they serve your purpose, words have to be used with great care and dexterity. If you look around critically, you would be able to identify writings in which long and unfamiliar words have been used but they hardly convey any significant meaning—the meaning that was intended to be conveyed.

English has a rich, ever-expanding vocabulary. To use it effectively you need to acquaint yourself with its salient features, namely,

- Changeability
- Synonymity
- Polysemy

Changeability is a striking feature of English vocabulary. English is used over a wide geographical area as a mother tongue, a second language or as a foreign language. It borrows and assimilates words from the languages with which it comes in contact. Some words are loan translations from these languages and some are absorbed as they are. From Indian languages alone English has borrowed and assimilated hundreds of words. For example, ghee, raja, naan are now part of English vocabulary as well. Semantic changes are also taking place. For example, the word '**simple**' once meant '**idiot**', and '**smart**' meant '*one who causes pain*'.

The second feature is synonymity, that is, several words conveying more or less the same meaning. For example, the words handsome, beautiful, graceful, cute, lovely, charming, pretty, good-looking, etc., express nearly the same notion. Similarly, the words quick, fast, rapid, swift, haste, brisk, etc., convey more or less the same meaning.

Polysemy is another feature of English. It means that a word conveys a number of meanings in different contexts. Take, for example, the word head. The first and the basic meaning of this word is 'uppermost part of the human body'. But it is also used in the following expressions: head of a department, head of an organisation, head of a state, head of account, head office, etc.

These features of English vocabulary are both advantageous and disadvantageous: advantageous because you have a wide choice of words to use in a context, if your vocabulary is rich and disadvantageous because you have to decide which word to use out of several that convey more or less the same meaning. In view of the complex nature of English vocabulary you must master the use of a variety of words to make your communication both accurate and fluent.

So far as sentences are concerned, usually long ones and those having several subordinating conjunctions tend to become vague. In the chapter on **Style** we have shown with examples how meaning is lost if a proper choice of words is not made or when long and complex sentences are constructed. If you follow the advice given therein, you would be able to overcome the linguistic barriers to a large extent. Another thing which we may remind you is that, to enrich your vocabulary, you should read books and journals on a variety of topics and develop a taste for telling expressions. Newspapers too provide a variety of reading material: news, editorial, feature articles, business matters, sports, advertisements, etc.

Sometimes the importance of proper punctuation in written communication is not realised. We, however, strongly believe that proper punctuation is necessary in conveying meaning. Punctuation not only marks out strings of words into closely knit groups but also shows how they are related to each other. It also clarifies the construction of a sentence as a whole and helps us read with comprehension writings containing long and complex sentences. It is thought that punctuation, to some extent, acts as a substitute for devices such as pause, variation in pitch, etc., which are used in spoken English as aids to communication but this similarity should not be pushed too far.

In the chapter on **Punctuation and Capitalisation** we have described in detail the function of various punctuation marks. Here, we would like to show how the absence of punctuation or misplacement of punctuation marks can cause ambiguity in expression and acts as a barrier to understanding. Go through the following sentences from which all punctuation marks have been removed.

- Sohan decided to come later he changed his mind.
- The chairperson would like you all ladies and gentlemen to raise your hands.
- To err is human to forgive divine.

Did you find it difficult to understand the meaning of these sentences? Not much, perhaps a little. Now, these sentences are rewritten below but this time with punctuation marks at the right places. Mark now how easy it is to understand them:

- Sohan decided to come; later he changed his mind.
- The chairperson would like you, ladies and gentlemen, to raise your hands.
- To err is human; to forgive, divine.

In the end we would like to remind you what Edmund Burke said a long time ago: **'A very great part of the mischiefs that vex this world arises from words'**.

PSYCHOLOGICAL BARRIERS

A psychological barrier is a mental turbulence that distracts the attention of the interactants from encoding or decoding the message properly. It may be caused by a number of mental states such as preoccupation with one's thoughts, fixed ideas on a topic/subject/issue, wrong assumptions, preconceived notions, one-track thinking, etc. Other factors that engender such barriers are: **know-it-all** attitudes, tendency to jump to conclusions, premature evaluation of an interactant's ability or intention and so on. Difference in the knowledge and background and inattention on the part of interlocutors also create such barriers. In fact, our mind is like an ocean in which ripples and waves rise and fall in quick succession and lose their identity. The turbulence we are talking about turns ripples also into waves, making our perception hazy, and then clarity of expression and understanding is lost.

People tend to assume that others have more in common with them than what they actually have. The difference in backgrounds is overlooked and the fact that an event can be perceived differently by different persons is ignored. Also, there are persons who neither learn from new information nor accept any view contradictory to their own. This rigidity of thoughts blurs their power of discrimination; they are unable to distinguish between things that seemingly appear to be the same. Another category of persons is **know-it-alls**. This attitude distorts their version. The receivers tend to say: 'I know everything about this subject, so I am not listening to you', 'I have been doing this job for years; there is nothing I can learn from you', 'I am an expert in the field, so what can you tell me?', etc. This malady affects the senders, too.

They jump to conclusions on the basis of inadequate evidence and generalise thus: 'Everybody in this organisation is against me', 'Everything is wrong in this section', 'All employees of this department deserve punishment', etc.

Certain words like **all**, **always**, **everybody** and their opposites **none**, **never**, **nobody** and so on are indicative of the presence of a psychological barrier. The effect of such barriers can be reduced through empathy, an understanding of the psychology of man and an awareness of the differences in the backgrounds, perceptions and points of view. Though constant alertness is imperative, it is not a tall order for one aspiring to become an effective communicator. To improve your communication skills you should often analyse your verbal behaviour and at the same time try to develop certain personality traits relevant for effective interaction. Thus, we see that acquisition of communication skills is closely tied with the development of personality. You may have observed that usually effective communicators have a well-balanced personality.

INTERPERSONAL BARRIERS

Closely associated with the psychological barriers are the interpersonal barriers. They refer to disturbances that hinder the smooth transaction of words between the sender and the receiver. Often these are caused by differences in the personality traits of the encoders and decoders of the message. At a workplace, it is difficult to bring about a change in the personality of persons with whom we have to communicate. We have to accept individuals as they are and evolve strategies to interact with them. These strategies would depend upon the type of person we are dealing with. For example, the strategy for persuading an introvert to do a special task would be different from that for an extrovert.

Some barriers arise from display of strong emotions and negative attitude. Intense emotions such as love, hate, anger, fear, jealousy and joy are likely to distort the message. It has however been found that positive emotions such as joy and love interfere less with the flow of communication than the negative emotions. When the receiver of a message feels threatened by a real or imagined danger, he becomes defensive or hostile. Thus, attitude exercises a negative effect on the communication process. In such a situation he is likely to misinterpret, ignore, or overact to a message. Often the clue to this barrier is a significant change in vocal modulation. The voice may become sharp, crack or rise to a shout level at the time of the emotional outburst. When this happens, the receiver of the hostile message should remain calm, try to pacify the sender and encourage him to talk coolly about his strong feelings. If the sender finds himself in such a situation, he should lower his voice and urge the receiver to do likewise. Only when this is done, real communication can be resumed. It is the responsibility of both the sender and the receiver to ensure proper communication, and so one of them has to take initiative and advance a step in the right direction.

If the sender and the receiver have more or less the same perceptions and ideas, communication between them is smooth and effective. But this happy situation often does not exist and we have to communicate with persons who have been brought up in different social environments. To deal with persons coming from diverse social background we have to have respect and understanding of their views and ideas and develop in ourselves self-confidence, positive attitude and patience to take in our stride that is not entirely to our liking. The barrier created by a negative attitude towards a message can be overcome if the sender shows how it concerns or affects the receiver. G.K. Chesterton, an English essayist, rightly pointed out that

‘in all the world there is no such thing as an uninteresting subject. There are only uninterested people’. To generate and sustain interest in the subject it is essential for the sender to gain the trust of others and to establish credibility in the eyes of the receiver. This can be done through consistent and predictable behaviour over a period of time. If the message relates to a change, it may be resisted. There is a countercurrent in every organisation which supports a *status quo* situation and discourages anything innovative. To remove this barrier the sender should first try to understand the reasons for this opposition. In most cases the fear of change can be removed through education and familiarisation with its advantages.

Sometimes the wrong timing of a message may create a barrier. A delayed message may prove to be completely useless. Further, selection of the best psychological moment for delivering the message is equally important. One has to plan the timing carefully because each message is situation-specific. And in human dealings, situations change very fast because of multiplicity of factors influencing them.

Another element that hinders the smooth flow of communication is called **noise**. The term refers to any unwanted signal which occurs in the channel of communication. In form it may be visual, audio-visual, written or psychological. The display of inapt visuals, irrelevant irritating mannerisms, oral or written, and ignorance of the psychological state of the receiver by the sender and **vice versa** are some of the examples of noise.

CULTURAL BARRIERS

In Chapter 1 under the sub-heading ‘Global Aspects’ we have already pointed out that some of the problems in communication emanate from differences in culture and social customs. Here, we shall stretch the basic ideas mentioned therein and extend the discussion a little further.

Globalisation of economy is growing with the passage of time and in a bid to capture new markets even developing countries like India are making vigorous efforts to expand their business beyond the national frontiers. Broadly speaking, there are two ways in which globalisation is taking place. First, business companies from other countries, notably USA, UK and European, are establishing production units in India in collaboration with Indian companies, and second, Indian companies are establishing manufacturing units in other countries, notably Arab and Far-East countries. As a result, social intercourse with foreigners, even though for business purposes, has increased considerably. In either of the two situations there is a need for communicating with people belonging to other cultures. One may have to deal with foreign workforce both inside and outside the country. It is, therefore, necessary to be aware of the cultural values and social customs of the people with whom we have to communicate.

The world **culture** evokes a vague image in our minds. In the present context let us define it as ‘characteristic features of the behavioural pattern of a particular community’. We may add that communication is a vital component of human behaviour.

Let us now briefly look at the cultural barriers that arise from different practices in business communication. English is an international business language but the people of all English using countries do not follow the same practice in business communication. The Chinese, for example, sign their last names first on a business document. In Oman and a few other countries of the Gulf the order of writing the date is as follows: year, month, date. In Germany two persons may sign a business letter. Further, in France and Germany the business letters often have excessively formal salutations and endings. In oral communication situations such

as meetings, briefing sessions, etc., Americans tend to be more business like than Mexicans, Indians and people of several other countries of South East Asia. The slightest irrelevant information or argument is likely to make Americans uneasy. In India there are instances when an officer, who has called a meeting or invited a colleague to his chamber for formal discussion of an issue, attends telephone calls, causing disruption in the proceedings. In UK and USA such behaviour would be frowned upon. In these countries the business companies are goal-oriented and go by facts and logic and not by emotions. For them performance is paramount. They also expect their employees to keep professional life and family life separate. But in Japan this is not the case. Japanese companies are people oriented like Indian companies. They expect their officers to achieve targets by putting in extra hours of work, as is the case with Indian companies. On the other hand, the British and American companies too want the work to be completed in time, without extra hours of work. They expect their employees to organise their time judiciously in order to yield the desired results.

To deal with people of a foreign culture it is necessary to know their social etiquette and customs as well. Let us look at a few common yet typical ones obtaining in the English community. Do not shake hands with a lady unless she takes the initiative. Do not decline an invitation to a tea party, lunch or dinner, thinking that it would be repeated and then you would accept it. This mindset would lead you to disappointment. The practice of saying 'thank you' is common in an English family. In India it is considered highly formal or even unnecessary to say 'Thank you' to one's brother, sister, mother or father. In UK saying 'see you' or 'see you later' is common while parting. It is not a promise but a sort of greeting like **khuda hafiz**. Further, in UK the employees generally greet one another before starting to work. This is unlike the practice in our country where people at times gossip for a few minutes or read newspapers before settling down to work.

The examples given above show that you have to observe carefully, and be aware of, the socio-cultural practices and customs when dealing with the members of a non-native community. For success in a multinational situation it would be necessary for you to develop the ability to adapt to a foreign culture and an alien social milieu.

PHYSICAL BARRIERS

Physical barriers are of three types: technical noise, physical noise and distractions caused by physical factors. As we have already pointed out, noise is an element that obstructs the smooth passage of communication. Technical noise may be caused by the blare of a stereo system or harsh sound emanating from an equipment in the vicinity. The communication environment may also be disturbed by the creaky sound of a nearby door or window.

Comfortable physical atmosphere is also necessary for effective communication. A room stuffed with human beings and bereft of proper ventilation and air-conditioning facility is certainly unfit for any transaction of words. If the seating arrangement is not proper or if the seats are not comfortable, the communication is bound to suffer.

The impact of communication is also adversely affected by distractions associated with the receiver, the sender or the physical environment. Some of the culprits that constitute this category, for example, are: odd body movements, gaudy dress of the speaker, inappropriate gestures, loud perfume, fiddling with a bunch of keys or buttons of the shirt, noisy movement of persons near the entrance of the venue, etc.

In Chapter 1 we have already described some important causes of semantic gap in communication. These causes together are termed as noise. Here, we shall discuss noise as a-physical barrier.

Noise constitutes loud discordant and unpleasant sounds with little or no meaning. It can become a barrier to oral communication. When a person communicates orally, sound escapes from the mouth or nose in a continuous stream of air and strikes the eardrum of the listener who interprets it for the realisation of meaning. Noise can disrupt the flow of sound waves, making it difficult for the listener to understand what is being communicated.

Man himself sometimes becomes a source of generating what is termed as internal noise. If he does not pay complete attention to the matter of communication while speaking or listening and indulges in self-talking, the flow of communication would get disrupted. But noise also emanates from two external sources, namely, man-made and natural. Among the man-made sources are shrieks and shouts, loud music, heavy traffic, factories, etc. Natural sources that may disrupt the flow of communication are lightening thunder, heavy rainfall, storm, cries of animals, etc. To minimize the adverse impact of the noise, you may repeat the message louder, shift to a congenial physical setting, seek support from transmission technology and visual aids, etc. Wherever possible, you may change even the timing of communication.

ORGANISATIONAL BARRIERS

These barriers emanate from the communication networks established by organisations. The administrative hierarchy of an organisation also indicates the route of the flow of formal communication, which moves in two directions, namely, horizontal and vertical. The horizontal communication takes place among members working at same level, e.g., heads of departments or divisions. The vertical communication moves in two directions, that is, upwards or downwards, in other words, from bottom to top or from top to bottom. The upward flow generally consists of messages in the form of requests, applications, appeals, reports, office notes, etc. The downward communication is from high-level management to subordinate employees at the lowest rung. It may consist of instructions, orders, circulars, memos, notices, email, etc. Barriers to organisational network generally occur at the lower level. The employees at this level often receive orders, instructions, etc., from a number of officers superior in rank and while processing the information from different sources they sometimes feel frustrated and lost. Some of them resort to depending on informal channel of communication, termed as **grapevine**. In this system the messages sometimes gets distorted or twisted but the transmission of information is quick and direct. That is why some management covertly nurture this channel and use it for comparing the feedback from formal channel to that received through the grapevine. Care is, however, taken to ensure that this channel does not degenerate into becoming a mere vehicle for rumours and irresponsible small talk. This kind of situation is often created if the superior officers muzzle the free and frank expression of views by those subordinate to them. Human nature, being what it is, such employees air their views through the informal channel. To avoid miscommunication the top-layer management should set up and sustain an efficient system of gathering feedback from the formal as well as the informal channels.

The system of having too many transfer stations for the flow of communication may also distort and delay the delivery of the message. The processing of information by several hands before it reaches the destination causes loss of meaning and impairs the original message. Thus, the communication fails to serve the purpose for which it was formulated and sent. The

chances of distortion are greater when the message is passed on orally. Some employees may filter a part of the message, which they consider unimportant. As a result, even a simple and straightforward message can become the cause of dissatisfaction among the employees. Let us take an example to illustrate this point. In a company the Chief Executive Officer (CEO) issued a circular to all Heads of Divisions, announcing a change in the working hours and giving the reasons for the change. The circular advised the heads to inform all the employees about this change through sectional coordinators and supervisors. To find out the reaction of employees, the top management collected feedback. It found that there was a lot of resentment among the employees. Most of them thought that the change was unnecessary. The analysis of the feedback revealed that they were informed of the change but not apprised of the reasons for the change. In this case, as you can see, the communication gap was caused because of several transfer stations and lack of proper transmission of the message by the intermediate senders. The corrective action that the top management took was to ask the Divisional Heads to hold a meeting of employees under them and to explain clearly and in detail why the working hours were changed. This example shows that in the course of communication a small ripple can grow into a mighty wave causing turbulence in a peaceful environment. To prevent such a thing happening in future it also modified its communication network to permit direct access from the bottom to the top and *vice versa* on the ladder of communication. Other steps which the organisation could take are to ensure the dissemination of information through several channels and the establishment of a feedback system involving more than one source.

With the advancement of technology and spurt in industrial and commercial activities, a staggering amount of data is generated by professional organisations. When sent to every employee, a saturation point is reached and any further information is thwarted or rejected by the receiver. This phenomenon is called **information overload**. Sometimes in this process important information may mix up with the irrelevant information and be ignored by the receiver. So the emphasis should shift from the quantity of information to its quality and relevance. Further, the information should be sent to those who are likely to benefit from it. And then the message should contain only the main point or idea, with only the necessary details—details which would help the receiver understand the message. This can be done by efficient management of information, for which some organisations have set up cells manned by experienced and senior personnel.

The choice of an inappropriate medium for sending messages is another cause for creating barriers to communication. It must be understood that any medium is not suitable for any message. For example, if the information is important and worthy of being stored for future reference, it should not be transmitted through the telephone. If this is done because of urgency, a letter should follow for confirmation. These days a large variety of media is available to the professional for transmitting information. Some of the commonly used are: facsimile machine, computer internet, telephone, video conferencing, teleconferencing, reports, letters, memo, etc. To avoid creating a barrier keep in mind the following factors while choosing a medium for transmission: type of message, kind of sender and receiver, cost and time. Here, the type of message means whether it is an order, instruction, a request or an appeal, etc. The kind of relationship the receiver and the sender share refers to the status and background of sender and the receiver, for example, a student to a teacher, a head of department to a managing director, a citizen to a political leader, an engineer to a labour union leader, and so on.

HELPFUL TIPS

You may have by now realised that there are quite a large number of causes for communication failure. We have listed the major barriers and implied in the discussion how to remove them. In the end we would like to suggest that it is better to take preemptive steps to avoid them. We believe that, after being aware of the kind of barriers that impede the successful flow of communication, you would be able to make your communication effective. To help you further, let us list some **Tips** which, if vigorously followed, would ensure success in the performance of your communicative tasks:

- Create an atmosphere of mutual trust and cooperation.
- Choose the most appropriate medium.
- Keep the target audience in mind.
- Do not communicate when mentally disturbed.
- Do not communicate when emotionally charged.
- Keep in mind the culture, language and social background of the receiver.
- Ensure that the transfer stations are the minimum required.
- Use appropriate body language in oral communication.
- Use suitable format and style in written communication.
- Analyse the feedback and change your strategy, if necessary.

Review Questions



1. What factors would help you decide whether a communication has succeeded or failed?
2. 'Complete and exact transmission of meaning is an ideal which can never be attained'. Discuss with reference to different kinds of communication situations.
3. Write a note on the difference between miscommunication and unsuccessful communication, illustrating your answer with examples.
4. Distinguish clearly between interpersonal and psychological barriers.
5. 'Linguistic barriers are the easiest to overcome'. Do you agree with this view? Give examples in support of your answer.

Exercises



1. Assume that you have to make a power point presentation on 'Barriers to communication' in your class. Prepare about 15 slides to be used for this purpose.
2. Prepare a checklist which can be used to judge the success of an oral presentation.
3. Study the system of flow of communication in a business organisation and suggest measures for improvement.
4. Recall a classroom lecture which you found difficult to listen to, despite familiarity with the subject matter. Discuss the barriers which prevented you from active listening.
5. Study the notices put up on the notice boards of your college, and analyse them from the point of view of their effectiveness as linguistics communication. Specify the period (say, one fortnight) during which they were issued and their subject such as studies, tests, sports, extra curricular activities, etc.

CHAPTER

5

Communication Technology

Technology is a good servant but a bad master.

Chapter Objective

To acquaint the learner with the latest technology which can be used for quick and efficient performance of communicative tasks in professional settings.

COMMUNICATION CORE

The machines have taken over many of the routine functions of a business office such as recording information; receiving and sending messages; calculating, gathering and analysing data. As a result, paper work has considerably reduced and there has been an enormous increase in efficiency. The introduction of computers has facilitated the processing of information, reproduction of documents and communication with persons/organisations anywhere in the world. Internet has emerged as a mighty global mechanism of information dissemination. The electronics devices such as teleprinter, facsimile telegraphy, telewriting, e-mail, etc., have added manifold to the data gathering and disseminating capability of organisations. Similarly, facilities like wordprocessing, desktop publishing have quickened the pace of quality reproduction, saving both time and energy. Internet, being the most powerful means of wireless communication is widely and universally used for communication.

With the introduction of computer education in schools and widespread use of mobile phone and television we hope you are aware of how communication technology touches your life and work. However, since it has brought about a revolution in the organisational work culture we are giving here merely a bird's-eye view of the main devices.

Much of the routine work in business offices such as recording information, writing and sending messages, calculating, gathering and analysing data has been taken over by machines. These functions can now be performed more quickly and efficiently and the time thus saved can be used for more challenging and stimulating tasks. Traditionally, machines such as telephones, typewriters, calculators and duplicators have been in use in offices for a long time. But now electronics has brought about a revolution in our **information society**.

Every second, communication networks formed by telephones, telex printers, radio stations and satellite links transmit millions of messages from one place to another. Under its impact the process of mechanisation has gained momentum and forward-looking organisations are moving quickly towards having a **paperless office**.

Before we discuss the advent of electronics in offices and describe some of the latest devices of communication technology, let us briefly look at the significant changes it has brought about.

1. Manual writing or traditional typewriting has been replaced by devices capable of producing neater and more legible documents at a faster pace.
2. Automation has reduced the incidence of error and the chances of fraud and has led to an increase in output.
3. The boredom and fatigue caused by clerical work in handling and manipulating data has been considerably diminished.
4. New devices of storing data have led to enormous saving in space.
5. Routine office work has become accurate, easy, convenient and cost-effective.

ELECTRONIC COMMUNICATION SYSTEMS

We shall now briefly describe the new machines that have made the performance of communication tasks far more effective. Of these, the most important machine to enter the office is the computer. Its uses are manifold: planning, research, accounting, and record storage. It is also a part of the technology, that through internal and external networks, assists the processing of information, the handling of correspondence, and the preparation of documents such as reports, proposals, etc.

To perform these tasks, a computer-system can be hooked to other computers to form inter-network systems. This network, popularly called *Internet*, has become a powerful medium of information storage and dissemination the world over, crossing every conceivable barrier created by caste, creed, religion and geographical distance. A network designed to share data and resources among several computers, usually personal computers, located in a limited geographical area such as a building or an office is called LAN (Local-Area Network) whereas, a network of geographically distant computers and terminals is termed as WAN (Wide Area Network). The information put on WAN becomes instantaneously available to thousands of organisations and millions of individuals. At present, Internet consists of more than 13,000 inter-connected computer networks. The current growth rate of 20% a month may soon make Internet a household necessity like a telephone connection.

The most exciting part of Internet is the fast growing region or subset known as **World Wide Web** (WWW). The Web consists of thousands of intricately, interlinked sites called 'home pages' set up for on-screen viewing in the form of colourful magazine style pages with text, graphic, sound animation and video form.

To be connected to WWW, you need an automatic set up with an online service or Internet access provider, which will then give you a browser for exploring the Web. A **Web browser** is a software that enables you to 'browse through' and view web sites. It helps locate the kind of information you are looking for and also indicates links with related segments of information. The commonly used web browsers are:

- Microsoft Internet Explorer
- Netscape Navigator
- NCSA Mosaic

Sometimes a group of people track or work on a project together, generally using e-mail, networking and database technology. For this purpose, they develop what is termed as groupware or collaborative software.

Later in this chapter, we have discussed in more specific terms the facilities available on the Internet and described several methods of information exchange, storage, dissemination and reproduction. But let us first look at the main components of the computer and its basic functions.

COMPUTER

A computer is an electronic device that can work with numbers, words, or a combination of numbers and words to produce data output. It has three main parts: (a) input, (b) central processing unit (CPU), and (c) the output. The CPU is the main body of the computer.

Input A number of input devices are available and still new ones are constantly being developed and introduced. We will have a look at the ones most commonly used.

1. **Punched card readers** normally use the 80-column punched card. Cards are punched, generally, by hand and automatic key-punches. Their correctness is verified and these are then sent to the card-reader in batches where the reader senses the encoded message and inputs it into the computer's memory.
2. **Punched paper tape readers** have also been in use for a long time. As in paper card reader, characters are represented on the tape by punching holes along the width of the tape. It has an additional advantage over the card reader as it is faster, simpler and cheaper. Moreover, being less bulky, it is easy to transport. More details are given later in this chapter.
3. **Magnetic tape encoding** is a more developed and rapid form of computer input and is very popular these days. This method makes use of a keyboard, a display panel, and a magnetic tape. When the data is keyed in, the characters are simultaneously displayed on the display panel and the data gets written on the tape. As the input is directly on to the tape, the process is very fast and economical, the tapes being reusable when the existing data becomes unnecessary or useless. An additional advantage is the facility of correcting errors by back-spacing, insertion and deletion.
4. **Key-to-disc system** is another significant and perhaps the most widely used method. The system consists of a keyboard, the disc visual display unit (VDU), a microprocessor or control with a magnetic disc and magnetic tape. A system can have more than one keyboard and respective VDUs. The keyed-in data keeps appearing on the VDU and is also inscribed onto the disc. After verification, the entries are transferred from the disc to the magnetic tape.
5. **Optical character recognition** (Scanners) reads or scans pages of written information and inputs them directly into the memory of the computer. Its biggest advantage is its speed; it can input data 25 times faster than the keyboard input.
6. **Direct transfer from computer to computer** is possible internally as well as externally. Computers are often connected or linked with each other so as to form a network. Taking advantage of this facility, data or information can be transferred from one file to another in the same computer's memory. This enables many people in an office to share a single piece of information simultaneously without much effort or

trouble. This facility speeds up the working capacity by saving time and excludes the possibility of errors in copying.

Central Processing Unit

The memory, control unit, and the arithmetic unit are the three parts of the CPU.

The computer has two types of memories: one, the permanent part (RAM) of the unit which controls the whole system and its functioning and the other a temporary storage area where no data is stored permanently ROM. It can be changed, manipulated and altered by the user according to his requirements.

Output Any data processed on the computer to give information is termed as the output. The output can be obtained either on the screen of the VDU or by using a printer. The VDU produces images in light on the screen known as **soft copy** and the printer produces the output on paper known as hard copy.

As the data is keyed in, it is displayed on the screen. The user can read the text line by line and make corrections before it is stored or printed on a printer.

Word Processing

Word processing is a modern electronic data processing technique involving the transformation of ideas into written communication quickly and accurately through the use of computer technology. The process includes creating, editing, manipulating, storing, retrieving and printing of texts. Thus, it enables an automatic assembling of stored words and phrases to produce letters, memos, reports, proposal, and in fact, documents of any kind used in an office.

The following are some of the important functions that a word processor can perform:

1. Storage capacity being virtually limitless, it can store large volumes of texts for rapid and convenient retrieval and reuse. New texts can be formed by merging the existing texts or parts of the texts. This permits an office to use standard phrases, sentences and paragraphs in correspondence and other documents.
2. Alterations to the text such as editing, additions and deletions can easily be made without recourse to complete retyping. It also has the facility for changing the typestyles or format of a document. All this is possible because the final layout of the document is displayed on the VDU.
3. Tabulation, indentation, and margin justification can be done automatically.
4. The use of ink-jet printing techniques enable it to produce high-quality documents at a very rapid speed.

Desktop Publishing

Desktop Publishing (DTP) is an advancement over word processing. There are several additional functions which DTP performs, making the production of multiple copies of a document easier and more convenient.

DTP is a small printing computer-controlled noise-free system. It is fast (capable of printing about 300 pages per hour) and the quality of printing is far superior to that obtained on using

an ordinary printing machine or a word processor. The system consists of a keyboard, screen, laser printer, and a micro-computer which controls all the functions. These days softwares for printing in English, Hindi and several other languages are available in the market for use on DTP. As in word processing, the matter to be printed is keyed in and displayed on the screen. After editing and formatting, it is stored in the memory and then requisite number of copies are produced by the laser printer, as and when required. It is also possible to check the spelling of words used in a document and to print tables, charts, etc., through computer graphics. As DTP helps perform many management, technical and design functions, its use is spreading fast in professional organisations.

Teleprinter

Teleprinter or teletyper is an important modern means of transmitting written communication quickly. This machine makes use of a keyboard similar to a typewriter and is linked by a telegraphic line to a similar machine at some distant point. When some message is typed on the first machine, the second machine simultaneously types it out. We shall now discuss two ways in which teleprinters are used.

- (i) **Teleprinter Installations** These are the private wire systems or privately owned systems where the teleprinters are permanently connected to each other by a direct line. The telegraphic lines are often rented from the telephone authorities and the teleprinter machines are either rented or purchased. With this system, messages can be passed on easily, merely by operating one of the machines.
- (ii) **Telex Installations** These machines are operated over the telex exchange system instead of direct connections as private lines. They function as ordinary telephones, the only difference being that the contact is made not through speech, but by telewriting. Messages may be sent on this machine to any part of the world where a similar machine is installed. A teleprinter combines the ease and speed of telephones with the accuracy of the written message. Moreover, it is useful even when the receiving offices are closed as written messages can still be received (teleprinted) and attended to when the office reopens.

Punched Paper Tape The punched paper tape is one of the methods of input used by some business organizations where there is a large amount of data to be processed. The teleprinters can be fitted with punching devices (key-punch or punch machine). These devices punch holes in the tape to represent information. The paper tapes are then read through a card-reader and the information on the tape is sent to the teleprinter or to the central processing unit of a computer, as and when required.

The punched paper tapes are useful when complicated message or data are to be sent. The data or messages are typed on the teleprinter whilst it is disconnected ('off-line') and simultaneously, the additional device punches the paper-tape. After checking, the matter can be transmitted from the tape with absolute accuracy.

The punched paper tapes are also useful when a message requires repeated transmissions to many receivers or when messages are to be stored for future decoding. If the receiver teleprinter is engaged, the message can be stored on the paper-tape for subsequent transmission when the line is free.

Facsimile Telegraphy or Fax

Facsimile telegraphy deals with the transmission of typewritten or handwritten messages, drawings, graphics, pictures or any matter which cannot be sent through telegraphs, telephones or teleprinters. This machine operates by converting the variances of light reflected from the image of the original matter into electrical impulses which can be reconverted into the image form on reception. Connections can be made over very long distances using the public telephone networks or radio links.

Fax is perhaps the speediest system presently available, and transmitting and receiving a standard letter-size document takes approximately four minutes, irrespective of the amount of matter on it. In this system, there is no scope for copying errors and no high-order skills are required at either end. Even typed matter can be transmitted more efficiently through fax than through the teleprinter since the former completely does away with the element of checking for errors inadvertently incorporated during transmittal of the matter.

This system is most widely used by the press agencies to send and receive urgently needed pictures and articles of newsworthy events.

Telewriting

Telewriting serves the need for rapidly transmitting messages as they are being produced. This has also led to the development of sophisticated devices which can be used to send handwritten and even original sketches and pictorial matter (all hand-drawn) over telephone wires or radio-links to short or distant points. Electrowriting and telenote are its common forms.

This system makes use of a small machine having a stylus attached to it, at both the sending and receiving ends. The sender writes or draws on the paper contained in the machine, using the stylus attached to it. The stylus attached at the receiving end, exactly reproduces the image drawn by the sender.

It is very valuable where speed and accuracy are essential, and where most of the messages to be transmitted are not typed. Distance is not a barrier and the system can be successfully used for communicating both within and outside the organisation.

Electronic Mail (e-mail)

This, too, is a progeny of computer technology. It facilitates the transmittal of messages through the use of computer storage and computer inter-links, thus eliminating postal delays. The message is simply keyed into the system. The signals, converted into digital pulses, are stored in the computer's memory for retrieval. The message can be retrieved at the recipient's convenience. Thus, apart from being time-saving, electronic mail is a more convenient and unobtrusive method of sending a message as the sender can be sure of not disturbing the recipient. Even after the delivery of the message, it can be saved for further use.

In close inhouse communication, links are established either by the CPU of computer networks or internal workstations. In distant communication, between offices at different locations, an extensive network of microwave or satellite technology is used for the transmission of electronic mail.

Considering its importance as a means of contact for business purposes we have discussed it in detail in Chapter 17.

Voice Mail

Voice mail is like e-mail except that you send messages by speaking into a telephone rather than typing them. It requires a computer with an ability to store the audio messages in digital form and then convert them back to an audio form retrieval. A caller dials the voice mail box of the person with whom he wishes to talk. After receiving a signal to begin, the caller leaves a message. The recipient can access the message either locally on telephone or remotely by dialling into the voice mail box. The system provides several controls to the caller as well as the recipient:

- Reviewing a message and dictating a reply.
- Sending the same message to several people.
- Skipping the message or just forwarding it to others.
- Retrieving or storing the message for future reference.

However, voice mail is prone to ambiguity. It also generates more traffic on the Internet than e-mail. Hence, this system has been found to be the most effective only for short and unambiguous messages.

Some of the well-known Indian companies that provide voice mail facility are Tata Telecom, Lucent Technologies and Parsee Technologies.

TELEPHONE

Another precious gift of technology is the telephone. How uneasy we feel when we have no access to a telephone even for a day or just for a few hours! One of the fastest means of contact, the telephone is, and will remain an indispensable device of communication. It is handy, affordable and easy to operate. Because of these virtues the number of telephone users is increasing at a galloping rate. When you join an organisation, you will have to call and handle the calls received by you in connection with your official work. It is, therefore, necessary to know the etiquette for using the telephone for professional purposes.

The telephone conversation is slightly different from face-to-face conversation. You neither have the benefit of using your body language nor observing the body language of the caller. So the entire onus of making the conversation effective falls on the use of words and voice. To help you do this, **a few guidelines are given below for making a call:**

- Pronounce your words clearly.
- Modulate your voice, putting extra stress on words conveying significant information.
- Your tone should be friendly and cheerful and the voice vibrant.
- Do not use any slang and words which are not likely to be understood by the receiver.
- Spell out, if necessary, difficult and long words which are likely to be misunderstood.
- Pay concentrated attention to the language you are using and the purpose for which you are calling. If the conversation continues for long, keep on giving signals such as **'I see'**, **'OK'**, **'Yes'**, etc., to indicate that you are listening.
- When you have to convey several points, enumerate them thus: I want to make three observations. One, ... two ... three ...
- For all important calls prepare yourself. You may, in fact, jot down points on a pad and keep it within your easy reach.
- Store important telephone numbers in your mobile phone or keep a personal telephone diary for contact through the landline.

- Do not talk longer than necessary.
- If the conversation is disrupted because of a technical failure, resume the call, saying, **'Sorry, the call was disconnected'**.

Now we list a few tips for you to consider when you receive a call.

- Attend to the call promptly.
- If you recognise the voice, reveal your identity. If not, ask the caller to reveal his identity by saying, 'May I know who is calling, please?' Remember, the conversation becomes meaningful when at the beginning itself it is known who is talking to whom. In some cases you may also have to ask the caller the purpose for which he is calling.
- Convey the required information with precision and accuracy. If it is readily not available, tell the caller that you would get back to him. And do keep your promise.
- To note down important points keep a note pad handy and your right hand free for jotting points.
- If a wrong number call comes to you, tell so to the caller politely and then disconnect.
- Keep yourself cool even if the caller sometimes sounds rough and rude.
- If you have to suspend the call because of some unavoidable circumstances, tell the caller before disconnecting and then call him later when you are free.
- If the caller wants to leave a message for somebody, say 'Just a second.... (pause) I am ready now.' After the message is over, say, 'Rest assured. I shall convey the message to Mr.....' Apart from the message, you must write the name and phone number of the caller and the time when the call was received.
- If you are the personal secretary in an organisation and the caller wants to talk to your boss, find out the name and designation of the caller and ask him to hold on. Then find out whether the boss is free or whether he would like to speak to the caller. If he says 'yes', put through the call and go off the line. Never overhear the conversation between the caller and your boss.

We list below a few expressions which are frequently used in telephone conversation:

- Yes sir.
- Yes, I see the point.
- Yes, I see.
- I shall take care.
- I'll do that and report to you, sir.
- Sir, Mr.... from Indore is on the line.
- Could you please tell me when he would be free?
- May I know who is calling?
- May I speak to?
- May I talk to?
- May I leave a message for?
- At the moment he is not at his desk.
- He is in a meeting at the moment. Do you want to leave a message?

In the end we would like to draw your attention once again to the following **four basic features of a good telephone conversation: clarity, courtesy, brevity and precision.**

INTERNET

We believe you are familiar with the Internet as a powerful, quick and widely-used means of **Wireless Communication** both oral and written. As we have discussed earlier in this chapter, a number of facilities are available on the computer for storage, retrieval, access transmission and analysis of information. Here, as an example, we shall briefly discuss how to access an important source of information, namely, website.

First, connect the computer with the Internet and click its icon for access to a specific website through a search engine (e.g. Google). A document called **web page** would appear on the screen. This page may have images and pictures but it would certainly have a bar for typing the website address. It would also have another space for typing the name of the organisation you want to access, if the website address is not known. The general structure of a web page is as given in Exhibit 5.1.

Exhibit 5.1



When you click the website address, or the name of the organisation, the website would open. The first page of the website is called **Home page**. This page displays the contents of the website. This page also may have pictures or other visual images, showing important aspects of activities of the organisation. These are like frontispiece on the cover of a book. For example, on the Home page of a university you may find the picture of students performing an experiment in a lab, the inside view of a library, or outside view of the building of the university, etc. If you want detailed information on the topic, subject, activity or aspect, click the desired option exhibited on the menu. For example, if you click “Admissions”, you may find information such as eligibility, procedure, important dates, fee structure, etc.

You may use computer for preparing illustrations. As you know, MS Office has various components including MS Word, MS Excel and MS PowerPoint. All the three describe how to prepare illustrations. Let us look briefly how a graph can be prepared. Go to MS Excel and feed the concerned data. Select the type of graph you want to prepare. After clicking, the graph would appear on the spreadsheet, showing the data in the required format. You can reduce

or increase the size according to your requirement. Other types of illustrations can also be prepared in a similar manner.

Let us take an example. Assume that you have to prepare a bar graph based on the following data:

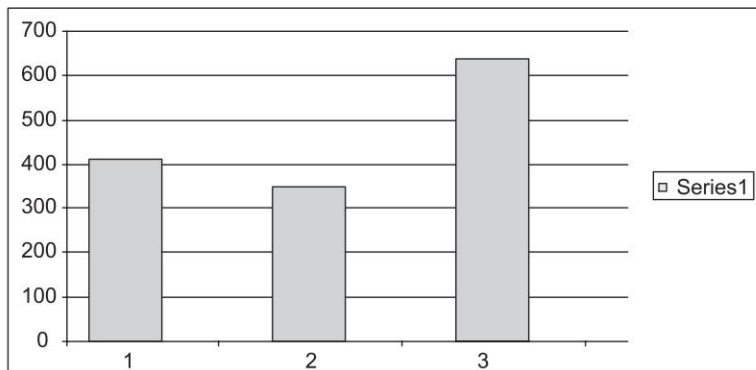
Admission to First Degree in a university for the academic year 2015–2016

| Streams | No. of Students |
|----------------|-----------------|
| 1. Engineering | 412 |
| 2. Humanities | 350 |
| 3. Science | 638 |

This data would appear on the spreadsheet as shown in Exhibit 5.2. You may download this illustration and insert its hard copy at the appropriate place in your report.

| Stream | No. of Students |
|---|-----------------|
| Engineering | 412 |
| Humanities | 350 |
| Science | 638 |
| Total: | |
| 1400 | |
| Admission 2015 in Shiva Raj University, Meh-boobpur | |

Exhibit 5.2



TELECONFERENCING

Usually, group communication takes place in person, in the same room, but now technology provides a facility for discussion with a group of persons on the internet. You can conduct a meeting, hold a group discussion or brief people scattered across the country or around

the world. You can consult a number of experts through computers using group decision support systems for their views before making a decision or for finalising a plan of action. In teleconferencing, the attention is focussed on the idea or concept that is being communicated. This is an advantage of the method but sometimes this overemphasis on the message with a corresponding neglect of the person communicating it, may not be fully in tune with the corporate culture, which needs a dynamic medium of communication.

Teleconferencing encompasses both **audio conferencing** and **video conferencing** which are briefly discussed below.

Audio Conferencing Audio conferencing is the use of voice communications equipment to establish an audio link between geographically dispersed persons for the purpose of conducting a conference. The conference cell, which allows more than two people to participate in a telephone conversation was the first form of audio conferencing and it is still in use. The cost of equipment that is needed for audio conferencing is within the reach of many organisations. The greatest advantage of an audio conferencing is that it can be arranged within a short time. It is thus of special use to organisations which are spread over a wide geographical area and which need frequent oral interaction among various units.

Video Conferencing Video conferencing is the exchange of messages (both voice and images) between individuals or groups of people separated by topographical distance. Each individual taking part in video conferencing has to enter a separate television studio, containing cameras and microphones to send messages, and monitors to receive them. This method of communication thus enables the observation of the body language of interlocutors, lending to the advantage of face to face communication. No wonder then that it has emerged as a major tool of business and management. The softwares for video conferencing currently available are White Pine's Cu See Me and Intel's Pro Share.

Based on signal capabilities the following three basic video conferencing configurations are possible:

- (i) **One-way video and one-way audio.** The video and audio signals are sent from a signal transmitting site to one or more receiving sites.
- (ii) **One-way video and two-way audio.** The two-way audio capability allows people at the receiving sites to talk to people at the transmitting site while every one views the same video images.
- (iii) **Two-way video and two-way audio.** The video and audio communications between all sites are two-way.

This set up is most expensive amongst the electronically aided conferencing approaches.

The recently developed desktop video conferencing provides the facility of interaction on ordinary computers. The cost of a typical set up consisting of software, video card and a tiny camera is easily affordable. Its use is spreading fast, resulting in considerable savings on travel, and traditional means of contact and interaction. It enables more people to participate in the decision-making process. Since the response is immediate, the opinion of experts can be elicited quickly, wherever required. A time may therefore come when public call offices may be replaced by video booths, bringing millions of people on the network of 'watch-while-you-talk' technology.

In India video conferencing is in its infancy. At present there are only five centres located in Bangalore, Kolkata, Chennai, Delhi and Mumbai. Each centre has multi-point conferencing

facilities such as studios, transmission equipment, including satellite optical fiber or microwave link-ups. Each centre can be linked up with other centres in India and also to about 450 other centres in other countries.

Video conferencing has yet to become a part of our professional work culture. Currently some embassies, multinational companies and international agencies are using it. A beginning has also been made in using this method as a tool of distant education. For example, Indira Gandhi National Open University is in the process of setting up a satellite-based network to provide a classroom environment to its students and teaching centres.

E-COMMERCE

E-commerce is the use of electronic information technology for business transactions such as displaying catalogues, selling and buying goods and services, processing payments, etc. It has accelerated the pace and tempo of business, minimised time lag between transactions and reduced intermediation. Though the initial cost of creating an infrastructure for E-commerce may appear to be high, in the long run it has proved to be cost effective. The direct contact between the producer and the consumer can boost the sales, and the time and money spent on printing, stationery, despatch, etc., can be cut down dramatically.

The use of web based E-commerce, a subset of internet technology, has considerably increased in recent times. Many companies which had established web sites mainly for corporate or brand identity, or for dissemination of information about their products, are now using it also for sales purposes. The number of web users has grown both at work and at home and so through this method a large market can be captured. Web-business is international and open to transaction 24 hours a day on all 365 days.

Business-to-business E-commerce has been expanding faster than business-to-consumer E-commerce because many reputed companies are already in possession of necessary technology infrastructure. And those which do not have, are likely to acquire this facility in view of fierce competition engendered by the ever-increasing advancements in the field of information technology.

E-commerce occurs within a business organisation. The objective is to link the constituents together and increase the flow of information within the organisation. Thus, we see that there are three types of E-commerce, namely, interorganisational, retail, and intraorganisational.

Although in its infancy, E-commerce is likely to emerge as a powerful tool for expanding customer base and increase productivity. This is so because it has several advantages over the traditional methods. We may summarise these as follows:

- (i) The distance and time constraints are eliminated. One can reach out to any place in the world, any time one wants.
- (ii) The communication is quick both with suppliers and customers.
- (iii) On-line shop can stay open 24 hours a day throughout the year.
- (iv) Compared with a new retail outlet or office, the cost of setting up an E-commerce website is low.
- (v) It is easier to change the list of products or services offered than that in a catalogue or brochure.
- (vi) It provides wider choice with least wastage of time.
- (vii) It is highly competitive in all business functions.
- (viii) With automation of the business processes it increases the efficiency of performance.

There are, however, certain constraints and impediments in the expansion of E-commerce. For success it requires the cultivation of a new work culture and the development of greater mutual trust and broader perception in commerce, industry and government, besides legal protection of business transacted through it. There is also a need for the creation of a proper infrastructure, and education and training of prospective users of the facilities offered by E-commerce.

In conclusion, we may point out that despite the above constraints, E-commerce is expanding enormously on the Internet. Before the end of this decade thousands of companies and individuals are expected to use it for buying, selling, bidding, brokering, advertising and collaborating as a matter of routine. The time has come to mature it quickly and to develop a rational E-commerce strategy to cope with the speed and volume of trade in the present electronic era.

DUPLICATION TECHNOLOGY

Photocopying

In recent times photocopying has become one of the most widely used aids in office work. This process enables reproduction of an exact copy of an original by the action of light, heat or electrostatic charge. Its advantages are obvious; accurate, error-free copies of a document are produced quickly. Drawings, graphs, and photographs can be copied directly from the original. It is also possible to magnify or reduce the size of a document. This process is called photostat, although the term is loosely applied to any method of photocopying. Photostat is the trade name of Kodak Limited. The machine is convenient and easy to operate. The material to be copied is placed face down on a sheet of glass on top of the copier. When a button is pushed, copies of the original come out through an aperture in the machine. The bed is flat and so it permits copying of pages from a book or journal. A small copier can produce about seven copies per minute whereas the large ones are capable of producing more than 100 copies per minute. The latest developments in photocopying technology now provide facilities for copying coloured material and even photographs. There are four methods of copying: dyeline, thermal (infrared), dual spectrum, and electrostat. Electrostat sometimes called Xerox (the brand name of the firm which pioneered this method) is in common use these days.

Printing

These days small offset-litho printing machines are used in offices to print a large number of copies of a document. Manuals, forms, booklets, brochures, or other such documents of a relatively permanent nature can be produced in offices, with a significant saving in printing expenditure. Masters of handwritten or typed matter are photographically produced and thousands of copies can be printed from one master. An offset master may be paper, plastic or a metal plate. Usually, a paper master is used for short runs and a plastic master for medium runs. When a large number of copies is required or when a very high quality is needed, a metal plate is used.

When an office goes in for offset printing, it should acquire certain other machines which can make this task convenient and smooth. Among these are paper cutting, plate-making, binding, stitching, and collating machines.

STORAGE DEVICES

As you know, many documents are preserved in files by offices for varying periods of time. To facilitate easy location of these documents each office has a filing system. A file has been aptly described as 'the memory of an organisation'. However, apart from the files, there are other important documents which need to be preserved.

Rapid increase in the volume of information to be preserved coupled with a shortage of space has necessitated resorting to other ways of storing information. Technology now provides two main forms of non-paper document storage: (i) magnetic storage in computers or on magnetic media and (ii) micrographic storage on film. In the earlier section in this chapter, we have already discussed the former. Let us now describe the latter.

Micrographic storage implies photographing and storing the material in the form of films negatives. The films may be in the form of rolls (**microfilm**), strips (**microfiche**), or cards (**aperture cards**). The material stored on a film can be read either by displaying it on the VDU display or by obtaining a print out on a printer. Since the record on films is greatly reduced in size, the reader device enlarges it to its original size. If copies of documents are required, several reading units can be established to display an enlarged photocopy of the negative.

Though microfilming allows information to be stored in large quantities within a very small space, the apparatus required is expensive and justified only when there is a large volume of work to be done. Many libraries lend films containing photocopies of printed material without parting with the original books and journals. Some even keep book catalogues on microfiche instead of the usual card indexes.

At the end of this short discussion on office automation, it is well to emphasise the obvious, that is, despite advances in technology, man is and will always be at the centre of all operations. No organisation can flourish and grow without proper selection, training, and management of its human resources.

Review Questions



1. What are the various communication facilities that Internet provides to a professional?
2. Discuss the process of sending a message through voice mail and point out the limitations of this device?
3. What are the advantages and disadvantages of video conferencing vis-a-vis face-to-face conferencing?
4. Describe the points that should be kept in mind in preparing fax messages and e-mail messages.
5. Why has microfilm as a storage device not yet become popular in India?
6. Discuss the role of E-commerce in business, highlighting the precautions that should be taken in using it as a tool of transactions.

Exercises



1. Discuss the advantages and disadvantages of teleconferencing *vis-a-vis* face-to-face conferencing. In which situations the former would be more appropriate.
2. Discuss in detail the use of technology in your college or university for teaching, research and management.
3. Study the use of technology in a business organisation and write a report, suggesting measures to improve the system.
4. Suppose a university has sought your advice for setting up a studio to telecast lectures on various subjects for the benefit of students pursuing BBA course through the distant education mode. Describe the technical equipment that the studio should have and also its function and usefulness.
5. Download the website of two universities and describe briefly their contents. According to you, which of the two is more attractive and useful? Attach photocopies of both sites along with your assignments.

CHAPTER

6

Oral Presentation

Man reveals himself fully when he speaks.

Chapter Objective

To provide detailed guidance for acquiring the skill of effective oral presentation (including power point presentation) both in academic and professional settings, by using time-tested techniques and strategies of interactive group communication.

COMMUNICATION CORE

The acquisition of oral presentation skills is essential for success in a profession. Adequate planning and preparation in using one's voice, body language and visual aids is imperative for achieving the desired results in an oral communication situation. Body language (eye contact, facial expression, posture and gesture) plays a significant role. The proper use of the voice and the ability to modulate it to suit the various nuances of meaning are equally important. Apart from correct pronunciation, variation in pitch and tempo and fluency in delivery, free from speech mannerism, make the audience more receptive to a speech. To induce and sustain the interest of the audience, a judicious use of visual aids is advisable. Meeting is perhaps the most frequently used form for sharing information and experience, for discussing problems and discovering their solutions, and for generating confidence, enthusiasm, and a positive attitude within a professional organisation. Participation in meetings either as a chairperson or a member of the group needs adequate homework, alertness, tact and ability to generate discussion and respond spontaneously to the views of others.

In certain oral presentations in which a number of persons spread over a wide geographical area are expected to participate, a brochure is prepared and sent well in advance. It contains essential information such as background, theme, main topics for discussion, arrangements for board and lodging, etc.

You may be asked on occasions to present your reports orally and to take part in meetings, conferences, panel discussions and seminars. If you are an effective speaker, you will enhance

your prestige, influence decisions and come to occupy more important positions in your organisation. In fact, skill in oral presentation is an important equipment for life. The advice Shakespeare gave more than 350 years ago is still valuable and worth remembering:

Mend your speech a little,
Lest it may mar your fortune.

What was said earlier about effective writing applies equally to oral presentation. In this chapter, therefore, we shall discuss only those factors which are peculiar to oral communication. Since you will often work as part of a group, we are including here a section on conducting and participating in a meeting.

Detailed guidance on how to use non-verbal means in all forms of interaction and public speaking, including oral presentation, is given in Chapter 3.

CHARACTERISTICS

Let us first understand the nature of **oral presentation**. Is it different from a **lecture** and a **public speech**? It is true that in these three oral forms, one-to-many format is used. But oral presentation is the most interactive format and public speech is the least. In a lecture, the audience may ask questions but usually there is no intense interaction as in the case of oral presentation. The reason is that generally the audience in oral presentation is knowledgeable whereas in a public lecture it is not. **We may thus define oral presentation as a speech containing authentic and specialised or technical information or new ideas on a specific topic for a relatively smaller but knowledgeable audience.**

The matter presented is generally based on the results of a deep and detailed study of, or research on, a topic. Often audio-visual aids are used for illustration or in support of views and ideas. The presentation is followed by discussion, which is not merely a short question-answer session. There may be comments, explanations, clarifications and exchange of views among the members of the audience and the presenter. In fact, the speaker-audience divide tends to melt in the intensity of discussion.

PREPARATORY STEPS

To prepare for an oral presentation you would have to take more or less the same steps as for writing a report discussed in Chapter 19. We are repeating them here with certain necessary modifications to make the discussion self-contained.

- Gather the relevant material.
- Organise the material in proper sequence.
- Mark the material which you propose to emphasise.
- Decide the places where you would use a question, an anecdote or a story to fortify your argument or to illustrate your point.
- Decide on audio-visual aids, to be used by you.
- Prepare material you are going to display through slides, transparencies, etc.
- Prepare note cards corresponding to slides or transparencies.
- Prepare the material for distribution and decide on the points of time when you would like to distribute it to the audience.
- Collect information about the kind of audience you are going to address.

- If possible, inspect the venue for physical arrangements or gather information about it from the organisers.

AUDIENCE AWARENESS

Before you begin your talk, size up your listeners—their age, sex, background and interest. In most cases you will know beforehand who will constitute the audience. But even if you do not, a quick glance will enable you to sense whether they are a group of friendly or hostile people, whether their eyes are lit with eager expectation or they have been huddled into the room against their wish and are sitting with a look of ennui on their faces. A lot of common sense is required to become a good speaker. Use it to choose a suitable approach to your audience. In most cases if you speak directly, you will be listened to. Try to converse with them. Each listener should feel you are talking to him individually. No verbal fireworks are necessary to arrest attention. Instead, speak with conviction and sincerity about their immediate interest and something with which they are familiar and you will in all probability be able to lure them into listening. If the subject is drab, give it a personal touch. If necessary, dramatise certain ideas to break the barriers of communication. However, do not be too dogmatic; instead give the impression that you wish to share your views and ideas with the audience.

Another way to awaken an audience is to relate a joke. However, the effect of a joke depends on how you relate it. Try it first on friends, in smaller groups. If you do not get the expected response, drop it. Build it into the body of your speech in such a way that it appears to be a part of it and the audience receive it almost unprepared. Humour arising from personal anecdotes is perhaps the best. Some in the audience may have had similar experiences and they will quickly identify with you when you relate such a joke.

If you notice a listener smiling or whispering to a neighbour, do not feel disturbed, nor presume that he is criticising you. He may, in fact, be expressing his admiration for you. However, the best thing is to concentrate on ideas which you wish to communicate rather than on whether you are making a good impression.

PRESENTATION PLAN

The art of speaking is the fruit of persistent effort. There is no magic formula to make you an effective speaker. Adequate planning and preparation are essential for a successful presentation. In fact, thorough preparation is the best antidote for nervousness.

As far as possible do not read out a written speech word for word. A written speech seldom sounds fresh or vigorous. Do not memorize it either. The delivery of such a speech will not allow the necessary animation and spontaneity. Your presentation will lose flexibility and communication will suffer. Face to face interaction demands thinking and speaking and not a mere repetition of what you have learnt by rote.

However, if an extremely complex subject (e.g., a research paper for a seminar) is being presented to the members of a professional body, you may read the written material. But even here you should acquaint yourself with the material thoroughly. While reading, you should be able to lift your head and look at the audience after short intervals.

For most speaking situations, you should prepare adequate notes for consultation. The points should be arranged in the order in which you propose to present them and should have appropriate headings and sub-headings. You may cite references, quotations, names,

illustrations which you wish to use. Some speakers also write the introductory and closing remarks. If you think it necessary, indicate in the margin for your personal use the time that you are going to devote to each item. It is frustrating to hear a 25-minute introduction to a 50-minute talk.

Notes should be written neatly in large letters either on 3" × 5" cards or small-sized sheets. Large-sized sheets of paper and notebooks distract the audience's attention. Moreover, the sound produced by the turning of the pages, especially on the microphone, is annoying. Cards are handy and since they are thicker than the ordinary paper, their handling is easy.

You should consider yourself adequately prepared if on reading the notes you can quickly recall what you have to say on each item. Consult the notes frequently when you are speaking. There is no need to conceal the fact that you are consulting the notes. In fact, this may create a feeling among the listeners that you have taken pains to prepare for the occasion. A positive attitude will be generated and you will be listened to with respect.

VISUAL AIDS

It has been estimated that 11 per cent of what we learn is through hearing, 83 per cent through sight and the rest through the other three senses. Hence, visual aids can make your presentation more effective. The listeners usually feel stimulated and take more interest in what is being presented. Your explanation with the use of an aid can become more vivid and easily understandable. Some of the aids which can serve you well are maps, pictures, charts, motion pictures, slide and overhead projectors and a blackboard. Your choice will depend upon your topic, audience and the availability of the aid. But remember that too many aids may cripple the effect.

To get best results you should keep a few basic facts in mind.

- (i) Integrate the aid with the oral presentation and use it when you reach the relevant point.
- (ii) If possible, keep the chart, picture or map hidden or at an inconspicuous place until you need to refer to it.
- (iii) When in use, the visual aid should be displayed where everyone in the audience can see it. If necessary, examine the room beforehand and decide on the arrangement.
- (iv) Interpret it to the listeners and draw their attention carefully to what you want them to note.
- (v) Stand on one side and use a pointer, if necessary, while interpreting it.
- (vi) The aid should be sharp; emphasize only those aspects which you consider significant. Do not clutter it with too much information.
- (vii) If there is a blackboard behind you, see that it is clean. Write on it rapidly and legibly in large letters. Keep speaking while you write, if the entry is long. After you have finished writing, face the audience as you review or discuss the material. Erase entries which are no longer required and use coloured chalk for emphasis, if necessary.

USE OF CONNECTIVES

There are some presenters who use meaningless expressions to fill the time gap between one thought and another. In casual conversation these are not irksome but in public speaking they distract attention and impede the smooth flow of communication. Often this habit is

developed by speakers who fail to make an effective use of connectives. It is therefore essential to know the various kinds of connectives and their use in oral presentation. The ones that are frequently used are discussed below.

1. *Transitions* are words or phrases that indicate the end of one thought and movement to another. Examples:
 - *After having said that*, I must emphasize the significance of what I stated in the beginning.
 - We have been discussing the scope of the topic so far. I believe *it is time now* to focus attention on the main features.
 - The financial aspect of the proposal is only one of the considerations. *The others are* management and technical aspects.
 - In *addition* to formal instruction, an informal interaction between students and faculty is essential for enriching the process of education.
2. *Internal previews* are brief statements letting the audience know what the presenter would take up next for discussion. Very often these are introduced before the discussion of the main point in the speech. Example:
 - *After discussing the main provisions of the budget, we shall discuss its impact on the growth of agriculture and industry.*

This statement would prepare the audience to take in the presenter's views in the sequence indicated. It is, however, not necessary to give a preview of every main point. You should give it when you feel it would help the audience in keeping up with the track of your ideas.

3. *Internal summaries* help the audience to recall what they have heard up to that point of time. These are useful at the end of the discussion of a number of complicated points or explanation of a complex problem or situation. You have to decide at what stage of presentation you should give it. Remember that an internal summary is brief and precise, focussing attention on the most significant content of what you stated earlier and establishing a connection with what is to follow. Sometimes an internal preview follows an internal summary. This helps the audience to grasp easily what is being presented. Example:

In short, words are arbitrary symbols, abstractions of objects and ideas. And their value lies in the meaning they convey, not in how they look and sound.

4. *Signposts* are brief statements indicating where you are in your presentation. These may take different forms. The commonly used ones are numerical signposts and interrogative signposts. An example of each is given below:
 - (i) The first feature of the internal evaluation system is its transparency. The second feature is that it provides immediate feedback. The third feature is that it promotes continuous learning.

Each of the above statements would be followed by an explanation and illustrations.

- (ii) What are the causes of runaway population growth in our country? What steps should we take to solve this problem?

The first question will be followed by a discussion of the various causes and the second by a statement of measures to be taken to solve the population problem.

In addition to the above four types of connectives, a few frequently used phrases are listed below to help you integrate your presentation.

- (i) I would like to repeat the statement I just made ...
- (ii) The most significant aspect to which I wish to draw your attention is ...

- (iii) An understanding of this factor is essential for comprehending the rest of my presentation ...
- (iv) I would like you to recall what I said in the beginning ...
- (v) Be sure to keep in mind the point I just made ...

DISCUSSION SESSION

In almost every oral presentation, a certain amount of time (15 to 20 minutes) is set aside for discussion. To set the ball rolling, usually the presenter or the organiser invites the audience to ask questions either orally or in writing. The former saves time but the latter has the advantage of encouraging even shy participants to take part in the proceedings. Whatever be the method of asking questions, your response should be addressed to the entire audience. If the question is written, it should be read aloud and then answered. To generate discussion, you may ask other participants to express their views, after you have responded to the question. Sometimes, you should throw back the question to the audience and ask it to answer or comment. Just to intensify the discussion occasionally you may contradict an opinion or comment upon a viewpoint and encourage the concerned participant(s) to agree to his or their views. You should, however, take care to ensure that intensity does not degenerate into heat. There could be participants who enjoy disrupting the proceedings and embarrassing the speaker in the process. Take the aggressive participants tactfully by tickling their ego and then quickly moving on to the substance of discussion. And do remember to end the discussion within the time allotted for the purpose.

We would now like to quote in this context a statement by San Deep and Lyle Sussman in which the value of question as a tool of what discussion does has been powerfully brought out: **‘Questions are magic—they have the power to turn confusion into clarity, resistance into acceptance, division into consensus, frustration of not knowing what to say into the satisfaction of having said it.....’**

POWER POINT PRESENTATION

For Power Point presentation you will have to prepare slides. Through them you can display the key-points of your talk and related diagrams, drawings, pictures, photographs, etc. You may also include apt quotations and appropriate embellishments to make slides more effective and attractive. As the space on the slides is limited, the entire display material should be carefully selected and concisely presented. To give an example, let us assume that you have to give a talk on **How to prepare for an oral presentation?** For this presentation you may prepare the following slides.

Slide 1

Gather the relevant material

- ❖ From journals, books, magazines, etc.
- ❖ From the Internet
- ❖ Through mail questionnaire
- ❖ Through personal interview

Slide 2***Organise the material in proper sequence***

- ❖ Keeping the objective in mind
- ❖ Keeping in mind the nature of audience
- ❖ Ensuring that the sequence is logical
- ❖ Deciding which points to emphasize but remember...

Slide 3

“If you emphasize everything, you emphasize nothing!”

Slide 4***Identify the material for special effects***

- ❖ Anecdotes
- ❖ Stories
- ❖ Examples
- ❖ Illustrations

Slide 5***Know your audience***

- ❖ Size
- ❖ Age group
- ❖ Background, education, job profile, etc.
- ❖ Their expectations

Slide 6***Gather information about the venue***

- ❖ Size
- ❖ Seating arrangement
- ❖ Facilities available
- ❖ If possible, inspect the venue

Slide 7***Prepare material for distribution, if any***

- ❖ Cases for discussion
- ❖ Key points
- ❖ Quizzes

- ❖ Short exercises (application oriented)
- ❖ Keep material hidden from the audience's view and distribute only at suitable points of time

Slide 8***For time management***

- ❖ Allocate approximate time to be spent on each key-point
- ❖ Decide matter you would cut, if running short
- ❖ Keep questions ready, if running long
- ❖ But do not frequently look at your watch

Slide 9***To get ready for the performance***

- ❖ Construct and remember the first few sentences
- ❖ Recall the key points
- ❖ Construct and remember the last few sentences
- ❖ But the final presentation should look spontaneous

Slide 10***Rehearse the presentation***

- ❖ Simulate the actual presentation
- ❖ Get feedback on
 - Clarity in expression
 - Fluency of speech
 - Effectiveness of visuals
 - Time management

Slide 11***Remember***

“Preparation is the best antidote to nervousness and the best bet for success.”

Now we give below the **full text of a presentation based on the above slides.**

SAMPLE TEXT OF A PRESENTATION

Do you feel the fog in your throat when invited to start your presentation? We would be surprised, if you do not. If you do, you have a reason to be happy. Quite a number of speakers are like you. The fact is that, when we find an array of faces with expectancy in their eyes sitting

silently before us, we feel a load of responsibility on our shoulders. It is then natural to feel nervous in such a situation. But there is no need to be panicky. There is an element of energy present in the nervousness which, if properly harnessed, can help you make your presentation with agility, passion and conviction. Rest assured that if you prepare well, you can easily harness this energy and discharge your responsibility with confidence. Now, the question that automatically arises in our mind is 'How to prepare for an effective oral presentation?' Here are nine steps that we suggest. Just consider taking them next time you are asked to make an oral presentation.

Step One: Gather the relevant material. There are two types of sources from which you can do this: primary sources and secondary sources. Primary sources are those from which information is gathered by you first hand, that is, through mail questionnaire, personal and telephone interviews, experiments, observations, etc., or culled from files, company records, manuscripts, etc. The secondary sources are journals, magazines, books, newspapers and other publications in which information is available in organised form. All that you have to do is to select and use the information to support or illustrate your views and ideas.

Step Two: Organise the material. First, try to visualise the various aspects of the topic by splitting it in terms of points and sub-points. Think intensely until you become clear in your mind about the extent and depth of proposed coverage. The three parameters that would help you arrive at this decision are: the objective of the presentation, the nature of audience and the time available. Keeping these in mind classify the information you have gathered and listing your ideas in order of importance in an outline using indentations and decimal number system. As you know, each main idea constitutes a point, and each subordinate idea a sub-point. The sub-point illustrates, supports or explains the point. Thus, each sub-point is a sort of further break-up of a particular unit of thought. The outline thus prepared would serve as a road map, helping you move forward without losing direction and confidence. At this stage you also need to know which points or sub-points need to be emphasised. Mark them in your outline or note cards but remember: **'If you emphasise everything, you emphasise nothing'**.

Step Three: Identify the material for special effects. Experienced presenters often use **anecdotes, examples, stories, illustrations**, etc., to make their presentation effective. These should be appropriate and used at the right time in such a way that they add value to your presentation, keep the interest level high and relax the atmosphere, inducing receptivity of what is to follow. It is hard to identify stories or anecdotes relevant to all topics but if you can, write keywords or phrases in the outline or note cards to signal to you the time for relating them. The other two interest keepers, namely, examples or illustrations are not so difficult to use. In fact, you have been using them frequently in almost all courses of study. All that I want to remind you is that these too should be indicated in the outline or note cards that you may use for your presentation. Using them at the right time is of paramount importance.

Step Four: Know your audience. Let me first tell you a story. There was one Mr. Adil Baltiwalla who used to give every semester a series of lectures on '*marketing strategies*' to management students of a college located in another town. The class consisted of boys only as the college did not admit women students. But one day in the beginning of a new semester when Mr. Baltiwalla went to the class, he found a sea of feminine faces in front of him. He was

so nonplussed that he immediately walked out of the class murmuring to himself, 'Oh, there is no one in the class today!' Thus, howsoever well prepared you may be with your contents, you may fail miserably, if you do not know your audience. So try to garner as much information about the audience as is practically possible. Some of the facets of the audience which you need to know are as follows:

- **Profile in terms of age, education, job, etc.** This would enable you to choose appropriate examples, illustrations, etc.
- **Size in terms of number.** If you had planned for 20 and find 200 when you go to the venue, obviously you would have to make a quick adjustment in regard to your delivery, participation exercises, display of material, etc.
- **Audience mix.** You must know whether the group you are going to address is homogenous or it is a mix of various disciplines, functions and designations, etc.
- **Audience's expectations.** All topics have a number of dimensions. If you know what the audience expects from you, your presentation would have better chances of success.
- **Audience's awareness about you.** If your credibility is already established, you need not do it especially during the initial few minutes.

Step Five: Gather information about the venue. It is helpful to know the size of the room, seating arrangement, and the facilities available. If possible, visit the venue and see where you will stand, what arrangements have been made for display of material, etc. Incidentally, an inspection of the venue is likely to enhance your level of confidence.

Step Six: Prepare material (handouts) for distribution. The handout should be short and crisp. It may be just a list of additional points or a complicated diagram to which you would refer in your presentation. Never give the entire text of your presentation just in case you wrote it for practice and rehearsal. If the organisers want this to be done, distribute it after you have completed your presentation. Timing of material distribution is very important to ensure attention of the audience to what you say.

Step Seven: Time management. Lord Birkebt once said: 'I do not object to people looking at their watches when I am speaking, but I strongly object when they start shaking them to make sure they are still going.' Surely, you would not like to be caught in a situation of this kind. One way of managing time is to allot time to the coverage of each slide. The material on the slide would help you decide the amount of time you would like to spend on it. It is advisable to keep photocopies of your slides with you in the form of note cards. You may write the amount of time on the top of each note card.

Step Eight: Get ready for the performance by visualising it. Recall the points and sub-points you have noted in the outline and generate thoughts on each and construct sentences (in your mind.) in which you would use to express them. Construct and remember a few opening sentences and those with which you would like to end your presentation.

Step Nine: Simulate the actual presentation. before a group of your friends and obtain their feedback, specially regarding clarity in expression, fluency of speech, effectiveness of visual aids and time management.

If you take the nine steps we have just discussed you would definitely do well in your presentation. Nobody is born with presentation skills. These have to be acquired with sustained efforts. Remember, **preparation is the best bet for success. And to do your best tomorrow, do your best today.** Before I close, all that remains to be said is a sincere thank you, ladies and gentlemen, for having listened to me patiently.

CHECKLIST

Presented below is a checklist of significant aspects of oral presentation. These would help you remember the points you should bear in mind in order to make your oral presentation effective.

Pronunciation

1. Is the pronunciation of individual sounds clear and proper?
2. Have the stresses been put on the right syllables?
3. Is the intonation appropriate?

Delivery

4. Is the presenter poised and relaxed?
5. Is the voice animated, vibrant and well-modulated?
6. Is the volume of voice according to the size of the audience?
7. Are the pauses at the right places?
8. Is the rate of delivery normal, that is, approximately 150 words per minute?

Body Language

9. Has the presenter a pleasant personality?
10. Is his posture proper?
11. Does he make appropriate gestures?
12. Is he dynamic?
13. Does he maintain eye contact with the entire audience?

Organisation of Matter

14. Is the introduction attractive?
15. Does it tell what the presentation contains?
16. Is the objective clearly stated?
17. Is the body of speech properly structured and integrated?
18. Are the points logically ordered?
19. Are the arguments supported by details and illustrations?
20. Is the information presented authentic and accurate?
21. Is the conclusion related to the objective?
22. Does it summarise the main points?
23. Does it clearly signal that the presentation is coming to an end?

Audience Awareness

24. Does the presenter empathize with the audience?
25. Does he attempt to relate the topic to the audience's interest?
26. Does he use the language the audience can understand?

Audio-Visual Aids

27. Are they exposed sufficiently for comprehension?
28. Are they clear and easy to see?
29. Does the matter displayed reinforce or support the ideas presented?
30. Does each has a single, unified motif?

Interaction with Audience

31. Does the presenter answer the questions briefly?
32. Does he remain cool in the face of criticism?
33. Does he gracefully accept any mistakes he may have made in the presentation of facts?
34. Does he frankly admit his ignorance if he does not know the answer to a question?

EVALUATION

What we have discussed so far would prove of assistance in assessing the quality of presentation made by somebody else. The reason is simple:

You should expect others to do what you are expected to do. As you might have observed, the checklist is more detailed than the main aspects of successful presentation discussed earlier. However, when you are required to evaluate a person's performance, you would find it difficult to ascertain his level in respect of each sub-point. Hence, your evaluation sheet should contain only the basic points so that you can quickly record your assessment while listening to the presenter. It is a hard task to compare and determine the quality of different presentations that take place in quick succession. This task may become easier if you videotape the presentations and evaluate them later. If you can manage to have this facility, do go for it.

Whatever be your method of evaluation, an assessment sheet for recording your judgement is essential. One such sheet (Exhibit 6.1) is suggested below; you may modify it to suit your needs. In this sheet the main aspects of evaluation are printed in bold face. Below each a few explanatory words and phrases are given. Familiarise yourself with these before starting to evaluate.

Exhibit 6.1

Evaluation Sheet

Name of the presenter _____

Date of presentation _____

Note: Put a tick ✓ in the relevant box. To quantify your assessment, assign the following values to your qualitative judgement and then total the marks obtained by each presenter,

Excellent = 5; Very good = 4; Good = 3; Average = 2; Poor = 1.

| Aspects of evaluation | | Rating | | | | |
|-----------------------|---|-----------|-----------|------|---------|------|
| | | Excellent | Very Good | Good | Average | Poor |
| 1. | <i>Pronunciation</i> (Individual sounds, voice quality, modulation, stress, pause, rhythm) | | | | | |
| 2. | <i>Delivery</i> (volume, rate, vibrancy, confidence) | | | | | |
| 3. | <i>Contents and Organisation</i> (Introduction, ordering of ideas and facts, conclusion, time management) | | | | | |
| 4. | <i>Audience Awareness</i> (Establishing rapport, response to feedback, use of language & illustrations) | | | | | |
| 5. | <i>Use of Body Language</i> (Poise and bearing, personal appearance, posture, gestures, facial expression, eye contact) | | | | | |
| 6. | <i>Use of Audio-Visual Aids</i> (Relevance, clarity, organisation, integration with the text) | | | | | |
| 7. | <i>Quality of Interaction</i> (Brevity, maturity, relevance) | | | | | |

Signature of the evaluator _____

Review Questions



1. What factors would you bear in mind while giving an oral presentation before a large group?
2. What role does body language play in making oral presentation effective?
3. List the points that should be borne in mind for using visual aids in an oral presentation?
4. What do you understand by the phrase ‘audience awareness’? In what way does it help a presenter?
5. Describe the techniques you would adopt to generate discussion after a presentation.
6. What traits of personality a person reveals through the contents and manner of his/her presentation?

Exercises



1. Assume that you have to make an oral presentation on “Proper Use of Computers for Exchange, Dissemination, and Collection of Information” before a group of engineering students of your college. Write the full text of your talk.
2. Assume that you have to give a powerpoint presentation on the following topics. Prepare about a dozen slides on each and also write the full text of your presentation, (a) Social media: Use and Misuse, (b) Career counselling (c) Globalisation of Culture.
3. Suppose you have to introduce your college/university to a group of foreign university students who have come to India on an educational tour. Write the full text of what you would speak on this occasion.

CHAPTER

7

Seminar and Meetings

Meaningful discussion leads to proper decisions.

Chapter Objective

To help you organise a seminar and conduct as well as participate in a business meeting effectively.

COMMUNICATION CORE

The **Seminar** is a discussion forum of group of knowledgeable persons in which experts of specialists in an academic or a professional area discuss in depth some specific aspects of a selected theme. Along with the invitation a brochure containing essential details such as background information, topics for discussion, dates, timings, arrangements for transport, board and lodging, etc. is sent to prospective participants well in advance. The **meeting** is perhaps the most frequently used forum for sharing information, discussing problems and their solutions as well as for generating confidence, enthusiasm and a positive attitude within a professional organisation. Participating in meetings either as a chairperson or as a member needs adequate homework, alertness, tact, and ability to generate discussion and to respond spontaneously to the views of others.

Despite spectacular advancements in communication technology, face to face interaction has not lost its value. For generating and exchanging ideas, collecting information, solving problems, taking decision on important issues and for other such purposes in both, government and professional organisations various types of discussion groups are formed.

INTRODUCTION

The objectives, the process of discussion and the number of participants may differ from one group to another. For example, the **cabinet** consisting of senior ministers, whose number is generally small, is an apex body which discusses and takes final decision in regard to a policy, action or activity. A **conference** consisting of hundreds of professionals may be organised to discuss various aspects of a theme. A **seminar** is usually arranged to provide a forum for discussion in depth by experts in a subject, discipline or professional field. The number of participants in it is generally small as compared to a conference. In a **panel discussion**,

several speakers express their views on a topic and then a discussion takes place, in which both the panel members and audience participate.

The word **meeting** is used here to refer to the interaction that takes place within a small group. This group has a chairperson, coordinator, or convener who conducts the meeting and a secretary who helps the chairperson organise it and keeps a record of the main points and all decisions taken in the meeting.

Whatever be the forum, you should bear in mind the points mentioned in Chapter on Oral Presentation because these are relevant for all situations in which an individual communicates with a group of persons. What follows is a brief description of action to be taken for organising a seminar and other events of a similar nature besides guidelines for conducting and participating in a meeting effectively.

ORGANISING A SEMINAR

Occasionally you would be required to arrange a seminar in which persons from outside may be invited to take part. Along with the invitation usually a brochure is enclosed. It is generally a small-size leaflet (8 cm × 12 cm) of four pages. It contains essential information about the event and is sent to prospective participants, well in advance. The information that is usually included in a brochure is as follows:

- Page 1.* Theme of the event, name of the organisers, dates, and name of the sponsor or supporter, if any.
- Page 2.* A note introducing the theme, giving background information, and highlighting the need for the organisation of the event.
- Page 3.* Specific objective, topics for discussion, invitation for papers and participation, and registration fees.
- Page 4.* Arrangement for accommodation, climate, travel directions, and contact address.
- Page 5.* Registration pro forma (to be detached and returned, duly filled in). This pro forma seeks information about the participants' name and address; date and time of the her/his arrival; and the amount sent and mode of transmission.

An example of a brochure (Exhibit 7.1) for a seminar, though not structured as stated above, is given as follows:

Exhibit 7.1

General Pagewise Layout of a Brochure

Seminar

on

ACCESSIBILITY AND RURAL DEVELOPMENT PLANNING

AT

BIRLA INSTITUTE OF TECHNOLOGY & SCIENCE
BITS, PILANI

November 25–26, 2015

(Contd.)

Exhibit 7.1 (Contd.)

Supported by

International Forum for Rural
Transport and Development, UK

Introduction

The conventional approach of road network planning in India is primarily based on the criteria such as *density of roads or distance of the villages of given population from all-weather roads*. It has been possible to connect nearly 53 per cent of about 6 lakh villages in the country in the last 50 years or so through the road development plans. While acknowledging the need for a minimum basic road network in the country, it is becoming increasingly apparent that the provision of connectivity does not always increase the accessibility and response to the needs of the majority of the population. For example, very often the special transportation needs of women, aged and disabled are neglected and the roles of non-motorized transport modes ignored. Based on research carried out mainly in the Less Developed Countries (LDCs) of Africa and Asia since the beginning of 1980s, it has been observed that a need-based approach of providing accessibility to services and facilities is more effective than the provision of connectivity to the villages. Attempts have also been made to integrate road planning with the multi-sectoral rural development programme. As a result, a new methodology known as Integrated Rural Accessibility Planning (IRAP) has been developed. Recently developed tools such as GIS and Remote Sensing have also been applied in a few studies in this area. These efforts highlight the need to explore the great potential of these methodologies and techniques for application to present rural development efforts in India.

Objective and Topics

Various government departments, researchers, academicians and NGOs in India have been working on different aspects of rural development planning and applications. The main objective of the seminar is to bring together all the stakeholders on a common platform to share their experiences, throw more light on the advances in integrated rural accessibility and development planning and examine the possibilities of application of recently developed tools.

The seminar will discuss (but not be limited to) the following topics:

- Rural road network planning;
- Labour-based road construction and maintenance;
- Integrated rural accessibility and development planning tools for local level planners;
- Utility of non-motorized transport modes in rural areas;
- Gender and rural transport;
- Economic and social impact assessments of alternative solutions in multi-sectoral planning;
- Application of GIS, Remote Sensing and IT in rural development planning;
- Special rural accessibility problems in desert, mountainous and flood-prone regions.

Call for Papers

Original and high quality research papers are invited for presentation at the seminar on the topics as mentioned. The prospective authors are requested to send two copies of abstract prepared on A-4 sheets, not exceeding 500 words, indicating clearly the objectives and conclusions *latest by 20 September 2015*. Decision regarding acceptance will be communicated by 10 October 2015.

Registration Fee

| | |
|--------------------|---------|
| IFRTD members: | Rs. 200 |
| Delegates: | Rs. 500 |
| Student Delegates: | Rs. 300 |

(Contd.)

Exhibit 7.1 (Contd.)

The completed registration form along with registration fee should be sent latest by 30 October 2015.

Accommodation

Accommodation for the delegates will be arranged at the BITS guest house at subsidised rates.

Climate

Climate at Pilani in the last week of November will be cold with temperature ranging between 10 and 25 degree Celsius.

Route to Pilani

Pilani is located 220 km from Delhi. The nearest railway stations are Loharu on Northern Railway and Chirawa on Western Railway, about 25 km and 16 km away respectively. Buses are available from Delhi (ISBT, Kashmiri Gate) and Jaipur (Rajasthan State Roadways Bus Stop, Sindhi Camp) frequently. Trains are available from Delhi Sarai Rohilla (MG) railway station.

All correspondence may please be addressed to:

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(Contd.)

Exhibit 7.1

(Contd.)

Seminar

on

ACCESSIBILITY AND RURAL DEVELOPMENT PLANNING

AT

BITS, PILANI

November 25–26, 2015

Registration form

1. Name: _____
2. Designation: _____
3. Organisation: _____
4. Address: _____

 _____ Pin. _____
 Tel: _____ Fax: _____
 E-mail: _____
5. Nationality: _____
6. Date and time of arrival at Pilani _____
7. Mode of travel (bus, car, train upto Loharu, Chirawa) _____
8. Registration fee is payable through a Demand Draft drawn in favour of Birla Institute of Technology & Science on UCO Bank, Vidya Vihar, Pilani or State Bank of Bikaner & Jaipur, Pilani.
 Draft No. _____ Dated _____
 Amount _____ Bank _____
 Place: _____
 Date: _____

Signature

CONDUCTING A MEETING

The purpose of a meeting is to share information and experience, to discuss problems and discover their solutions, or to generate confidence, enthusiasm and a positive attitude among the members of group for the realisation of organisational goals. When you are asked to conduct a meeting, carefully plan it.

Go through the agenda carefully and prepare a discussion plan. Determine the time you would devote to each item and note down the points you would like to cover. Also visualize the kind of questions likely to be asked and their possible answers. If you have to refer to certain materials, get them ready.

You may open the meeting with a remark such as ‘Shall we begin?’ Give a brief introduction and to generate discussion ask an opening question and wait for a reply. Remember that the surest way to get a clear answer is to ask a clear question. If there is no immediate response, do not get impatient. The period of silence is generally not as long as you think it is. When opinions are expressed, acknowledge them with a nod, a smile or with noncommittal remarks such as ‘That’s one idea’, ‘That’s one way of approaching it’, ‘Yes, that point merits consideration’, ‘That’s one suggestion’, ‘I am glad you brought that out’. You should not be tempted to express your agreement immediately. Maintain a neutral reserve even if you like the idea or suggestion.

If the discussion does not develop, you may rephrase the question or break it into smaller components. Sometimes you may direct a question to an individual and invite others to offer comments on the views expressed by him. But this device should not be used frequently because then members may not come forward unless asked to.

Once the discussion starts, control it tactfully and lead it in the desired direction. But do not rush the group to find a solution. Let the meeting be problem-centered. Ensure that no speaker is interrupted and that each gets a fair chance to speak. After each member has had his say, it will be easier for the group to arrive at a solution. Try to discourage debate among members as this may lead to an exchange of heated remarks. Watch out for the danger signals and give a turn to the discussion by emphasising the areas of agreement.

Some members may have a ‘private agenda’—something that they personally want to achieve. Try to bring it to the surface and also to uncover ulterior motives and latent hostilities. Diversity of attitudes is to be expected and should not dismay you. The best thing for you will be not to take sides but to intervene effectively when the situation demands. Keeping in view what you wish to achieve, encourage a member to come out with his views to set off the arguments put forward by another.

The discussion at times may tend to stray from the main objective. To bring it back on the track, you may ask a follow-up question, the answer to which will lead back to the topic. On occasions you may have to tell the group in a polite yet straightforward manner that the discussion has gone astray.

During the course of discussion questions may be directed to you. If you do not want to answer them straight away, redirect them to the whole group or request an individual to answer. You may also ask the questioner himself to make an attempt to answer. Often the questioner knows the answer; he simply wants confirmation.

Before you close the meeting, give a brief review of the discussion and summarize the decision taken. Members should leave the meeting with a feeling that something concrete has been achieved. This is the only test of a good meeting.

PARTICIPATING IN A MEETING

In most cases the agenda for a meeting is circulated beforehand. Go through each item and consider what contribution you can make. Gather any information you think will be useful for discussing a particular item or for supporting your point of view.

Attend the meeting with an open mind: be willing to examine the views expressed by others. Even if you differ, respect the views of others. Everybody else has the same right to his opinion as you have. To make a useful contribution, it is necessary to be a good listener. Often you will be stimulated to look at a point from a fresh angle. Much fruitless discussion can be avoided by keeping your mind open and receptive to any new information or approach that may come up during the discussion. Try not to allow personal preferences colour your views about the merits of an opinion or a suggestion.

Help the chairman to maintain order. Do not engage in conversation with your neighbours or do anything which may distract the attention of other members. When you have to speak, raise your hand and the chairman will give you a chance to speak. Express yourself on what you know and present your point of view precisely, clearly and with confidence. When you find that your opinion is criticized or your suggestion is rejected by the group, do not feel dejected. By expressing your point of view you have certainly contributed to the discussion and that should be satisfaction enough. Remember that out of clash of opinions alone wisdom is born.

At the conclusion of the meeting jot down the main points and file them for further reference.

Review Questions



1. In what way a seminar is different from a conference and a panel discussion?
2. What strategies should be used to find out whether a seminar could realize the purpose for which it was organised?
3. How does a meeting differ from discussion groups such as seminar, conference, panel discussion, etc.?
4. What points should a chairperson bear in mind to ensure smooth conduct of a meeting?
5. Describe the role of an active participant (a) before the meeting, (b) during the meeting, and (c) after the meeting.

Exercises



1. Assume that as Professor of Management Studies of a university, you propose to organise a national seminar on Crisis Management. Inventing necessary details (a) Prepare a brochure that you would send to prospective participants; and (b) Write the full text of welcome, address that you would have to give at the inaugural session in your capacity as convener of the seminar.
2. Assume that as Managing Director of a car manufacturing company you have called a meeting of Heads of Divisions to discuss the feasibility of launching a new small car in

July 2016. Write the full text of concluding remarks that you would make at the end of the meeting.

3. While conducting a meeting, you notice that two participants are engaged in heated arguments and are making personal remarks against one another. What would you do to deal with the situation in order to ensure smooth conduct of the meeting?
4. Imagine that a meeting of the Executive Committee of the Students' Union of your college/university has been called to discuss the following items: youth festival to be held in September, 2015, construction of an indoor badminton court, and regularisation of the service of mess workers who have completed five year. Assuming that you would chair this meeting, write in about ten sentences your introductory remarks.

PART 2

BUSINESS CORRESPONDENCE

- CHAPTER 8 Principles of Letter Writing
- CHAPTER 9 Structure and Planning of Letters
- CHAPTER 10 Quotations, Orders and Tenders
- CHAPTER 11 Sales and Circular Letters
- CHAPTER 12 Claim and Adjustment Letters
- CHAPTER 13 Credit and Collection Letters
- CHAPTER 14 Banking and Insurance Correspondence
- CHAPTER 15 Social Correspondence
- CHAPTER 16 Email Correspondence

CHAPTER

8

Principles of Letter Writing

Correspondence keeps alive the warmth of human relationship.

Chapter Objective

To enable the learner understand the basic principles of writing business letters and to provide practical guidance in how to apply them in performing his tasks at his workplace.

COMMUNICATION CORE

A successful business letter is characterised by courtesy, clarity and conciseness. Writing letters becomes a necessity for business transactions. While writing, the reader's interest should be kept in mind by developing 'you-attitude'. This would ensure quick transmission of message and evoke the desired response. Let each letter have one main idea or point and this should be communicated in plain and easy-to-understand language. Pomposity, negative attitude and curtness exude rudeness and hence, should be meticulously avoided.

Of all forms of written communication, letters are the most common, the most numerous, and the most personal. You would more readily agree to write a letter than, say, a technical proposal, a scientific paper, or a report. Correspondence, in fact, is one of the chief means of keeping oneself in touch with those separated by distance. Despite the availability of modern means of quick and convenient ways of transmitting human sound, letters are as important today as they were centuries ago. With the growth of commerce and industry their usefulness has increased.

NATURE AND FUNCTION OF LETTERS

Business communicators have identified a number of factors which one has to bear in mind while writing letters. Over the years these have crystallised into a set of principles which can enable a person to write successful letters. Before we discuss these principles, let us briefly look at the basic nature and function of business letters.

A letter is really ‘a piece of conversation by post’. If you think for a while, you will recall that you started ‘conversing’ with your friends and relations ‘by post’ at a very young age. And you will continue to write letters throughout your life. Such letters are called **personal letters**. The objective of a letter of this type is to establish a personal contact or to keep alive a personal relationship. It is a means of contact between you and your reader and has a certain intimacy, even ‘privacy’ about it. A personal letter must, therefore, evoke in the reader the sensation of an actual meeting. It must be frank and intimate, lively and interesting, and should be written in an informal style. Formality has no place in personal letters. Do not write to your friend or relative as though they are the audience you are addressing.

Every letter you write bears the hallmark of your character and personality. As you go through the following very brief correspondence between James Barrie and A.E. Housman, you will discover how their personalities are reflected in it (Exhibits 8.1 and 8.2).

Both letters reflect politeness, simplicity and a sense of humour. Barrie must have felt amused to read exactly the same words which he had written. Mark also how politely Housman indicates that his name was not spelt correctly. Another thing to note is the simple manner in which both have shaken off the sense of ‘guilt’ that must have weighed upon their minds because of their behaviour that night towards each other.

Exhibit 8.1

Dear Professor Houseman

I am sorry about last night, when I sat next to you and did not say a word. You must have thought I was a very rude man; I am really a very shy man.

Sincerely yours

J.M. Barrie

Exhibit 8.2

Dear Sir James Barrie

I am sorry about last night, when I sat next to you and did not say a word. You must have thought I was a very rude man; I am really a very shy man.

Sincerely yours

A.E. Housman

P.S. And now you’ve made it worse, for you have spelt my name wrong.

When you enter a profession, you will have to write dozens of letters every day as part of your routine work. Many of these will be written to persons you have never met and perhaps you can never hope to meet. You will be writing letters to other firms and companies, customers, suppliers, associate organisations, government officers, credit agencies, employees, etc. Such letters are called **business letters**. Their aim is to achieve a definite purpose such as selling a product, making an enquiry, seeking information or advice, mollifying the injured feelings of a customer, creating goodwill, etc.

A business letter must therefore appeal to the reader's interest and induce in him the proper mood. To achieve this it should have the necessary built-in attraction. It should open the mind of the reader to the message. There is one sure way of doing it: place yourself in the position of your correspondent and anticipate his feelings and reactions. A good letter writer, after having written a letter, asks himself, 'How would I react to this?'; 'What would my feelings be if I received such a letter?' This test enables him to look at his letter from the reader's point of view and make the necessary changes. Sir Ernest Gowers gives the following advice about handling official correspondence:

'If he (the person you are replying to) is rude, be specially courteous. If he is muddle-headed, be specially lucid. If he is pig-headed, be patient. If he is helpful, be appreciative. If he convicts you of a mistake, acknowledge it freely and even with gratitude'.

Much of the ill-will generated by unimaginative letters can be eliminated. The ability to adapt oneself to the reader's point of view is the basic requirement of a good letter.

Look at the following letter written by the Maintenance Engineer of a factory campus to a senior officer whom he knew personally and with whom he had good relations (Exhibit 8.3).

Exhibit 8.3

Dear Sir

Some of the officers residing in your line have been complaining about insufficient supply of water, specially, the water pressure. In an on-the-spot survey, it has been reported that you have installed a water tap at the ground level. This creates low water-pressure in the adjacent houses. The management does not provide hydrants or additional taps, outside or inside a house. I am directed to inform you that the unauthorised connection may please be disconnected within three days of the receipt of this letter. In case of necessity, this department will be pleased to help you in disconnecting the water connection. If this is not done within the stipulated time, the department will be forced to disconnect the line.

Looking at the present water scarcity, we hope, you will help us in supplying water to your neighbours as well who are greatly inconvenienced by insufficient water supply.

Your cooperation is solicited.

Yours faithfully

The fact was that the additional water tap was installed by the Maintenance Department about 15 years ago for the convenience of a foreigner who was then occupying the house. The officer concerned had gathered this information from his neighbours. Since the Maintenance Engineer had been on the factory campus for about 20 years, the officer got the impression that the engineer had deliberately ignored this fact.

What is the main flaw in the engineer's letter? He did not place himself in the position of the reader while dictating the letter. It also lacks imagination and smacks of officiousness. 'In an on-the-spot survey' is merely a high-sounding phrase which gives the impression that a well-organised inspection of the premises was arranged for discovering the installation of the additional tap. The clause '... You have installed a water tap at the ground level' is perhaps the most unfortunate statement. It charges the officer with having committed a social offence and

*Sir Ernest Gowers, *The Complete Plain Words*, Second Edition, ECBS and Penguin Books, Chapter 3, page 29.

presumes that he is adept in the art of plumbing. The offer of help in disconnecting the tap has thus a ring of insincerity. Then comes the final blow, a threat to disconnect if the officer himself will not do so. In view of this, the engineer's appeal in the last but one paragraph to the social sense of the officer and solicitation of cooperation becomes meaningless.

Letters, which handle delicate human situations such as this, should be read carefully before they are despatched. A thoughtless letter can cause irretrievable harm.

Now let us consider the reply which the officer gave (Exhibit 8.4).

There is a lot of truth in the Chinese proverb: *'In the midst of joy do not promise to give a man anything, in the midst of great anger do not answer a man's letter'*. Does the above reply have any traces of the officer's anger? What about '... without proper verification you have accepted a report which is not true'? Does it not, in effect, say that the engineer is inefficient as he accepts false reports? Then the sentence 'Since you have been in the employment of this factory for about 20 years, I thought you may be aware of this fact,' implies that either the engineer has a bad memory or he is a great pretender, or he is ill-disposed towards the writer. Obviously, Sir Gowers' advice has not been followed in the reply letter, too. Now, we give below a reply in which an attempt has been made to keep the reader's point of view in mind (Exhibit 8.5).

Exhibit 8.4

Dear Sri ...

Thank you for your letter No. ... of ...

I feel deeply pained that without proper verification you have accepted a report which is not true. The fact is that the additional water tap was installed by your department in this house 15 years ago for the convenience of a foreigner who was occupying it then. Since you have been in the employment of this factory for about 20 years, I thought you would be aware of this fact.

Recently, we have met several times but you never mentioned the need for disconnecting this tap. I must assure you that I am equally eager that proper supply of water is available to all members of the community. In fact, at a mere suggestion (even on the telephone) I would have let your men disconnect the tap. Please feel free to send them any time you like.

With kind regards

Yours sincerely

Exhibit 8.5

Dear Sri...

Thank you for your letter No... of... I am sorry you had to bother to write to me about the additional tap in my house. A ring or a word from you would have surely got a go-ahead signal from me. Please do send your men any time you like to disconnect this tap from the main line.

Incidentally, this tap was installed by the Maintenance Department about 15 years ago for the convenience of a foreigner who was then occupying this house.

With kindest regards

Yours sincerely

After having discussed the fundamentals, let us now turn our attention to the principles which can help you write effective business letters.

PRINCIPLES

Courtesy and Consideration

You will have noticed that in the above exchange of letters both the parties lack necessary tact and courtesy. Both of them have ignored the basic principle of social relationship and regard for the feelings of others. Courtesy is like the oil which removes friction; it makes life smooth and helps win friends. Courtesy softens the sting of an unpleasant piece of information, creates goodwill, and produces a favourable response. We should remember that writing discourteous letters is often very costly. We may lose both friends and business.

It always pays to be courteous in business. If you get a rude letter, do not get angry and try to hit back. Send a courteous reply and, in all probability, the other person will respond more favourably. Goodwill is a great asset for an organisation and courtesy in correspondence is one of the most natural and economical means of building it.

Practical Hints

Some of the phrases italicized in the following sentences have been found useful in tiding over a difficult situation and making correspondence pleasant:

Many thanks for your letter of 12 September, 2014.

Thank you very much for your letter of 13 August, 2014.

We are glad to note that you are now in a position to pay our bill.

We appreciate your writing to us so promptly.

We regret to inform you that we cannot meet your order immediately.

We are sorry that you did not receive the books in time.

You will be pleased to know that we have despatched the books you ordered in your letter of 16 July, 2014.

Some of the following phrases irritate the reader because they imply that you consider him your inferior. Avoid using these phrases.

You state...

You are wrong in saying...

We find it difficult to believe...

Your claim that...

We must firmly state...

Your complaint that...

We cannot accede to your request...

We are forced to refuse...

We demand...

Sometimes brevity leads to courtesy. But in a bid to be brief you should not become curt. Curtness implies that the letter writer is impatient and lacks consideration for the reader. The following letter refusing leave to an employee would be regarded as curt:

With reference to your application of 14 August, 2014 I am to inform you that you cannot be granted the leave applied for.

It would have been better to explain to the employee the reasons for refusing leave and also to suggest some time in future when it would be possible to grant him leave. The person who wrote this letter forgot that a letter is not just a piece of factual information but that it also reflects the attitude of the writer.

All business organisations advertise posts and in almost all cases the number of applicants is much larger than the number of posts. Organisations which care for their goodwill send a polite letter of refusal to those who applied but were not selected. If the number of applicants is very large, some firms convey their thanks to all applicants and notify through widely-circulated newspapers that the posts have been filled.

Read the following refusal letter. How would you feel if you got it?

With reference to your application of 14 May for the post of Assistant Manager in our Sales Department, you are hereby informed that we are not able to offer this position to you.

It could perhaps be redrafted as follows to reflect a courteous attitude:

Thank you very much for your application of 14 May, 2014 for the post of an Assistant Manager in our Sales department.

We are sorry that at present we are not able to offer you this position. But we have noted your qualifications and experience and put your application on our files. Should an opportunity arise in future, we shall be pleased to consider you again. We appreciate the interest you have shown in our organisation.

Consideration for the reader's interests, needs and, desires is also known as the **you-attitude** in the business world. Merely using the pronoun 'you' will, however, not do. It must be realized that one of the greatest barriers to successful business communication is self-centredness on part of the writer. In fact, the impulse to write a letter or for that matter any piece of communication, comes to us when we have something to say. And in doing so we shall be following the old principle of *I-You* communication.

When a reader receives a business letter, he assesses how it affects him and his business and what action he needs to take on it. A direct personal approach, which the **you-attitude** ensures, will transmit the message quickly and evoke the desired response.

This, however, does not mean that the writer should completely suppress his own interests. He should instead show how their interests are common and how they can be promoted. An attempt to do so should not, however, lead to undue praise, artificial cordiality and exaggerated claims. Sincerity and truthfulness convince the most. The following letter from the *Reader's Digest* Association is cordial, brief and sincere, and it makes no exaggerated claims. It is an excellent specimen of an effective business letter (Exhibit 8.6).

In advertising and public relations it helps to be humane. In letter-writing it pays even more. A common violation of the *you-approach* consists in writing to a person as if one was addressing a crowd and not an individual.

Exhibit 8.6

Dear Reader

Your order for Gift Subscriptions to *Reader's Digest* is most welcome. We are delighted. A greetings card—signed just as you wanted it—is being sent to each of the friends on your list to announce your generous gift. You can be quite sure your friends will appreciate your thoughtfulness and will look forward to the first copy of the 12-in-one gift.

Particulars of your Gift Subscriptions with a statement of account are enclosed here. An early settlement of the bill will mean, quite apart from prompt and regular despatches of the magazine to your friends, an immediate and useful gift to you—a handsome 2014 Pocket Diary-Almanac.

While making payment, please be sure to return the invoice. This is needed to credit payment to your account. A reply-paid envelope is enclosed.

Your co-operation will be greatly appreciated.

Yours sincerely

K. Haridas

For the Association

We give below some examples to illustrate this point:

| Crowd-approach | You-approach |
|---|--|
| (i) We are pleased when we receive such suggestions from our customers. | We are grateful for the suggestions you have made. |
| (ii) This book will help the readers in writing good English. | This book will help you in writing good English. |
| (iii) We feel sorry when we find that our customers are not satisfied with our merchandise. | We are sorry that you are not satisfied with the electric kettle you bought from us. |

If you glance through the pages of any newspaper or magazine, you will find that catchy advertisements reflect the **you-attitude**.

- (i) You can achieve success by enrolling with us for a home-study course.
- (ii) Today you need more than an old fashioned shampoo.
- (iii) The success you deserve depends upon your training.
- (iv) It cools so fast that you could have ice for the asking.
- (v) There's always something special in the air when you fly with us.

You may well wonder how to show an interest in the reader as in most cases he will not be personally known to you. True, but you can surely form an idea of the reader by his status in the organisation, the type of organisation to which he belongs, and the style and tone of his letter. As you know, a letter reflects the personality of the writer. Try to visualise the person who has written it. Study the famous letter written by Abraham Lincoln to Mrs. Bixby and note how the **you-attitude** is reflected in it (Exhibit 8.7).

Exhibit 8.7

Dear Madam

I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any word of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering you the consolation that may be found in the thanks of the republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully

A. Lincoln

Remember, you write a letter in a given situation with a specific purpose in mind and this should help you in determining the tone of your letter. Whatever be the situation, the fact that your letter is a piece of communication from one human being to another is invariable. While writing a letter remember that you are writing to a person and not to an organisation. Even if your letter is addressed to an organisation, it will be read by a person, an individual.

Even an unpleasant situation can be made acceptable through such an approach. We give below an example of a letter of refusal to illustrate this.

Thank you for raising the matter of your salary. I, however, regret that we are unable to grant your request immediately. But as you know, we are thinking of expanding our business in the near future and with this your responsibilities are also likely to increase. When this happens, we shall be pleased to consider giving you a raise.

The following letter from a publisher to a teacher who had asked for an inspection copy of a book also reflects the **you-attitude**.

Thank you for your interest in 'New Trends in English Literature' by A.P. Thomas, but right now we are not able to send you a copy because this book has not yet been received from the press.

We shall be happy to let you have a copy as soon as it is available.

Directness and Conciseness

Transmission of maximum information by using minimum words should be your aim in letter-writing. If you clearly and concisely write what you wish to say, you will be able to arrest the attention of the reader and focus it on the message. Avoid unnecessary details and roundabout expressions and come to the point directly. Remember that people are busy and they receive dozens of letters daily. It will be irritating for them to go through long introductions and preliminaries. Do not forget that a letter is a means of contact between two persons. When you meet a person after greeting him you straightaway come to the point. Adopt the same approach when you write a letter.

The message is lost in a more jungle of words in the following passage:

In point of fact, it is worth placing on record that a high proportion of the assignments given to our agricultural engineering students in this locality were performed by them in a highly satisfactory manner whether regarded from the point of view of the experience they gained or the contribution they made to their firm's productivity. The only instance of a firm failing to provide the kind of training positions required was in the case of Swastika Tractors who expressed their complete inability to offer vacancies in connection with project work in spite of the fact that we had requested no more than two training places.

We can rewrite the above passage as follows to make it more effective:

A large number of assignments given to our students were performed by them satisfactorily. They gained experience and contributed to the firm's productivity. Only Swastika Tractors were unable to provide the two training places we had requested them for this project.

The following excerpt from a letter suffers from a similar defect:

We are in receipt of your esteemed favour of 14th instant and in reply beg to advise you that we have written to our head office in Bombay. On hearing from them we shall be in a position to communicate to you our exact and considered decision. (47 words)

We can put the same information in a much better form as below:

Thank you for your letter of 14 September. We have written to our Head Office in Bombay and shall let you know our decision on hearing from them. (28 words)

Avoid Verbosity A study of business correspondence reveals that there is a lot of deadwood and verbosity in it. Often phrases and clauses are used without thought. Some such expressions and their suitable substitutes are given below.

| Verbose | Direct and Concise |
|-------------------------------------|--------------------------|
| (i) As advised in our communication | As stated in our letter |
| (ii) At all times | Always |
| (iii) As per your instructions | As instructed |
| (iv) At the time of writing | At present; Now |
| (v) Attached herewith | Attached |
| (vi) Attached please find | Attached is |
| (vii) At your earliest convenience | As soon as you can; Soon |
| (viii) Beg to acknowledge | Acknowledge |
| Beg to assure | Assure |
| Beg to inform | Inform |
| Beg to remain | Remain |
| Beg to request | Request |
| Beg to state | State |
| (ix) By reason of the fact that | |

| | |
|---|---------------------|
| (x) Enclosed please find Enclosed you will find Enclosed herewith please find | } Enclosed |
| (xi) For the month of July | For July |
| (xii) For the purpose of | For |
| (xiii) In a satisfactory manner | Satisfactorily |
| (xiv) In compliance with your request | As requested |
| (xv) In the case of | If |
| (xvi) In early course | Soon |
| (xvii) In view of the fact that | Because or since |
| (xviii) In the event of this occurrence taking place | If this happens |
| (xix) In the event that | If |
| (xx) In the nature of | Like |
| (xxi) In the majority of instances | Usually |
| (xxii) In point of fact | In fact |
| (xxiii) It is desired that we receive | We want |
| (xxiv) Make necessary adjustment | Adjust |
| (xxv) On a few occasions | Occasionally |
| (xxvi) Should prove of interest to you | Should interest you |
| (xxvii) Taken into consideration | Considered |
| (xxviii) This is to thank you | Thank you |
| (xxix) Wish to thank | Thank |
| (xxx) Wish to acknowledge | Acknowledge |
| (xxxi) Wish to suggest | Suggest |

Participial Endings Participial endings such as given below should also be avoided as they are trite expressions which hardly convey any meaning:

Assuring you of our prompt services always ...

Trusting you will find this information satisfactory ...

Hoping to hear from you at your earliest convenience ...

Positive and Direct Statements It is more polite to directly state the information you need or the action you require than suggest it by a negative statement:

Negative and Roundabout

- (i) You failed to tell us ...
- (ii) We cannot help you unless ...
- (iii) We cannot help you with ...
- (iv) We have not heard from you

Positive and Direct

- Please let us know ...
- We shall be pleased to help you if ...
- We suggest that you ...
- We should appreciate hearing from you.

- (v) You have not cared to pay attention to our complaint. Please look into our complaint.

Clarity and Precision

Aristotle once said that for writing well in any tongue one should speak as the common people do and think as wise men do. This piece of advice still holds good. A simple expression and clear thinking are the two most important virtues of effective writing. Whatever be your business or profession you should cultivate a clear and plain style. The reader should have no difficulty in understanding what you mean.

Mathew Arnold rightly advised: 'Have something to say and say it as clearly as you can. That is the only secret of style.' When you write a letter you certainly have something to say and you certainly wish to say it clearly. Here are some suggestions that will help you in achieving clarity and precision.

Practical Hints

- (i) Before expressing a thought on paper, roll it in your mind so that it crystallises and is shorn of all ambiguities. Clear thinking and clear writing go together.
- (ii) Choose short, common and concrete words. Avoid jargon and slang. Every word you employ should help you in conveying the meaning you have in mind. The primary criterion should be its effectiveness in a given context. If two words convey more or less the same meaning, select the one which is more common. 'Buy', 'house' and 'free', for example, are more common than 'purchase', 'residence' and 'release'. Again, 'Received your letter' is more precise than 'Received your communication'. Communication may be oral or written; further, there are several forms of written communication such as letter, report, memorandum, etc. If what you have received is a letter, why not say it? Similarly, 'Thank you for your letter of 28 July' is more precise and concrete than 'Thank you for your letter of 28 ultimo'.
- (iii) Arrange your words well. Very often you will find that, if you have chosen the right words, they can be arranged easily. Put words or phrases carrying the desired emphasis in the beginning without, of course, breaking the rules of sentence construction.
- (iv) Do not tire the reader with long and involved sentences. Do not throw a challenge to him: 'Here is what I have written; try to find what it means'. It is discourteous and self-defeating. If you find you have slipped into writing long and involved sentences (running into six or seven lines and having a number of conjunctions) revise your draft. Split them up into several short sentences.
- (v) Generally, a business letter contains only one main idea or thought or one piece of information. However, if your letter deals with a number of points, express each of them in small and distinct paragraphs. Long paragraphs will bore the reader into skimming through your letter.

Above all, remember that writing effective business letters is an acquired skill, and that acquiring it involves a lot of hard work. Practice will give you that natural ease of expression which distinguishes effective correspondence.

Review Questions



1. Describe the characteristic features of a business letter. In what respect does it differ from other types of letters?
2. Write a note on the various purposes for which a business letter is written.
3. What are the principles of business correspondence? Explain the significance of each by giving suitable examples.
4. Prepare a write-up on the guidelines for business letter writing to be included in the office manual of a professional organisation.

Exercises



1. Collect five letters from a business organisation in your town and analyse them to find out how far the principles of letter writing have been followed in drafting them. Attach photocopies of these letters at the end of your assignment.
2. Discuss the basic differences between a business letter and a personal letter actually written by you or received by you. Attach photocopies of both the letters as Exhibits.
3. Examine critically Exhibit 8.7 given in this chapter and write a note on the kind of language used and the attitude of the writer as reflected in the letter.

CHAPTER

9

Structure and Planning of Letters

A smart presentation can enkindle even a lazy mind.

Chapter Objective

To describe the contents and function of each element of the structure of a good business letter and to suggest how to plan and prepare oneself for writing it.

COMMUNICATION CORE

The structure, layout and form of a business letter reflect the character of an organisation. Each element of structure performs a specific function and its presentation and layout are determined by years of use. One should follow what is widely practised in the world of business. However, there is a choice in the style of presentation. The one that is most common these days is the full-block form and it is, therefore, advisable to use this style. Be it a letter you initiate a reply letter, or a follow-up letter, proper planning and preparation is essential.

Just as the 'apparel oft proclaims the man', the appearance of letter often reveals the character of the writer and the organisation he belongs to. Business houses which care for their reputation and goodwill make sure that all outgoing letters are neatly typed on good quality paper.

To give a letter the right look, we should pay attention to its structure, layout, and form. Let us now discuss these in detail.

ELEMENTS OF STRUCTURE

The following elements usually constitute the structure of a business letter.

- (i) Heading
- (ii) Date
- (iii) Reference
- (iv) Inside address
- (v) Attention line
- (vi) Salutation

- (vii) Subject
- (viii) Body
- (ix) Complimentary close
- (x) Signature
- (xi) Identification marks
- (xii) Enclosure

Each of these elements has a definite place and position in a letter as shown in Exhibit 9.1.

Exhibit 9.1

| | |
|---------------------------|-------|
| (i) Heading | _____ |
| | _____ |
| | _____ |
| (ii) Date | _____ |
| (iii) Your Reference | _____ |
| Our Reference | _____ |
| (iv) Inside address | _____ |
| | _____ |
| (v) Attention | _____ |
| (vi) Salutation | _____ |
| (vii) Subject | _____ |
| (viii) Body | _____ |
| | _____ |
| | _____ |
| (ix) Complimentary close | _____ |
| (x) Signature | _____ |
| (xi) Identification Marks | _____ |
| (xii) Enclosure | _____ |

Heading Most business organisations use printed letterheads for correspondence. The letterhead contains the name, the address, the telephone number and the telegraphic address,

if any. Unless it is clear from the name of the organisation itself, the kind of business carried on is sometimes indicated.

Messrs Gangadeen and Sons
Publishers and Booksellers

Telephone: 249624
Cable: GANGA

33, Ashok Road
New Delhi-110006

If a company is registered with limited liability, 'Limited' must be written after its name. Its registered address is also indicated in the letterhead.

FEEDWELL FOOD PRODUCTS LIMITED

Registered Office:
115, Bhagat Singh Marg, Ludhiana - 141001

Telephone: 53114

Telegraphic Address: FOODUCTS

Generally, the name and address are printed on the top middle of the page and any other information is indicated in the margins. To give a balanced appearance to the letter, a maximum one-fifth of the total space should normally be used for the letterhead.

Date Some letterheads contain a printed line indicating where the date should be typed, in others, the typist chooses the right place for it. It should be typed two spaces below the last line of the letterhead. The date, month and year should be indicated in the upper right-hand corner as:

2 August, 2014

or

August 2, 2014

Both methods are acceptable. One should follow the practice in vogue in one's firm. But if you have a choice, perhaps the first method of indicating the date is preferable; it proceeds in the logical order of day, month and year. The point to note is that the names of the month and the year are written in full and no suffix and as 'nd' or 'th' (2nd or 16th) is added to the day.

Reference Some letterheads contain two lines to indicate references:

Telegrams: OILS

Telephone: 213467

CHAUKSE OIL MILLS
Gokhale Market, Bombay Road
Akola-444001

Your Reference:

Our Reference:

If yours is a reply letter, give the correspondent's reference number against the first and your reference number against the second line. Some companies prefer to indicate the reference number of the correspondent in the body of letters:

Thank you for your letter No. AB/46/P497 of August 2, 2014.

The first method is more advantageous as the number displayed at the top enables the receiving company to put your letter quickly into the proper file for action and this leads to saving of time.

The reference number of the organisation you are writing to should be written exactly as indicated in its letter. The small and capital letters, and the punctuation marks should be reproduced correctly. It would be annoying to the reader to waste his time in looking for the proper file were the reference number incorrectly reproduced.

Inside Address The full address of the person or organisation you are addressing to should be written two spaces below the date and two spaces above the attention line, or if there is no attention line, two spaces above the salutation in the left margin. The names of persons, firms, streets, roads, etc., should be written as indicated in the source you got the address from. These details should not be abbreviated. For example, if you are writing to Sri Girdhari Lal Kadam, **do not** write his name as 'Sri G.L. Kadam' or 'Sri Girdhari L. Kadam' or 'Sri G. Lal Kadam'. It is bad business manners to do so. Special care should be taken to spell the addressee's name correctly. Misspelling his name may give him the impression that you have little respect for him.

Many companies have a separate despatch section. This section reproduces on the envelope what you write as the inside address. So, if you do not write the address carefully, your letter may not reach its destination.

While addressing a firm, 'Messrs' is used before the name if (i) there is a personal element in the name of the firm, and (ii) the name itself does not include a courtesy title or the word 'The':

*Sardar Manjeet Singh and Sons
New Market
Meerut-250001*

*Sir John Younghusband and Brothers
Frank Square
Oxford Street
London-WC7*

*The Hari Trading Company
Hospital Marg
Agra-282002*

*Messrs Hari Govind and Sons
44, Rajendra Marg
Faizabad-224001*

In the case of letters addressed to an incorporated company, opinions differ. Some persons are of the view that limited companies should be treated like firms. They argue that, after all, it is some human being who will reply on behalf of the company. Others say that it is absurd to

write 'Messrs' before the names of companies which are impersonal bodies constituted by law. If one did so, one would find oneself writing such absurdities as 'Messrs Bharat Aluminium Limited', 'Messrs Lookwell Garments Limited', etc.

In such circumstances, the best thing would be to write to the concerned officer of the company. If you do not know which officer should be addressed, write to the secretary because each company is required by law to have one:

*The Chief Accounts Officer
Bharat Airways Limited
Ashoka Marg
New Delhi-110001*

*The General Manager
The Union Bank of India Limited
Baroda House
Mumbai-400001*

*The Secretary
North India Machinery Limited
Jawahar Lal Nehru Marg
Chennai-600002*

In a letter addressed to an officer by name, write 'Sri' (abbreviated form of Sriman) before his name. If the officer is an unmarried woman add 'Kum.' (abbreviated form of Kumari) and if married 'Smt.' (shortened form of Srimati), before her name. In the case of a married woman, Smt. is followed by her name and the husband's surname, e.g.,

*Sri R.P. Asthana
Kum. Shella Asthana
Smt. Nirmala Rani Asthana*

If a person has a special title, it is written before his/her name instead of the usual Sri, Kum., Smt. In the case of women, you may add Kum. or Smt. within brackets after the special titles:

*Dr. R.K. Gupta
Dr. (Kum.) Reena Gupta
Dr. (Smt.) Renu Gupta
Professor G.P. Singh
Professor (Smt.) Shiela Singh
Professor (Kum.) Leela Singh*

However, many organisations continue to follow the British practice of writing courtesy titles. Let us look at them now.

Add 'Mr.' (the shortened form of Mister) before the name of an officer, if your letter is addressed by name. In the case of a married woman write 'Mrs.', her Christian name, and then the husband's surname: Mrs. Sally Howarth. Sometimes a woman may write 'Mrs.' and then her husband's name: Mrs. John Howarth. If your letter is a reply letter, write the name as given below her signature. The first method is preferred in legal documents, cheques and other such important records. If the woman is unmarried, write 'Miss' before her name: Miss

Sally Lowe. The latest trend which is catching on in India too, is to write Ms. or Sushri before a woman's name, irrespective of her marital status.

Attention Line To ensure prompt attention, sometimes a letter which is addressed to a firm or company is marked to particular officer (either by designation or name) in that organisation. This is done by writing an attention line two spaces below the inside address and two spaces above the salutation. This line is generally underlined:

Attention: The Sales Manager

Attention: Sri A.B. Nair

Salutation The salutation in a letter, an essential ingredient, is like greeting a person when you meet him. It is placed two spaces below the attention line or if there is no such line, two spaces below the inside address. The choice of salutation depends upon the personal relationship between the writer and the reader, and on the form of the inside address.

If you are addressing a firm, a company, a board, a club, a society, and association, an agency or a post box or newspaper box number use 'Dear Sirs'. Remember that the attention line does not alter the salutation. While writing to an officer by designation, write 'Dear Sir' or 'Dear Madam', as the case may be. If the organisation you are writing to, consists only of women (e.g., Kalyani Women's Club), use the salutation 'Dear Madams'. In the US, they use 'Gentlemen' for 'Dear Sirs' but in India this is rarely used. It must be noted that the singular form 'Gentleman' is not used anywhere. 'Sir' is used when the officer you are addressing occupies a high position in an organisation or when he is a person of great status in society or when you wish to be very formal.

If you write a letter to an officer by name the salutation will be 'Dear Sir', 'Dear Smt.' or 'Dear Kum.' followed by his or her surname. If he or she does not write any surname; use the second part of the name after the salutation:

Dear Sri Mazumdar

Dear Smt. Gupta

Dear Kum. Ramaswamy

Dear Sri Lal

The following salutations are a little less formal than those given above:

My dear Sri Singh

My dear Smt. Mathur

My dear Kum. Goel

My dear Sri Nath

If the correspondent is a close friend of yours, you may address him or her by first name:

My dear Hari

Dear Tribhuvan

My dear Sheila

Dear Ismat

In government departments, letters which are addressed by name are known as *demi-official letters* (D.O.). They are written to draw the personal attention of the concerned officer and to ensure prompt action.

Sometimes sales and circular letters are addressed as 'Dear Customer', 'Dear Member', 'Dear Reader', 'Dear Subscriber', etc.

Subject The purpose of the subject line is to let the reader know immediately what the message is about. Like attention and reference lines, it saves time. If the letter has to be passed on to some other officer or department, it can be done quickly. The usual practice is to type this line in a double space between the salutation and the first line of the body of the letter. There are, however, some organisations which prefer to have the subject line between the attention line and the salutation. Examples of both are given below:

- (i) *The Bharat Trading Company*
80 Subashnagar, New Market
Ghaziabad-201001

Attention: The Sales Manager

Dear Sirs

Subject: Supply of Packing Boxes

- (ii) *The Navneet Steel Corporation*
443, Gokhale Street
Jamnagar-361001

Attention: Sri P.R. Shindey

Subject: Payment of Bill No. P/843 of 14 August 2014

Dear Sirs

Some organisations do not write the word 'subject' but this has not yet caught on in India. The subject must be mentioned if it has been indicated in the letter you are replying to. If you are initiating the correspondence, it would be advisable to write it if you think that a number of letters will be exchanged on the subject.

Body The main purpose of a letter is to convey a message and the main purpose of the message is to produce a suitable response in the reader. This is done mainly through the body of the letter. It is, therefore, important to organise and arrange the material very carefully. In Chapter 1, the qualities of an effective letter have already been discussed. What is said there applies to this part of the letter.

In the first paragraph, reference, to any correspondence which has already taken place should be given and in the second the main message should be stated. The paragraphs that follow should contain further details, if necessary. In the closing paragraph you must state clearly what action you expect the reader to take, or you may end the letter indicating your expectations, wishes, or intentions.

The paragraphs are not given any headings unless the letter is very long and deals with several important points. Participial endings sound very trite and should be avoided as far as possible. If, however, you close your letter with a phrase containing a present participle, e.g., 'Hoping to hear from you soon', you should add 'I am' as shown below:

I am hoping to hear from you soon.

Yours faithfully,
 R. Narayanan

Complimentary Close The complimentary close is a courteous leave-taking—a polite way of ending a letter. It is typed two spaces below the last line of the body of the letter. The close must agree with the salutation as shown below:

| | <i>The salutation</i> | <i>The complimentary close</i> |
|-------|--|--|
| (i) | Sir | Yours faithfully OR Yours obediently OR Yours respectfully |
| (ii) | Dear Sirs Dear Sir Dear Madams Dear Madam | Yours faithfully OR Yours truly |
| (iii) | Dear Sri Nayar Dear Smt. Sobti Dear Kum. Loiwal My dear Sri Dheer My dear Smt. Das My dear Kum. Nigam | Yours sincerely |
| (iv) | Dear Shyam My dear Ashutosh Dear Lata My dear Sheila | Yours sincerely OR Yours ever |
| (v) | Dear Member Dear Customer Dear Reader Dear Subscriber | Yours sincerely |

In (i) above **obediently** is used when, for example, a student writes to his teacher. Respectfully is rarely used in business correspondence. However, it may be used by an individual in writing to a high dignitary.

There are some organisations which omit *Yours* altogether but this practice has not yet become current in business and government circles in India. Similarly, the use of **cordially** in place of **sincerely** is not yet popular in India.

Some firms and companies put **Yours** after **faithfully**, **sincerely**, etc., but it is better to follow the practice indicated above.

Signature The signature is the signed name of the writer. It is placed below the complimentary close. The name of the writer is generally typed four spaces below the closing line, providing enough space for the signature:

Yours faithfully,
(S.D. Gupta)

For a partnership firm, any one of the partners may sign either by writing in ink the name of the firm or by putting his signature below the typed name of the firm.

SHYAM LAL HARI PRASAD & CO.
Shyam Lal

The firm may, however, delegate the authority of signing letters to an officer by executing a legal instrument called the Power of Attorney in his favour. Such as employee will put *per pro.* or *pp.* before the name of the firm and sign below it.

Per Pro. Shyam Lal Hari Prasad & Co.
T.R. Wagle

Routine and unimportant letters of the firm may be signed by other officers thus:

For Shyam Lal Hari Prasad & Co.
Sohan Lal

OR

Per Pro. Shyam Lal Hari Prasad & Co.
Sohan Lal

This will show that the firm is not legally bound by 'Sohan Lal'.

Per pro. or pp., is the abbreviated form of *per procuracionem*, a Latin phrase meaning agency or on behalf of.

In the case of registered or incorporated companies, the company responsibility line may or may not be there. Important officers of a company, such as the Managing Director, Manager, Secretary, Financial Controller, and Chief Engineer, have the authority to sign letters on behalf of the company. This authority may be the result of the execution of the Power of Attorney in their favour or as allowed by custom. Legal authority as indicated as in the case of partnership firms by adding *Per pro* before the name of the company. Since the name of the company is given in the letterhead, it need not be repeated in the signature. Thus an officer of a company may sign in either of the following ways and in all these cases he will be binding the company legally.

| | |
|--|--|
| <p>Yours faithfully Narain Dass Managing Director Yours faithfully For SMITH INDIA LIMITED Narain Dass</p> | <p>Yours faithfully on behalf of SMITH INDIA LIMITED Narain Dass Managing Director Yours faithfully Per pro. SMITH INDIA LIMITED</p> |
|--|--|

Managing Director
 Yours faithfully
 Smith India Limited
 Narain Dass
 Managing Director

Narain Dass
 Managing Director

Women should indicate their marital status as shown below; this will ensure correct address and salutation in the reply:

- (i) *Yours faithfully,*
(Smt. Geeta Chatterjee)
Sales Executive
- (ii) *Yours faithfully,*
(Kum. Veena Agarwal)
Medical Representative

However, if they do not wish to give this indication, they should write Ms. before their name. If an officer is signing proxy or for someone else, he should put his signature above the words:

for Managing Director
 or
for Budget Officer

If, however, a secretary has been asked to sign for her boss, she should clearly indicate this as follows:

Yours faithfully
(Kum. Veda Sule)
Secretary to Sri Narain Dass

Identification Marks These marks are put in the left margin to identify the typist of the letter, one or two spaces below the signature. Usually, the initials of the officer who dictated the letter are put first. For example, if the letter has been dictated by Sri T.R. Mazumdar and typed by Kum. Lata Goswami, the identification marks may be put in either of the following ways:

TRM/LG
 TRM: LG
 LG
 lg

The last two marks have only one set of initials; in such cases, it is assumed that they are of the typist since the name of the officer who dictated the letter is already there in the signature.

Enclosure If there is anything attached to the letter, it must be indicated against the enclosure line which is typed two spaces below the identification marks. Generally, the abbreviated form Encl. is typed against which the number of enclosures is indicated:

Encl. 2

If, however, the documents attached are important they are specified:

- Encls:* 1. *Agreement dated 1 September, 2014*
2. *Cheque No. P4637 of 4 September, 2014*

FORMS OF LAYOUT

Stationery For making a favourable initial impression it is necessary to choose good quality paper. The extra expense on this account is more than compensated by the impression it creates on the reader. White paper should be preferred as the letters stand out clearly on it and make easy reading. Some firms use tinted paper to suit their trade. If such paper is used it should be of a light shade and the ribbon of the typewriter should also be chosen to harmonise with it.

The standard size of the paper used for business letters is 8½ by 11 inches. Other sizes used are 8 × 10 inches, 5 × 10 inches, 5½ × 8½ inches and 7¼ × 8½ inches.

Typing Most business letters are typed. There are two reasons for it. Typing saves time and gives a tidy appearance to the letter. Care should, however, be taken to get the letters neatly typed. Many business organisations do not mind paying a little extra to hire the services of efficient typists. They rightly consider the extra expense a good investment—an investment that pays rich dividends.

Margins Margins in a letter add to its attractiveness. Generally, a one inch margin is left on the sides and one and a half inches left on the top and the bottom in a standard size letter. In letters of smaller sizes margins are suitably reduced. The letter should be set neatly within the space thus left so as to give it **picture-frame** appearances.

Punctuation The modern tendency is to omit unnecessary commas and full stops and to use what is called **open** punctuation. In this style, no commas and full stops are used in any part of the letter except in the body in which the usual punctuation marks are used. Another punctuation style is known as **mixed**. In it a comma is put after the date, the house number (if any), the salutation, and the complimentary close and a full stop follows the last line of the inside address. The third style called **closed** punctuation is conventional; in it the main parts of the letter are punctuated as follows:

Date: 11 September, 2014

*Inside Address: Sri S.P. Shirodhar,
Managing Director,
Triveni Steel Corporation,
43, Gokhale Marg,
New Delhi-110004.*

Salutation: Dear Sri Shirodhar,

Complimentary close: Yours sincerely,

Sometimes instead of putting a comma after the salutation a colon is used—*Dear Sir:*

Of the three styles of punctuation mentioned above, the mixed punctuation style is recommended in view of its wide acceptance by modern business houses.

For quick delivery of mail it is advisable to write the name of the post office in capital letters and to indicate its pin code number.

Envelopes Envelopes should be chosen to suit the size of the paper on which the letter is typed. If a window envelope is used, the letter should be folded such that the inside address lies just beneath the window. The number of folds should be as few as possible.

STYLES OF PRESENTATION

There are two styles which are commonly used for writing business letters. Choosing a particular style is a matter of individual taste and preference. If your firm has already chosen a style, use that. But in case you get an opportunity to select the style of your choice, choose the complete-block style.

- (i) The Indented Style
- (ii) The Complete-block Style

Indented Style This is perhaps the oldest form of a business letter. In it each new element is indented two to four spaces. Generally, closed punctuation is used in this style. It requires more time to type, but those who advocate this style say that the pleasing form it presents more than compensates for the extra time and energy spent. A specimen of this style is given in Exhibit 9.2.

Complete-block Style All parts of the letter, except the printed letter head, are aligned with the left margin. A letter in this form saves more time because indentation is not required for any part. But some correspondents do not like it because it appears imbalanced and heavy on the left side. Generally, open punctuation is followed in this form as shown in Exhibit 9.3.

Exhibit 9.2

| | |
|---|---|
| Bhandari Trading Company Limited | |
| 43 A, Mathura Road, New Delhi-110001 | |
| | 11 September, 2014 |
| The United Commercial Bank Limited, 1133, Mahatma Gandhi Road, New Delhi-11004 | |
| Dear Sir, | |
| Please refer to your letter No. C-BC/43 of 4 September, 2014. | |
| We are grateful that you have agreed to advance a sum of Rs 20,000/- (Rupees Twenty Thousand only). The terms and conditions you mention are acceptable to us. We shall send our Accounts Officer to sign the agreement at 11 a.m. on Tuesday, 16 September, 2014 as you suggest. | |
| | Yours faithfully, A.S. Bhowmick Secretary |
| ASB/lg | |

Exhibit 9.3**KALRA ENGINEERING WORKS**

5/44, Bhagat Singh Marg, Ludhiana-141001

14 September 2014

The Financial Manager

National Development Corporation

22 Mahatma Gandhi Road, Mumbai-400055

Dear Sir.

Thank you for your letter No. TR-43/30008 of 5 September, 2001. Your cheque No. P4387 of 4 September, 2014 is for Rs 1959.00 whereas our Bill No. KLW 10057 of 20 August, 2014 was for Rs 1995.00 It appears to be a copying mistake; the writer of the cheques has reversed the last two digits.

I am sorry to bother you for a small amount but you will appreciate that we have to account for the goods supplied. I, therefore, hope you will not mind sending another cheque for the correct amount. I am returning your cheque No. P4387.

Yours faithfully

B.C. Tandon

Materials Manager

BCT/lg

Encl: 1

IMPORTANCE OF PLANNING

In Chapter 8, we have discussed the principles of effective letter writing. But to achieve this end we must also learn to plan our letters well.

It is common experience that we plan ahead for all important matters. We do not leave things to chance. A party which has not been carefully planned gives rise to inconvenience, annoying the guests. A trip which is not well-organised irritates and causes fatigue. An ill-planned letter is no exception and is sure to arouse similar feelings in the reader. Planning is essential for letter writing too.

Every letter is written to meet a particular situation. The plan of a letter depends on the kind of situation you are writing for. Many situations are relatively simple, e.g., asking for a catalogue, quoting prices for one's products, placing an order, etc. These can be handled by more or less a set pattern of letters with minor variations to meet specific requirements. But even such letters should be planned carefully. By doing so, you will be able to add grace and freshness even to routine correspondence. After some experience you will find that the plan of a letter comes to you without much effort but it is essential to picture the whole pattern of composition before dictating or writing it. Remember that a letter is often the only contact an organisation has with the outside world. And on it depends the impression that you create about yourself and your organisation.

Examine the following letter written by a firm in reply to an enquiry about transistors:

In reply to your letter of 4 August 2014 we are sending herewith a copy of our catalogue. We shall be able to supply immediately the make you wish to buy. We are waiting for your order.

A more thoughtful reply would be as follows:

Thank you for your letter of 4 August 2014. We are sending a copy of our catalogue. On page 5 you will find the make you are interested in. You are most welcome to visit us any time during working hours (10 a.m. to 7 p.m.) on week days and we shall be pleased to demonstrate its working without any obligation on your part to buy it. Its size, performance and price have made it very popular. We do hope that you too will love to have it.

There are three kinds of letters: the letters you initiate, the letters you write in reply to another, and the letters you write to follow up some communication (letter, memorandum, telephonic or telegraphic message, etc.). If you are initiating the correspondence, your plan should take into account the following two factors.

- (i) Your letter must immediately arouse the reader's interest in what you say.
- (ii) It should mention clearly what action you wish him to take.

In planning reply letters you must ensure that every point raised by the correspondent is dealt with. Anything you add must be related to what he wants. If you wish to say something entirely new and it is unconnected with the points raised by the correspondent, it is better to write another letter.

Follow-up letters are of two types:

- (i) to confirm a telephonic, telegraphic, or an oral message, and
- (ii) to remind the correspondent about something on which he has to take action.

The first type is simple and needs no special treatment. The second type should be written with great tact and courtesy for no one likes to be told that he is lazy or forgetful.

FIVE STEPS TO PLANNING

The following steps should help you plan your letters.

Set Aside Specific Time for Handling Your Correspondence. The very first thing most executives do in the morning is to look at the day's mail. They sort out letters which need immediate attention. If there are any which cannot be answered without collecting information from other sources, they are put aside till the relevant information is collected. Visitors and telephonic calls start coming in generally later in the day. So the first hour in the morning is perhaps most suitable for writing letters. Planning requires concentration and at that time you will be able to work uninterruptedly and with a fresh mind.

Ask Yourself, 'What is the Main Purpose of Each Letter?' Put in your letter as early as possible the material which will achieve it. For example, if your letter is in reply to an enquiry, write in the very beginning what your correspondent is most eager to know:

Thank you for your letter of 6 August 2014. We are glad you are interested in our 'Newsletter'. We are putting you on our mailing list and you will receive all its issues regularly.

Gather Relevant Information At times all the relevant information may not be available in one file and you may have to look through several files and documents. It may be necessary in some cases to refer to other sections or departments in the organisation. You may do so by telephone or by writing an internal office memorandum. Tap all the relevant sources and collect the necessary information.

Arrange the Material in Logical Order If necessary, draw an outline. If your letter is in reply to another, jot down the points in the margin in the order in which you are going to deal with them. If the matter is complex, you may even prepare a quick rough draft.

Select the Right Tone Ensure that the letter possesses the qualities discussed in Chapter 1. Consider not only the reader's positive interest but also visualize possible objections and try to meet them before they are raised. For example, if you have made a mistake, accept it and be sincere in expressing regret. If the other party has suffered a financial loss because of your mistake, offer to compensate them. Be tactful in saying no to a request and be specially courteous to an angry correspondent.

Review Questions



1. How do business letters differ from personal letters?
2. What are the main purposes for which business letters are written?
3. Why do businessmen attach a great deal of importance to letter writing?
4. Discuss briefly the principles of writing effective letters?
5. Why is planning necessary for writing business letters?
6. What are the factors one should bear in mind while planning letters?
7. What elements constitute the structure of a business letter? Discuss briefly each one of them.
8. What do you understand by 'open punctuation'? How does it differ from 'mixed punctuation' and 'closed punctuation'?
9. What are the different styles of presentation? Which one would you recommend for use in writing business letters and why?

Exercises



1. The following sentences taken from business letters are wordy, indirect, imprecise, or discourteous. Rewrite them so as to make them effective:
 - (i) We acknowledge with thanks the receipt of your letter dated 14th of July, 2014.
 - (ii) Your letter of 10th July, 2014 has been duly received in this office and contents noted.
 - (iii) We are glad to receive your communication of 20th ultimo in connection with the setting up of a new branch of our firm at Netanagar.
 - (iv) We wish to make it clear to you that our firm has done all it could to repair your air-conditioner and that we shall not be able to entertain any further communication from you.

- (v) It is strange that you wrote to us about the defect in the shirt you bought from us four months ago. In view of this delay on your part it would not be possible for us to accede to your request of replacing the shirt by a new one.
- (vi) This is to lodge a strong protest against the rude behaviour of your secretary yesterday when I requested her that I wanted to see you in connection with the renewal of contract for the supply of bread to your office canteen.
- (vii) In spite of repeated reminders you have paid no heed to our advice regarding the settlement of bills which have been outstanding for the last six months now.
- (viii) If you do not respond to our communication this time also, we shall be forced to launch legal proceedings against you for the payment of dues which should have been paid four months ago.
- (ix) Subsequent to our communication of 18 June, 2014 we wish to inform you that we have commenced legal proceedings against you for the collection of dues you owe us.
- (x) This is to inform you that after a careful on-the-spot survey I find no happy prospects of capturing the market here for our goods.
- (xi) I am directed to advise you that arrangements for your journey from Calcutta onwards have been made and that you should not at all feel anxious about this matter.
- (xii) In reply to your letter which we received recently, we are pleased to advise that consequent upon the receipt of your cheque for Rs. 5000/- we have booked you Bharat International Lines on 17 May, 2014 by Flight No. 462 leaving Delhi at 1405 hours, in accordance with your instructions.
- (xiii) With regard to your request for the supply of 2 quintals of Basmati rice on the auspicious occasion of the wedding ceremony of your dear daughter we regret to say that we are not in a position to make any commitment to oblige you.
- (xiv) I have gone carefully through the report submitted by you but am sorry to say that owing to the fact that I am busy at the time of writing, I am not in a position to initiate any action for the proper implementation of any of the valuable suggestions so kindly offered by you.
- (xv) We have done a great deal of research into the reading habits of persons like you and are glad to inform you that we have devised and launched a new scheme called Read-Now-Pay-Later Scheme under which without taking the trouble of making immediate payment you can order books of your liking worth Rs 100/- at a time. Inform us if you are interested and we shall send you the details of the scheme without any delay.
- (xvi) We must inform you that we have stopped selling our goods on credit because of the fact that several of our customers have given us a lot of trouble in the past in making payment of amounts due to us.
- (xvii) On contacting the Central Government officers located here we discover that the appropriate authority to be approached in this matter is the Export Commissioner, whose office is situated in Bombay.
- (xviii) In point of fact, it is not at all necessary to route through the District Collector your application with regard to the request for a licence to open a new branch of your shop in this town.

- (xix) Although you have made an attempt to make out a case for claiming 10% discount on all supplies during this year, we find it difficult to feel convinced about what you say in support of your claim.
- (xx) We do not feel that there is any justification in your request to us to deduct 15% from our bill for the supply of two air-coolers which you say reached you in a damaged condition.
- (xxi) We have supplied our typewriters to hundreds of offices and we have never received any such complaint as you are making.
- (xxii) On 16th ultimo we purchased a dinner set from your reputed establishment and now to our utter surprise we discover that there are two cracks in one of the plates.
- (xxiii) We hope you will be good enough to permit us to inform you that we are expecting new arrivals early next month and you may find in this lot the shirts of your choice. We expect you to continue to patronise us in future as you have done in the past.
- (xxiv) We feel immense pleasure in sending you a copy of our latest catalogue in which we have listed many books that, according to us, are of considerable value to the modern man.
- (xxv) Replying to your letter of 25th instant, we have the pleasure of sending our quotations for the supply of stationery to your cooperative stores located in Delhi.
- (xxvi) I beg to inform you that owing to the sad and untimely demise of Sri Badri Lal, the proprietorship of Lal General Stores has passed into the hands of Sri Bhawani Lal. All future correspondence meant for this firm may please be addressed to him.
- (xxvii) Kindly advise whether or not the goods we ordered have been despatched by you as per our agreement and oblige.
- (xxviii) Your letter fails to say which of the two books advertised by us in the Hindustan Times dated 14th April, 2014 is desired by you. Please advise immediately so that on receipt of your communication we may take further necessary action to despatch it.
2. What kind of attitude is reflected in items (iv), (v), (vi) and (xxi) given above? Show how the changes you made have improved them.
3. What qualities do items (i), (ii), and (iii) of Exercise 1 lack? Discuss the changes you have made to make them effective.
4. Draft letters based upon the following notes:
- (i) In reply to the Secretary of the Delhi Golden Golf Club's enquiry Messrs Lal and Sons, Contractors and Builders, Daryaganj, Delhi-110006 state that they will send a representative at 4.00 p.m. on Wednesday next to estimate the cost of concreting the space for the car park.
- (ii) The National Furnishing Company, 23/4A, Chandni Chowk, Delhi-110006 agree to pay half the cost of transportation on all orders, provided that John and Smith Ltd., Shahpura, Ahmedabad-380009 place with them a minimum of Rs 20,000.00 worth of orders during the year.
5. As the Secretary of an organisation it is your duty to secure a speaker at a meeting. Write a letter to some person, real or imaginary, asking him to be the speaker. Tell him that the organisation will pay the travelling expenses but not for the talk. Suggest the subject or leave it to him as you see fit.

6. Your company wishes to buy two dozen Speedwell typewriters manufactured by Messrs Smith, Graham and Co., Delhi Road, Faridabad. As Secretary of the company write a letter to some other organisation that has been using this typewriter to ask whether they are satisfied with its working.
7. As Accounts Officer of Kolhapur Cloth Mills Ltd., Kolhapur, write a letter to the Manager, Fancy Cloth Stores, Sitabuldi, Nagpur saying that unless you receive within 15 days the sum due to your company, the matter will be placed in the hands of your solicitors.
8. Draft a letter on behalf of Messrs Devi Prasad and Pyare Lal, Subhash Market, Delhi-110055, placing an order to Dairy Products Limited, Anand-388001 for 10,000 1 kg tins and 5,000 2 kg tins of powdered milk. Remind them that they have agreed to allow 5% discount on the price quoted in the list.
9. As Business Manager of a weekly magazine, write a letter to the Advertising Manager of a business house which has not been advertising in it. Try to show him what he should advertise.
10. As Sales Officer of Ramani Private Ltd., 233-A, Dayapur, Agra-282002 you were asked to study and report on the possibility of expansion of the market for tinned mango juice in Himachal Pradesh. Write from Simla a letter to your Marketing Manager giving him a favourable report.
11. As Personnel Manager of a large firm you wish to give a dinner to the workers. Write to a firm of caterers asking them for the menu and charges. Tell them the place, number of guests, etc.
12. Imagine that you are the Chairman of a company and wish to arrange a golden jubilee dinner for your officers. Write to the manager of a 5-star hotel, giving him the date, time, number of guests and menu and inquiring about the charges.
13. Write a letter as Publishing Manager of P.L. Ratham Private Limited, 579, Phule Lane, Dadar, Mumbai-600014 to an author accepting his manuscript but expressing your inability to bring out the book within six months as desired by him.
14. The library of a university has placed an order for 200 copies of a book but you have only 150 copies in stock. As Sales Manager of this publishing firm, draft a suitable reply to the Librarian, saying when if at all, you would be able to accept the order for the remaining 50 copies also.
15. As Works Manager of a furniture mart you had agreed to repair all furniture of a local college within 15 days (during Puja holidays) but now you find that though 13 days have passed, one-fourth of the work is still to be done. Draft a letter to the Principal, apologising for the delay. Give a plausible reason for this and offer a solution to the problem.
16. As manufacturers of terycot sarees in Ahmedabad, thank one of your customers in Delhi for placing an order for 1000 sarees. State when delivery will be made and how. Suggest tactfully that you would like cash payment and that you hope for further business.
17. Assume that you are the manager of a branch of a nationalised bank and that you have to dishonour a cheque of Rs 2100/- drawn on your bank by a very good customer of yours because there is already an overdraft of Rs 3000/- in his account. Draft a tactful and polite letter to him.

18. Write a letter on behalf of Messrs. Jalani and Sons, Delhi-110006 of Hayat Fruit Merchants, Kulu for a monthly supply of 100 cases of golden apples. The supply should begin from September and continue up to December 2014.
19. For about a year you have not received any order from an old customer who used to place orders with you at regular intervals of three months. Draft a letter to him expressing your concern and make an attempt to regain his confidence. Invent the details.
20. Rewrite the following letter in a way that reflects a courteous attitude and shows consideration for the reader:

Dear Sri Shinde

We regret that your order number 303 dated 14 September 2014 could not be despatched because you did not send us sufficient and correct information. Will you please tell us the quantity you want and the colours you prefer? You will also have to comply with our firm's policy that requires an order to be made in duplicate.

It is extremely unfortunate that you are so badly delayed in getting your merchandise. We shall certainly give your reply our prompt attention.

Yours sincerely,

A. Somnath

21. Given below are the extracts taken from business letters. Rewrite them so as to make them plain, direct, concise and effective.
 - (i) Through this letter I wish to say thank you for your interest in our organisation and for the fact that you sent us samples of brochures you have written, edited and produced. We are returning back them to you under separate cover in another mailing. The reason why I am writing to you at this time is that we are very regretful and sorry to say that we have had to choose another applicant whose work, background and experience more closely match our needs and requirements at this time than does your work, background and experience. Unfortunately, there are many more qualified applicants than there are available positions. We wish you success in your search for another job.
 - (ii) We are offering you a 10 percent discount on any or all of your wedding needs. We would like to advise you that we have a full and complete wedding service; you can order your personalised invitation cards. Also, we have our own decorators for decorating wedding halls, reception halls and also for flower decorations. Our service includes arrangements for music systems along with amplifiers, catering, lighting, etc.
 - (iii) We have received your inquiry of March 16. Regarding this inquiry we would like to inform you at the very outset that we are in no position to comply with your request of changing the method of premium payment on your above numbered policy to a monthly basis, simply because the monthly premium must amount to at least the sum of Rs. 100/- per month, in as much as the company has found it impractical to issue policies with monthly premium of less than this amount.
22. Given below is a badly written business letter from the Purchase Manager, Lal General Electrical Stores, Daryaganj, Delhi-110 006 to the Sales Manager, A.K. Shyam & Co.,

Bapunagar, Jaipur. Rewrite this letter making necessary changes in layout, content and style in conformity with the principles of business letter writing.

The Sales Manager
A.K. Shyam & Co.
Bapunagar
Jaipur-302004

Dear Sir

I am writing to complain that you haven't paid any attention while sending the goods to us. While we had ordered for 50 Room Heaters, you had sent 50 Geysers instead. This is simply wasting my time and is most annoying. What is the reason for these errors? Have you any problems? Are you understaffed? Is the volume of work too much for you to manage? Or is it simply due to carelessness? Whatever the reason, if this kind of mistake occurs again, we shall stop our orders. Look into the matter carefully and do the needful immediately.

Yours sincerely
Gopal Verma
Purchase Manager

CHAPTER

10

Quotations, Orders and Tenders

Proper procedure smoothens the path of commercial transactions.

Chapter Objective

To help the learner acquire the ability to write letters for inviting quotations and tenders, sending quotations and placing orders for the supply of goods required for official or business purposes.

COMMUNICATION CORE

An important constituent of business correspondence is inviting and submitting quotations/tenders, and placing orders. The purpose of inviting quotations and tenders is to secure the best and cheapest goods, materials and services from reliable sources. In writing them great care should be taken to specify the requirements in terms of quality, quantity, design, shape, size, location (if necessary), time-frame and mode of payment. Similarly, while accepting the quotations or placing the orders, all these details should be repeated so that there is no ambiguity in their execution/implementation. There are many organisations and government departments which have devised standard forms for the purpose. If you belong to such an organisation, use the prescribed forms because these would be comprehensive enough to draw your attention to all the required details.

This chapter discusses some important types of business correspondence. The subsequent chapters deal with each of them separately. Let us first take up correspondence regarding quotations, orders, and tenders.

INVITING QUOTATIONS

You may write letters to organisations and individuals on a number of subjects, but perhaps the most common of all will be the **letter of enquiry** in which you ask them to quote their rates and terms of payment for the goods your firm or company wishes to buy from them.

It is customary for a business organisation to invite quotations from several sellers before placing an order. The purpose is to find out the cheapest and best source of supply of goods required. There is a saying 'goods well bought are half sold'. Hence, great care is necessary in drafting such a letter so that you can quickly get the information you wish to collect and also locate the right seller. To achieve these objectives you should proceed in a systematic manner as follows:

1. Describe your needs clearly and precisely. Give detailed specifications such as the shape, size, quality, make, etc., of the goods you require.
2. Request the seller to quote his prices and terms of payment.
3. Ask him for a sample, if necessary.
4. Give an idea of the quantity you intend to buy.
5. Indicate the time by which you would like the goods to be supplied. This will help the seller determine whether during the period available he will be able to meet your demand.
6. Ask if the goods are guaranteed and if so, for what period. Also ask the seller to give an idea of the normal expected life of these goods.
7. Ask what accessories and spares, if any, would be supplied and how much would they cost.
8. If the goods you are ordering need installation, ask the seller the cost of doing so and also the repair facilities offered by him.
9. As the processing of a purchase proposal takes some time, ask the seller to indicate the period for which his quotations will be valid.

Helpful Hints

The nature of enquiry will determine how you open and close your letter. However, to help you, examples of a few opening and closing sentences are given as follows:

Opening Sentences

- (i) Please quote your lowest rate for the following items.
- (ii) We should be grateful if you would kindly inform us of the terms and conditions for the supply of...
- (iii) We intend to buy the following items next month for our new branch in... I should be grateful if you would kindly quote your lowest rate for them. The detailed specifications are given below.
- (iv) May we request you to let us have your lowest rates for the following items which we require in November?
- (v) Please let us know your lowest rates as early as possible for the supply of...

Closing Sentences

- (i) We look forward to hearing from you soon. If your quotation is suitable, we shall be happy to buy all our requirements this season from you.
- (ii) On hearing from you, we shall place a firm order with you.
- (iii) We hope the terms and conditions you quote will be satisfactory. We shall, of course, be happy to order all our requirements from you.

- (iv) As we need these goods urgently, we shall be grateful for an early reply.
- (v) We look forward to placing an order with you.

SENDING QUOTATIONS

Your response to a letter inviting quotations should be carefully drafted and should fully take note of each item in the enquiry. Treat it as a sales letter and handle it in the manner discussed in Chapter 11. Do not forget to mention:

- (i) Mode and terms of payment.
- (ii) Place and time of delivery.
- (iii) Method of transport.
- (iv) Charges on account of sales tax, octroi, freight and insurance.
- (v) Packing and forwarding charges.

PLACING ORDERS

After you accept a quotation, the next step is to order the goods. To ensure efficient and prompt handling of your order bear the following in mind.

- (i) Place a clear and firm order. It is the only thing which interests the supplier now.
- (ii) Even if it amounts to repeating, do not hesitate to give a detailed, accurate, and complete description of the items you wish to buy. Mention the size, colour, quality, make, and reference to catalogue or identification number, if any. But make sure these descriptions do not vary from those given in the original letter inviting quotations.
- (iii) The next important thing is to specify the quantity you want. Also state the price per unit of item.
- (iv) Indicate the mode and terms of payment. If you have been getting regular supplies from a seller you may omit this information because he would automatically debit your account and approach you for payment according to the mode mutually agreed upon. In other cases, respect the wishes of the seller as far as possible and send the payment in the mode he desires. He may, for example, demand a certain percentage in advance. Do not hesitate to let him have it because you have accepted his quotation after carefully considering his standing in the market and the quality of goods he has offered for sale.
- (v) In most quotations the mode of transport, viz., passenger train, goods train, truck, etc., would be stated. But if it is not, do mention the way you want it.
- (vi) When you place an order, you expect the goods to arrive within a reasonable period of time. However, it is always better to spell out what you consider to be the reasonable time-period. Sometimes you need goods urgently and you may have, in fact, indicated this to the seller in your earlier correspondence. But to remind him it is necessary to mention it again.
- (vii) State the full address of the place where you want the goods delivered.
- (viii) Normally proper packing is the responsibility of the seller and its cost is included in the quotation. But if you want a special kind of packing and are prepared to pay extra, say so in your order.

- (ix) Goods would be insured only when you specifically instruct the seller. If, however, it is the normal practice to insure the kind of goods you have ordered, there is no need to include any such instruction.

A few examples of correspondence exchanged for placing an order (see Exhibits 10.1–10.9) are given as follows.

Example 1

Inviting Quotations

Exhibit 10.1

Dear Sirs

We wish to buy the following items of electronics equipment for our language laboratory. We should be grateful if you would kindly quote your lowest rates for these items, giving full particulars and technical details. The quantity we propose to buy is mentioned against each item. Since the processing of the purchase proposal takes quite some time, it would be helpful if you could quote rates which may remain valid for at least three months.

| <i>Quantity</i> | <i>Particulars</i> |
|-----------------|---|
| 1 | Tutor headsets |
| 16 | Student headsets |
| 20 | Top 1/2 track record/play head DR/RP 33A |
| 20 | Lower 1/2 track record/play heads DR/RP/33A |
| 16 | Oscillating erase heads |
| 1 | Bridge rectifier rec. 28A |
| 1 | Bridge rectifier rec. 20A |
| 6 | Capstan motors |
| 6 | Rewind motors |
| 6 | Take-up motors |
| 2 | Transformer for master tape recorder |
| 2 | Level meter V-4038 |
| 24 | Student recorder knobs |
| 4 | Stop key buttons |
| 20 | Buttons other than stop key |
| 90 | Mini lamps |
| 48 | Rev. counter belts |

We want to set up the lab by the end of June so that it can function when the university reopens in July. We would, therefore, like the equipment to be delivered to us latest by 15 June. Please let us know whether you will be able to arrange the supply by this date. Please let us also know the guarantee period and any after-sales facility offered by you. We look forward to hearing from you soon.

Yours faithfully

R.N. Vaish

Purchase Officer

Sending Quotations

Exhibit 10.2

Dear Sir

Thank you for your letter No. ... dated ...

We have pleasure in submitting the following quotation for your consideration. We confirm that the prices will remain valid for three months.

| Sl.No. | Item Description | Net Price Each Ex-Works Rs. |
|--------|---|-----------------------------------|
| 1. | Tutor headsets | 400 |
| 2. | Student headsets | 513 |
| 3. | Top 1/2 track record/play head DR/RP/33A | 120 |
| 4. | Lower 1/2 track record/play head DR/RP/33A | 120 |
| 5. | Oscillating erase head | 160 |
| 6. | Bridge rectifier rec. 28A | 50 |
| 7. | Bridge rectifier rec. 20A | 44 |
| 8. | Capstan motor | 140 |
| 9. | Rewind motor | 100 |
| 10. | Take-up motor | 100 |
| 11. | Transformer for master tape recorder 12.6 V | 150 |
| 12. | Level meter V-4038 | 125 |
| 13. | Student recorder knobs | 08 |
| 14. | Stop key button | 16 |
| 15. | Buttons other than stop key | 12 |
| 16. | Mini lamps, 14 V (orange, green, white and red) | 10 |
| 17. | Rev. counter belts | 07 |
| | Sales Tax 12% | |
| | Transportation 02% | |

Packing charges and other duties and taxes are included in the prices quoted above.

Since the equipment is breakable and expensive, we would strongly advise you to get it insured. If you agree, we shall do it for you at an extra charge of 1/2 per cent on the quoted price. The equipment will be sent by goods train within a month of the receipt of your order.

All items are guaranteed for three years. During this period, if necessary, we shall repair or replace any item at our cost.

We do not require any advance but would like the payment to be made by crossed cheque drawn on the State Bank of India, within 15 days of the receipt of equipment.

We look forward to receiving your order soon. If you need any further information, please do not hesitate to write to us.

Yours faithfully
Narain Shitole
Sales Manager

Placing the Order

Exhibit 10.3

Dear Sirs

Thank you for your letter No... dated...

We are pleased to place an order for the following items on the terms and conditions agreed upon. Please send the equipment duly insured and include the extra charges in your bill.

| <i>Sl.No.</i> | <i>Item Description</i> | <i>Quantity</i> |
|---------------|---|-----------------|
| 1. | Tutor headsets | 1 |
| 2. | Student headsets | 16 |
| 3. | Top 1/2 track record/play heads DR/RP/33A | 20 |
| 4. | Lower 1/2 track record/play heads DR/RP/33A | 20 |
| 5. | Oscillating erase heads | 16 |
| 6. | Bridge rectifier rec. 28A | 1 |
| 7. | Bridge rectifier rec. 20A | 1 |
| 8. | Capstan motors | 6 |
| 9. | Rewind motors | 6 |
| 10. | Take-up motors | 6 |
| 11. | Transformer for master tape recorder | 2 |
| 12. | Level meter V-4038 | 2 |
| 13. | Student recorder knobs | 24 |
| 14. | Stop key buttons | 4 |
| 15. | Buttons other than stop key | 20 |
| 16. | Mini lamps | 90 |
| 17. | Rev. counter belts | 48 |

We note that the equipment will be sent by goods train and reach us within one month of the receipt of this order. We shall make the payment by crossed cheque as desired by you soon after the arrival and inspection of equipment.

Yours faithfully
R.N. Vaish
Purchase Officer

Example II**Inviting Tenders****Exhibit 10.4**

Dear Sirs

We intend to buy the following items of furniture for our new branch to be opened shortly in Subhash Market, Janakpuri. Please quote your lowest rates and also indicate the terms and conditions of payment.

| <i>Quantity</i> | <i>Item</i> | <i>Specifications</i> | |
|-----------------|---|------------------------|-------------------------|
| 35 | Single pedestal steel grey-coloured desks | Length | 60'' |
| | | Width | 40'' |
| | | Height | 28'' |
| 6 | Double pedestal steel grey-coloured desks | Length | 62'' |
| | | Width | 48'' |
| | | Height | 28'' |
| 8 | Typist's posture steel chairs with seats and backrests padded with foam | Height 16'' | (adjustable up to 20'') |
| | | Width | 17'' |
| | | Length 12'' | (from back to front) |
| | | Depth of backrest 5'' | |
| | | Width of backrest 10'' | |
| | | Colour: Sky blue | |

We look forward to hearing from you soon.

Yours faithfully

R.T. Mahesh
Purchase Officer

Sending Quotations

Exhibit 10.5

Dear Sir

Many thanks for your letter No... dated... We are pleased to quote the following rates for the furniture you require.

| | <i>Item Description</i> | <i>Net Price Each</i> |
|----|---|-----------------------|
| 1. | Single pedestal steel grey-coloured desks (60" × 40" × 28") | Rs. 1425.00 |
| 2. | Double pedestal steel grey-coloured desks (62" × 48" × 28") | Rs. 1963.50 |
| 3. | Typist's posture steel chairs with seat and backrest padded with foam (height adjustable from 16" to 20"; width 17"; length 12" (from back to front); depth of backrest 5"; width of backrest 10"; colour sky blue) Sales Tax @ 7½% | Rs. 846.50 |

Packing and transportation charges from our Works to Subhash Market and other duties and taxes are included in the price quoted above.

We hope to receive your order soon and help you furnish you new branch office without delay. We assure you of our prompt services and shall deliver the goods within a fortnight of the receipt of your order.

A folder describing the LASTWELL furniture we manufacture is enclosed to make it convenient for you to select any other items you may wish to buy now or in future.

Yours faithfully

Hari Prasad

Manager

Placing the Order

Exhibit 10.6

Dear Sirs

Thank you very much for your quotation No... dated... We should be grateful if you could arrange to deliver the following items at 327-B Subhash Market, Janakpuri (Opposite Police Chowki) within a fortnight.

| | <i>Particulars</i> | <i>Quantity</i> |
|----|--|-----------------|
| 1. | Single pedestal steel grey-coloured desks (60" × 40" × 28") | 35 |
| 2. | Double pedestal steel grey-coloured desks (62" × 48" × 28") | 6 |
| 3. | Typist's posture steel chairs with seat and backrest padded with foam (height adjustable from 16" to 20", width 17"; length 12" (from back to front); depth of backrest 5"; width of backrest 10"; colour: sky blue) | 8 |

It is very thoughtful of you to have sent us your folder. We shall certainly use it for our future transactions with you. Our bankers are United Commercial Bank, Janakpuri Branch and we propose to pay you by a crossed cheque drawn on them. Please confirm that this arrangement suits you.

Yours faithfully

R.T. Mahesh

Purchase Manager

Example III Inviting Quotations

Exhibit 10.7

| | | |
|---|--|------------------|
| <p><i>Birla Education Trust</i> (Building Department) Pilani (Rajasthan)</p> | | |
| Ref. No. BET: MO: TF 76 | | 4 November, 2014 |
| Messrs Hengers (INDIA) Private Limited | | |
| P.O. Gobindpur, Distt. Dhanbad (Bihar) | | |
| Dear Sirs | | |
| Sub.: Quotation for 300 kVA Transformer | | |
| We are interested in buying one 300 kVA transformer the details of which are given below. We shall be glad if you will please send us your lowest quotation together with all details, date of delivery, etc. at an early date. | | |
| One 300 kVA, outdoor type 3 phase | | |
| 50 cycles, naturally cooled doubled wound, | | |
| core type 11000/433 V transformer with ISI specification. | | |
| Yours faithfully | | |
| B.N. Sen | | |
| Maintenance Officer | | |

Exhibit 10.8

| | | |
|---|--|-----------------------------|
| <p>Head office: Kolkata Branches: Delhi-Patna-Kathmandu (Nepal) Hengers (India) Private Limited Manufacturers of Electrical Transformers</p> | | |
| | | Binoy Nagar |
| | | P.O. Gobindpur |
| | | Dist. Dhanbad, Bihar |
| | | Phone No. Gobindpur: 837926 |
| | | (via Dhanbad) |
| | | Gram: HENGERS |
| | | 15 November, 2014 |
| Ref. No. G/3603 | | |
| The Maintenance Officer | | |
| Building Department | | |
| Birla Education Trust, Pilani (Rajasthan) | | |
| Dear Sir | | |
| Sub: Quotation for 300 kVA Transformer | | |
| In response to your enquiry dated 4 November 2014 we are pleased to submit below our offer for the supply of 'HENGERS' transformers. | | |

(Contd.)

Exhibit 10.8 (Contd.)

Specification: 'HENGERS' make 300 kVA, outdoor type, 3 phase, 50 cycles, oil immersed naturally cooled, double wound, core type transformer manufactured in accordance with IS: 2026/62 and with following details.

No load voltage: 11000/433 V

Tapping on H.T. side: $\pm 2.5\%$ and $\pm 5\%$

Vector group ref.: Dy 11

Temperature rise:

(a) in oil 40°C

(b) in winding 50°C

| | | |
|-----------------------|-----------|---------------------------|
| Terminal arrangement: | H.V. side | } As per your requirement |
| | L.V. side | |

Standing Fittings:

| | | |
|-----|---|---------------------|
| 1. | Oil conservator with filling hole and cap with drain plug | One |
| 2. | Dy-hydrating silicagel breather | One |
| 3. | Drain valve | One |
| 4. | Filter valve | One |
| 5. | Earthing terminals | Two |
| 6. | Lifting lugs | Two |
| 7. | Thermometer pocket | One |
| 8. | Off circuit, externally operated gang type, tap changing switch | One |
| 9. | Air release device | One |
| 10. | Unidirectional plain rollers | Four |
| 11. | Name rating and diagram plate | One |
| | Price: | ex-Works, Gobindpur |

300 kVA

11000/433 V 1 No. Rs 23,200 (Rupees twenty-three thousand two hundred only each)

Extra: Rs 360/- will be charged for H.T. and L.T. Cable End Boxes, if required.

Sales Tax: The above price is exclusive of sales tax or any other taxes, which if leviable will be charged to your account.

Delivery: 14 weeks from the date of the receipt of your firm order along with 50% advance.

Terms of Payment: 50% of the total amount to be paid as advance along with your firm order and the balance at the time of issue of delivery order.

Test and Guarantee: Original test certificate, in triplicate, will be furnished for each transformer. Usual guarantee will be given for a period of 12 months from the date of delivery against defective materials and bad workmanship.

Validity: The offer will remain valid for 30 days.

We shall despatch the transformer as soon as we receive your order.

Yours faithfully

For HENGERS (INDIA) PVT. Ltd.

N.R. Pal

Sales Manager

Placing the Order

Exhibit 10.9

Dear Sir

Thank you very much for your quotation of G/3603 dated 15 November, 2014.

The terms and conditions indicated therein are acceptable to us. Please send the H.T. and L.T. cable end boxes also and include the extra charges in your bill.

A crossed cheque drawn on the UCO Bank for Rs. 11,780 is enclosed as desired.

Yours faithfully

B.N. Sen

Maintenance Officer

Enclosure. Cheque No. T/R 467821 dated 22 November 2014.

INVITING TENDERS

While quotations are generally sought from a few selected sellers, notices regarding tenders are advertised in newspapers, magazines, etc., inviting prospective sellers of services and goods to quote their rates for doing a job or supplying goods specified in the notice. When a tender is accepted, the successful tenderer has to sign a contract to do what he has promised.

A tender is generally invited for a job whose execution is spread over a period of time, or needs adequate prior preparation. It may be the construction of a road, building, bridge or bulk supply of goods or rendering of service.

Most organisations have devised standard forms for inviting and submitting tenders. An example of each of these forms used by the Central Public Works Department of the Government of India is given below.

Notice Inviting Tenders

1. Tenders are hereby invited for

 Estimated cost Rs.
2. Contract documents consisting of the detailed plans, complete specifications, schedule of quantities of the various classes of work to be done, and the set of 'conditions of contract' to be complied with by the person whose tender may be accepted, which will also be found printed in the form of tenders, can be seen at the Divisional/Sub-Divisional Office, between the hours of 11 a.m. and 4 p.m. everyday, except on Sundays and public holidays.
3. Tenders which should always be placed in sealed covers, with the name of the work written on the envelopes, will be received by the Divisional/Sub-Divisional Officer, Division/Sub-Division up to on the..... 20, and will be opened by him in his Office on the same day at.....

4. Tenders are to be on P.W.D. Form No. which can be obtained from the office of the Divisional/Sub-Divisional Officer concerned on payment of a sum of Rs..... in cash. The time allowed for the carrying out of the work will be found mentioned therein.

The contractors should quote in figures as well as in words the rates for amounts tendered by them. The amount for each item should be worked out and the requisite totals given.

When a contractor signs a tender in an Indian language, the percentage above or below in the case of Public Works Department Form No. 7, and the total amount tendered in the case of Public Works Department Forms Nos. 8 and 12, should also be written in the same language. In the case of illiterate contractors the rates or the amounts tendered should be attested by a witness.

No tender form will be issued on the date fixed for the opening of tenders.

5. Earnest money, amounting to Rs..... in currency notes, must accompany each tender, and each tender is to be in a sealed cover, superscribed "Tender for....." and addressed to the Divisional/Sub-Divisional Officer..... Division/Sub-Division.
8. The contractor, whose tender is accepted, will be required to furnish security for the due fulfilment of his contract consisting of a lump sum payment of Rs deduction of ten per cent, from the monthly payments to be made on account of work done.

The earnest money will be treated as part of the security, and the balanced necessary to make up the full amount specified will be deposited with the Divisional/Sub-Divisional Officer within the period specified in clause 1/2 of the 'conditions of contract' printed in the form of tender.

7. The acceptance of a tender will rest with the..... Engineer, who does not bind himself to accept the lowest tender, and reserves to himself the authority to reject any or all of the tenders received, without the assignment of a reason.
8. Tenders, which do not fulfil all or any of the above conditions or are incomplete in any respect, are liable to summary rejection.
9. Canvassing in connection with tenders is strictly prohibited and the tenders submitted by the contractors who resort to canvassing will be liable to rejection.

Tender for Works

I/We hereby tender for the execution for the President of India of the work specified in the undertaken memorandum within the time specified in such memorandum at the rates specified therein, and in accordance in all respects with the specifications, designs, drawings, and instructions in writing referred to in Rule 1 hereof and in clause 11 of the annexed conditions and with such materials as are provided for, by, and in all other respects in accordance with such conditions so far as applicable.

Memorandum

- (a) General description Rs
- (b) Estimated cost Rs
- (c) Earnest money Rs
- (d) Security deposit (Including earnest money) Rs
- (e) Percentage, if any, to be deducted from
bills Rs (Rupees)
per cent
- (f) Time allowed for the work from date of written
order to commence Months

| Item No. | Item of work | Unit | Per | Rate tendered | |
|----------|--------------|------|-----|---------------|----------|
| | | | | In figures | In words |
| | | | | Rs | |

Should this tender be accepted I/we hereby agree to abide by and fulfil all the terms and provisions of the said conditions of contract annexed here to so far as applicable, or in default thereof to forfeit and pay to the President of India or his successors in office the sums or money mentioned in the said conditions.

The sum of Rs is herewith forwarded in currency notes as earnest money (a) the full value of which is to be absolutely forfeited to the President or his successors in office, without prejudice to any other rights or remedies of the said President or his successors in office, should I/we fall to commence the work specified in the above memorandum, or should I/we not deposit the full amount of security deposit specified in the above memorandum, in accordance with clause 1 (A) of the said conditions of contract otherwise the said sum of Rs shall be retained by the government on account of such security deposit as aforesaid; or (b) the full value of which shall be retained by the government on account of security deposit specified in clause 1 (B) of the said conditions of contract.

Dated the day of 20
 Witness
 Address
 Occupation

The above tender is hereby accepted by me on behalf of the President of India.
 Dated the day of 20

A few more examples of notices for tenders that appear in newspapers are given below.

Example I

BHARAT LEATHER CORPORATION LTD.

(A Govt. of India Undertaking)

Laurles' Hotel Compounds

Agra-282601

TENDER NOTICE

SEALED tenders in quadruplicate are invited from the manufacturers/reputed suppliers by the undersigned for the following materials:

| Sl.No. | Tender No. | Material | Quantity |
|--------|----------------|---------------------------------------|-----------------|
| 1. | BLC/PUR/1(76) | Duplicating Machine | 1 |
| 2. | BLC/PUR/2(76) | Stencil (5 Qs. Packing) | 12 qr. |
| 3. | BLC/PUR/3(76) | Duplicating Paper | |
| | | Foolscap | 6 reams |
| | | Quarto | 12 reams |
| 5. | BLC/PUR/5(76) | Typewriter Carbons | |
| | | Foolscap size | 12 packets |
| | | Double Foolscap size | 1 packet |
| 8. | BLC/PUR/6(76) | Duplicating Ink | 6 tubes |
| 7. | BLC/PUR/7(76) | Pencil Carbon | 3 packets |
| 8. | BLC/PUR/8(76) | White Paper (Foolscap size) | 6 reams |
| | | Thin White Paper (Foolscap size) | 6 reams |
| 9. | BLC/PUR/9(76) | Short-hand Pencils | 6 dozen |
| 10. | BLC/PUR/10(76) | Short-hand Writing Pad | 6 dozen |
| 11. | BLC/PUR/11(76) | Ordinary HB Pencils | 6 dozen |
| 12. | BLC/PUR/12(76) | Red/Blue Pencils | 2 dozen |
| 13. | BLC/PUR/13(76) | Fountain Pen Ink (Blue-Black) bottles | 2 dozen |
| 14. | BLC/PUR/14(76) | File Punch (Double) | 10 dozen |
| 15. | BLC/PUR/15(76) | Staples (24/6) | 2 dozen packets |
| 18. | BLC/PUR/16(76) | Stapling Machine | 6 pieces |
| 17. | BLC/PUR/17(76) | Paper Clips | 5 dozen packets |

(Contd.)

| | | | | |
|-----|----------------|---------------------------|--------|-----------------|
| 18. | BLC/PUR/18(76) | Round-headed Pins | Plated | 3 dozen packets |
| 19. | BLC/PUR/19(76) | Typewriter Erasers | | 3 dozen |
| 20. | BLC/PUR/20(76) | Pen/Pencil Erasers | | 3 dozen |
| 21. | BLC/PUR/21(76) | Paper Weights | | 3 dozen |
| 22. | BLC/PUR/22(76) | Waste-paper Baskets | | 1 dozen |
| 23. | BLC/PUR/23(76) | Flat Files | | 12 dozen |
| 24. | BLC/PUR/24(76) | Commander-type Files | | 3 dozen |
| 25. | BLC/PUR/25(76) | Accounts Files | | 2 dozen |
| 28. | BLC/PUR/26(76) | Signature Folders | | 2 dozen |
| 27. | BLC/PUR/27(76) | Jotter Pen Refills (Blue) | | 2 dozen |
| 28. | BLC/PUR/28(76) | Pin Cushions | | 1 dozen |
| 29. | BLC/PUR/29(76) | Three-in-one Oil | | 12 bottles |
| 30. | BLC/PUR/30(76) | Dot Pen Refills (Blue) | | 6 dozen |

All tenders must reach the undersigned on or before 15 November, 2014 Tender number must be quoted on the cover.

Ltd.

For Bharat Leather Corporation

Manager (Personnel)

Example II

NOTICE INVITING TENDER

SEALED tenders on work order basis or through rate system are invited from the approved contractors and Labour and Construction Co-operative Societies by the undersigned up to 3.00 p.m. on 25-11-2014 for the works detailed below:

1. The prescribed tender forms may be obtained from the office of the undersigned on payment of Rs 2/- each.
2. The tenders must be accompanied by the earnest money in the form of cash or deposit-at-call receipts from Government Treasury, State Bank of India or any scheduled bank.
3. The tenders not accompanied by the earnest money will not be entertained.
4. The specifications/any other condition/plan can be seen in the office of the undersigned on any working day.

| Sl. No. | Name of Building | Approximate quantity | Estimated cost Rs | Earnest money Rs |
|---------|---|----------------------|-------------------|------------------|
| 1 | Constructing residence field hostel type I for Executive Engineer at Ambala | 2 Nos. | 90,000/- | 1,800/- |
| 2. | Constructing residence field hostel type II, double storey for S.D.Os at Ambala | 8 Nos. | 3,04,000/- | 6,080/- |
| 3. | Constructing residence field hostel type III at Ambala | 20 Nos. | 3,60,000/- | 7,200/- |
| 4. | Constructing residence field hostel type IV at Ambala | 19 Nos. | 1,05,000/- | 2,100/- |
| 5. | Constructing S.D.O's office at Ambala | 1 No. | 28,000/- | 560/- |
| 6. | Constructing S.D.O's office at Ambala | 6 Nos. | 36,000/- | 720/- |

M.P. Vachher

Executive Engineer

Sutlej Yamuna Link Division No. II

Kothi No. 56, Model Town, Amabala

City

Example III

TENDER NOTICE

ELECTRICITY CIVIL CONSTRUCTION DIVISION HYDEL SUB-STATION, MAJHOLA MORADABAD

TENDER NOTICE NO. 24-ECDM/2000-2001

SEALED and separate % rate tenders are invited by the undersigned by 28.4.2014 up to 3.00 p.m. and shall be opened on the same day by 3.30 p.m.

Tender documents and other details may be had from the office of the undersigned on any working day up to 2.00 p.m. on 24.4.2014 Rs 5.00 shall be charged extra for the tenders which are sent by post. Right to accept or reject any or all tenders in full or part is reserved.

| Sl. No. | Name of work | Earnest money | Cost of tender | Time allowed |
|---------|--|---------------|----------------|--------------|
| 1. | Constn. of 8 Nos. Type II Qrs. (II floor) at Hydel Colony Locoshed, Moradabad. | 2000/- | 15/- | Six months |

(Contd.)

| | | | | |
|----|--|-------|-----|------------|
| 2. | Providing Road and Drains at Hydel Colony Locoshed, Moradabad. | 400/- | 5/- | Two months |
| 3. | Earth work in filling in 2 Nos. Tubular shed at 220 kV S/S Majhola, Moradabad. | 200/- | 5/- | One month |
| 4. | Supply of 1.5 Lac I Class Bricks at 220 KV S/S Majhola, Moradabad. | 440/- | 5/- | One month |

N.P. Malik
Executive Engineer

Review Questions



1. In what way is a quotation letter different from a notice inviting tenders?
2. What factors should be borne in mind in sending quotations?
3. Describe the information that must be included in a letter placing orders.

Exercises



1. Assuming that you are the Purchase Officer of Duro Garments Enterprises, Hoshipur Road, Rohtak-124003. Place an order for the following items with the Modern Furniture Mart, Sadar Bazar, New Delhi-110008:
 - Office chairs 20
 - Steel almirahs 07
 - Wooden tables 15
 - File racks 23
2. Draft a letter inviting quotations for the above mentioned items. Invent the necessary details regarding their size, shape, colour, etc.
3. Prepare a tender for the construction of a single storey 5-room office building at Gurgaon for Sumit and Ramit Software Systems Private Ltd., 23, Sir Pheroz Shah Mehta Road, Hyderabad-500007. Assume that you are a partner in RNS Builders, 44, Munirka, New Delhi-110029, on whose behalf the tender is to be submitted. Invent the details you think necessary.
4. Prepare a tender for the construction of a 20 ft wide cement concrete road (16 km) from Pilani to Chirawa for submission to the Executive Engineer (B & R) P.W.D., Modi Road, Jhunjhnu. Assume that you are the Civil Engineer in Shyam Construction Company, Court Road, Bhiwani.
5. Reproduce three tender notices, one each for the construction of a bridge, a road, and a building from a national daily and discuss how far the guidelines given in this chapter have been followed in writing them.

CHAPTER

11

Sales and Circular Letters

Ingenuity is the mother of persuasion.

Chapter Objective

To develop the skills of writing an effective sales letter by providing detailed guidance on how to arrest the potential buyer's attention and to induce in him an irresistible desire to buy the product.

COMMUNICATION CORE

A sales letter is one of the important instrument of sales promotion, despite unprecedented advancements in advertising through the print and electronics media. To be effective it should catch the attention of the reader, excite his interest and curiosity and induce him to buy the goods or services offered. It should begin with an attention catching device and end with an inducement for action. The main body of the letter should provide convincing arguments and evidence to vouch for the quality of the product. There are sundry ways of catching the attention. Some of these are: making a startling statement, special appeals or offers; relating an anecdote or a story; providing evidence; and asking rhetorical questions. The main body should draw attention to central features and facilities offered such as trial offers, guarantees, free samples, etc. The last part of the letter should clinch the issue by prompting action with inducements such as limited time/quantity offer, special bargain offer, convenience in ordering, prizes and extra items offer, etc.

A circular letter is written to transmit a message to a number of persons simultaneously. As the message does not need to be created again and again, it save time, money and effort. Its structure is the same as that of other business letters and the style persuasive or expository.

With the mass production of a variety of consumer goods, there is a race for capturing the market. A number of means have been devised by business houses to boost their sales. There are three main ways of doing so: (i) mass media advertisement, (ii) personal contacts, and (iii) sales letters. The first is more effective when a large and varied audience has to be reached. For promoting the sales of articles such as bicycles, toothpastes, hair oils, pens, bulbs, etc., manufacturers generally prefer to advertise on radio, television, films and in popular newspapers and magazines. The other two methods are used for a relatively limited

consumer market. Only a selected number of prospective buyers can be approached personally or through correspondence. Personal contact can be very effective, but it is expensive and time-consuming and so it is normally used for a few, selected products. There are situations where correspondence is more helpful. Through correspondence you can reach at low cost a large number of people and so achieve a relatively greater degree of success.

A good sales letter is essentially like a successful advertisement, it catches the attention of the reader, excites his interest and curiosity and induces him to buy the goods or services offered. If you analyze the structure of some of the effective advertisements you will find that the following steps are taken to construct them:

- Catching the reader's attention.
- Arousing his desire to buy.
- Convincing him that your product or service is the best in the market and that he needs it immediately.
- Motivating him to act quickly.

The reader's attention is caught by the layout, colour scheme, illustrations, catchy phrases, striking statements, questions, anecdotes, etc., His desire to buy is aroused by describing the product and its usefulness. He is convinced through testimonials, statistics, graphs, test results, guarantees etc. He is motivated by such as 'Just fill in the coupon below and despatch it today', 'Send no money, only mail the attached card', 'Avail of this special Diwali offer', etc.

The purpose of every sales letter, as of every advertisement, is to convert the reader into a customer. A sales letter should, therefore, be constructed on the basis of the four-step formula discussed above. A letter so written, will overcome the reader's resistance and persuade him to buy what you are selling.

Remember that in order to succeed it is not necessary to make exaggerated claims and sensational promises. In fact, understatement sometimes proves more effective. Too many superlatives breed mistrust in the reader, and the use of trite language and a patronizing attitude irritates him. Even if you appeal to his emotion, do not cease to be logical. The information must be convincing and based on facts. Your strategy should be geared to only one end, viz., winning a permanent customer.

One sure test of the effectiveness of a sales letter is whether it has been able to promote sales, and if so, to what extent. As one professional letter writer said, "Make your letter so convincing that the prospective buyer would rather have the product you are selling than the money he must part with to buy it."

WRITING A SALES LETTER

Now let us examine in detail how to write the three main parts of a sales letter, namely, the introductory paragraph, the body, and the concluding paragraph.

Introductory Paragraph

All of us like to receive letters and we go through at least the first few lines of each one of them. Your letter must take advantage of this inherent trait of human nature. In many cases, the opening sentence is the only sentence that is read and hence, this sentence has a vital role to play. It must arrest the reader's attention and immediately appeal to his interests, feelings, vanity, or social sense. The lines that follow it should sustain his interest and invite him to go

through it. In fact, how you write the first few lines will largely determine whether your entire letter will be read or thrown unceremoniously into the waste-basket.

There are several ways of starting a sales letter; let us look at some of them:

Making a Striking Statement

- (i) If you are above forty, read the enclosed literature.
- (ii) For the last five years we have been working to produce the model you want.
- (iii) We would like to share a secret with you and advise you to share it only with your wife.
- (iv) To suit your budget we have specially devised a new savings scheme. Give us your precious five minutes in going through the enclosed literature.
- (v) You need not feel nervous when asked to make a speech.
- (vi) You can't get the dancer on our TV screen but you can get a lot of excitement.

Stating a Significant Fact

- (i) Our new device helps you save 25 per cent on your fuel consumption.
- (ii) Our home study courses will show you how to earn an extra Rs 50/- each week.
- (iii) You can save your costly equipment from the caprice of voltage; our Controvolt takes in anything between 180 and 260 volts but turns out only 230 volts.
- (iv) You can beat cold by keeping your temperature 80 degrees.
- (v) You need not worry about your daughter's marriage; just give us Rs 50,000/- today and 20 years later we shall return Rs 5,00,000/- with thanks!

Relating an Anecdote, a Joke or a Story

- (i) Sri Yashpal, a clerk in a government office, built a fortune of Rs 50,000/-. He did not win a lottery but just made a judicious investment in our plans with special features. And he proved what a wiseman said, "Savings multiply like mushroom provided you know when and where to keep them."
- (ii) Once Sri Shailesh Kumar began his after-dinner speech by saying, "There is only one thing better than being asked to make an after-dinner speech and that is not being asked to make one." But, in fact, you may be asked to give a speech. To enable you to face such situations we offer *Speeches for All Occasions*.
- (iii) Have you heard the story of a king who turned into gold everything he touched? You can make our Sugam Tractors perform the same magic. They plough deeply through the hardest soil and prepare it so richly that whatever you sow, you will reap gold.
- (iv) Sir Albert Fisher is every inch a successful man. The pages of the enclosed pamphlet unfold the story of his success. We invite you to go through it.

Making Special Offers

- (i) Both the budget and summer are round the corner. Beat them by owning our new Princess fridge at Rs 1000/- less. This offer is open only up to 28 February.
- (ii) When you retire, you can face the future confidently with a fortune of Rs 6,00,000 by setting aside just Rs. 5 a day.
- (iii) We offer absolutely free with every copy of our new dictionary a calendar and a copy of *Quotable Quotes*.
- (iv) Good friends are rare indeed and so are good books. But here are a host of them. If you buy five from list A, we shall give you two from list B as gift.

Focussing the Central Selling Point

- (i) Silent, spacious, a built-in voltage stabilizer and an extra strong motor—these and many more new features make our latest model of the Conquest fridge a world class. We invite you to read the enclosed folder which answers all the questions you may have in mind.
- (ii) Even if you are a family of eight, cooking can be fun. Our jumbo size pressure cooker can cook within minutes 2 kg of vegetables, 500 g of pulses and 750 g of rice, almost a full meal for your family.
- (iii) If you want a comfortable home, please let us know. Right from the buying of a plot to the house-warming ceremony we shall be with you. You do not have to take the trouble of contacting an army of officers for legal formalities and a number of firms for construction materials. Creating homes is our business. You give us the responsibility and we shall give you a house.

Making Special Appeals to the Pride of Possession, Vanity, etc.

- (i) Let Regal steel almirah adorn your home and become the talk of your neighbourhood.
- (ii) We drafted this letter for young and smart ladies like you who wish to preserve the freshness and brightness of their delicate skin.
- (iii) We still manufacture the perfume which the queens of yore preferred. The users of Malti Superfine constitute a small group of ladies who love to be admired for their taste.

Asking a question

- (i) Do you want to spend your money and have it, too?
- (ii) Are you nervous when asked to make a speech?
- (iii) Do you throw away your pen when the ink is exhausted?
- (iv) Are you able to cook your breakfast in time?
- (v) Why does your baby cry at night?

The Body

After you have arrested the reader's attention and aroused his interest you should go on

- (i) to explain the qualities of your product and its special features, and
- (ii) to convince him that your claims are true.

This two-fold function is performed by the body of the letter. Your aim should be to induce in the prospective buyer an overwhelming desire to buy what you are selling. If you know thoroughly the virtues and faults of your product, you will be able to highlight the selling points and tell the reader how it meets his requirements. In explaining give only the main points, tell him how it works, how it is made, and the effects it produces or the facilities it offers. If your product is a consumer article, make your appeal on an emotional or psychological plane. If you are selling services, machinery or a piece of equipment, appeal to his knowledge, requirements and needs.

The next step is to substantiate your claims and statements by facts, logic or reliable testimony. The buyer wants everything proved to him. There are several effective ways of doing so. Choose the one that suits your product best. Sometimes in one sales letter several of these may be used. A few examples of such devices are given below:

Trial Offers Order this Body Shaper at our risk and expense. Try it for 15 days and if you do not see any improvement in your figure, return it. This offer is absolutely free and there is no obligation on your part to buy.

Guarantees Every component has been thoroughly tested by our quality control department. But this is not all. We guarantee it against manufacturing defects for five years. If anything goes wrong during this period, we shall repair or replace it, as need be, entirely at our cost. So you do not risk anything when you choose a Bahar Grinder.

Free Samples To enable you to see for yourself how convenient it is to handle secret documents, we are sending herewith 10 special files as samples. These have been manufactured for organisations like yours which believe in neatness and efficiency. If you feel absolutely satisfied, please let us know how many you need and we shall send them by the date you tell us.

Testimonials by Users Ever since we introduced our new Cleanex tooth powder in the market, hundreds of users have been writing to us about how it has helped them conquer bad breath, cure bleeding gums, and strengthen teeth. We reproduce below extracts from a few of them.

Mrs. N. Sohini from Bangalore: 'After using Cleanex for just 15 days, my bad breath has gone, gums have stopped bleedings, and teeth have become firmer',

Shri L. Narelkar from Bombay: 'I find it difficult to believe that all my teeth and gum troubles have gone within 14 days of my using Cleanex. I have recommended it strongly to my friends and colleagues'.

Miss Ila Joseph from Simla: 'I was immensely delighted to use Cleanex. Within two weeks it helped me acquire confidence in mixing with people in social get-together'.

Test Results We have thoroughly tested Voltron. Input variations ranging from 180 to 260 volts fed in quick succession 10,000 times reveal a deviation of 00.50 per cent from the promised output of 230 volts.

Statistics Our duplicating machines turn out copies one and a half times faster than the best available in the market and produce 25 per cent less noise.

Enclosing Additional Literature We are enclosing a copy of our information folder which gives detailed specifications of our drilling engine. We hope that it will meet your requirements and provide the kind of service you have been looking for.

Concluding Paragraph

Even if the first two parts of your letter are good they will not be able to clinch the issue unless your closing paragraph is able to motivate action. If your letter has made several points, it is better to recapitulate them before making the final appeal. On it will depend whether your letter is able to convert the reader into a customer. For inducing immediate action some of the devices used are limited time or limited quantity offer, special bargain offer, convenience in ordering, etc. A few examples are given below:

- (i) For your convenience we have opened a branch near your town, a list of addresses is enclosed. Just fill in the attached card and post it to the nearest address and our man will call on you to discuss the details of fixing the crushing machine in your factory premises.

- (ii) As we have limited stock, this offer is open up to 30 November. To save Rs 30/- mail today the enclosed postage-paid card and we shall do the rest.
- (iii) This special bargain offer is being made only for a month in selected towns. Avail yourself of this opportunity and save 10 per cent by sending your cheque with the order.
- (iv) Send your order today and be the first in your neighbourhood to own our newly designed television.
- (v) Let us know your wish today and we will install a refrigerator in your home tomorrow. If you pay cash, it will cost you Rs 100/- less. An order form is enclosed. Please fill it in and send it along with a crossed cheque for Rs 3600/- or give us a ring and our man will collect from you the order form and cash.

Conclusions to be Avoided As you will have observed, a positive approach has been used in all the above examples. Negative endings can cause irritation and hurt the feelings of the prospective buyer and hence, the following should be avoided:

- (i) You will regret your decision if you do not order now.
- (ii) Why delay? Indecision can cause you a loss of Rs 50/-.
- (iii) Do not miss this opportunity; it is an unusual offer.
- (iv) We hope you believe us; why not act today and be the proud owner of this new model?
- (v) Such opportunities do not come time and again. Act now or you will regret not having availed yourself of this special offer.

Now let us look at a few examples of sales letters in which an attempt has been made to apply the principles discussed above. (Exhibits 11.1–11.5).

Exhibit 11.1

Dear Sir

With summer approaching, you must be thinking of how to keep your office cool, so that you and your colleagues can continue to work efficiently. To meet your needs, we have produced room-coolers of different capacities. The detailed specifications are given in the enclosed pamphlet. We shall give a guarantee for five years against all manufacturing defects and repair, or replace any part that may cause trouble, at our cost.

At the end of the pamphlet you will find a card. Please fill it in and mail it and we shall send our technician to survey your office, assess your requirements, and advise you about the location of coolers so that your entire office may be maintained at the proper temperature throughout summer.

If you place the order before 30 April, we shall give you a special discount of 5 per cent. Our man will transport the coolers to your office and install them wherever you want. And this extra service is absolutely free.

We trust, you would like to avail yourself of this special offer.

Yours faithfully

P.H. Toshniwal
Sales Manager

Exhibit 11.2

Dear Sir

What do your employees want when they retire? Financial security, don't they?

We know you already have contributory provident fund and gratuity schemes. Give one more benefit and rank among the very few progressive business houses which take special care of those who work for them.

A group insurance scheme to suit organisations like yours—this is what we offer. Under this scheme each employee will contribute a small sum from his monthly salary. It will be collected by your office and sent to us. And in return we guarantee to pay an attractive sum to each member when he retires or to his family if he dies while in service. The main features of the scheme are its low premium and a convenient way of payment. For details, please go through the enclosed folder.

At present the scheme is being introduced in a few towns only. Our agent is likely to visit your town some time in April. Please suggest a convenient date and time for him to call on you. He will be happy to explain further details and answer any questions you may have to ask. He will also assist you in going through the formalities.

To give us an opportunity to serve you, please fill in the enclosed reply card and mail it today.

Yours faithfully

T.P. Sohal

Divisional Manager

Exhibit 11.3

Dear Sir

We have been thinking for years how to design furniture which will enable you to eat your meals in a relaxed manner. And now we have produced a dining table and a set of chairs to go with it that make eating a pleasure.

With our Happy Home table and chairs in the house it is a delight to feel hungry. The chairs will receive you with open arms and impart a feeling of comfort and the tables provide enough below space for all members of your family. Their sleek look will fit in with the modern decor of your house. And then you have a choice from seven sophisticated colours.

At present we offer sets to suit families of four, six, eight and twelve. Their detailed description and coloured pictures are given in the enclosed folder.

Our showroom remains open from 10 a.m. to 7 p.m. on weekdays. You are most welcome to drop in and personally select what you need. Or if you choose to order by post, we shall send the set of your choice by our truck. An order form and a post-free envelope are enclosed for your convenience.

Yours faithfully

N.L. Singh

Manager

Exhibit 11.4

Dear Sir

A lady called on us the other day and told us the secret of her happy married life. This is what she had to say: After two years of her marriage she had a baby and began to feel tired, overworked, and sick. Her husband observed this and apart from consulting a doctor and getting her a tonic, he bought her a National Pressure Cooker. Within weeks her health improved and her cheerful disposition lit up the home like warm sunshine. Hers is a happy family now.

Our cooker adds fun cooking and beauty to the kitchen. It saves both money and time. In just 30 minutes you can prepare a full meal for your family, thus cutting your fuel bill by 25 per cent.

Years of research have gone into making it. It is made of a metal which has been carefully tested to withstand the maximum pressure that can be generated. The lid, though firm when in use, opens easily and the handle is very convenient to hold. It has a double safety device.

We also guarantee it for three years against manufacturing defects and offer free repair service during this period at all our authorised retail shops.

At present National Cookers are available in the following four sizes:

| | | | |
|------------|----------|------------|-----------|
| Model A404 | 4 litres | Model A406 | 6 litres |
| Model A408 | 8 litres | Model A410 | 10 litres |

Choose the one that suits you best and mail the enclosed postage-free postcard after filling in the details. In about a week the postman will call on you and deliver it at your door.

Yours faithfully
P.N. Shitole
Sales Officer

Exhibit 11.5

Dear Madam

We have manufactured a perfect answer to all your kitchen problems—the Suhani Domestic Grinder. Simple to use, unique in design, it can grind within minutes: pepper, chillies, grams, pulses, *dalia*, *pithi*, etc., and help you prepare your favourite dishes without sweat and toil. Now, you need not postpone the preparation of dishes which your children love and your husband adores. Buy a Suhani today and add new cheer to your life.

As you will see from the enclosed pamphlet, there are three models for you to choose from Popular, Deluxe and Royal and each one is available in three colours, namely, ash grey, sky blue and light mustard. Tell us which one you want by filling in the enclosed order form and we shall send it by V.P.P. If you wish to pay in advance, please send us, by M.O. or crossed cheque, Rs 65 plus Rs. 5.40 for postal charges along with the order and become the proud owner of a gadget which will become the talk of your neighbourhood.

Yours faithfully
P.K. Surdeep
Sales Manager

CIRCULAR LETTERS

When a formal message has to be conveyed at the same time to a number of people usually belonging to a close group within the same organisation, it may be decided to choose letter as a

medium. Such a letter is called a circular or a 'circular letter'. Though other channels such as mobile, Internet are available for communication, probably the choice for a circular is made in cases where the message may require repeated and/or close attention. The recipients generally preserve a hard copy in a file for reference, as and when necessary.

Sometimes the term 'circular letter' is also used to refer to a letter written to prospective buyers or consumers of a product. Since the purpose is to promote the sale of a commodity or service, it would be appropriate to term it as a sales letter, even though it is sent to a number of people. The strategies adopted are the same as for a sales letter already discussed earlier in this chapter.

A circular letter is written for a number of business purposes such as establishment of a new business or a new unit or branch, changes in the company policy or top management, significant amendments to the Constitution of the Company, shifting of the registered office of the company to a new location, etc.

Now let us look at the advantages of a circular letter;

1. It involves less effort and expenditure because it obviates the necessity of creating a text time and again.
2. It ensures simultaneous transmission of a message to all concerned effectively.
3. It enables each recipient to know the names/designations of others to whom the same information has been sent.

The structure of a circular letter is the same as that of other business letters and the style is generally persuasive or expository. The former is used to prompt or justify an action and to seek its willing acceptance by the recipients. The latter is used to clarify various aspects of a complex issue or to explain the circumstances in which a particular decision was taken.

Three sample circular letters are given below for illustration (Exhibits 11.6–11.8).

Exhibit 11.6

SANDEEP SOAP AND OIL INDUSTRIES Ltd

69, Satpura Hills, Phase I
Bengaluru-560049

28 March 2015

F-b-15/3156

All Heads of Divisions

Subject: Regarding Payment of Bonus

Dear Colleagues

As you are aware, there has been a significant fall in the sale of our products during 2013–2014. There are two reasons for this. **One**, there has been a shortfall in production because of inadequate supply of raw material and non-availability of skilled manpower, causing disruption in the flow of products in the market **Two**, with the coming up of new manufacturing companies, the competition has become very tough. As a result the Company is heading for a loss of Rs. 1.19 crore. This matter was discussed in the Board of Directors meeting on 25 March 2015. A number of measures were suggested to combat the adverse situation. We shall discuss these in detail in our next monthly meeting.

A decision which we are going to announce soon is that this year the Company would not be able to pay one month's salary as bonus to the employees. This would obviously cause a flutter of disappointment among them. I would appreciate if you could handle the situation tactfully and ensure that the disappointment is not transformed into discontent, leading to a further fall in production.

I would like you to report in the next meeting the action taken and the strategies used to minimize or eliminate the negative impact. We can pool our experience and devise ways to prevent the reoccurrence of such a situation.

Regards.

Yours sincerely

R.B. Kashiwal
Senior Vice-President (Finance)

Exhibit 11.7

REDDY ELECTRONICS LTD

39, Hemkund Building
New Barkand Road
Hyderabad-500079

2 April 2014

AR-E-47

All Branch Managers

Subject: Annual Review of Performance

Dear Colleagues

We hope you have already obtained annual assessment reports on employees under your control, pertaining to the year 2013–2014. Please send these with your comments and recommendations so as to reach us latest by 15 April 2014.

One of the items in the agenda for the meeting of Board of Directors, scheduled to be held on 16 May 2014, is Review of Performance of Employees during 2013–2014. For this we have to study assessment reports of all employees and identify those who deserve promotion or grant of advance increments. The completion of this task would take about three weeks.

Hence prompt action is necessary to meet the deadline.

Regards.

Yours sincerely

Subhash Kaushal
Managing Director

Exhibit 11.8**KASHIWAL GROUP OF INDUSTRIES**

Noor Manzil
73, Char Minar Road
Hyderabad-500080

3 March 2014

RG-MD/189

All General Managers

Subject: New Manufacturing Unit

Dear Colleagues

You may recall that one of the items we discussed in the last meeting held on 15 January, 2014 was the need for expansion of our business in the Eastern Region of the country.

I am glad to inform you that after a comprehensive survey and detailed analysis of resources available, it has been decided to set up a factory at Sonarpur about 25 Kms from Dibrugarh. Mr. T.S. Munjale has been appointed its General Manager. He has already reached Sonarpur with skeleton staff to initiate action. He would soon get in touch with you for advice and guidance. I am sure your experience would be of great help to him in launching the new venture. I urge you to extend all possible help and cooperation to him for making the project operational at an early date.

Regards.

Yours truly

R.P. Porwal

Chairman and Managing Director

Review Questions

1. 'Every business letter, in principle, is a sales letter'. Discuss the qualities of the sales letter in the light of this statement.
2. In what way is the structure of a sales letter similar to an advertisement?
3. 'The main purpose of a sales letter is to convert the reader into a customer'. How is this purpose achieved?
4. What are the different ways of starting a sales letter? Illustrate your answer with examples.
5. What factors should be borne in mind while drafting the body of a sales letter? How is it different from the closing paragraph?
6. What is the main function of the closing paragraph of a sales letter? Give a few examples to illustrate your answer.
7. Construct a definition of the circular letter and describe the features that distinguish it from other business letters.
8. In what way a persuasive circular letter is different from an expository circular letter? Illustrate your answer with examples.

Exercises



1. As Sales Officer of a company, write a letter to housewives to promote the sale of an electric milk boiler that it has recently manufactured. The boiler has a device which automatically cuts off the electricity supply after the milk has boiled.
2. You and two of your engineer friends have recently opened a petrol selling station in a town which has 2000 car owners and nine transport companies handling 144 public carriers. Draft two sales letters, one to be sent to the car owners and the other to the proprietors of the transport companies.
3. Assume that you are the Publicity Officer of the tourist department of a state government which has recently developed a new tourist centre near Delhi. This centre has an aquarium, an artificial lake, and a Japanese style hanging garden. There is a tourist bungalow which has air-conditioned rooms, a bar and a swimming pool. Draft a letter to be sent to the First Secretaries of the foreign diplomatic missions in Delhi for promoting tourist traffic to this centre.
4. Write letters to promote the sale of each of the following:
 - (i) a newly published book on economics among university teachers;
 - (ii) a duplicating machine among educational administrators, heads of government offices, and office managers of private business houses;
 - (iii) an automatic toaster among housewives;
 - (iv) a body-builder among college students.
5. Draft a sales letter to be sent to all universities to promote the sale of a new book on the working of democracy in India that your firm has just published.
6. Write a letter to all the principals of higher secondary schools in Delhi to promote the sale of a new television set your company has manufactured. Point out the facilities it has and also its educational value.
7. Draft a letter to be sent to the local government offices and business houses for promoting the sale of a newly designed steel cabinet your firm has just introduced in the market.
8. As the Company Secretary of Sunshine Garments Private Limited, 53-A, Satpura Extension Lajpat Rai Road, New Delhi-110027. Write a circular letter to Branch Managers based in Chandigarh, Chennai, Hyderabad, Kanpur, Kolkata, Mumbai and Pune, asking them to send budget proposals 2015-2016, latest by 10 March 2015. Inform them that the budget for the next financial year would be discussed in the Board of Directors meeting to be held on 16 March 2015.
9. As Marketing Manager of Zenith Publications Privated Limited, 87 Ansari Road, Daryaganj, New Delhi-110001 write a circular letter to Heads, Department of Management of all universities in India to promote a recently published book entitled Management Communication by Sameer P. Kak and Sahir A. Ali. Invent the necessary details after consulting a few books on the subject.
10. You are the Sales Manager of a company that has recently manufactured a sofa-cum-bed which, when not in use, can be easily dismantled and kept in a corner, occupying very little space. Draft a letter to be sent to about 5,000 middle-class families in Bombay city to promote its sale.

11. You are appointed the Manager of a newly-opened stationery shop in a town with a population of about 1,50,000. There are 19 primary and higher secondary schools and four degree colleges in it. Besides, there are several district administration offices. Write a sales letter to be sent to the heads of local educational institutions and offices for promoting the sale of goods you stock.

CHAPTER

12

Claim and Adjustment Letters

To err is human; to forgive divine.

Chapter Objective

To show courtesy and tact are blended to make a claim for the damage or loss and to offer proper adjustments gracefully in the world of business, thus helping the learner develop an ability to handle such correspondence with ease and facility.

COMMUNICATION CORE

Despite utmost care and precaution in business transactions, mistakes do occur because of human frailty, wrong interpretation of message or misunderstanding of intentions. A claim or complaint letter is written to bring the mistake or damage to the notice of the supplier or provider and to ask for rectification and compensation. An adjustment letter is a response to a claim letter. In writing both these types of letters utmost tact and courtesy is required. Only a few can accept their mistakes with grace and be generous with offering proper adjustment. However, in the world of business both types of letters are often written and they constitute an important part of professional correspondence. What matters most in handling such correspondence is the right attitude, proper tone, and attention to the details of the claim and the adjustment offered.

However efficient an organisation may be, mistakes are likely to be made owing to human frailty or misunderstanding. Important services are sometimes unsatisfactorily rendered, goods are consigned to wrong destinations, sometimes too late, sometimes in less than the required quantities. Occasionally, they reach their destination in damaged condition because of faulty packing or improper handling in transit.

Letters written to bring these mistakes to the notice of those who must own the responsibility for them are called **claim** or **complaint letters** and those written to take action on them are known as **adjustment letters**.

MAKING CLAIMS

When you have to pay because of somebody else's mistake, your immediate and natural reaction will be anger. If you draft a letter in this mood, it may contain sarcasm, accusations, and threats. A second thought will reveal to you that these explosive reactions do not help. You must realise that all of us are liable to make mistakes and a tolerant attitude towards the realities of life achieves more than hasty and ill-conceived reactions. Surely your purpose in writing a claim letter is not to accuse someone but to sort out the problem and to secure the services or products that you need and that are due to you. To achieve this objective, you should be courteous, forthright, precise and clear. Let your temper cool down before you write a claim letter. If you have written a letter in anger, hold it back for some time. Have another look at it. You will then be in a better position to make it business-like and restrained. A letter so written has greater chances of eliciting the desired response from the reader.

Your claim letter should generally contain the following four elements:

- (i) A clear explanation of what has gone wrong. Give full information for quick identification of the defective product or faulty service. In the case of a product, details such as the exact date of purchase and arrival, the amount paid, order number, colour, size, model number, make, etc., are helpful in making a re-check by the supplier easier.
- (ii) A statement of the inconvenience caused or the loss suffered as a result of the mistake or defect.
- (iii) An appeal to the reader's sense of fair play, honesty, reputation or professional pride with a view to motivating him to take necessary action promptly to rectify the situation.
- (iv) A statement of what adjustment you would consider fair.

To secure a prompt and satisfactory response a claim letter is usually written to the head of the unit or the department responsible for the mistake.

Three examples of claim letters are given below (Exhibits 12.1–12.3).

Exhibit 12.1

Dear Sirs

We had ordered 2000 1 kg tins of Nihal Baby Food Powder under our order No. M-4006/FP dated 4 October 2014. Today when the consignment arrived we checked its contents and found only 1500 tins, out of which 45 were badly damaged. It seems one of the cases was not packed properly or some heavy load had been placed over it in transit.

There is a great demand for this powder in the town at this time of the year and we expected to clear the whole stock during the next two months. But it appears some of our customers will have to be disappointed.

With enormous resources at your command we hope you can save the situation by sending 500 tins immediately by quick transit service.

As regards the damaged tins, we want your advice. There are two alternatives: either you allow us to sell them at reduced price in which case we shall send you the total amount realised after deducting our usual commission of 7 per cent or permit us to return them to you at your cost for replacement.

We would very much appreciate an early reply.

Yours faithfully

R.L. Bagchi

Purchase Manager

Exhibit 12.2

Dear Sir

Thank you for your letter No. TP/463 of 4 January 2014 forwarding Bill No. M 437 dated 4 November 2014. In it you have included two items which we did not buy. They are:

Punching machines 6 Nos. Rs 54.60

Gum bottles (big) 1 Doz. Rs 88.80

It seems there has been some mistake in copying from our personal account maintained by you. Will you please get it checked and send us another bill? I am returning them with your bill No. M 437. According to our calculation only Rs 409.44 are due from us.

Yours faithfully

A. Alam

Office Manager

Exhibit 12.3

Dear Sir

On 6 February 2014 we bought a voltage stabilizer, Voltrex for Rs 3228.56 from Messrs Shyam Kumar and Co., Daryaganj Delhi, one of your authorized dealers. It bears No. LT 400397A and the guarantee card is numbered VL 4448632.

After we had used it for about a month for regulating current to our computer IBM 1130 it began to produce a loud noise. I sent it to Shyam Kumar and Co. They said it was a minor defect and returned it to us after repairs. After about three weeks the same trouble started again. We called an engineer and got our equipment checked. He says that the computer is all right and has advised us against using the stabiliser as it may damage the equipment.

Now we feel reluctant to approach the dealer. They might once again dismiss the trouble as a minor one and return it after repairs. The fact that the stabiliser has developed trouble twice within about seven weeks indicates that there is some manufacturing defect in it.

I, therefore, request you to arrange to replace it immediately by issuing necessary instructions to the dealer. I may add that some other organisations which own your stabiliser have been getting trouble-free service for several years. In fact, their recommendation has prompted us to buy your product.

Yours faithfully

T.M. Tose

Research and Development Officer

OFFERING ADJUSTMENTS

Enlightened business organisations do not consider a claim letter as a nuisance. On the other hand, they welcome it because it gives them an opportunity to re-examine their working and to bring about such changes as would make it more efficient. They know that all silent customers are not necessarily satisfied customers. Some of them do not write but just stop having any business transactions with organisations whose products or services they find defective or

unsatisfactory. Instead, they start talking about their complaints to other customers, thus damaging the reputation of the erring organisation. Similarly, those who write claim letters but do not receive a reply, damage the goodwill of a concern by airing their grievances in public. That is why a claim letter, howsoever big or small the claim, must be answered promptly.

It is, however, not possible to accept every claim; each is examined on its merits. An attempt is made in every case to prove by action what every business organisation claims, namely, complete satisfaction of the customer. When the claim is rejected, a convincing reply showing why it was not possible to accept it is sent. When the claim is accepted, a brief explanation of why the error occurred is also included in the offer of adjustment. In either case, the adjustment letter should have a pleasant impact upon the customer.

Since, the twin objectives of satisfying a customer and safeguarding the reputation of the writer have to be achieved, great care is needed in drafting an adjustment letter. Every customer wants what he ordered—nothing more, nothing less. A few practical hints which should prove of help to you in drafting such letters are given below.

Practical Hints

- (i) Answer the claim letter promptly. Delay will cause further annoyance. If you cannot make a firm commitment immediately and you are likely to take some time to complete the investigation, send an interim reply and promise to write again.
- (ii) Address your letter personally to the particular customer.
- (iii) Thank the customer for calling your attention to the difficulty, defect, damage or mistake. Apologise for the trouble and inconvenience caused and explain briefly how it was caused.
- (iv) If the claim is reasonable, offer the adjustment graciously.
- (v) Indicate the preventive measures taken by you and assure the customer that he will not be put to any such inconvenience in future.
- (vi) Offer further cooperation and assurance of satisfaction. This will promote goodwill for your organisation and sustain your relationship with the customer.
- (vii) If the claim is unreasonable or unjust, state clearly why you are refusing or only partially accepting his claim. Your letter must clearly show that you understand the customer's problems. Try to convince him of the justness of your decision. Your aim should be to absolve yourself of the blame without insinuating the customer of having any dishonest or ulterior motives.
- (viii) If the customer's letter is sarcastic and written in an angry tone, do not pay back in his own coin. You should try to turn his frown into a smile.

The test of a good adjustment letter is whether the customer will be back to buy again. And this will happen only if your letter has been able:

- (i) to restore the customer's confidence in your organisation,
- (ii) to convince him that the mistake or defect was a stray instance, and
- (iii) to make him feel certain that your regret was genuine.

Pitfalls

Some of the ways to avoid pitfalls in writing such letters are given below:

- (i) Do not express surprise about a complaint.

- (ii) Do not try to minimise your fault by saying 'Such errors very often occur'.
- (iii) Do not suggest that the customer is negligent or insincere by saying 'No other customer has ever complained about....'
- (iv) Do not over-emphasise the complaint or explain all the details of your mistake. Talk about the adjustment you are offering.
- (v) Do not give the impression that though the claim is unjust, you are doing a favour or bestowing charity.
- (vi) Never try to put the blame for a mistake on some other party.

Given below are a few examples (Exhibits 12.4–12.6). These letters are written in reply to the claim letters given earlier in this chapter as examples.

Exhibit 12.4

Dear Sri Bagchi

Thank you for your letter No.... of.... We are very sorry to learn that you have been put to embarrassment and inconvenience owing to our mistake.

Your suggestion for quick shipment of 500 tins is fair and we have despatched them today by quick transit service, as desired by you. We hope they will reach in time for you to keep the dates with your clients. We also agree to bear the transportation cost of the damaged tins. Please send them back soon.

We thank you for drawing our attention to this mistake because we have again carefully examined the working of our packing and despatch department and introduced further checks to prevent the recurrence of such mistakes. Rest assured that you will not be put to any such inconvenience in future.

Yours sincerely

T.L. Azad

Sales Manager

Exhibit 12.5

Dear Sri Alam

Thank you for your letter No.... of.....

Please accept our sincere apology for the error in your October bill.

Out of the two items you mention the first was to be charged to another customer whose account appears next to yours in our ledger. You are right in guessing that it was a copying mistake. We have instructed our bill clerk to be more careful in future.

The second item appears to have been bought by you on 31 October. The ledger entry shows that the credit memo No. 41389B for Rs 88.80 was issued to you by our salesman.

I shall, therefore, feel grateful if you once more check your monthly account. For your convenience we are sending herewith a photocopy of this credit memo.

On hearing from you, we shall send another bill for the correct amount.

Yours sincerely

Y.K. Sohal

Credit Manager

Exhibit 12.6

Dear Sri Tose

Thank you for your letter No.... dated.... bringing to our attention the defect in your Voltrex.

We are sorry that Shyam Kumar and Co. have not been able to provide satisfactory service.

Today we have written to them to send our Delhi-based engineer to you for a thorough on-the-spot check-up of your Voltrex. If it indeed is something which needs a minor repair he will do it and you can rely on his work for he has been especially trained for such tasks. But if it is a manufacturing defect, your Voltrex will be promptly replaced by a new one by our dealer.

We are indeed distressed that you have been put to a lot of inconvenience. We shall feel grateful if you drop a line after our engineer has visited you. We would like to know whether you wish us to do anything further.

Yours sincerely

T.K. Khan

Sales Manager

Helpful Sentences

A few sentences which should help you in drafting adjustment letters are given below:

Beginnings

- (i) We are really very sorry to learn about your experience with our....
- (ii) Please accept our sincere apology for the mistake in your bill for November, 2000.
- (iii) We are indeed very distressed to know that....
- (iv) Thank you for calling our attention to the defect in....
- (v) You are entirely right in guessing that....
- (vi) Your letter is most welcome because it has given us an opportunity to have a thorough look at the working of our....
- (vii) You did the right thing in frankly telling us your experience....
- (viii) It was very thoughtful of you to have written directly to us.
- (ix) You have every right to demand compensation because the mistake is entirely ours.
- (x) Many thanks for telling us what went wrong with your....

Conclusions

- (i) We would be glad to hear from you after you have received the new consignment.
- (ii) Please tell us whether we can do anything further.
- (iii) We would indeed appreciate your dropping a line about your experience with our new....
- (iv) Should you need to say something in future about our...., please do not hesitate to write to us.
- (v) Thank you once again for having called our attention to this defect.
- (vi) We are indeed grateful to you because your letter gave us an opportunity to have another look at the department. If you have further suggestions to make, please do let us know.

- (vii) We hope that our new arrangements will not cause you any inconvenience. Please drop a line to say how you feel about it.
- (viii) We value greatly direct contact with our customers. Please do write again to say how you find the replacement.
- (ix) It was indeed a pleasure to have heard from you. We hope that in future too you will convey to us your suggestions.
- (x) Kindly tell us if you wish us to do anything further.

Review Questions



1. What points should be borne in mind while writing a claim letter?
2. Prepare a list of similarities and dissimilarities between a claim letter and an adjustment letter.
3. In what respects does an adjustment letter differ from a sales letter?

Exercises



1. As the Manager of big departmental store you have received from one of your customers a letter complaining of incivility and inattention when he visited your store. Draft a reply, expressing regret and promising full investigation.
2. (i) As the Purchase Officer of an organisation you had ordered 12 dozen bedsheets after examining the samples sent by the wholesaler. When the consignment arrives you find neither in texture nor in shades do the sheets conform to the samples you had approved. Write a claim letter demanding their replacement.
(ii) Draft a suitable reply to Exercise 2(i) accepting the mistake, offering replacement and promising greater care in future. Invent the details.
3. (i) As the Manager of a hotel in Delhi, write a letter to the General Manager of Uttam Potteries, Aliganj Road, Khurja telling him that most of the contents of the case of China which you ordered were found broken. The cost of broken articles works out to Rs 2,200/- approximately. Demand replacement or suitable compensation.
(ii) Write a reply to Exercise 3(i). Inform them that the articles were in good condition and properly packed. The case was marked 'China: Handle with Care': It seems they got broken in transit. Say that you have written to the railways for investigation and compensation and you will be able to entertain the claim only to the extent allowed by the railways. The margin of profit being very low, you yourself are not in a position to offer any allowance.
4. (i) As the Secretary of the Staff Club of your organisation you bought a gramophone record from a local dealer. You discovered that it has groove damage. The dealer promptly replaced it but the replacement contains identical defects. Write a letter to the manufacturing company asking for its replacement. Invent details.
(ii) Draft an interim reply to Exercise 4(i) promising investigation and replacement if it is a manufacturing defect.

5. (i) As the Librarian of your organisation write a letter claiming compensation for 39 books which arrived in a damaged condition. Or as an alternative demand replacement at the publishers' cost.
(ii) Write a suitable reply to Exercise 5(i). Refuse replacement as the damage occurred in transit but offer to pay binding charges.
6. (i) As a wholesaler write a letter to the manufacturer telling him that the retailers to whom you distributed 800 pairs of Deluxe Special shoes have been complaining about their quality. Say that you have advised the retailers not to sell the remaining stock, pending full investigation.
(ii) Reply to the letter in Exercise 6(i). Express regret, promise investigation and offer replacement of the unsold stock. Ask for the addresses of the retailers who have complained and say that you will write to them directly.
7. A month ago A.K. Shyam and Company Ltd., 35, Bapunagar, Jaipur bought a duplicating machine from a firm in Delhi. The machine does not work satisfactorily. As Secretary of this company write a letter (to the Delhi firm) giving the details and asking that either it be repaired or replaced at their cost.
8. You are the Sales Manager of Lal General and Electrical Stores, Daryaganj, Delhi-110006 and you have received an angry letter from one of your customers about the defects in an electric toaster he bought from your Stores a week ago. Draft a suitable reply.
9. The Office Manager of a company has asked you to replace the lot of 30 typewriters he bought from you ten days ago. Draft a suitable reply, refusing replacement but suggesting an alternative which you think will satisfy him.

CHAPTER

13

Credit and Collection Letters

Promptness pays in business as well as in life.

Chapter Objective

To acquaint the learner how credit is requested, how it is accepted and when it is rejected and also to make him aware of the procedure for collecting the credit.

COMMUNICATION CORE

Buying on credit has become a way of life in modern business. 'Buy now, pay later' schemes are floated by sellers to promote business. This facility obviates the necessity of immediate cash transaction, thus enabling the buyer get things when he needs and paying for it at a convenient time or in instalments. To the seller, too, it is advantageous because by offering credit he can sell more than he would otherwise. There are three types of credit letters: requesting credit, granting credit and refusing credit. In the first type, the writer has to establish his financial credibility by providing credit references and other relevant details. The second type, should clearly state the terms and conditions of offering credit. The letter for refusing credit should be tactfully worded. It should not merely explain the reasons for the refusal but also suggest cash sales, besides offering credit in future on meeting essential conditions.

A letter written to collect the amounts due from the customers should be carefully worded. It should not assign motives to the debtor nor injure his feelings. To elicit the desired response one may appeal to the customer's sense of fairness, good intentions or self-interest. Sometimes it may be advisable to excite in him the emotions of sympathy and fear. For the recovery of debt the following steps are suggested: routine reminder to pay the amount mentioned in the monthly statement of accounts, writing a formal follow-up letter, reminding through a letter by name, speaking on the phone, sending a telegram and finally a letter giving notice for legal action.

In the world of business the term *credit* refers to 'promising payment in future' and *collection* means 'obtaining payment from the debtor'. Letters written for these purposes are known as *credit letters* and *collection letters* respectively.

NATURE OF A CREDIT LETTER

Buying on credit has become a way of life in modern trade, business, industry and even in our personal commercial transactions. It is a facility that helps a manufacturer, wholesale dealer, retailer, or consumer obtain goods when required without having ready money for payment. Since credit increases sales, in many business transactions the sellers allow their customers a certain period of time for payment. The customers too are on the lookout for firms from which they can buy goods on credit.

A seller offers credit only after (i) obtaining an assurance from the buyer of payment within the specified period and (ii) ascertaining his ability and intention to do so. There are five touchstones to determine whether the debtor would keep his promise: his capital, capacity, character, reputation and goodwill. The extent of credit privileges to be offered is decided on the basis of these criteria.

However, offering credit, whether to an individual or to a firm, can be hazardous. In some cases the payment is delayed or not made at all. To minimise this risk, the credit applicant should be asked to supply information about his present employer, status and salary, length of existing employment, references of firms where he has charge accounts, and the banks where he has an account or from whom he has obtained loans. In the case of commercial credit the firm is asked to supply information about its financial standing and the type of business it is engaged in. Details such as the following can give an idea about the firm's financial standing: the amount of paid-up capital, the principal share holders, the amount of insurance carried, names of banks and other institutions from where money has been borrowed and also, if the amount of credit requested is large, the latest income and expenditure account and balance sheet.

TYPES OF CREDIT LETTERS

Requesting credit, granting credit and refusing credit, are the three kinds of credit letters discussed here.

A letter containing a request for credit should:

- (i) State the source of information about the products or goods to be purchased.
- (ii) Place the order, indicating the desired terms of credit and asking for a continued credit arrangement.
- (iii) Give essential information about the business.
- (iv) Supply credit references—financial institutions and banks that will vouch for promptness and reliability in payment.
- (v) Promise to supply further information, if required, to establish financial credibility.

In case the terms mentioned in the letter requesting credit are satisfactory, an acceptance letter should be despatched promptly. It should:

- (i) Mention the grant of credit right in the beginning.
- (ii) Assume that the order is being executed immediately.
- (iii) Show that the credit references have been obtained.
- (iv) Explain the terms of credit.

In some cases it may not be possible to accept the request for credit. If so, a carefully drafted refusal letter should be sent which should:

- (i) Thank the applicant for the request.
- (ii) State the reasons for refusing credit.
- (iii) Try to retain the customer by encouraging him to pay cash for the present transaction.
- (iv) Suggest the possibility of making credit arrangements in the future.

An example each of the three types of letters mentioned above is given in Exhibits 13.1–13.3.

Example I Letter for Requesting Credit

Exhibit 13.1

Dagar Enterprises
472 A, New Rohtak Road
Bhiwani 125021

12 October 2014
Kashiwal Plastic Limited
234, Subhash Shinde Road
Churchgate
Mumbai-400029
Subject: *Order for Supply of Karywel Suitcases*

Dear Sirs

One of our business contacts in Delhi has informed us that the Karywel suitcases manufactured by you are light, durable, soft-coloured and well-designed and that their sale is picking up fast. This information has aroused our interest in your product.

We have been selling portmanteaus, canvas bags and plastic purses for the last 25 years and our average annual turnover is about Rs 6 lakh. Now we wish to add to the rank of our merchandise.

A recent consumer survey in Bhiwani has revealed that there is a market for the kind of suitcases you manufacture. Our estimated quarterly requirement is as follows:

| <i>Type</i> | <i>Size</i> | <i>Quantity</i> |
|-----------------|-------------|-----------------|
| Karywel picnic | 18" | 75 |
| Karywel feather | 20" | 40 |
| Karywel tourist | 22" | 50 |
| Karywel wedding | 24" | 35 |
| | | 200 |

To begin with, please supply 200 suitcases as per details given above on 30-days credit terms. We would also like to have similar terms for future purchases.

To help you make a decision, I am listing as references the names of our bank and a manufacturer from whom we have been purchasing goods for the last ten years on credit basis.

- (i) State Bank of India
Mandir Chowk
Station Road
Bhiwani-125020
- (ii) Beniwal Canvas Works
Dharamatalla
Tirgun Sen Road
Calcutta-600036

If you need any further information, we shall be glad to furnish it.

Yours faithfully

Ram Das
Manager

Example II Letter Granting Credit**Exhibit 13.2****Kashiwal Plastics Limited**

234, Subhash Shinde Road
Churchgate
Mumbai-400 029

10 November 2014
The Manager
Dagar Enterprises
472A, New Rohtak Road
Bhiwani 125021

Subject: *Supply of Karywel Suitcases*

Dear Sir

Please refer to your letter dated 12 October, 2014.

We are pleased to accept you as a credit customer of our company. Your order for 200 suitcases is being sent immediately through Golden Transport Company on the credit terms proposed by you. A bill for Rs 55,000/ is enclosed. You will notice that we have allowed the usual trade discount, and that the last date by which the payment should reach us is 9 January, 2015. The shipping papers have been sent separately to your bank.

We have investigated the credit references given by you and found them satisfactory. We look forward to serving you in future and hope to receive an order for another lot soon. We wish you success in promoting the sale of Karywel.

A form for credit information is sent herewith in duplicate. Please fill it in and send us one copy. This request is a part of our credit procedure and helps us update our records as regards our credit customers.

Yours faithfully

P.K. Saxena
Credit Manager

Example III Letter Refusing Credit**Exhibit 13.3**

10 November, 2014

Subject: *Supply of Karywel Suitcases*

Dear Sir

We appreciate your interest in our products and thank you for your order dated 12 October 2014 for the supply of 200 Karywel suitcases on credit basis.

We have gathered the relevant information about your financial standing. Unfortunately it is not in keeping with our customary requirements for establishing credit arrangements with a buyer.

However, if the situation changes, we would be pleased to grant you the desired credit privileges. In the meantime we would be glad to supply your order on receipt of a demand draft for Rs 55,000/- as per details given in the enclosed advance invoice. An additional cash discount of 3% is paid by us if the order is accompanied by full payment.

We look forward to hearing from you soon.

Yours faithfully

P.K. Saxena
Credit Manager

COLLECTION PROCEDURE

Prompt collection of money is essential for the successful operation of a business organisation. If the creditors do not clear their accounts within the stipulated period of time, there would be a fall in the amount of capital turnover and this may adversely affect the profit of the company which had supplied goods on credit. Many organisations have therefore evolved an effective collection procedure or system. This is often called a collection letter series, though, as you shall presently see, some of the communications are not letters.

Obviously the main purpose of the system is to collect the amounts due and at the same time ensure that the business relationship with the customers is maintained. To achieve these twin objectives you should bear in mind the following points.

- (i) Be courteous, tactful and patient in dealing with the debtor. Never assign any motives. Always assume that he is sincere and intends to pay.
- (ii) Decide the extent of time gap between communication on the basis of the type of credit risk and the urgency of collection. The customer's assets, volume of business, record of paying debts in the past would help you come to a decision.
- (iii) Start by sending a regular monthly statement. Follow it up by a routine reminder. The next step is to write a personal letter to the concerned officer and if there is no response, talk to the person on phone and then send a telegram. As a last resort, write a letter giving notice for legal action.
- (iv) Mention the amount due in each communication.
- (v) To motivate response, appeal to the customer's sense of fairness, good intentions or self-interest. Or you may try to excite in him the emotions of sympathy and fear. One way of framing your ideas to achieve these tasks is given below.

Sense of Fairness "We agreed on certain terms when the account was opened. In all fairness you should honour them."

Good Intention "It appears our statement of account has missed your attention. On receipt of this letter we hope to receive the payment."

Self-interest "It will become difficult for you to obtain credit in future if there is any further delay in clearing the outstanding dues."

Sympathy "You can very well imagine how difficult it is becoming for us to run our business smoothly in the case of non-payment of amounts due to us. We therefore request you to act fast and clear your account."

Fear "Unless we receive the payment within a fortnight from now, we shall be forced to place the matter in the hands of our legal adviser for necessary action."

Let us now see how the various communications in the collection system are usually written. As we stated earlier, first a monthly statement of account is sent to each party on the credit list asking it to send payment within a specified period of time. If the payment is not received within this period, the series of communications that may follow are given below. For this discussion we shall use a case discussed earlier in this chapter. Let us assume that Dagar

Enterprises were put on the credit list of Kashiwal Plastics Limited but they have not sent the payment for the suitcases supplied to them. In this series, all the elements of a letter are not given for obvious reasons. However, the dates are mentioned to show the time gap between the communications.

Routine Reminder

Exhibit 13.4

15 December 2014

Dear Sir

I am sending a copy of the statement of account despatched to you on 30 November, 2014. The draft for Rs 55,000/- for the supply of 200 suitcases has not yet been received.

Please expedite payment.

Yours faithfully

P.K. Saxena

Credit Manager

Second Reminder: Formal Letter

Exhibit 13.5

31 December 2014

Dear Sir

This is our third attempt to collect Rs 55,000 that you owe us for the 200 suitcases supplied to you on 10 November 2014. No action seems to have been taken on our statement of account sent to you on 30 November and our reminder of 15 December.

We had readily agreed to your terms of credit and it is only fair that you honour them. If perchance our earlier communications have escaped your attention, I am sure this one will reach you and evoke a prompt response.

Yours faithfully

P.K. Saxena

Credit Manager

Third Reminder: Personal Letter

Exhibit 13.6

15 January, 2015

Dear Sri Ram Das

Before I come to the purpose of writing this letter, let me wish you and your firm a prosperous New Year.

As you know, we supplied 200 suitcases of different sizes to your firm on 10 November 2014, and for this supply a sum of Rs 55,000/ was to be remitted to us in early December. But despite three communications, we have not so far received the payment.

We do not in any way wish to damage your credit reputation. I am aware that you value yours just as we do ours. But any more delay on your part may force us to a still avoidable course of action.

I should therefore be grateful if you could kindly send the amount by demand draft immediately on receipt of this letter.

Yours sincerely

P.K. Saxena

Credit Manager

Fourth Reminder: Telephone Call

On 30 January 2015, Sri Saxena speaks to Sri Ram Das on the phone, requesting him to send the payment of Rs 55,000/ for the supply of 200 suitcases. Shri Ram Das explains that he was away from Bhiwani for the last two months for some personal reasons. He regrets the delay and promises to despatch the cheque on 5 February 2015.

Fifth Reminder: Telegram

After waiting for seven days, on 12 February 2015, the following telegram is sent to Shri Ram Das.

REFER TELEPHONE CONVERSATION ON 30 JANUARY, DRAFT FOR RUPEES 55000 NOT YET RECEIVED. SEND TODAY.

Sixth Reminder: The Final Letter

Exhibit 13.7

19 February, 2015

Dear Sri Ram Das

This is to inform you that unless the demand draft for Rs 55,000/ is received by 26 February, 2015, we shall place the matter in the hands of our legal adviser for necessary action.

Yours sincerely

P.K. Saxena

Credit Manager

DISTINCTIVE FEATURES OF BUSINESS LETTERS

This part focusses on the principles of writing, elements of structure, and forms of layout applicable to all types of business letters. But as indicated earlier, each type has certain unique features, specially in terms of tone and style. Here, we would like to summarise them in order to draw your attention to the diversity in approach to different types of business letters.

The tone of the first type of letters, that is, those written for inviting and sending quotations, orders, and tenders is marked by expectancy and the style is factual and descriptive. The portrayal of things required and proposed to be supplied is accurate, specific and verifiable. The tone of the second type, namely, sales letter is subjective and cordial and the style attractive and interesting. There are numerous ways of convincing and inducing the prospective buyer. Each writer, according to his perception of situation and approach, chooses the best way of realising his goal. The statements made in such a letter are sometimes not verifiable. The tone of the third type, the claim letter, is firm, whereas, that of the fourth type that is, the adjustment letter, conciliatory. In style there is an element of subjectivity because both the demand and response can be worded in different ways according to the writer's assessment of reality. The aim of the former is to convince the receiver about the genuineness of the complaint and reasonableness of the compensation sought. The latter, besides offering adjustment, explains why the lapse occurred, in order to continue to maintain good business relations. A cautious approach characterises the tone of the fifth type, namely, the credit letter. Its style is explicit like that of a legal document. An attempt is made to describe meticulously the terms and conditions in detail. In most situations the tone of the sixth type, the collection letter, is firm and the style persuasive. However, certain circumstances may force the writer to use a tone that reflects sternness and a style that reflects warning.

Though on the basis of basic constituents of tone and style business letters cannot be divided into watertight compartments, an attempt is made below to highlight their distinguishing features:

Table 13.1 *Main elements of tone and style*

| Type of letter | Tone | Style |
|-----------------------------|--------------|-------------|
| Quotation, Order and Tender | Expectant | Descriptive |
| Sales letter | Cordial | Appealing |
| Claim letter | Firm | Convincing |
| Adjustment letter | Conciliatory | Explanatory |
| Credit letter | Cautious | Explicit |
| Collection letter | Firm | Persuasive |

Review Questions



1. Why buying and selling on credit has become a way of financial transactions in modern business?
2. In what way does a collection letter differ in tone and style from a sales letter?

3. Comment on the procedure of collection given in this chapter. Can you suggest a better procedure? Justify your answer with cogent arguments.

Exercises



1. As Credit Manager of the Modern Departmental Store, Vigyanpur, you have received a request from the Chief Warden of a local college for the supply of 250 kg of atta every month on credit basis. Inventing the necessary details, write two letters, one granting the credit and the other refusing it. In each state the reasons for your decision.
2. Assume that you are the Credit Manager of a weekly magazine, *Reader's Paradise*, published by Renuka Communications Private Limited, Nagpur. In response to an advertisement offering Diwali gift subscriptions at the special low price of Rs 300/- per annum (instead of a regular subscription of Rs 340/-), the firm has received 1500 orders. At the request of prospective subscribers, the bills for payment have been sent to them, demanding payment within 15 days. However, you anticipate that some of them will not pay in time. Write a series of collection communications which you will use for obtaining payment. Invent the necessary details.
3. The main branch of Navyug Commercial Bank, Hyderabad has not paid Rs 23,500 to the local Super Bazar for the supply of food materials to its canteen. The amount has been outstanding for the last three months. As the Credit Manager of Super Bazar write a personal letter to the Bank Manager for collection.
4. (i) Fairdeal Enterprises, Faridabad have been on the charge account of New Fashion Garments Private Limited, Delhi for the last three years. Of late, there have been several instances of delay in payment. As Credit Manager write a letter withdrawing the credit privileges of Fairdeal Enterprises. Explain tactfully the reasons for this decision.
(ii) Three years after the closure of the charge account of Fairdeal Enterprises the firm has been taken over by Sri Dharam Das Panjwani, a reputed businessman of Faridabad. The Manager of the firm has requested the renewal of credit privileges. As Credit Manager of New Fashion Garments Private Limited, draft a suitable reply rejecting the request.
5. Read Exercise No. 3 given above. Assuming yourself to be the Bank Manager, write a letter to the Credit Manager, enclosing a demand draft for Rs 23,500 and explaining the reasons for the delay in payment.

Banking and Insurance Correspondence

Money is like a sixth sense without which you cannot make a complete use of the other five.

Chapter Objective

To bring to the notice of the learner special requirements of letters written to transact business with banks and insurance companies by giving several examples dealing with different kinds of common situations.

COMMUNICATION CORE

When you embark upon your career as a professional, you would have to deal frequently with two types of financial institutions, namely, banking and insurance, both for official and personal purposes. The guidelines and sample letters provided herein would help you communicate with them effectively. Of all the qualities required in business letters, accuracy and clarity are the most significant virtues in bank and insurance correspondence.

Banks play an important role in financial transactions among individuals, traders, business companies, institutions and social organisations. Their basic function is to provide facilities for depositing and withdrawing money and when required, to arrange for its transfer to concerned parties. Obviously, the use of banking facility reduces cash handling and ensures fast and safe receipt and payment of wages, salaries, taxes, loans, advances, etc. In fact, the banks have now become an inevitable link in modern business, which depends heavily on credit transactions and loan facilities provided by banks.

In specific terms, a bank offers the following main services:

- (i) It accepts cash deposits by customers
- (ii) It permits withdrawal of cash by depositors
- (iii) It provides facility for fixed deposits by customers for varying periods of time
- (iv) It encashes cheques drawn by a depositor
- (v) It accepts cheques drawn by other banks for collection and credit to the customer's account
- (vi) It provides facilities for transfer of funds to other banks or its branches
- (vii) It grants loans and advances to its customers

- (viii) It accepts bills, insurance premiums, taxes, etc., from customers for transfer to concerned parties
- (ix) It accepts the mortgage of houses, land or other properties for grant of a debt or for regular payment of a fixed amount to a party for a specific period
- (x) It provides facility for customers to rent lockers on nominal charges to enable them to keep their valuables safely

To reduce the load of work due to ever-increasing transactions most banks have installed ATM machines in a large number of cities and resorted to e-banking for commercial transactions. They have also issued credit cards to customers to enable them to buy things or secure services without paying cash or issuing a cheque.

BANKING CORRESPONDENCE

For dealing with financial matters accurate, concise and complete information is required and this is best done by standardised forms. Thus, in every bank, forms for opening an account, for transfer of money, for grant of loan, etc., are available. These forms generally include a request letter and provide space for the supply of details required by the bank. Basically, all banks require the same information but there are variations in expressing it. So every bank has its own set of forms for different purposes. There are, however, situations in which a standardised form alone cannot serve the purpose and a letter has to be written to meet a particular requirement. The structure, layout and style of such a letter is the same as that of other business letters, which we have discussed earlier in this part. Sometimes a letter of this type is written to support or forward filled-in forms, to give additional information, or to induce quick action. Banking correspondence refers to the use of all types of standardised forms and letters to transact business or to exchange information between banks and customers and two banks. A few sample letters are given in the Exhibits 14.1–14.7.

SAMPLES

Sample I Letter by a Business Company to Open Current Account

Exhibit 14.1

Kashiwal Wool Manufacturing Co. Ltd.
31, Indigo Marg
New Delhi – 110 056

30 August 2014
 Reference: 3981/CD

The Manager
 Indian National Bank
 23, Padmakar Marg
 New Delhi – 110 049

Dear Sir

In a recent meeting of the Board of Directors it was decided to open a Current Account in your bank. I am sending herewith the filled-in application form and certified copies of the supporting documents listed below:

- (i) Board's resolution to open the account.

(Contd.)

(ii) Certificate of incorporation of the company issued by the Registrar of companies.

(iii) Articles of the company.

(iv) Letter of Introduction from Shri R.B. Nanavati, Secretary, Modern Garments Limited, Industrial Estate, Okhla, Delhi. For initial deposit I am also sending Rs 40,000 through Shri R.D. Vaish, our Accountant. Please accept the deposit and open the account. I would be grateful if you could kindly arrange to issue a cheque book, a passbook and a book of pay-in-slips in the Company's favour and hand these over to Shri Vaish.

Yours faithfully

A.M. Shahid
Company Secretary

Sample II Letter from a Bank to a Customer Regarding Statement of Accounts

Exhibit 14.2

Indian National Bank
23, Padmakar Marg
New Delhi – 110 049

16 April 2014
Reference: SA/206/C
The Manager
Link Supermarket
Gama Complex
43, Sahyog Path
New Delhi – 110 003

Dear Sir

I am sending herewith a statement of account pertaining to the transactions during the financial year 2013-14. Our staff was busy in follow-up activities relating to the previous financial year and so the statement could not be prepared earlier. We are sorry for the delay.

We assure you of prompt service in future. Necessary steps have been taken to meet such situations effectively.

Yours faithfully

D.A. Rahim
Manager

Sample III Letter from a Bank to a Customer Regarding Overdraft Facility**Exhibit 14.3**

**Indian National Bank
23, Padmakar Marg
New Delhi – 110 049**

17 July 2014

Reference: OD/347

The Accounts Manager
Nishan Garments Trading Company
127, Ravi Pathway
New Delhi – 110 003

Dear Sir

This is to bring to your notice that during the last three months your account No. 4378645811 has been overdrawn four times. At the close of working hours yesterday the amount overdrawn was Rs. 7,523.00 (rupees seven thousand five hundred and twenty three only). Please arrange to deposit in your account adequate amount to clear this balance.

As you are aware, overdraft is allowed to a party by previous arrangement. Since in recent past the credit balance in your account has been very small, it is necessary to enter into an arrangement for overdraft facilities. I suggest you call on us to discuss the matter. In the absence of such an arrangement, I am afraid we would not be able to honour your cheques.

Yours faithfully

D.A. Rahim
Manager

Sample IV Reply to the Letter in Sample III**Exhibit 14.4**

**Nishan Garments Trading Company
127, Ravi Pathway
New Delhi – 110 003**

20 July 2014
Reference: NSG/429
The Manager
Indian National Bank
23, Padmakar Marg
New Delhi – 110 049

Dear Sir

Thank you for your letter No. OD/347 dated 17 July 2014. Today we have deposited a cheque for Rs. 25,000/- in our account No. 43788645811. This would clear the debit and also leave a small amount to our credit. We assure you that we would maintain a credit balance in our account in future.

Despite our efforts, there may be occasions when we may have to overwithdraw. I shall, therefore, call on you to discuss the arrangements for overdraft facilities up to Rs. 20,000/- for three months. Because of recent strike by transporters the marketing of our products was disrupted. The situation is likely to become normal after three months. Hence this request.

Next week I shall call your secretary to fix an appointment with you.

Yours faithfully
T.P. Goyal
Accounts Manager

Sample V Letter from One Bank to Another for Clearance of Cheques

Exhibit 14.5

**Indian National Bank
23, Padmakar Marg
New Delhi – 110 049**

7 April 2014
Reference: CLC/203

The Manager
New Commercial Bank
213, Bapu Nagar
Jaipur – 302 004

Dear Sir

We had sent 23 cheques (list enclosed) for clearance on 31 March but so far the intimation for transfer of credits has not been received. Several of the customers who had deposited these cheques for realisation called on us yesterday to enquire about the causes for delay.

I, therefore, request you to look into the matter and take quick action for transfer of credits.

Yours faithfully

D.A. Rahim
Manager
Encl: As above

Sample VI Letter from the Branch of a Bank to its Head Office for Extending Overdraft Facility to a Customer

Exhibit 14.6

**Indian National Bank
23, Padmakar Marg
New Delhi – 110 049**

22 June 2014

Reference: DDF/291

The General Manager
Indian National Bank
143, Mayappa Road
Mysore - 570 063

Dear Sir

We have received an application (copy enclosed) from Bindal Home Appliances Pvt. Ltd., Lajpat Nagar, New Delhi for extending the overdraft facility for Rs. 75,000.00 for 6 months, that is, from 1 July to 31 December 2014. This facility is required by them to meet the cost of intensifying effort to promote the sale of their products.

Our business relationship with the company for the last 15 years has been smooth and harmonious. Their withdrawals have been moderate and they enjoy good credit status in the market. Moreover, they have offered to deposit with us equity shares of Somani Cotton Mills, Surat, whose current market value is Rs. 80,000.

I, therefore, think that their request deserves to be accepted. Please consider the matter favourably and convey your approval soon.

Yours faithfully

D.A. Rahim
Manager

Sample VII Letter from a Customer to Stop Payment of a Cheque**Exhibit 14.7**

12 August 2014
347, Tilak Marg
Subhash Nagar
New Delhi – 110 048

Indian National Bank
23, Padmakar Marg
New Delhi – 110 049

Dear Sir

This is to confirm the telephone request I made today to STOP payment of CHEQUE No. 73312 dated 7 August 2014 for Rs. 8,000/- (rupees eight thousand only).

As I had told you, this cheque issued in favour of Trendy Furniture Mart, Ambedkar Market, Karol Bagh, New Delhi was lost by their accountant on his way to Panchkuin Road to finalise a business deal.

Please confirm that necessary action has been taken to prevent unauthorised payment.

Yours faithfully

Nikhil Tomar

INSURANCE CORRESPONDENCE

Once an insurance agent approached his friend and said, 'Now that you are married, you should take a life insurance policy.' His friend retorted, 'What do you mean? She is not **that** dangerous'. This reaction undoubtedly emanated from the misunderstanding of the intention of the agent. The fact, however, remains that generally, the word **insurance** conjures up in our mind a situation in which a provision is made for the financial security of the family after the death of the insured person.

In a bid to become a social welfare state, our society is moving fast towards institutionalising measures to provide support and security in case of loss, damage, injury or untimely death of its members. As a result, now not only life is insured, a number of companies have come into existence which insure vehicles, household goods, crop, etc., and provide cover for travel, transit of goods, illness, etc. The government has played a significant role in making our society insurance-conscious. In fact, in some cases insurance has been made compulsory. Further, attractive advertisements through electronic as well as print media and aggressive persuasion by an army of insurance agents has made insurance as common as provident fund, a compulsory financial provision for the future.

Before proceeding further, let us understand clearly some of the terms commonly used in insurance documents and correspondence. You may have noted that the words **insurance** and **assurance** are sometimes used interchangeably. But, in fact, there is a slight semantic difference between the two. **Insurance** is an arrangement or a contract with a company which

on payment of regular amounts of money agrees to compensate the insured for loss, damage, injury or death. **Assurance** is a type of insurance in which the assured sum is paid to the person after a specified period of time or to his nominee or legal heir if he dies before the expiry of the stipulated period. So unlike insurance which is concerned with compensation which may or may not occur, assurance provides security for events that are bound to occur. The word **premium** is used to denote the amount of money paid in monthly, quarterly, half-yearly, or yearly instalments to the insurance company. The **insurer** is the company which agrees to cover the risk on payment of premiums and the **insured** is the party which seeks protection from the risk. In **endowment policy**, the premium is paid for a specified period of time. Obviously, the shorter the period, the greater is the amount of premium. If the insured person survives the period, the maturity amount is paid to him but if he dies, the amount is paid to his nominee or legal heir. The maturity amount consists of the sum assured plus bonus and minus loans, advance payments or unpaid premiums (if any) and interest thereon. In the **whole life policy** the sum assured is paid only after the death of the insured to his nominee or legal heir. In **joint life policy** more than one life is covered. It is usually taken by husband and wife. The survivor gets the sum when one of them dies.

As you may have observed, apart from Life Insurance Corporation (LIC) of India, a number of private insurance companies have been formed in recent past to cover life, property and various kinds of events.

Since insurance policy documents enjoy legal sanctity their diction and syntax are jargon-ridden. This is done to ensure that in case of dispute there is no ambiguity whatsoever in interpreting the intended meaning. And partly because of this reason in insurance correspondence too, the language has to be completely free from foggy haziness.

As in banking correspondence, the language relating to insurance, specially that used by insurance companies, is more or less standardised for dealing with routine matters, but often there arise a number of situations in which the insured has to write to the insurer for clarification, more information, corrective action, etc. Some typical situations which cause the exchange of letters between them are listed in the next paragraph. We may add that the illustrative situations described relate to life insurance but they would prove helpful in other situations relating to different kinds of insurance, in a slightly modified form.

1. A person submits a proposal for life insurance but inadvertently fails to attach an age-proof document or an appropriate medical certificate.
2. A policy holder applies for loan for the marriage of his daughter.
3. A policy holder is unable to pay the premium any more and wants to know the surrender value of his policy.
4. A company informs a policy holder that his policy has lapsed because of non-payment of premium and suggests action for its renewal.
5. On receipt of the death certificate of a policy holder the company demands from the claimant a succession certificate issued by a court of law and death certificate by a municipal body.
6. A company asks a policy holder to fill in a pre-receipt form for the payment of the matured value of a policy.

SAMPLES

Now we shall give sample letters (Exhibits 14.8–14.13) that may be written to meet the requirement of the situations listed above.

Sample Letter I**Exhibit 14.8****NATIONAL LIFE INSURANCE COMPANY****343, Diwakar Marg****Jaipur – 302 004**

13 September 2014

Reference: LFUP/321

Sri Naresh Pant

D-9, Sector 29

Noida – 201301

Distt. Gautam Budh Nagar (U.P)

Subject : Proposal no. 42378 dated 6 September 2014

Dear Sri Pant

Thank you for sending the proposal mentioned above. We have scrutinised it and found it complete in all respects but the following two crucial documents do not fulfill the requirements:

The copy of Higher Secondary certificate submitted as proof of age has not been attested by a gazetted officer.

The medical practitioner who has signed the health certificate has not mentioned his registration number.

Please send these documents after completing the required formalities. We assure you that your proposal would be processed soon after receipt of these documents. We are holding back the cheque for Rs. 9445 (rupees nine thousand four hundred forty five) sent by you along with the proposal as first premium.

Yours sincerely

T.N. Panda

Divisional Manager

Sample Letter II

Exhibit 14.9

D-9, Sector 29
Noida – 201301
Distt. Gautam Budh Nagar (U.P)

13 June 2014

The Divisional Manager
National Life Insurance Company
343, Diwaker Marg
Jaipur – 302004

Subject : Loan on Policy no. 678978423- Self

Dear Sir

I am in urgent need of money to meet the expenses required for the marriage of my daughter. Please let me know the maximum amount of loan that I can get on my policy mentioned above. Also, kindly inform me the formalities that have to be fulfilled for the grant of loan. Since the wedding is scheduled to take place on 24 July, I would be grateful for quick action in the matter.

Yours faithfully

Naresh Pant

Sample Letter III

Exhibit 14.10

D-9, Sector 29
Noida – 201301
Distt. Gautam Budh Nagar (U.P)

13 June 2014

The Divisional Manager
National Life Insurance Company
343, Diwaker Marg
Jaipur – 302004

Subject : Policy no: 378156789

Dear Sir

Because of certain unforeseen circumstances I would no longer be able to pay the premiums for the policy referred to above. In the near future too I do not expect any significant improvement in my financial resources. I, therefore, wish to discontinue this policy. Please let me know its current surrender value and also the procedure that has to be followed to obtain the amount.

Yours faithfully

Harish Pant

Sample Letter IV**Exhibit 14.11****NATIONAL LIFE INSURANCE COMPANY****343, Diwakar Marg****Jaipur – 302 004**

23 August 2014

Reference: LLP/293

Sri O.P. Jalpa

43/27 Basappa Enclave

4th Cross, 12th Road

Bangalore – 560 023

Subject: Policy No. 39404624

Dear Sri Jalpa

As you know, the annual installment of premium amount, Rs. 9347 (rupees nine thousand three hundred forty seven only) was due for payment on 21 July. And the grace period of 30 days allowed by us has also expired. Hence your policy has lapsed and you are no longer entitled to any of the benefits mentioned in the policy document.

Since so far you have been paying the premium in time regularly, we would advise you to get the policy renewed. For this you would have to pay the annual premium plus interest amount of Rs. 1539 (rupees one thousand five hundred and thirty nine only) latest by 7 September 2014. I am enclosing a form for renewal. Please fill in and send it in time along with a demand draft for Rs. 10,886 (rupees ten thousand eight hundred and eighty six only).

Yours sincerely

T.N. Panda

Divisional Manager

Sample Letter V**Exhibit 14.12****NATIONAL LIFE INSURANCE COMPANY****343, Diwakar Marg****Jaipur – 302 004**

7 September 2014

Reference: DLF/314

Sri B.K. Patel

123/4 Hyder Ali Road

Hyderabad – 500 031

Subject: Policy No. 77984218

Dear Sri Patel

We are sorry to learn about the sad demise of your father. We have received your claim in proper form but are not in a position to settle it. As you may know, your father had nominated your mother, Smt. Sheela Patel, to receive the insured amount. Since she too has expired, your claim to be the only legal heir of Late Sri Patel must be supported by a succession certificate which is issued by a court of Law. Please obtain this document and send it along with the death certificate of your father issued by the Municipal Corporation. The one sent by you is by the Hospital, which is unacceptable.

We assure you that we would process your claim promptly on receipt of the required documents and send the amount immediately.

Yours sincerely

T.N. Panda

Divisional Manager

Sample Letter VI

Exhibit 14.13

NATIONAL LIFE INSURANCE COMPANY

343, Diwakar Marg

Jaipur – 302 004

5 September 2014
Reference: MVL/309

Sri Ram Singh Dhaka
79, Sonar Gali
Bichla Bazar (West)
Mumbai – 400 023

Subject: Endowment Policy No. 46784298

Dear Sri Dhaka

We are glad to inform you that the policy number mentioned above is maturing on 4 October 2014.

Please fill in the enclosed claim form and return it to us along with the original policy document. On its receipt we shall process it quickly and send you the amount due to you by cheque drawn on State Bank of India.

Yours sincerely

T.N. Panda
Divisional Manager
Encl: As above

Review Questions



1. In what way the financial security provided by a bank differs from that provided by an insurance company?
2. What are the main distinguishing features between banking correspondence and insurance correspondence?
3. Why do banks require the use of standardised forms for a number of routine transactions?
4. Explain the following terms, illustrating your answer with examples.
(a) overdraft (b) assurance (c) insurance (d) premium (e) endowment policy

Exercises



1. As Manager of Samirpur branch of Apex National Bank write a letter to a customer asking him as to why his savings bank account number 510897346 may not be closed because it has not been operated even once during the last five years. Invent the other details required.
2. As the Divisional Manager of National Insurance Company, 343, Diwakar Marg, Jaipur – 302004 write a letter to Sri R. Dinesh, 12 Noor Manzil, Savarkar Marg, New Delhi – 110 007 forwarding his life policy document.
3. Inventing the necessary details write letters for the following purposes.
 - (i) From a customer to the Branch Manager of a bank requesting him to stop payment of a cheque.
 - (ii) From the proprietor of Ganesh Small Tools Manufacturers Limited to the Manager of a bank for the grant of a loan of Rs.15 lakhs for extension of its productive capacity.
 - (iii) From the Divisional Manager of an insurance company to a customer informing him the surrender value of his endowment policy.

CHAPTER

15

Social Correspondence

Social interaction aids the consummation of business relationship.

Chapter Objective

To enable the learner to write formal and informal letters of invitation, congratulation, consolation, etc., in order to fulfil his social obligations in a variety of common and recurring situations.

COMMUNICATION CORE

Writing letters is a necessity to fulfil social obligations and to meet personal needs. These may not be directly related to your professional work. Promptness and choice of an appropriate format and style are the essential elements of successful social correspondence. Social correspondence usually has an air of ease and casualness about it and the language used is determined by the degree of intimacy between the sender and the receiver. Some of the purposes for writing such letters are: to congratulate a person on his promotion, to invite somebody to speak or to have lunch/dinner/tea, to introduce/recommend a person to somebody, to testify for somebody, to book accommodation in a hotel, to reserve a seat/berth for a journey, to condole a person's death, etc. Because of advancements in communication technology people are increasingly using social networks for informal contacts.

ROLE AND FUNCTION

Letters are written to fulfil social obligations or to meet personal needs which may not be directly related to our official or professional activities. Some letters of this kind are letters of congratulations, invitations, introductions, recommendations, condolences, letters conveying acceptances and regrets, and letters making hotel reservations and bookings by air, rail, etc.

Though the format and style of such letters is generally the same as that of business letters, they have an air of ease and casualness. Their tone depends largely on the degree of intimacy between the writer and the receiver.

Promptness is the key to success in social correspondence. For example, a letter of congratulations will be appreciated only if you send it soon after the event. Similarly, a letter offering condolences will have no value if it is sent long after the death.

The following seven parts usually constitute the structure of a social letter: sender's address, date, salutation, body, complimentary close, signature and receiver's address. They are arranged in Exhibit 15.1.

Exhibit 15.1

| | |
|--------------------------|-------------------------|
| | (i) Sender's address |
| | (ii) Date |
| (iii) Salutation | |
| (iv) Body | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| | (v) Complimentary close |
| | (vi) Signature |
| (vii) Receiver's address | |

TYPES

A few examples are given below to serve as a guide. In them we have given only the salutation, body, complimentary close and signature. You can use them to meet similar situations. Of course, you will have to give other necessary details to meet the specific needs of the situation (see Exhibits 15.2–15.3).

Congratulations on Promotion

Exhibit 15.2

My dear Hari

I am delighted to know that you have been promoted as Marketing Manager. Warmest congratulations! It is a recognition which you so richly deserve, I wish you many more successes in future.

Yours sincerely

Shyam

Reply

Exhibit 15.3

My dear Shyam

Many thanks for your congratulations and good wishes. I need the goodwill of friends to make a success of this added responsibility. I only hope I can emulate to some degree the distinguished services of my predecessors.

With best wishes

Yours sincerely

Hari

Invitation to Speak

Exhibit 15.4

Dear Sri Tandon

The Management Association, Santnagar, is organising a two-day symposium on Current Trends in Strategic Management on 27 and 28 October, 2014. The emphasis will be on the role that management can play in helping the country make a success of the Prime Minister's new economic programme. As the head of a large national corporation, you have the knowledge and experience which will benefit the participants and also, I am sure, stimulate new thinking on the subject.

I am, therefore, writing to enquire whether it would be possible for you to be one of the speakers at the symposium. You may choose any aspect of the topic you like for your talk.

I am enclosing a copy of the tentative programme. Most of the listed speakers have already accepted the invitation. Each is being given forty minutes to speak.

We hope the dates suit you. I would be extremely grateful if you could convey your acceptance at your earliest convenience so that I can meet the deadline for the arrangements.

With kind regards

Yours sincerely

Bipin Behari

Reply

Exhibit 15.5

Dear Sri Behari

Many thanks for your letter of 29 August, 2014. I gladly accept your invitation to speak at the symposium. I shall let you know in a few days the topic on which I would like to speak. I believe that within forty minutes one can say all one wants to say on any topic. I, therefore, need no more than forty minutes for my talk. Of course, I shall be pleased to answer any questions after that.

I hope you will let me know at your earliest, the arrangements for my travel to and from Santnagar and also for my stay there.

I am looking forward to seeing you and participating in the symposium.

With kind regards

Yours sincerely

T.S. Tandon

Formal Invitation to Lunch

Exhibit 15.6

*Sri and Smt. Kiran Kumar Varma
request the pleasure of the company of
Sri and Smt. Jiwan Prakash Misra at
LUNCH
on Monday, 16 August 2014 at 12-30 p.m.
at 21, Subhash Enclave, Sarojini Nagar, New Delhi.*

Acceptance

Exhibit 15.7

Sri and Smt. Jiwan Prakash Misra
accept with great pleasure
Sri and Smt. Kiran Kumar Varma's kind invitation
for lunch on 16 August 2014

332, Abu Lane
Netanagar
13 August 2014

Regret

Exhibit 15.8

Sri and Smt. Jiwan Prakash Misra
regret that owing to a prior engagement
they are unable to accept
Sri and Smt. Kiran Kumar Varma's kind invitation
for lunch on 16 August 2014

332, Abu Lane
Netanagar
13 August 2014

Formal Invitation to Tea

Exhibit 15.9

The Junior Chamber of Commerce
Navrang Garh
requests the pleasure of your company at a
RECEPTION
In honour of Sri R.P. Parulkar
on
Monday, 16 August 2014 at 5.30 p.m.
Agra Hotel

RSVP
K. Kumar
Secretary
12 August 2014

Formal Invitation to Dinner**Exhibit 15.10**

*Sri and Smt. Hari Prasad Asthana
request the pleasure of your company at
DINNER
on Wednesday, 18 August 2014 at 8 p.m.
Hotel Moonlight*

R.S.V.P.
Smt. Asthana
Telephone: 462103
13 August 2014

Formal Invitation to Lunch to Meet a Dignitary**Exhibit 15.11**

To meet Brig. Z.R. Pandit
Sri. and Smt. T.P. Marwah cordially invite you to
LUNCH
on Monday, 16 August 2014, 12.30 p.m. at
the Seaview Hotel

R.S.V.P.
122, Lushai Gardens
Bandra, Mumbai-400006
12 August 2014

Formal Invitation to Dinner to Celebrate the Marriage of Son

Exhibit 15.12

*To meet and bless their son, Ashok
and daughter-in-law, Shabnam
married on 30 October, 2014
Sri and Smt. Ram Gopal Kashiwal
request the pleasure of your company at
DINNER
on 30 November 2014 between 6 p.m. and 8 p.m.
at their residence, 23 Satya Marg, Lucknow-226008*

R.S.V.P.
S. Gupta
Telephone: 64837
27 November 2014

Formal Invitation to Reception to Celebrate the Marriage of Daughter

Exhibit 15.13

*To meet and bless their daughter, Juhi
and son-in-law, Sudhir
married on 28 November, 2014
Sri and Smt. Sumit Mohan Mathur
request the pleasure of your company at a
RECEPTION
on 2 December 2014 between 7 p.m. and 9 p.m.
at Modern Guest House, 4 Rose Avenue
Gurgaon*

R.S.V.P.
Amit Mohan
Telephone: 782906
29 November 2014

Informal Invitation to Dinner

Exhibit 15.14

Dear Sri Pandey

Can you give us the pleasure of your company at dinner on Monday, 16 August 2014 at 8 p.m?

I have also invited a few common friends. I hope you will be able to come. After dinner we propose having the usual round of bridge.

Yours sincerely

J.L. Gupta

Acceptance

Exhibit 15.15

Dear Sri Gupta

Thank you very much for your invitation. I shall be pleased to have dinner with you on Monday, 16 August.

I am looking forward to meeting you, and the round of bridge.

Yours sincerely

T.P. Pandey

Regret

Exhibit 15.16

Dear Sri Gupta

I am sorry I cannot come to dinner on 16 August. I have a prior engagement which prevents me from accepting your kind invitation.

Thanks so much for asking me. I know what a wonderful evening I am going to miss.

Yours sincerely

T.P. Pandey

Letter of Introduction

Exhibit 15.17

Dear Sri Kotwal

This is to introduce to you Sri L.T. Ramesh, the son of a very dear friend of mine.

Ramesh has just passed his MBA from the Indian Institute of Management, Ahmedabad in the First Division. Two years ago he passed his B.E. (Mechanical) from I.I.T., Delhi with distinction. Besides having a brilliant academic record, he is of cheerful disposition and can get along easily with people. He is now looking for a suitable job and I thought I should send him to you just in case you have an opening for him.

I trust you will be able to spare a few minutes to talk to him about his interests and areas of specialisation. If there is no immediate vacancy in your company, I should be grateful if you could refer him to some other organisation.

And what about the holidays we planned for October which is just two months away? If you convey your firm 'yes' by return mail, I shall go ahead with the arrangements.

With kind regards and best wishes

Yours sincerely

P.N. Gadre

Letter of Recommendation

Exhibit 15.18

Dear Mrs. Gupta

I have known Miss Arti Saberwal, who is an applicant for the post of a Lecturer in English in your college, for the last five years. As my student in B.A. and M.A. classes she actively participated in classroom discussions and gave ample evidence of her capacity to examine critically an expressed opinion and to state clearly her own views in a well-organised and convincing manner. These qualities marked her out from the rest of the class.

Miss Saberwal is amiable, intelligent and witty. Above all, she has a streak of originality.

I have, therefore, no hesitation in strongly supporting her candidature for the post of lecturer. The qualities I have sketched above will surely bring her success in this profession.

With kind regards

Yours sincerely

Shiv Narain

Testimonial

A testimonial is a recommendation made for a person in general terms. Usually, it is a statement about the experience, abilities and qualities of a person. It may therefore be written by an officer for an employee with whose work and conduct he is familiar. The employee may need it immediately for enclosing with his application for another job. Or, he may ask for it at the time of leaving the organisation and keep it as a record for use when the occasion demands. Similarly, an instructor may, on request, write a testimonial for his student who is graduating or who is either applying for a job or for admission to another institution. One example of each type is given in Exhibits 15.19 and 15.20 respectively.

Sample I

Exhibit 15.19

To Whom it May Concern

I am pleased to certify that Sri Aprit Kashiwal, Personnel Manager, served this company from April 2003 to December 2014. He joined us as Assistant Personnel Manager and after two years he was promoted to the present position. Now he has decided to quit this organisation because of personal reasons.

When Sri Kashiwal joined the company, there was a strong undercurrent of dissatisfaction among the employees. But for the tactful handling by him, the unrest could have erupted in a violent form. In fact his amiable nature, human touch to the solution of problems, effective communication skills; and above all sincerity of purpose have brought about a definite change in the working environment. I am sure that Sri Kashiwal would be an asset to any organisation he decides to serve. We are indeed sorry to lose an experienced and efficient officer like him.

I wish him success in his career and happiness in his personal life.

Amir P. Daruwalla
Managing Director

Sample II

Exhibit 15.20

To Whom It May Concern

This is to certify that I have known Sri Shyamal Saxena for the last two years as a student of M.A. English. During his formal and informal contacts with me, he gave ample evidence of his urge to learn and his capacity for consistent hard work. He took active part in classroom discussions and departmental seminars, exhibiting original thinking, critical acumen, and effective communication skills.

During his tenure as President of the English Association in 2013-2014, he organised a number of debates, elocution contests and short story, poetry and essay writing competitions. As a person, Shyamal is amiable by nature and sincere in human relationships. He possesses team spirit and therefore, can get along with people easily. These qualities, I am sure, would enable him to make a mark in the profession he chooses.

I wish him all success in his career and life.

A.P. Thomas
Associate Professor of English

Letters of Condolence

Exhibit 15.21

Dear Smt. Shobhti

I am shocked to learn that your husband expired yesterday. I knew he was ill, but had no idea that we would lose him suddenly.

My feelings are shared by my colleagues and all those who knew him. They join me in conveying to you our heartfelt sympathy and we pray to God to give you strength to bear the loss.

If there is anything we can do to lighten your burden, please do let me know.

With kind regards

Yours sincerely

P.C. Chandrawat

Exhibit 15.22

Dear Smt. Jaspal

The news of Sri G.L. Jaspal's death came as a great shock to us. We are going to miss his wise counsel and good spirits which enlivened all company.

There is, of course, little comfort in letting you know that so many of us share your grief. But if there is anything we could do, please do not hesitate to tell us.

With kind regards

Yours sincerely

Y.N. Ramajulu

Hotel Reservation

Exhibit 15.23

Dear Sir

I shall be grateful if you will kindly book one single bedroom with attached bath, preferably facing the park, from 14 September to 17 September 2014 (four days). A draft for Rs 3000/- is enclosed, as desired.

Please confirm the booking by return post.

Yours faithfully

W.S. Mulgaonkar

Exhibit 15.24

Dear Sir

Please book one single-bed air-conditioned room for Sri T.N. Thomas, the Chief Sales Executive of our company, from 3 October to 6 October 2014. The bills will be paid by Sri Thomas himself.

I shall be grateful if you will kindly confirm the booking by return post.

Yours faithfully

Prakash Chandra

SOCIAL NETWORKS

Spectacular advancements in communication technology have brought about a sea change in the mode of social networking. Instead of typed or printed messages, requests, invitations, etc., people are now increasingly using social networks for interaction with people for various purposes.

A social network is web-based, requiring the use of Internet for establishing contacts and relationships among people with common backgrounds, interests and goals. It is being used, for example, to invite people for dinner, wedding ceremony, social get-together or such other family and social functions. Since it provides quick and easy access to people across the globe, its use has now become wide-spread among matrimonial matchmakers and job seekers as well as discerning employers. We have discussed separately email as a medium of exchange of views and information both in formal and informal situations. Here, we shall briefly look at five popular social networks:

- Facebook
- Twitter
- Whats App Messenger
- Instagram
- Skype

This short description of a few would, we hope, ignite your curiosity to discover quite a few others which could connect you to a large number of individuals. A judicious use of these facilities could enrich your personality and facilitate the desire to become socially and professionally more acceptable.

Facebook Launched on 4 February, 2004, initially its use was confined to a small group of friends in Harvard University. Now, millions use it all over the world. Anybody who has attained the age of 13 years is eligible to register with a group of persons known directly or indirectly for using this facility. After signing up, one can display one's profile on the Facebook and provide information that with friends and acquaintances such as the names of institutions where studied, favourite books, places visited, photograph of persons and places, etc. Further, it is an easily available platform for informal chat among the members of a group.

Twitter It is an online service which can transmit 140-character messages, called tweets. Registered users can read and write such messages whereas those who have not registered can only read them. Tweets are used for communication of information, ideas, comments, messages, etc. By retweeting these can be passed on to a wider audience. Thus through this process a message can reach lakhs of individuals. People can follow their leaders, favourite actors, singers and sportspersons to acquaint themselves with their activities and messages.

WhatsApp Messenger It is an instant messaging device for smart mobile phones having facility for Internet communication. Apart from texts, audio and video messages can be transmitted through this device. Up to 100 persons can form a group to share information and to interact among themselves. It is no less popular than the Facebook as a means of remaining in touch with relatives and friends.

Instagram Launched in October 2010, it can be downloaded on android or windows mobile phones. Through this online device the user can share his/her pictures and videos through a variety of social networking platforms such as Facebook, Twitter, etc.

Skype Launched in August 2003, Skype provides another means of wireless communication. It enables the user to send and receive audio messages and video images. One can contact people for personal or business conversation located in any part of the world through any device having Internet facility such as smart phone, notebook PC, tablet, desktop computer, laptops, etc. A number of persons can be contacted simultaneously for conferencing. The use of this mode is becoming popular as it gives a delightful sensation of meeting interactants personally, in order to connect to people on Skype, the following steps may be taken:

- i. Download Skype from the Internet in your device.
- ii. Register yourself by providing the required information as indicated on the screen of your device: first name, last name, email address, repeat email.
- iii. Provide profile information: birthday, gender, country/region, city, language, mobile number, Skype name, password, repeat password and the purpose for which you intend to use Skype.

Review Questions



1. Write a note on the reasons for the difference in the structure of a social letter and a business letter.
2. What is the difference between a formal invitation and an informal invitation?
3. What precaution should be taken while writing (i) a letter of congratulation and (ii) a letter of condolence?
4. Point out the difference between two types of testimonial given in this chapter.
5. What are the advantages and disadvantages of using Internet for social intercourse?

Exercises



1. As Secretary, draft a letter to be sent to the Managing Directors of 20 major tinned food manufacturing companies in India inviting them to a Seminar on *New Techniques of Food Preservation* which your company is organising on 8 and 9 December 2014.
2. Assuming that you are the Managing Director of a company draft two letters in reply to the invitation in Exercise (i) accepting the invitation; and (ii) expressing your inability to accept it owing to another important engagement on those dates.
3. Draft a formal invitation to Sri and Smt. Hari Om Yadav for lunch on 20 October 2014 at Hotel Delight.
4. Draft an informal invitation to Sri M.N. Khan for dinner with you on 16 November, 2014.
5. Write a letter to a travel agency to book a seat for you by flight No. C748 from New Delhi to Mumbai on 17 October 2014.
6. Write a letter to a tourist agency whose newspaper advertisements you have seen, asking for their advice and assistance in arranging a holiday in Kashmir for 30 employees of your company. Invent all the necessary details.
7. Sri B.D. Sharda, Managing Director, Royal Metal Works, 31, Mahatma Gandhi Marg, Chennai-600002 wishes to travel on 21 August 2014 by air to Delhi, stay there at Ashoka Hotel for three days and come back to Chennai on 24 August 2014. As Secretary to Sri Sharda draft the following two letters:
 - (i) A letter to the Sales Manager of the local branch of Bharat Airways for booking Sri Sharda to and from Delhi.
 - (ii) A letter to the Manager, Ashoka Hotel, Malcha Marg, New Delhi-110001 for a single-bed air-conditioned room for Sri Sharda.
8. Write a letter of congratulations to Sri P.K. Sethi, Chairman, Board of Governors, National Handicrafts Corporation, Aurangzeb Marg, New Delhi-110003, who has been awarded the President's Export Promotion Award for his contribution to the popularisation of Indian Handicrafts abroad.
9. Draft a letter congratulating a business executive in a sister concern, who has just been promoted to the post of Financial Controller of his company. Invent the necessary details.
10. As the Personnel Manager of a company, write a letter of condolence to Smt P.K. Kekre, whose husband expired suddenly due to heart attack. Sri Kekre had served the company for ten years in different capacities and was the Labour Welfare Officer at the time of his death.
11. Write an open testimonial for a junior colleague who has decided to join another organisation. Invent the necessary details.

CHAPTER

16

Email Correspondence

Playing with machine is like playing with fire, it can reduce you to nothingness.

Chapter Objective

To develop the skill of writing informal, semi-informal and formal emails for social as well as professional purposes.

COMMUNICATION CORE

Email has rapidly replaced the traditional method of correspondence. The ease and convenience with which it can be used has made it popular for personal as well as business communication. One should, however, be on guard to keep one's computer system free from unwanted intrusions by unscrupulous hackers. It is advisable to avoid sending a sensitive and confidential messages through email. Further, email facility should not be overused; other channels of communication have not yet lost their value.

IMPORTANCE

The arrival of a postman at our doorstep has become a rare event. We hardly ever receive a message by post. Electronic mail (email) has rapidly replaced the traditional system of exchanging information and messages. People now prefer to use email to keep in touch with relatives and friends and to communicate for official and business purposes.

Basically an email is a message sent through the Internet. You can reach individuals or groups anywhere in the world to share thoughts, information, files of data, spreadsheets and in fact, anything that can be stored in a computer. And you can do this even without knowing where the receiver is located. The email address merely indicates the destination to be reached without any details that are given in a postal address. In a way, email combines some of the features of speaking and writing. You can directly access the person you want to contact and at the same time have the advantage of revising the text of the message before transmission. No wonder, a vast majority of business organisations and government offices use email as a tool of communication. In fact, a new online culture of communication has emerged and it is being imbibed quickly by the new workforce with ease and facility.

Though email is not considered a final, legal record, its use has grown enormously. The main reasons for its popularity are as follows:

- Being relatively informal, it is easy and less time-consuming to draft it.
- The transmission of the message is instant.
- Its delivery is confirmed immediately.
- A file or attachment containing hundreds of pages can also be sent with the email.
- The message can be sent to a number of persons at the click of a button.
- The cost is affordable, even small organisations and low income groups can use this facility.
- It is time-friendly; you can send and read an email at your convenience any time during the day or night.

STRUCTURE

The structure of an email is essentially like that of a business letter. However, the arrangement of elements is slightly different as described below:

- (i) **From:** Email address of the sender.
- (ii) **Date:** The date and time of sending the message.
- (iii) **To:** Email address of the receiver.
- (iv) **CC:** Email addresses of those to whom the same message is to be sent simultaneously.
- (v) **Subject:** A word or phrase reflecting the main content of the message. This is given when the message is for business or official purposes.
- (vi) **Salutation:** Greeting as a matter of courtesy and to confirm to the sender that the message is for him.
- (vii) **Body:** The message divided into suitable paragraphs.
- (viii) **Leave Taking:** Courteous expression denoting the end of the message.
- (ix) **Sign off:** To confirm who the sender is for this purpose. Some people use virtual card (v-card) which contains the following information.
 - Your name and designation.
 - The organisation to which you belong.
 - Your phone and fax numbers.

PROCEDURE

For sending an email take the following steps:

- Log on, that is, connect yourself to a computer network by providing your login id and password.
- Type the email address of the receiver.
- Compose the message.
- Read it carefully and revise, if necessary.
- Instruct the system to transmit it.
- Check whether the system shows its successful delivery.

To check whether you have received any email and if yes, to read it follow the steps given below:

- Log on.
- Look at the list of new emails.
- Choose the email you want to read.

- Handle the message as you wish: replying, forwarding, storing, taking a printout, or deleting.
- Move to another email, if you have received more than one.

STYLE

The style of an email is more or less the same as that of a business letter. However, the language used is relatively informal, specially when it is meant for transmission to a relative, friend or member of the family. Generally, long introductions or detailed references are avoided. But this does not mean that the receiver should be abruptly led to the main message. Whenever feasible, it is better to start with warm-up sentences that refer to the contact in the past or provide background information. A few examples follow:

- Thank you for calling me this morning. It was a pleasure to hear the voice of a person with whom I have so far been in touch only through email.
- It was very thoughtful of you to have invited me for dinner last night. I was able to meet quite a few persons I had wanted to.
- Your email has clarified the issue. I shall sign and send the Agreement today itself.
- Thank you for giving the details of the proposal. There are, however, just a few points on which I would like to seek clarification.
- Many thanks for the prompt response. We are happy to note that the production of the book is in full swing.
- We greatly appreciate the efforts you are making to make the seminar a spectacular success. The details you have asked for are given below.

While writing the body of the message, keep in mind the principles of letter writing discussed in Chapter 8. However, try to reduce the use of punctuation marks. You may, for example, omit commas before and after *therefore* and *however* occurring within a sentence. The communication of meaning would not suffer if your sentences are short and crisp as expected in an email. Use only standard abbreviations which are widely accepted in business correspondence.

Similarly, avoid non-standard shortened forms such as **u** for **you**, **rspts** for **respects**, **rgds** for **regards**, **fyi** for **your information** in a bid to make your email concise. If you want any matter to be highlighted, do so by spacing or using different fonts. But remember that frequent use of bold face capital fonts may annoy the receiver. He may feel as if you are shouting at him.

End your email with a courteous word, phrase or sentence. In the examples given below the sentences are generally used in business emails only.

- Regards (common in business emails)
- Best wishes (Used both in business and personal emails)
- Blessings (used in personal emails)
- Love (used in personal emails)
- Bye (used in personal emails)
- If you need any further information, please let me know.
- I hope you would be kind enough to contact me again after completing the task.
- I look forward to seeing you at the Board meeting tomorrow.
- Please feel free to call me, should there be a need.
- I look forward to receiving the second progress report.
- It would be a pleasure to hear from you again.
- I would be delighted to be of further help to you.

GUIDELINES

A few suggestions are given below to help you use email facility in a proper manner.

- (i) Compose the message, keeping in mind the background and status of the receiver and his relationship with you. Give a clear indication of what action is required on his part. Check the write-up to ensure that it is free from grammatical, spelling and punctuation mistakes.
- (ii) The tone should be courteous and friendly but without any emotional outbursts. If you have drafted an email in anger, do not transmit it immediately. Let it cool down. Return to it after some time and read it carefully before clicking '**send**'. In fact, it is advisable to read and revise all messages before they are sent.
- (iii) How the write-up looks on the screen of the computer is equally important. Ensure that all the lines are properly aligned and that there is equal space between the various elements of structure as well as between paragraphs.
- (iv) Simply because it is easy to send a copy of your message to a number of persons simultaneously, do not be tempted to transmit it to everybody you know; send it only to those who really need to know.
- (v) To send your messages to different folders according to the subject and the sender, set up filters on your email system. Such a system can also delete unwanted messages and highlight the important ones.
- (vi) Send an email when you must. An excessive use of this facility may tell upon your proficiency in oral communication skills. Some people send emails to the persons in the next office or even in the next cubicle rather than walk a few steps and talk to them. Guard against this tendency as it is against the spirit of togetherness in an organisation.
- (vii) Do not respond to an email received from a stranger. Even an innocent—looking email can hoodwink you into doing something undesirable.
- (viii) Examine your inbox critically at regular intervals and delete all unwanted emails. You would often find a lot of junk having been thrown into it by different sources.
- (ix) Without a greeting, closing expression and sign-off an email is incomplete. What forms these should take would depend upon your relationship with the receiver. For example, if you are writing for the first time to your counterpart in another organisation whose full name is Shyam Sunder Sharma, a greeting like 'Hello Shyam' or 'Hi Shyam' would embarrass him. And how ridiculous would it be if you end by writing 'Blessings' in an email to a professional, however young he may be.
- (x) A vague subject line repels the receiver. He may give least priority to your email. To attract his attention and to induce in him a receptive mood let your **subject** be specific, appropriate and meaningful.
- (xi) Check and ensure that the time and date of sending the email displayed on the screen are correct. This would help you and the receiver to keep a track of the chronology of the messages sent and received.
- (xii) For enumerating points use bullets or numbers. You may give even sub-headings if this would improve the understanding of the message.
- (xiii) Professionals receive a number of emails daily. It may, therefore, be advisable to quote the key expressions from the email to which you are responding. This would help the receivers to recall the subject under discussion and elicit a quick and proper response.

- (xiv) Brevity is the soul of an email. To achieve this quality you may split your thoughts and verbalise them point-wise. If you do this, most probably the response to your email would follow the same pattern.
- (xv) In the midst of your involvement and concern for effective email correspondence, do not forget a vital aspect of an email. At the other end there is a live person. Keep him in mind and give your email a warm human touch. Do not write as if you are talking to a computer!

JARGON AND ACRONYMS

In this age of hurry we want everything done in a jiffy. The pattern of our treatment of time shows as if it has begun to tick at accelerated pace. We have invented technology to devise new ways of using time. A new lifestyle and culture of work has overwhelmed the earlier notions and methods of work. As we have seen, email is an important and frequent activity on the Internet. We want instant transmission and immediate response. To achieve these purposes it is advisable to acquaint yourself with some commonly used email jargon and acronyms.

Jargon

Bot (Formed from robot) A part of software that acts in place of a human being.

Bounce A message that is not delivered because of some mechanical fault or human error on the part of the sender or at the receiver's end.

Flame A hostile message.

Listbot The part of a software which manages the distribution list.

Mailbot The part of a software which automatically responds to an email.

Ping Software utility used to check whether the person at the other end is available.

Spam Unsolicited emails sent to many people simultaneously, usually commercial advertisements.

Acronyms

With the enormous increase in the use of mobile phones, people started using acronyms for SMS because of lack of space on the display screen. Soon these were found useful for chatting through the Internet. Later the practice spread to personal emails. A few examples are given below. As you can see, they are non-standard, personal and narrowly localised.

BBL Be back later

BTW By the way

ASE As stated earlier

IMV In my view

IAE In any event

Low In other words

RS Respond soon

TVM Thanks very much

The ever-increasing number of acronyms of convenience such as these may be used only when you are sure that the reader would be able to understand them. Obviously, such acronyms have no place in a business email. They may annoy a receiver unless you have a close personal relationship with him.

SECURITY AND PRECAUTIONS

One of the major problems being faced today is the security of information on computer networks. Most of the systems are vulnerable. Though amateurs may find it difficult, hackers can easily break into it. The attempt to make access to network easy and convenient has, in fact, made it difficult to control it. This problem arising out of conflict between access and control needs to be addressed more effectively. An additional investment required for the protection and security of the system is essential to save the users from possible loss and damage.

In the end we would like to remind you of a few imperative precautions in email correspondence.

- (i) Do not use this medium in all your contacts. Other means such as telephone, personal interaction, memo, letter, etc., have not lost their value. Choose the most appropriate channel according to the circumstances and requirements of the situation.
- (ii) Do not flood any receiver with your emails. Send one when there is an actual need. Control your propensity to play with the keyboard just to entertain yourself or merely to kill the time!
- (iii) Do not reveal your identity to a stranger even if his email appears to be polite and warm. If he has a genuine need to contact you, he is bound to use another channel to get in touch with you.
- (iv) Unscrupulous use of Internet has increased in recent years and email is perhaps the easiest prey. Be on your guard to keep your system clean and trim, free from any nefarious intrusions.

EXAMPLES

We now give a few examples to illustrate what we have been discussing so far (see Exhibits 16.1–16.3).

Example I Personal (Informal) Email

Exhibit 16.1

From : anjana_shgal@rediffmail.com

Date : 12-10-14 10:43

To : kotwalshipa@rediffmail.com

Subject: Dinner on 15 October

Hi Shilpa

You would recall that, when we met at Sameera's birthday party, I had promised to arrange a meeting between your son Sangam and my son, Ashok Sehgal to discuss the opening of a branch office of his company in this town.

Ashok is coming tomorrow. It would be nice if you come with Sangam at 7.30 p.m. on 15 October. And do stay on to join us for dinner.

Bye

Anjana

Example II Semiformal Email**Exhibit 16.2**

From : shindenitin@rediffmail.com

Date : 09.08.14 15:25

To : guptadeep@rediffmail.com

Subject: Recommendation for Sameep

Dear Deep

Thanks for sending an email for introducing Sameep. He is going to Bangalore tomorrow. As advised, he would see the Managing Director of Ventura Technologies Limited on 13 August. He has also gone through the profile of this company given on its website, as suggested by you.

I shall contact you again after Sameep returns from Bangalore.

Best wishes

Nitns

Example III Formal Email**Exhibit 16.3**

From : ramaswamyrd@rediffmail.com

Date : 15.09.14 10.30

To : kashiwaltr@yahoo.co.in

CC : chugkirti@gmail.com

Subject: Setting up an industrial unit at Kantapura

Dear Mr. Kashiwal

We have gone through your proposal to set up an industrial unit at Kantapura to manufacture readymade garments. What you have proposed appears to be feasible but there is one basic aspect on which we would like to comment. Since the proposed project is export-oriented, the use of good quality cloth for manufacturing garments is essential. As you know, in recent past, the cost of export-worthy cotton has gone up considerably. We therefore think that an initial investment of Rs 1 crore is necessary to start production. If you agree to do so, please also let us know the sources from which we would be able to raise this amount.

Regards

Sincerely yours

R.D. Ramaswamy

Secretary

State Industrial Development Corporation

15 Dr. Ambedkar Marg

Jaipur - 302 004

Review Questions



1. Discuss the factors that have made the use of email popular in recent years.
2. Describe the structure of an email and compare it with that of a letter sent by post.
3. What problems can be engendered by an overuse of email facility?
4. What guidelines would you provide to a person who is going to use email facility for the first time?
5. What procedure is generally followed in reading an email?
6. Write a note on email jargon. Is it necessary to know it? If yes, why?

Exercises



1. As Secretary of the Governing Body of an educational institution, write an email inviting its members to a meeting to be held at 3.30 p.m. on 7th July 2014 in the Conference Room.
2. Assume that you are Public Relations Officer of a business company. Draft an email to be sent to all Heads of Divisions, requesting them to ensure that all the employees under their control are present at the flag-hoisting ceremony on 15 August 2014.
3. As Sales Manager of Livwel Corporation write an email to confirm the telephonic conversation you had with the Manager of Rohit Lal and Sons for the supply of 500 voltage stabilisers, giving important technical details regarding its installation and operation and the terms and conditions of sale.
4. As Sponsoring Editor of a publishing company, write an email to an author, telling him the present stage of the production of his book and the date by which it is likely to be released. Invent the necessary details.

PART 3

REPORT WRITING

- CHAPTER 17 Business and Technical Reports
- CHAPTER 18 Structure and Layout of Reports
- CHAPTER 19 Planning and Preparation
- CHAPTER 20 Elements of Style
- CHAPTER 21 Use of Illustrations
- CHAPTER 22 Technical Description
- CHAPTER 23 Writing the Reports
- CHAPTER 24 Specimen Reports

CHAPTER

17

Business and Technical Reports

Technical reporting is an off-shoot of a scientific mind.

Chapter Objective

To describe the characteristic features of reports written in professional contexts and to impress upon the learner the need for acquiring the skill of report writing.

COMMUNICATION CORE

A report may be defined as a formal communication written for a specific purpose, conveying reliable information to a well-defined audience in a completely impartial and objective manner. It includes a description of the methods followed for the collection and analysis of data and the conclusions drawn from them. Apart from being an instrument of recording significant information and decision making, a report has an intrinsic value. It develops the power of discrimination and judgement apart from inculcating the skills of logical thinking and systematic presentation. Reports may be classified into three categories, namely, informational, interpretive and routine. An informational report contains only the data collected or the facts observed in an organised form whereas the interpretive report includes the conclusions drawn from the analysis of data. It may also include recommendations, if required by the primary recipient. A routine report is usually written in a prescribed form at regular intervals.

The word 'report' is derived from the Latin '**reportare**' which means to carry back (re = back + portare = to carry). A report, therefore, is a description of an event carried back to someone who was not present on the scene. Thus in a broad sense, many memorandums, letters and news items are reports.

CHARACTERISTICS

When an instructor prepares a list of absent students or an analysis of an examination result, or when a technician fills in a form the readings taken from a measurement instrument, he is writing a report. But the types of reports we are interested in are those which scientists,

engineers, business executives and administrators have to write as part of their duty. These relate either to the work they have done or to the activities of the organisations they belong to. Such reports are the result of careful investigation, sound thinking, logical organisation and clear writing and they are presented in a conventional form sanctioned by long and varied experience.

A number of writers have made an attempt to answer the question 'What is a report'? Let us consider some of these:

- In a very general sense a report is an account of something... (It) is usually an answer to a question or a demand from some other person for information.¹
- A formal report presents in organised form the information that has been requested by an authorised person.²
- A report is a communication from someone who has information, to someone who wants to use that information.³
- A technical report is a written statement of the facts of a situation, project, process or test; how these facts were ascertained; their significance; the conclusions that have been drawn from them; the recommendations that are being made. (Note: Recommendations are not required in all cases).⁴

What are the essential points implied in the above definitions? Let us first list them and then attempt to construct a definition:

- (i) A report is a formal statement of facts or information or an account of something.
- (ii) It is presented in a conventional form.
- (iii) It is written for a specific audience.
- (iv) It includes information about the procedure of collecting data and the significance of such data.
- (v) It contains conclusions reached by the writer.
- (vi) It often includes recommendations.

Keeping in view the above points we may now define a report as follows:

A report is a formal communication written for a specific purpose; it includes a description of procedures followed for collection and analysis of data, their significance, the conclusions drawn from them, and recommendations, if required.

A report differs from other compositions inasmuch as it is written in a more or less conventional form to meet a specific need or requirement. It is not an outburst of powerful feelings or an expression of recollected emotions, nor is it written because one feels an irresistible urge to unburden one's heart. A report writer should examine and present objectively the data collected. His conclusions and recommendations are strictly based on the facts included in the report. As Shearring and Christian⁵ point out, a report is like a bathing suit: 'It covers everything that has to be covered but nothing more...' It does not distract attention from the content by unnecessary frills. But within these limitations there is scope for freedom regarding

¹ Bruce Cooper, *Writing Technical Reports*, Penguin Books, Middlesex, 1971, Third Edition, p. 23.

² Philip S. Atkinson and Helen Reynolds, *Business Writing and Procedures*, American Book Company, New York, 1970 p. 110.

³ C.A. Brown, quoted in Robert L. Shurter *Written Communication in Business*, McGraw-Hill Book Company New York, 1971, Third Edition, p. 290.

⁴ John Mitchell, *How to Write Reports*, Fontana/Collins, England, 1974, p. 11.

⁵ H.A. Shearring and B.C. Christian, *Reports and How to Write Them*, George Allen and Unwin Ltd., London, 1965, p. 131.

the choice of diction and structure, technique of presentation and style of exposition, subject to the paramount need of precise and clear communication.

IMPORTANCE

Whatever profession you choose, it is almost certain that you will be asked to write and read reports. It has been estimated that **an engineer, a business executive or a government officer spends about 75 per cent of his time at the desk either writing reports**, letters, etc., or processing them. A large number of important decisions in business, industry or government are taken on the basis of information presented or recommendations made in reports. **Whenever a problem comes to notice or a need is felt to analyse a situation or detailed information is required to take a decision, the report writer comes into the picture.** A commission or a committee, a study group or a panel is required to present its findings and/or recommendations in the form of a report.

It has rightly been said that for running an industry or a business efficiently the skill of report writing is as necessary as good equipment and quality raw materials. A statement like 'a business executive who cannot write effective reports for his boss and gets his subordinates to write good reports for himself is almost ineffective', is an exaggeration of a vital truth. It is an undeniable fact that **a report helps an executive perform his functions of planning and evaluating men and material resources efficiently.**

In earlier times when business was run by small groups, all members could meet, pool their knowledge, discuss problems and arrive at decisions. Now when an industry employs thousands of workers, many of them specialists in particular fields of operation, it is not possible to keep oneself informed of what others are doing without the aid of reports. Life in the latter half of the twentieth century has become highly competitive owing to unprecedented advances in science and technology. Whether it be an individual or an organisation, critical evaluation of performance is essential for mere survival, more so for growth and progress. Thus, continuous efforts are required for an organisation to improve its working through an analysis of its own processes of production, distribution, etc., and comparison with other similar organisations. And these tasks cannot be performed without preparation of reports on various aspects of business and research activity.

Writing reports is a discipline which has an intrinsic value. It trains the writer in 'planned and orderly procedures and logical presentation of ideas and information. It reveals gaps in reasoning, spotlights woolly thinking, identifies digressions from the correct line in the work done, shows up faults of tactics or strategy which the smoke and confusion of day-to-day close combat comfortably conceal.'⁶ One major corporation in the USA tells engineers in a technical report manual:

It (a report) is often his (an engineer's) only tangible product. It presents his investigation, his testing and experimentation. If his efforts are to count in the judgement of his superiors, he must describe clearly what he has done. He must show the significance of his work. And often the engineer's written report is his only contact with the management.

These observations are equally applicable to scientists, business executives and public administrators.

⁶Ibid., p. 18.

Even as a student you will have to write a number of reports: project reports, survey reports, laboratory reports, etc. You will discover that you get a better understanding of what you have done when you write a report on it.

Report writing develops the power of discrimination, organisation, judgment and communication. Universities offering professional programmes are beginning to take an increasing interest in introducing courses in report writing, and progressive organisations are specially designing intensive programmes in report writing for the benefit of their employees.

TYPES

Reports may be oral or written. An **oral report** is a piece of fact-to-face communication about something seen or observed. Unless tape-recorded, it is as ephemeral as any other oral communication. Though it saves the reporter's time, it is more time-consuming for the receiver as he has to listen to every word of the report. A **written report** is relatively more accurate and permanent. In certain cases the reader may just skim through it, or read the abstract or the conclusions or recommendations only. It can be referred to again and again and is by its very nature more formal than an oral report.

There are, however, certain types of written reports also which, like oral reports, are comparatively informal. For example, the manager of a firm may write a report giving his assessment of the working of the branches he visits on a tour for the information of the proprietor. Generally, such reports are written in the form of a memorandum and range from a few lines to several pages of detailed information. Some times they are written in the letter form too.

Formal reports vary a great deal according to their purpose and contents, and different organisations have different ways of classifying them. Some classify them according to their source or frequency of appearance, others by their length or degree of formality or physical form. Whatever be the basis of classification, there is one thing common to them all—they follow more or less a similar pattern. We may for our purposes classify these reports into the following two broad categories:

- (i) Informational
- (ii) Interpretive

Both kinds of reports are the result of an analysis, investigation of a problem, survey of a situation, or a piece of research. An informational report contains only the data collected or the facts observed in an organised form. It presents the situation as it is and not as it should be. It does not contain any conclusions or recommendations. It is useful because it presents relevant data put together in a form in which it is required by the management to take decisions.

An interpretive report, like an informational report, contains facts but it also includes an evaluation or interpretation or analysis of data and the reporter's conclusions. It may also have recommendations for action. An interpretive report which consists principally of recommendations is also called *a recommendation or recommendatory report*.

There are some reports which are written in a prescribed form. All that the report writer has to do is to put a tick mark against certain items listed in the form or write very brief remarks against them. These reports are written usually for recording routine matters at regular intervals, e.g., confidential reports on employees, periodic reports on the progress of projects, reports on inspection of equipment, etc. Though these reports are formal and contain information and sometimes recommendations also, they are called routine reports.

The following tree diagram (Fig. 17.1) summarises the various types of reports that have been mentioned in this section:

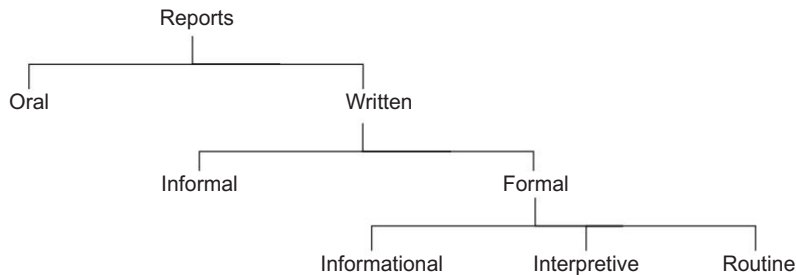


Fig. 17.1 Summary tree of various types of reports

We shall discuss in detail the various elements that constitute informational and interpretive reports in Chapter 12. Let us now look at some common types of routine reports.

ROUTINE REPORTS

Progress Reports

When a long-term project or work is undertaken, the administration keeps itself informed through progress reports. The project may be the construction of a bridge or building, the layout of a residential colony, the installation of equipment in a factory, or the investigation of some problem. These reports also help the officers and workers immediately responsible for the job to take stock of what has already been done and to relate it to the total amount of time and/or money available. A student who undertakes a research project, will be required to submit progress reports periodically. These reports usually include a chronology of the progress made since the last report or the commencement of the project and indicate further time and/or money available for its completion. When government departments give work on contract they insist on such reports from contractors. These enable the government to know whether the work is progressing according to schedule.

The frequency of progress reports depends upon the practice followed in an organisation. They may be written and circulated at the end of each phase or a specified period of time or completion of a stage of work. If they are prepared at regular intervals, they are sometimes called **periodic reports**. The proforma for preparation of such reports is specified by each organisation. But, generally speaking, they contain the following information:

- (i) Name of the work or project
- (ii) Total work to be completed
- (iii) Date
- (iv) Work completed to date
- (v) Work to be completed
- (vi) Possible date for completion
- (vii) Remarks, if any
- (viii) Signature and designation of the reporting officer

Laboratory Reports

If you are a student of science and engineering, you will be required to do a number of experiments in the laboratory to test a theory, verify the modifications you have in mind or to examine the validity of your research findings. The experiments will demand from you the ability to choose the right equipment, to arrange various instruments appropriately, to observe and record processes, reactions and readings faithfully and accurately, and to arrive at valid conclusions. A laboratory report is an account of these various steps, findings and conclusions put together in a logical order. As a matter of fact, no scientific experiment can be considered valid unless it is presented in terms intelligible to other scientists. Thus, writing laboratory reports is considered to be an essential part of scientific investigation and experimentation.

Educational institutions and research organisations have devised proformas for writing laboratory reports to suit their individual requirements. But generally these reports contain the following elements:

- (i) Heading
- (ii) Experiment No.
- (iii) Date
- (iv) Statement of objects
- (v) Apparatus used
- (vi) Method or procedure followed
- (vii) Observations
- (viii) Conclusions
- (ix) Signature

Inspection Reports

Inspection reports are of two types:

- (i) The report which incorporates the result of the inspection of a piece of equipment to ascertain whether it is functioning properly or requires any repairs or replacement. This may be done as a matter of routine or on receipt of a complaint.
- (ii) The report which indicates the result of inspection of a product as a part of quality control. Most manufacturing organisations have a quality control section or department whose duty is to inspect every product with a view to ensuring that it fulfils the required specifications.

A specimen pro forma for an inspection report on tape recorders is given in Exhibit 17.1.

Inspection Report on Tape Recorders

Exhibit 17.1

| | |
|------------|------------|
| Number: | Make: |
| Date: | Model: |
| | Type: |
| | Serial No: |
| Checked by | |

Note: Please put a tick ✓ against the relevant item.

| | |
|---|---|
| (a) Visual Inspection | Case: broken/scratched normal |
| | Heads: worn out sticky dusty normal |
| (b) Mechanical Movement | Stopped/obstructed run/intermittent/noisy/smooth |
| (c) Amplifier | Playback: dead/poor/distorted/humming/normal |
| (d) Recording | (i) Direct: nil/poor/distorted/normal |
| | (ii) Other source recording: dead/noisy/poor/normal |
| | (iii) Microphone: dead/noisy/poor/normal |
| (e) Frequency Response: high frequency missing/low frequency missing/speaker booming/jarring/normal | |
| (f) Suggested Repairs and Replacements | |
| (g) General Remarks | |

Signature

Inventory Reports

It is customary for every organisation to take stock of equipment, furniture, stationery, etc. at regular intervals. The person who checks the stock fills in his findings in a prescribed form. A specimen report on office supplies is given in Exhibit 17.2.

Report on Office Supplies

Exhibit 17.2

| Sl. No. | Item | Stock on hand 31st March 2014 |
|---------|-----------------------------------|-------------------------------|
| 1. | White paper (foolscap size) plain | 10 reams |
| 2. | White paper (foolscap size) ruled | 5 reams |
| 3. | Letterheads | 500 |
| 4. | Typing paper | 4 reams |
| 5. | Cyclostyling paper | 14 packets |
| 6. | Carbon paper | 2 boxes |
| 7. | File covers | 250 |
| 8. | Envelopes: Large | 1500 |
| | Small | 600 |
| 9. | Pencils: black (copying) | 3 doz. |
| | blue | 2 doz. |
| | red | 2 doz. |
| 10. | Typewriter ribbons | 6 |
| 11. | Clips | 6 packets |
| 12. | Pins | 4 packets |
| 13. | Cyclostyling ink | 4 bottles |
| 14. | Fountain pen ink | 2 bottles |

Date: _____

Place: _____

Checked by.....
Signature

Annual Confidential Reports on Employees

Most organisations make a periodic evaluation of the performance and general conduct of their employees. The assessments thus made are used at appropriate times for rewards such as increments, promotion, transfer to more responsible jobs, etc. A large number of factors determine whether a person is efficient or not. It is almost impossible to measure scientifically human qualities such as alertness, zeal, confidence, etc. So by their very nature such reports are subjective.

Some organisations on the basis of their experience have identified qualities required for doing a particular job efficiently and these are listed in a form. The reporting officer has to tick a particular item to indicate the level of efficiency attained by the employee. An example of such a form is given in Exhibit 17.3.

Annual Assessment Form 2013–14

Exhibit 17.3

Name of the Employee:

Date of Appointment:

Note: Please assess each item by putting a tick ✓ in the appropriate column.

| | Excellent | Good | Average | Below average |
|--|-----------|------|---------|---------------|
| (a) <i>Appearance</i> Smartness Tidiness | | | | |
| (b) <i>Character</i> Candidness Intellectual honesty Moral standard | | | | |
| (c) <i>Motivation</i> Work habit Initiative | | | | |
| (d) <i>Relationships</i> With superiors With colleagues With subordinates | | | | |
| (e) <i>Output</i> Diligence Consistency Speed | | | | |
| (f) <i>Expression</i> Written Oral | | | | |
| (g) <i>Special Achievements</i> | | | | |
| (h) Other Remarks | | | | |

Date: _____

Place: _____

Signature and Designation
of the Reporting Officer

There are two dangers in this kind of assessment: (i) the reporting officer may tick the items in a routine fashion, and (ii) it may not be possible to describe a particular quality by a single word. That is why some organisations prefer reports containing pen-pictures of the employees. But even in such cases it is advisable to give a check-list to the reporting officers

so that assessments are made within a particular framework and irrelevant materials are not included. Yet another way of assessing employees is to devise a questionnaire for reporting officers. Given below is a proforma which combines these two methods:

Exhibit 17.4

| GOVERNMENT OF SAMTAL PRADESH PUBLIC WORKS DEPARTMENT Annual Confidential Report 2013–2014 | |
|--|---|
| <ol style="list-style-type: none"> 1. Name of the employee: 2. Rank: 3. Date of birth: 4. Present pay and the scale of pay: 5. Length of service in the present pay scale: 6. Length of service under the reporting officer: 7. Nature of work on which employed: 8. Proficiency in <ol style="list-style-type: none"> (a) Designing (b) Surveying (c) Office work and accounts 9. Execution of work: 10. General: <ol style="list-style-type: none"> (a) Health (b) Character (c) Work habits (d) Temperament (e) Trustworthiness and zeal (f) Relationship with colleagues and superiors 11. Recommendations: <ol style="list-style-type: none"> (a) Do you consider him to be an officer of more than ordinary attainments? (b) Is he fit for promotion to the next higher post? 12. General Remarks: | Signature and Designation of the Reporting Officer |
| Date: Place: | |

Review Questions



1. What is the main difference between a report and a literary work?
2. Why has the importance of reports increased in our times?
3. In what way does report writing educate a person?
4. Why do engineers and scientists need training in report writing?

5. What is the essential difference between an oral and a written report?
6. Distinguish clearly between an informational and interpretive report? Is the latter different from a recommendatory report?
7. What are routine reports? How do they differ from other formal reports?

Exercises



1. Prepare a table showing the difference between an interpretive report and a literary essay in terms of
 - (i) choice of words,
 - (ii) construction of sentences,
 - (iii) use of writing techniques such as metaphor, simile, example, etc.,
 - (iv) approach to the discussion of the subject,
 - (v) nature of introduction,
 - (vi) characteristics of conclusion, and
 - (vii) Presentation layout.
2. Assuming yourself to be the Senior Manager of Production in Stella Steel Manufacturing Company Limited, Amritpura, write the annual assessment report of Assistant Manager (Production) for 2013–2014. Invent the necessary details.

CHAPTER

18

Structure and Layout of Reports

A good look reflects the mind of the matter.

Chapter Objective

To describe the various elements of the structure of a report and to provide detailed guidance on how to write them.

COMMUNICATION CORE

The elements that constitute a report have been standardised by convenience and convention. Variations are, however, made to suit the specific requirements of the organisation in which they are written. Usually, a report contains the following elements: Cover, title page, acknowledgements, table of contents, list of illustrations and symbols, abstract, introduction, discussion or description, conclusions, appendices and list of references. Out of these the following are obligatory: title page (or in a very short report title and the name and affiliation of the writer), introduction, discussion or description. If there is a need, the following elements may also be included: frontispiece, copyright notice, forwarding letter, conclusions, recommendations, bibliography, glossary and index. The inclusion of an element is determined by the purpose and scope of the report as well as by the prevalent practice in the organisation. Each element performs a function and contributes to the communicative value of the report.

Custom and convenience have more or less standardised the parts or elements that constitute a report and also established the sequence in which they appear. Variations in structure are, however, made according to the purpose, scope and contents of a report.

ELEMENTS OF STRUCTURE

The order in which various elements are organised is given below. The first ten elements are collectively termed as **front matter**, because they appear before the **main body**. The last five are known as the **back matter**, because they follow the main body.

Front Matter

1. Cover
2. Frontispiece
3. Title page
4. Copyright Notice
5. Forwarding Letter
6. Preface
7. Acknowledgements
8. Table of Contents
9. List of illustrations
10. Abstract and Summary

Main Body

11. Introduction
12. Discussion or Description
13. Conclusions
14. Recommendations

Back Matter

15. Appendices
16. List of References
17. Bibliography
18. Glossary
19. Index

Of the above elements, only the title page, the introduction, and the discussion or description are obligatory. In very short reports even a separate title page is not necessary; all you need to do is to write the title on the top of the first page and start with the introduction.

In practice, only long formal reports are likely to contain all the elements. The primary consideration for including an element should be its usefulness. Including elements which are not needed would make your report unnecessarily bulky and impede the flow of communication.

What we have given above is the order of appearance and not the sequence of writing which is discussed in Chapter 34. Another point to remember is that all the terms used to describe elements do not appear as headings or sub-headings in a report but have been listed here only for the convenience of the reader. For example, it would be absurd to give in a report a sub-heading such as 'cover' or 'title page' or to designate a certain part of the report as 'main body' or 'main text'.

Although the discussion here is in the context of report writing, it is generally applicable to other formal writings such as articles, research papers, monographs, books, etc.

FRONT MATTER

Cover

A cover is usually made of white or some soft, neutral-coloured card. It protects the manuscript from damage and gives the report a neat appearance. Some organisations have prepared covers which have their name and address printed on them. All one has to do is to write or get typed (i) the title of the report, (ii) its number, if any, (iii) the date, and (iv) the classification (secret, top secret, etc.) if any. These items of information help identify the report when it is in circulation or filed. Sometimes the name of the author and the authority for whom the report is written are also mentioned.

The cover gives the first impression and you should therefore, not crowd it with information. Too many items are likely to distract the reader's attention and mar the attractiveness of its layout.

The inside of the front cover and both the inside and the outside of the back cover are usually left blank. Sometimes the inside of the front cover is used for indicating the circulation list.

A sample cover is given in Exhibit 18.1.

Exhibit 18.1

| | |
|---|---------------------|
| Top Secret | Report Number: 3068 |
| NATIONAL AERONAUTICS LIMITED | |
| Shaheedpur | |
| AIRWORTHINESS OF ARROW-51 FIGHTERS | |
| 4 August 2014 | |

Frontispiece

A frontispiece generally appears in bound reports which are meant for wide circulation. It is a sort of window display that ignites the curiosity of the reader. The forms most often used for the purpose are photographs, maps and artistic drawings.

Title Page

Usually the title page is the first right-hand page of the report. In addition to all the information given on the cover it may contain the following information:

1. Sub-title
2. Name of the author
3. Name of the authority for whom the report was written
4. Contract, project or job number

5. Approvals
6. Distribution list

Sometimes you will be required to get your report approved by some other officer before submission. When you do this, mention the name and designation of the approving officer on the title page. Similarly, if your report is meant for circulation to officers other than the primary recipient, indicate their names and official titles. Use a separate page for the purpose if the lists of approvals and circulation are long.

Take great care in setting the items on the page symmetrically. Proper grouping of items, and spacing are essential to make the title page look attractive. Some organisations provide a prescribed form for the title page to help their employees (Exhibit 18.2).

In Exhibit 18.3 the whole page has been divided into four sections. The first contains the project and the report numbers written on the left-hand right-hand sides respectively. The second section gives the title of the report typed in triple space in capital letters. The third section which is centred on the page indicates the authority for whom the report has been written. And the last section groups two items, namely, the author (name and designation) and the date of submission. While setting the various items on the page, allow one inch margin on all the four sides, and about half an inch extra on the left side for binding.

Exhibit 18.2

| | |
|--|--|
| <p>Report Number 326 BHARAT STEEL CORPORATION Harshnagar Chandpura-326917 A report on Installing a New Production Plant Prepared for The Managing Director by S.J. Shinde Assistant Engineer (Production)</p> | <p>Approved by Sri Navrooz Khan Production Manager</p> |
| <p>17 September 2014</p> | |

Where there is no prescribed form, the sample as shown in Exhibit 18.3 will be appropriate.

Exhibit 18.3

Project Number E42

Report Number R319

**A Report
on
Combating the Noise Pollution in
Engine Model No. Lexa981**

Prepared for
The Direction of Research
Okay Engineering Works
Dadabhai Road
Mumbai

by
T. Gulab Rai
Senior Technical Assistant
15 October 2014

In students' reports the course requirements are also mentioned as shown in Exhibit 18.4.

Copyright Notice

If a report is published, copyright notice is given on the inside of the title page as:

@ 2009 Ram Gopal Shewde

Sometimes the following note is added:

All rights reserved. No part of this report may be reproduced in any form or by any means without permission in writing from the publisher.

Exhibit 18.4

**A Report
on
Admissions Procedure at BITS**

by
Ram Gopal Shewde
ID No. 96DIPS436

A report submitted in partial fulfilment
of the requirements of TAC 312:
Technical Report Writing

10 November 2009

Forwarding Letter

There are two types of forwarding letters: ‘covering’, and ‘introductory’. While both are written for the primary recipient of the report, the first type serves simply as a record of transmission of the report. It is not bound with the report as it does not contain any important information (Exhibit 18.5).

Exhibit 18.5

9 September 2009

Dear Secretary of State

I have the honour to present the Report of the Committee set up by your predecessor, Mrs. Thatcher, in 2009 to inquire into teaching, reading and writing of English. As the Committee’s Chairman I should like to place on record the great help I have received from Dame Muriel Stewart, who has acted as Vice-Chairman throughout the inquiry. The Committee’s debt to its Secretary, Mr. R. Arnold, HMI, is acknowledged in the introductory chapter. I should like to express my personal appreciation of the assistance he has given to the Chairman and of the close cooperation in which we have worked.

Yours sincerely
 Alan Bullock
 (Chairman)
 The Rt. Hon. Reg. E. Prentice J.P., M.P.

The ‘introductory’ letter performs almost the same function which a preface or an introduction does for a book and its characteristics are those of a good business letter (Chapter 8). Through it, you should establish rapport with the reader and put him into the proper receptive mood. Besides mentioning the title, repeat particularly important points and also the scope, contents and purpose of the report briefly. Make a reference to the authorization under which you did the work and acknowledge any assistance received from persons and organisations in carrying out the work. Also, point out the report’s limitations and the need for further work, if any, and close the letter by expressing the hope that it would be found satisfactory. All these items of information do not, however, appear in every letter of transmittal nor are they arranged in the order in which they have been mentioned here.

The letter of transmittal is generally placed soon after the title page and bound with the report (Exhibit 18.6).

Exhibit 18.6

New Delhi
 29 June 1966
 Asadha 8, 1888

Dear Sri Chagla

I have much pleasure in submitting the Report of the Education Commission.

I would like to take this occasion to express to you my own and my colleagues’ sincere gratitude for the support and encouragement you have always so generously extended to us in our work. The appointment of the Commission is largely due to your initiative and vision.

(Contd.)

Education has always been important, but perhaps, never more so in man's history than today. In a science-based world, education and research are crucial to the entire developmental process of a country, its welfare, progress and security. It is characteristic of a world permeated by science that in some essential ways the future shape of things is unpredictable. This emphasises all the more the need for an educational policy which contains a built-in flexibility so that it can adjust to changing circumstances. It underscores the importance of experimentation and innovation. If I may say so, the single most important thing needed now is to get out of the rigidity of the present system. In the rapidly changing world of today, one thing is certain: yesterday's educational system will not meet today's and even less so, the need of tomorrow.

It is difficult, and it is certainly so for us, to say to what extent the Report will actually help in the reconstruction of the educational system which is so urgently necessary. We trust, however, that the Report will provide some basic thinking and framework for taking at least the first step towards bringing about what may be called an educational revolution in the country.

The Report makes recommendations about various sectors and aspects of education. The main points that immediately come to my mind are:

Introduction of work-experience (which includes manual work, production experience etc.) and social service as integral parts of general education at almost all levels of education; Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating the transition of youth from the world of school to the world of work and life; Vocationalisation of secondary education;

The strengthening of centres of advanced study and the setting up of a small number of major universities which would aim to achieve highest international standards; special emphasis on the training and quality of teachers for schools.

Education for agriculture, and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to draw a reasonable proportion of talent to go in for advanced study and research in agricultural sciences.

Development of quality or pace-setting institutions at all stages and in all sectors.

I apologise for the size of the Report. It could have been shorter but that would have cost more money and time, and delayed action. What the situation urgently calls for is action, and this is what you have always stressed.

With regards

Yours sincerely

D.S. Kothari

Sri M.C. Chagla

Minister for Education

Government of India

New Delhi

Preface

The preface introduces the report (not the subject-matter of the report) and offers it to the reader. It contains almost all information which is given in the 'introductory' type of letter of transmittal.

The **preface** should not be confused with the **foreword**. Whereas the former is written by the author himself, the latter is customarily written by an authority or expert in the field commending the work done. Day-to-day reports rarely have a foreword.

Acknowledgements

Unless you have given credit elsewhere, mention diligently the names of persons and organisations that have helped you in the production of the report. When you include published material and the list of sources is very long, use a separate page for the purpose. Clearly indicate that permission has been taken for the reproduction of copyright material, if any.

Table of Contents

If the report is long, say, more than ten pages, the **table of contents** is essential. Its function is to give the reader an overall view of the report and help him locate a particular topic or subsidiary topic easily. He will feel more at ease using the report the way he wants if he knows what to expect from it and where. It will, however, be superfluous to prepare a table of contents for short reports of four or five pages.

The contents are compiled from the headings and sub-headings of the report. Sub-headings beyond the third order are generally excluded. The page numbers are carefully checked against the text so that the reader does not feel frustrated when he opens a particular page and looks for a heading or sub-heading that is not there.

While preparing the table of contents bear in mind the following points about its layout:

- Leave a 1.50" margin on the left and a 1" margin on the right, the top, and the bottom.
- Write 'Table of Contents' on the top centre in capitals and underscore.
- Leave three or four spaces and then type the first heading flush left.
- Leave two spaces between headings and one space between sub-headings.
- Indent second-order headings four spaces and third-order headings eight spaces.

An example of a table of contents is given in Exhibit 18.7. You will observe that for numbering pages up to 'summary' lower case Roman numerals have been used and from 'introduction' onwards Arabic numerals.

Exhibit 18.7

| <u>TABLE OF CONTENTS</u> | |
|----------------------------------|-----------|
| <i>Preface</i> | <i>ii</i> |
| <i>Acknowledgements</i> | <i>iv</i> |
| <i>Summary</i> | <i>v</i> |
| 1. Introduction | 2 |
| 2. Actual Air Pollution Episodes | 6 |
| 3. Effects in General | 9 |
| 3.1 Physical | 10 |
| 3.2 Chemical | 10 |
| 3.3 Biological | 11 |
| 3.4 Economic | 13 |

(Contd.)

| | |
|-------------------------------|----|
| 4. Effects of Specific Agents | 14 |
| 4.1 Particulates | 15 |
| 4.2 Sulphur Dioxide | 15 |
| 4.3 Carbon Monoxide | 16 |
| 4.4 Lead | 18 |
| 4.5 Ozone | 20 |
| 4.6 Fluorides | 24 |
| 4.7 Noise | 28 |
| 4.8 Radiations | 29 |
| 5. Conclusions | 30 |
| 6. Recommendations | 31 |
| 7. Glossary | 32 |

List of Illustrations

A separate list of illustrations is given immediately after the table of contents if there are a large number of (a dozen or more) tables and figures. Its layout is the same as that of the table of contents and it gives information about the number, title and page reference of each illustration. If the number of illustrations is very large, divide it into two parts, namely: List of Tables, and List of Figures.

Abstract and Summary

Most reports contain a synopsis which is called an abstract or a summary. Although some people regard these two terms as different names for the same element, a distinction between them is made by discriminating writers.

The main difference between them is that of function. An **abstract** tells in concentrated form what the report is about whereas, a **summary** gives the substance of the report. In fact, a summary presents the reports in a nutshell, without any illustrations and explanations. A reader who is interested in knowing only the extent of coverage will be satisfied with the abstract. But if he also wants to know the method of analysis, the significant findings, the important conclusions and the major recommendations, he will need a summary.

By its nature an abstract is shorter than a summary. There is no fixed rule about its length. It is however, generally agreed that the length of the abstract should be about two to five per cent of the original whereas that of the summary between five and ten per cent.

As the purpose of both these elements is to enable the busy reader to gather important information quickly without having to go through the whole report, they should be self-sufficient and intelligible, without reference to any other part of the report. In some organisations the abstracts and summaries of certain important reports are cyclostyled or printed and circulated to interested officers independently.

The question whether either or both should be included in a report depends upon two factors: (i) the length of the report, and (ii) the requirement of the primary recipient. In the case of short reports running into two to three pages, there is no need for either. The reader can quickly skim through your report and get an idea of what you are talking about. But in long reports it is

essential to include a summary. An abstract either by itself or in addition to the summary should be included when the circumstances require it.

Chapter 32 discusses in detail how to make summaries; the general principles discussed in that chapter should help you in writing these elements. The success will mainly depend upon how far you are able to balance two sets of conflicting variables, namely, description versus information and compactness versus details. Since you will be summarizing what you yourself have written, it may be better to prepare the abstract/summary directly from the outline or the table of contents, without getting entangled in the text, and then to check it with the main body of the report. This procedure will give you a better sense of balance and perspective and make your job easy.

MAIN BODY

Introduction

Though an abstract or summary is often the first important element to be read, an introduction provides a better starting point to the reader who is not familiar with the subject of a report. The main function of the introduction is to say what the report is about, what work has already been done on the subject and what new grounds are covered in the present study. In specific terms the items of information that may be included in it are the following:

- Historical and technical background.
- Scope of study, specifying its limitations and qualifications.
- Methods of collecting data and their sources.
- Authorisation for the report and terms of reference.
- Organisation of the material.
- Definitions of special terms and symbols, if their number is small.

Since the introduction sets the scene and prepares the reader for what is to follow, take utmost care in writing it. The introduction of a report is, however, different from that of an essay or a popular article in which you are expected to quickly arrest the reader's attention and gradually lead him on to the subject matter. The introduction to a report states in a forth-right manner what you are going to discuss and does not admit of any vagueness.

Discussion or Description

This section discusses or describes the main business of the report. It naturally fills most of the report and contains almost all the illustrations. Usually, it has several sections grouped under different headings and sub-headings. It is, however, not necessary to use the term 'Discussion' or 'Description' itself as a heading; other apt headings should be given to each section.

The main function of this part is to present data in an organised form, discuss their significance and analysis and the results that flow therefrom. Sometimes the whole of this process is gone into for each topic or sub-topic and an inference is drawn at the end of each. If the data are too numerous and likely to impede the explanation or discussion, give them in the appendix; in this part refer to them either by means of footnotes or parenthetical statements.

There is no set procedure for writing the discussion. Many report writers, however, see an advantage in using what has been called the 'backward order', that is, first stating the results and then describing how they were arrived at. This view is based on the observation of the

psychology of the reader who is more interested in knowing what finally happened than in wanting to know how something happened.

Conclusions

The term **conclusions** is generally used to describe remarks at the end of a piece of writing. The function of such a conclusion is to bring the discussion or description to a close and to signal to the reader gracefully that he has reached the end. But as an element of the report, this term refers to the body of logical inferences drawn and the judgments formed on the basis of analysis of data presented in the report or to the findings of the investigation made.

All conclusions must be supported by what has gone before; nothing new should be included at this stage. If their number is large, they may be itemised in the descending order of their importance.

In some reports mini conclusions are drawn at the end of the discussion of each topic or subtopic. These should now be grouped suitably and presented in this part.

Recommendations

In some reports conclusions and recommendations are combined on the plea that they are closely associated. You should not do so unless your report is very short or you are required to combine them. As we have indicated earlier, conclusions embody the inferences and findings whereas the function of recommendations is to suggest the future course of action. The busy executive may sometimes read only this part of the report and take decisions. And that is why recommendations should be formulated after considering all aspects of the question examined in the report.

The terms of reference would usually indicate whether recommendations are required. In real life situations you will often be asked to investigate a problem, discuss the results and report your conclusions and on the basis of these materials action will be recommended by someone else. It is not wise to make recommendations if you have not been asked to do so. The reader for whom you prepare the report may think that you have assumed the authority which rightly belongs to him. And this may affect your relationship with him. In this part more than anywhere else there is a need for paying special attention to the kind of reader and your relationship with him.

As in the case of conclusions, you should list recommendations in the descending order of their importance. If their number is very large, they may be grouped under different subheadings.

BACK MATTER

Appendices

An **appendix** contains material which is needed to support the main body of the report but is too detailed/voluminous to be included in the text. It should be such that the reader can safely omit reading it without any loss of understanding of the contents of the report. But if he wishes to examine in detail the supporting or related evidence and documents he should be able to

find it in the appendix. Thus in deciding which material should be relegated to the appendix, bear in mind the following two factors:

- (i) whether the material sustains the theme and forms an essential and integral part of the report,
- (ii) whether it would interrupt the train of the reader's thought if included in the main body.

All appendices should be referred to in the text and their significance or meaning pointed out. If their number is more than one, they should be designated as Appendix A, Appendix B and so on.

Generally, the kinds of materials included in the appendix are questionnaires, statistical data, samples of forms or data sheets used in the investigation, detailed calculations, derivations of questions, illustrative materials, worked-out examples, sample documents, specimens, tables of definitions and symbols, correspondence, summaries of results achieved by other organisations, views of others on similar topics, and other materials which must be included for record.

List of References

It is not only customary but also essential to give credit to the works (published or unpublished) which you have used or quoted in your report. This is done by citing such works in the text and listing them in alphabetical order at the end of the report. If their number is small, they may be mentioned in the footnotes at the bottom of the page on which they are cited. The attention of the reader is drawn to the footnotes either by putting a printer's mark (a star or an asterisk, for example) or by writing a number at suitable places in the text. Remember that footnotes are intended to be helpful and not ornamental.

In the footnotes the name of the author is given in the natural order and commas are used to separate the details of the notation as shown below:

Warner Alan, *A Short Guide to English Style*, Oxford University Press, London, ELBS Edition, 1964, pp. 40–42.

Bibliography

A bibliography is a serially numbered list of published and unpublished works which are consulted before or during the preparation of a report. It is distinct from the list of References in several respects:

- (i) The bibliography lists the works which the author has read and to which he is indebted for ideas or information in general terms, whereas, the purpose of the list of references is to point out the specific location of an idea or a piece of information in the original source.
- (ii) The bibliography may contain works recommended for further study, whereas, the reference does not perform any such function.
- (iii) The bibliography may be annotated, that is, it may indicate briefly the content and usefulness of the works cited; whereas, the references indicate only the sources. When some authors give more details in the latter they term it as 'Notes and References'.
- (iv) The bibliography may be 'select' or 'selected' including only the more relevant of the works consulted, whereas, the references are always complete.

- (v) The entries in the bibliography are in alphabetical order, whereas, the references may sometimes be recorded in the sequence in which they have been cited in the text.
- (vi) The author often prepares the bibliography before writing the report to remember the work he intends to consult. The list of references, on the other hand, is more conveniently prepared while the report is being written. Final shape to both is, however, given at the end.

While preparing the bibliography, keep the following points in mind:

- (i) the order of writing the names and surnames of authors,
- (ii) the sequences of details,
- (iii) the punctuation marks, and
- (iv) the layout.

The order in which the various elements appear in a bibliography and list of references is as follows: the last part of the name of the author or editor, the other parts of the name, year of publication, title of the book, place of publication, and the name of the publisher. In the case of an edited book, the abbreviated form 'Ed' is added after the name of the editor. The number of the relevant edition such as 'second edition', 'third edition', etc., is also mentioned after the title of the book. In the case of articles or other works, additional or somewhat different information is included as shown in the examples that follow.

Sample Bibliographical Entries

Examples

1. *Book with one author*
Palmer, Frank. 1972. *Grammar*. Second Edition. Middlesex, England: Penguin Books Limited.
2. *Book with two authors*
Mohan, Krishna and N.P. Singh. 1995. *Speaking English Effectively*. New Delhi: Macmillan India Limited.
3. *Book with more than two authors*
Churchill, Ruel V. et. al. 1974. *Complex Variables and Applications*. Third Edition. New York: McGraw Hill Book Company Ltd.
4. *An anthology with one editor*
Dow, Hume, Ed. 1967. *Science Speaks*. London: Ginn and Company Limited.
5. *An anthology with two editors*
Lever, John and Sandy Hutcheson, Eds. 1972. *Communication in Face to Face Interaction*. Middlesex, England: Penguin Books Ltd.
6. *An essay in an anthology*
Sommerfield, John 1967. "The Fighting in the Buildings", (pp. 37–45) in Michael Meredith (ed.), *Twentieth-Century Story and Statements*. London: George G. Harrap and Co. Ltd.
7. *An article in a periodical*
Mahapatra, Jijay P. 1973. "Malto Object Classifiers". (pp. 23–34). *Indian Linguistics*. Volume 34, Number 3, June: The Linguistic Society of India.
8. *An article in an Encyclopedia*
The New Encyclopaedia Britannica. 1977. Volume 4. 15th Edition. "Communication", pp. 1005–1019.

9. *An article in a newspaper*
Singh, S.P. 1976. "Mind Your English", p. 7. *The Hindustan Times* dated 8 January. New Delhi.
10. *An article without an author*
Span. 1975. "Chomsky Through Indian Eyes", Volume XVI, Number 4, p. 19. New Delhi: United States Information Service.
11. *An unpublished work*
Mohan, Krishna, 1965. *Some Problems of Teaching English as a Foreign Language in India at the University Level and a Few Suggestions for Solving Them*. Associateship Report, Institute of Education, University of London. Unpublished.
12. *An address at a conference*
Sundaram, P.S. 1968. "A Pearl to India", Presidential Address, *All-India English Teachers' Conference*, XIX Annual Session, Bangalore University, Bangalore.
13. *A manual*
Institute of Cardiovascular Diseases, Chennai. 1995. *A Manual for Physician and Surgeon Assistants*. Pilani: BITS.
14. *Internet*
en.wikipedia.org/wiki/communication

Glossary

A glossary is a list of technical words used in the report and their explanations. If, however, the number of such words is small, they are generally explained in the footnotes.

Whether you should include a glossary in your report will depend upon who is going to read your report. If the reader's field of expertise is the one to which your report relates, there is no need for a glossary. But if the audience is drawn from other areas, it is advisable to give a glossary.

Index

The index is intended to serve as a quick guide to the material in the report. It enables the reader to locate easily any topic, sub-topic or important aspect of the contents. There is a need for giving an index only in bulky reports where the Table of Contents cannot do this job.

Entries in the index are made in alphabetical order and cross-referenced. All page numbers on which information about an entry is available are mentioned against it. For an example of how entries are made, see the Index at the end of this book.

Review Questions



1. What elements must appear in the structure of every report and why?
2. What is the difference between an abstract and a summary? In what circumstances should both be given in a report?
3. How do recommendations differ from conclusions? What purpose do they serve in a report?

4. What factors would influence your decision regarding the materials to be included in the appendix of a report?

Exercises



1. Study three of the reports stocked in your college library and point out the differences (if any) between their structure and the one that is suggested in this chapter. List the reports with full bibliographical details at the end of your assignment.
2. Most recipients are mainly interested in the conclusion/recommendation of the report submitted to them. In view of this, should not these elements be given in the beginning of the report? If yes, where and if no, why?

Planning and Preparation

Preparation paves the way to success.

Chapter Objective

To enable the learner understand clearly the difference between the sources and methods of collecting data and to help him acquire the ability to collect, evaluate, organise and present the data in a business or technical report.

COMMUNICATION CORE

Organised and correct planning results in a well-planned report. The first step is to understand clearly the purpose and scope of the report as well as to identify its audience. The next step is to collect authentic data from reliable sources through an appropriate method and to organise the matter, after evaluation, logically in the conventional framework. The last step is to prepare an outline according to the principles of sequencing and categorisation. These steps, if taken properly, would lead to the writing of an effective report.

An effective report is the result of careful preparation and execution of the plan. A thorough preparation will save your time and make the writing of the report easier. It will help you keep your objective in view and realise it effectively.

PREPARATORY STEPS

The following are important preparatory steps to writing a report:

- Define the purpose and scope
- Determine the audience
- Collect the data
- Organize the material
- Make an outline

Defining the Purpose and Scope

Reports are produced in response to specific demands. Very often you have clear instructions which are generally called **Terms of reference** that tell you what you are required to do. For example, the terms of reference of the Committee on Foreign Collaboration appointed by the Government of India, Ministry of Industrial Development and Company Affairs, were as follows:

- (a) to examine the extent to which, at the present stage of our economic development, import of technical know-how from abroad can be dispensed with;
- (b) to examine the general conditions subject to which indigenous know-how can be deemed to be capable of commercial exploitation; and
- (c) to suggest general guidelines regarding the type of cases in which foreign collaboration may be allowed.

Though the terms of reference will guide you in your job before you actually begin to collect data, it is advisable to spend some time in working out the exact scope of your report. If the instructions are woolly, you should seek clarification before making a start. A false start invariably results in waste of time, energy, money and ideas.

Often you will be required to write reports at very short notice. You may, for example, be instructed to prepare a report on the sales of your company's products during the first quarter of a financial year—a piece of information urgently required for a meeting of the heads of units departments next morning. In such a case, you are not expected to produce a detailed report. All you need to do is to collect the relevant files available in your office, pick out the figures you need, and arrange and present them in meaningful form. On another occasion you may head a committee which is assigned the task of finding out the causes of a fall in the sales of a product of your company and to suggest measures to boost the sales. In this case, you will be given enough time and clear instructions about the nature and extent of the coverage. You will gather detailed information from distributors, retailers and also perhaps conduct a sample survey of consumer reaction and write a comprehensive report on the basis of the data collected from these sources.

There are many reports of a routine nature, e.g., annual financial reports, quarterly reports on purchases and sales, reports on feasibility of establishing a branch in a town, etc. There will, therefore, be models of such reports available in the organisation you belong to. It is helpful to make use of these models and to follow them.

Determining the Audience

A report is always written with an audience in mind. The terms of reference very often make it clear who will read your report. In some cases it may be just your immediate boss who needs information on some aspects of work with which you are connected. At other times it may be a number of readers to whom your report will be circulated. Generally speaking, you will find that your report has any of the following six kinds of audience:

- (i) Superior officers
- (ii) Colleagues, and counterparts in other organisations
- (iii) Subordinates employees
- (iv) Other organisations engaged in similar activities
- (v) Share-holders
- (vi) Customers and members of the public
- (viii) Government agencies

If your report is based on instructions from an individual, it would not be difficult to figure out its objective. If, however, the audience is large and varied, you should find out carefully what they know and what they do not know. The difference in their training, experience and background should determine the presentation and style of your report. To overcome the difficulty of catering to the needs of a varied readership, keep in view the people who are farthest in knowledge from the subject of your report. For example, if you are a sales representative and your report is going to be read by the sales officers, the chief sales executive and the managing director, you should keep in view the managing director while writing; the sales officers and the chief sales executive are expected to have background information about what you write.

Remember that a report is a piece of communication and can be considered successful only if it produces in the reader the desired response. One way of testing this is to place yourself in the position of the reader and then examine the effect it produces. In this respect you should make an attempt to emulate a good salesman. What does he do? He looks at things from the customer's point of view by placing himself in their position. This is a difficult task, no doubt, and requires a lot of patience and flexibility of approach. When you do this, you may well find that you have to add quite a few details to complete the picture or to discard a lot of material you so assiduously collected after spending hours of valuable time. But then it is part of the report-writing game to have the courage to do so when you discover that it would add to the effectiveness of the report.

Collecting Data

After the purpose and scope have been specified and the audience determined, the next step is to gather the relevant data. Before you set about this task, you must know the various methods of collecting information and the sources from which you can gather the relevant material. Many reports turn out to be ineffective because the writer did not use the proper method, consult the right documents, approach the right people or secure the right answers. Let this not happen to you. Recognition of sources of information and culling the relevant data are essential for writing a good report.

There are a number of methods and sources for collecting data. Choose the ones relevant to your purpose. We may place them into the following categories:

- (a) *Methods*
 1. Personal Observation
 2. Telephone Interview
 3. Personal Interview
 4. Questionnaires
- (b) *Sources*
 1. Internal Records
 2. Library
 3. Internet

Methods of Collecting Data

Personal Observation Some reports will be based on your personal observation. For example, you may be required to write a report on an experiment you conducted in the laboratory, a job you performed or an event to which you were an eye-witness. Since, in these cases you will

have to rely on your sensory perceptions and memory, you must develop the habits of careful observation and accurate recording—traits which even otherwise are helpful. Lest you should be caught unaware, it is advisable to keep a notebook and a pencil ready for jotting down notes.

Telephone Interview Telephonic interview as well as personal interviews are the other methods of collecting data. If the information you seek is of a routine nature and only brief answers are required from a small number of people you may contact them on telephone, and save time on travelling. But often you may not get as effective a feedback on the telephone as in the case of personal interviews. Further, the information you collect may be unrepresentative because all the persons you need to contact may not be on the telephone. And if some of them are residents of other towns, long distance calls will be necessary and in that case this method will prove very expensive.

Personal Interview Interviewing is an art that demands intelligence, patience, tact and courtesy on your part. Even though you need one type of data, remember that all individuals cannot be dealt with in an identical manner. You need to be shrewd, observant and sensitive to the reactions of the person you are interviewing. You should be quick to readjust your approach and attitude to suit each case. You must first secure a person's attention, excite his interest and establish a rapport. He must open out to you and cooperate in giving you the information you want. And all this depends on your own knack of handling people.

How does one go about this business of interviewing people? First, you must do your own homework well. You must first of all break up your problem into significant components. It becomes easier to handle it in this manner. Then carefully prepare a set of questions covering all these aspects. Next, you must fix an appointment before calling on a person. Tell him beforehand the amount of time you are likely to take. Before starting the interview, give him a brief introduction about yourself, your organisation and the purpose for which you are collecting data. Do not embarrass him by asking personal questions or by seeking confidential information. If a person is hesitant about imparting a piece of information, do not press him. If he would like to be anonymous, respect his wish. Lead the interview but do not talk more than is essential to elicit the information. Maintain a comfortable atmosphere throughout the interview and end the meeting gracefully. Do not prolong the interview unnecessarily.

Sometimes this method of collecting data is used to supplement information collected through questionnaires. Through this method you can get qualitative data—data which cannot be obtained from yes/no answers or the choice of alternatives given in the questionnaire. Sometimes the answer given may not be clear. Through personal interview you can put supplementary questions and get the exact information you need. You get not only what is being said but also the exact feel of it. This will help you to draw your own conclusions better.

Questionnaires When a wide geographical coverage is required and a large number of people have to be contacted, the most efficient and convenient method is to collect data through mail questionnaires. You can send thousands of questionnaires at a comparatively low cost. Since you cannot seek further clarification as in the case of interviews, you should take utmost pains in preparing the questionnarire. The following hints will be of help:

- (i) Each question should be clearly framed and should seek to elicit the information related to the topic of your report.
- (ii) It should be precise and not vague. For example, if you ask, 'Do you see films regularly,' your respondent will not understand what you mean by 'regularly'. And suppose he

says 'yes', how will this answer help you? But if you say, How often in a month do you see a movie? he will understand what you want to know and his answer will be precise and useful.

- (iii) Avoid leading questions—questions which suggest or anticipate answers and thus condition or prejudice the respondent's mind. For example, 'Do you read *The Hindustan Times*?' is an attempt to lead the respondent. A better question to ask would be, 'Which daily newspaper do you read?'
- (iv) As in the case of interviews, do not ask any questions which may embarrass the respondent. Questions about sex habits, morals, religious beliefs, personal income, etc. are to be avoided. When you have to write a report touching on such matters, obtain the consent of the respondent beforehand, if possible, and keep the information you secure confidential. In all situations avoid asking questions which may hurt the respondent's self-respect, pride or ego.
- (v) Since you are making a demand on the time of strangers, ensure that your questions are easy to answer and the questionnaire is brief and convenient to handle. Leave plenty of space in it for answers. It would be irritating for the respondent find that he cannot write what he wants. Often questionnaires remain unanswered because of this defect.
- (vi) Arrange your questions in a logical order and get them cyclostyled or printed neatly. Mail the questionnaire in an attractive envelope, along with a covering letter, courteously seeking the respondent's cooperation and help. In many respects this letter should be similar to a sales letter (Chapter 11). It should be able to attract the respondent's attention, make him feel important and induce him to fill in the questionnaire and return it to you promptly. Courtesy demands that you should enclose a postage-paid envelope for reply.

For an example of a questionnaire see the second specimen report in Chapter 24.

After you have prepared the questionnaire, make out a list of respondents from whom you can get the information you need. If the population is small, there is no problem. You can contact the entire population. But, if the population is large, it is neither possible nor necessary to contact all sources. In such a case you will have to depend on a representative sample. To ensure that the data you collect are reliable you should choose a sufficiently large number of persons at random from the population, having the same characteristics as the entire population. Any chance errors in the sample so chosen are eliminated because the errors offset each other. Suppose you have to write an informational report on the expenditure pattern of the workers of a factory. Assuming that their number is 5000 and that you want to take a 10 per cent sample (which is generally considered to be sufficient) you will select 500 workers for your purpose. But which 500 workers?

To answer this question you should analyse the population. You may find that 90 per cent are married. Your sample should then have 450 married workers, and 50 unmarried workers. Among the married ones, let us say, 50 per cent have two children or more, 30 per cent have one child and the rest 20 per cent have no children. Then the break-up of this category will be 225, 135 and 90 respectively. Let us further assume that out of 225, 10 per cent earn more than Rs 7000 per month whereas 60 per cent earn below Rs 5000 per month. You will then select 23 from the first income bracket, 67 from the second and 135 from the third. Similar break-up of the second and the third category of married workers and unmarried workers can be worked out. You will go on doing this unless you have taken into account all the important factors which determine

the expenditure pattern of a family. In our example, we have taken into account two important factors, viz., size and income of the family. How far you should go on splitting your sample will depend on the purpose and scope of your report. You will, of course, state what reasons led you to confine your study to a particular framework. Setting down clearly the limits of your investigation will save your and the reader's time.

It would be helpful to give a summary of the break-up of our sample.

| | | |
|-----|--|------------|
| I. | Unmarried workers: | |
| | (a) Income more than Rs 7000 p.m. | 5 |
| | (b) Income from Rs 5000 to Rs 7000 p.m. | 15 |
| | (c) Income below Rs 5000 p.m. | 30 |
| | Total | <u>50</u> |
| II. | Married workers: | |
| | (a) With two children or more | |
| | (i) Income more than Rs 7000 p.m. | 23 |
| | (ii) Income from Rs 5000 to Rs 7000 p.m. | 67 |
| | (iii) Income below Rs 5000 p.m. | 135 |
| | Total | <u>225</u> |
| | (b) With one child | |
| | (i) Income more than Rs 7000 p.m. | 14 |
| | (ii) Income from Rs 5000 to Rs 7000 p.m. | 40 |
| | (iii) Income below Rs 5000 p.m. | 81 |
| | Total | <u>135</u> |
| (c) | With no children | |
| | (i) Income more than Rs 7000 p.m. | 9 |
| | (ii) Income from Rs 5000 to Rs 7000 p.m. | 27 |
| | (iii) Income below Rs 5000 p.m. | 54 |
| | Total | <u>90</u> |
| | Grand Total | <u>500</u> |

Sources of Data

Internal Records Most activities of an organisation are recorded in written documents—letters, memoranda, reports, contracts, agreements, transcript of talks, orders, office notes on files, etc. In business organisations, figures for annual statements of income and expenditure, sales, purchase, production, distribution, etc. are culled from account books and other records maintained by them. Very often you will find that the relevant data for the reports you have to write can be assembled from such records. If the records you need are current, you can call for them, from the units/departments maintaining them. If you have to dig into old records, you should approach the recordkeeper. In some cases it may be necessary to get the photocopies made, facilities for which exist in most organisations. You should carefully note down the identification number of the records you have consulted so that there is no difficulty in referring to them in future. Sometimes you may be able to collect the information you need by issuing a circular to the concerned officers and on the basis of their replies complete the information you require.

Library A library is a place where written material is collected and kept for use by its members. One of the main aims of a library is to ensure that the best possible use is made of its collections, to bring the right reader to each book and the right book to each reader. The range of subjects covered by a library depends on the type of readers or organisation it is intended to serve. Other services offered by some of the libraries are a reproduction of material on demand and securing of material from other libraries for the benefit of its members.

Each library catalogues its books according to a system. A reader should acquaint himself with the system to make best use of the library. Some of the details to help you use a library are given in Chapter 38.

Internet

The use of Internet as a source of information is discussed in Chapter 5.

EVALUATION OF MATERIAL

After locating the material (book, article in a journal, etc.) you should evaluate it before you gather any information from it. An early assessment is useful because it will enable you to avoid false and blind leads. One process of doing so is to answer the following questions:

- (i) Is the author an authority in his field? Is he widely quoted? Has he published other books in the area?
- (ii) Has the author produced the material on the basis of his own experience or is he reporting what others did, said or thought?
- (iii) Is the reputation of the publishers high? Do they specialise in the subject?
- (iv) How far is the information or opinion supported by facts and figures?
- (v) Is the purpose for which the information was collected similar to yours?
- (vi) What is the opinion of other specialists in the field about the material?
- (vii) When was the information collected and compiled?

If the answer to most of the above questions is positive, you can rely on the source and gather the information you need for your report. If it is negative, you must look for alternative sources. It is not wise to draw conclusions on the basis of material of doubtful standing.

NOTE-MAKING

Note-making is a process of jotting down important points, arguments, facts or ideas contained in written material. You must acquaint yourself with this process because it will help you not only in report writing but also in all situations when you have to consult written material for information. As a university student you will have to rely more and more on your own efforts. Efficient note-making is an asset which will help you to study on your own. Discernment, judgment and quick comprehension are the qualities which note-making will demand from you. Since it involves sifting the essential from the non-essential, it will also develop your critical faculty.

Notes are an aid to memory. Experience shows that in the process of note-making several ideas, facts, etc. get fixed in one's mind. In fact, there are many people who cannot remember things unless they write them down.

The materials that you note should be logically arranged and numbered. The arrangement should be such that you can at a glance form an idea of the topic on which you have made notes and also locate quickly the particular point you are looking for.

While making notes, it will be helpful if you bear in mind the following points:

- (i) When you reproduce an author's words, put them within quotation marks. You should indicate any breaks in quotation by a series of three dots.
- (ii) In most cases you will be making a summary of the opinions, ideas, etc., expressed by the original writer. In Chapter 38 on precise writing, we have already discussed in detail various steps for locating and noting down the substance of a given passage. Use the steps suggested therein.
- (iii) If you have to make extensive notes, you may use abbreviations. Take care that these are so devised that there is no difficulty in understanding them when you refer to your notes after some time.
- (iv) Very often you will have to consult a number of sources on one topic, or subject. It is advisable and convenient to use 3 × 5 inch cards for making notes; these can easily be put together topicwise or subjectwise. If you make notes on plain sheets of paper or exercise books, set aside certain portions for each topic you are going to touch.
- (v) Notes should be neatly written because they will form the basis of your report. Untidy notes can mislead you and will certainly waste your time.
- (vi) Reference to the sources from which you make notes should be clearly given. Ways of giving reference are discussed below.

For each source of information you should make one card; it is called a source card. In it give the name of the author (surname and then initials), title, edition (if not the first), publisher, place of publication, year of publication and volume number, if any. If the author is an editor, indicate this fact. If there are two authors, give names of both. If there are more than two, write the name of the first and add *et al* after it. All this information is given in the bibliography also. Hence, this card is sometimes called a bibliography card. You may have to consult this card again and so you should give the library call number too. If your sources belong to several libraries, note down from where you got a particular source.

In the note card you should write only the last name of the author and page number. The details regarding the source need not be repeated in each note card; these are already present on the source card.

Often you may have to consult periodicals for gathering data. Prepare notes on cards as in the case of books. The source card for a periodical article gives the following information: author, title of article, name of periodical, volume number, data of publication, page numbers. Samples of a bibliography card, a note card and a source card for periodicals are given below.

| | | |
|--|---|------------|
| 651.75 | Shurter, R.L. | |
| S562 | <i>Written Communication in Business</i> . Third Edition. McGraw-Hill Book Company, New York, 1971. | |
| Shurter, p. 9 | | Usefulness |
| "A <i>written business communication</i> gives its writer a chance to consider and to organise his thoughts; it provides the chance to re-read and to revise; and it offers a choice of various forms and styles in which the message can be couched." | | |
| Prator Clifford H., "Development of a Manipulation-Communication Scale", <i>English Teaching Forum</i> , Volume XIII, Numbers 1 and 2, 1975, pages 122–125. | | |

ORGANISING MATERIAL

Now you are ready for another crucial step, viz., the organisation of the material you propose to include in your report. It is obvious that if you start preparing the first draft straightway, you are likely to be lost in the mass of data and it will be difficult for you to adhere to the sequence of your ideas. Thoughts do not always come in the order in which you would like to put them in writing. They are sometimes elusive and occasionally it becomes difficult to recall what you were thinking just a few minutes ago.

The best way to organise material is to prepare the outline of a report before you actually start writing it. The outline will provide you with a framework into which you can fit in an orderly manner various bits and pieces of information you have collected and your own conclusions. It will indicate the pattern of your report and provide you with a starting point for writing. It will also serve as a map which will not only lead you to your destination but also enable you to ensure that you are on the correct track. The various headings and sub-headings contained in it will act as traffic signs, directing you on the right course.

As a matter of fact, in all compositions it is advisable to prepare an outline. Even in short presentations, a brief listing of the points you are going to touch is essential. For example, to write a short essay on 'Environmental Pollution', a brief outline such as in Exhibit 19.1 will be helpful.

Exhibit 19.1

ENVIRONMENTAL POLLUTION

1. Introduction
 - 1.1. Definition
 - 1.2. Causes of pollution
 - 1.2.1 Population growth
 - 1.2.2 Increased productivity
2. Types
 - 2.1 Air pollution
 - 2.2 Water pollution
 - 2.3 Thermal pollution
 - 2.4 Land pollution
3. Suggestions for Reducing Pollution
 - 3.1 Publicity about its hazards
 - 3.2 Advisory services
 - 3.3 Collective effort

It will pay if you take pains to prepare an effective, elaborate outline for long reports. Like a blacksmith you should not rest until you have beaten and moulded it into proper shape. Remember that your outline is your report in a skeletal form.

As a mechanical structure, an outline is an arrangement of words, phrases or sentences which indicate the nature and sequence of topics and sub-topics to be discussed in your report. The elements that constitute it are numbered, and sub-numbered according to their rank and relationships with one another. An outline thus shows which topics are more important, which are of equal status, and which are subordinate.

PRINCIPLES OF ORGANISATION

While constructing your outline the audience must be kept in mind. Reject the material which you think will be beyond your reader's comprehension or which will not help him take a decision or action. While collecting material you must have borne these factors in mind and hence may not have much material to reject at this stage. But it is advisable to have another look and to discard material which is of doubtful value. Often, only after looking at the total picture will you be able to judge the relevance or otherwise of its constituent elements. The following principles will help you to decide what to include, what to reject, and how to organise the selected material into the form of an outline.

Logical Ordering

Weigh and consider which ideas, or pieces of information are more important than others, and in what order should you present them to achieve your goal. One obvious method is to order the material from the least important to the most important or *vice versa*. It has been suggested that the former is effective if the report is interpretive and the latter is advisable if the report is informational. It is argued that the reader of an interpretive report likes first to go through the material on which you base your interpretation and recommendations. On the other hand, the reader of an informational report wants to gather of the most important piece of information first and sometimes he is not interested in unimportant details at all.

Other methods of ordering are category-wise, comparative and chronological. If you use the first of these, you will start with a general statement and then discuss particulars. For example, if you are writing a report on 'International Airports in India', you may first write about airports in general and then take up particular airports for description and discussion. Very often, you may like or be required to compare a procedure, a process or a system operating in your organisation with those in other similar organisations. Then you will use the comparative method, usually in conjunction with another method of ordering. The last, viz, the chronological method is most convenient to follow because all you have to do is to go on describing, discussing, or analysing the events as they occur or the action as it takes place. However, this method is useful generally for reporting laboratory experiments and describing industrial processes. In many other cases it has been found unsuitable because things do not necessarily happen in a logical order.

There could be other methods of ordering your material. The circumstances of the situation will tell you which one to use for your purpose.

Coordinating

Topics or sub-topics which are of equal rank should be assigned the same level in the outline so that when you treat them in your report they receive approximately the same degree of importance and extent of coverage. For example, if your topic is 'Sources of Energy' the following sub-topics which are of equal value should be assigned the same place in the outline.

1. Sources of Energy
 - 1.1 Oil
 - 1.2 Electricity
 - 1.3 Coal

Subordinating

You should clearly determine which ideas can be grouped together under one topic or subtopic and in what order. This exercise will help you to determine where to fit in a particular idea or piece of information. For example, in the outline for an essay on environmental pollution the various suggestions for reducing pollution are subordinate to be main topic (see 'Outline').

Numbering

To establish a suitable relationship among topics and sub-topics use a single numbering scheme throughout your outline and follow the same in your report. Two schemes are most commonly used for this purpose: *letter number* and *decimal*.

In the former both letters and numbers are used as shown below:

- I
 - A.
 - B.
 - C.
 - 1.
 - 2.
 - a.
 - b.
 - c.
 - d.
 - i.
 - ii.
 - iii.
 - (a)
 - (b)
 - (c)
 - (d)

Note that a fullstop has been used up to the fifth level of subordination whereas at the sixth level letters have been put within brackets and there is no full stop after them.

The decimal numbering scheme is as follows:

- 1.
 - 1.1.
 - 1.2.
 - 1.3.
 - 1.3.1.
 - 1.3.2.
 - 1.3.3.
 - 1.3.3.1.
 - 1.3.3.2.
 - 1.3.3.3.
 - 1.3.3.4.
- and so on

- 2.
 - 2.1.
 - 2.2.
 - 2.2.1.
 - 2.2.2.
 - 2.2.3.
 - 2.2.4.
 - 2.2.4.1.
 - 2.2.4.2.
 - 2.2.4.3.
 - 2.2.4.4.
- and so on

An important thing to note is that the letters/numbers indicating one level are equidistant from the margin and that you move towards the right side of the page for showing subordinate levels.

Phrasing

The words, phrases, or sentences that you use for indicating the topics or subtopics of your outline should generally have parallel grammatical construction. Look at the following extract from the outline of a report on nationalised banks:

- 2. Advantages of nationalisation
 - 2.1. Mobilisation of national resources
 - 2.2. Promotes agricultural production
 - 2.3. Encouragement of new classes of entrepreneurs
 - 2.4. Channelising people's saving towards productive purposes

You will observe that three types of construction have been used in the above extract, viz., noun formed from verb, verb (present tense form) and verb (present participle form). For proper organisation one of the forms should be chosen and used as shown below:

- 2. Advantages of Nationalisation
 - 2.1 Mobilisation of national resources
 - 2.2 Promotion of agricultural production
 - 2.3 Encouragement of new classes of entrepreneurs
 - 2.4 Channelisation of people's savings towards productive purposes.

Dividing

Check whether any single sub-topic has crept into your outline. If you find one, it is because splitting a topic logically presumes more than one sub-topic. Avoid subdividing a minor point into a large number of sub-topics. Fill in the details at the time of writing. Too many details in your outline may make your report imbalanced.

MAKING OUTLINE

An outline is a framework which would help organise and plan the presentation of the material you have gathered. You should therefore give a careful thought to the ordering of information while preparing an outline. A proper outline can prove useful not only in writing the main body of the report but also in preparing its abstract, and summary, if required. By its very nature an outline is flexible, that is, you can change it as you go along. At the time of writing the text of the report, you may well discover that you have omitted certain essential points or included irrelevant material. You can detect these errors of omission and commission by referring to the outline you have already prepared, and modify it accordingly. You can also use the final outline for oral presentation of your report. And remember that, above all, an outline is a hedge against forgetting.

How do you go about organising the material into an outline? This question is difficult to answer because there is no set procedure for doing so. You will with experience discover one which works. However, a few steps that may be helpful are suggested below:

- (i) Go through the entire material you have gathered and think of possible organisational patterns.
- (ii) Choose one pattern and then jot down the topics and sub-topics as they come to you.
- (iii) Then arrange them on the basis of the principles discussed above.
- (iv) Prepare a tentative outline, demarcating the material that could go under each topic and sub-topic.
- (v) Carefully examine it and make changes, if necessary.
- (vi) Write out neatly the final outline.

Now you are ready to start writing the first draft of your report. While doing so you may well realise that in the final outline you have omitted certain essential information or some important ideas. Or perhaps you think that some topics or sub-topics need rearrangement. Do not hesitate to revise where necessary, because an outline is merely a tool, a framework to help you organise the material for your final report. Your ultimate aim is not to prepare a good outline but to produce an effective report. Readiness to make changes when the situation demands is a quality that always pays.

Review Questions



1. Discuss the advantages and disadvantages of telephone interviews as a method of collecting data.
2. What is a mail questionnaire? In what respects is it different from the list of questions prepared for a personal interview and in what situations would you use it?
3. How would you assess material before making notes from it? Why is assessment necessary?
4. How does an outline help a report writer to arrange his material suitably?

Exercises



1. Given below are fragments of outlines. Point out their shortcomings and rewrite them after necessary modifications.
 - A. Hostel facilities
 - (i) Indoor Games
 - (ii) Reading Room
 - (iii) Entertainment
 - (iv) Regarding Messes
 - B.
 - (i) Nuclear Fuels
 - (a) Uranium
 - (b) Thorium
 - (c) Plutonium
 - (ii) Types of Nuclear Reactors
 - (a) Pressurised Water Reactor
 - (b) Fast Breeder Reactor
 - C.
 - (i) Causes of Food Problem
 - (a) Defective Distribution System
 - (b) Lack of Proper Storage Facilities
 - (c) Hoarding
 - (d) Natural Calamities
 - (e) Floods
 - (f) Drought
 - (g) Wars
 - (ii) Social and Cultural Factors
 - (a) Population Growth
 - (b) Reverence towards Animal Life
 - (iii) Illiteracy
 - D. Utilisation of Solar Energy
 - (i) Solar Pump
 - (ii) Solar Refrigerator
 - (iii) Solar Furnace
 - (iv) Producing Photo Electric Cell
2. You wish to study the attitude of students as regards the board and lodging arrangements in your college hostels. Prepare a mail questionnaire to be sent to them for collecting data for this report.
3. You have been asked to write a report on the activities of students in your college for 2007-08. Prepare a mail questionnaire to be sent to the secretary of each student society, club or association, which will elicit the information you need for writing your report.
4. Assume that you are the chairman of a committee which has been asked to study and report on the working of the internal evaluation system which was introduced in your college two years ago. For this study your committee proposes to interview 200 students and 50 teachers. Prepare two lists of questions (one for interviewing students and the other for teachers) which the members of your committee will use for personal interview with them.

5. You have been asked to write in about 300 words a report on your college, factory, plant, or office building. Prepare an outline for your presentation.
6. Make an outline for writing a short report on the administrative set-up of the organisation to which you belong.
7. You have been asked to map out a day's tour of your town for a visitor. Draw up in an outline form a full itinerary for him.
8. You are required to write an informational report on the canteen of your college/office. Prepare an outline for this report, including information on the kinds of food served, prices, physical arrangements for serving and dining, the flow of traffic, etc.
9. Assume that as the office manager of a company you have to buy 20 typewriters for a new branch office. Before you do so, you are required to make a comparative study of the popular brands available in the market. Make an outline after gathering information about a few leading brands.
10. Choose a problem of your interest on which you would like to write a report. Discuss briefly the source(s)/method(s) you would use for collecting data and prepare a tentative outline for the report.
11. Prepare a list of questions that you would use for interviewing the ladies residing in your locality for a report on the cosmetics they use.
12. Draw an outline for a report on the spending habits of the students studying in your college or the colleagues working in your office.

CHAPTER

20

Elements of Style

Messages shine when massaged with style.

Chapter Objective

To hone the learner's skill in choosing the right words, arranging them properly in sentences, developing the points into paragraphs and organising them all into the text of a report in reader-friendly style.

COMMUNICATION CORE

The key elements of report writing style are precision, conciseness and plainness. Precision can be attained by choosing a specific word instead of a general term and a concrete word instead of an abstract word. Conciseness consists in using only those words which perform a semantic function. The use of short and familiar words contributes to the plainness in style.

Cliches, jargon and foreign expressions should be used only when absolutely essential. Special care should be taken in using adjectives, adverbs and other modifiers; elaborate prepositions and conjunctions; and long phrases for introducing a new idea. The sentences should be either simple or compound; complex ones should be avoided as far as possible. The matter should be divided into short inductive paragraphs, placing the topic sentence in the beginning. However, to make the report more attractive it is advisable to vary the length of sentences as well as paragraphs.

DEFINITION OF STYLE

If you try to analyse the traits that make a person smart and pleasing you will perhaps be able to list a few items; but in all probability, you will give up soon enough saying, 'Well, it is the total effect of his personality that gives me this impression'. So is the case with style. It is difficult to specify the elements that constitute the 'style' of a piece of writing. Yet several writers have made an attempt to define 'Style'. Jonathan Swift thought that style was 'proper words in proper places'. Lord Chesterfield said that style is the 'dress of thoughts'. In the words of Cardinal Newman, '...style is a thinking out into language'. Emerson said 'A man's style is his mind's voice'.

Style is not something which is added after the writing work is over, a sort of topping on the cake. In fact, style is like the grain in wood: 'The style of a work is not a sort of veneer glued over the outside. On the contrary, it is like a pattern that goes all the way through a manifestation of the growth and development of the structure of the tree itself.'¹

All writing has style, call it poor, good, excellent, personal, impersonal or by any other suitable epithet. In this respect, style is like the character attributed to men, be it good or bad. And just as no two human beings are exactly alike, the style of every person is unique. Even the most impersonal writing has individual traits. If you give two persons the same data and ask them to write a report you will find difference in their choice of words, construction of sentences, development of paragraphs and presentation of the total information. It is these features, which distinguish one person's writing from another's, that may collectively be called 'style'. In other words, style is the way you write.

However, our intention is not to enter into an academic discussion on what style is but to consider from a practical point of view what elements of writing contribute to make a report an effective piece of communication.

THE SCIENTIFIC ATTITUDE

Since the main purpose of a report is the presentation of facts, it should be able to command the attention of the reader and to clearly convey to him the message. To achieve this is not an easy task. Your primary concern, then, should be to ensure that the language of your report is clear and readable, precise and concrete. You will need to develop what may be called a scientific attitude in writing. This will help you remain objective in your approach to problems, impartial in the analysis of data, and truthful in the presentation of facts.

The kind of language that reflects these qualities is terse, direct and informative; literary figures of speech and emotive words have no place in it. The requirements of such a style are best conveyed in Bishop Sprat's words which describe the ideal, the Royal Society, placed before its members. It exhorted them, '...to reject all amplifications, digressions, and swellings of style, to return back to the primitive purity and shortness, when men delivered so many things almost in an equal number of words. They [the society] exacted from all their members a close, naked, natural way of speaking, positive expressions, clear senses, a native easiness, bringing all things as near the mathematical plainness as they can, and preferring the language of Artisans, Countrymen and Merchants, before that of wits or scholars.'²

To attain this 'mathematical plainness' should be your aim. The ability to make one's writing simple is the mark of a superior mind. It is the lazy who seek refuge in overused and ornamental words. But the style of reports need neither be rigid, stiff and dull nor can there be one 'best' style for reporting. On the other hand, report writing allows the same freedom of choice of diction and structure as any other kind of writing. Variety and creativity are the characteristics of all human communication. And a report is no exception; it is written by one human being and read by another human being.

Remember that the reader of a report is interested in what you say, and not in you or your language. You should keep your personality out of this kind of report. Einstein's advice is that 'When a man is talking science subjects, the little word 'I' should play no part in the exposition'.

¹Quoted by Alan Warner in *A Short Guide to English Style*, OUP, London, ELBS Edition, 1964, p. 2.

²History of the Royal Society, London, 1667, p. 113.

Your sole concern should be to translate your concepts into words, sentences and paragraphs which will convey your meaning precisely to the reader and activate in him the response you are seeking. For cultivating this kind of style many report writers and organisations advocate the use of the passive voice and the third person.

A report writer, as far as possible, must approach his subject with a scientist's objectivity, detachment and passion for truth, but for achieving these qualities he need not completely avoid the use of the active voice and the first person. Archimedes, excited by his discovery of the law of floating bodies, leapt out from his bath-tub and ran into the streets shouting 'Eureka!' a triumphant cry of discovery, meaning 'I have found it!' In fact, what matters in report writing is honesty about facts and their presentation in a language the reader can comprehend.

Present-day usage permits even in highly objective types of writing (e.g., technical writing) a slightly relaxed, casual and personal style. This, of course, has put a greater responsibility on the report writer. He can no longer defend his lack of creativity on the plea that he has to follow a set pattern of writing. Instead, he will have to consider more carefully the total situation and make decisions regarding his choice of language every time he writes a report. More alternatives demand greater maturity in decision-making. One pattern will not suit all situations, since every report is written to meet a unique situation.

In many cases, direct statements in active voice do make the writing vigorous, lively and less wordy. Look at the following examples:

- (i) *Passive*: Reports on this subject have been written by several students.
Suggested Revision—Several students have written reports on this subject.
- (ii) *Passive*: Various devices that have been experimented on, have given very encouraging results.
Suggested Revision—The experiments on various devices have given very encouraging results.
- (iii) *Passive*: Enough data were collected by them to write the report.
Suggested Revision—They collected enough data to write the report.
- (iv) *Passive*: The basis for inclusion of information relating to previous years in Table VI below is the availability of additional data which can be easily collected and also to give a more comprehensive picture.
Suggested Revision—Since the data relating to previous years were easily available, we have included them in Table VI below to give a more comprehensive picture.
- (v) *Passive*: A committee was appointed by the All-India Steel Manufacturers' Organisation to study the possibility of exporting steel. It was requested to examine particularly this possibility in European countries from where certain important components of steel plants are imported.
Suggested Revision—The All-India Steel Manufacturers' Organisation appointed a committee to study the possibility of exporting steel, particularly to European countries which supply certain important components of steel plants.

The best criterion for the use of the first person is whether you have personally collected the data and written the report. If you have, you may use the first person. But if you have done the work as a member of a group or on behalf of a group, the use of 'I' is not advisable. Some writers suggest that in such a case 'we' should be used. But 'we' is a vague word as it can also refer to the writer and the reader. Sometimes it has no specific referent and is used for human beings in general. The important thing to remember is that the reader should know who the agent is. If he is likely to miss it, it is better to mention the agent clearly, whatever be the voice (active

or passive) you use. However, a report such as the following in which 'I' features prominently would certainly irritate the reader:

I took in a nickel crucible a weighed amount of the complex and mixed well with 1:1 mixture of sodium peroxide and sodium carbonate. I first heated the crucible gently and then for two hours at red heat. I cooled the crucible after fusion and I extracted with water the fusion product and filtered. For neutralising the excess of sodium carbonate present in water I went on adding 40% HCl until effervescence ceased.

Some organisations have definite views on this matter and give detailed instructions about the use of the first/third person and the active/passive voice and other matters of style. If you belong to such an organisation, follow the prevailing practice. You may well discover that the style recommended is not strictly suited to your needs. In that case it is desirable that you make the necessary modifications.

To sum up, you should be objective in writing your report but try to make it readable and also clear. As pointed out earlier, in a bid to achieve one quality in your style, you should not sacrifice another. In the sections that follow we shall discuss how to attain readability and suggest some ways of achieving clarity. In fact, these qualities most often go together. We treat them separately only for the sake of convenience.

READABILITY

A report has an advantage over some other forms of composition. It is always written for a specific readership. If the reader belongs to your organisation, you would know him, the range of his intellectual ability, his level of education and background knowledge, and what he expects from you. If you have exchanged communications with him in the past, your task will be easier still. Even if you do not know that reader, it is not difficult to visualize his needs. It would be safe to assume in many cases that the reader is as intelligent as you are but he does not have the specialist's knowledge you have on the subject. There will, however, be situations in which you are asked to write a report for a group of people who are specialists in the same area. Obviously, the language you use for such a report will be different from language you use in a report meant for people whose field of activity is different. In all situations, you should attempt to make your language reader-oriented. This is what we mean when we say 'Speak in a language your listeners can understand.' In the words of Lord Samuel, 'Care should be taken, not that the reader may understand if he will, but that he must understand whether he will or not.' This is the ideal for which you should work.

To ensure readability another factor to bear in mind is your relationship with the reader. The style of a report meant for circulation among subordinates only, is likely to be different from a report on the same subject to be circulated to the top management or among other organisations.

Readability Formulas

Some writers have tried to find in concrete terms what makes a piece of writing readable or difficult to read. These researches are based on extensive studies of a variety of written material. The findings are in the form of formulas by which a piece of writing can be graded and its difficulty level stated by an index. But such formulas are of limited use inasmuch as

you cannot write an effective report by following a formula. At best they can serve as a rough guide to test whether your report is likely to be understood by the reader or is difficult and needs revision.

One of the methods to check the readability of a report is simple enough and easy to apply. It has been suggested by Robert Gunning in his *The Technique of Clear Writing*.³ He uses the word 'fog' to refer to the level of difficulty of a piece of writing. So the higher the fog index of writing, the more difficult it is considered to be from the reader's point of view.

To calculate the fog index of a passage take the following steps:

- (i) Divide the total number of words by the number of sentences to get the average sentence length.
- (ii) Count the number of difficult words, namely, words which have three or more syllables. While doing so, do not count.
 - (a) capitalised words unless they begin the sentence,
 - (b) combinations of short, easy words (e.g., gentleman), and
 - (c) verb forms of three syllables, including *-es* or *-ed*.
- (iii) Work out the percentage of difficult words.
- (iv) Add the average sentence length and the number of difficult words as worked out at (iii) and multiply the total by 0.4 to get the fog index.

If, however, the passage is long, take random samples to calculate the fog index.

Let us now calculate the fog index of the following passage. The 'difficult' words are printed in **italics**.

It can be **postulated** that the common and basic **attributes** of the **effective leader** will centre on those **elements** of human **personality** which affect **interpersonal relations**. The **anonymous transmission** of a **directive** or a fact is not **leadership**, even though it often passes for such. If human **organisation** is **recognised** as **fundamentally** different from a machine, the difference begins at the top and pervades the whole. That difference lies at the point where one person relates to another.

- | | |
|-----------------------------------|--|
| (i) No. of sentences | 4 |
| (ii) Total number of words | 78 |
| (iii) Average sentence length | $78 \div 4 = 19.50$ |
| (iv) No. of difficult words | 14 |
| (v) Percentage of difficult words | $14/78 \times 100 = 17.95$ |
| (vi) Fog index | $(19.50 + 17.95) \times 0.4$ $= 37.45 \times 0.4 = 14.98$ |

According to Gunning, a fog index of ten or less indicates easy reading level. His researches show that some popular magazines in the USA such as *Reader's Digest* and *Time* have a fog index of 9 or 10 only. He drew the danger line, indicating heavy reading, above twelve. Thus, the above passage would be considered difficult according to this formula.

Practical Hints

Let us now focus our attention to practical hints which can help you improve the style of your writing.

³Robert Gunning, *The Technique of Clear Writing*, Mc-Graw Hill Book Co., New York, 1952.

Choice of Words and Phrases

Have you ever noticed how carefully a musician examines the instrument which he is going to play? A sitar player tunes the strings and a **tabla** player tightens or loosens the strings before starting to perform. An artist knows that the quality of his performance will partly depend upon his instrument. If he detects even a minor defect in an instrument, he discards it and chooses another. Similarly, a tennis player examines the ball, its weight, size and bounce potential, before starting the game. He too feels concerned about the tools of his game. Do you exercise that same meticulous care in choosing the tools of writing, namely, words?

No doubt, the task of choosing suitable words is difficult because they behave differently in different contexts and situations. Note how the words ‘wore’ and ‘carried’ convey two different meanings in the following sentence. First they refer to concrete objects and the second time to abstractions.

The bride *wore* a dress of white satin and *carried* a bouquet of roses; the bridegroom *wore* a happy smile and *carried* himself well.

You will not find any two men who agree on the meaning of words like ‘democracy’, ‘civilisation’, ‘progress’, ‘freedom’. They evoke different meanings under different conditions and among different classes of men. As far back as 1690 John Locke in his *Essay Concerning Human Understanding*, remarked, ‘Words should not be treated as adequate pictures of things, they are merely arbitrary signs for certain ideas—chosen by historical accident and liable to change.’

Another difficulty in choosing words arises from the fact that the meanings of words overlap. No two words in a language convey exactly the same meaning. What the dictionary lists are not synonyms but only near-synonyms. For example, ‘pretty’, ‘charming’ and ‘delightful’ are not synonyms, they have only a common area of meaning which may be diagrammatically shown in Fig. 20.1.

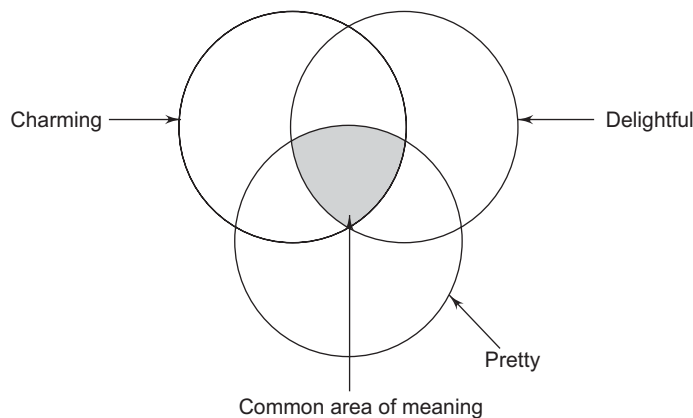


Fig. 20.1 Schematic presentation of common area of meaning

While writing you will find that a number of words which have more or less the same meaning crowd your mind. Let the meaning you wish to convey choose the word. One of the causes of the failure of communication is the writer’s surrender to words. Do not permit words to think for you, which they would tend to do, if you are not alert.

Your main concern should be to choose such words as would evoke in the mind of the reader the same thought which is in your mind. The context in which they occur will, of course, be helpful but careful selection of words is equally important. Sometimes a wrong choice of words may lead to embarrassment, confusion and misunderstanding. A candidate, while filling in an application form for a job, came across a column 'Salary desired'. He paused for a while and then wrote 'Of course' and passed on to the next item. Similarly, an insurance agent approached a newly married man and said, 'Now that you are married, you must get your life insured.' To which the man replied, "She is not that dangerous". In both these cases the speakers were not successful in conveying the message they had in mind. In the first case, the employers wished to know the salary that the candidate would expect. And in the second case, the agent wanted to emphasise the fact that after marriage financial security becomes more important.

A few suggestions are given below which will give you some idea of the kind of words suitable for report writing. View them in their totality, do not sacrifice one quality for the sake of the other.

Precision

In order to be precise, use a specific word instead of a general term and a concrete instead of an abstract word, if you have a choice. A general statement does help in introducing broad subjects or when in certain circumstances you deliberately want to be vague. A precise statement will commit you to a specific thing or idea. In a report you have to be specific and take the entire responsibility for what you say.

George Orwell in his well-known essay, *Politics and the English Language*⁴ shows how by parodying a passage from Ecclesiastes, the meaning of a passage written in clear English could be made abstract and vague.

'I returned, and saw under the sun, that the race is not to the swift nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill, but time and chance happeneth to them all.'

Orwell's parody:

'Objective consideration of contemporary phenomena compels the conclusion that success of failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.'

Even for a concrete object such as a school there can be several levels of abstractions as shown in Fig. 20.2.

Note how the italicised words/phrases in the following sentences, if replaced by those in brackets at the end of each sentence, can make the statement more specific and concrete.

- (a) He has *produced* a report on how the engine can perform better. (written)
- (b) He reads a *particular newspaper* daily. (*The Hindustan Times*)
- (c) The company's *publication* explains how to write formal reports. (manual)
- (d) *Transfer* the liquid into the *receptacle*. (pour, beaker)
- (e) The two parts of the rod were *joined*. (welded)

⁴W.F. Bolton and D. Crystal (eds.), *The English Language*, Volume 2, The University Press, Cambridge, 1969, p. 222.

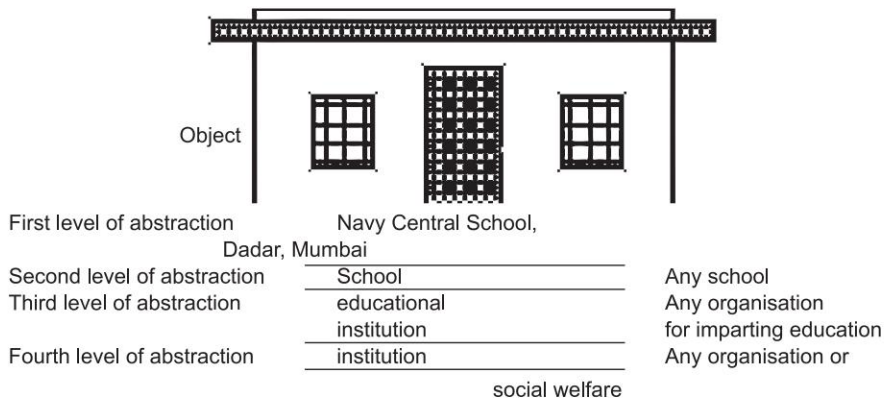


Fig. 20.2 Levels of abstractions of a concrete defect

- (f) This report *is concerned with* the pollution-free sources of energy. (describes)
- (g) That machine *handles* 90 kilograms of wheat per hour. (grinds)
- (h) He has *developed* a petrol-saver. (designed)
- (i) Please *expedite* action on our proposal. (speed up)
- (j) After a *comprehensive valuation* of facts, he has suggested a plan of action. (study)
- (k) The goods were sent by *road transport*. (truck)

Of the different classes of words, *adjectives* and *adverbs* by their very nature tend to be most subjective and vague. They express the user's personal judgment, opinion or impression rather than fact? Let us see how vague and general an adjective like 'big' can be:

This room is big.

How big? In relation to what other rooms are you thinking? 'Bigness' is a relative concept. What you think 'big' may be considered 'small' by somebody else. You are perhaps thinking of the size of the room for a particular purpose. If you state it, your statement will become specific:

This room is big enough to accommodate 40 desks.

But then desks are of different sizes. Will the reader who has not seen the room be able to get an idea of its size? Why not make another attempt?

The area of this room is 320 sq. ft. and since we need 8 sq. ft. for a desk, it can accommodate 40 desks.

There can now be no doubt how 'big' the room is. What is true of 'big' is true of other adjectives and adverbs. Use them sparingly in your report. Do not permit them just to steal their way into your writing. If they must find a place in your sentences, be sure they perform the function you want them to perform.

Another step which can help you to be specific is the use of verbs instead of phrases having 'tion words' formed from verbs. A few examples picked at random are given as follows.

| <i>Phrases</i> | <i>Verbs</i> |
|-------------------------|--------------|
| Make a selection | Select |
| Take into consideration | Consider |
| Tender resignation | Resign |
| Offer the suggestion | Suggest |
| Make an application | Apply |

Note how in the following passage ‘tion’ words make the meaning vague:

‘The image of a company is dependent to a considerable extent on its performance. Image research, therefore, not only gives an indication of the future expectations, but also provides a good measure of performance evaluation.’

Suggested Revisions—The image of a company largely depends on its performance. Image research, therefore, indicates not only what to expect from it in future but also provides a means of evaluating its performance.

Conciseness Frank Clark has rightly pointed out that ‘You can suffocate a thought by expressing it in too many words.’ Save your writing from wordiness. Ensure that every word you use contributes something to the meaning you wish to convey. Sometimes when you sit to write, words come to you in floods. Take care lest the meaning should sink under the deluge. Alexander Pope, a well-known eighteenth century English poet, has used different imagery to convey the same idea:

Words are like leaves, and where they most abound
Much fruit of sense beneath is rarely found.

Pay special attention to modifiers, elaborate prepositions and conjunctions, and phrases to introduce a new idea. Most offenders belong to one of these categories. We list below a few sentences picked from actual reports. One way of improving them is also given. Note how the suggested revisions convey the same meaning in less space.

- (a) It is difficult to make an approximation of how much money it would cost. (14)

Suggested Revision—It is difficult to estimate its cost. (7)

- (b) Experimentation is being done on the internal combustion engine. These experiments strive to make the combustion in the engine more complete, thus minimizing the harmful waste in the emissions. (29)

Suggested Revision—For reducing the harmful waste in emissions, experiments are being made to intensify combustion in the internal combustion engine. (20)

- (c) Some people labour under the impression that air pollution is a special preserve of the highly developed countries. (18)

Suggested Revision—Some people think that air pollution occurs only in highly developed countries. (12)

- (d) The first step in the extraction of chromium from chromite is its conversion into dichromate, then dichromate is converted into chromic oxide which then is reduced by Aluminothermic process or by carbon. (32)

Suggested Revision—To extract chromium, chromite is first converted into dichromate, then into chromic oxide and finally reduced by the Aluminothermic process or carbon. (22)

- (e) Some changes are expected to be made in the organisation of this department but no one as yet knows what changes are going to take place. (26)

Suggested Revision—No one can anticipate the changes that will be made in the organisation of this department. (16)

Charles C. Colton's advice is worth remembering: "That writer does the most, who gives the reader the most information, and takes from him the least time." This, however, does not mean that you can use shortened forms of words in your report. Abbreviations such as 'O.K.', 'phone', 'ad', 'exam', 'lab', 'auto', or shortened forms like 'isn't', 'ren't', 'haven't', 'don't', have no place in it.

Plainness In his essay on 'Saxon-English'⁵ Charles Dickens says, 'When a man has anything of his own to say, and is really earnest that it should be understood, he does not usually make cavalry regiments of his sentences and seek abroad for sesquipedalian words'. 'Had Dickens used 'very long' for 'sesquipedalian', there would have been no need for you to consult the dictionary to understand the complete meaning of Dicken's statement. But the advice he gives is worth taking.

Plain words are usually short and familiar. You can catch the reader's attention more easily by using such words.

Style does not consist in displaying your vocabulary but in how successfully you can communicate your meaning to the reader. Only an inexperienced writer would believe that an effective style should send the reader to the dictionary several times when he reads. While going through the black-out instructions during World War II, President Roosevelt crossed out 'terminate the illumination' and substituted 'turn out the lights'. It is a classic rebuke to pomposity.

A few examples of unfamiliar and long words which we often come across are given in Exhibit 20.1. They are not entirely undesirable and may be used with effect in certain situations. The suggested equivalents given in the right hand column may not always prove effective. They are, however, given here to show that sometimes plain and short words can do your job better.

Exhibit 20.1

| <i>Long and unfamiliar</i> | <i>Plain</i> | <i>Long and unfamiliar</i> | <i>Plain</i> |
|----------------------------|--------------|----------------------------|---------------------|
| accentuate | stress | envisage | foresee |
| accommodate | fit | facilitate | simplify, ease |
| accomplish | do | implement | carry out |
| accordingly | so | initiate | start, begin |
| activate | start | investigate | study |
| aggregate | total | optimum | best |
| ameliorate | improve | personnel | workers, staff |
| appropriate | suitable | purchase | buy |
| commence | begin | ramification | branch, subdivision |
| compensation | pay | residence | house |
| conflagration | fire | subsequent to | later, after |
| discern | see | subsequently | so |
| discontinue | stop | substantial | large |
| demonstrate | show | terminate | end |
| dwell | live | verbose | wordy |
| endeavour | try | viable | workable |

⁵ Charles Dickens, *Household Words*, Vol. 18, 1858.

The worst enemies of plain words are cliches, jargon and foreign words. Avoid using them.

Cliches Sir Ernest Gowers defines a cliché 'as a phrase whose aptness in a particular context when it was first invented has won it such popularity that it has become hackneyed, and is used without thought in contexts where it is no longer apt.'⁶ A cliché very often comes to mind unbidden and finds its way into writing almost unnoticed. When a word immediately suggests another words or words, look at the whole phrase critically; it may be a cliché. Some of the common cliches are listed below:

burning question, acid test, intents and purposes, leave no stone unturned, food for thought, conspicuous by absence, last but not least, heart and soul, throw more light on, the iron hand of the law, part and parcel, few and far between, hotbed; melting pot, veritable inferno, not unjustifiable assumption, leaves much to be desired, explore every avenue, achieve a radical transformation, play into the hands of, an axe to grind, fish in troubled waters, toe the line.

Cliches are often used to save the writer the trouble of inventing new phrases. They are not chosen for the sake of meaning but because they are prefabricated and ready for use in prose construction. But remember that overuse has made them trite and stale. They sound as unpleasant as the discordant note of an overplayed phonograph record. Mark the use of cliches in the following sentence:

If you have no axe to grind, why are you toeing his line and helping him to fish in troubled waters?

A few cliches are, however still vigorous and hard to improve upon. To find better expressions than 'hit the nail on the head' or 'wear and tear' would be difficult. So if you find a cliché which best expresses your meaning, do not hesitate to use it. Writing becomes stale only when you use it indiscriminately.

Jargon

The Oxford Advanced Learner's Dictionary of Current English defines jargon as 'language full of technical or special words'. Every profession has its jargon and there is nothing wrong for specialists to use technical words to convey their meaning. In fact, communication would be difficult without the use of jargon. In recent years there has been an explosion of knowledge and this has led to an expansion of specialised vocabulary which may be called jargon.

Some writers use jargon to say what could be said in plain language, sometimes to show their superiority, sometimes out of sheer inability to convey complex thoughts in plain words, and quite often out of laziness. The result is that 'jargon' has become a derogatory term, implying unintelligibility. And it is the use of these words that needs to be discouraged. Such use can create a semantic gap not only between the professional man and the layman but also among professionals themselves. After all, the aim of the professional is to convey an idea or concept and if this can be done by using words more widely understood, why should he use words which only the insider belonging to a narrow group can follow? One of the merits of a good communication is its intelligibility by a population larger than that for which it is intended.

Two examples of how jargon-ridden writing can be improved upon are given below:

- (a) The decision to eschew an immediate price-increase has been taken by the firm in the interests of facilitating argumentation within the industry as a whole on a

⁶ Ernest Gowers, *The Complete Plain Words*, Penguin Books, Middlesex, ELBS Edition, 1962, p. 146.

standardised policy of simultaneous action on prices, which will, it is hoped, be agreed on within the next few months.

Suggested Revision—The firm has decided to postpone an immediate price increase by a few months. It is hoped that within this period the industry as a whole will arrive at an agreement about simultaneous action on prices.

- (b) Of prime importance in any attempt at amelioration of employer-employee relations in the docks is the question of decasualisation of labour. As long as casual labour is considered as the norm, stability will inevitably be in severe jeopardy, with all the consequent side-effects on industry as a whole that an unstable situation in the docks inevitably implies.

Suggested Revision—To improve employer-employee relations in the docks it is necessary to abolish the practice of hiring casual labour. It creates instability and an unstable situation in the docks will have side-effects on the industry as a whole.

Foreign Words

Some people use foreign words to impress the reader by giving their writing what they call ‘an air of culture and elegance’. But as we have already seen, the reader of a report would be more interested in what you say, rather than in how you say it. There is no point for example, in using *infra dig* or *vide supra* when you can convey the same meaning by using ‘below dignity’ and ‘see above’ respectively. To keep your writing within easy reach of your reader, avoid using such words and phrases.

These are, however, certain foreign words which are commonly used because most people understand them. They are usually set in italics in a printed report. A few examples are given in Exhibit 20.2.

Exhibit 20.2

| <i>Short form</i> | <i>Full form</i> | <i>Meaning</i> |
|-------------------|------------------|----------------------------------|
| et al | et alibi | and others |
| vsl. | versus | against or contrasted with |
| etc. | et cetera | and so on |
| i.e. | id est | that is |
| e.g. | exempli gratia | for example |
| viz. | videlicet | namely |
| a.m. | ante meridiem | before noon |
| p.m. | post meridiem | after noon |
| ibid | ibidem | in the same place |
| op. cit. | opera citato | in the work cited |
| loc. cit. | loco citato | in the place cited |
| cf. | confer | compare |
| – | vide | see |
| – | via | through |
| – | status quo | as it is |
| – | status quo ante | as it was before a recent change |

Construction and Length of Sentences

Sentences can be classified on the basis of structure, form, and function. According to structure there are three types of sentences, namely, simple, compound and complex. A simple sentence consists of one independent clause; a compound sentence has one independent clause and one or more coordinate clauses; and a complex sentence contains two or more clauses, at least one of which is a dependent clause. The categories into which sentences are classified on the basis of form are self-explanatory: statements, commands, requests, questions and exclamations. On the basis of function, the sentences are classified into the following types: illocutionary, emotive, expository, descriptive and narrative. Illocutionary sentences are used for socialisation: *Good morning. How are you? Fine, thank you. It's a bright day, isn't it?* The emotive sentences are charged with strong feelings or sentiments: *Long live the king: It was a glorious success! Give me blood & I'll give you freedom.* The expository sentences generally explain a process, plan or theory, etc. in concise, clear and accurate terms. The descriptive sentences portray things or state what qualities, elements or properties an object has. The narrative sentences give an account of events, show their sequence and establish a relationship among them.

Most sentences of your report are likely to be simple or compound in structure, statements in form and expository, descriptive or narrative in terms of function. Examine every sentence you write to ensure that

- (a) it performs the function you intended it to perform, and
- (b) contributes to the total meaning of the text of your report.

There is no rule about the length of a sentence, and there cannot be. For example, no one can claim that sentences which have, say, 15 words would convey their meaning more effectively than those which have 25 words. Henry James could, for example, construct sentences of a hundred words or more and yet keep the reader's attention focussed on the meaning. Thus the mere length of sentences does not make a piece of writing effective or ineffective.

Some writers have made surveys to find out whether the length of a sentence causes difficulty in understanding, and if so, when, Gunning, for example, regards reports whose sentences average more than 20 words as difficult reading. But there is no uniformity in the results arrived at. The maximum length of a sentence, ranging from 15 words to 35 words, has been recommended on the basis of these studies. It is, therefore, difficult to suggest how long the sentences of your report should be.

A better thing to do would be to visualise the reader's range of intellect and to determine whether he would be able to concentrate on what you are saying. Communication becomes difficult if too many subordinate ideas are crammed into one sentence. Have you noticed that the length of sentences in the books written for children is shorter than in those for adults?

From a practical point of view, look at your sentences carefully to ensure the following.

- (i) If a sentence has several (let us say, more than three) conjunctions, see whether you can achieve greater clarity by splitting it into two or more smaller sentences. If you cannot do so, put the predicate close to the subject, and the modifiers, as near the words they modify as possible. Look at the following two examples.
 1. We can see from the above diagram that though the average number of customers per day is small, the turnover is the maximum because at other restaurants the main items of sale are tea, coffee and snacks whereas at this restaurant meals are also available.

Suggested Revision—The above diagram shows that the turnover of this restaurant is the maximum, although the average number of customers is small. The reason for this is that others sell only tea, coffee and snacks whereas at this restaurant meals are also available.

2. In this schedule are listed the events that will take place during the next one month and also the time and venue so that you can decide beforehand whether you will like to take a part in any event and if so, inform the concerned organiser who will enter your name in a list which he maintains for the purpose.

Suggested Revision—The events of the next one month are listed in the schedule. If you wish to take part in any event, inform the concerned organiser.

- (ii) Remove any words which do not perform a function. In the following sentence, for example, the italicised portions can be deleted without any loss of meaning:
He has prepared this report in a *not too technical style which should be of a simple enough nature* to be understood by the *average layman in the street*.
- (iii) To avoid monotony, vary the construction and length of your sentences. A piece of writing would indeed be dull which has a number of sentences in quick succession beginning with ‘It is observed that...’, ‘It is found that...’, ‘It is thought that...’ etc. Similarly, a passage in which all sentences begin with a subject would make the reader yawn with boredom. Variety would lend freshness to your style and make your report interesting and easy to read. There are several ways of expressing one idea. Note how the same idea is expressed in different ways in the following sentences.
 - (a) He knew the college library so well that he could locate any book easily.
 - (b) As he knew the college library so well, he could locate any book easily.
 - (c) He could locate any book, easily because he knew the college library so well.
 - (e) It was easy for him to locate any book in the college library for he knew it so well.
 - (e) Locating any book in the college library was easy for him because he was so familiar with it.
- (iv) While constructing a sentence, choose a subject about which you are going to say something and a verb that conveys what you want to say about that subject. If you do you will find that other elements fit in at suitable places easily. normally your sentences should have both a subject and a predicate. Sentences such as ‘What?’, ‘If so, then?’, ‘Oh?’ etc. have no place in a report.
- (v) Arrange the parts of a sentence to provide the proper emphasis. Look at the following sentences.
 - (a) The device will cost Rs 50,000 but save Rs 5000 annually on fuel.
 - (b) The device will save Rs 5000 annually on fuel and cost only Rs 50,000.
 - (c) Five hundred workers will have to be recruited to complete the job in time.
 - (d) To complete the job in time five hundred workers will have to be recruited.

(b) and (d) emphasise positive points of the statement, namely the annual saving and the completion of the job in time, and hence the cost involved which is indicted by the remaining part of the sentence, is relegated to a secondary position by a mere change in the construction.

When you are not sure whether your sentence needs improvement, read it aloud. Very often this method will indicate to you whether your sentence is too long and hence complex or too short and hence jerky. You can then make the necessary changes.

Construction and Length of Paragraphs

A paragraph is a group of sentences related to one core idea and arranged in a logical order. The core idea is generally expressed in a sentence called the topic sentence or the theme statement. All other sentences in the paragraph clarify the idea, compare and contrast it with other similar ideas, give supporting facts, details and proof, illustrate, or provide additional information. Sometimes, however, the core idea may not be expressed in one sentence; one may have to deduce it from the paragraph as a whole. In whatever way the core idea is expressed, one thing is essential: the paragraph must have unity of theme and cohesion. Mere grouping of sentences does not constitute a paragraph. Look, for example, at the following group of sentences. They have the physical appearance of a paragraph but do not constitute one because they do not satisfy the above criteria:

Knowledge is turned into faculty as soon as it is taken in, and forthwith aids in the general functioning of thinking. Many people do not discriminate between hearing and listening. Another procedure is to control the environment in such a way as to prevent erroneous response from occurring.

The topic sentence may be located in the beginning, in the end and occasionally in the middle. If it is the first in a paragraph, the topic sentence usually contains a generalization in relation to the specificity of supporting facts or other details. If the topic sentence occurs in the middle, the preceding sentences provide transition or introduce the core idea. The topic sentences occurring in the end usually summarize the contents of the paragraph.

In your report you should follow the tried practice of placing the topic sentence in the beginning or if there are any transitional sentences, immediately after them. This will help you keep your focus on the point you wish to elaborate or discuss in the paragraph and your reader too will not remain in suspense about what you are going to say. If you follow this practice throughout your report, the topic sentences picked up from the paragraphs could provide a good basis for you to write the summary.

The most important factor that should govern the length of a paragraph is whether the development of the core idea is adequate. The adequacy should be determined in terms of whether you have included enough supporting materials and provided the proper emphasis to achieve the objective of your report.

The sentences in the paragraph may be semantically linked, among other devices, by the repetition of a word or phrase or by using a suitable sentence linker. The English language has a large number of identified linkers; some commonly used ones are listed below:

- (a) *For reinforcing an idea already expressed or for adding a closely linked new idea:* Also, certainly, furthermore, in addition, indeed, moreover, this being the case.
- (b) *For contrasting with, or qualifying, a statement already made.* Although, after all, but, except for, even so, however, in contrast, instead, nevertheless, notwithstanding, on the other hand, unlike, yet.
- (c) *For illustrating a statement:* For example, for instance, such as, thus.
- (d) *For comparing:* Similarly, in the same way, both, equally important.
- (e) *For concluding:* therefore, as a result, consequently, accordingly.

An additional factor which should be borne in mind is the need to provide 'eye relief' to the reader. Solid running matter page after page tires the readers. It is, therefore, necessary to have one or more breaks on every page. This, however, should not be done arbitrarily. If you find that a paragraph has run into one or more than one page, look at it critically. You will in most cases be able to discover more than one core or sub-core idea and it will be possible for you to further break it into paragraphs. A writer has a number of choices to decide what constitutes one unit of thought or idea.

Review Questions



1. 'Style is the man', elucidate this statement and discuss how far it is applicable to the style of report writing.
2. In what respects does a report differ from a play, short story or a poem?
3. How does the scientific attitude help in developing an effective style for report writing?
4. What do you understand by 'readability?' To what extent are readability formulas helpful in achieving it?
5. What is a cliché? Why should it be avoided in a report?
6. What factors should be borne in mind about the construction of sentences and their length?
7. What are the qualities of a well-written paragraph?
8. Discuss briefly the main factors you would bear in mind in order to cultivate an effective style for report writing.

Exercises



1. Rewrite the following sentences so as to make them objective and direct for a report.
 - (i) This room is spacious enough to accommodate the overwhelmingly large audience that is expected to attend the meeting.
 - (ii) Some members of staff fritter away their time in long tea-breaks and let their work suffer.
 - (iii) The boom in the leather industry caused a pleasant surprise among traders.
 - (iv) The recent measures against economic crimes have achieved enormous results, the markets are flooded with essential commodities.
 - (v) The horrid smell of the smoke from the mill has polluted the environment of the entire town.
 - (vi) The meticulous attention to technicalities has crippled the employees' endeavours for constructive work.
 - (vii) He persevered hard to extract the information from those unwilling souls.
 - (viii) The perpetuation of this kind of red tapism will turn the entire staff into a group of nervous wrecks.
 - (ix) The introduction of the new device has achieved excellent results.
 - (x) The recently installed blast furnace has converted this part of the building into a veritable inferno.

2. Rewrite the following sentences so as to make them concise in expression.
- (i) An unusually large crowd gathered together to listen to the learned speaker.
 - (ii) The present system of direct taxation in force needs a careful examination by experts who are knowledgeable.
 - (iii) One distinctive feature which this piece of equipment has and which makes it particularly desirable is that its running cost is very low.
 - (iv) Significant information about the working of the organisation has been obtained from the employees who hold key positions in it.
 - (v) The importance of the recently introduced measures can be realized when attention is directed to the fact that the production has gone up by twenty-five per cent.
 - (vi) The data were collected during the period subsequent to the end of fiscal year but prior to the date of this report.
 - (vii) The noise caused by the operation of the giant engine recently installed in the factory made many of those who live in that locality feel irritated.
 - (viii) There are records which contain statements made by men who were employees of the company in the past, and these statements do not support the claims made by the company.
 - (ix) This room has a height of 15 feet, a width of 8 feet and extends for a length of 12 feet.
 - (x) There is a considerable amount of time needed for collecting data which will be adequate for writing this report.
3. Rewrite the following passages so as to make them simple, concise and effective.
- (i) The transportation investigation committee has submitted an interim memorandum on the operation of the Lodi Transport Undertaking and has indicated that this organisation is in an unsatisfactory condition due to inefficient management. It is suggested that the extremely high operating costs at present prevailing are due to unsystematic scheduling, excess of unskilled manpower in the maintenance department and the premature purchase of vehicles unsuitable to meet the optimum demand at rush hours.
 - (ii) Many of the agents are located far away from the head office. Very often they are in possession of useful information which if communicated to the head office might prove of utmost relevance. But unfortunately in most cases this has not been done with the result that the company suffered losses which could have been easily avoided, had the agents acted promptly. It is, therefore, recommended that regular monthly reports be sent by each agent, preferably before the 10th of each month. The introduction of this system will keep the company up-to-date and prepared for any important developments taking place in different parts of the country.
 - (iii) We might further mention that we would be glad to furnish any one of these whistles on a trial basis to the extent that if the smaller size is not adequate enough, it could be returned in lieu of the purchase of a large size, depending upon actual operation and suitability of requirements for signal distance and audibility.
 - (iv) It is understandable that your highly respected firm is exceedingly anxious to secure the valuable services of competent young men who have undergone specialised and detailed training in the outstanding educational institutions of our day—and let me say in a patriotic aside, our noteworthy institutions are indeed comparable in prowess and achievement and dignity to the most heralded universities and colleges

of any nation—and thus it is my earnest conviction that when you go far afield in search of promising prospects for your dominant organisations, you will proceed eventually to the hallowed college from which I send forth this missive.

- (v) Financial management is the responsibility for obtaining and effectively utilising the funds necessary for the efficient operation of an enterprise. The finance function centres about the management of funds-raising and using them effectively. But the dimensions of financial management are much broader than simply obtaining funds. Planning is one of the most important activities of the financial manager.
- (vi) The result of this study is a recommendation that our hiring policies should be changed during the coming year but it should be remembered that this recommendation may not be sound if there is an appreciable change in the labour market during that period or if changing circumstances affect our own company's level of operations so that we need to increase or decrease the total number of employees.
- (vii) The purpose of this notification is to act and serve as a reminder of the new policy regarding the utilisation of the procedure for the requisitioning of stationery supplies and printed forms from general stores. Immediate implementation of and the action on, the new policy is mandated. There can be no acceptance of orders unless the correct and outlined procedure is properly used. An explanation is being provided as to how the change will be useful, advantageous and beneficial to the department to which you are attached and to the general stores of the company to which we belong.

CHAPTER

21

Use of Illustrations

Words convey; illustrations convince.

Chapter Objective

To show the importance, and to describe the function, of various types of illustrations and to provide practical guidance in using the right kind of illustration for presenting data/information in a technical or business report.

COMMUNICATION CORE

The illustrations in a report present data in an integrated and condensed manner. They constitute an essential part of the text. Their correct use enhances the effectiveness of presentation. In preparing and using them, a number of points have to be borne in mind. Illustrations should be referred to in the text, placed immediately after the first reference, given a title, and numbered consecutively. The design should be simple and present one basic idea, concept or aspect with clarity. The types of illustrations commonly used in a report are: tables, graphs, charts, maps, photographs and drawings. The kind of information to be presented and the objective to be achieved determine the type of illustrations to be used in a report.

Before you prepare the rough draft of your report, it is advisable to consider what illustrations you will use and the places where you will insert them in the text. The decisions you arrive at will, of course, be tentative. When you are writing the draft, you may discard some material which you originally planned to include or you may decide to add something which earlier you did not think of using. In some cases, you may have to seek the help of others in the preparation of illustrations. If you entrust this responsibility to them at this stage, your report will not be delayed.

PURPOSE

Illustrations form an essential part of the text of a report, and are not used for mere embellishment. Their aim is to clarify and supplement the verbal analysis, description, or

discussion. There are several ways in which they can help you make your communication more effective.

- (i) You can present a large number of details in less space and with greater precision. A written description of such material may turn out to be vague and clumsy.
- (ii) Often you will need to give an integrated picture of a number of items or to compare the results arrived at through analysis of data discussed in your report. Illustrations will aid you in doing this more efficiently.
- (iii) Most people find illustrated material more lively and interesting than solid blocks of written material. Suitable illustrations catch the readers' attention quickly and transmit the message effectively.

PRACTICAL HINTS

Before we discuss the types of illustrations commonly used in reports, let us consider the points that should be borne in mind while using illustrations:

- (i) Refer to all illustrations in the text. It is essential to provide a context for them in order to discuss and draw conclusions from the details shown.
- (ii) Place them immediately after the first citation in the text as far as possible.
- (iii) Locate them in the text in such a manner that it is easy to consult.
- (iv) Make sure that the design is as simple as possible; frills have no place in an illustration. Make each constituent element or factor clear and distinct so that its significance can be grasped easily.
- (v) Number them consecutively. For this reason it is necessary to classify them into two categories—tables and figures. Usually the number and the title of the table is put above it and that of the figures at the bottom or on the top. Roman numerals are used for tables and Arabic numerals for figures.
- (vi) Ensure that each illustration is complete in itself and deals, like a well-written paragraph, with one main idea or topic.
- (vii) Give each illustration a title and write it against or below the number. Centre the title on the page and ensure that it is not longer than the width of the table or the figure. If it cannot be accommodated in one line, run it into two or three lines.
- (viii) Use computer for preparing illustrations as discussed in Chapter 5.

TYPES

Several types of illustrations are used in reports. They are usually in black and white, though colour may be used sometimes to emphasise important points. The contents of your report will determine which type of illustrations you should use. All types are not suited for presenting a particular kind of information. Exercise your judgment and choose the one that will serve your purpose best. Some of the commonly used illustrations are described below.

Tables

A table is used for displaying original numerical data and derived statistics in a logical, orderly and compact fashion. It has a row of columns across the page; the first of these is called the

subhead under which a number of items are listed vertically. The other columns are called **boxheads**. Usually all columns are of equal size.

The data are written in the centre of the concerned column. If certain data in the table are not available, a dash is used in the column to indicate this fact. The unit of measurement, unless it is clear from the title, is invariably mentioned on the top and any additional information, e.g., source, is given in the footnote immediately below the table.

A table with more than two columns, is generally framed by lines on all the four sides. To make cross reference convenient, lines are also sometimes drawn horizontally and vertically after each item and column.

As far as possible avoid drawing a table on more than one page. But if this is unavoidable, give a parenthetical note on the first page at the bottom (*continued on page ...*) and on the next page indicate that it is a continuation from the previous page by writing, for example, *Table IV—(continued)*.

Two tables are given below as samples.

Table I *Number of Units Produced*

| Year | Plant A | Plant B | Plant C | Plant D | Plant E |
|------|---------|---------|---------|---------|---------|
| 2009 | 149 | 168 | 210 | 80 | 110 |
| 2010 | 201 | 220 | 260 | 120 | 130 |
| 2011 | 240 | 275 | 235 | 90 | 145 |
| 2012 | 250 | 300 | 310 | 110 | 160 |
| 2013 | 275 | 315 | 425 | 185 | 170 |
| 2014 | 315 | 375 | 400 | 230 | 200 |

Table II *Operational Expenditure and Income (Amount in lakhs of rupees)*

| Year | Salaries and Bonus | Interest paid on Deposits and Borrowings | Gross Operating Expenditure | Gross Operating Income |
|------|--------------------|--|-----------------------------|------------------------|
| 2010 | 81.35 | 95.06 | 210.50 | 250.46 |
| 2011 | 103.46 | 108.56 | 300.10 | 350.70 |
| 2012 | 150.80 | 160.32 | 390.44 | 415.05 |
| 2013 | 162.39 | 210.80 | 503.00 | 553.06 |
| 2014 | 205.70 | 325.32 | 602.81 | 635.15 |

Graphs

Graphs present pictorially the same kind of data that appear in tables. They are, however, more effective in indicating distribution, trends and comparisons of two or more quantities. The reader can at a glance grasp information which would otherwise require a detailed study of a mass of numerical data.

The types of graphs most commonly used are *rectilinear graphs*, *semi-log graphs*, *bar graphs*, *pie graphs*, *pictorial graphs* and *scatter graphs*.

Rectilinear Graphs Rectilinear graphs are used for showing the trend of progress over a given period of time. They are particularly useful when continuous change with time is being stressed. The convention is to plot the independent variable horizontally and the dependent variable vertically. The reason for it is that we are primarily interested in the values of the dependent variable and it is but natural that the magnitude be expressed by height.

The scale chosen on both the axes should be rational. For example, in Fig. 21.1 there is no point in starting at zero when right at the beginning the deposits were Rs 150 lakh. Similarly, there is no need to show the year 2005 and 2006 or 2013 and 2014 because the information presented covers only eight years from 2007 and 2014.

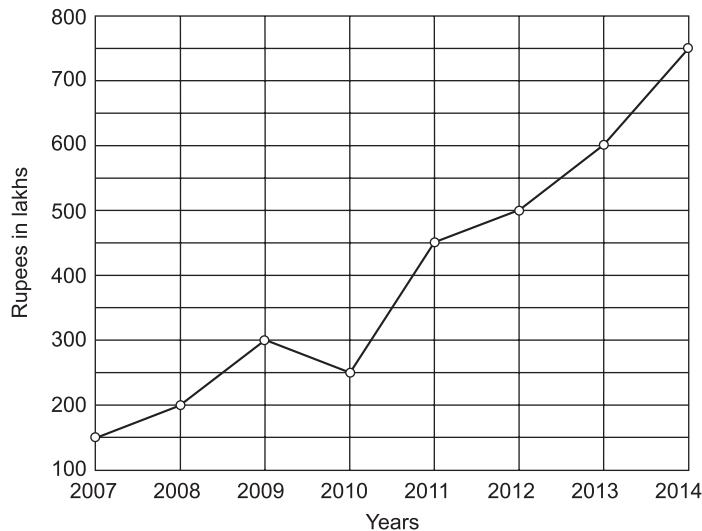


Fig. 21.1 Rectilinear graph showing growth of deposits in a bank

Semi-log Graphs A semi-log graph has a linear scale on one axis and a logarithmic scale on the other. It is generally used when the range of one variable as compared to another is very large. In Fig. 21.2 the population of the cities has been shown on a logarithmic scale vertically whereas the years are plotted on a linear scale horizontally.

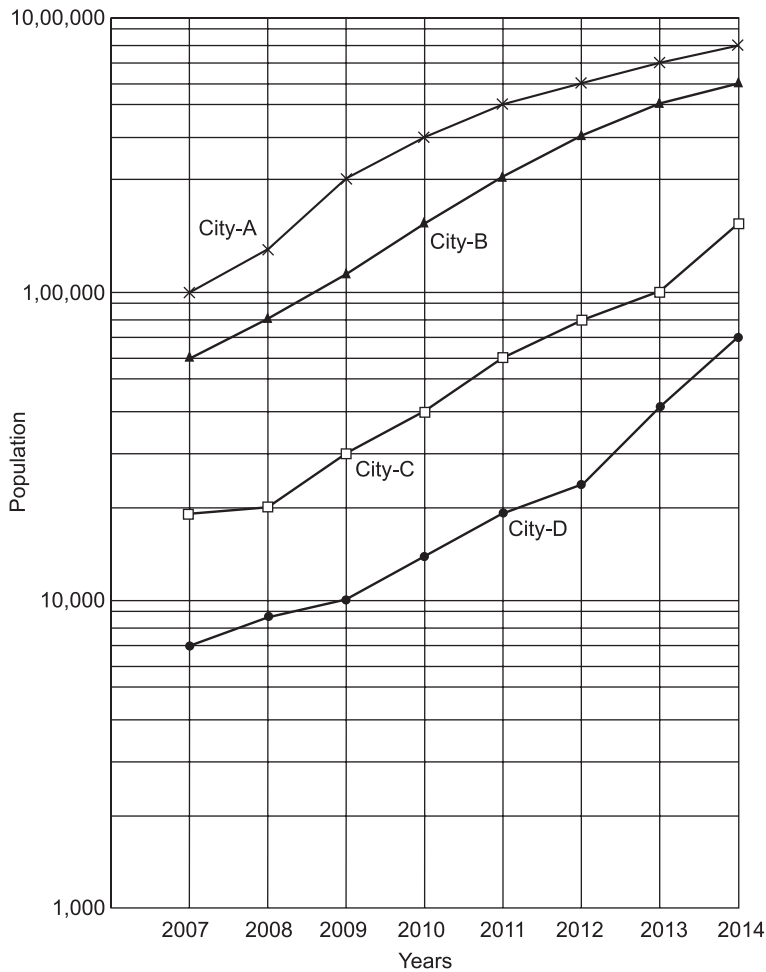


Fig. 21.2 Semi-log graph showing growth of population of four cities

Bar Graphs A bar graph is the most easily adaptable form of a graph. It contains parallel bars drawn vertically or horizontally. It is generally used to indicate the different periods or the quantities of different items during the same period or to present a comparative value of two or more variables. The bars are arranged chronologically or according to their length.

Two examples are given in Figs 21.3 and 21.4. Figure 21.3 displays the growth of a bank in terms of branches whereas Fig. 21.4 shows the progress of technical education in terms of the number of students doing diploma and degree courses.

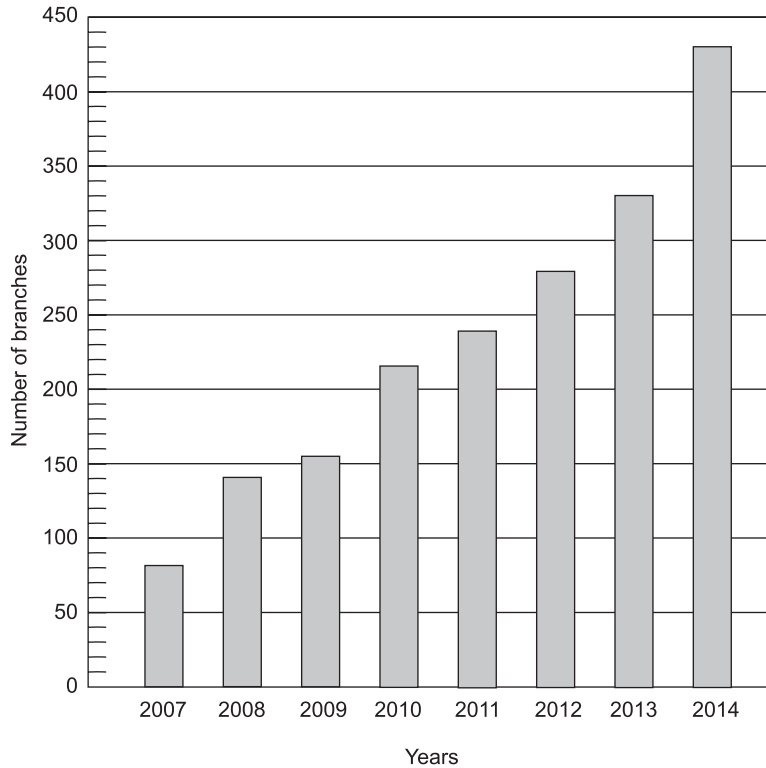


Fig. 21.3 Bar graph showing growth of branches of a bank

Pie Graphs A pie graph (also called percentage or circle graph) is a hundred per cent graph. It owes its name to the resemblance it bears to the well-known pastry. Since a circle has 360 degrees, 1 per cent works out to 3.6 degrees. Thus, a central angle of 72 degrees will show 20 per cent of the total quantity.

In a pie graph the data are displayed in terms of percentage. Each slice is made distinct with the use of different shades or designs. For comparing values, the pie graph is not very effective because it is difficult for the human eye to grasp quickly the area covered by each slice in the graph. Similarly, when there are more than five items to display and compare, the use of this type of graph is not advisable.

A specimen pie graph showing the total amount advanced by a bank is shown in Fig. 21.5. This data can be presented by a square percentage graph also, as shown in Fig. 21.6.

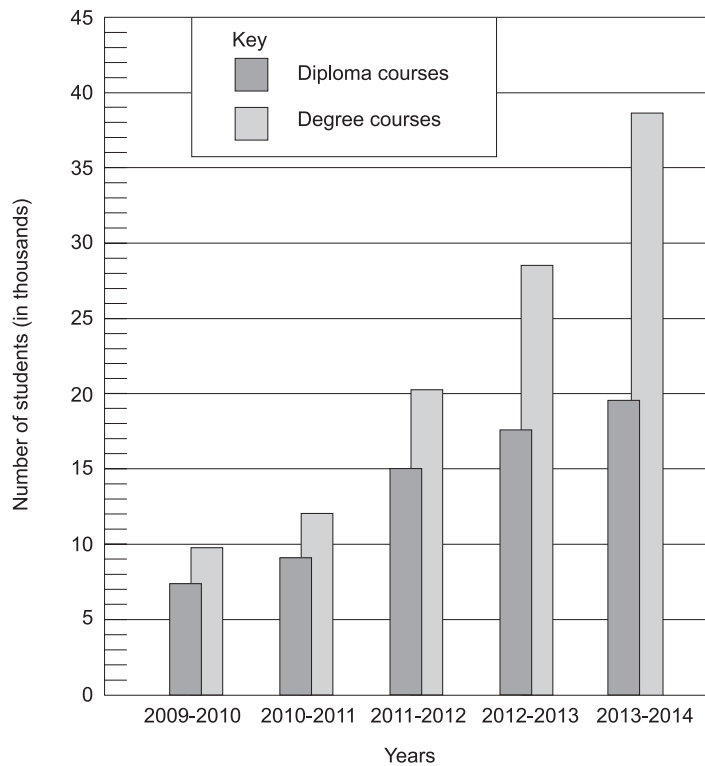


Fig. 21.4 Comparative bar graph showing progress of technical education in a state

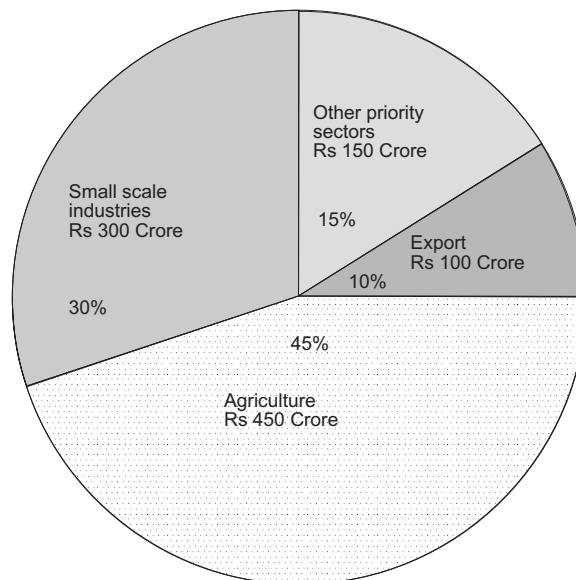


Fig. 21.5 Percentage graph (circular) showing total amount advanced: Rs 1000 crore

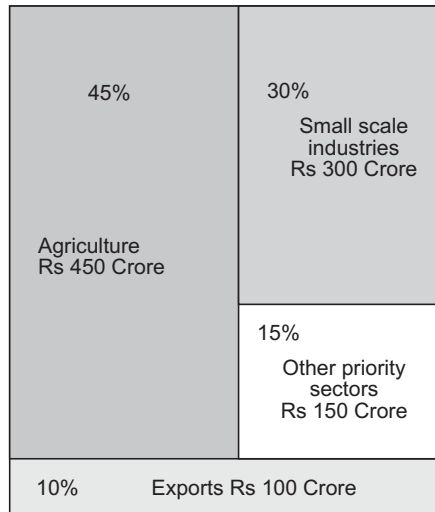


Fig. 21.6 Percentage graph (square) showing total amount advanced: Rs 1000 crore

Pictorial Graphs A pictorial graph contains symbols each of which represents a single unit. The symbols have some resemblance to the objects they denote. For example, a symbol showing a stack of coins may serve to represent a sum of money or a symbol showing a tree may indicate a certain number of trees. A specimen pictorial graph indicating the growth of world population is given in Fig. 21.7.

Scatter Graphs On this graph dots or other marks are plotted to display the agreement of two variables, one on each axis. If no clustering takes place, it will be an indication of the absence of a proper correlation between the variables.

In Fig. 21.8 the score of marks obtained by students and the grades awarded to them in a course are plotted.

Charts A chart depicts the organisation of something by representing its sub-divisions or the sequence of steps in a process. There are three main types of charts—*organisation charts*, *flow charts* and *block charts*.

Organisation Charts These charts show the chain of command in an organisation. Figure 21.9 shows the organisation of a corporation. You will observe that the chain command moves vertically from top to bottom and the departments of equal rank or status are aligned horizontally.

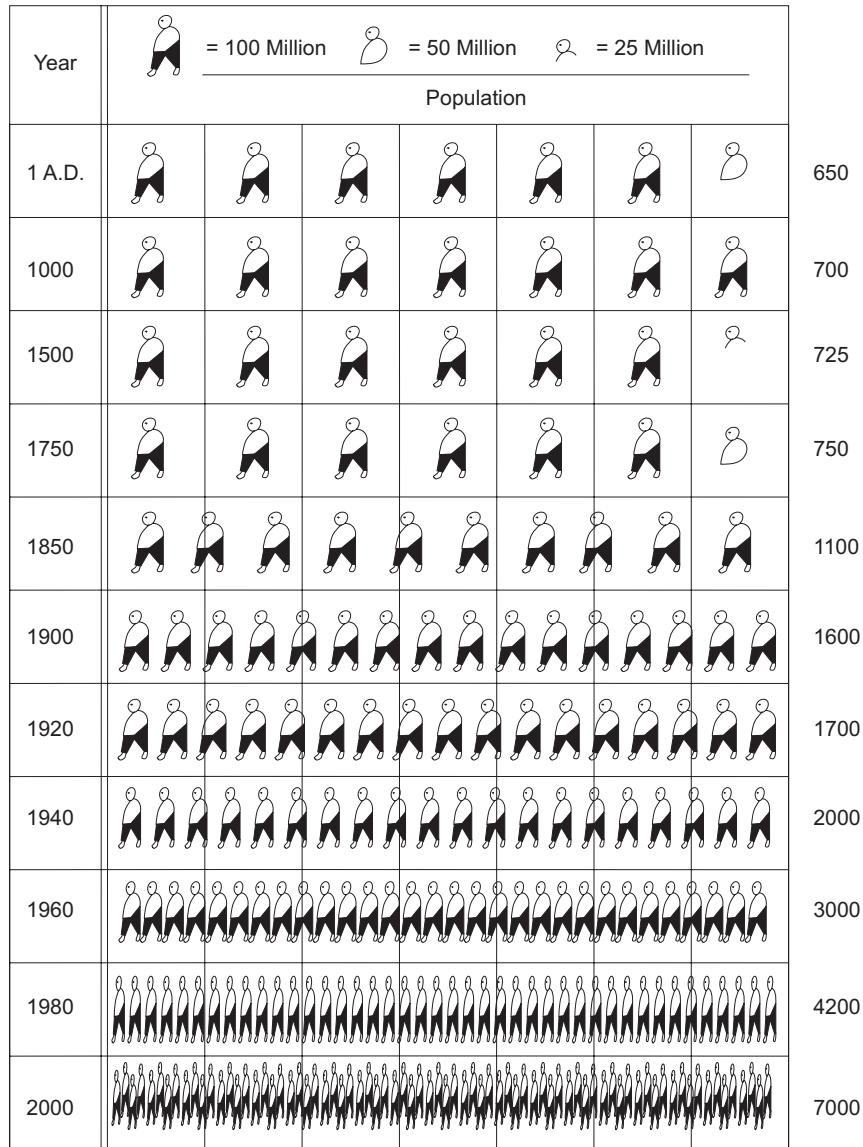


Fig. 21.7 Pictorial graph showing estimated world population, A.D. 1-A.D. 2000

Flow Charts flow chart is generally used to indicate various steps in a process or a sequence of operations. The symbols are put into blocks which are connected by straight lines or arrows. Figure 21.10 indicates the process by which a student admitted to an Institute earns a degree.

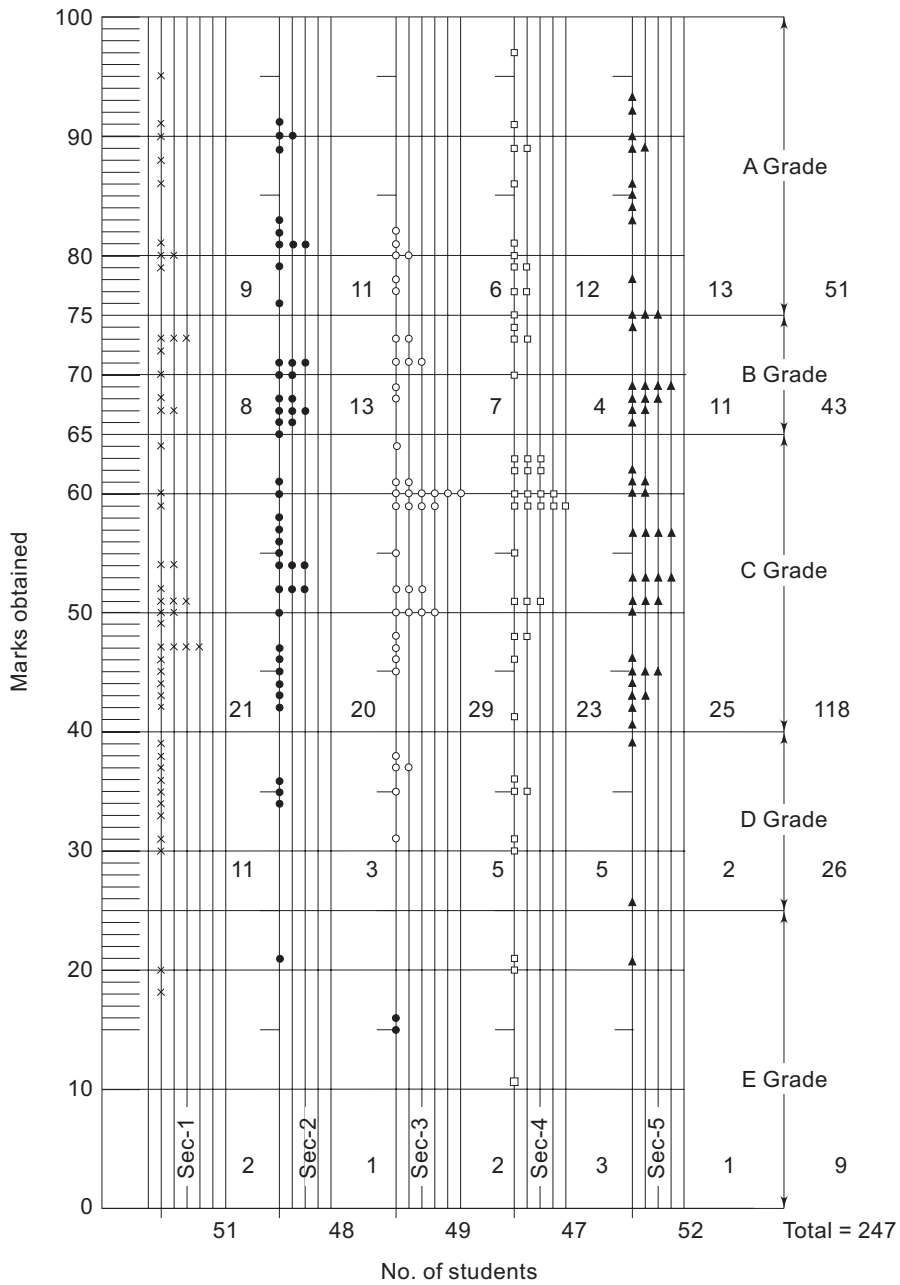


Fig. 21.8 Scatter graph

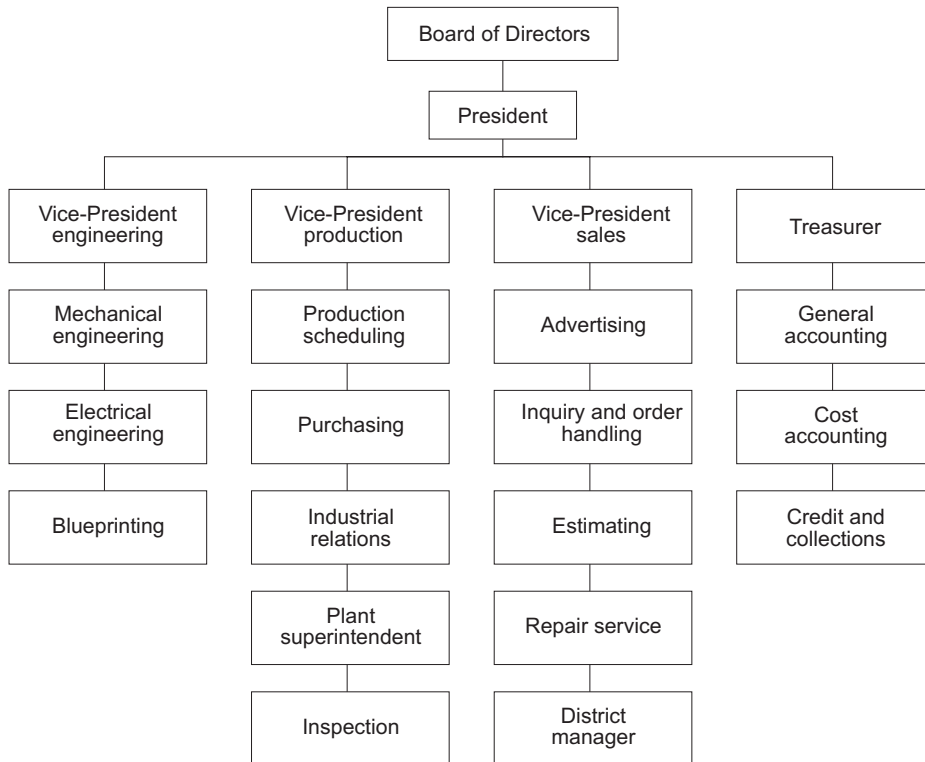


Fig. 21.9 Organisation chart of a corporation

Block Charts As the name indicates, these charts use blocks to indicate the major elements/components or major groups of elements/components of a complex structure, generally of a technical nature. The mechanical or electrical connections are denoted by lines and their logical relationships indicated by arrows. Though they are designed to inform the technical man of fundamental arrangements of the complex, the general plan is intelligible even to the layman. A chart showing a radio circuit is given in Fig. 21.11.

Maps

Maps are used to show geographical distribution of data. To focus attention on the main facts, extraneous details are omitted. For example, if cities are the only important feature all other details such as rivers, roads, mountains, etc., will not be plotted. Lines, dots or shaded areas are generally used for plotting the data. In Fig. 21.12 the map of Rajasthan shows the location of forts and palaces.

Photographs

Photographs are of limited use in reports inasmuch as they cannot be used to emphasize any important detail. Reproduction costs are high and so they are used only when the actual appearance of something has to be shown. For reproduction it is essential that the photograph is sharp, and free from any glare effects or shadows. It should be large enough for retouching and eliminating any unwanted detail. This can best be done on the negative.

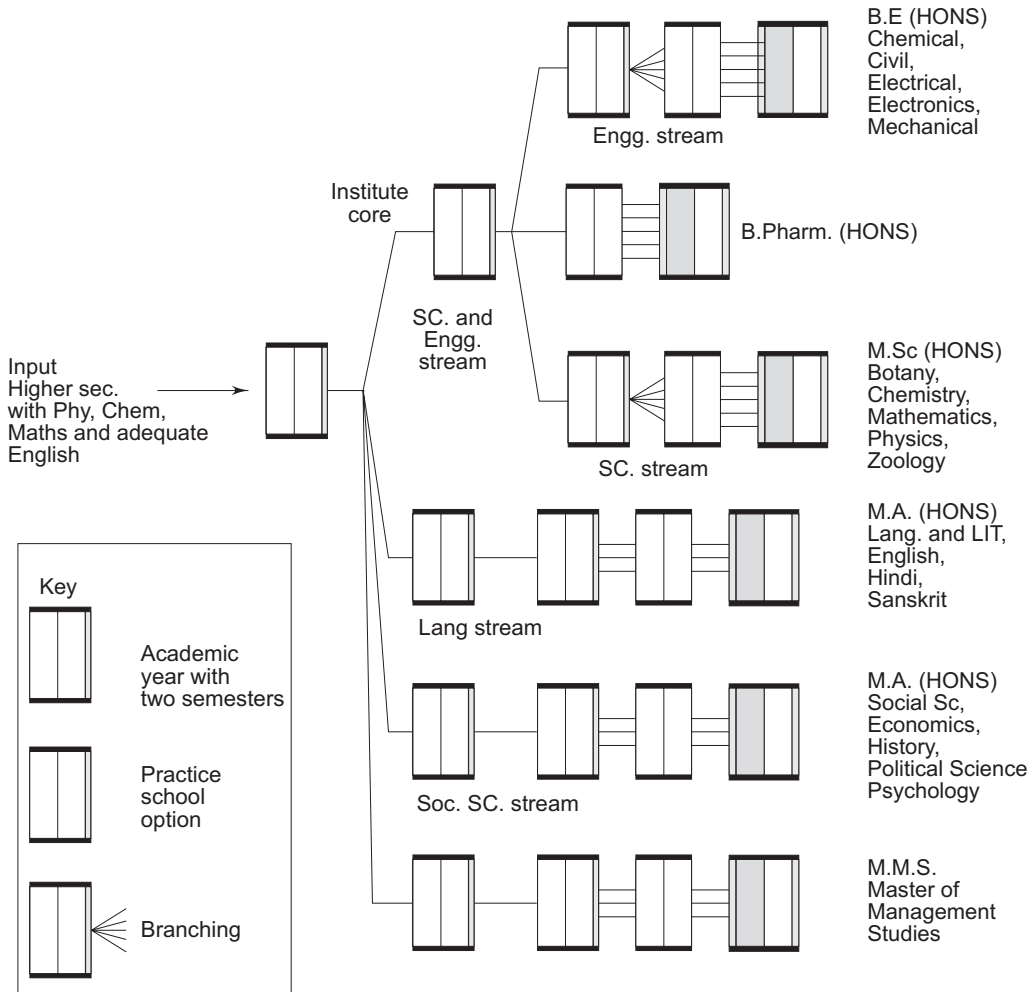


Fig. 21.10 Flow chart presenting integrated academic programmes

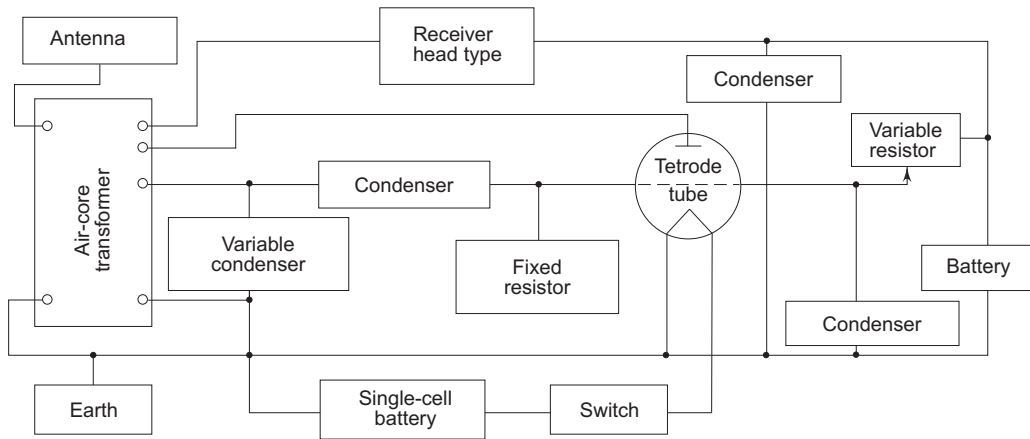


Fig. 21.11 Block chart of a radio circuit

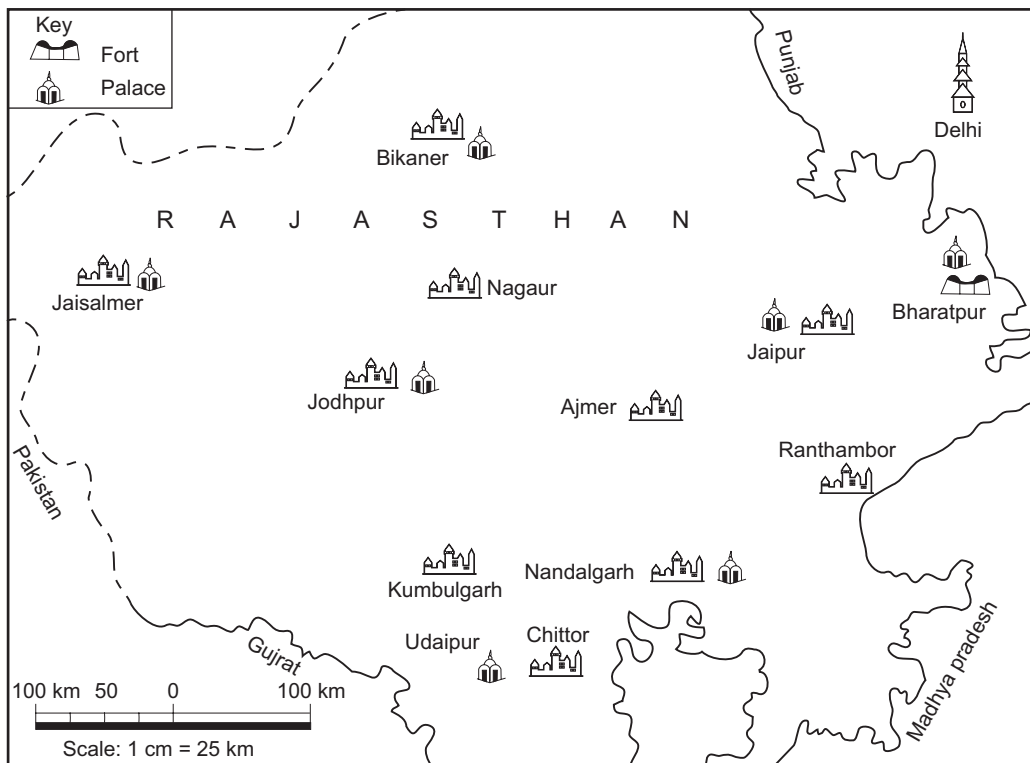


Fig. 21.12 Map of Rajasthan showing forts and palaces

Drawings

Drawings are mainly composed of lines but may include shaded, solid or cross-hatched areas. They are used to represent objects as they appear to us.

A drawing may also be used to indicate the exploded, the sectional and the cutaway views of an object. The exploded view shows the assembly as if it has blown up; however all its parts are properly aligned. The purpose of the sectional view is to show the interior of an assembly. The cutaway view shows both the interior and exterior of an assembly.

Figures 21.13, 21.14, 21.15 and 21.16 give samples of a circuit diagram, an exploded view, a sectional view and a cutaway view respectively.

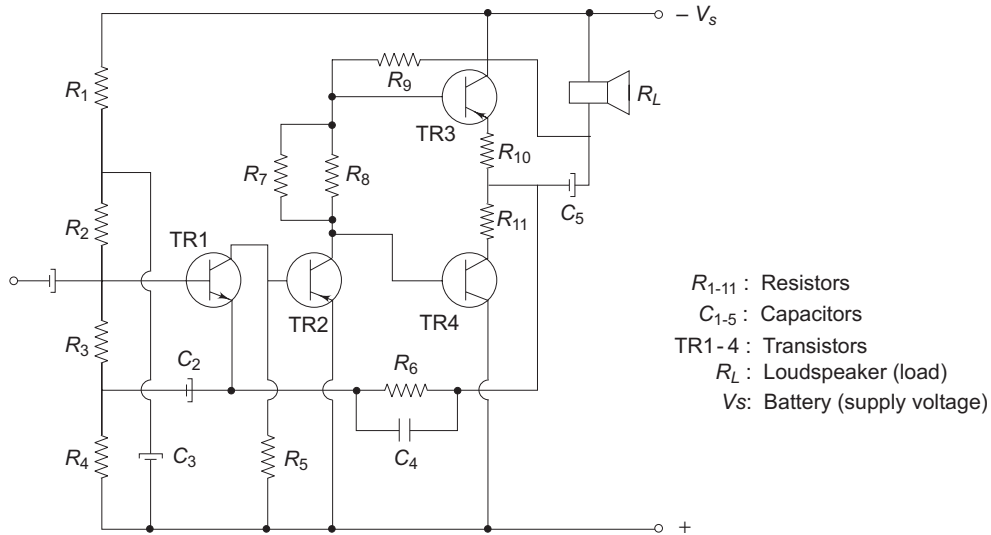


Fig. 21.13 Circuit diagram

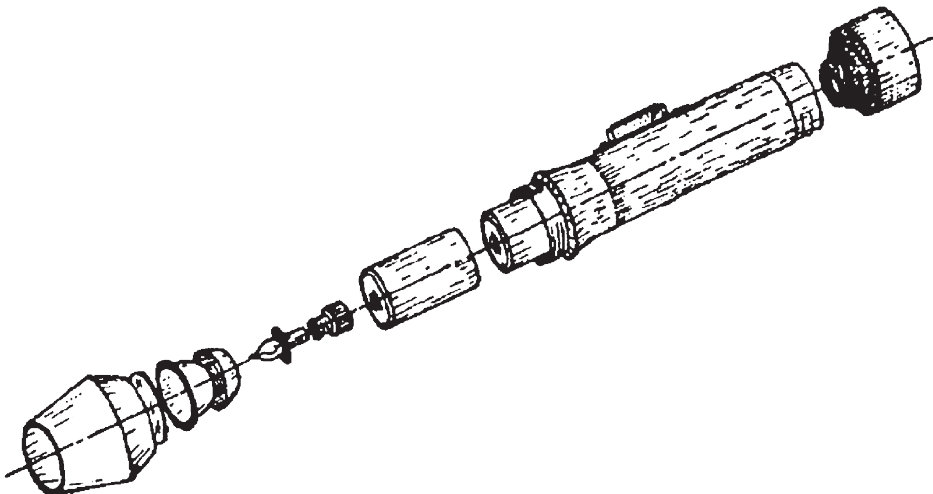


Fig. 21.14 Exploded view of a torch

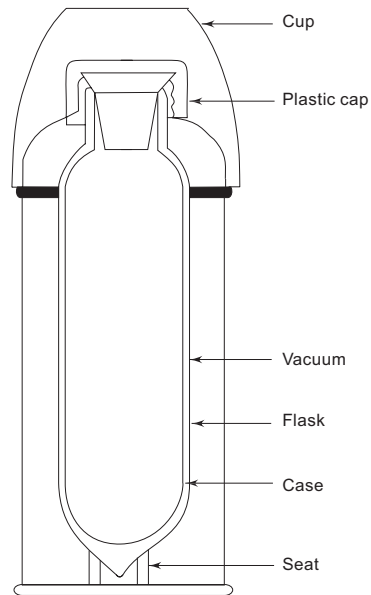


Fig. 21.15 Sectional view of a thermos flask

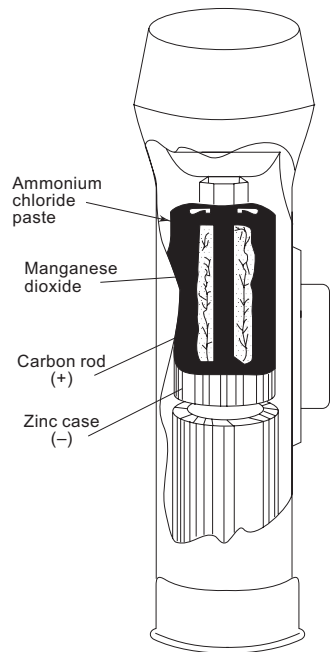


Fig. 21.16 Cutaway view of a torch and sectional view of a dry cell

Review Questions



1. What are the characteristics of a good illustration?
2. What are the advantages of presenting data in tables?
3. What is the difference between a graph and a chart?
4. Discuss the factors that determine the use of illustrations in a report.
5. What factors would you bear in mind while preparing photographs, maps and drawings?

Exercises



1. The total monthly sale of ready-made garments by Gupta Fashion Mart was worth Rs. 2,69,000. The break-up is given below:
 - (i) Jeans Rs. 80,000
 - (ii) Shirts Rs. 75,000
 - (iii) Salwar Kameez Rs. 95,000
 - (iv) Kurta Pyjama Rs. 19,000Present this data by means of a percentage graph.
2. Draw a bar graph showing the data given in Table I of this chapter.
3. Present the data given in Fig. 21.3 in this chapter in the form of a Table.
4. Describe in detail how the computer can be used for preparing different types of illustrations. Give two examples, one each of a rectilinear graph and a flow chart.

CHAPTER

22

Technical Description

Keen observation is essential for telling exposition.

Chapter Objective

To impart the ability to use well-established techniques to describe machines, mechanisms, and processes and to emphasise the value of acquiring the skill of technical description in the professional world.

COMMUNICATION CORE

The competence for technical description requires a command over the language, the skills of succinct statement and exposition, and an ability to perceive relationships among parts, elements, objects, ideas, etc. The writing techniques of definition and classification are helpful in writing a technical description. The description may be made according to function, importance or spatial arrangement of elements. Usually, first a general description is given and if necessary, the principle or theory on which the machine/process is based is briefly discussed. This is followed by a description of parts or elements and finally an overall view is presented.

The competence for technical description is essential for writing reports and several other major forms of communication such as proposals, manuals, etc. Apart from a command over the language, it requires the skill of succinct statement and exposition, and an ability to analyse and perceive relationships among elements, objects, concepts, etc. In general, technical description is based on the experience acquired through the senses, namely, seeing, hearing, smelling, feeling, and tasting. Of these, the first is the most important sensory perception. For example, in the description of a building you are likely to begin with visual details such as design, shape, form, colour, size, sections or parts, the materials, then the moving parts such as lifts, windows, doors, etc., and finally turn to stating the uses of the various parts such as storing, studying, sleeping, etc.

TECHNIQUES OF DESCRIPTION

The techniques that aid in writing a technical description are definition and classification. **Definition** is a concise statement of the most significant aspects/constituents/features of an object or idea. Usually, it has three parts, namely, **term**, **classification** and **differentiation**. The **term** is a word or phrase conveying precise, limited meaning in the context in which it is used. **Classification** refers to the class to which the item represented by the term belongs. And **differentiation** indicates the way the item is different from other items in the class. Examine the definition that follows: ‘A computer is an electronic machine that works with numbers, words, or a combination of numbers and words to produce the required data output.’ In this definition, **computer** is the term, **electronic machine** is the class, and the rest of the statement is differentiation. To complete the description the definition would be followed by an account of the various constituents of a computer and their functions. Sometimes a definition may follow a complete description. Remember, a good description leads to a proper definition. The following points would help you construct a good definition.

- (i) Use simple words—the words that themselves do not need to be defined.
- (ii) Ensure that your definition is comprehensive from the reader’s point of view.
- (iii) To the extent possible avoid using abstract words.
- (iv) Sometimes telling what it is not may prove helpful.
- (v) Some definitions can be constructed by stating the origin, cause or effect.

The last two ways are best to use while defining abstract or conceptual terms—terms that do not have physical characteristics.

Classification is an intermediate strategy. It is of assistance both in definition and description. You should bear in mind the following points while presenting a classification:

- State exactly the name of the item you are classifying, defining it, if necessary.
- Indicate clearly the basis of your classification such as size, function, nature, etc.
- Label the classes into which you categorise your items.
- Describe briefly the common features of items placed in each class.

The extent of description of each class would depend upon its objective or the context in which it is made. The population of a country, for example, can be classified on the basis of sex, religion, education, age, etc. The purpose for which the classification is to be done would determine the choice of the basis. Similarly, cars may be classified on the basis of function, size or price. The answer to the question why you are classifying would help you select the appropriate criterion. In fact, when we encounter or have to deal with a number of items, we automatically start categorising them. This tendency needs to be channelised more carefully when you, as a professional, are required to write the technical description of an object or item.

As part of your report, sometime you may have to describe the machines and the mechanisms, with which you have worked, and the processes involved, within a broad framework. Let us therefore turn our attention to the technical description of machines/mechanisms and processes.

DESCRIBING MACHINES AND MECHANISMS

An overall description about the physical characteristics of the machine and its mechanism is the first step involved. As a result, the reader is enlightened in this subject. You should then move on to a description of details, that is, its parts or constituents. Follow a logical order while doing so. One way would be to describe the parts in the order in which they **function** when the machine is set in motion. But often you may find that two or more parts operate simultaneously. In such a situation, you may describe the parts in order of **importance**.

Though a machine depends on all its parts, some may be more important because they perform some basic or significant function. The third logical order that is sometimes used is **spatial**. When you use this method, describe the various parts as you come to them that is, from outside to inside, top to bottom or left to right, etc.

DESCRIBING PROCESSES

It is difficult to imagine a process that does not involve a machine or device of some kind. So what we discussed earlier applies to processes also. The main difference lies in the fact that in the description of a machine the focus is on the object whereas, in the description of a process the emphasis is on the work it performs. It is therefore essential to describe each step in a process clearly and also to show how the various steps constitute a chain of functions, leading to an end result. Keeping in view this basic requirement you may use any of the methods based on **function, importance or space**, as in the case of machines. Occasionally you may have to use a combination of these methods. By all means, do so if the situation demands. There are two other steps you should take to make your description complete and effective. First, if there are any variations to a well established basic process, state it clearly. Second, give a clear account of the product or end result of a process you have described.

There may be occasions when it may be advisable to describe the theory or principle upon which the machine is built or the process functions. For example, one such situation is when the reader is not familiar with a recent modification in the theory upon which the machine is built or the principle upon which the process is based.

Let us now summarise how a basic description of machines/mechanisms and processes should be given.

Machines/Mechanisms

- (i) Basic principles or theory, if necessary.
- (ii) General description.
- (iii) Specific description according to function, importance, or spatial arrangement.

Processes

- (i) Basic principles or theory.
- (ii) General description.
- (iii) Materials and machines involved.
- (iv) Steps in the process.
- (v) Variations in the process, if any.
- (vi) Product or end result.

SAMPLE DESCRIPTIONS

We would now like to give four examples of technical description. The first is that of a machine. You would notice that the description starts with a definition; then it mentions the categories into which machines can be divided, and finally it gives the uses and functions of each type. The second and third examples describe the steps that are taken to produce cement and rayon respectively. The fourth example describes a lathe machine in terms of its structure and function.

Example 22.1: Machine

A machine is an assembly of connected parts arranged to transmit or modify force to perform useful work. All machines are based on six types: 1. lever; 2. wheel and axle; 3. pulley; 4. inclined plane; 5. wedge; and 6. screw. The wheelbarrow, human arm, and crowbar are all levers. Wheel and axles are used to raise loads by pulling a rope attached to the axle. Pulleys work in the same way, but the force and movement of load may be in different directions. Inclined plane and screw are used to move heavy weights with little efforts. Wedges exert large sideways forces.

Example 22.2: Cement

Cement-grade limestone (and possibly oyster shells) plus clay or shale, sand, iron-containing materials (such as blast furnace slag), gypsum and coal (especially in India where it is more available than oil or gas for heating) are ground together.

Grinding may be a wet or dry process, but dry process plants now predominate because of savings in heat (less water to evaporate) and possibility of accurate control. The sequence may include rough crushing, followed by gyratory and hammer mills, then drying and fine grinding in tube mills followed by air separation and pneumatic blending. The dry powdered feed (or wet slurry) is then fed to a direct-fired counter-current rotary kiln. The residence time is 1–3 hours and the feed mixture is decarbonated and fused to form the cement compounds. The hot clinker (3–10 mm size) is dropped to a rotary cooler which also preheats combustion air for the kiln. The product from tube milling the clinker is cement powder. This powder is bagged or bulk stored and is ready for use.

Example 22.3: Viscose or Rayon

Viscose Staple Fibre is the closest man-made substitute for natural cotton. Its raw-material, wood pulp, is a renewable and bio-degradable resource. The effluents and emissions from the production process are not only non-carcinogenic, non-allergic and non-toxic but also fully treatable to stipulated standards. Even the product is bio-degradable and the most hygienic man-made fibre the Textile Industry has known.

Rayon grade pulp is steeped in caustic soda solution and the excess is separated in slurry presses to obtain a mat of alkali cellulose. After shredding, alkali cellulose is reacted with carbon disulphide to yield cellulose xanthate. The xanthate so formed is dissolved in dilute caustic soda to give viscose which is filtered, deaerated and ripened, before extrusion through spinnerettes into a spinning bath containing sulphuric acid, sodium sulphate and special additives. Cellulose is regenerated in the form of the filaments. The filaments are cut into

the required staple length, washed, desulphurised, bleached, soft finished and dried to obtain Viscose Staple Fibre, which is then baled in Baling Press.

Example 22.4: Lathe Machine

1. General Description

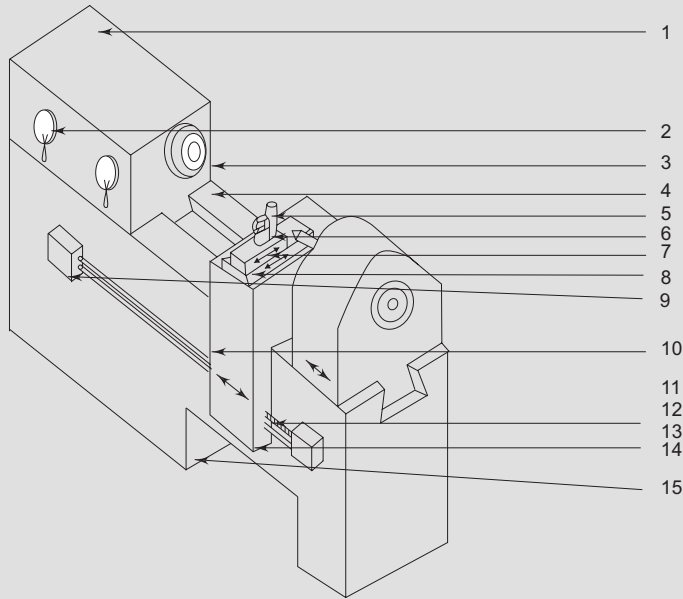
The oldest, most basic, most versatile, and most widely used of all the machine tools is the lathe and it is no wonder that it is termed as the 'mother of machine tools'. The lathe is a machine tool which is used for producing work pieces with cylindrical machined surfaces. It can also produce flat surfaces and holes. With the help of special attachments, threads and grooves can also be cut.

2. Components and their Function

The different parts that constitute a simple lathe machine are shown in the schematic diagram in Exhibit 22.1. The different parts and their functions are described below:

- 2.1 Bed:** The bed is the base of the lathe and it supports all the other major components of the lathe. They may range from 3 to over 75 feet in length, and may be arranged either horizontally or vertically. They have large mass and are made of grey cast iron to resist deflection and absorb vibrations generated during operation.
- 2.2 Guideways:** The top of the bed has two guideways (Slideways) to provide support and sliding surfaces for the carriage and tailstock (both of which are described later). They restrict the movements to a straight line direction and have a V-section. These ways are hardened to make them wear-resistant and are machined accurately to give dimensional accuracy.
- 2.3 Headstock:** The headstock is secured permanently at the left hand end of the lathe bed. It consists of the following components:
 - 2.3.1 Spindle:** The headstock houses and supports the spindle and also the power driving mechanism for it. The speed can be set through the spindle speed selector. It is hollow so as to facilitate the holding of long workpieces and their rotation. Since rigidity is of utmost importance, it is supported on excellent bearings which keep all radial and axial movements to a minimum. Workholding devices such as chucks, centers and collets can be attached to the inner end.
 - 2.3.2 Spindle speed selector:** The spindle speed selector is a circular knob which is located on the headstock face which faces the worker. Its function is to set the speed of the spindle.
- 2.4 Tailstock:** The tailstock is located at the right hand end of the bed. It can be moved along the guideways and can be clamped in any position on the bed. It is also termed as loose headstock. Its function is to hold the dead centre and to support long workpieces during machining. It further consists of the following component:
 - 2.4.1 Quill:** It is a sliding cylindrical member and is sometimes termed as the 'tailstock spindle'. However, it cannot rotate. The dead center drills, and reamers can be fixed into it and their movements controlled with the help of a hand wheel.

Exhibit 22.1



Schematic diagram of a lathe showing its different parts

- | | |
|--------------------|---------------------------|
| 1. Headstock | 2. Spindle speed selector |
| 3. Spindle | 4. Guideway |
| 5. Tailstock | 6. Tool post |
| 7. Tailstock quill | 8. Compound rest & slide |
| 9. Cross slide | 10. Feed change gear box |
| 11. Carriage | 12. Bed |
| 13. Lead screw | 14. Feed rod |
| 15. Apron | |

2.5 Carriage: The carriage slides along the guideways between the headstock and tailstock. Its function is to hold the cutting tool and move it to give longitudinal and/or cross feed to it. The carriage is actually an assembly of the following components:

2.5.1 Cross-slide: It is mounted on the carriage and moves perpendicular to the spindle's rotational axis, i.e., it moves radially in and out, thus controlling the radial position of the cutting tool. The screw used for moving the cross slide has a micrometer dial.

2.5.2 Tool post: It is the actual component to which the cutting tool is attached. It needs to be rigid and strong to withstand the forces during operation.

2.5.3 Compound rest: It is also called the compound slide and is mounted on the top of the cross slide. It has a circular base graduated in degrees. On top

of the compound rest lies the tool post. The compound rest swivels the tool for positioning and adjustment. It is also used for obtaining angular cuts and short tapers.

2.5.4 Apron: It is equipped with mechanisms for both manual and mechanised movements of the carriage and cross slide, by means of a lead screw and feed rod.

2.6 Feed Rod and Lead Screw: The feed rod is powered by a set of gears (feed change gear box) from the headstock. It rotates during the lathe operation and provides mechanised movement to the carriage or the cross slide by means of gears, a friction clutch, and a keyway along the length of the feed rod.

The lead screw is also powered by gears from the headstock and provides specific accurate mechanised movement to the carriage for cutting threads on the workpiece. The lead screw and the carriage are engaged by a split nut on the apron.

Review Questions



1. What abilities are required for writing an effective technical description?
2. Explain the points that you would bear in mind while constructing a definition.
3. How is the criteria for classification determined?
4. Discuss the methods that are used for describing machines/mechanisms and processes.

Exercises



1. Describe in detail a machine or a process with which you are familiar.
2. Collect the definitions of five objects or terms related to the field of your work or study and critically examine the suitability of the method(s) followed. Write your comments in the form of notes.
3. Select ten objects or devices from your working environment and classify them. Justify the method(s) used by you for classification.
4. Write a technical description of the following: camera, washing machine, crane, wordprocessor and computer.

CHAPTER

23

Writing the Report

Thoughts assume shape when recorded.

Chapter Objective

To suggest the order in which various elements of a report should be written and to inculcate the competence in writing the first draft and then giving it a final shape by using a checklist specially prepared for the purpose.

COMMUNICATION CORE

Before preparing the first draft of the report, a glance at the notes and outline is necessary. Without waiting for the proper 'mood' or inspiration start writing, concentrating on the subject-matter to be presented. There is no particular order of preparing the various elements of the report. However, the following order has been found convenient and helpful: discussion or description, conclusions, introduction, abstract, appendices, acknowledgements, table of contents, list of illustrations and symbols, title page, and cover. After the first draft is ready, leave it to cool off for sometime. Revise it at least twice, once for checking its structure and layout and the second time for improving its language and style.

ROUGH DRAFT

Not many can claim to have produced the final draft of a serious piece of writing in the very first attempt. Even professional writers of repute revise their writing before sending it to the press.

Firstly, prepare a rough draft of your report on the basis of the outline you have prepared from your notes. The manner in which notes and an outline are made has already been discussed in Chapter 19. Do not feel discouraged if the first draft turns out to be crude and inadequate because it will, after all, be the unpolished, trial version of the report. A careful revision will definitely improve it.

While it is not possible to recommend any set formula for writing a rough draft, a few practical hints and suggestions are given below to make your task of writing easy.

PROCESS OF WRITING

- Go carefully through the notes and try to visualise the entire report before writing. While using notes, ensure that you are not reproducing somebody else's words. If you have digested the contents of the collected material, as you should, it will not be difficult for you to express in your own words the points you wish to make.
- Follow the outline closely. You have already put in a lot of thought and effort in organizing the material into various topics and sub-topics that constitute your outline. Take up one, discuss it completely and then pass on to the next. It is, however, not necessary to follow the same sequence.
- Start writing immediately. It is better to make a start, howsoever awkward the opening lines may seem to you. As your work progresses, you will feel a surge of confidence which will carry you through your task.
- Write rapidly without interrupting the train of your thoughts. This does not, however, permit careless writing. Pay particular attention to the need for coherence, unity and logical ordering of ideas, accuracy in recording facts and figures, correlation of illustrations with the text, and proper documentation and cross-referencing.
- Concentrate on the subject matter. Your primary concern should be to put your thoughts and information on paper; all other considerations should be subordinate to this object. At this stage, for example, you need not pay much attention to spelling, punctuation or other such details, which can be checked in the final draft.
- Double-space the draft and leave sufficient margin on all the four sides for corrections and revisions.
- Number the pages as you would do in the final draft.
- After you have prepared a rough draft of the entire report, check it once more against the outline and notes to ensure that you have not missed any points or facts. Make necessary additions, deletions or alterations in a manner that suits your purpose. Remember that the rough draft is for your private use. If it is meant for circulation, get it typed or prepare a clean copy.
- Lay your draft aside for some time to *cool off*, so that you are able to examine it more objectively.

ORDER OF WRITING

We have already discussed (Chapter 18) the various elements of a formal report and the sequence in which they appear. But the order in which they are actually written or made is different. For example, the first element, namely, the **cover** may be the last to be taken care of.

It is for you to decide which part to write first but a logical order of writing is suggested below. You may change it according to the circumstances in which you produce a report.

- Discussion or Description
- Conclusions
- Recommendations
- Appendices
- Introduction
- Preface

- Summary
- Abstract
- Glossary
- Index

We have put **discussion** first as you must present the data and analyze it before you can draw **conclusions** and make **recommendations**. **Appendices** contain supplementary material related to the main body and hence they must also be prepared before you can write the **introduction** and **preface**. You can make a summary most conveniently when you have a complete picture of the contents of your report and the summary will help you produce the *abstract*. The last step should be the preparation of the **glossary** and the **index** because these have to be gleaned from the whole report.

Normally there will be no need for preparing a rough draft to the remaining elements: cover, frontispiece, title page, copyright notice, letter of transmittal, acknowledgements, table of contents, bibliography and list of references.

THE FINAL DRAFT

Allow a few days to elapse before you return to the rough draft for revision. If you are hard pressed for time, even a ten-minute break will help. You will then be able to have a fresh look at what you have written. You may be able to make improvements which did not occur to you earlier. You may now, for example, discover the absurdity of an argument or the obscurity of sentence, and locate misplaced words, sentences, or even whole paragraphs and sections.

Remember that, as compared to what you speak, the written word is permanent and can be read or referred to again and again. Hence, any defects in your report which remain undetected by you could be held against you or cause you embarrassment.

Though the process of revision is largely of a mechanical nature, it provides you the only chance (i) to check the structure and layout of your report and (ii) to improve its language and style. It is, therefore, advisable to go through the rough draft at least twice before preparing the final draft, checking one aspect at a time. If you try to keep both the aspects in mind at the same time, you are likely to miss one or the other. Sometimes a report fails to make its mark simply because the writer did not put in this last bit of effort.

Given below is a checklist in the form of questions which should help you revise your rough draft.

CHECK-LIST FOR REPORTS

First Revision: Structure and Layout

1. Does the title reflect the nature of the contents of your report?
2. Have you adhered to the Terms of Reference?
3. Does your report contain all the elements needed?
4. Does any element contain material which rightly belongs elsewhere?
5. Have you clearly stated the purpose, scope and plan of presentation in the introduction?
6. Have you dealt with all the aspects mentioned in the preface and introduction?
7. Are the conclusions based on the findings of your investigation?

8. Are recommendations clearly stated and itemized, where necessary?
9. Have you arranged various sections in such a way that one logically leads on to the next?
10. Have you ensured that there are no repetitions?
11. Do the headings and sub-headings and the page numbers as mentioned in the table of contents agree with those in the text?
12. Are the illustrations listed in the order in which they are mentioned in the text?
13. Is each illustration referred to in the text?
14. Do references cited in the text agree with those in the list of references given at the end of the report?
15. Have you included in the glossary all technical words and phrases and specialised terms?
16. Does the index list all important topics, sub-topics and aspects of the problem mentioned or discussed in the report?
17. Is the page numbering correct?
18. Is there a proper margin on all sides and the material properly spaced?
19. Does the report bear an overall attractive appearance?

Second Revision: Language and Style

20. Have you kept the audience in mind while writing?
21. Is your language suitable for the audience you have written for?
22. Does each paragraph deal with one main topic or subtopic adequately?
23. Have you used suitable and effective transitional devices from one sentence to another and between paragraphs?
24. Have you removed any verbiage and redundancy that might have crept in?
25. Have you ensured that the report does not contain unnecessary cliches, jargon and informal words?
26. Have you used, as far as possible, concrete, short and familiar words?
27. Have you avoided the use of too many complex and compound sentences?
28. Have you been cautious in the use of intensifiers?
29. Are there any passive constructions which could be changed to the active for greater effectiveness?
30. Is your writing free from all errors of spelling, grammar and punctuation?
31. Have you checked all facts, figures, calculations, quotations, citations, dates and references?

Review Questions



1. Why is the suggested order of writing different from the order of presentation?
2. How far is the process of writing suggested in this chapter applicable to other writing assignments?
3. Examine critically the checklist given in this chapter and suggest changes you would like to make.

Exercises



1. A number of boys and girls were asked: 'If you were given an extra half-holiday, what would you do with it?' The figures in the table below show the percentage of boys and girls who would spend their afternoon in the way shown. Write down in the form of a continuous statement the conclusions that you draw from these figures.

| | | Boys % | Girls % |
|-----|---------------------|--------|---------|
| 1. | Sleep or rest | 15 | 27 |
| 2. | Do homework | 8 | 20 |
| 3. | Read a book | 1 | 3 |
| 4. | Go to market | 1 | 8 |
| 5. | Play a game | 25 | 7 |
| 6. | Help mother at home | 0 | 8 |
| 7. | Help father at home | 4 | 0 |
| 8. | Visit friends | 13 | 16 |
| 9. | Pursue hobbies | 15 | 4 |
| 10. | Don't know | 18 | 7 |
| | | 100 | 100 |

2. Write a short report on the news and advertisement coverage in *The Bharat Times* and *The Morning News* on the basis of data given below:

| November 2001 | The Bharat Times | | | The Morning News | | |
|---------------------|------------------|-----------------|----------------|-------------------------|-----------------|----------------|
| | Date and Day | No. of pages | News sq. in | Advertisement sq. in | No. of pages | News sq. in |
| 16th Friday | 14 | 1820 | 2852 | 16 | 2357 | 3493 |
| 17th Saturday | 14 | 1784 | 2888 | 14 | 2423 | 2691 |
| 18th Sunday | 16 | 2053 | 3291 | 12 | 2314 | 2064 |
| 19th Monday | 12 | 1973 | 2027 | 12 | 2284 | 2094 |
| 20th Tuesday | 14 | 1972 | 2700 | 14 | 2301 | 2813 |
| 21st Wednes- day | 14 | 1881 | 2791 | 12 | 2462 | 1916 |
| 22nd Thurs- day | 12 | 1868 | 2132 | 16 | 2500 | 3350 |
| 23rd Friday | 14 | 1986 | 2696 | 14 | 2410 | 2704 |
| 24th Saturday | 14 | 2040 | 2632 | 14 | 2518 | 2596 |
| 25th Sunday | 16 | 2547 | 2797 | 12 | 2413 | 1965 |

3. Study the table given below showing the number of fatal road accidents during 2010–2014. Then basing your account on the statistics supplied, write a clear and concise report on the subject:

Fatal Road Accident during 2010–2014

| Year | Pedestrians | Cyclists | Others |
|------|-------------|----------|--------|
| 2010 | 2380 | 830 | 1310 |
| 2011 | 2315 | 850 | 1615 |
| 2012 | 2255 | 805 | 1750 |
| 2013 | 2460 | 750 | 2060 |
| 2014 | 2050 | 735 | 800 |

4. Write a report on the image of the Bharat Airways on the basis of views expressed by passengers in a sample survey on various aspects of the service. The figures given are in percentage.

| Services | Very poor | Poor | Fair | Good | Excellent | No response |
|--|-----------|------|------|------|-----------|-------------|
| (i) Response to telephone enquiry | 18 | 32 | 34 | 14 | 1 | 1 |
| (ii) Response to personal enquiry | 10 | 20 | 40 | 25 | 3 | 2 |
| (iii) Telephone information system for flight delays | 24 | 40 | 16 | 15 | 4 | 1 |
| (iv) Booking services | 5 | 30 | 28 | 24 | 11 | 2 |
| (v) Onward reservation system | 15 | 26 | 33 | 12 | 6 | 8 |
| (vi) Cancellation of tickets | 4 | 27 | 42 | 20 | 7 | — |
| (vii) Communication between booking offices | 8 | 40 | 31 | 13 | 6 | 2 |
| (viii) Quality of announcements at airports | 14 | 12 | 36 | 30 | 8 | — |
| (ix) Food | 7 | 22 | 45 | 24 | 2 | — |
| (x) Supply of reading material | 12 | 31 | 37 | 19 | 1 | — |
| (xi) Baggage clearance | 21 | 27 | 34 | 12 | 3 | 3 |
| (xii) Facilities for transit passengers | 9 | 33 | 41 | 15 | 1 | 1 |
| (xiii) Coach services | 4 | 18 | 43 | 26 | 6 | 3 |
| (xiv) Coordination between city office and airport | 10 | 35 | 36 | 18 | 1 | — |
| (xv) Punctuality | 5 | 22 | 40 | 30 | 2 | 1 |

5. A company is considering a proposal to establish a new factory in your town. Some of the factors which will influence its decision are given below:

Raw materials

Labour

Transport facilities
Market
Competition
Climate
Construction cost
Education facilities
Entertainment facilities
Fire fighting facilities
Nearness to state headquarters
Communication facilities

Invent the other necessary details and write a report to the Managing Director of the company about the suitability of the place for the establishment of the factory.

6. Develop the outlines you prepared in response to exercise nos. 5, 6, 8, 9 and 12 given at the end of Chapter 19 into full-length reports.
7. Assume that the cost of your education is being paid by the Bharat Engineering Limited. The agreement is that you will serve them for five years after graduating. They want a report on the quality of training you are receiving and the progress you have made. Write this report, which will be circulated to the members of the Board of Directors.
8. Write a report on your library as a source of information, evaluating the following two factors and suggesting improvements:
 - (i) the types of data available, and
 - (ii) the services it provides.
9. Choose any two dictionaries and evaluate them as tools for a writer. Present your findings in the form of a short report.
10. Assume that you are responsible for writing the annual report on the working of the organization you belong to. Write this report for the year 2013–2014 either by collecting the actual data or by inventing the details.
11. A company is considering whether to extend its operations to your hometown, and you have been asked to prepare a report on the town's economic and social life. Collect or invent the relevant data and write a report, including information about population, industries, recreational facilities, educational facilities, communications, transport, climate, natural resources, etc.
12. Write a report on the existing communication system in your organization. Include any suggestions for improving it.
13. Make a comparative study of the savings schemes in force in the post office and one of the nationalised banks. Present your findings in the form of a report.
14. Assume that you were asked to study the carbon copies of correspondence sent out by your organization during the month of August 2014. Your analysis reveals three major faults: careless spellings, sloven typing and diversity in the use of letter forms. Present your findings in a report and recommend a suitable training programme for typists.
15. As the Work Manager you have been asked to investigate the accidents and fires caused by electricity during 2013-14 in your factory. Write a report, paying special attention to their causes, the extent of damage on each occasion and also suggest preventive measures.

Invent all the necessary details. The report is to be circulated to the members of the Board of Directors of the company.

16. The management is considering the installation of a loud-speaker system in your factory. As Electronic Engineer you have been asked to submit a detailed report to the manager on placement of loudspeakers, hours of use, possible staff reaction, interference with production, etc. Invent the necessary details and write the report, which is to be circulated to the General Manager and the Managing Director.
17. As the Public Relations Manager of a Public Limited Company you were asked to look into the flow of information through different channels of communication operating at present. Assume that you have already completed the investigation, identified the factors that impede the flow and determined the measures for making the information dissemination and its retrieval system more efficient. Write a report for the Managing Director on the basis of the findings of the study carried out by you. You may invent such details as you think necessary.
18. With a view to rescheduling its programmes, the Doordarshan has conducted a survey to find out the number of viewers of each programme. The results of the survey conducted among the members of one thousand families each in Mumbai, Delhi, Kolkata and Chennai are given below in percentage:

Table showing viewers' choice

| Viewers' Age Group | Programmes | | | | |
|--------------------|------------|--------|-------|-------|----------|
| | News | Sports | Music | Films | Cartoons |
| 7-12 | 02.0 | 05.0 | 07.0 | 13.0 | 58.0 |
| 13-18 | 12.0 | 45.0 | 48.0 | 17.0 | 25.0 |
| 19-30 | 36.0 | 35.0 | 32.0 | 25.0 | 10.0 |
| 31 and above | 50.0 | 15.0 | 13.0 | 45.0 | 07.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

As the Chief of the Audience Research Cell of Doordarshan, write a report on the viewers' choice for various programmes, supporting your discussion with appropriate illustrations. The report is to be submitted to the Director General, Doordarshan Akashwani Bhawan, Sansad Marg, New Delhi.

CHAPTER

24

Specimen Reports

Specimens to discussion are like deeds to words.

Chapter Objective

To show to the learner how various theoretical aspects discussed earlier are taken into account in writing different types of reports and thus to enhance his confidence level in using this major form of communication for academic as well as professional purposes.

COMMUNICATION CORE

The samples of reports presented here show that though the elements of structure are more or less the same, there is no rigidity in their ordering and presentation. The conventional sequencing is discarded if it is advantageous in making communication more crisp, pointed and economical. The structure of a letter report is different because here, though the approach to the matter is the same, the form is that of a business letter.

The chapter hereby, presents some specimen reports. The originals have been edited and modified, where necessary. You will notice that they succeed in being representative without being copious.

Report I is a survey report from a business and industrial organization. The dates and names mentioned in it are fictitious. The rigidity of pattern has sometimes been discarded to an advantage. This being a short report, the author has rightly dispensed with the **contents** and the **summary**, and combined **conclusions** and **recommendations**. The data were collected largely through personal contact in an unobtrusive fashion. The conclusions reached, helped the organization to decide to manufacture a new brand of refined cooking oil.

Report II is based on a socio-cultural survey and has been submitted as part of a course on report writing and comprehensions. Here, the student has followed the pattern of a long, formal report. To save time and ensure a quicker response, the questionnaire was distributed personally and hence it does not have any forwarding note.

Report III can be described as a technical one. It is based on a carefully designed experiment, patient observation and meaningful interpretation.

Report IV is a data-based report in a conventional form.

Report V is a letter report in which the writer analysis a given situation and makes recommendations for action.

In II and III **contents** as an element of the report is given. The headings before 'Introduction' are numbered with small Roman numerals whereas from 'Introduction' onwards with Arabic numerals.

I: REPORT FROM INDUSTRY

Report Number M 29

UTTAM VANASPATI CO. LTD.
RAHATPUR

A Report of a Survey on Refined Cooking Oil

Prepared
for
The Managing Director
by
Anil Chopra
Sales Manager

20 November 2014

Introduction

Ghee and Oil have been the traditional cooking media in India. Ghee was mostly used by the richer sections of society whereas, the middle class (in certain areas) and the poorer classes cooked in oil. However, with shifts in income, increase in population, and urbanisation of society, a relatively new product, 'vegetable ghee' has increasingly replaced ghee as a cooking medium. The vegetable ghee has an edge over both ghee and oil inasmuch as it is cheaper than ghee and finer than oil.

The company manufacturers *Uttam Vegetable Ghee*. It is worried on account of irregular output of its product owing to intermittent supply of its quota of edible oil for the manufacture of vegetable ghee. It is impressed by the fact that the Sunshine brand of refined oil has become popular and its manufacturers are fully exploiting the current uncertainty in the supply of vegetable ghee in the market.

The company wishes to explore the possibility of entering partially into the production of a new brand of refined oil.

The Managing Director, therefore, ordered a market survey with the following objectives:

- (i) To find out the extent of the prospects of refined oil as a cooking medium.
- (ii) To identify the reasons for the popularity of Sunshine refined oil.
- (iii) To consider the feasibility of launching a new brand of refined oil.

Sample Selection

In October 2014 a survey was conducted among consumers in U.P., Punjab, Haryana and in the Union Territories of Delhi and Chandigarh. The questionnaire used for the survey was first tested among a few household consumers at Rahatpur. It was then distributed in certain districts selected arbitrarily. Consumers belonging to different occupations, education level, age groups, strata of society and income groups were selected as respondents. A few retailers, *halwais* and hoteliers were also interviewed. The district-wise break-up of the respondents is given below:

| <i>Place</i> | <i>No. of Respondents</i> |
|--------------|---------------------------|
| Delhi | 150 |
| Jullundur | 30 |
| Chandigarh | 20 |
| Agra | 50 |
| Lucknow | 60 |
| Allahabad | 50 |
| Karnal | 15 |
| Ambala | 25 |
| Total | 400 |

Findings

Cooking Media and Comparative Extent of their Acceptance

Ghee Amongst different cooking media the first choice of every household is ghee. This is so because of the popular belief in its superior nutritive value. However, as it is very expensive, its consumption—and that too in limited quantities—is confined to the upper and upper middle classes of society. It is mainly used for spreading over **chapatis** and for frying **dals** and vegetable.

Vegetable Ghee

Next in popularity comes vegetable ghee. It is favourite with all sections of society—the housewives, the *halwais* and the hoteliers. There are several reasons. One is its appeal to the eye—it looks like ghee. Its cost is considerably lower. It preserves the flavour longer than most other cooking media and is free from any odour such as oils have.

Oil The lower classes in U.P. and Haryana use exclusively mustard oil as a cooking medium. The refined groundnut oil such as Sunshine is used only by upper and upper middle classes. Those who can afford it also use vegetable ghee on festive occasions.

Extent of Acceptability of Refined Oil as a Cooking Medium

- (i) All sections of society prefer to use refined oil mainly because it is free from odour and can thus be used for all cooking purposes.
- (ii) The lower middle class which uses mainly mustard oil has a growing fear of possible adulteration at the hands of traders. It would prefer refined oil whose purity is guaranteed by the reputed manufacturers.
- (iii) *Halwais* and hoteliers find refined oil suitable both for sweets and salty snacks. They are increasingly using it because of dearth of vegetable ghee. The only defect they point out is the fact that things prepared in oil smell rancid if they are kept for long.
- (iv) The retailers corroborated the above mentioned reasons for the increasing acceptability of refined oil. However, they are not happy with its supply position. They can sell any quantity if it is regularly available.

Reasons for the Popularity of Sunshine Refined Oil

The consumers gave the following reasons for their choice of Sunshine as a cooking medium (in order of rating).

- (i) Food cooked in Sunshine is light because of an even distribution of fat. It also contains less cholesterol than other fats; so its consumption is comparatively less harmful for the heart. Doctors have in fact advised its use in many cases.
- (ii) Sunshine does not add unwanted fat to the body, and thus, helps those who care for their figure. This reason specially appeals to the younger generation who love a shapely appearance.
- (iii) Food fried in Sunshine is tasty because it remains crisp and looks tempting.

Conclusions and Recommendations

Generally, all sections of society consider refined oil a suitable cooking medium though for different reasons.

Sunshine oil is gaining popularity with the upper class which normally is the trend setter. Another brand of refined oil having the same qualities will, therefore, be increasingly accepted by the middle and lower classes.

Because of the shortage of vegetable ghee, the *halwais* and hoteliers have found an alternative in refined oil. Large scale consumption of refined oil by them will reduce the demand for vegetable ghee and this will, in turn, ease the vegetable ghee supply position for household consumption.

An increase in the supply of guaranteed pure refined oil will be widely welcomed by the consumers. It is, therefore, recommended that a part of the manufacturing capacity be used for producing refined oil in packings of 16 kg, 4 kg, 2 kg and 1 kg. It may be given an attractive name such as *Bright Lotus*.

By manufacturing refined oil the company will not only earn for itself good profit but also fulfil a national need.

II: SOCIO-CULTURAL SURVEY REPORT

Summary

This report is based on the views of parents living in the BITS Campus regarding higher education for girls. The data were collected by means of a questionnaire.

The study reveals that there is no distinct correlation between the attitudes reflected and the sex, age, religion or mother tongue of the respondents. However, those with an income of less than Rs 1000 per month and having formal education only up to the higher secondary or high school level (Category A), show a markedly distinct attitude from the rest (Category B).

**A Report
on
the Attitude of Parents
towards
Higher Education for Girls**

*by
Richa Verma*

**A report submitted in partial
fulfilment of requirements of
TA C312: Technical Report Writing**

16 November 2014

ACKNOWLEDGEMENTS

I would like to thank Sri R.T. Ramanan for encouraging me to undertake this study. I am also grateful to Sri R.K. Gupta and other members of the staff who helped me prepare the questionnaire. I specially wish to thank the parents without whose cooperation this report would not have been possible.

CONTENTS

Acknowledgements

Summary

1. Introduction
2. Method of Collecting Data
3. Discussion
4. Conclusions

Appendix

All respondents think that higher education gives social and economic advantages and agree that girls should be educated up to the undergraduate level. However, under financial constraints, all Category A respondents would prefer to educate their sons rather than their daughters, whereas only one-third of Category B respondents subscribe to this attitude.

Category A respondents exhibit conservative attitudes. They do not favour postgraduate education for girls because they fear that it may lead to their mixing freely with boys and may result in inter-caste marriages. They further believe that the continuation of education of girls after marriage is not necessary.

Category B respondents show a more liberal attitude in these matters. They would like their daughters to go in for higher education up to the post-graduate level. They, however, do not consider engineering education suitable for girls and think that a Ph.D. degree is not necessary for them. They prefer to leave the question of continuation of studies after marriage to the choice of the husband and his family.

1. Introduction

Women in India has long been a neglected section of society. Though there are individual cases of women who have distinguished themselves in various spheres of activity, education of women has not been one of the main concerns of our society. Even today with equal opportunities, the number of women studying in colleges is much smaller than that of men. To find out the reasons for this phenomenon, a large scale survey would be necessary.

The present study is a micro-effort in this area. Its findings are of limited value inasmuch as it is based only on the views expressed by BITS campus parents residing in Pilani, a small town of Rajasthan. It must, however, be mentioned that BITS is an all-India institute. On its staff at all levels, both teaching and non-teaching, are people from different parts of India. And this gives even to the small sample on which this report is based, a representative character, and to the findings a wider significance.

2. Method of Collecting Data

The views of the parents were ascertained by means of a questionnaire (Appendix). As far as possible, persons with different educational levels and belonging to different income, linguistic and religious groups were selected as sample. The questionnaire was personally distributed by the author. Of those approached, 70 parents accepted it but only 43 returned it after filling in the necessary details. The break-up on different bases is given below.

| | | |
|--------------------------------|----------------------------------|-----------|
| (i) <i>Sex</i> | | |
| | Men | 23 |
| | Women | 20 |
| | Total | <u>43</u> |
| (ii) <i>Income (per month)</i> | | |
| | Upto Rs 5000 | 11 |
| | Rs 5,001 to Rs 7,500 | 08 |
| | Rs 7,501 to Rs 10,000 | 07 |
| | Rs 10,001 to Rs 12,500 | 09 |
| | Rs 12,501 to Rs 15,000 | 05 |
| | Above Rs 15,000 | 03 |
| | Total | <u>43</u> |
| (iii) <i>Formal education</i> | | |
| | Primary | 02 |
| | Middle School | 05 |
| | Higher Secondary and High School | 11 |
| | College/University | 25 |
| | Total | <u>43</u> |
| (iv) <i>Mother tongue</i> | | |
| | Hindi | 18 |
| | Punjabi | 06 |
| | Bengali | 06 |
| | Tamil | 03 |
| | Marathi | 02 |
| | Marwadi | 03 |
| | Malayalam | 02 |

| | |
|---------------------|-------|
| Urdu | 01 |
| Gujrati | 01 |
| English | 01 |
| | Total |
| | 43 |
| (v) <i>Religion</i> | |
| Hindu | 26 |
| Sikh | 08 |
| Muslim | 06 |
| Christian | 03 |
| | Total |
| | 43 |

The questionnaire was designed to find out what effects certain parameters have on the attitude of respondents. The variables on which information was sought are given in the questionnaire. Views were deliberately sought on certain programmes of education which have traditionally been considered to be the sole heritage of men.

3. Discussion

On the basis of attitudes reflected in the answers to the questionnaire, the respondents can be broadly classified into two main categories:

Category A Those with an income of less than Rs 1,000 per month and formal education up to the higher secondary or high school level.

Category B Those with a still higher income and with formal education up to the university level.

No clear correlation could be established between the attitudes and factors like sex, mother tongue and religion. This was expected. Category A respondents are people with a rural background drawn from Pilani or nearby areas, whereas Category B belong to the educated middle class with an urban background drawn from different parts of India.

All respondents, however, agreed that girls should be given higher education to gain economic and cultural advantages. Category A respondents were in favour of education for girls up to the undergraduate level and Category B up to the post graduate level. The latter however did not favour girls going in for engineering education or a Ph.D. degree. The opinion reflects the influence of the traditional attitude that girls are not suitable for the engineering profession and that a Ph.D. degree is not necessary for them. It is significant to note that no such opposition to medical education was expressed by the respondents.

Category A respondents believed that husbands should have higher educational qualifications than their wives. They felt that if their daughters were very highly educated, it would be difficult to find suitable matches for them. Another reason was that they feared for which their community was not yet prepared. They were also opposed to girls continuing their education after marriage.

Category B respondents showed a relatively more liberal attitude in these matters. They expressed no hostility to the intermixing of the sexes, and about one-third who answered this question had no objection to inter-caste marriages. As to the continuing of education after marriage, they were of the view that it was preferable to leave it to the choice of the husband and his family.

Category A respondents considered the education of their sons as a necessary investment and expected them to contribute to the family income. Under financial constraints, they would

choose to spend on the education of their sons rather than on that of their daughters. On this question there was a mixed response from Category B. One-third of the respondents favoured offering equal opportunities to their sons and daughters, another one-third if forced to make a choice, would prefer to educate their sons rather than daughters, and the rest did not have any definite opinion in this matter.

4. Conclusions

All parents favour educating their daughters, though they differ on the degree and level of education. However, those with lower incomes and less formal education would educate their sons rather than their daughters, if the choice was forced upon them. All parents believe that higher education imparts social and economic advantages and increases the prospects for a better life. Those in favour of higher levels of education consider certain educational programmes such as engineering or a Ph.D. unsuitable for girls.

Appendix The Attitude of BITS Campus Parents towards Higher Education for Girls

Questionnaire

Note: Please tick ✓ in the suitable boxes except where asked to indicate your answers otherwise.

1. Please indicate your

| | |
|--------------------|-------------------------|
| (a) Age _____ | (b) Sex _____ |
| (c) Religion _____ | (d) Mother tongue _____ |
2. Formal education level:

| | |
|---|---|
| (a) Primary <input type="checkbox"/> | (b) Middle <input type="checkbox"/> |
| (c) High School/Higher Secondary <input type="checkbox"/> | (d) College/University <input type="checkbox"/> |
3. If you have had no college/university education, what were the reasons?

| | |
|--|--|
| (a) Lack of finances <input type="checkbox"/> | |
| (b) Lack of interest <input type="checkbox"/> | |
| (c) Lack of opportunity <input type="checkbox"/> | |
| (d) Any other reasons (Please indicate below) | |
| _____ | |
4. Family income (per month)

| | |
|--|---|
| (a) Up to Rs 5,000 <input type="checkbox"/> | (d) Rs 10,001 to Rs 12,500 <input type="checkbox"/> |
| (b) Rs 5,001 to Rs 7,500 <input type="checkbox"/> | (e) Rs 12,501 to Rs 15,000 <input type="checkbox"/> |
| (c) Rs 7,501 to Rs 10,000 <input type="checkbox"/> | (f) Above Rs 15,000 <input type="checkbox"/> |
5. Number of children (Please indicate the number)

| | |
|-------------------------------------|--|
| (a) Sons _____ | |
| (i) School going _____ | |
| (ii) College/University going _____ | |
| (b) Daughters _____ | |
| (i) School going _____ | |

(ii) College/University going _____

6. If you have school going children, do you intend to let your son(s)/daughter(s) continue their studies after higher secondary?

Sons Yes
No

Daughters Yes
No

7. Up to what level would you educate your daughter?

Higher Secondary
Undergraduate (B.A., B.Sc., B.Com., B.E., etc.)
Postgraduate (M.A., M.Sc., M.Com., M.E., etc.)
Ph.D.

8. If there are financial constraints and you have to choose between educating your son(s) and daughter(s), who would you prefer?

Son(s)

Daughter(s)

9. Would this choice be on the basis of a feeling that the education of the daughter will

(a) add to your family income
(b) make her more independent financially
(c) improve her matrimonial prospects
(d) boost her social status

Note: You may tick more than one of the options given above. If there are any other reasons, please indicate below.

10. (a) If there are no financial constraints, would you give your son(s) and daughter(s) equal opportunity for higher education?

Yes
No

- (b) If the answer to the above question is *No*, who would you prefer?

Sons(s)
Daughter(s)

- (c) Give below reasons for your choice.

11. If you are not in favour of your daughter going in for higher education (postgraduate), is it because she would

(a) be mixing with boys?
(b) be mixing with people belonging to other castes?
(c) possibly neglect her husband/children?
(d) not make use of her degree later in life?
(e) become 'modern' and reject family traditions and social customs and neglect religious duties?
(f) if there are any other reasons, please indicate below.

12. Which of the following branches of education would you like your son(s)/daughter(s) to pursue?
- | <i>Branch</i> | <i>Son(s)</i> | <i>Daughter(s)</i> |
|-----------------|--------------------------|--------------------------|
| (a) Engineering | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Science | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Humanities | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Commerce | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Medicine | <input type="checkbox"/> | <input type="checkbox"/> |
13. (a) If your daughter gets married before the completion of her degree, would you advise her to continue her studies after marriage?
- Yes No
- (b) Give reasons in support of your answer.
-
-

THANK YOU

III. TECHNICAL REPORT

A Report
on

**The Design of a Honeycomb Collector
for a
Solar Pressure Cooker**

by
S.K. Handa
and
Bharat Bhushan

**A report submitted in
partial fulfilment of the requirements
of TA C312: Technical Report Writing**

27 December 2014

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CONTENTS

Acknowledgements

Abstract

1. Introduction
2. Flat Plate Honeycomb Collector
3. Experiments Conducted
 - 3.1 Flat Plate Collector without Honeycomb
 - 3.2 Flat Plate Collector with Honeycomb
4. Conclusions

Appendix A : Readings Taken on 13 December

Appendix B : Readings Taken on 19 December

Appendix C : Readings Taken on 20 December

Abstract

Flat plate honeycomb collectors can be used successfully to get high plate temperatures. So far only glass and polymer honeycomb cores have been used to achieve this. This study shows that the use of paper drinking straws of a length to diameter ratio of 1 : 12 as honeycomb cores is not only more efficient but also more cost effective. We could achieve a maximum plate temperature of 203°C (during December) with a zero efficiency model. This high temperature

effect can be utilized to generate medium high pressure steam. The steam so generated can be directed into a pressure vessel for cooking.

1. Introduction

With the ever-increasing demand for energy and rapid depletion of the existing conventional energy sources, people all over the world are turning to the sun as a new source of energy. Scientists and engineers are directing their research efforts towards the utilisation of this enormous and as yet untapped source of energy.

It has recently been realised that considerable overall saving in the consumption of energy can be effected by finding an alternative to the conventional sources of energy for cooking. In India, mostly firewood or kerosene oil is used for cooking. The individual household need for energy is small and hence should be met by some simple and inexpensive mode of exploiting solar energy.

The present project was undertaken with this objective in view. A number of experiments were made to find out whether a flat plate honeycomb collector would yield better results than a simple flat plate collector to achieve a temperature high enough to generate pressure steam, which could be exploited for cooking.

The experiments were conducted on December 13, 19 and 20, 2014. The readings taken are given in Appendices A, B and C respectively. The data were monitored every 15 minutes. Manual heliostatic alignment and standard temperature measurement methods using thermocouples were employed for the collection of data.

2. Flat Plate Honeycomb Collectors

A simple flat plate collector consists of a thin sheet of metal of high thermal conductivity (mildsteel, aluminium, etc.) painted a dull non-reflecting black. This acts as a black body. It is placed in an insulated wooden box covered with a thin glass sheet. Three types of heat losses—losses by conduction, convection and radiation—can be identified in this.

The honeycomb is a device used primarily to reduce these losses. The idea originated from the hexagonal honeycomb used by bees. These tubes (preferably hexagonal and of a thermally nonconducting material like glass, polymers, etc.) are placed in a core-like formation on the absorbing surface. The use of a honeycomb can effectively reduce the radiation losses from a solar collector. However, in the range of 150–200°C the natural convective heat transfer between the absorbing surface and the glass cover plays a dominant role. The honeycomb (under certain conditions) suppresses natural convection currents, thus reducing the convective heat losses as well. The conduction loss directly through the honeycomb can be made negligibly small by choosing the right material.

3. Experiments Conducted

3.1 Flat Plate Collector without Honeycomb A 28 gauge aluminium sheet (1 ft² area) was used as the absorbing surface. A temperature of 135°C was attained at 12–30 (two hours before the peak sun intensity time) and after that a fairly rapid decrease was observed. The rate of increase and decrease was determined by the fact the aluminium has a high thermal conductivity and a very low heat capacity. After attaining a maximum temperature of 135°C the temperature gradient between the glass cover and the collector was very steep and the convective losses became large. Though the sun's intensity kept on increasing, the heat gain was largely offset by the large magnitude of convective losses.

3.2 Flat Plate Collector with Honeycomb

3.2.1 Mildsteel Collector with Glass Honeycomb Two MS plates (1 ft² area, 0.25 in thickness) were welded together to form a hollow container. The total weight was 5.9 kg. The glass tube honeycomb had an L/D ratio of 9 and weighed 7 kg. A very slow increase in the temperature of the plate was observed. This was because of the enormous weight and the relatively high heat capacity of the collector. Further, the heat taken by the glass tubes was another factor of slow temperature increase. A maximum of 97.5°C was attained at about the normal peak time. A higher temperature could not be obtained because the total heat capacity of the system (collector + honeycomb) was so great that a large amount of heat was required per °C rise. The thickness of the glass tube (average thickness 2 mm) was another negative factor.

A temperature gradient of about 5°C was observed between the top plate of the collector and the bottom plate. This was because of the relatively non-conducting air gap between the two plates and the thickness of the MS sheets.

The results of the above test encouraged the continuing of experiments with the honeycomb model with some modifications.

3.2.2 Mildsteel Collector with Glass Honeycomb with Water Introduced in the Collector The model described above with water introduced between the collector plates was used. In this case a maximum temperature of 64°C was observed. The reasons given above apply here also; however, water further increased the heat capacity of the system. A continuous increase was observed, and the water extracted at the end of the day had a temperature of 64°C. This demonstrated that a 'solar pond' had been created and a method of storing the energy received was available.

3.2.3 Aluminium Collector with Glass Honeycomb An aluminium plate (1 ft² area, 28 gauge) was used with the glass honeycomb described earlier. A fairly rapid increase in the temperature of the collector was observed. This was expected because of the low heat capacity of the aluminium sheet.

3.2.4 Aluminium Collector with Drinking-straw Honeycomb The above described aluminium sheet was used with drinking-straws forming the honeycomb core. The thickness of the straw was 0.05 on the L/D ratio about 1 : 47. No appreciable results were achieved. It has been observed that an L/D ratio of 1 : 15 gives the optimum results. Unless the honeycomb is aligned precisely in a way that the sun's rays reach the collector directly, no energy can be received. This is so because by the time a ray can travel down the length of the straw through a series of reflections, most of its energy is absorbed or reflected back, as the paper has an opaque surface with non-specular reflections.

3.2.5 Aluminium Collector with Drinking Straw Honeycomb The same model as described in the previous section was used with the modification that the straws were cut to give L/D ratio of 1 : 12. A significant rate of increase in temperature was recorded with the maximum of 203°C at 2.30 p.m. At the same time the wax from the straws had decomposed and condensed on the inside of the glass cover, thus greatly reducing transmittivity. It was also observed that the straws started getting charred at about 150°C. The wax on the straws helped it to char at a lower temperature than the normal. The conclusions from this experiment were that we should:

- (a) 'dewax' the straws by placing them in an incubator under controlled temperature before using them, and
- (b) separate the straws from the collector by raising the entire honeycomb core by about 0.25 inch.

3.2.6 Aluminium Collector with Drinking-Straw Honeycomb (Raised) The same aluminium collector with drinking-straw honeycomb of an L/D ratio of 1 : 12 was used. The straws were tied together in bundles and raised from the plate by chalk pieces acting as pillars. A maximum of 102.5°C was attained. It was observed that the chalk pieces had become very hot (almost baked). A good and uniform packing could not be achieved due to improper handling. The experiment was discontinued after a few hours because of the impracticability of the method.

3.2.7 Aluminium Collector with Drinking-Straw Honeycomb (Raised) The model described in the above section was used with a modification. The honeycomb core was separated from the collector plate by a thin glass sheet (3 mm thickness) resting on wooden supports of thickness 0.25 inch. Thus, an effective separation of 0.7 cm existed between the honeycomb core and collector. A maximum of 165.5°C was attained but the charring of straws and wax decomposition still occurred. The bottom glass sheet cracked due to a temperature gradient which resulted in non-uniform expansion of the glass. This gap also effected greater convective losses, thus explaining the low value of the maximum temperature.

We concluded that raising the honeycomb core so as to create a gap between it and the collector results only in the decrease of effective heat gain—an undesirable feature. ‘Dewaxing’ the straws and impregnation with some fire-resistant chemical is necessary. A proper material for the honeycomb is required. This material should have all the desirable features of thin walls, thermally insulating, proper L/D ratio, non-charring, etc., and should not have any undesirable property, like the waxing described above.

3.2.8 Aluminium Collector with Drinking-Straw Honeycomb The same model as described in the previous sections was used. The L/D ratio of honeycomb was 1 : 12. This time the model was fixed facing south and at an inclination of 33° to the vertical. No heliostatic alignment was followed. This was tried out with the understanding and anticipation that in the ultimate design, heliostatic alignment would create unnecessary problems and could also involve complications in design. The maximum temperature achieved was 148°C. The rate of increase and decrease was very steep. This was expected since the straw took up almost no heat except in the wax decomposition and charring process.

4. Conclusions

The use of a honeycomb type flat plate collector is a very economical method of achieving high temperature.

We were able to get a maximum temperature of 203°C using a honeycomb of paper drinking straws (L/D = 1 : 12). But the straws got charred due to the high temperature. Separating the honeycomb from the collector plate did not help as it reduced the useful heat gain.

Basically, for the honeycomb to be effective, the tubes used should have an L/D ratio of 12 : 15 and should possess low thermal conductivity a small diameter and thin walls.

This study indicates only the first stage of the design of an economical and convenient solar cooker. The next stages will involve the designing of a suitable honeycomb type flat plate collector, design of a simple heliostatic aligning mechanism, design of a pressure vessel and mechanism of transportation of steam from collector to the pressure vessel.

Evidently, a solar cooker using honeycomb flat plate collector is possible. Further research and development is required to improve the design and to reduce the cost.

Appendix A

Readings Taken on 13 December

Date: 13 December 2014

Model: Hollow mild steel collector (1 ft²) with honeycomb of glass tubes (L/D = 9). The glass tubes rested on the collector plate.

Thermocouple used: Fe/Con

Position: Heliostatic aligning

Weather: Clear Sky

| Time (IST) | Pot. Meter Reading (mV) | Plate Temperature (°C) | Ambient Temp. (°C) |
|-------------------|--------------------------------|-------------------------------|---------------------------|
| 11.52 | 4.50 | 85.0 | 23.0 |
| 12.01 | 4.70 | 89.5 | 23.0 |
| 12.15 | 4.90 | 93.0 | 23.0 |
| 12.30 | 5.05 | 96.0 | 23.0 |
| 12.45 | 5.15 | 98.0 | 23.5 |
| 01.00 | 5.20 | 99.0 | 23.5 |
| 01.15 | 5.25 | 99.7 | 24.0 |
| 01.30 | 5.20 | 99.0 | 24.0 |
| 01.45 | 5.12 | 97.5 | 24.0 |
| 01.52 | 5.14 | 97.8 | 24.0 |
| 02.00 | 5.10 | 97.0 | 24.5 |
| 02.15 | 5.00 | 95.0 | 25.0 |
| 02.30 | 4.90 | 93.5 | 24.5 |
| 02.45 | 4.72 | 90.0 | 24.0 |
| 03.00 | 4.51 | 86.0 | 24.0 |
| 03.15 | 4.39 | 84.0 | 23.0 |
| 03.30 | 4.05 | 71.5 | 23.0 |
| 03.45 | 3.96 | 76.0 | 23.0 |
| 04.00 | 3.73 | 71.5 | 22.0 |
| 04.15 | 3.60 | 69.0 | 22.0 |

Appendix B Readings Taken on 19 December

Date: 19 December 2014

Model: Aluminium collector (1 ft²) with no honeycomb.

Thermocouple used: Fe/Con

Position: Heliostatic aligning

Weather: Clear sky

| Time (IST) | Pot. Meter Reading (mV) | Plate Temperature (°C) | Ambient Temp. (°C) |
|-------------------|--------------------------------|-------------------------------|---------------------------|
| 11.45 | 7.00 | 132.0 | 23.0 |
| 12.00 | 7.10 | 134.0 | 23.0 |
| 12.15 | 7.13 | 134.2 | 23.5 |
| 12.30 | 7.17 | 135.0 | 24.0 |
| 12.53 | 7.12 | 134.1 | 24.0 |
| 01.00 | 7.12 | 134.1 | 25.0 |
| 01.15 | 7.12 | 134.1 | 24.0 |
| 01.30 | 6.98 | 131.0 | 24.0 |
| 01.45 | 7.02 | 132.0 | 24.0 |
| 02.15 | 7.01 | 132.0 | 23.0 |
| 02.30 | 6.94 | 130.5 | 25.0 |
| 02.45 | 6.75 | 127.0 | 23.5 |
| 03.07 | 6.70 | 126.0 | 22.5 |
| 03.24 | 6.58 | 124.0 | 22.0 |
| 03.45 | 6.40 | 121.0 | 22.0 |
| 04.00 | 6.14 | 116.0 | 22.0 |
| 04.15 | 5.73 | 109.0 | 22.0 |

Appendix C Readings Taken on 20 December

Date: 20 December 2014

Experiment Model: Aluminium collector with honeycomb of paper drinking straw (L/D = 12).

The straws were resting on the collector plate.

Thermocouple used: Fe/Con

Position: Heliostatic aligning

Weather: Clear sky

| Time (IST) | Pot. Meter Reading (mV) | Plate Temperature (°C) | Ambient Temp. (°C) |
|-------------------|--------------------------------|-------------------------------|---------------------------|
| 10.54 | 3.48 | 67.0 | 22.0 |
| 11.00 | 3.84 | 73.5 | 22.5 |

(Contd.)

| | | | |
|-------|-------|--------|------|
| 11.06 | 3.93 | 75.1 | 23.0 |
| 11.14 | 3.93 | 80.3 | 23.0 |
| 11.22 | 5.11 | 97.5 | 23.5 |
| 11.26 | 5.40 | 102.5 | 24.0 |
| 11.35 | 6.20 | 117.3 | 23.0 |
| 11.45 | 6.67 | 126.0 | 23.0 |
| 12.00 | 6.90 | 130.0 | 23.0 |
| 12.43 | 7.04 | 132.5 | 24.0 |
| 12.50 | 7.32 | 137.5 | 24.0 |
| 01.00 | 7.51 | 141.0 | 24.0 |
| 01.06 | 7.84 | 147.0 | 24.0 |
| 01.15 | 7.88 | 147.5 | 24.0 |
| 01.45 | 8.75 | 163.5 | 25.0 |
| 02.00 | 9.49 | 177.0 | 24.0 |
| 02.05 | 10.03 | 186.0 | 24.0 |
| 02.06 | 10.35 | 192.0 | 24.0 |
| 02.07 | 10.40 | 193.0 | 24.0 |
| 02.08 | 10.50 | 195.0 | 24.0 |
| 02.09 | 10.60 | 197.0 | 24.0 |
| 02.10 | 10.65 | 197.5 | 24.0 |
| 02.12 | 10.72 | 199.0 | 24.0 |
| 02.14 | 10.72 | 199.3 | 24.0 |
| 02.23 | 10.76 | 199.7 | 24.0 |
| 02.25 | 10.87 | 202.24 | 24.0 |
| 02.30 | 10.95 | 203.24 | 24.0 |
| 02.45 | 10.33 | 193.0 | 24.0 |
| 02.52 | 10.24 | 190.5 | 24.0 |
| 02.58 | 10.00 | 186.0 | 24.0 |
| 03.02 | 9.84 | 183.0 | 24.0 |
| 03.09 | 9.46 | 176.5 | 24.0 |
| 03.15 | 9.20 | 171.5 | 24.0 |
| 03.20 | 9.08 | 169.0 | 24.0 |
| 04.06 | 7.00 | 132.0 | 24.0 |
| 04.15 | 6.30 | 119.0 | 24.0 |

IV: INTERPRETIVE REPORT

A Report on Employment Trends in Selected Industries

Prepared for
The Director

by
T.K. Hazarnavis
Registrar

**Sahu Institute of Technology & Science
Nagpur**

10 August 2014

Acknowledgements

I am grateful to prof. Y.K. Sawant, Placement Officer and his staff for helping me in the collection of data for this report. My thanks are also due to Sri S.C. Soni, Assistant Registrar, for organising the data and Sri M.L. Prasad, Demonstrator, for assistance in preparing illustrations and Sri. P.K. Pande, Senior Officer Assistant, for word processing the report promptly.

Abstract

This report presents the placement pattern of students in electronics, software, pharmaceutical and construction industries in 2012, 2013 and 2014. The analysis shows that there was a continuous increase of placements in software industry whereas a continuous decline in pharmaceutical and construction industries. In electronics industry, though there was a significant fall in 2013, the number of placements in 2014 remained almost the same as in the previous year.

1. Introduction

There is a growing need for people with technical skills in various spheres of science and technology. The competitive world of today requires people who are trained in specific areas.

To meet this need there has been a rapid growth in the institutes which offer specialized education. This Institute, right from its inception in 1975 has been running degree programmes in Engineering and Pharmacy disciplines. The Engineering stream includes the disciplines of Electronics, Software and Construction.

Technical Institutes periodically analyse the job-opportunities that exist in different fields so that they can reorient their programmes accordingly. The present report attempts to give an overview of the employment pattern of our students in 2012, 2013 and 2014 in selected industries, namely Electronics, Software, Pharmacy and Construction. The data for this report was collected from the records of the Institute's Admission and Placement Division. It is hoped that the analysis and conclusions drawn would help bring about a change in the institute's plan for growth. Since the report analyses the trends for only three years, it cannot suggest a definite course of action. Moreover, in the ever-changing world of technology, it is difficult to foresee the demands of the industry even two or three years hence.

Besides Introduction the report contains six sections. Section 2 gives an overview of the employment pattern, the next four analyse the trends in different industries while the last two sum up the discussion and show the results of the study and significant trends.

2. Overview of Employment Pattern

During the last three years there have been variations in the number of students employed by the industries as shown in the Table I

Table I Table Showing the Placement of Students

| Industries | Years | | |
|----------------|-------|------|------|
| | 2012 | 2013 | 2014 |
| Electronics | 210 | 183 | 180 |
| Software | 240 | 268 | 302 |
| Pharmaceutical | 85 | 79 | 58 |
| Construction | 65 | 70 | 60 |

The variations as indicated by the data presented above are corelatable to the demand in the employment market of different industries and the degree of competition because of expansion of particular sectors. In the discussion that follows, the trend in individual industries has been analysed.

3. Electronics

There has been a decline in the number of students employed in electronics companies. Whereas 210 students were employed in this industry in 2012 only 180 students got jobs in 2014. On interviewing the officers of a few leading companies, who came here for conducting campus interviews, it was found that they were not very happy with the course structure followed in the institute. As a result they were seeking employees from other institutes which satisfied their requirements. The courses like Power Electronics, VLSI design, Robotics and Fibre Optics, they felt, were essential in today's technology-dominated world but these are not included in the Institute's B.E. (Electronics) programme.

4. Software

There has been a growth in the number of students recruited in the software industry. This can be attributed to several reasons. Firstly, the software market is increasing exponentially during the last four to five years. Moreover, the Institute has changed its software course pattern to incorporate in-demand subjects and topics like C++, Oracle and Java. The students too are aware of this demand and are increasingly opting for the software courses.

5. Pharmaceutical

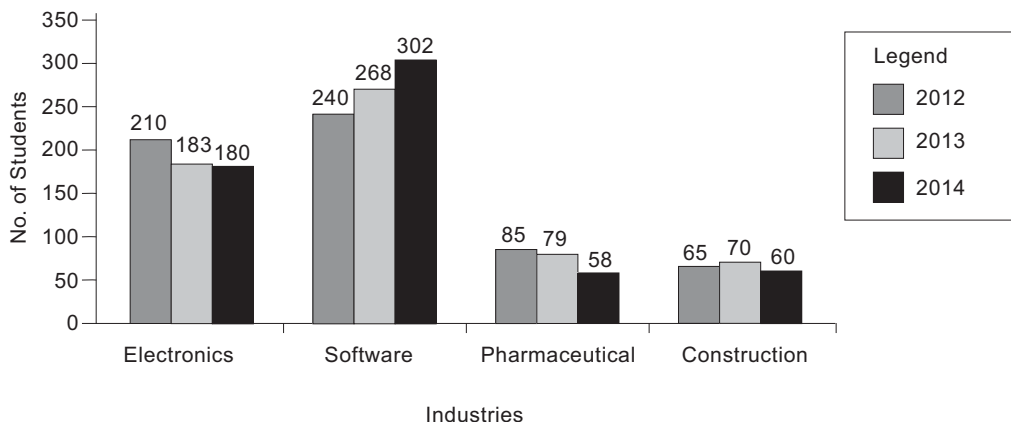
There is a steep decline in the placement of students from 85 in 2012 to only 58 in 2014. However, it is observed that, though intensive research is going on in the field of pharmaceuticals, it is not as popular as the other fields. A smaller number of students are opting for degree courses in pharmacy and so there is a decrease in the number of students getting jobs in this area. The Institute provides a very good programme in pharmacy, and companies are satisfied with it, but students tend to go in for more easily available lucrative jobs in the new emerging areas.

6. Construction

The scenario in the construction employment market is as fluid as the construction business itself. A profession like construction solely depends on the state of the real estate business. When the real estate market is good, the companies flock to take up students from the construction-stream. This is noticeable in the year 2013, when the construction business was in full swing; it attracted the maximum number of students. However, the number of students who have been going in for construction as a profession is the lowest as compared to other fields. Understandably students cannot trust their future with a dicey profession like this. Thus, even if the companies want to recruit construction students, they fail to get them because of lack of interest on their part. Further, construction now-a-days is dependant on software tools and methods, and companies, therefore, prefer software engineering personnel who can later be tuned to the required construction skills.

7. Overall Pattern

The overall pattern that emerges from the above discussion is presented in the bar graph given below. The year-wise pattern of employment in different industries comes out clearly. The inferences we can draw from it are given in the conclusions.



8. Conclusions

The report has brought out a distinct pattern in the placement of students who graduate from the Institute every year. There has been shifts from one industry to another each year. The Software industry has been offering maximum number of jobs whereas the Pharmaceutical industry shows a distinct decline in recruitment. The other two industries do not exhibit any significant variations. There are two main reasons for this pattern. The first is the new demands of industries, making the current course structure inappropriate. The second is the shift in the interests of students. Given a choice, currently their order of preference is software, electronics, construction, and pharmaceutical. A further study of the market trends, a detailed review of the existing programmes, and feedback from students can throw more light on factors affecting placement patterns and can subsequently help the Institute modify its programmes so as to make them more meaningful and relevant to the needs of industries.

V: LETTER REPORT

Apex Management Consultancy Services
Trimurthi Marg
New Delhi-110003

Reference : FUP/97

28 December 2014

Sri R.K. Kashiwal
Financial Manager
Modern Garments Manufacturing Co. Ltd.
New Pandala Industrial Area
Delhi-110049

Subject: *Finding Employees' interest in self-supported Financial Unit sponsored by the Company.*

Dear Sri Kashiwal

As desired by you in your letter No. PFC/423-K dated 20 November 2014, we conducted a sample survey for finding the interest of your employees in establishing a self-supported, company-sponsored Financial Unit. The results of this survey are given below.

Problem and Method

Several factors were taken into account to determine whether the company employees could benefit from the savings and loan services that a company-sponsored Financial Unit could offer. These factors were: Satisfaction from the services received from the banks, employees' interest in borrowing money, and personal investment habits.

To find out the interest of employees 15 managers, 20 supervisors, 10 office assistants and 5 class IV employees were selected at random and interviewed.

Services of the Bank

The services of the banks in that area were reported to be satisfactory. The employees described the services as prompt, courteous, dependable, and efficient. However, they expressed their dissatisfaction with the loan facilities offered by the bank.

Interest in Borrowing Money

Of the employees interviewed, 93% showed keen interest in borrowing money for investment. 75% of the employees reported that high interest rates on loans had little or no effect on their decision to borrow money.

Investment Habits

With the rising cost of living and fluctuations in the prime lending rate, it is not surprising that the employees' investment habits were found to be unstable. Only 44% of the employees have savings accounts in banks. The remaining 56% expressed willingness to invest if it would assure them a return of at least 20%. Almost one half of them would then invest between Rs 500 and Rs 1000 per month. A break-up of the proposed monthly savings investment is shown in Table II.

Table II Table Showing Proposed Investment

| Monthly Investment (in Rs) | Number of Employees |
|----------------------------|---------------------|
| above 2000 | 2 |
| 1001 to 2000 | 4 |
| 500 to 1000 | 24 |
| below 500 | 20 |
| Total | 50 |

The number of investors and the quantum of investment would go up in due course if the investments continue to fetch the expected returns.

Recommended Action

This sample of 50 employees showed a definite interest in establishing a self-supported Financial Unit. However, before arriving at a decision, we recommend a company-wide survey to determine how many employees would support such a Unit and identify the financial services it would provide them.

If you need any explanation on any part of this report, please call us. Also if you decide to go in for a company-wide survey, we would be happy to conduct it for you.

Yours sincerely

Rachit Kumar
Senior Project Officer

Review Questions



1. In what respects does a letter report differ from a memo report?
2. Examine critically the questionnaire given in this chapter and make suggestions to make it more effective?
3. In the Report from Industry conclusions and recommendations have been combined. Rewrite it separating the former from the latter.

Exercises



1. Prepare a mail questionnaire to collect data about the reading habits of the students of your college.
2. Convert the sample memo report given as Exhibit 26.5 into a letter report, inventing any details you consider necessary.
3. Get a report (published or unpublished) issued from your library and analyse it in terms of structure, style and layout.
4. Obtain a report on the proceedings of a seminar or conference hold in your college and compare it with the sample interpretive report given in this chapter. Discuss the differences you observe.

PART 4

OTHER BUSINESS COMMUNICATIONS

CHAPTER 25 Technical Proposal

CHAPTER 26 Memorandum

CHAPTER 27 Notices, Agenda and Minutes

CHAPTER

25

Technical Proposal

A vision of the future is essential for renewal and betterment.

Chapter Objective

To acquaint the learner with the purpose, characteristics and structure of a technical proposal and to help him acquire the ability to write all its parts, namely, executive summary, statement of the problem, objectives, technical plan, management plan, cost estimates and conclusion in an effective manner.

COMMUNICATION CORE

A technical proposal is a written offer to undertake a project for designing/creating something new or for changing or modifying an existing procedure, method, system or structure. It may be solicited or unsolicited. A proposal is persuasive in nature and is based on AIDA plan, that is, catching attention, generating interest, inducing a desire and finally, prompting an action. It has a structure established by convention. Basically, it tells the reader what you plan to do, how you would do it, how much time you would take in completing it, and what it would cost.

DEFINITION

When you join a business organisation, one thing that would strike you deeply is its constant concern for renewal, change, growth and expansion. In the face of cut-throat competition, rapid advancement in technology and globalisation of business, sustained improvement is a necessity, not a luxury. Inertia and resistance to change may threaten the very survival of an organisation.

To bring about improvement it is essential to review constantly the existing situation and to consider ways of effecting changes. Often the suggested changes are put forward in the form of proposals. As you may know, 'pro' means 'forth' and 'poser' means 'to place or put'. So any properly conceived idea, service, project or plan, whether theoretical or practical in nature, put forward for action or implementation is a proposal. It could be for carrying out research on a specified topic, writing of a book, manufacturing a product, setting up a plant, construction of a building or road, modifying a procedure or system, providing a facility, etc. *We may thus define*

a proposal as a written offer to undertake a project for designing, creating something new or for changing or modifying an existing procedure, method, system or structure within a specified period of time.

There is, however, a basic difference between it and a report. The proposal aims at getting the approval or acceptance of what one wants to do whereas the latter usually deals with what one has already done.

TYPES

Various labels are applied to describe the type of a proposal. Some commonly used ones are: business proposal, research proposal, and technical proposal. These labels are used on the basis of the contents and objective of the proposal. If a proposal deals with any aspect of business, commerce or industry, it is called a **business proposal**. If it is concerned with a project requiring scientific enquiry or systematic investigation it is termed as a **research proposal**. When the objective of the proposal is to modify or create something requiring technical knowledge and skills, it is referred to as a **technical proposal**. Using the contents and objective criteria, several other names could be coined to label a proposal. However, there is another way of classifying it. A proposal is often prepared in response to a demand or an invitation from an authorised person within the organisation or from an outside agency such as a government department, a research organisation or a public or private undertaking. In such cases, usually the form in which the proposal is to be prepared is clearly indicated. The proposer has simply to supply the relevant particulars in the required sequence. Such a proposal is called a **solicited proposal**. Sometimes a person may on his own initiative prepare a proposal to solve a problem or to meet a specific need as perceived by him. A proposal thus prepared is termed as an **unsolicited proposal**.

CHARACTERISTICS

Whatever be the type, every proposal contains some essential information. It must tell the reader what you plan to do, how you will do it, how much time you will take in completing it and what it will cost. Since it is persuasive in nature, its presentation is based on what is termed as AIDA plan, like that of a good advertisement or an effective sales letter. First the ATTENTION (A) is caught towards what is being proposed, then an INTEREST (I) is created by pointing out how the plan would be executed. The next step is to generate a DESIRE (D) to accept by highlighting the benefits or advantages that would accrue and finally, an impulse for ACTION (A) is induced by persuasive reasoning. Persuasion is the art of influencing people to accept willingly an idea, a position or a course of action. You cannot win the bid merely by using appropriate language. A number of factors play a role in converting this selling tool into a contractual commitment. Some of the factors that may help you win the acceptance are given below:

- (i) Specify the scope clearly.
- (ii) Be realistic in your estimate of time, money, material and personnel required.
- (iii) Establish your credentials for accomplishing the task.
- (iv) Highlight the benefits that would accrue to the customer.
- (v) Keep the proposal short and precise.
- (vi) Use plain language.
- (vii) Ensure that the presentation and layout are neat and attractive.

STRUCTURE

The structure of a solicited proposal is determined by the person or organisation inviting it. In unsolicited proposal there is some choice both in respect of elements to be included and in their sequencing.

This choice is conditioned not only by the practice obtaining in the originating organisation but also that in vogue in the organisation to which the proposal is to be sent. However, some elements usually find a place in every proposal. These are described below.

1. Title Page

This page acts as a cover of the proposal and contains the following information: title, name and designation of the proposer, name of the organisation to which he belongs and the month and year of submission. These four items are separated by space and stand out clearly on the page. Since it is the first item to be read, ensure that it is specific and provides a vivid picture of what you want to do.

2. Table of Contents

This is given when the proposal is long, running into 15 or more pages. The manner of preparing and the pattern of setting it is the same as that of a report, vide Chapter 19.

3. Executive Summary

This part summarises the entire proposal. Many readers need to have a preview of the proposal before beginning to go through the details. Obviously they do so only when the preview fulfills their initial expectation. Sometimes a summary is circulated independently for comments among the reviewers; so it should be self-contained. In fact, the entire proposal is condensed and given under the same subheadings as those in the main body.

4. Statement of the Problem

This part defines the need or the rationale, or states the problem to which the proposal addresses itself. To establish the need you may sometimes have to give a brief background history in terms of the work already done and its inadequacy in the present circumstances. In a research proposal, you may have to do this by conducting a survey of literature already available in the concerned field of study. An ability to handle this element successfully is crucial to the acceptance of your proposal because other elements such as objectives, methodology, etc., would logically flow from your problem statement.

5. Objectives

To what extent your proposal is going to solve the problem or effect the change should be clearly specified in this part. The objectives may be listed or stated in terms of short term and long term goals.

6. Technical Plan

Here describe in technical terms how the proposal would solve the problem you have stated earlier. Depending on the nature of your proposal, you may discuss the theoretical principles and analytical or experimental methods to be followed by you. Specify also the equipment, instruments and materials that would be needed and how you are going to utilise them to execute the proposed project. If your proposal is for the production of a new instrument, component, or part of a machine, justify the requirement, clearly indicating the technical or operational advantages that would accrue from it.

7. Management Plan

This part describes how you will accomplish the proposed task and clearly indicates the plan of action, facilities required, and the personnel who will execute the project. The plan of action should specify how the work will be divided, who will be responsible for each division and how much time would be taken to complete it. You may tabulate the time schedule for the activities matching it with person responsible for each job or task. Most of the proposals are not carried out alone. You are likely to need organisational support, especially in terms of facilities such as equipment, instruments, space and technical expertise. These should be stated to assure, the prospective customer, of the back-up available. Usually a number of persons are needed to execute a proposal. To establish their credentials, provide a brief description of their qualifications, achievements and experience. If the proposal is for the performance of an academic task, support the description with a list of publications by the personnel.

8. Cost Estimate

This section is the kingpin in the proposal. It should logically flow from the description you have given earlier. In a solicited proposal, the cost data required would be indicated. All you have to do is to supply the information. But in an unsolicited proposal you must show all the items of anticipated expenditure. Your estimate should be realistic and complete, and include the amount required for the following items: materials, equipment, computer time, lab testing, salaries of personnel, travel, office contingencies and infrastructural facilities such as land, building, water, electricity, etc.

9. Conclusion

It is an optional element; it may be given when the situation demands it. But if you have to include it in your proposal, state succinctly the significance of the project and highlight once again the benefits that would accrue from it. You may also mention here the implications that may arise from your work.

10. Samples

We now give a sample of an unsolicited proposal which was prepared by a university for the modernisation of its language laboratory facility. It is meant for submission to a funding agency.

Sample 1

| |
|--|
| <p>A Proposal for Modernisation of Language Laboratory Facility</p> <p>by Kumar Arpit Kashiwal Professor of English</p> <p>Savarkar Institute of Science & Technology Shivajipuram-400030</p> <p>November 2014</p> |
|--|

Executive Summary

| | |
|--|---|
| (i) Project title: | Modernisation of language laboratory facility |
| (ii) Name and designation of the proposer: | Kumar Arpit Kashiwal, Professor of English |
| (iii) Postal address of the proposer: | Department of Humanities, Savarkar Institute of Science & Technology, Shivajipuram-400030 |
| (iv) Duration of the project: | Six months |
| (v) Amount of money required: | (a) Non-recurring |
| | (i) Hardware Rs. 10.50 lakh |
| | (ii) Software Rs. 01.20 lakh |
| | (b) Recurring Rs. 00.50 lakh |
| | Total <u>Rs. 12.20 lakh</u> |

- (vi) **Brief description:**
The existing language laboratory is based on spool system, which has become obsolete. The spares for replacement to keep it fully functional are not available. Hence, the entire equipment needs replacement. The main purpose of this proposal is to procure and install a new 10-booth language laboratory so that it continues to serve as an effective technological aid for enriching and strengthening the language courses designed to inculcate communication skills. The secondary purposes are: (a) to develop a centre for imparting in-service training in communication skills to institute employees as well as professionals; (b) to serve as a library for individual self-development; and (c) to provide a facility for promoting research in language learning problem. To realise these purposes, suitable software to meet the situation-specific needs would be produced. The technical expertise is available to take care of operation and maintenance of the laboratory. The Institute has well-qualified staff and a properly equipped Electronics Department. The Department of Humanities has trained secretarial and technical personnel besides faculty with experience in using language laboratory facility and producing instruction material. The existing room, which would be

used for the new system as well, is air-conditioned and sound proof and equipped with suitable furniture for the installation of the equipment.

Statement of the Problem

The Institute has been conducting a number of programmes in science, engineering, and management, both at the first degree and higher degree levels. All these programmes require the development of an ability for effective technical and professional communication. To meet this requirement the Institute has been making efforts through formal classroom instruction and the organisation of co-curricular activities such as seminars, workshops, etc. In the past it has conducted communication workshops for human resource development both for the in-service staff of the Institute and professional organisations. It has also run communication workshops for faculty and for students to improve their presentation and discussion techniques. For effective development of the communication aspect of human resource, right from the inception of the Institute, language lab has been used successfully. But the present Connevens Mark II pool system that was used for this purpose has now become obsolete and requires replacement.

Objectives

The objective of this proposal is to procure and install a system which can meet the need for an effective technological aid for strengthening the language courses which form part of the Institute's programmes. Another purpose is to acquire a facility which can serve as an instrument for the executive development and training programmes of technical personnel and professionals from other organisations, besides functioning as a centre for research in language learning problems of the region. The lab would also serve as a library, providing a variety of material for self-improvement, thus encouraging learner-centred education.

Technical Plan

It is proposed to go in for a 10-booth lab system with a provision for expansion after ascertaining the response of, and analysing the feedback from, the users. The equipment and material required at present are listed below. The estimated cost and justification for each item is specified. The first two items relate to the acquisition of hardware and the last three to the development of software.

| Equipment & Material | Estimated Cost (in lakhs) | Justification |
|---|---------------------------|--|
| (i) Ten student booths, each having a tape recorder and a head-set and teacher's remote control unit and master tape recorder | 10.00 | A reliable and easily operable system is required to serve the need for effective development of communication skills. |
| (ii) Spares & accessories | 00.50 | These are essential for keeping the lab operational. |
| (iii) Blank cassettes | 00.10 | These would be required for recording the new material. |
| (iv) Audio and Video instructional materials | 00.60 | These are required for use and support of lab technology. |
| (v) Books & Journals | 00.50 | For continuous updating of knowledge the access to latest books & journals is imperative. |
| Total | 11.70 | |

Management Plan

The installation of the system would be done by the technical personnel of the company from which the equipment is bought. The technical staff of the Institute would take over the responsibility of operating and maintaining it after it starts functioning. One senior technical assistant and one junior technician who have been operating and maintaining the present lab would continue to look after the new system. The former has 15 years experience and the latter 3 years experience in this area. The supervision and management of lab activities and production of new teaching material would be done by the following faculty members:

- (i) Dr. C.K. Saraswat, Associate Professor of English
- (ii) Dr. Manohar Chopra, Lecturer in English

Dr. Saraswat has been Professor-in-charge of the language lab for the last five years and Dr. Chopra has been associated with him in teaching and developing lab material for the last three years. They have jointly published the following seven papers in reputed journals in the area of English language teaching.

- (i) The Notion of Communicative Competence.
- (ii) Communicative Approach to Language Teaching: Problems and Principles.
- (iii) The Use of Language Laboratory in Speech Training.
- (iv) Group Discussion in the Language lab: An Experiment.
- (v) Improving Communication Skills through the Language lab.
- (vi) Language lab as an Aid to Listening Comprehension.
- (vii) Promoting Learner-Centred Language Education.

The first two papers have been published in *The Journal of Applied Communication* published by the Association of English Studies, New Delhi and the last five in *English Language Learning* published by the International Association of Teachers of English as a Foreign Language, Sussex. They have also authored a book entitled *Improving Communication Skills through Language Laboratory* published by Modern Publishers Co. Ltd. New Delhi in May 2014.

So far as secretarial support is concerned, the present staff of the Department of Humanities would continue to provide for all lab activities.

Cost Estimate

A total sum of Rs. 11.70 lakh is required for non-recurring expenditure. Out of this Rs. 10.50 lakh is needed for hardware and Rs. 1.20 lakh for software development. The details of the items of expenditure are given earlier in the Technical Plan section. In addition an estimated sum of Rs. 0.50 lakh per annum is required for recurring expenditure. The break-up of this estimate is given below:

| | |
|---------------------------------------|---------------|
| (i) Material required for maintenance | Rs. 0.10 lakh |
| (ii) Electricity | Rs. 0.05 lakh |
| (iii) Stationery and contingencies | Rs. 0.35 lakh |
| Total | Rs. 0.50 lakh |

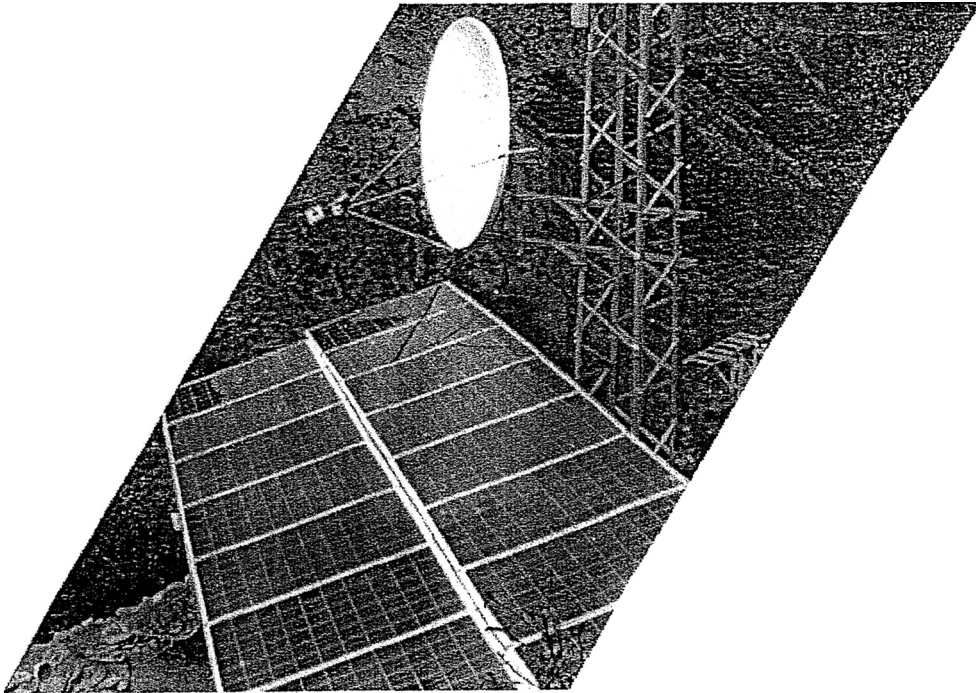
The sum for non-recurring expenditure is required for one year. From the second year onwards, it will be met with from the resources of the Institute.

Conclusion

The aim of technical education is human resource development in specific professional areas, of which communication is an important part. The acquisition of this facility would accelerate the process of training and would undoubtedly enrich professionally-oriented education.

Sample 2

Proposal for Solar Energy Powering Solution for Mobile-Base Transceiver Station (BTS)



Submitted By:

OMANG TECHNOLOGIES (P) LIMITED

Unit No. 210, SGL Plaza, Plot No.-10, Sector-9
Rohini, New Delhi-110085., Phone +91 11 41417575.
www.omangtech.com

16 June 2013

EXECUTIVE SUMMARY

Unreliable electrical grid supply is one of the biggest challenges faced by the growing telecom tower industry in India. Today, on average, 70% of more than 400,000 mobile towers in India face electrical grid outages in excess of 8 hours a day.

Telecom tower operators currently use diesel generators, batteries, and a variety of power management equipment to address the demand-supply gap. The resulting energy costs alone account for 25 percent of the total network operating costs, affecting the profitability of the operators.

The telecom tower industry in India is estimated to consume over 2.5 billion litres of diesel annually making it the second largest consumer of diesel in the country.

The 2.5 billion litres of diesel consumed, emit 6.6 million metric tons of CO₂ annually, making the current use of diesel generators both an environmentally and economically unattractive solution.

We understand that due to the rising diesel prices and the need to reduce the CO₂ emissions, the Telecom Tower companies and Telecom Operators are looking for the alternative energy solutions preferably based on Renewable Energy Resources.

Based on the various primary and secondary data available, we understand that there are approximately 15% of the Telecom Towers are 'Off Grid' / connected with Grid availability of less than 8 hours a day. We believe that these are the sites which shall be the priority areas for the Renewable Energy Solutions.

In view of above OMANG Technologies has devised a specific solution to address the 'Off Grid' sites.

Description of Solar Solution for Outdoor BTS

- Solution Description
- Equipment List and Functional Description
- Schematic Diagram

Solution Description

Design team at Omang Technologies understands that currently an outdoor BTS (without any electrical grid support) has a electrical load of 1250 VA which is being powered by a diesel generating set (6KVA) in conjunction with 48V–600AH battery bank. This kind of arrangement is capable of powering the load 24 hrs/day by running the DG set for 12Hr and balance 12hr is supported by battery bank.

Proposed Solar photovoltaic solution is designed with an aim to reduce DG set running to 6 hrs/day from 12hrs/day (present) by installing 5KWp Solar Photovoltaic panels. It would require approx 50–70 Sq-meter of area. Solution shall have compact Solar power unit (PVPU) which has all essential power electronics with smart charge controllers along with remote monitoring hardware.

The proposed solution is designed to utilize the existing battery bank of the BTS infrastructure.

Equipment List and Functional Description

The proposal is to Supply the Solar Photovoltaic off grid solution for powering outdoor BTS (total load_{eject} = 1250 Watt-DC) solution consists of following main components:

- Solar Photovoltaic Module (5000 Wp)
- Solar Photovoltaic Power Unit (Solar PVPU)

Solar Photovoltaic Module (5000Wp)

Solution shall have 5000Wp Solar Photovoltaic modules. The typical characteristics of the Photovoltaic modules are as:

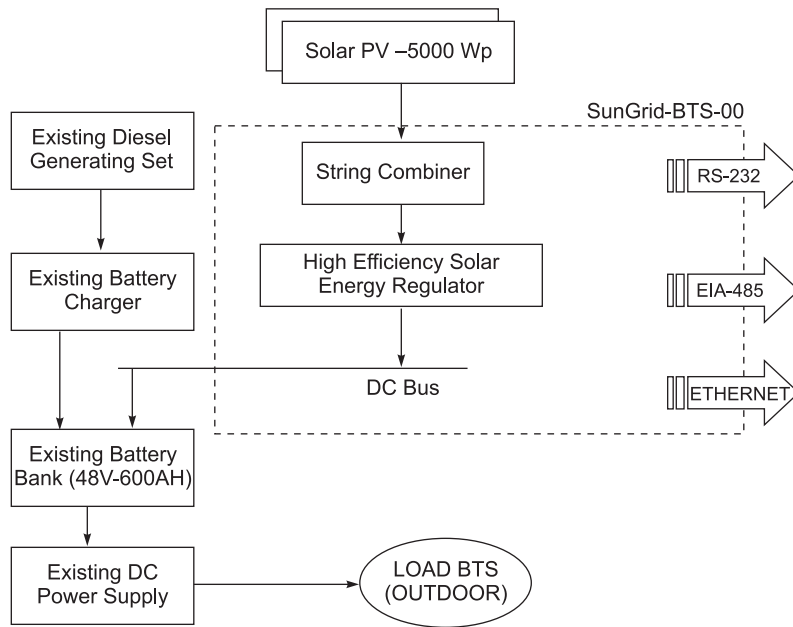
| TYPICAL ELECTRICAL CHARACTERISTICS | |
|------------------------------------|--|
| Power at STC. (Pmax): | 240 Watt |
| Number of Cells: | 60 Cells |
| Open Circuit Voltage (Voc): | 36.00 Volts DC |
| Short Circuit Current (Isc): | 8.4 Amps |
| Maximum Voltage at Pmax (Vmpp): | 30.00 Volts DC |
| Maximum Current at Pmax (Impp): | 7.9 Amps |
| Temperature Co-efficient of Pmax: | -0.43%/K |
| Temperature Co-efficient of Voc | -0.36%/K |
| Temperature Co-efficient of Isc | +0.06%/K |
| Max. System Voltage: | 1000V DC |
| Operating Temperature: | (-)40 to (+)85°C |
| Storage Temperature: | (-)40 to (+)85°C |
| NOCT: | 47°C |
| Standard Test Condition (STC) | Irradiance 1000 W/m ² Module temp. at 25°C and AM 1.5G Spectrum |
| CELL CHARACTERISTICS | |
| Type of Solar Cell: | Multi or Mono Crystalline. 156×156mm+0.5mm. |

Solar Photovoltaic Power Unit (Solar PVPU)

It is a compact Solar Photovoltaic Power Unit (Solar PVPU) having all the essential solar power electronics components, protection gear, System status monitoring ports (RS-232, EIA-485, Ethernet) for local and remote monitoring. User can access the system operational data log through Ethernet port. User would be able to monitor present and past log of the solar electrical energy parameters, i.e., solar panel voltage, current. Battery voltage and current with time stamp. Unit provides 6 months of data logging/ history.

Unit is ready to deploy at the application site. Installation engineer has to connect solar module strings, battery bank and load wires only at the designated terminals only.

Schematic Diagram



LEGEND

| |
|------------------------------------|
| Solar Power Components to be added |
| Existing BTS Components |

Commercial Proposal

Reference: OMANG /Solar PV/Aug-13/00

Equipment Supply

| S. No. | Description | Qty. | Unit | Unit Price (Indian Rs.) | Total Price (Indian Rs.) |
|--------|--|------|------|-------------------------|--------------------------|
| 1. | Solar Photovoltaic Module (Wp) including Roof-top Mounting Structure. | 50 | Set | 7,50,000 | 3,75,00,000 |
| 2. | Solar PVPU | 50 | No. | | |
| 3. | PV-PVPU Interconnecting cables Power unit-Battery Bank Interconnecting cables) Ethernet cables | 50 | Set | | |
| 4. | Remote Monitoring System (RMS) for 50 Sites | 01 | Set | 20,00,000 | 20,00,000 |

Services

| | | | | | |
|---|-------------------------------------|----|-------|-----------|-----------|
| 1 | Installation & Commissioning | 50 | Sites | 1,00,000 | 50,00,000 |
| 2 | Training (O&M for Customer Staff) | 1 | Set | 10,00,000 | 10,00,000 |

TERMS & CONDITIONS

| | | |
|-----|------------------------|--|
| 1. | ORDER QUANTITIES | Above price are applicable for offered quantities or more. |
| 2. | PRICE BASIS | Ex-works (Delhi) |
| 3. | TAX& Duties | Extra on actuals. |
| 4. | FREIGHTS INSURANCE | Extra on actuals. |
| 5. | DELIVERY | Delivery shall commence within 8-10 Weeks from the date of receipt of Purchase order and corresponding Payments. |
| 6. | VALIDITY | Our offer is open for acceptance till Dec-2013, thereafter subject to out confirmation. |
| 7. | TERMS OF PAYMENT | <ul style="list-style-type: none"> • 15% advance, • 70% before dispatch from our works • 15% after commissioning. |
| 8. | WARRANTY/ GUARANTEE | <ul style="list-style-type: none"> • The components of the Solar PV system are covered by its respective manufacturer's warranty terms & condition from the date of invoice. • Solar PVPU warranted for 12 Months for defect free operations |
| 9. | GENERAL | All orders are subject to our acceptance in writing. All disputes are subject to no claim for damages incidental and / or consequential. Offer is subject to force majeure conditions and unforeseen delay, which is beyond our control. |
| 10. | ARBITRATION | All disputes arising out of an order / contract against this quotation will be referred to the sole arbitrator named by the seller as per the Arbitration and Conciliation Act, 1996. |

Review Questions

1. Define a technical proposal and distinguish it from a technical report, specially in terms of its approach and structure.
2. Write a note on the characteristic features of a technical proposal.
3. What strategies of persuasion should be used in writing a technical proposal?
4. What are the different ways of classifying a technical proposal? Which one do you consider to be the best? And why?

Exercises

1. Apex Management Consultants, 23 Prithviraj Road, New Delhi-110001 wish to run a four-week training programme in Professional Communication for junior executives of public limited companies located in North India. As Senior Project Manager you have

been asked to prepare a proposal for consideration by the Board of Directors. Inventing the necessary details, write a technical proposal for submission to the Managing Director.

2. Assume that you have decided to establish a manufacturing unit in your town and that you wish to avail of the loan facility under the self-employment scheme of the Govt. of India. Draft a technical proposal for the production of an item of your choice, seeking loan from the Regional Director of the Industrial Promotion Corporation of your State. Invent the details you consider necessary.
3. As the Public Relations Officer of Sunshine Food Products Ltd., Ramapuram, Chennai you have been asked to prepare a proposal for setting up a Cultural and Recreation Centre on the Company's factory premises at Madurai. The proposal is to be considered by the Board of Directors in its next meeting. Write this proposal for submission to the Managing Director of the company.
4. To rehabilitate the earthquake-affected people of the state, the Secretary, Department of Industries, Govt. of Maharashtra, Mumbai has invited proposals from the private sector organisations for setting up units to manufacture motor parts, cotton garments, electrical goods, soaps and detergent powders, etc. Assuming yourself to be the Commercial Manager, Diljeet Industries, Saki Naka, Mumbai, prepare a technical proposal for the manufacture of an item of your choice. Invent the necessary details.
5. Hindustan Transport Company Ltd., Aurangabad has decided to establish a computer centre to train its employees in using modern means of recording, storing, retrieving and transmitting information. You have recently been employed by the company to set up this centre and then to train its employees in using the computer facilities for day-to-day operations. Write a technical proposal, containing a comprehensive plan for setting up this centre and training the employees. The proposal is to be submitted to the Vice-President (Engineering).

CHAPTER

26

Memorandum

An efficient internal system of communication keeps an organisation alive and kicking.

Chapter Objective

To provide detailed guidance to the learner in writing inter-office memorandum, press release and fax for performing day-to-day professional tasks and to draw his attention to the situations in which these forms of communication are generally used.

COMMUNICATION CORE

The key purpose of a memorandum is to record and convey information and decision to make requests within an organisation, and to transmit outside the organisation short-messages through electronics media. Its style is direct, matter-of-fact, and lucid. Usually, each organisation has printed memo forms. In the form the name of the organisation is printed on the top and the space for filling in the following items of information is provided: the designation of the receiver and sender, the file number and date, and the subject. A memo written to make newsworthy information available to the public is called press release. The information may be in regard to launching of new products, significant change in policy, merger with another organisation, etc.

A memorandum (plural: memoranda) is a short piece of writing generally used by the officers of an organisation for communicating among themselves. That is why it is also called **interoffice memorandum**. The main purpose of a memorandum (memo for short) is to record or convey information and decisions or to make short requests. Some organisations use the memo form for short reports too—reports in which an officer supplies certain data to another officer to enable the latter to take a decision. Occasionally, such a memo may also contain an analysis of data and the opinion and recommendations of the officer sending it.

FUNCTION AND STRUCTURE

To achieve its purpose a memo is written in easy-to-understand language. Its style is like that of reports: objective, matter-of-fact, and lucid. No attempt is made to make an emotional appeal to the reader or to create a psychological impact on him. Plain and direct statements of facts are made to achieve all that is required.

A memo plays a very useful role in an organisation. It ensures quick and smooth flow of information in all directions. It also enables officers to maintain good business relationships. A memo will come to your aid when you wish to avoid coming into personal contact with certain colleagues.

Another useful function of a memo is to establish accountability. Since, it is a record of facts and decisions, you can turn to it in future if there is a need to find out who went wrong and at what stage. Some organisations insist that even small events and requests, telephonic conversations on official matters, etc., should be recorded in the form of memos.

Many organisations use printed memo forms. One can quickly write the message and transmit it to the concerned officer. It takes comparatively less time to write a memo since it does not contain several details which a letter has.

The following essential items of information must be given in a memo: (i) the designation of the receiver, (ii) the designation of the sender, (iii) reference, (iv) date, and (v) subject. In printed forms the name of the organisation/the department concerned is written on the top. If copies of a memo are sent to other officers, an indication is given at the bottom as in the case of letters.

The name of the organisation is usually printed on the top in the middle of the page. The designations of the sender and receiver are given on the left-hand side and the reference and date on the right-hand side flush with the margin. The sender signs on the right-hand side and if necessary, his name is typed below his signature in brackets. If the memo is to be sent to other officers, an indication is given on the left-hand side, as shown in the exhibits that follows.

With the increasing use of computers in offices, the practice of sending a typed or word processed memo is on the wane. It is being replaced by email. For many routine internal communications, email is found to be more convenient. The Government offices are slow in changing over to the new practice and some private organisations also still use memo as a form of communication. Let us, therefore, briefly look at the kind of messages that are generally sent by a memo.

TYPES

Each organisation has its own way of arranging the various parts of a memo. You should adopt the practice followed in your organisation. One way of arranging a memo is shown in Exhibits 26.1 to 26.6. Sometimes memos are classified into the following categories on the basis of the function they perform, namely, confirming an activity or a conversation (Exhibit 26.1), requesting for an activity or action (Exhibit 26.2), restating or modifying an existing procedure or a policy (Exhibits 26.3 and 26.4), and writing a report (Exhibits 26.5 and 26.6).

Samples

Exhibit 26.1

TOSE STEEL COMPANY LIMITED

Interoffice Memorandum

To: Office Manager
From: Purchase Officer

Reference: SOT/P18
Date: 16 June 2014

Subject: **Purchase of Office Chairs**

As desired, the order for the supply of 300 office chairs has been placed with Shinewell Furniture Mart, Lal Chowk. The chairs will be supplied in two lots of 150 each on 23 and 30 June.

c.c. Finance Officer

Z.L. Ahmed

Exhibit 26.2

Sharewell Food Products Limited

Interoffice Memorandum

To: Marketing Manager
From: Managing Director

Reference: LT/M172
Date: 11 August 2014

Subject: **Export of Jam and Jelly**

Recently, I visited the manufacturing plants at Rahimpur and Dinastgaon and discussed with the production managers the possibility of increasing the production so that we could export these items to Far Eastern countries. They see no difficulty in doing so but before they take any definite steps in this direction, they would like to have an estimate of the demand for our products in these countries.

Would you please contact our agents quickly and let me have the estimates by the end of October?

c.c. Division Managers

R.T. Gomrez

Exhibit 26.3

Hira Ispat Nigam

Interoffice Memorandum

To: Sectional Heads
From: General Manager

Reference: ON/S1467
Date: 16 July 2014

Subject: **Wall Newspaper**

The cost of stationery has gone up considerably and so to keep expenditure within the budget provision, it has been decided to discontinue the issue of the weekly newsletter. However, to ensure dissemination of important information among the employees a wall newspaper will be brought out fortnightly and displayed near the two main entrances.

Hiren Bose

Exhibit 26.4 **Sample Memo Report****Everest Equipment Limited**483, Sugam Path
Harinagar-122005To: Sectional Heads
From: Office ManagerReference: PM/R/69
Date: 14 August 2014Subject: **Outgoing Mail**

You would recall that two years ago we had stated our policy regarding the despatch of outgoing mail. I am restating it below to remind you of the procedure we follow.

All mail received upto 4.30 p.m. is despatched on the same day. This cut off point has been fixed because the office closes at 5 p.m. and the Despatch Section needs full 30 minutes for processing before it is sent to post office. Any mail received after 4.30 p.m. is despatched on the following day.

I hope you will cooperate with us and help the Despatch Section perform its duty efficiently.

Arpit Kashiwal

Exhibit 26.5**Saraswati Institute of Technology**

Interoffice Memorandum

To: Registrar
From: Placement OfficerReference: PGS-32
Date: 4 November 2014Subject: **Employment of Graduating Students**

Please refer to your Memo No. SE-387 dated 31 October 2014. As desired, I am presenting below the results of my study regarding the employment pattern of students who graduated in 2013. The study is based on the data regarding job offers made as a result of campus interviews, information available with the Alumni Association and informal communications from students.

The analysis of the data shows that out of the total number of students who graduated in 2013, 7% went in for higher education in India or abroad. Of the rest, 3% joined the central government service, 5% state government service, 58% accepted jobs in the private sector, and 23% decided to set up their own consultancy, business or industrial units. The information about the remaining 4% is not available.

If we compare this pattern with the trend in preceding two years we find that the number of students opting for self-employment and private sector is gradually increasing with a corresponding reduction in preference for government jobs. The percentage of students opting for self-employment and private sector in 2013 was 16 and 48 whereas in 2014 it increased to 21 and 54 respectively. This is so because for the former new schemes have been launched, offering tempting incentives in terms of financial aid and infrastructural support. The private sector has become more attractive because it is highly growth-oriented and provides greater professional challenge and job satisfaction, besides liberal pay package, perks and immediate reward for meritorious work.

There has been hardly any change during the last three years in the percentage of students going in for higher education or those about whom information was not available.

Rachit Kashiwal

Exhibit 26.6**Lakshmi Cotton Mills Limited**

Interoffice Memorandum

To: General Manager
 From: Production Superintendent

Reference: PA/129
 Date: 16 May 2014

Subject: Damage by Fire

A fire broke out in the factory at about 11 p.m. on May 14, 2014. It originated in the Store Room on the ground floor and quickly spread to the whole factory. The fire-brigade fought it for nearly eight hours before it could be brought under control.

Preliminary enquiry shows that the fire was caused by a short circuit in a junction box near the stores.

As per your instructions, a committee consisting of Sri T.L. Swamy, Mechanical Engineer, Sri P.S. Dubey, Foreman and Sri Rasool Ahmed, Stores Officer has been appointed to find out the cause of fire and the extent of damage and to recommend measures to prevent such mishaps in future. The committee has been asked to submit its report within a fortnight.

Arun Ghosh

PRESS RELEASE

We would like to draw your attention to a different type of memorandum, called Press release. It is written for the outside world and is not meant for internal circulation like other types discussed in this chapter.

We may define a press release as a memorandum written to make newsworthy information available to the public. This is one of the several methods used by a corporate organisation for holding its feet in the market and boosting its image. As the name indicates, the memo containing the information is released to the news media for dissemination. The information could be in regard to a significant change in the policy of organisation, merger or collaboration with another organisation, diversification in business, launching of a new product, etc.

A press release is different from an advertisement as the former is strictly factual. The emphasis is on focussing the information that would be of immediate benefit or interest to society. The various strategies of structuring and presenting the message used in advertisements to attract and persuade the prospective consumer have no place in a press release. That is why its style is expository: direct, concise and clear. However, sometimes the title of the release is catchy enough to be used by the press. The name and address of the person who could be contacted for further information is invariably given. If the release is to be telecast, it may include film footage, explaining the message by visual means. Usually, the name of the organisation is given on the top whereas the date and the name and designation of the officer releasing the memo at the bottom as shown in Exhibit 26.7.

Exhibit 26.7**Healthcare Ayurvedic Products Ltd.**

Arvindpur

Bhavnagar - 623004

Goodbye to Diabetes and Dyspepsia

The company is pleased to announce the launching of the following products in the market:

- Diabof
- Dyspocar

They are available in the form of 250 mg tablets and 300 mg capsules respectively.

These medicines have been developed after more than a decade's intensive research by our R & D Division on the use of indigenous herbs for health care. They have been successfully tested on a sufficiently large number of patients spread over a wide geographical area.

The first medicine is for those suffering from insulin-dependent diabetes. One tablet a day controls the blood sugar, keeping it within permissible limits. Its continuous use in most cases activates pancreas, helping it produce the required amount of insulin.

The second medicine is for those suffering from chronic stomach disorders such as dyspepsia, dysentery, acidity, etc. Two capsules a day after main meals can regulate and tone up the entire digestive system.

For further information and bulk orders, the interested persons and parties may please contact:

Sri Shyamal Saxena

Research Director

(Phones: 01524-732611 and 734689)

16 December 2014

R.R. Malik
Company Secretary**OTHER SHORT MESSAGES**

While dealing with the major forms of communication we have already discussed how to write effective messages. Here we shall focus our attention on how to write short messages, namely, fax and e-mail. The transmission of messages such as these depends partly on how to compose them and partly on how to handle the technical instruments through which they are transmitted. We shall concentrate on the former. The technical aspect has already been discussed in Chapter 5.

By its very nature a message sent through fax or e-mail is direct, devoid of all words and phrases that do not add significant meaning to the basic message. However, a brief reference to context, where necessary, is provided to make it complete and independent. Obviously, therefore, you have to write neither salutation such as *Dear Sir*, *Dear Madam*, etc., nor complimentary close such as *Yours faithfully*, *Yours sincerely*, etc. You should, however, include your name at the bottom. Both faxes and e-mails are often used for sending formal business letters as well. But those between intimate colleagues can be informal.

You would observe from the examples given in Exhibits 26.8 and 26.9 that both fax and e-mail are like a memo in nature and structure. The layout is slightly different, partly because of the technology used in sending them. As we discussed earlier in this chapter, a memo is

usually written for transmission of messages within the organisation. This is not the case with fax or e-mail. These are used for communication both inside and outside the organisation. See Chapter 16 for a detailed discussion on email.

Fax

Exhibit 26.8

Fax from: Faulad Cement Mfg. Co. Ltd.
423, Naubat Ali Road
Surjangadh - 321034
Fax : 312 835 4968

Fax to: Purchase Manager, Madhulika Enterprises Private Ltd.

Fax no: 103 626 3122

Date: 30 December 2014

Subject: Remittance of draft for supply in November.

No. of pages including this one: 1

From: Hari Kumar, Marketing Manager

Refer to our telephonic conversation on 23 December. The bank draft for Rupees Two Lakh and Forty Three Thousand has not yet been received. Please send by return post or by courier.

Hari Kumar

Exhibit 26.9

Previous*

Next

Reply

Forward

Delete

Date: 31 December 2014

From: Sales Manager, Star Publications

To: Training Manager, ABC Co. Ltd.

CC: Managing Director, ABC Co. Ltd.

Subject: Despatch of 'Executive Communication'

We have sent today 20 copies of *Executive Communication* by courier. Sorry for the delay.

Amit Kumar

Review Questions



1. Why is a memo generally not written for communication outside the organisation?
2. What is the difference between the tone and style of a letter and a memo?

* Based on the proforma given on study pages 313 and 251 of *Oxford Advanced Learner's Dictionary*, Sixth Edition, Oxford University Press, Oxford, 2000.

3. In what circumstances would you prefer to send a memo rather than an email for communication within the organisation?
4. Distinguish clearly between a press release and a memo.

Exercises



Attempt the following exercises, inventing the details you think necessary.

1. You were asked by the office manager to place an order for 50 tables, 30 office chairs, 1 carpet, 6 ceiling fans and 4 typewriters for a new branch office of the company. Prepare a memo informing him that you have placed the order and tell him also the cost of these articles. Assume that the copies of this memo will be sent to the Managing Director, Financial Manager and Branch Manager.
2. As the Managing Director of a company, write a memo to the Sectional Heads, announcing the appointment of a person from outside to the post of Personnel Manager. Bear in mind the fact that some of the sectional heads having long experience in your company were aspirants for this post.
3. The head of your organisation is worried about the amount of time employees are spending during the 'tea break'. Draft a memo to be signed by him and circulated to all employees, asking them to be at their desk during duty hours.
4. Assume that you have just returned from a seminar to which you were deputed by the company. Write a memo to your immediate boss, reporting to him the important matters discussed at the seminar. Also point out their relevance to the company's business.
5. Write a memo to the manager of your firm suggesting a change in the system of circulation of important information to the employees of your organisation.
6. Prepare a memo for circulation to all employees of your organisation announcing a change in the working hours and explaining the reasons for the change.
7. A large number of young employees have sought permission to study in the local evening colleges. Draft a memo to be signed by the Managing Director, enunciating the company's policy in this regard for the guidance of employees in future. Say that the applications already received are being examined in the light of the policy declared and individuals will be informed of the decision soon.
8. As the chief of production section write a memo to the financial manager seeking his approval for purchasing additional raw materials worth Rs. 10,000.
9. As Works Manager of a factory you have been asked to examine the arrangements for the maintenance of equipment and report to the Chief Engineer. Write a memo report suggesting changes in the present system that you think necessary.
10. The management of your organisation has recently announced a new bonus and incentive scheme. The employees are critical of this scheme. As Public Relations Officer you have been asked to investigate the causes of complaint and recommend some action. Write a report in the form of a memo, addressing it to the Managing Director.
11. Assume that Nausher Steel Company, Moranda Industrial Complex, Ranchi has decided to merge with Bharat Steel Corporation, Durgapur (a Govt. of India undertaking) with

effect from July 2014. As the company secretary of the former, write a press release, inventing the reasons for the merger.

- 12.** The Board of Directors of Savignon Electronics Limited, Baweja Mansions, 12th Cross, Mahatma Gandhi Road, Bangalore has decided to launch two new products, namely, washing machines and refrigerators and place them in the market from May 2014. Write a press release, assuming yourself to be the Marketing Manager. Invent the necessary details.

CHAPTER

27

Notices, Agenda and Minutes

The quest for excellence is the hallmark of business ethics.

Chapter Objective

To give a comprehensive view of the role of meetings in business transactions and to inculcate the ability of how to call a meeting, how to conduct and participate in a meeting, how to record the minutes, and if necessary, how to write a note of dissent.

COMMUNICATION CORE

For holding a general body meeting or a meeting of a group such as Finance Committee, Purchase Committee, Board of Directors, etc., a notice indicating day, date, time, place and agenda is issued by the secretary to all the members who have a right to attend it. The agenda, that is, the business to be transacted, may be included in the notice itself or attached as an annexure. Generally, the first item on every agenda is *confirmation of the minutes* of the previous meeting and the last item *any other matter with the permission of the chairman*. The minutes, that is, the main points of discussion and the decisions taken, are recorded sequentially by the secretary of the concerned group. The minutes are written in the prescribed format and constitute an important record of the organisation. They often form the basis for further action and decision. Sometimes when a member does agree to a proposal or some other matter on the agenda (though it is approved by others) he may write a Note of Dissent. This Note, which incorporates his viewpoint with supporting logic or arguments, is appended to the Minutes and forms part of the official records of the organisation.

You will often be called upon to write notices, agenda and minutes of meetings of the organisation and groups to which you belong. These forms of communication have certain established conventions and it is necessary to know them to be able to discharge one's responsibility effectively. In this chapter we shall briefly discuss how to write these communications.

NOTICES

Usually, the rules of procedure of every organisation clearly state the notice period required for calling a meeting—both general body meetings and meetings of smaller groups such as Governing Body, Executive Committee, Finance Committee, etc. You should ensure that the notice is circulated to members within this time. If a body has no such prescribed rules, see that the notice reaches members within reasonable time before the meeting.

The notice must be sent to all those who have a right to attend, that is, to all members in the case of a general body meeting and to all members of the group (Committee, Board of Directors, etc.) in the case of a group meeting. The day, date, time and place of the meeting and the business to be transacted, if finally decided, should be mentioned in the notice. The items of business may be mentioned in the notice itself if their number is small, otherwise, they should be listed in a separate sheet and attached to the notice as Annexure.

AGENDA

Agenda¹ is an official list of things to be done or dealt with at a particular meeting. It is drawn up by the Secretary in consultation with the Chairman. At the meeting, the business is normally transacted in the order in which it is listed in the agenda. When the agenda is given as an annexure to a notice or circulated separately it contains the following elements:

- (i) Name of the organisation/group and the date of circulation.
- (ii) The day, date, time and place of meeting.
- (iii) The programme of business to be transacted.
- (iv) The background papers or information, if any.
- (v) Signature of the Secretary.

If the agenda forms part of the notice, only the business to be transacted is indicated because other details will already be there in the notice.

Generally, the first item on every agenda is *confirmation of the minutes of the previous meeting*, and the last item *any other matter with the permission of the Chairman*. Other items are usually arranged in their order of importance and routine matter put towards the end. Each item is numbered. If the meeting is one of a series, each item may bear the number of the meetings also as shown below:

22.01
22.02
22.03

and so on.

In the above example 22.01 will show that it is the first item on the agenda for the twenty-second meeting of the group. It makes reference at a later date easier. The practice in some organisations is to indicate also the time when each item will be taken up at the meeting, as shown below:

A.M.
9.00: Minutes of the previous meeting.
9.10: Purchase of a new projector.

1. Though the word *agenda* is the plural of *agendum*, it is commonly used as a singular noun. Some writers use *agendas* as the plural of *agenda*.

- 9.30: Appointment of an assistant secretary.
- 9.45: Date of the annual meeting.
- 10.00: Any other matter with permission of the Chairman.

This helps the group to stick to the schedule and cut down meaningless and irrelevant discussions. Further, the members get an idea of how much time they will have to spend at the meeting. It is, however, difficult to estimate precisely the amount of time needed for the disposal of an item and hence this practice is not popular.

MINUTES

The official records of discussions held and decisions taken at a meeting are called **minutes**. Minutes are generally written by the secretary of the organisational unit which sponsors or holds the meeting. Keeping minutes of the meetings of the Board of Directors, Committees of Directors and General Body of a joint-stock company is a legal requirement, but other organisations also follow this practice. They serve as an aid to memory and provide a basis for action.

Minutes usually contain the main points of discussion, the conclusions reached, the recommendations made, and the tasks assigned to individual members and groups. They are not a *verbatim* record of the proceedings of a meeting. The emotions and feelings, if any, expressed by members during the course of discussion are generally not recorded. A clear, concise, accurate and well-organised summary of the business transacted is all that is required. Minutes, in fact, are a special type of summary of what happened at a meeting. They are more analogous to a telegram than to a letter.

When you are called upon to write the minutes of a meeting, take down notes carefully at the meeting. Soon after it is over, prepare a draft of the minutes. Before giving a final shape show them to the chairman. Should you have any doubt regarding a statement or fact, check it up with some other members to ensure accuracy.

To facilitate reference give each item a heading and a number. When a proposal or a resolution is approved by a majority, you may give the name of the proposer and the seconder and also record the number of votes cast for and against it. In many organisations, however, the practice differs; only a resolution or proposal that was approved is recorded; the names of the proposer and seconder are not mentioned.

The following items are generally given in the minutes. Keep them in mind. It is, however, not necessary that they should appear in the order in which they are listed below:

- (i) The name of the organisational unit, e.g., Finance Committee, Board of Governors.
- (ii) The date, time and place of the meeting.
- (iii) The number of the meeting if it is in a series, e.g., Sixth Meeting of the Board of Directors.
- (iv) Name of the chairman of the meeting.
- (v) Names of members present, of those who could not attend, and those who attended by special invitation.
- (vi) Record of transactions.
- (vii) Signature of the secretary and the chairman.

The minutes become final only when they have been read at the next meeting, approved by the members and signed by the chairman. Often the minutes are circulated to members beforehand and then at the next meeting the chairman confirms them after ascertaining that members have no amendments to suggest. If a member suggests an amendment, the chairman signs the minutes after seeking the approval of the members present at the meeting.

Two examples of notices, agenda and minutes are given in Exhibits 27.1 and 27.2.

Exhibit 27.1

TRIVENI CEMENT INDUSTRIES LIMITED
Registered Office: 40, Rajendra Prasad Road,
Patna-800002

30 November 2014

NOTICE

Notice is hereby given that the Second Meeting of the Board of Directors will be held at the registered office of the company, 40 Rajendra Prasad Road at 3.30 p.m. on Friday, 17 December 2014.
 The agenda is attached.

Kamal Narain
 Secretary

To Members of the
 Board of Directors

Exhibit 27.2

TRIVENI CEMENT INDUSTRIES LIMITED
Patna-800002

30 November 2014

Agenda for the Second meeting of the Board of Directors to be held at 3.30 p.m. on Friday, 17 December 2014 at 40, Rajendra Prasad Road, Patna.

- | | |
|------|---|
| 2.01 | Confirmation of the minutes of the last meeting. |
| 2.02 | Confirmation of the appointment of Directors. |
| 2.03 | Appointment of the Managing Director of the company. |
| 2.04 | Appointment of solicitors. |
| 2.05 | Accommodation for the branch office at Allahabad. |
| 2.06 | Issue of prospectus. |
| 2.07 | Date for the next meeting. |
| 2.08 | Any other matter with the permission of the Chairman. |

Kamal Narain
 Secretary

Exhibit 27.3**TRIVENI CEMENT INDUSTRIES LIMITED**

Minutes of the Second Meeting of the Board of Directors held at the Registered Office of the company (40 Rajendra Prasad Road, Patna) at 3.30 p.m. on Friday, 17 December, 2014

Present:

| | |
|------------------|-------------|
| Sri M.N. Pareekh | Chairman |
| Sri R.L. Singh | } Directors |
| Sri P.K. Gadre | |
| Sri Mujeeb Ahmed | |
| Sri T.K. Marwaha | |
| Sri O.P. Asthana | |

In attendance: Sri Kamal Narain, Secretary

Sri J.P. Jain, Solicitor

No. of
Minutes*Subject of Minutes**Details of Minutes*

- | | | |
|------|---|---|
| 2.01 | Confirmation of the minutes of the last meeting | The minutes of the meeting held on October 10, 2014 were approved by the Board and signed by the Chairman. |
| 2.02 | Confirmation of the appointment of Directors | The Secretary reported that all the Directors present had accepted the office and signed the agreement to take the required number of qualification shares. He also stated that these documents had been filled with the Registrar of Companies, Bihar State. |
| 2.03 | Appointment of the Managing Director of the company | <i>Resolved:</i> That Sri R.L. Singh be appointed Managing Director of the company. |
| 2.04 | Appointment of solicitors | <i>Resolved:</i> That Messrs Jain and Dalal, Shaheed Marg, Patna be appointed solicitors of the company. |
| 2.05 | Accommodation for the branch office at Allahabad | The Secretary reported that four rooms in Jaiswal Buildings, Civil Lines, Allahabad were available at a rent of Rs 6200 per month. The Branch Manager had examined and found them suitable for our purposes. He had proposed that these be rented. The proposal of the Branch Manager was approved. |
| 2.06 | Issue of Prospectus | It was decided that the solicitors should at the next meeting produce a draft of the prospectus to be issued in February 2015 inviting applications for shares. |
| 2.07 | Next Meeting | The Secretary was directed to call the next meeting of the Board on 4 March 2015. |

M.N. Pareekh
Chairman
21 December 2014

Kamal Narain
Secretary

Exhibit 27.4

**Oudh Club
Hazrat Manzil, Faizabad Road
Lucknow-226004**

20 October 2014

NOTICE

The fifth meeting of the Executive Committee will be held in Room No. 6, Hazrat Manzil at 6 p.m. on 4 November 2014.

AGENDA

- 5.01. Confirmation of the minutes of the previous meeting.
- 5.02. Life membership.
- 5.03. Appointment of an Accountant.
- 5.04. Purchase of furniture.
- 5.05. Annual general body meeting.
- 5.06. Any other matter with the permission of the Chairman.

Shyam Sunder
Secretary

To All Members of the Executive Committee.

Exhibit 27.5

**LOUDH CLUB
HAZRAT MANZIL, FAIZABAD ROAD
LUCKNOW-226004**

MINUTES

The fifth meeting of the Executive Committee of the Oudh Club, Lucknow was held at Hazrat Manzil, Faizabad Road at 6 p.m. on 4 November, 2014.

Present: Shri Gulzar Hussain, Chairman
Sri Amit Bandhyopadhy
Sri T.R. Agarwal
Sri M.N. Pandey
Sri Shyam Sunder, Secretary

Absent: Sri O. Khanwalkar
Sri R.L. Saraf

5.01. Confirmation of the Minutes of the Previous Meeting

The minutes of the Executive Committee meeting held on August 4, 2014 which had been circulated to members, and on which no comments had been received, were taken as read, and approved and signed by the Chairman.

(Contd.)

5.02. Life Membership

The application of Shri Abdul Rahim for life membership was placed before the Committee. The Secretary pointed out that Sri Rahim had sent a cheque for Rs 3500 and that he had been a member of the Club for the last five years. He was, therefore, qualified to be admitted to life membership of the Club. The following resolution was then passed unanimously.

Resolved: That Sri Abdul Rahim be admitted as a Life Member of the Club.

5.03. Appointment of an Accountant

The Secretary reported that the work of the Club had considerably increased. He proposed that a full time accountant be appointed.

The committee approved the Secretary's proposal and directed him to take necessary steps for the appointment of an accountant in the pay scale of Rs 15,600 – 400 – 20,400.

5.04. Purchase of Furniture

The purchase of 30 easy chairs and a new sofa set was approved. The Secretary was directed to invite quotations from reputed firms and place an order after approval by the Chairman.

5.05. Annual General Body Meeting

It was decided to hold the Annual General Body meeting on February 2, 2015 for approval of annual accounts and election of new office-bearers. The Secretary was directed to get the accounts audited and issue notice to members.

The meeting ended with a vote of thanks to the Chair.

Gulzar Hussain

Chairman

7 November 2014

Shyam Sunder

Secretary

NOTE OF DISSENT

At times members find it difficult to reach a consensus on a proposal or some other matter on the agenda. A member who holds a different point of view may insist on the inclusion of this opinion in the records. In such a situation he writes a Note of Dissent. This Note is appended to the Minutes and forms part of the official records of the organisation.

In the Note of Dissent the member gives reasons or arguments for holding a different view. When this Note is circulated to a larger group e.g., that of a Board of Directors meeting to the general body, its logic or argument may on occasions be found more appealing, convincing or acceptable and the action agreed to by the majority may get modified. In any case, the Note acquaints the members with another way of looking at the matter included in the concerned agenda item.

Let us assume that the following item was included in the agenda of the second meeting of the Board of Directors, Triveni Cement Industries Limited (vide Exhibit 27.3) and that one of the Directors, Sri P.K. Gadre did not accept the proposal and wrote a Note of Dissent. One way of writing this Note is shown below in Exhibit 27.6.

Exhibit 27.6**Note of Dissent**

by

Sri P.K. Gadre

Member, Board of Directors

(Appended to the Minutes of the Second Meeting of the Board held on 17 December 2014.)

Agenda Item

Payment of bonus to employees @ 20% of basic pay or wages for the current financial year.

Note

The proposal in this agenda item is not acceptable to me. We are aware that in the face of tough competition by several new manufacturing units in this area, the sales have gone down by 15% during the first nine months as compared to the average during the last three years. And there are no indications that these would pick up during the remaining period. As a result, there would be a reduction in the net profit of the company. I, therefore, suggest that we postpone the decision on the matter and review the situation at the next meeting scheduled to be held on 4 March 2015. The point made by members, that anything less than what the company has been paying during the last three years may cause dissatisfaction among the employees is well-taken. But we can certainly wait for the result of the renewed vigorous efforts that are being made to boost the sales.

17 December 2014

P.K. Gadre

Review Questions

1. Why is it necessary to circulate the agenda well in time to all those who have a right to attend a meeting?
2. What precautions should be taken while taking notes for writing the minutes of a meeting?
3. What is the difference between the minutes of a meeting and a record of its proceedings?
4. 'Minutes are nothing but an expansion of the ideas contained in the items of an agenda'. Discuss.

Exercises

1. (i) Imagine that you are the Secretary of the staff association of your organisation. Write a notice, giving the agenda of the first business meeting of the General Body, convened to elect the office-bearers. The notice should contain the dates of nominations and withdrawals, the time and date of election and the place where it will be held.
(ii) Write the minutes of the above meeting.
2. A meeting of the Executive Committee of Swadeshi Cooperative Stores, Jaipur was held at 4 p.m. on 7 September 2014, at which the following business was transacted:
Minutes of the last meeting, Treasurer's report, appointment of an additional accountant, raising of annual subscription, any other matter.

Assume that you are the Secretary and write the minutes of this meeting. Invent the necessary details.

3. At a meeting of the Staff Council of Acharya Polytechnic, Bhopal, the following business was transacted: minutes of the last meeting, introduction of the tutorial system, special classes for weak students, better facilities for sports, organisation of community lunch and entertainment, any other matter. Assuming that you are the Secretary of the Council, write the minutes of the meeting. Invent the necessary details.
4. (i) Prepare the agenda for a meeting of the Ramnagar Chamber of Trade, to be held at 7 p.m. on 28 September 2014 arranging the following items in proper order.
Organisation of shopping week, any other business, *Report of the Finance Committee*, nomination of two delegates to the *Seminar on Marketing Management*, minutes of the last meeting, estimate for redecoration of the building.
(ii) Assuming that you were the Secretary in attendance write the minutes of the meeting.
5. Imagine that you are the Secretary in attendance at the sixth meeting of the Management Committee of Jamnadas Departmental Stores held on July 15, 2014. Write the minutes of this meeting assuming the agenda to be as follows:
 - (i) Minutes of the last meeting
 - (ii) Chairman's report
 - (iii) Appointment of delivery staff
 - (iv) Green grocery department report
 - (v) Proposal for buying four delivery vans
 - (vi) Complaints regarding the quality of potatoes and cakes
 - (vii) Any other matter with the permission of the Chairman
6. The All India Council of Technical Education has appointed a ten-member committee to study the quality of technical education in the country and its relevance to the social needs and national requirements. In its seventh meeting held at 4 p.m. on 25 April 2014, at Manikchand Bhawan, Netaji Marg, New Delhi-110006 this committee transacted the following business:
 - (i) Confirmation of the minutes of the previous meeting
 - (ii) Identification of the points on which information is to be sought from institutions
 - (iii) Constitution of four sub-committees for personal interaction with IITs, Regional Engineering Colleges, Government Technical Institutions and private engineering colleges
 - (iv) Appointment of four research assistants for collection and organisation of data
 - (v) Appointment of four office assistants and one accountant to handle the increased volume of work
 - (vi) Extension of the tenure of the committee from four months to six months
 - (vii) Any other matter with the permission of the Chairperson.Assuming yourself to be the Secretary of the Review Committee write the minutes of this meeting.

PART 5

JOB-RELATED COMMUNICATION

CHAPTER 28 Application for Jobs

CHAPTER 29 Employment Interview

CHAPTER 30 Group Discussion

CHAPTER

28

Application for Jobs

The art of projecting one's personality plays a key role in career advancement.

Chapter Objective

To provide practical guidelines for writing a job application letter and preparing an attractive resume and also to show how letters of appointment and resignation are written.

COMMUNICATION CORE

A job application letter is written to sell one's services and it should therefore have all the qualities of a sales letter. Before applying, a careful analysis of the job requirements is essential so that the required skills and areas of knowledge can be highlighted in the letter. There are two types of letters of application. In the first, all information about qualifications, experience etc., is given in the letter itself. In the second type the resume, usually containing the following information, is enclosed: personal details, educational qualifications, specialised training, experience and achievements, special honours, awards and distinctions, personality traits relevant for the job and three references. The letter should not look like a letter forwarding an enclosure. Instead, it should be impressive informative, precise, and free from hackneyed expressions. Special care should be taken to draft the opening and the concluding paragraphs. The opening paragraph should be able to catch the attention quickly and the last paragraph to induce the intended action. If you are called for the interview and do well, you may be offered the job. Sometimes you may quit an organisation to join another. For doing so a letter of resignation is to be submitted to the competent authority. Such a letter has usually three points: statement of resignation, reasons for resignation and courteous leave taking.

An application for a job may be the first important business letter you will write when you graduate from a college or university. There is always stiff competition for any job and a prospective employer will form his first impression about you from your application. If he finds marks of tomato sauce on the envelope or the name of his company misspelt, he will not hesitate to reject you outright. But if your application is neatly typed, well-framed, and mailed in a clean envelope of proper size, the chances are that he will go through your application.

IMPORTANCE AND FUNCTION

A letter of application is written to sell one's services. It should, therefore, have all the qualities that are required in the sale of any tangible product. Have you ever observed how delicately the jeweller displays diamond rings or the cloth merchant chiffon sarees? And also how he keeps your point of view in mind? As soon as he senses that you are getting interested in a particular item, he admires your choice and agrees with everything you say about it. He makes you feel important and persuades you to believe that what you have selected is the best buy for that price.

When you write an application you must keep the employer's point of view in mind. What sort of person does he need? What kind of experience and qualifications are required for the job? In presenting your achievements you should highlight the traits he is looking for. Remember, that no amount of skill in presentation and display will secure you a job if you do not possess the requisite qualifications and experience. It is essential to be honest and sincere about yourself and to say only what is true and can be supported by documents. Do not make exaggerated claims; modesty serves better than conceit.

In fact, before applying you should analyse carefully the job requirements and your own achievements. The job analysis will help you picture the kind of man the organisation is looking for and self-appraisal will enable you to prepare an inventory of your personal details and achievements. Match the two and if they agree, go ahead and put in your application. This exercise will also enable you to decide where not to apply. For example, if a company needs a civil engineer having at least five years experience and you have just graduated, there is no point in aspiring for this post. Again, if a company has advertised for a sales representative and is looking for a smart, young man who likes to meet people and to travel extensively, you should not apply if you are a stay-at-home type and just abhor travelling.

There are two types of letters of application. In the first, all information about qualifications, experience and personal details is given in one letter. In the second, there are two parts. *Part one* is a short covering letter, containing reference to the advertisement in response to which you are applying and featuring your most significant qualifications for the post. *Part two* consists of the resume—a sheet which lists details about you and your qualifications. It generally includes the following:

- (i) Personal details: age, fitness and marital status.
- (ii) Educational qualifications.
- (iii) Specialised training, if any.
- (iv) Experience and achievements.
- (v) Special honours and distinctions, if any.
- (vi) Special personal qualities which make you suitable for the job.
- (vii) References: Names and addresses of persons who can vouch for your achievements.

The second type of letter of application is more effective; the applicant gets a chance to reveal his personality and display his most precious merchandise, without tiring the employer with unnecessary details. It catches the attention and induces the employer to go through the resume. Certainly you have better chances if your application is read. This is the first step towards success.

DRAFTING THE APPLICATION

The letter of application is a special covering letter; it must be something more than a note forwarding an enclosure. It should possess the qualities of effective sales letters which have been discussed in Chapter 11. It should be informative, to the point and short. Its tone should be friendly but not familiar.

- (i) The introductory paragraph should attract the employer's attention besides saying whether you are applying in response to an advertisement or at somebody's suggestion or on your own initiative. Some of the routine ways of beginning a letter are as follows:

- * I wish to apply for the post of Financial Manager advertised by you in *The National Herald* of 4 July 2014.
- * Please refer to your advertisement No. 40/92 in *The Hindustan Times* of 12 September 2014 for a Marketing Manager. I wish to be considered for this post.
- * I should be grateful if you would kindly consider me for the post of a Chemical Engineer, advertised by you in the *Times of India*, dated 11 September 2014.

But if you wish to stand out from the rest, you may write something on the following lines:

- * My qualifications and eight years experience as a Sales Representative of Steel Manufacturing Corporation, Calcutta makes me confident that I can do the job of a sales executive advertised by you in *The Hitvada* of 21 August 2014.
- * Professor T.R. Gulzar has asked me whether I would be interested in the post of an executive in the Marketing division of your company. My qualifications and experience suit the requirements of the job and I should indeed be happy if, after going through the application, you come to the same conclusion. Prof. Gulzar has spoken of excellent prospects in your company and I should be proud to be associated with it. Here is what I have to offer.

- (ii) If you have written an effective opening paragraph, you have excited the employer's interest. Now make an attempt to show with evidence how you are the person he is looking for. This would need emphasizing those aspects of your qualities and achievements which the post requires. If the advertisement says, 'Wanted an experienced Office Manager to take independent charge of our office at Nagpur', the employer will be most interested in knowing whether you have any experience of office management. If you apply in response to this advertisement, you should highlight this aspect of your achievements. Of course, other details will also be necessary but they should not be played up. In stating your experience you must give full names of the organisations you have worked for, your designation and the nature of your duties. If you have made any outstanding contribution, mention it. For details refer the employer to the resume and prompt him to go through it. If he wants you to state the salary expected, mention your present salary and indicate the range within which any amount would be acceptable to you. It is better to discuss the details of the salary at the interview but even there you should not take the initiative. If you say in your application itself that less than a certain amount would not be acceptable to you, you may lose a chance of being interviewed.
- (iii) In the end you should try to motivate the employer to respond favourably. Your immediate aim should be to secure an interview. If you are able to do so, you will have won half the battle.

Some ways of closing the application are given below:

- I look forward to hearing from you soon.
- I hope that my qualifications will merit your consideration.
- I trust you will favour me with an interview.
- I would very much appreciate if an opportunity is given to me for providing further details.
- I would appreciate an opportunity of attending an interview.

ELEMENTS OF STRUCTURE

The structure of the application letter consists of the following parts:

- (i) Address of the applicant and the date
- (ii) Employer's name and address
- (iii) Salutation
- (iv) Body
- (v) Complimentary close
- (vi) Signature
- (vii) Enclosures

Address of the Applicant and the Date

These are written at the top of the letter flush with the left margin. Two spaces are left between the address and date:

34, Bapunagar
Jaipur-302006
14 June 2014

Employer's Name and Address

The name and address of the employer is usually given two spaces below the level of the date and aligned with the left margin. If the address is a post box or a newspaper box number, it is written as follows:

| | | |
|---------------------|-----------|---------------------|
| The Advertiser | | GPO Box No. 342 |
| GPO Box No. 342 | <i>or</i> | Mumbai-600002 |
| Mumbai-600002 | | |
| | | |
| The Advertiser | | Box 412 |
| Box 3412 | <i>or</i> | The Hindustan Times |
| The Hindustan Times | | New Delhi-110001 |
| New Delhi-110001 | | |

Salutation

In applications addressed to business organisations usually *Dear Sir* or *Dear Sirs* is used. If however, you are applying for a government job and addressing your application to an officer in the government, the use of *Sir* is preferable.

Body

We have already discussed above, the points to be borne in mind while writing the covering letter.

Complimentary Close

Yours faithfully goes with all types of salutations namely *Sir*, *Dear Sir* and *Dear Sirs*. If you wish to make your subscription more formal and respectful, you may use *Yours respectfully*. Some applicants prefer to use *Yours truly* instead of *Yours faithfully*.

Signature

It should be distinct and the name of the applicant should be typed below it.

Enclosures

The documents you are sending with the application should be specified. If the list is long, prepare a list of enclosures and in the letter write: 'Encl. See list attached.'

PREPARING THE RESUME

The resume or the personal data sheet is an inventory of the applicant's personal details, educational qualifications, specialised training, experience, references and any other relevant information. The related details are grouped under one sub-heading for quick and easy reference.

Three examples of an application letter intended as a guide are given in Exhibits 28.1, 28.2 and 28.3.

Exhibit 28.1

303, Shanker Nagar
Nagpur-440001

11 May 2014

The Managing Director
Bharat Fertilizers Ltd.
Tolstoy Marg
New Delhi-110001.

Dear Sir

I have looked carefully at the job requirements of the Production Manager, advertised by your company in *The Hindustan Times* of 8 May 2006 and I feel confident that I possess the requisite qualifications and experience. I should feel grateful if you would kindly consider me for the post.

When I was doing courses in Chemical Engineering I got intensely interested in the production processes and ways of accelerating them. So I joined the MBA course and specialized in production management. I have had some success in evolving new techniques and processes of maximizing production. I am sure your expanding organisation will provide me further opportunities to make greater contribution in this field.

(Contd.)

My salary at present is Rs 18,000/ p.m. and anything in the range of Rs 20,000/- to Rs 24,000 p.m. will be acceptable to me. In fact, I would have preferred this matter to be left entirely to you, had the advertisement not asked specifically about it.

I would very much appreciate your giving me a chance to be interviewed. I would then be able to give you further details about my work, which should help you in judging my suitability for the post.

Yours faithfully
Subhash Gupta

Encl: Resume

Résumé

Subhash Gupta
303, Shanker Nagar
Nagpur-440001

Personal Details

Age: 23 years (Born on 10 September 1971)

Health: Excellent

Marital Status: Unmarried

Nationality: Indian

Education

| Year | Examination | Division | Institution | Remarks |
|------|--------------------------------------|----------|---|--|
| 2008 | All India Senior Secondary | I | Air Force Central School, Nagpur | Distinction in Physics and Mathematics |
| 2012 | B.E. (Tech.) in Chemical Engineering | I | Indian Institute of Technology, Kharagpur | – |
| 2014 | Master of Business Administration | I | Birla Institute of Technology and Science, Pilani | Specialised in Production Management |

Experience

| | | |
|---|---|--|
| June 2014 to 30 November 2014 | Assistant Production Manager, Lusha Fertilizers Limited, Cuttack | Assisted the Production Manager in achieving present production targets and developing production programmes |
| (Salary: Rs 16,000 in the scale of Rs 16000-500-24000) | | |
| December 2014 to-date | Chemical Engineer Maharashtra Fertilizer Corporation, Kelkar Marg, Pune | Responsible for maintenance and control of the chemical plant |
| (Salary: 18,000 p.m. in the scale of Rs 18000-500-22000-1000-28000) | | |

References

- Dr. S. Swaminathan
Director
Indian Institute of Technology
Kharagpur-721301
- Sri P.L. Das
Production Manager
Lusha Fertilizers Limited
4, Ravenshaw Road
Cuttack-753001
- Sri A.T. Dhyani
Managing Director
Maharashtra Fertilizer Corporation
Pune 411004

Exhibit 28.2

Kutty Kunj
 93, Wisheswar Marg
 Bengaluru-560014
 11 October 2014
 The Personnel Manager
 Jiwan Aluminium Corporation
 203/A, Bharati Nagar
 Chennai-600001.
 Dear Sir

Six years of experience as Assistant Office Manager of Triveni Earthmovers Limited, Bengaluru have given me enough experience to qualify for the post of the Office Manager you advertised in *The Indian Express* of 4 October.

Since 2008 I have been assisting the Office Manager in the supervision of all work: drafting, filing, receipt and despatch of letters, etc. When a new section for export promotion was created in 2012 I was made its incharge and in that capacity I have been handling independently correspondence with organisations in foreign countries.

Our office is moving to Delhi from the next financial year and my private affairs are such that I cannot keep myself very far away from my hometown, Coimbatore, and hence I am looking for a suitable position here in a progressive organisation like yours.

Details of my educational career, experience, etc., are given in the enclosed resume.

I hope you will give me an opportunity to be interviewed and then I shall be glad to give you any further information you may wish.

Yours faithfully
 V.L. Narshingham
 Encl: Resume

Résumé

V.L. Narsingham
 Kutty Kunj
 93, Wisheswar Marg
 Bengaluru-560014

Personal Details

Age: 31 years, 2 months (Born on 7 August 1983)

Health: Excellent

Marital Status: Married; two sons and a daughter, aged 6, 3 and 1 respectively

Nationality: Indian

Education

| Year | Examination | Division | Institution |
|------|----------------------------|----------|--|
| 2001 | All-India Senior Secondary | I | Chickpet Central School, Egmore, Chennai |
| 2004 | B. Com. | I | Madras University, Chennai |
| 2006 | M. Com. | II | Madras University, Chennai |
| 2008 | M.B.A. | I | Bombay University Mumbai |

(Contd.)

Extracurricular Activities

2004-2005 Was Secretary of the Debating Society of my college.

2006 Won second prize at the Inter-Collegiate Debate organised by the University.

2007 Won third prize in the All-India Essay Competition organised by the Society of Cooperative Training, Delhi.

Experience

2008 Assistant Office Manager, Triveni Earthmovers Limited, Bangalore in the pay scale of Rs. 8000 - 250 - 10,000 EB - 500 - 15000. Assisted the Office Manager in supervision of 20 clerks and assistants. Handled independently correspondence relating to enquiries and orders.

2012 Was made incharge (in the same organisation) of exports promotion section. Handled independently correspondence with foreign organisations and governments. Was given an allowance of Rs 500/- p.m. for extra responsibility.

References

- | | |
|--|---|
| <p>1. Professor L.R. Swaminathan Head, Dep. of Commerce Madras University Chennai-600001</p> | <p>2. Prof. T.N. Gode Head, Deptt. of Business Management Bombay University Mumbai-400002</p> |
| <p>3. Sri P. Kumarswamy Office Manager Triveni Earthmovers Limited Bengaluru-560053</p> | |

Exhibit 28.3

23, Dorest Lane
Pant Marg
Lucknow-226002
20 November 2014

The Managing Director
Gade Steel Company
Panchsheel Marg
New Delhi-110001.

Dear Sir

Your advertisement for a Financial Manager in *The Times of India* of 13 November 2014 interests me because I think I have the kind of training and experience which you expect in the person you are looking for.

After my M.Com, I specialized in management accountancy while working for my MBA degree. Then one year's training as Management Accountant and subsequent experience of working as Assistant Financial Manager in Bharat Telephones, Bhopal have given me an insight into budgeting, accounting, and financial control.

I have indicated details of my qualifications, experience, etc., in the enclosed resume for your consideration but should you require any more information, please let me know. I shall be glad to give it either in person or by post, as you wish.

Yours faithfully

R.L. Santosh

Encl: Resume

(Contd.)

Résumé

R.L. Santosh
2, Dorset Lane
Pant Marg
Lucknow (U.P.)

Personal Details

Age: 43 years (Born on 10 October, 1971)

Health: Excellent

Marital Status: Married

Nationality: Indian

Education

| <i>Year</i> | <i>Examination</i> | <i>Division</i> | <i>Institution</i> |
|-------------|--------------------|-----------------|------------------------------|
| 1986 | High School | I | Mission High School, Lucknow |
| 1988 | Intermediate | II | Christian College, Lucknow |
| 1990 | B. Com | I | Lucknow University, Lucknow |
| 1992 | M. Com. | I | Lucknow University, Lucknow |
| 1994 | M.B.A. | I | Delhi University, Delhi |

Extracurricular Activities

1987 Won second prize at the All-India Gandhi Memorial Debate.

1989-90 Joint Secretary of the Commerce Association of Lucknow University.

1991-94 Member, Hockey Eleven of the University.

1994 Secretary, Management Association of Delhi University.

Training

1994-95 Management Trainee, Bharat Telephones Limited, Tantiatope Nagar, Bhopal (Rs 7500/- p.m.). Trained in the preparation of budget, annual accounts, organisation of internal audit system, financial procedures, etc.

1995 Assistant Financial Manager, Bharat Telephones Limited, Bhopal in the pay to to scale of Rs 9000 - 500 - 14000. Supervised the work of the budget branch date which has 2 superintendents and 12 assistants.

References

- | | |
|--|---|
| <p>1. Dr. P.L. Chowdhary Dean, Faculty of Commerce Lucknow University Lucknow-226001</p> | <p>2. Dr. M.P. Verghese Professor and Head Deptt. of Management Accountancy Delhi University Delhi-110006</p> |
| <p>3. Sri L.N. Gadkar Financial Manager Bharat Telephones Limited Tantiatope Nagar Bhopal-462002</p> | |

In the examples given above the details in the resume have been arranged as they are usually sequenced in India. The Indian style is more or less based on the British pattern. In some countries, specially USA, the arrangement is different.

An example is given in Exhibit 28.4.

Exhibit 28.4**Résumé**

Ramesh Bendre
 419, Shankar Nagar
 Nagpur-440001
 Telephone: (0721)-423746
 e-mail: sgupta@vsnl.com

Objective To obtain a senior managerial position in a reputed company in the area of production management.

Education

2000-01 Master of Management Studies, Birla Institute of Technology and Science, Pilani in First Division.
 1996-2000 B.E. (Tech.) in Chemical Engineering from Indian Institute of Technology, Kharagpur in First Division.
 1996 All-India Higher Secondary, from Air Force Central School, Nagpur in First Division.

Experience

2004-present Chemical Engineer, Maharashtra Fertiliser Corporation, Kelkar Marg, Pune, in the scale of Rs. 18,000-1000-28000.
 2002-04 Assistant Production Manager, Usha Fertilisers Limited, Cuttack in the scale of Rs. 16000-800-24000.
 2001-02 Management Trainee, Usha Fertilisers Limited, Cuttack on consolidate salary of Rs. 12000 per month.

Languages Known English, Hindi, Marathi

Personal Interest Gardening and reading science fiction.

Reference

- (i) Sri P.L. Das
 Production Manager
 Usha Fertilisers Limited
 4, Ravenshaw Road
 Cuttack-753001
- (ii) Sri A.T. Dhyani
 Managing Director
 Maharashtra Fertiliser Corporation
 Pune-411004
- (iii) Dr. S. Swaminathan
 Director
 Indian Institute of Technology
 Kharagpur-521301

Under References, the names of those persons with whom the applicant has been associated are given. Generally, the name of the Head of the Institution where the applicant last studied and the names of the employers under whom he worked, are cited. The prospective employer writes to those persons for their confidential remarks about the applicant's character, conduct, and job suitability. These remarks are considered more reliable than the open testimonials,

which usually do not frankly sketch the character and competence of the applicant. In fact, many organisations are now eliminating the practice of granting open testimonials.

It is necessary to obtain the prior consent of the persons you wish to cite as your references.

Two letters, one seeking the consent and the other giving it, are given in Exhibits 28.5 and 28.6 respectively.

Exhibit 28.5

243, Shaheed Street
Basant Nagar
Ajmer-305001

12 December 2014

Prof. R.L. Shah
Shambhu Dayal Regional Engineering College
Mahatma Gandhi Marg
Jamnagar-361003.

Dear Professor Shah

I wish to give your name as a reference in my application for the post of an Assistant Engineer in the Public Works Department (Building and Roads) of Himachal Pradesh.

I hope you remember me; I was in your section in the V Year final (Civil Engineering) in 1989-90. I was also the Secretary of the Civil Engineering Association for the same year.

I shall be grateful if you kindly convey your consent early.

With best regards
Yours sincerely
H.L. Motwani

Exhibit 28.6**SHAMBHU DAYAL REGIONAL ENGINEERING COLLEGE**

Mahatma Gandhi Marg, Jamnagar

16 December 2014

Shri H.L. Motwani
243, Shaheed Street
Basant Nagar
Ajmer.

Dear Motwani

I am glad to receive your letter of 12 December. It would indeed be a pleasure for me to act as one of your references. You were one of my best students and I clearly remember your contribution both in the academic and extracurricular fields.

With every good wish

Yours sincerely

R.L. Shah
Professor of Civil Engineering

Now we present a letter (Exhibit 28.7) by a prospective employer written to one of the references and the reply there to (Exhibit 28.8) to give an idea of such correspondence.

Exhibit 28.7

Kalpa Tubes Limited

79 Subhash Marg
New Delhi-110004

15 November 2014
Sri T.R. Wankhede
Chief Engineer
Bharat Steel Tubes Corporation
23, Patanjali Road, Bangalore-560012.

Dear Sri Wankhede

We are considering Sri Hari Chand Sukwani for the post of a Mechanical Engineer. He has given your name as a reference.

We would be very grateful if you could kindly inform us about the quality of Sri Sukhwani's work in your company. Your views about his ability to work with others, his technical competence and his relative standing among persons with similar training and experience would be of interest to us.

Any other information which you think might be helpful in assessing his suitability for the post will also be welcomed.

It is proposed to call candidates for interview in the third week of February, 2014. We would very much appreciate your sending this information before that date.

With kind regards

Yours sincerely

O. Vaikuntam

Managing Director

Exhibit 28.8

BHARAT STEEL TUBES CORPORATION

23, Patanjali Road, Bangalore-560012

28 November 2014
Sri P. Vaikuntam
Managing Director
Kalpa Tubes Limited
79, Subhash Marg
New Delhi-110004.

Dear Sri Vaikuntam

Please refer to your letter of 15 November 2014.

Sri Hari Chand Sukhwani worked with us from 7 May 2013 to 16 December 2013 as a Junior Engineer (Mechanical). He supervised the work of 6 technicians and 40 workers.

(Contd.)

We found Sri Sukhwani sincere, hardworking and competent. He was able to command the respect and confidence of his juniors and make them work to their fullest capacity. His relations with his colleagues were cordial. But he possesses a streak of defiance towards his superior officers. Sometimes he would just overlook their instructions and act according to his own judgment. This attitude could, however, be the result of initiative and courage which he possesses. We would rate him as second among ten other junior engineers with similar training, experience, and qualifications, who were then working with us.

On the whole, we think Sri Sukhwani will be able to make a mark in an organisation which offers him opportunities for professional growth. We were sorry to lose him but he told us that his private affairs did not permit him to stay so far away from his hometown any longer.

With kind regards

Yours sincerely

T.R. Wankhede
Chief Engineer

HELPFUL HINTS

Experience has shown that candidates find it difficult to start and close a letter of application and also to handle the question of 'expected salary' where required. To help you get over this difficulty a few sentences intended as a guide are given below:

Opening Sentences

1. My intensive and varied training in several important aspects of business management should prove of value to you in setting up your new branch at Aligarh.
2. When I saw your advertisement in today's *Hindustan Times* I felt I have the requisite qualifications and experience for the post of the Branch Manager.
3. Your advertisement in *The Hindustan Times* dated 14 October 2014 for the post of an Office Manager for your Bangalore Branch has attracted me. I believe I shall be able to discharge the responsibilities mentioned therein.
4. When I saw your advertisement for a Liaison Officer in *The Indian Express* of 11 September 2014, I carefully matched your needs with my qualifications and experience. And it seems I may be the kind of man you are looking for.
5. Your advertisement for a Research Officer in today's *National Herald* interested me as it offers advancement in a field I have specialized in.
6. When I saw your advertisement in *The Hindustan Times* of 22 December 2014 for a Sales Manager, I felt it was just the kind of post for which I have the qualifications and which I have been looking for.
7. Advertising as a career has attracted me since my school days. At University I did a special course in the art of advertisement and then as an Assistant Advertisement Manager of Lalwani Advertising Agency Private Limited, I increased the revenue by 30%. I, therefore, feel confident that I shall make a success of the advertisement manager's job you advertised in the *Times of India* of 12 October 2014.
8. My specialisation in production engineering at the Indian Institute of Technology, Kanpur has given me an insight into the techniques of maximizing production with indigenous know how. I, therefore, feel that I would be able to function efficiently as an Assistant Production Engineer in your organisation.

9. As my record of honours will show, I have loved writing since my school days. At college I specialised in written communication and later did a diploma in journalism. I, therefore, hope that you will find in me the kind of experience and qualifications you are looking for in the journalist you need.
10. Specialisation in sales management at the university and ten years of experience in the marketing field qualify me for the post of a District Manager in your Marketing Division, which you advertised in *The Hindustan Times* of 7 August 2014.

Closing Sentences

1. I hope you will give me a chance to talk to you personally and to answer any questions you may have about my suitability for the post.
2. I am eager to tell you personally more about myself and to learn more about the exciting prospects the position offers. I hope you will give me a chance to do so.
3. If my resume convinces you that my background is suitable for the post, please let me know. I shall be happy to come and see you at your convenience.
4. I shall appreciate an opportunity to discuss this matter with you in greater detail. Will you kindly let me know when it would be convenient for you to see me?
5. I hope I will be granted an interview, when I can explain my qualifications more fully.
6. Though I am happy with my present job, the description of the post you advertised in *The Times of India* of 4 August 2014 sounds even more appealing. I would be grateful if you give me a chance to discuss my suitability for this post.
7. Although my resume contains details, you may like to have more information. I would be delighted to do so personally at any time convenient to you.
8. I wish to be associated with your progressive company and am, therefore, eager to know your reaction to my request.
9. I shall be grateful if you kindly let me know whether you can use my services.
10. I would very much appreciate your giving me a chance to talk to you and to get your opinion on whether my qualifications and experience would be suitable for the post you offer.

Expected Salary

It is a delicate matter and should be handled tactfully. A few helpful sentences are given below:

1. My present salary is Rs... p.m. in the scale of Rs... and I expect some improvement on it.
2. I would have preferred to leave the matter of salary to you, had not the advertisement specifically required it. My present salary is Rs... p.m. and anything in the range of Rs... p.m. will be acceptable to me.
3. Salary consideration is secondary to me in view of the opportunity this position offers. I am sure we can arrive at a satisfactory arrangement during the interview.
4. May I suggest that we leave the discussion of the salary to a personal interview?
5. My present salary is Rs... p.m and I feel my ten years' experience in the line should entitle me to a higher start. But I leave it to your judgment and in any case this matter can be discussed at the time of personal interview.

JOB OFFER

Your application would be carefully examined and your name would be shortlisted (i) if your qualifications and experience are found suitable for the post you have applied for and (ii) if the reports from the references are favourable, you may then be called for an interview. Some organisations may require you to participate in a group discussion also. If you perform well and have an edge over other candidates, you may be offered the job. In chapters 25 and 26 we have discussed how you can do well in these two instruments of evaluation. Here, we are giving one sample each of an interview call letter and appointment letter, in the Exhibits 28.9 and 28.10 respectively.

Interview Call letter

Exhibit 28.9

Jiwan Aluminium Corporation
203/A Bharati Nagar
Chennai-601001

Reference: PP-A/169
7 November 2014

Sri V.L. Narasingham
Kutty Kunj
13 Wisheshwar Marg
Bangalore-560014

Dear Sri Narsingham

Please refer to your application dated 11 October 2014 for the post of the Office Manager.

You would be glad to know that your name has been shortlisted for interview and group discussion which we are organising on 25 November 2014; please report at 10 a.m. on that day to our secretary. The Personnel Department is located on the second floor of the building. On arrival, contact the Receptionist who would guide you how to reach this Department.

Please bring testimonials and certificates in original. These will be returned to you after perusal.

You would be paid II class sleeper class fare for journey to and from Chennai to attend the interview. A T.A. form is sent herewith. Please fill it in and hand over to our secretary immediately on arrival.

Best wishes.

Yours sincerely

Arpit Mohan
Assistant Personnel Manager

Appointment Letter

Exhibit 28.10

Jiwan Aluminium Corporation
203/A, Bharati Nagar
Chennai-601001

Reference: PP-A/207
12 December 2014

Sri V.L. Narasingham
Kutty Kunj
93 Wisheshwar Marg
Bangalore-560014

Dear Sri Narasingham

Please refer to your application dated 11 October 2014 for the post of the Office Manager.

I am glad to inform you that we have decided to appoint you to this post on a starting salary of Rs. 18,000 per month in the scale of Rs. 16,000-500-20,000-1000-25000. The terms and conditions of this offer are stated below.

Nature of appointment

You will be on probation for six months and confirmed after the expiry of this period if your performance is satisfactory.

Place of posting

Initially you will be posted at the headquarters but the company may transfer you in the same capacity to any of its branch offices which at present are located in Calicut, Nagpur and Anmedabad.

Allowances

You will be entitled to dearness allowance, house rent allowance, travelling allowance and daily allowance according to the company rules.

Other benefits

You will also be reimbursed 100% medical expenses which you may incur on your illness or that of your spouse and children provided you are treated by an authorised medical attendant at his consulting room or on his advice at one of the company approved hospitals.

Transport

At present the company transports its employees from certain fixed points in the city to the office and back. You would be entitled to avail of this facility. However, this facility may be withdrawn any time without assigning any reasons. If you come to office in your own car, you would be entitled to a car allowance at Rs. 800/- per month, which may be revised at company's discretion.

If this offer is acceptable, please convey your consent latest by 27 December 2014 and report for duty by 12 January 2015. If we do not hear anything from you or you fail to join duty within the specified period, we would assume that you are not interested in the job. Consequently, this offer would automatically stand cancelled.

Best wishes.

Yours sincerely

Rachit Mohan
Chief Personnel Manager

RESIGNATION LETTER

You would sometimes quit an organisation to join another. You may occasionally do so because of personal reasons such as unsuitability of climate, inability to look after property, need for being near to close relatives, etc. But very often the job is changed because of other reasons such as getting a higher position, being bypassed for an expected promotion, better pay package, better prospects for professional growth, etc.

For quitting an organisation you would have to write a resignation letter. There is no rule to say what such a letter should contain. You could just write one sentence and be done with it: 'I resign from my post of Sales Manager and request you to relieve me after three months' notice period expiring on 26 February 2014. Usually, however, a resignation letter contains three main points: statement of resignation and request for being relieved, reasons for resignation, and expression of thanks for courtesies extended during the tenure of service with the organisation. Two examples of resignation letter are given in Exhibits 28.11 and 28.12.

Exhibit 28.11

23, SDA Flats
Ramapuram
Indraprasth Extension
Saleempur-522012
30 December 2014

The General Manager
Amrita Steel Works
Pindla Industrial Area
Vijayanagar
Saleempur-522014

Sir

As you are aware, ever since I joined the company I have not been keeping good health. I had to take leave on medical grounds thrice during the short period of one year's service. The doctors have now advised me a change of place as the climate of this area does not suit me.

I, therefore, submit herewith my resignation letter with the request that I be relieved immediately.

However, if this is not convenient, I may be relieved after one month's notice period expiring on 29 January 2015.

I enjoyed working in this organisation and I regret that I have to leave it. The experience here has been rewarding in many ways. I thank you and the colleagues for all the guidance, help and cooperation in the discharge of my duties.

Yours faithfully

Rachit Kashiwal
Senior Mechanical Engineer

Exhibit 28.12

4A, Lakshmi Apartments
Samachar Marg
Tilakpur-420082

30 December 2014

The Managing Director
Pelican Machines Tools Limited
Ahmadpuram
Tilakpur 420069

Sir

I hereby resign from the post of Assistant Marketing Manager and request you to relieve me after the expiry of three month's notice period, that is, from 30 March 2015.

As you know, I joined this company ten years ago as Junior Marketing Executive and was promoted to the present position only four years back. My career growth is slow and I feel I am stagnating in this job. With my experience and qualifications, I believe, I would be able to get elsewhere a better position and a more congenial atmosphere for my professional growth.

I, must, however, assure you that I have enjoyed working in the organisation. The experience gained here would help me make a more valuable and satisfying contribution to this profession. In the end I would like to thank you and colleagues for the courtesy and consideration shown to me during my stay here.

Yours faithfully

Shyamal Saxena

Review Questions



1. What is a *resume*? What is its main function?
2. What points would you bear in mind while writing the covering letter?
3. How is the second type of letter of application better than the first?
4. In what respects does the structure of a letter of application differ from that of a typical business letter?
5. Which of the following two openings is better and why?
 - (i) With reference to your advertisement for the post of a Sales Manager in *The Hindustan Times* of 5 July 2014, I beg to offer myself as a candidate for the same.
 - (ii) I feel my qualifications and experience suit the requirements of the post of Sales Manager, advertised by you in *The Hindustan Times* of 5 July 2014.
6. 'An application letter is a sales letter'. Discuss.

Exercises



1. Write letters of application in response to the following advertisements:
 - (i) Applications are invited for the post of an Accounts Officer. The candidate should be an M.Com. or a Chartered Accountant and should have at least five years experience in costing, budgeting, and compilation of accounts. Salary in the scale of Rs. 8500-500-13000-1000-16000 plus dearness allowance, house rent allowance, provident fund, gratuity and bonus. Age between 28 and 35 years. Apply within 15 days to the Managing Director, Healthwell Food Products Limited, 43, Joshi Marg, Jullundur.
 - (ii) A large company having foreign collaboration requires salesmen. Candidates should be graduates with about two years selling experience. Age should not exceed 28 years. Attractive salary commensurate with ability offered. Other benefits include provident fund, gratuity, bonus and allowances. Bright prospects of promotion for the right men. Apply within two weeks to P.O. Box No. 3214, New Delhi-110001.
 - (iii) We require young men with brilliant academic record for our management trainee scheme. Selected candidates will be trained for two years in accounts purchase, administration, and technical functions. On successful completion of training they will be absorbed in a suitable scale on our management cadre and posted to our units in Goa, Bangalore and Chennai. During training they will be paid a fixed stipend of Rs 4000/- p.m. Applicants should be first class graduates in arts, commerce, science or engineering, and possess qualities of leadership. Age not more than 23 years. Apply within 15 days to Kasliwal Engineering Works Ltd., 43/77, Nevada Street, Fort, Mumbai 600001.
 - (iv) Daljeet Industries Limited need Branch Managers in their Sales Department. Candidates should be graduates and have at least seven years experience. They should be conversant with sales management, operations of depots, and excise laws. Age around 35 years. Salary commensurate with qualifications and experience. Write in confidence within 15 days to the General Manager (Marketing) 51, Tolstoy Marg, New Delhi-110003.
 - (v) Wanted an export manager on a salary of Rs 9400/- p.m. Graduates between 28 and 35, having at least five years experience in exports and liaison work with shipping companies, freight brokers, banks and government departments only need apply with particulars to Box 733, *The Hindustan Times*, New Delhi-110001, within 15 days.
2. Professor T.R. Mehta has asked you whether you would be interested in the post of a Mechanical Engineer with Lalvani Sugar Mills, Mathura Road, Faridabad. Draft (i) a letter of thanks to Professor Mehta for his suggestion, and (ii) an application for the post of Mechanical Engineer, giving particulars about your age, qualifications, experience, etc.
3. Assume that a friend of yours is the Managing Director of Shah Textile Corporation, Shaheed Marg, Surat. He has suggested that you apply for the post of an Electrical Engineer in a sister concern called Mehta Engineering Work, Gokhale Marg, Pune-3. The post carries a pay scale of Rs. 12,500-1000-20,500 plus other fringe benefits. Draft a letter of application.

4. Imagine that you are the General Manager of Kesto Oil Company Limited, 59, Panchsheel Marg, Allahabad and that you are considering appointing Sri R.R. Sheetal as the Branch Manager of your company at Meerut. Sri Sheetal worked for some time as Assistant Manager in Tushar Petroleum Company Limited, 22, Meston Hills, Dibrugarh and has given the name of the Managing Director of that company as one of the references. Draft a letter, seeking the Managing Director's opinion about the work and conduct of Sri Sheetal.
5. Draft a reply on behalf of the Managing Director of Tushar Petroleum Company Limited. Sri Sheetal was sincere and hardworking. He was also tactful in taking work from his subordinates but he grudged any extra work and was not able to get along with his colleagues.
6. Assume that you have decided to resign from the post of Assistant Production Manager in Indian Fertilisers Ltd. Satpuragany-830041, where you have been working for the last eight years. Write two resignation letters: one stating personal reasons and two, for being bypassed for promotions. Invent details.

CHAPTER

29

Employment Interview

Purposeful interaction requires an agile mind and a mature tongue.

Chapter Objective

To provide practical hints on how to prepare for a face-to-face job interview, how to conduct oneself when being interviewed and also how to interview the candidates, if required.

COMMUNICATION CORE

For obtaining success in a job interview adequate preparation is essential. You should analyse the knowledge and skills you possess and also know how these would be useful for performing the required tasks. While attending the interview, you should be your usual self, and remain cool and relaxed. The answers should be brief and to the point. In manners and speech you should exhibit utmost courtesy. Usually an interview begins with direct questions. The bulk of time is spent on the discussion generated by open-ended questions. Towards the end closed questions are asked. The purpose of the interview is to seek information about the candidate's aptitude, attitude, achievements, temperament and health. This is done by observing and often recording the quality of responses in an evaluation sheet. However, merely good performance at an interview does not mean that one would get the job. That is why prospective employers use other instruments for evaluating the suitability of an applicant for a job. Some companies may conduct a preliminary interview on the telephone. Brace yourself for such an interview as well. If you are asked to conduct an interview, first put the candidate at ease. Be always polite, courteous and amiable. Patience and ability to remain cool are the other virtues of an interviewer. Your sole purpose should be to understand what the candidate is, to find out what he knows, and to match the information so gathered with the requirements of the job. When you interview a number of candidates, form your judgement after weighing the performance of all the candidates.

In Chapter 19 we have discussed personal interview as a method of collecting data, wherein you play the role of an interviewer, the sole purpose being the gathering of information for your report. Here, we are going to focus attention on employment-related interviews, which may be

classified into four categories: promotion interview, annual interview, exit interview and job interview.

TYPES OF INTERVIEW

Most organisations periodically review the performance of their employees with a view to promoting them to higher positions. In some organisations the practice of interviewing the employees before taking a final decision is in vogue. An interview of this type is called **promotion interview**; it is used as an additional instrument for assessing the suitability of an employee for a higher post. The annual confidential reports do contain relevant information for decision in this regard. But personal interaction with the employees often throws light on aspects which the assessment reports may not have highlighted.

In the second type, namely, **annual interview**, the reporting officer interacts with the employees under his separation, before writing the annual confidential reports. The purpose here is to confirm the achievements of the employee and also to point out his strengths and weaknesses.

In some organisations the practice is to interact with an employee who has resigned and get his feedback on matters such as salary package and perks, work culture, patterns of behaviour, methods of assessing performance, system of reward and punishment, etc. Such an interaction is sometimes termed as **exit-interview**. The intention here is to have the benefit of the views of an insider who can now see things as an outsider. His perception is, therefore, likely to be more realistic and his communication more reliable. The employee is expected to express himself freely and frankly. There is nothing at stake. In fact, sincere and well-thought out feedback could help the organisation change for the better and grow in the right direction. However, this opportunity is not to be used for vituperation and name-calling even if the interview has developed an intense dislike for certain persons or for the organisation as a whole.

The fourth type is **job interview** which we are now going to discuss in detail as it may be of immediate relevance to you.

PREPARING FOR THE INTERVIEW

A job interview may be the most intense and dynamic communication situation that you ever encounter in your career. Therefore, you ought to prepare adequately for success at the interview. **The first step** is to do self-analysis, know your strengths and weaknesses. You should clearly understand the knowledge and skills that you possess. **The second step**, is to find out how relevant your competence is to the job you are seeking, and how you would use it for performing the required duties. **The third step** is to gather information about the history, function and developmental plan of the organisation and to visualise the role you could play in its growth and development. **The fourth step** is to imagine the kind of questions likely to be asked and their probable answers. **The final step** is to discuss, if possible, with a few employees of the company its work culture, professional ethics and growth directions. It is also advisable to gather information from the published literature, if any.

ATTENDING THE INTERVIEW

At the time of interview you should give positive clues to the interviewer. Some of these are; punctuality, neat physical appearance, cheerful expression, pleasant manners, presence of mind, positive attitude and clear and confident voice. These would generate a receptive attitude towards you. And, as a result, you are likely to be listened to with greater interest and attention.

We now give a few practical hints. If you act upon them, you would have better chances of winning the race.

- Reach the venue in time and wait patiently for your turn.
- Be brief and spontaneous in your responses.
- Present the relevant matter in an organised way.
- Support your views with mature and proper arguments.
- Use humour in your answers, if possible.
- Be honest in referring to events, situations and experiences.
- Be your usual self to feel at ease with the situation.
- Listen carefully to the interviewer's questions, statements and comments.
- Be perceptive of the signals that the body language of the interviewer may give.
- Speak in a conversational style, avoiding pedantic verbosity.
- Ensure that your body language does not show any oddities such as blinking of the eyes, raising the eyebrows, playing with the keys or pen in your pocket, putting the fingers in front of your mouth, etc.
- Exhibit utmost courtesy both in manners and speech.

To avoid a negative impact you should take the following precautions:

- Do not give irrelevant information.
- Do not give excessive details about the topic under discussion.
- Do not try to change the topic of discussion.
- Avoid hasty generalisations.
- Do not give any evasive reply in a bid to hide your ignorance.
- Avoid long pauses while speaking.
- Do not keep smiling all the time.
- Do not make a slighting reference to people with whom you have worked in the past.

INTERVIEW PROCESS

The interview would usually start with **direct questions**, seeking specific information regarding your qualifications, achievements and experience. At the initial stage, this is done with a view to confirming the contents of the resume and establishing a rapport for further interaction. After this introductory exchange, the interview process warms up and becomes more dynamic. At this stage **open-ended questions**, seeking substantial information are asked. You may for example, be asked questions about the types of courses, and projects you did and to explain how they relate to your professional ambition. If you have some experience, you may be required to describe it in terms of its relevance to the job you have applied for. Before the interview ends **closed questions** may be asked. These usually relate to the time you would take in joining the post, the place of posting, the nature of appointment (temporary, on probation, contractual) or the salary expected or offered, etc. You may also be given an

opportunity for seeking any information about the job and the company or clarifications about any thing that has been discussed or mentioned earlier.

It is difficult to list the questions that might be actually asked at an interview. However, we give below a sample of possible questions to give you an idea of the various areas or aspects to which they usually relate.

Academic Background

1. Describe briefly your academic career from Higher Secondary onwards.
2. What courses in your BE programme did you like most? And Why?
3. Name any area of Chemical Engineering in which you wish to specialise.
4. Did you study any material other than the named textbooks, and recommended reference books? If yes, specify.
5. Do you think you had to do certain irrelevant courses which you had to do as part of your degree programme. Give reasons.
6. How did you get interested in this subject?
7. Do you feel that the degree you did has provided you a good general training?
8. Have you ever changed the main area of your interest while studying at the University? If yes, Why?

Cocurricular Activities

1. In what activities did you participate? Which did you enjoy most?
2. What factors helped you win the first prize at the Gandhi Memorial Debate at Nagpur?
3. What activities did you organise as secretary of the Chemical Engineering Association of your college?
4. In what way has your experience of directing plays at college contributed to the development of your personality?
5. How is it that you did not win any prize in the Six Essay Competitions in which you participated?
6. Do you think that your cocurricular activities were worth the time you devoted to them? Why?

Extracurricular Activities

1. Have you ever been interested in any indoor games?
2. Is participation in outdoor games more valuable than that in indoor games?
3. Have you continued to play games and participate in sports after leaving the college?
4. Do you enjoy sports as an observer? If yes, Why?
5. Apart from tennis, is there any other game in which you have been interested?
6. What is the size of the tennis court?
7. Why didn't you get a chance to represent your college at any state level competition?
8. How did you get interested in Yoga?
9. Do you regularly do some Yoga exercises?
10. Do these exercises help you remain both mentally and physically fit?

General Knowledge

1. What is your opinion about the new economic policy of the Govt. of India?
2. What is Panchayat Raj? In what way can it accelerate socio-economic development?
3. What are your views about the functioning of parliamentary democracy in India?
4. What is terrorism? Can you suggest how it can be completely eliminated?
5. Is there a need for a change in India's foreign policy? Give reasons.
6. Why have we not succeeded in developing friendly relations with Pakistan and China?
7. Was it necessary for India to go nuclear? Has this step not affected our economic growth?
8. Have you any comments to offer on the slow pace of technological advancement in our country?

Experience

1. What jobs have you held? Why did you leave them?
2. Describe the nature of duties you performed.
3. Did you ever have any problems in dealing with your boss or with your subordinates? Analyse reasons.
4. If you made any significant contribution or introduced any innovations, give a brief account.
5. Did you do any self-evaluation of your performance in the earlier jobs? If yes, what is the result?

Miscellaneous

1. Why are you interested in this particular job?
2. What do you know about the goals and work culture of our company?
3. What personal characteristics are necessary for success in this job? Do you possess them?
4. Do you prefer working with others or by yourself?
5. With what kind of boss would you like to work?
6. How much money you hope to earn at the age of forty?
7. Tell us anything you have done to prove that you possess initiative and willingness to work?
8. Are you willing to serve where the company posts you or do you prefer any specific geographic location?
9. Have you ever had any serious illness or injury?
10. How large is your family? Have you any other dependents normally residing with you?
11. What salary do you expect?

EMPLOYERS' EXPECTATIONS

Through this process of questions and answers the interviewer's aim is not only to assure himself about the suitability of qualifications and experience required for the job but also to

discover the significant traits of your personality and family environment/circumstances. The information about the second aspect is as important as about the first. Personal happiness and healthy social relationships are conducive to efficiency in work. In specific terms what the prospective employer seeks to find out may be classified as follows:

- (i) *Aptitude*: You may be asked certain questions intended to find out your aptitude for the job applied for.
- (ii) *Attitude*: A number of questions would usually be directed to discover your attitude towards your job, employer, colleagues and in general towards life and society. This information may help the employer determine whether you would respect the professional ethics of the organisation.
- (iii) *Achievements*: The questions related to this aspect would seek to elicit the nature and quality of your attainments as listed in the bio-data.
- (iv) *Temperament*: A person with a cool temperament and cheerful disposition is likely to be more successful in dealing with others and performing his professional tasks. You may therefore be asked a few questions for discovering whether you possess this trait.
- (v) *Health*: The interviewer would carefully observe the way you walk, sit and speak to gather clues to the state of your health.

He may also ask one or two direct questions about your health.

Some employers use an evaluation sheet to assess the suitability of interviewees. A sample is given below in Exhibit 29.1

Exhibit 29.1

| Evaluation Sheet | | | |
|--|--------------------------|------|------|
| Name of the Interviewee: | | | |
| Aspects | Evaluation | | |
| | Excellent | Good | Poor |
| I Understanding of discipline fundamentals | | | |
| II Technical Knowledge | | | |
| III Communication skills | | | |
| IV Leadership qualities | | | |
| V Initiative & drive | | | |
| VI Team spirit and social awareness | | | |
| VII Motivation | | | |
| VIII Intellectual ability | | | |
| IX Capacity for hard & sustained work | | | |
| Date: | Signature of interviewer | | |
| Place: | | | |

TELEPHONE INTERVIEW

There is an increasing tendency on the part of large organisations to hand over the task of screening and short listing the candidates to a placement or an employment agency. This agency generally does primary screening through the telephone. There are, however, several organisations which still do the preliminary short listing themselves often by interviewing the candidates on the phone. It is, therefore, necessary for you to prepare yourself for a telephone interview as well. For this you need to bear in mind a few additional points.

- Since you do not have the benefit of the use of the body language for communication, the entire burden for making it effective would fall on the use of your voice. Your tone and style should exude confidence and reflect enthusiasm.
- Take extra care to pronounce words clearly, letting your voice rise and fall at proper places.
- Choose words which are not only easy to understand but also easy to pronounce.
- If the time for the interview is fixed, prepare yourself mentally by visualising the questions that are likely to be asked. Write important points relating to your experience and achievements and keep the note sheet within your easy reach. You may also keep a copy of your resume on your table for reference.
- If you do not know the name and designation of the caller, find these at the very beginning by putting a polite question such as 'May I know, sir, who is calling?'
- If you do not understand any question, request the interviewer to repeat it.
- Occasionally you may receive a call for interview without prior notice. Do not get panicky. Gain time on some pretext. For example, you may ask the caller to hold for a second as somebody is sitting with you. Put the telephone on the table and take two or three steps, come back and lift the telephone, saying 'Sir, I am now all by myself. Sorry to have kept you waiting for a few moments'.

NEGOTIATING A JOB OFFER

For success in negotiation two important factors that play a crucial role are: a win-win attitude and readiness to accept a compromise. To induce these qualities you need to collect authentic data about the job and the concerned organisation. It would be useful to gather information about the break-up of the compensation package, fringe benefits, nature of work, duties and responsibilities, position in the chain of hierarchy, opportunities for career advancement, etc. Your aim should veer round the concern about man's basic needs as an individual, namely, physical comfort, security, respect and social acceptability.

To bring negotiation to satisfactory conclusion, you will have to use your persuasive skills. Persuasion, as you may know, is a process that influences the thought/behaviour of the other party, leading it gently towards a pre-determined goal. In the discussion on 'Sales Letter' we have drawn your attention to some of the devices that can be used for persuasion. The basic element in the process is an ability to convince the organisation that your addition to their workforce would add to its efficiency and growth.

THANK-YOU LETTER

Courtesy demands that after the interview you should write a short letter thanking the organisation for having given you a chance to present your claim for a job. In this letter you should reiterate your desire and interest in joining the organisation. You should close the letter with an optimistic statement such as 'I look forward to hearing from you soon'. And do remember to address the letter to the officer who had called you for the interview.

CONDUCTING AN INTERVIEW

On becoming a senior professional, you may be asked to interview candidates for a job in your organisation. Though the manner in which this task is performed is implied in the earlier discussion, we would like to give below certain specific guidelines in the form of DO's and DONT's to help you conduct an interview effectively.

DO's

1. Analyse carefully the knowledge, skills, and abilities required for the job.
2. Study the resume of the candidate to match his attainments to the requirements of the job.
3. Frame in your mind (or even write) basic questions you would like to ask.
4. Ask only one question at a time.
5. Use precise expressions and plain language.
6. Repeat the question if the candidate so desires, explaining to him clearly what you want to know.
7. Be patient, allowing time to the candidate, to warm up and become interactive.
8. Establish a rapport and encourage him to give his best.
9. Be courteous, polite and amiable but firm and professional.
10. Listen carefully with interest to the responses of the candidate.
11. All in all, try to understand what the candidate is and to find out what he knows.

DONT's

1. Do not ask a series of questions.
2. Do not put the same question to different candidates.
3. Do not elicit unnecessary details.
4. Do not ask questions to impress the candidate or to display your knowledge.
5. Do not ask highly personal questions.
6. Do not continue asking questions on one aspect or topic for a long time.
7. Do not put any question when the candidate is answering a colleague.
8. Do not at any stage lose your temper or raise your voice.
9. Do not become excited or emotional during interaction.
10. Do not use slang or uncommon abbreviations.
11. Do not permit the candidate to make flippant remarks.
12. Do not make any comments that may make the candidate feel small or that may hurt him.

NEGATIVE ASPECTS

In the end we would like to draw your attention to three factors which sometimes hinder a proper judgement on the adequacy of an applicant. If a person has one outstanding trait, the other aspects of his suitability are likely to be considered better than they really are. For example, a smartly-dressed interviewee, with proper poise and effective communication skills may be judged as suitable, even though his other competencies are below the required level. The second factor that causes an error in judgement is the distortion of interpretation of the later information by the information given earlier. In a situation of this kind sometimes the interviewer spends most of the time in confirming the first impressions. The last factor that occasionally prejudices the judgement is contrast between the performance of an interviewee with that of the candidate immediately preceding. The interviewee is likely to be underestimated if the performance of the previous candidate is excellent. Because of these factors, most employers do not form judgement merely on the basis of performance at an interview. Other instruments such as aptitude test, subject test, group discussion, etc., are used to assess the suitability of an applicant for a job.

SAMPLE INTERVIEW FOR A JOB

Situation

Mr. Ram Prasad Barmal, a candidate for the post of Assistant Finance Manager in a large commercial organization has been called for an interview. He reports to the Receptionist (R) at the appointed time. The Board of Interview has three members: Managing Director (MD), Chairperson, Company Secretary (CS), and Finance Manager (FM).

Interaction

R. Good Morning, Sir. May I help you?

RPB. Good morning. I have been called for an interview scheduled to take place today at 11 a.m.

R. What's your name, please?

RPB. I am Ram Prasad Barmal, a candidate for the post of Assistance Finance Manager.

R. Let me check.... Oh, yes. Please take your seat and wait for a while.

RPB. Thank you.

(After a pause of about five minutes)

R. (To RPB). Would you please come along with me? This way, please.

(After RPB reaches inside of MD's chamber)

MD. Sit down Mr. Barmal, will you? Let me see... you are going to complete your M. Com in May, aren't you?

RPB. That's right, sir.

MD. When is the result likely to be declared?

RPB. Most probably in July, Sir.

MD. That means you would be able to join us in August, if selected.

- RPB.** Yes Sir.
- MD.** Well.... Mr. Barmal, I want to ask one or two questions about your interest in games. It appears Hockey is your favorite game. Do you have any views on why our country has lost its past glory in hockey?
- RPB.** I think, Sir, there are two main reasons for this. One, hockey does not get active and adequate support from government as some other games do. Two, cricket has become more popular and people have lost their enthusiasm for hockey. These factors have exercised a demoralizing impact on the players.
- MD.** Good. Let me now turn to another direction. As a student of commerce we hope you keep yourself informed about the measures taken by the present government to boost Indian economy.
- RPB.** That's right, Sir.
- MD.** Any comments?
- RPB.** We have the resources, we have the talent; what we require is action. The new government has made a good start. To take an example, our Prime Minister is trying to sell the idea of 'Make in India' to a number of developed and developing nations. If he succeeds, Indian economy would get a shot in the arm.
- MD.** Thanks for expressing your views forcefully. As you can see, two of my senior colleagues, that is, Company Secretary and Finance Manager are with me. I am sure they would like to ask a few questions.
- CS.** Mr. Barmal, first let us know why you are interested in joining our Company.
- RPB.** Sir, I read *Economic Times* regularly to study, among other things, the functioning of reputed companies such as this one. The information I have gathered shows that the Company is growing at a fast pace. I want to participate in the growth process and share the excitement of progress.
- CS.** Anything else?
- RPB.** I understand that the company is working for further modernization of its accounting procedure. I love innovation and believe I would be able to contribute to efforts being made to attain this goal.
- FM.** We appreciate your ambition. You certainly don't seem to be setting your sight too low. Now, tell us whether you have any experience in doing this kind of work.
- RPB.** Yes, Sir. As part of my project in M. Com. III Semester I studied the accounting procedure of a small firm and suggested several modifications. These were accepted and the firm paid me a small compensation as well in appreciation of my work.
- FM.** This information is well-taken. Now, I would like to ask another question. In your Résumé you have stated that you published a paper entitled "Cost-effective Higher Education in India". Do you think the suggestions made therein can be applied to commercial organizations as well?
- RPB.** No Sir, I don't think so. Education and Commerce are entirely different activities. Simply stated, the former is a social welfare activity and the latter a wealth generation activity. For it new strategies would have to be evolved.

- CS.** We hope you have read the terms and conditions of employment in this company. Are these acceptable to you?
- RPB.** Yes, Sir. I would be very happy to join your company.
- MD.** Do you want to ask any questions, Mr. Barmal?
- RPB.** No, Sir. Thanks.
- MD.** Right now we can't commit ourselves to anything but within a fortnight we would convey our decision. Thanks for coming for the interview.
- RPB.** Many thanks to all of you, Sirs. Bye.

Review Questions



1. Write a note on different types of employment interviews, describing clearly the purposes for which they are held.
2. What kinds of questions are generally asked at a job interview? Give examples to illustrate your answer.
3. What traits/qualities does an employer look for in a candidate while interviewing him?
4. In what way would you prepare yourself if called for a job interview?
5. Discuss the reasons because of which a qualified candidate may not be successful at an interview.
6. What are the main factors that you would bear in mind while conducting an interview?
7. Conduct self-analysis to find out whether you possess the qualities required for acting as an effective interviewer. Write the conclusions arrived at in the form of a note.

Exercises



1. Study the application letter and resume of R.L. Santosh given in Exhibit 28.3. Assuming that he has been called for interview
 - (i) list the questions likely to be asked by the employer,
 - (ii) the answer that the candidate may give, and then
 - (iii) analyse the responses, stating whether he is likely to be selected.
2. Organise and participate in a mock interview for a job advertised in a newspaper and then discuss the quality of your performance with the observers.
3. Assume that you are going to conduct a campus interview at a reputed management institute for recruiting MBA Final Year students as management trainees in your company. Prepare a list of questions that you would ask them to assess their communication skills and to ascertain their personality traits.
4. Analyse the sample interview from the point of view of the candidate as well as the employment. Do you think Mr Barmal deserves to be selected for employer to the post of Assistant Finance Manager? Give reasons in support of your answer.
5. Assume that as Managing Director of a multinational company you have to interview candidates for appointment as Management Trainees. The candidates are holders of the degree of MBA either from Indian Institutes of Management or from National Institutes of Technology. Frame Twenty questions that you may ask at the interview.

CHAPTER

30

Group Discussion

Minds, when united, can move mountains.

Chapter Objective

To describe the importance of group discussion as an instrument for training in spoken English, for developing the personality, and for assessing the suitability of candidates for a specific job and to help the learner imbibe the skills required for an effective participation.

COMMUNICATION CORE

A group discussion is held to discuss a problem or an issue to arrive at a decision and to exchange information on a significant matter related to the function, growth or expansion of a professional organisation. It is also used as an instrument for assessing the suitability of a candidate for the job. Usually, the group comprises 6 to 10 persons. The discussion is unstructured and there is no chairperson or secretary to generate and regulate the discussion. For effective participation one should possess effective communication skills, an ability for using different interactive strategies, and also to be aware of the nature of group dynamics.

Often, the group discussion is used as an instrument for judging the suitability of a candidate for a job as several personality traits come to the fore during the discussion, and this helps the prospective employer assess the applicant. Some of these traits, which are vital, for success in the professional world, are: quick grasping power, mature reaction to views expressed by others, positive approach to issues and problems, leadership qualities, power of exposition, analytical ability, communication skills and group behaviour. GD is also used as an academic exercise for the development of these personality traits. In management courses GD based on case studies has been found to be of great value. It develops important soft skills required for organisation and coordination of activities of groups of employees.

DEFINITION

The term *Group discussion* (GD) is used to refer to an oral communication situation in which a small number of professionals meet and discuss a problem or issue to arrive at a consensus or

to exchange information on a significant matter related to the function, growth or expansion of the organisation to which they belong. The purpose of the discussion is to elicit the views of all participants and through intense interaction evolve a consensus. By its very nature, the number of participants is small ranging from five to ten. It has been observed that if the number is smaller, the discussion does not get off the ground and the interaction is less animated and diversified with the result that often important aspects and factors are not properly focussed. And if the number is large, a few participants become reticent and do not contribute to the discussion. Thus, the very purpose of holding a group discussion is lost.

PROCESS

Unlike a meeting, the group discussion is not structured. There is no chairperson, no secretary, and no detailed agenda. Only the problem or issue is stated and any member can initiate the discussion and deal with any aspect. Similarly, any member can give a preview of what points are likely to arise, provide an internal summary of the views expressed upto a point of time and summarise the discussion towards the end. However, it is the duty of each member to ensure that the discussion proceeds smoothly in an orderly fashion, leading to the emergence of a solution, a common viewpoint or a course of action. Obviously, display of anger, emotion and excitement has no place in a group discussion.

Sometimes the topic to be discussed is made known to the participants beforehand so that they can ponder and formulate the views before the discussion starts. And sometimes the topic is announced after the participants have assembled. In this case, a few minutes are allowed for thinking and preparation. The participants generally sit in a circle round a table so that each participant is able to observe the expression and make eye contact with the others.

GUIDELINES

As a student and later as a professional you may have to take part in a group discussion. Your effectiveness would depend upon whether you possess the personality traits mentioned earlier. Try to cultivate them if you do not possess any and sharpen the ones you already have. The quality of your performance would improve if you follow the guidelines given below in the form of DO's and DON'Ts.

Do's

1. Define the topic or the issue.
2. Analyze its scope and implications.
3. Initiate and generate the discussion.
4. Listen to the views of others intently.
5. Encourage and provide reticent members to speak.
6. Intervene forcefully but politely, when the situation demands.
7. Summarize views of the others before presenting your point of view.
8. Be brief and to the point in the presentation of your views.
9. Concede to others' points of view, if they are reasonable.
10. Try to lead the group to a definite conclusion.
11. Emphasize the points you consider significant.

12. Look at, and address, all the members of the group.
13. Speak with proper pronunciation.
14. Help the group conclude the discussion within the allotted time (usually an hour or so).
15. Maintain a relaxed and pleasant atmosphere throughout the discussion.
16. Summarise the main view-points at the end.
17. State the conclusions reached.

Dont's

1. Don't be assertive in presenting your views.
2. Don't dominate the discussion.
3. Don't monopolise the discussion.
4. Don't make any personal remarks.
5. Don't jump to conclusions.
6. Don't enter into dyadic discussion.
7. Don't speak continuously for a long time.
8. Neither raise your voice too high nor speak too softly.
9. Don't speak in monotone.
10. Avoid using speech mannerisms and time-fillers.
11. Don't use aggressive gestures.
12. Neither recline in your chair nor lean forward.
13. Don't ignore any member of the group.

HELPFUL EXPRESSIONS

We would now like to list a few expressions which you can use while participating in a group discussion.

(i) *Expressing your Opinion*

I am of the view.... I feel..... I think.... so far as I am concerned.....

(ii) *Defending your Opinion*

Let me restate what I mean... I repeat what I said earlier because.... What I am trying to say is.... The point made by ABC really supports my view.... This is what I was trying to suggest....

(iii) *Asking the Opinion of Others*

What is your opinion.... Do you have any opinion on this matter... What do you feel about this.... Do you have any comments on this suggestion.....

(iv) *Agreeing with Others*

I fully agree.... I hold the same opinion.... That's right. I also think so... This point is well taken. I endorse this viewpoint....

(v) *Disagreeing with Others*

I don't agree... I don't think so..... I'm afraid I feel differently... you can't say that... Oh no, this is not the issue.... That's not the issue....

(vi) *Expressing Certainty*

I'm sure that.... I'm absolutely certain.... I've no doubt that.... There's definitely.....

(vii) Making Suggestions

I suggest that first we.... Let's start with.... What about.... May we then.... Why don't we....

(viii) Insisting

Let me emphasize this point.... I have to say again that... I must draw your attention again to what I said earlier..... I'm afraid I have to insist on..... I reiterate....

(ix) Giving In

I concede.... I take that back.... Alright, then... You are right, I withdraw.... I now see the point... I accept your modification.....

(x) Interrupting

Could you stop for a while.... Just a minute.... May I butt in here.... Could you clarify this point.... before you go on let me....

TYPES OF GROUP DISCUSSION

In professional organisations there is a growing tendency to make a group of persons responsible for formulating the policy and its execution in day to day work. Because of this change in work culture the frequency of holding GD has considerably increased. As a result besides **interactive group discussion** which we have discussed so far, there are other methods which some organisations use for elicitation of views and pooling of opinions. Let us briefly look at these methods. In the **first method** a person presents a problem or an idea. The participants are asked to suggest solutions or express their views about the idea. The response of each participant is written either on a blackboard, whiteboard or a piece of paper. After this process is over, discussion takes place and an attempt is made to arrive at a consensus. In the **second method**, the participants are asked to think and write their views on the issue or problem presented. After sometime the participants are asked to present their solution or opinion one by one. Other members silently rank the solutions or opinion from the most suitable to the least suitable. Finally, the decision is based on the solution or opinion ranked most suitable by a majority of participants. In the **third method** the members do not meet face to face. They are asked to express their response to an issue or a problem through a carefully prepared questionnaire. The results are collected and circulated to all members of the group. They are asked to react, modifying their earlier stand if they so desire. The conclusions reached are again circulated until a consensus is arrived at. The **fourth method** is called **group debate**. In this the group is divided into two sub-groups. The issue or problem is presented in the form of a proposition and one such group is asked to speak for, and the other against, the proposition. The debate is listened to by a panel of three or four senior and knowledgeable professionals. After the debate is over, it is they who take a decision and let it be known to the members of the group. The panel also informs the group the reasons that led it to arrive at the announced decision.

GROUP DISCUSSION AND CAMPUS INTERVIEW

GD is considered an important instrument of assessment of the suitability of candidates for employment during campus interviews as well. Visiting companies generally take the following five steps for selection.

Step One: The members of the selection panel give a talk in which they present a profile of the company, a description of the job offered and the package of compensation.

Step Two: The talk is followed by an **aptitude test** to find out the suitability of the mindset of the candidates for the job.

Step Three: Those who qualify in the aptitude test are required to participate in a GD. Its purpose is not so much to test the depth and extent of knowledge about the topic as to observe the participants' group behaviour and the quality of their interaction within the group.

Step Four: Those whose performance is up to the mark are then invited to appear in what is called a **technical interview**. Here an attempt is made to find out the extent of technical knowledge and skills required for the job. The questions are generally based on contents of the discipline courses done by the interviewee.

Step Five: All those who appear in the technical interview have to appear in **Human Resource (HR) interview**. It is a sort of oral personality test. Its purpose is to find out whether the interviewee possesses soft skills and also whether he has the potential to grow quickly and imbibe the relevant skills and work culture of the organisation within a short time.

EVALUATION

When the need to assess the quality of contribution by participants arises, it is advisable to use an evaluation sheet so that all aspects are taken into account for arriving at a conclusion. In the sample evaluation sheet given below (Exhibit 30.1), all the qualities and skills required for effective participation are grouped into five categories. The first includes elements such as the relevance of the views expressed, the significance of information presentation, the frequency of interaction, and reaction to the views of others. The second refers to the manner in which presentations and interventions are made. The third is a grouping of skills of pronunciation, delivery, voice modulation and use of body language. The fourth includes abilities such as generating discussion, directing it on the right track, maintaining a smooth flow of communication, prompting the group to reach an agreed view-point or solution. The fifth refers to the qualities of courtesy and consideration for others and concern for eliciting the views of all members.

EVALUATION SHEET

Note: Indicate your assessment by putting a tick (✓) in the appropriate column. The legend (is as follows: A = Excellent; B = Very good; C = Average; D = Poor; E = Exposed. The first four ratings are self-explanatory. The fifth is to be ticked when a participant does not make any contribution. He simply utters a few phrases such as 'No', 'Yes', 'I agree', 'That's a good point' etc., or does not speak at all.

Exhibit 30.1

Name of the participant _____

Ratings

| Sl. No. | Broad aspects of evaluation | A | B | C | D | E |
|---------|------------------------------------|---|---|---|---|---|
| 1. | Extent and quality of contribution | | | | | |
| 2. | Techniques used for discussion | | | | | |
| 3. | Communication skills | | | | | |
| 4. | Leadership qualities | | | | | |
| 5. | Group behaviour | | | | | |

Place: _____

Date: _____ Signature of the Evaluator _____

Let us now briefly explain the aspects mentioned in the Evaluation Sheet given in Exhibit 30.1.

- Extent and quality of contribution.** In GD each member is expected to contribute to the discussion. If you are well conversant with the issue/problem or are knowledgeable about the topic, you may start the discussion. But do remember that it is the responsibility of the first speaker to analyse the topic and point out the scope of discussion. If you speak later, you may either react to the views of earlier speakers by explaining their points further or by expressing your agreement or disagreement with them. In either case you must support your opinion with reasons. The quality of contribution is assessed on two parameters: first, whether what you say is relevant and second, whether your contribution would lead to the solution or help the group arrive at a proper conclusion.
- Techniques used for discussion.** You may summarise what has already been said and then offer your comments or express your views. But if you so wish, you may express your opinion straightaway in a forceful manner and then demolish the arguments put forward by earlier speakers and show to the group how what you say is more relevant or useful in solving the problem or resolving the issue.
- Communication skills.** These refer to both verbal and non-verbal means of communication. Verbal communication includes the ability to choose words and construct sentences which are acceptable both from grammatical and usage points of view and are at the same time appropriate to the occasion. Active listening and effective speaking are the other skills which form part of verbal communication. Among the

non-verbal skills are the use of voice and body language, which we have discussed in detail in Chapter 3.

4. **Leadership qualities.** As pointed out earlier, one or two participants emerge as leaders during the course of discussion in a GD. Some of the attributes that help them stand out from the rest are listed below. The panel of evaluators would look for these qualities in your contribution to the discussion. To win the position of a leader you should possess the ability:
 - to generate new ideas or viewpoints on the given topic or problem;
 - to respond to the views of others with maturity;
 - to look at positive side of things;
 - to persuade other participants to your point of views;
 - to change the earlier stand if a more reasonable or acceptable viewpoint is put forward;
 - to keep the discussion on the right track;
 - to ensure participation by all members;
 - to summarise the various points of view expressed by members;
 - to handle aggressive discussers tactfully;
 - to formulate the agreed solutions and suggestions for decision making;
 - to act as a cohesive force uniting diverse arguments into a harmonious proposition;
 - to listen attentively and to speak clearly; and
 - to remain cheerful and vibrant throughout the discussion.
5. **Group behaviour.** The corporate world attaches a great deal of importance to an employee's ability to work smoothly in a group. To be able to do so, you need to possess team spirit and to function in cooperation with others. In GD this quality should manifests itself in terms of your spirit of accommodation to others' views, your zest and amiability, your emotional strength to remain cool and calm even to rude responses and your willingness to listen to devastating comments and biting criticisms with a smile.

Review Questions



1. What are the various purposes for which group discussion is held?
2. In what ways is group discussion different from other discussion groups such as meeting, symposium, seminar, etc.?
3. Why do employers use group discussion as one of the instruments for assessing the suitability of candidates for a job?
4. Describe briefly the points one should bear in mind for effective participation in a group discussion.
5. Discuss the points that the group as a whole should bear in mind for the smooth and goal-oriented flow of communication.

Exercises



The following statements may be used for group discussion. As you can see, each statement is provocative and controversial. This has been purposely done so that animated discussion is quickly generated and the interactive process proceeds fast without any embarrassing breaks.

- (i) Parliamentary democracy has failed in India, what the country needs is presidential form of government.
- (ii) The only solution to Kashmir problem is its division on the basis of actual line of control.
- (iii) To achieve greater efficiency in administration and balanced growth of all regions the states in India should be reorganised.
- (iv) In view of the impending shortage of petrol, the expansion of automatic vehicle industry should be stopped forthwith.
- (v) To make it socially more relevant, university education should be nationalised.
- (vi) All tests and examinations should be abolished from the university system and alternative methods be devised to assess the student's performance.
- (vii) Ragging is a necessary evil.
- (viii) Internet is more of a bane than a boon.
- (ix) Generation gap is a myth inasmuch as all sections of our society, cherish the same values and respect the same patterns of social behaviour.
- (x) The practice of eating non-vegetarian food should be discontinued as it is injurious to physical as well as mental health.
- (xi) Euthanasia should be legalised to relieve the pain and agony of those suffering from fatal diseases.
- (xii) The organisation of beauty contests in India should be banned as it is against the spirit of our culture.
- (xiii) Television exercises a baneful influence on all sections of our society and so all its programmes should be carefully censored.
- (xiv) Indian cinema today is neither a source of healthy entertainment nor an agent of social change.
- (xv) 'Arranged marriages' in India always prove to be more successful than 'love marriages'.
- (xvi) For becoming a successful manager in a professional organisation it is essential to have a degree in management studies.
- (xvii) The use of English as a medium of instruction at the school level in India should be discontinued as it encourages rote learning.
- (xviii) The present policy of liberalisation of our economy should be changed as it is against our national interest.

- (**xix**) Politics is no longer an instrument of public service, it has instead become a means of acquiring power and wealth.
- (**xx**) The proposal to reserve 33% seats for women in legislature is against the spirit of Indian constitution.

PART 6

READING AND LISTENING SKILLS

CHAPTER 31 Reading Comprehension

CHAPTER 32 Precis Writing

CHAPTER 33 Effective Listening

CHAPTER

31

Reading Comprehension

Concentration is a prerequisite for comprehension.

Chapter Objective

To inform the learner about the various methods of reading and to help him cultivate the habit of reading fast with near-total comprehension.

COMMUNICATION CORE

Reading comprehension requires an ability to understand the meaning of what is put forth as well as the competence to express it clearly. The meaning of a continuous piece of writing is not merely a sum-total of the meaning of individual words that constitute it. It consists of the semantic content of a text and the intention of the writer as reflected in the sequence in which words are arranged in a sentence and the manner in which the sentences are linked, with one another. So to understand a passage fully, one should know the nature of words as well as the function of intersentence and interparagraph links. This ability can be acquired through intensive and disciplined practice.

Comprehension is a two-fold process; it requires understanding of what is presented, and reproducing it as comprehended. There is a large demand on this skill in practical life, and it can be developed with intelligent effort like any other skill.

READING SPEEDS

The comprehension process involves speedy reading, quick understanding and precise reproduction. Let us, therefore, briefly discuss some of the ways of improving the reading speed.

According to Edward Fry¹ broadly speaking, there are three reading speeds: **study reading speed**, **average reading speed** and **skimming speed**. The grading of these three speeds of reading is shown in Table 31.1.

Table 31.1

| Speed | Poor Reader | Good Reader |
|-----------------|-------------------------|-------------------------|
| Study reading | 90–125 WPM ² | 200–300 WPM |
| | 80 to 90% comprehension | 80 to 90% comprehension |
| Average reading | 150–180 WPM | 250–500 WPM |
| | 70% comprehension | 70% comprehension |
| Skimming | Cannot skim | 800 + WPM |
| | | 50% comprehension |

The **study reading speed** is used for reading material which deals with difficult arguments, ideas, notions etc. This kind of reading aims at almost total comprehension and retention of what has been read. The average reading speed is the speed used for everyday reading of newspapers, magazines, novels, etc. The emphasis in this kind of reading is on following the writer's line of thought. **Skimming** is the fastest reading speed.

Here, the objective is only to get a rough idea of what the passage is about. Thus, some portions of the passage are left unread as the reader mentally sifts the material and reads only the relevant portions. A good reader is one who, keeping his purpose in mind, can quickly attain the required speed.

The exercises given in this chapter should be read at the **study reading speed** because they have been designed to provide practice in the skill of reading with near-total comprehension.

It is never too late to improve one's speed of reading. It is a wrong notion that when speed increases, comprehension suffers. A slow reading speed often produces listlessness and causes distraction. While, it has been found that in many cases comprehension improves with an increase in speed.

To improve your speed try to cultivate the habit of looking at larger groups of words and of moving ahead faster. The wider your eye-span, the greater will be your speed. Because of lack of guidance in the early stages, some people develop the habit of **regression**, that is, going back to words they have read, moving their heads from side-to-side, moving their lips, or pointing at the words with a pencil, pen, or finger. Other habits which slow down the reading speed are vocalisation (reading aloud) and sub-vocalisation (saying the words to oneself). Check whether you suffer from any of these defects. If you do, try to give them up quickly.

NATURE OF WORDS

Words have no intrinsic value; they are arbitrary symbols of things, ideas, thoughts, actions, feelings, etc. They only serve as a medium to convey the message. Experience shows that if one can manage to concentrate on the message, one will be able to read faster and shake off some of the habits mentioned above. For more detailed information see Chapters 20 and 34.

¹ Edward Fry, *Teaching Faster Reading*, the University Press, Cambridge, 1963, p. 52.

² WPM-Words Per Minute.

Practical Hints

In this chapter, 15 passages are provided for practice. Each of the first 12 passages is followed by a series of questions to enable you to test your comprehension. The following hints will help you tackle these passages.

- (i) Read the passage to get its general meaning and then pause for a while to recollect and determine what the writer is trying to say. Go through the passage once more and note down the main points. The time you spend in reading will be time well-spent. In fact, if you have read the passage intelligently, you have won half the battle.
- (ii) You may come across words whose meaning you do not know. Try to make a guess; very often the context will help you arrive at the meaning.
- (iii) Then read all questions given at the end of the passage attentively and look for the answers one by one. The answers should be based on what is stated, implied, or merely suggested in the passage.
- (iv) Be precise in answering the questions. There is no virtue in giving more than the required information. As far as possible your answers should be in your own words, and unless otherwise directed, in full sentences.
- (v) Check carefully the grammar, spelling, and punctuation of what you write. The last three passages require merely the identification of the best answer out of the four given below each question.

To help you further, sample answers to question in passage I and Correct Choices to Objective type questions to passages XIII, XIV and XV are given in the Answer Key provided at the end of this chapter.

Passages For Comprehension



I

With the recent growth of mass media technology advertising has begun to play a significant role in the national economy. Thousands of people are working to promote the sale of each new product or to boost the sale of a product already in the market. In fact, advertising as an industry now enjoys a respectable status and is regarded by many as a service to society.

The avowed purpose of advertising is to inform the audience and to influence it to buy a particular product. The customer is made aware of goods and services available, their merits, uses and value. Advertising thus helps him in choosing what he actually needs or what he should have to add to his comfort and improve his standard of living.

But the sale of a product does not depend on advertisement alone. The quality of a product must be good and its price within the reach of those for whom it is intended. If exaggerated claims are made or the price is too high, advertising, howsoever powerful, will not prove effective.

India's advertising industry is about 75 years old. The British firms in India were the first to make use of advertising for marketing purposes in the beginning of the twentieth century. The advertising agencies opened by them gave an opportunity to the Indian staff to get training and set up their own establishments in due course. The first Indian advertising agency, B. Dattaram and Co., started functioning in 1903.

When India became free, Five-Year Plans were launched, economic activities increased at a tremendous pace. Many new industries were set up and gradually a large number of products, which were imported earlier, began to be manufactured in the country. Under these circumstances naturally advertising received a big boost. Now hordes of specialist agencies have come into existence to look after particular aspects of the advertising industry.

Questions

1. What is the main function of advertising?
2. What factors have contributed to the growth of advertising as an industry?
3. Why is advertising considered an important activity of modern society?
4. Under what conditions can advertising prove effective?
5. Why did the advertising industry in India get a boost after Independence?
6. Does advertising sometimes exercise a harmful influence on our society? Elaborate your answer with examples.
7. Should the government censor advertisements? Give arguments in support of your view.

II

Education has always had two objects: on the one hand, to give skill; and on the other, to impart a vaguer thing which we may call wisdom. The role of skill has become very much larger than it used to be and is increasingly threatening to oust the role of wisdom. At the same time it must be admitted that wisdom in our world is useless except for those who realize the great part played by skills, for it is increase of skill that is the distinctive feature of your world.

Although scientific skill is necessary, it is by no means sufficient. A dictatorship of men of science would very soon become horrible. Skill without wisdom may prove to be purely destructive. For this reason, if for no other, it is of great importance that those who receive a scientific education should not be merely scientific, but should have some understanding of that kind of wisdom which, if it can be imparted at all, can only be imparted by the cultural side of education. Science enables us to know the means to any chosen end, but it does not help us to decide upon what ends should be pursued. If you wish to exterminate the human race, it will show you how to do it. If you wish to make the human race so numerous that all are on the very verge of starvation, it will show you how to do that. If you wish to secure adequate prosperity for the whole human race, science will tell you what you must do. But it will not tell you whether one of these ends is more desirable than another. Nor will it give you that instinctive understanding of human beings that is necessary if your measures are not to arouse fierce opposition which only ferocious tyranny can quell. It cannot teach you patience, it cannot teach you sympathy, it cannot teach you a sense of human dignity. These things, insofar as they can be taught in formal education, are most likely to emerge from the learning of history and great literature.

Bertrand Russell

From: *Fact and Fiction*, 1960

Questions

1. What should, according to the writer, be the aim of education?

2. Why is increase of skill a distinctive feature of our world?
3. What danger does the writer see in the present emphasis on imparting skill?
4. What knowledge does science impart to us?
5. Why should we study history and great literature?
6. What is the distinction between 'knowledge' and 'wisdom'? Can the latter be imparted?
7. Does the present system of Indian education take care of the viewpoints of Russell? Explain your view, giving two or three illustrative examples.

III

Since its birth in the middle of the nineteenth century, the women's rights movement has taken root and spread throughout the world. In many countries women have fought for the right to vote, the right to work, the right to be educated to the limit of their capacities, the right to own and dispose of property, and for equal rights within marriage. The cause has penetrated world governments *via* the United Nations which in 1946 set up a special commission to study the worldwide status of women and make recommendations to the Social and Economic Council on ways of improving it. UNESCO too assists in the advancement of women by seeking to involve them in educational and cultural programmes.

In addition, a multitude of women's organisations exist in individual countries to further, at national and international levels, the eradication of remaining areas of discrimination. Through their affiliation with international feminist bodies, they are in touch with women's activities and achievements in all parts of the world.

However, with half the world's population still illiterate – most of them women – there is great disparity in what has been, and has still to be achieved. At one end of the scale, women's rights workers are still pressing for elementary education; at the other, for the removal of early 'protective' legislation which is now felt to be discriminatory because it denied women certain freedoms: for example, the right to do night work if they so choose. Nevertheless, despite the fact that the women's movement has progressed unevenly and with varying success, women in general are emerging from 'chattelhood' and are beginning to take their place beside men as free and equal citizens.

Wherever they have been granted the opportunity, women have demonstrated their ability to complete on equal terms with men. In time of war they have taken over from them in almost every sphere, building a record of distinguished service which has proved for all time that the power behind the throne is no less capable of ruling from it, and also that the hand rocking the cradle is equally at home manufacturing it.

Cynthia L. White

From: "Eve Answers Back", *Our World Today*, 1973

Questions

1. What is the women's rights movement?
2. How is this movement being sustained?
3. Why has the movement not been completely successful?
4. Why is there a demand to abolish legislation which was earlier considered 'protective'?

5. Why does the writer think that women are capable of competing with men on equal terms?
6. Has women's right movement already achieved its goal in India? Or is there a need to continue it? Give reasons in support of your opinion.
7. Does the writer firmly believe that women can compete with men in all professions? What is your own view in the matter?

IV

The real crisis of our times is the crisis in management. I believe that the solutions to our problems lie in the development of the art and practice of management at all levels and in all facets of our national activities—from a small “bhat's” tea-shop to the multifaceted international organisation or the huge national government administration. I also believe that application of better and sound management skills and methods is of vital importance in resolving many huge and baffling economic and social problems that are beyond the reach of either government or business acting alone.

I strongly believe that the private sector can contribute something far more important than even money, that is, management—management raised to a whole new order of magnitude—in the attainment of the new social and economic objectives put forward by our government.

“But how do we do it?” The answer lies in developing a deeper sense of social responsibility on the part of our men in management. Management must act in concert with a broad social interest and serve the objectives of the society. The various socio-economic measures now being taken in the fields of licensing, price regulation and distribution of essential commodities etc. Will not lead us towards attainment of new social objectives unless we ensure that the benefits of these measures go to the ultimate consumer—the common man. This is possible only through right management, proper understanding and of course, above all, through co-operation among all concerned.

Indian management has the skills, know-how and capacity to cope with new challenges. We must make a start now. The opportunities are there if we will but see them, and see them quickly.

Questions

1. In what sense is the crisis of our times the crisis in management?
2. What contribution the private sector make towards the attainment of economic objectives?
3. What does Indian management lack?
4. How can we ensure that the common man gets the benefit of various socio-economic measures?
5. What is the central idea of the passage?
6. Does the passage give the impression that the writer is an expert in management studies? Provide evidence in support of your view.
7. Describe certain important aspects of management that the passage does *not* discuss.

V

Despite its extraordinary name ‘ergonomics’ is not just something which has been dreamed up by boffins to confuse busy businessmen. It is a practical science which can make and is making a valuable contribution to industry. Research being carried out in this field can increase efficiency, improve product design, and make employees more contented.

Broadly, ergonomics is the study of the relationship between man and his working environment. It involves designing or redesigning machines and equipment so that due regard is given to the capabilities and limitations—physical and psychological—of the human beings who have to use or operate them. In contrast to the more common, traditional policy of ‘fitting the man to the machine’ by selecting and training the best man for each particular job, the ergonomist endeavours to fit the machine to the man—any man.

He accepts people, in fact, as he finds them with all their quirks and idiosyncracies, and tries to establish their capabilities as machine operators. He then attempts to allocate to the human operator the functions each can perform best. His object is to enable a person of ordinary abilities to carry out his tasks safely and efficiently, with a minimum of instruction.

The ergonomist himself needs a knowledge of a number of sciences and techniques in order to carry out his work. These include psychology, the study of human behaviour; physiology, the study of how the human body works; and anatomy, the study of the structure of the human body. In addition, to course, he must know so something about engineering and work-study techniques.

Although the word ‘ergonomics’ was born as recently as 1949, and the concentrated study of this new science dates back scarcely fifteen years, its origin can really be attributed to early nineteenth century astronomers. They started the ball rolling when they discovered that, contrary to general belief, human reactions were not instantaneous. Observers engaged in measuring the speed of star movements across the lenses of their telescopes did not agree in the times they reported. So a new factor had to be taken into consideration, the time taken by the human mind to react to a message from the eyes.

During the course of the nineteenth century physiologists developed various techniques for measuring human reaction time. Research was then taken over by the new science of experimental psychology and knowledge was steadily but slowly accumulated up to the start of World War II.

It was then that ergonomics received its greatest impetus. Scientists were forced to leave the academic seclusion of their laboratories to tackle urgent practical problems. They were called in because designers had created machinery and equipment which surpassed, in terms of accuracy and speed, the capabilities of human operators. Engineering progress has reached the stage where man, and not the machine, was the weaker link in the man-machine system.

Paul Bennet

From: *Business*, May 1956

Questions

1. What led to the origin of ergonomics?
2. What factors were responsible for the growth of ergonomics?
3. Why do all human beings not take the same amount of time to react to a message?
4. Who is the weaker link in the man-machine system and why?
5. What contribution can ergonomics make to business and industry?

6. What measures should be taken to develop more fruitful relationship between man and machine.
7. Suggest improvements in the design of machines and equipment in use in your organisation, keeping in view the principles of ergonomics.

VI

Man has been defying the elements since he appeared on earth. Driven by the necessity of survival, by his love of adventure, and by an insatiable curiosity where the unknown is concerned, he has braved the oceans, the mountains, the deserts, the skies, and finally space.

For several centuries man has lifted himself into the air with balloons, but it was not until this, the twentieth century, that Orville Wright, in 1903, made man's first powered flight. His average speed for the trip was 31 miles an hour.

Both the speed and the altitude of man's flights have increased since that time—slowly at first and then by great leaps. The speed of sound (about 735 miles an hour) was exceeded in 1947. Present-day aircraft fly regularly at twice that speed. The X-15 has flown more than 4,100 miles an hour.

Now, in space, man has achieved altitudes measured in hundreds of miles and speeds measured in thousands of miles per hour.

As far as the rigid requirements of space travel are concerned, man is not the most efficient mechanism. He requires an environment very closely resembling that in which he lives on earth. In order to survive he needs adequate oxygen, barometric pressure, temperature control, and the elimination of toxic agents. He is a relatively heavy object and the equipment required to protect him in space flight of even short duration weighs hundreds of pounds.

In space, man must cope with isolation and confinement, even radiation which menaces his life. His efficiency and reliability are variable. As a power source he is slow and frequently inaccurate. He requires rest, food, and relaxation, and unlike a machine, he is not expendable.

Notwithstanding all this, there has never been any doubt that man would challenge the dangers of space as he has challenged every other unknown. For, in spite of his shortcomings, man brings to space exploration certain attributes which no one has ever succeeded in building into a machine. He brings intelligence, judgment, determination, courage, and creativity. He can use all of these attributes in case of the unforeseen. By simply adding man and his capabilities to a machine its chances of success in a space mission are enormously increased.

From *Mission to the Moon: The Apollo Story*, USIA, 1969

Questions

1. Why has man been defying nature?
2. What prompted him to make an attempt to travel in space?
3. What are the requirements of space travel?
4. Why is man not an efficient mechanism to travel in space?
5. What attributes of man are likely to bring him success in space exploration?
6. Write a note on recent developments in space exploration.
7. What skills and qualities should a person possess for travelling in space?

VII

Independence to a subject people is the very breath of life: but political emancipation by itself can have little meaning and no substance without economic freedom. For the people of India, steeped in poverty and ignorance for generations, the attainment of independence was only a stage in the long journey towards the promised millennium. It was only the beginning of a period of opportunity for the people to work for their own salvation. Everyone knew that for years to come we would have to toil relentlessly to catch up with centuries of backwardness, to close the yawning gap between the haves and the have-nots, and to give meaning to the lives of the vast majority of our countrymen living in the rural areas.

It was in pursuit of the objective of establishing economic democracy that India launched the First Five Year Plan in 1951. The Plan was not intended merely to increase production in agriculture and industry and to ensure the equitable distribution of wealth, but to bring about a change in the entire economic and social structure of the country, and ultimately for the development of the human personality. The compulsions of logic, the needs of a fast growing population, the vastness of the country, and the multiplicity of needs made planned economic development inevitable. In short, the First Five Year Plan was the first attempt in India to integrate the agricultural, industrial, social and economic aspects of the country into a single framework of thinking.

The First Five Year Plan was only a modest beginning, but a start had to be made and the first step had to be taken. The important thing was to launch the nation on the road to economic regeneration, and the First Plan put the people on the move. This was not an easy task. The planners had to draw up a blue-print for the welfare of millions of people and embracing almost every aspect of human activity, to reconcile private and public sectors in the context of a mixed economy, and to plan for economic development within the framework of democracy.

Then there was the need to strike a balance between agriculture and industry. Adequate provision had to be made to provide food, shelter, health and education to the vast majority of our people long condemned to live in almost sub-human conditions. Apart from these immediate objectives, the planners had to lay the foundations on which the eventual economic superstructure could be built for lasting prosperity. All these various tasks had to be accomplished within the limitations of the resources available within the country, supplemented by assistance from outside.

The First Plan was followed by two more five year plans and three Annual Plans. The experiment of planned economic development is 18 years old, and it is now possible to assess our gains and losses. It is true that the record of Indian planning is not uniformly good, nor can one say that we have succeeded in achieving all the objectives that we set before ourselves. There have been failures and shortcomings in various sectors of the economy. It is also true that avoidable mistakes have been made, which have adversely affected the country's economic development. Apart from the consequences of human failures, other factors beyond our control have also had their effect in slowing down the pace of economic progress. Perhaps, to an extent, all this was inevitable and unavoidable for a country trying to rise above the limitations imposed by time and history.

Nevertheless, it will be churlish to deny that the country has made tremendous progress in many directions, notably in agriculture and industry, in education and technology, in health and housing. But we have yet to solve the twin problems of unemployment and illiteracy.

There is no blinking the fact that economic independence is still a chimera for millions of people. The planners and the government are fully aware of this. They are equally determined that the battle for economic independence should go on until every citizen is able to live a full life and face the future with hope and confidence.

From: *Yojana*, January 26, 1970

Questions

1. What do you understand by the following phrases:
 - (i) the haves and the have-nots
 - (ii) economic democracy
 - (iii) mixed economy
 - (iv) sub-human conditions
 - (v) limitations imposed by time and history
 - (vi) blinking the fact
2. What factors led India to go in for planned economic development?
3. Why is it difficult to plan for economic development within the framework of democracy?
4. Why have our Plans not succeeded in achieving all the set objectives?
5. What is the ultimate aim of economic planning in India?
6. Which of the points mentioned in the passage are still valid?
7. Keeping in view the theme of the passage, suggest a suitable table.

VIII

I am always amazed when I hear people say that sport creates goodwill between the nations, and that if only the common people of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win... Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe—at any rate for sort periods—that running, jumping and kicking a ball are tests of national virtue.

As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, *boastfulness*, *disregard* of all rules and sadistic pleasure in witnessing violence: in other words, it is war minus the shooting.

Instead of blabbering about the clean, healthy rivalry of the football field and the great part played by the Olympic Games in bringing the nations together, it is more useful to inquire how and why the modern cult of sport arose. Most of the games we now play are of ancient

origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. The games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism—that is, with the lunatic modern habits of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organised games are more likely to flourish in urban communities where the average human being lives a sedentary or at least a confined life, and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulses.

George Orwell

From: *The Collected Essays*, 1970

Questions

1. Explain the meaning of the following phrases:
 - (i) savage passions
 - (ii) mimic warfare
 - (iii) war minus the shooting
 - (iv) a confined life
2. In what sense is international level sport mimic warfare?
3. Why has serious sport nothing to do with fair play?
4. Why do organised games flourish in urban communities?
5. How is the spread of organised sport bound up with the rise of nationalism?
6. What are the merits and demerits of international level sport?
7. How far do you agree with the views of George Orwell?

IX

Technology, now threatens to grow into a system, functioning purely in its own interests without regard for the best interests of mankind. Symptomatic of this is the way in which technology has been driven to evolve a special technique for suggesting to man what he imagines he needs. We might eventually arrive at a stage where man, who should be the beneficiary of modern production, becomes a slave to the productive process. On the one hand, he may buy a car, a television set or a washing machine but he becomes, on the other hand, in the office, at his machine in the factory, at his drawing-board, in sales-promotion, or even in the manager's office, merely a tiny cog in a gigantic organisation. He performs his function and plays his part. The little humanity and individuality he has must be bought at the price of living to further the aims of others. Instead of being able to participate in the lively cut-and-thrust of dealing with his fellow-beings, instead of handling matters that concern real people, a modern businessman leads a remarkably abstract sort of life. The result is that feeling of 'not-belonging', so often deplored these days in public discussions. It is an inner emotion of modern man who experiences sensations of rootlessness, of belonging nowhere, who feels a stranger in

his own backyard. Man's liberation from the vagaries of nature, the basic task we attributed to technology, has now become, by a strange freak of logic, man's alienation from nature. And what in its beginning seemed destined to exert a humanising influence on man, now turns out to be brutalizing him.

Questions

1. Explain the meaning of the following:
 - (i) abstract sort of life
 - (ii) rootlessness
 - (iii) alienation from nature
 - (iv) humanizing influence
2. What threat is posed by modern technology?
3. How does technology suggest to man his imaginary needs?
4. What factors corrode a man's humanity and individuality?
5. Why has modern man developed a feeling of 'not-belonging'?
6. Is the tone of the passage pessimistic or optimistic? Justify your answer by providing a evidence from the text.
7. What precautions should be taken to mitigate the adverse effects of technology?

X

The Government of India's policy regarding the joint sector is derived from the Industrial Policy Resolution, 1956 and the objective of reducing the concentration of economic power. In appropriate cases the Central and State governments have taken equity participation either directly or through their co-operation with private parties. Some joint sector units have come up in this way.

This type of joint sector unit is a device which may be resorted to in specific cases having regard to the production targets of the plan. Each proposal for establishing a joint sector unit of this nature will have to be judged and decided on its merits in the light of the government's social and economic objectives. The joint sector will also be a promotional instrument, as for instance, in cases where state governments go into partnership with new and medium entrepreneurs in order to guide them in developing a priority industry.

The joint sector will not be permitted to be used for the entry of larger houses, dominant undertakings and foreign companies in industries in which they are otherwise precluded on their own. In all the different kinds of joint sector units, the government will ensure for itself an effective role in guiding policies, management and operations, the actual pattern and mode being decided as appropriate in each case.

The government hopes that there will be greater certainty in the investment climate and all sections of the community will come forward to play their due role in the promotion of growth with self-reliance within the accepted framework of a socialist pattern of society.

Questions

1. What are joint sector units?
2. What is the objective of setting up industries in the joint sector?
3. How will the government exercise control over such units?

4. Why will large business houses not be permitted to enter this sector?
5. How will the government's policy lead to more certain and better investment climate?
6. What is the difference between joint sector units and public undertakings?
7. To what extent are joint sector units in consonance with the liberalisation of economic policy in India?

XI

The career of a civil servant is not one which appeals to the man of ambition, in the popular sense of the term. The majority of men, at any rate, compromise in their choice of career between ambition and security. Reasonable—some say unreasonable—security the civil servant certainly has. He is spared the kind of anxiety which too often becomes the destroyer of contentment in many other walks of life. There is no 'boss' to dismiss him in a fit of temper, no practice to lose through ill-health or ill-luck, no shareholders to satisfy, no bankruptcy to face through the caprices of the market or some uncontrollable turn of events. On the contrary, grave misdemeanours apart, he is assured of an adequate livelihood rising to comfort in a modest style; he can look forward to retirement, with a not ungenerous pension, before he is worn out and in time to enjoy a tranquil evening of life. As for ambition, his lot is at least, not one of frustration; no blank unscalable walls confront his endeavours. With reasonable industry and ability, he can expect to earn a regular promotion up to such limit as his talents merit. The influence he exerts will never be spectacular, but for a good many men there is more attraction in becoming a power behind the throne than in occupying the throne itself, for this is power of a kind which may give great inward satisfaction and may even minister to inward vanity, but without the risk of a neckbreaking fall.

In return for the advantage he enjoys, the civil servant is expected to give, and with very few exceptions, does give in full measure, the qualities of loyalty and discretion. Even the highest of civil servants is expected not to obtrude his opinion unless it is invited, but when it is needed he must give it with complete honesty and candour. If it is not accepted, and a policy is adopted contrary to his advice, he must, and invariably does, do his best to carry that policy into effect, however much he may privately dislike it. If it miscarries, he must resist the human temptation to say, "I told you so"; it is still his duty, which he again invariably performs, to save the minister from disaster, even if he thinks that disaster is deserved. This tradition would never have grown if politics had been admitted to the life of the civil servant. The civil servant is appointed for his general ability, not for his political beliefs; he keeps his post whatever the political party in power, and he has no politics in the office or in public or indeed, anywhere except at the ballot box. There are, no doubt, as many differences of political opinion among the personnel of the civil service as among any other aggregate of individuals, but it can be said with confidence that private opinions do not affect the performance of their duties by permanent officials whatever political party may be in power. Loyalty of this kind, so vital in the higher ranks of civil service, matters less among the humbler members of the machine. The form of loyalty demanded of them, and, be it said, given more fully than one has any right to hope of average men, is incorruptibility. There are many forms of corruption, and it is too much to suppose that none of them, direct or indirect, has ever found its prey in the civil service, but such cases are rare enough to be almost negligible.

As for discretion, an indiscreet civil servant is as much a contradiction in terms as an indiscreet doctor. He does not divulge what comes to him confidentially in the way of duty

discretion is his second nature. A tradition of the kind is, it would seem, not very difficult to establish, for it is common to a number of professions in which any frequent abrogation every year, a considerable number of lesser officials in the Treasury in possession of budget information which would have a high social value as gossip and a still higher market value. Wild horses would not drag it from a civil servant, of whatever degree, except the occasional traitor to his species who is always somewhere to be found among sinful men.

Questions

1. Why has politics no place in the life of a civil servant?
2. Why doesn't the career of a civil servant appeal to the man of ambition?
3. What attractions does the career of a civil servant have?
4. What is the advantage in being the power behind the throne instead of occupying the throne itself?
5. What special qualities should a civil servant possess?
6. What is the difference between bureaucracy and redtapism?
7. How does the political system of a country affect the role of a civil servant with governance?

XII

For the last quarter of a century, we have been engaged in an enterprise unparalleled in human history—the provision of basic needs to one-sixth of mankind within the span of one or two generations. When we launched on that effort our early planners had more than the usual gaps to fill. There were not enough data and no helpful books. No guidance could be sought from the experience of other countries whose conditions—political, economic, social and technological—were altogether different. Planning in the sense we were innovating, had never been used in the context of a mixed economy. But we could not wait. The need to improve the conditions of our people was pressing. Planning and action, improvement of data leading to better planning and better action, all this was a continuous and overlapping process. Our industrialization tended to follow the paths which the more advanced countries had traversed earlier. Recently, we have encountered a bewildering collection of problems, some due to our shortcomings but many inherent in the process and in existing attitudes. There is a growing feeling that we should re-order our priorities and move away from the single-dimensional model which has viewed growth from certain limited angles, which seems to have given a higher place to things rather than to persons and which has increased our wants rather than our enjoyment. We should have a more comprehensive approach to life, centred on man not as statistics but as an individual with many sides to his personality. The solution of these problems cannot be isolated phenomena of marginal importance but must be an integral part of the unfolding of the very process of development.

The extreme forms in which questions of population or environmental pollution are posed, obscure the total view of political, economic and social situations. India is one of the few countries which have an officially sponsored programme of family planning and this is making some progress. We believe that planned families will make for a healthier and more conscious population. But we know also that no programme of population control can be effective without education and without a visible rise in the standard of living. Our own programmes have

succeeded in the urban or semi-urban areas. To the very poor, every child is an earner and a helper. We are experimenting with new approaches and the family planning programme is being combined with those of maternity and child welfare, nutrition and development in general.

It is, however, an over-simplification to blame all the world's problems on increasing population. Countries with but a small fraction of the world population consume the bulk of the world's production of minerals, fossil fuels and so on. Thus we see that when it comes to the depletion of natural resources and environmental pollution, the increase of one inhabitant in an affluent country, at his level of living, is equivalent to an increase of many Asians, Africans or Latin Americans at their current material levels of living.

Questions

1. In what enterprise has India been engaged for the last 25 years?
2. What problems did India face in launching that enterprise?
3. Why has our economic growth not yielded fuller satisfaction?
4. What are the prerequisites for the success of the family planning programme?
5. Why can we not blame all the world's problems on increasing population?
6. In what way are the questions of population and environmental pollution control connected with the crusade against poverty?
7. To what extent is the political and social situation in India responsible for the slow progress in providing basic needs to the common man?

XIII

The field of medicine forces a confrontation between scientific and everyday language. Outside the world of the research laboratory and clinic, there exists the daily routine of medical practice a communication situation in which a doctor attempts to understand the problems of a patient, and the patient attempts to understand the doctor's diagnosis. Language is involved at all points in the medical consultation. The initial statement of symptoms is of critical significance, as it guides the doctor's search for the clinical signs of the condition. Similarly, the doctor's explanation of a problem, and the recommendations for treatment, need to be clear and complete if the patient is to understand and follow the correct course of action.

The need for careful listening and expression by both parties should be self-evident in a field as sensitive and serious as health. *In practice, many problems arise.* Patients worried about their health are often uncertain or confused in their accounts.

Busy doctors will not have the time to take up every point the patient has alluded to. Moreover, there is a tradition of medical interviewing which hinders the development of a genuine communicative interaction. One study of ten major medical journals in the 1960s found general agreement about the following characteristics of doctor-patient communication:

1. Topics of conversation should be restricted to those dealing with the patient's body and conditions contributing to disease.
2. Conversation should only be with the patients, not with relatives or friends.
3. It is the task of the doctor, not the patient, to ask questions.
4. The doctor should avoid telling all the truth, and discourage the elaboration of information from other sources.

5. Patients should be told that they are ultimately responsible for the improvement of their own health, which will occur only if they follow the doctor's advice.

Questions

1. Which of the following statements best reflects the theme of the passage?
 - A. Communication should be made a compulsory component of medical education.
 - B. There is a need for rigorous research in the field of doctor-patient communication.
 - C. For proper treatment the patients should listen carefully to the instructions of the doctor.
 - D. Medical profession requires a careful use of both scientific and everyday language.
2. The patients sometimes are not able to give a proper account of their ailment to the doctor because
 - A. They suffer from inferiority complex.
 - B. They are worried or disturbed about their health.
 - C. They want to hide certain symptoms of the disease.
 - D. They do not know the language of medical profession
3. The doctors are sometimes unable to treat the patient properly because
 - A. they do not know the kind of language to be used for interaction.
 - B. they do not have time to consider every point made by him.
 - C. they are impatient listeners.
 - D. they suffer from a superiority complex.
4. Which of the following statements is TRUE?
 - A. Medical communication is a specialised branch of professional communication.
 - B. The doctors should use medical terms while instructing patients as these are more specific.
 - C. The relatives of the patients should be encouraged to participate in the interaction.
 - D. It is necessary to train the patients in the art of communicating with doctors.
5. The word '*confrontation*' in the first sentence is closest in meaning to
 - A. Conflict
 - B. Competition
 - C. Confluence
 - D. Opposition

XIV

We must build a world of peace and we cannot do so unless we secure for it a truly moral foundation. We may hold different metaphysical views, adopt different modes of worship and there are millions today who do not desire to place their faith in any God at all. But every one of us will feel highly offended if he is pronounced destitute of any moral sense, if he is said to be untruthful or unloving. All religions and systems of morality are agreed that respect for life, respect for intangible possessions, good name and honour, constitute morality and justice. 'Do not do to others what you would not like to be done to you'. Even primitive sages

accept this principle. Only for them its appreciation is limited to their own tribe and race and those outside are not regarded as human beings. As our horizon expands, as our moral sense deepens, we feel that these moral precepts are valid for all human beings. Today the world is like a ship with no captain heading for the rocks. It is swept by passion and folly. We do not know whether it is passing through birth pangs or death throes. If we adopt the path of greed, hatred and self-interest, we will become something less than human. If we take the other path of fortitude, un-selfish service and sacrifice we will reach height of splendour in body, mind and spirit of which we can hardly dream. Nonreligion is our malady and religion as an adventure of spirit and as a tool radical transformation of human nature is the cure for it.

Questions

1. To build a world of peace it is essential to
 - A. respect all religions
 - B. serve society
 - C. have faith in God.
 - D. cultivate moral values in human beings.
2. Our moral sense deepens when we
 - A. view society in a broader perspective.
 - B. practice religion.
 - C. develop an understanding of morality.
 - D. pursue our goal with single-minded devotion.
3. Which of the following statements is TRUE?
 - A. Religion is a panacea for all evils in human society.
 - B. Religion acts as a dividing force in society.
 - C. Religion is an agent of change of human nature.
 - D. The main function of religion is the glorification of God.
4. Which of the following sentences contains the main idea of the passage?
 - A. Moral foundation is essential for peace in the world.
 - B. Religion is a cure for social malady.
 - C. Human society is heading towards chaos and anarchy.
 - D. Courage and sacrifice bring about spectacular changes in human beings.
5. The word 'Precepts' in sentence 9 is closest in meaning to
 - A. laws
 - B. statements
 - C. principles
 - D. idioms

XV

An increase in the sense of human power is the most important effect of machine production. This is only an acceleration of a process which began before the dawn of history, when men diminished their fear of wild animals by the invention of weapons, and their fear of starvation by the invention of agriculture. But the acceleration has been so great as to produce a radically new outlook in those who wield the power that modern techniques have created. In the old days, mountains and waterfalls were natural phenomena; now, mountain can be abolished and

a river can be created in its place. In the old days, there were deserts and fertile regions; now, the desert can be made to blossom like the rose, while fertile regions turned to deserts by insufficiently scientific optimists. In the old days, peasants lived as their parents and grandparents had directed they should. Now the authorities can decree what the children of peasants shall learn in school, and can transform the mentality of agriculturalists in a generation.

There thus arises, among those who direct affairs a new belief in power; first, the power of man in his conflicts with nature, and then the power of rulers against the human beings whose beliefs and aspirations they seek to control by scientific propaganda, especially in education. The result is that fixity is diminished. Nature is raw material: so is that part of human race which does not effectively participate in government. There are certain old concepts which represent men's belief in the limits of human power; of these the two chief are God and truth. Such concepts tend to melt away; even if not explicitly negated, they lose importance, and are retained only superficially. This whole outlook is new, and it is impossible to say how mankind will adapt itself to it. It has already produced immense cataclysm, and will, no doubt, produce others in the future. To frame a philosophy capable of coping both with men intoxicated with the prospect of almost unlimited power and with the apathy of the powerless is the most pressing task of our time.

Questions

1. The main aim of the passage is to discuss
 - A. the problems that arise because of conflicts between those who enjoy power and those who do not.
 - B. the factors responsible for a new outlook in those who wield power.
 - C. the historical background of the effects of machine production on human society.
 - D. the conquest of nature.
2. In sentence 7 the expression 'made to blossom like the rose' means
 - A. made beautiful and fragrant.
 - B. made attractive and colourful.
 - C. made fertile.
 - D. turned into garden.
3. Which of the following statements is TRUE?
 - A. Despite advancement in science, mountains cannot be shifted from one place to another.
 - B. The artificially created waterfalls are more beautiful than the natural waterfalls.
 - C. It is possible to control man's beliefs and aspirations through scientific propaganda.
 - D. Before the dawn of history man's fear of starvation considerably diminished because of invention of weapons.
4. According to the author the most important task of today is
 - A. to develop a philosophy capable of coping with the power wielder and the powerless.
 - B. to bridge the gap between those who enjoy the fruits of machine production and those who do not.

- C. to train peasants and workers in the use of new techniques of production.
 D. to stop indiscriminate exploitation of Nature.
5. Which of the following factors is directly responsible for bringing about a radical change in our society?
- A. Unprecedented growth in the field of education.
 B. Acceleration in evolving new techniques of production.
 C. Creation of powerful means of propaganda.
 D. Modern discoveries and inventions in science and technology.



Answer Key

Passage I

- Ans. 1** The main function of advertising is to inform the consumers about a product and to motivate them to buy it.
- Ans. 2** The factors that have contributed to the growth of advertising as an industry are: development of technology for mass communication, spurt in the growth of economy and increase in the production of goods in the country.
- Ans. 3** Advertising is considered as an important activity of a society because it provides employment to thousands of citizens and keeps them informed of new products.
- Ans. 4** Advertising can prove effective if the economy grows at a rapid pace, leading to manufacturing of new products.
- Ans 5** Advertising got a boost after independence because Five-Year Plans were launched, which caused tremendous increase in economic activity.
- Ans. 6** Advertising sometimes exercises harmful influence by making exaggerated claims about the quality and usefulness of products launched in the market.
- Ans. 7** The government should censor advertisements in order to save consumers from being lured to buy products about which exaggerated claims are made.

Passage XIII

1. D
2. B
3. B
4. A
5. A

Passage XIV

1. D
2. C
3. C
4. A
5. C

Passage XV

1. D
2. C
3. D
4. D
5. D

CHAPTER

32

Precis Writing

Brevity is the soul of wit.

Chapter Objective

To cultivate the art of condensation by developing an ability for distinguishing the essential from the non-essential in a given text and to express succinctly the main thoughts contained in it in one's own words.

COMMUNICATION CORE

The ability for condensed reproduction of a text is useful both for learning in the academic world and for performing one's duties in the professional world. Apart from reading comprehension skills, it requires the skill for concise restatement of ideas, already expressed, without loss of meaning, intention and emphasis of the original. Intensive practice in abridging sentences and short paragraphs should precede the effort to condense long texts.

The skill of comprehension needs to be supplemented by another equally important skill, that of precis writing. In life there is great pressure for quick action and disposal of work. We need to sift heaps of information and present it logically to arrive at a decision. For success in this kind of work we must develop the ability to put in brief what has been written. To perform an exercise of this type, we summarize or make a *precis* of the material before us. No wonder then that so much importance is attached to precis writing in educational institutions and recruitment examinations.

Now let us consider the nature and requirements of a good precis in some detail.

DEFINITION

The word 'precis' is derived from French and it means 'exact' or 'terse'. It is pronounced 'pray-see'. There is no change in the spelling of its plural but it is pronounced 'pray-seez'. **A precis may be defined as a restatement in shortened form of the main ideas and points in a piece of writing.** There is no fixed rule about the length of a precis but ordinarily it should

contain one-third of the number of words in the original passage. Precis, it should be clearly understood, is just not putting in different words what the original contains. It is neither a paraphrase of the original passage nor a list of its main points. It is a piece of continuous writing and so in order to be effective it should possess qualities such as proper organisation of ideas, logical sequencing of points and the use of that variety of language which the situation demands. But at the same time a precis is not creative writing, inasmuch as it is merely a condensed reproduction of the original writer's ideas, views, etc. It does not contain any comments, explanation or elaboration by the precis writer. Its rigour has no place for examples, illustrations and literary frills used by the writer of the original to emphasise his point.

To make a good precis the first requirement is a clear understanding of the given passage, its basic content. Next, you must have the ability to reproduce its main ideas effectively in your own language. Precis writing thus involves an exercise both in comprehension and effective writing. That is why the skill of precis writing is so highly valued.

QUALITIES OF A GOOD PRECIS

- (i) **Completeness:** A precis should cover the essential contents of the given passage. It should not omit any important fact or idea.
- (ii) **Clarity:** It should express the meaning of the original passage clearly and be free from all ambiguities and redundancies. Without reading the original, one should be able to get the main message through the precis.
- (iii) **Conciseness:** A precis must be brief and precise. It should be a coherent piece of writing, presenting the argument logically. Naturally, a patched-up thing will not do. It would be a poor precis indeed if you tried to produce a smaller version of the original by mere omission of certain words, phrases or clauses. You should remember that a good piece of writing is an organic whole which loses its meaning if truncated in this fashion.

TEN STEPS TO PRECIS WRITING

You have already done exercises in comprehension; this should help you in writing a precis. In fact, comprehension is the first step towards precis writing. But to understand a passage and to answer a few questions based on it, is one thing and to re-express briefly the chief points contained in it is another. Practice is essential to acquire this skill. The following steps will help you write a good precis.

- (i) To understand what the passage is about, read it carefully. Put down the main theme in a sentence or phrase. Also think of a suitable title for it. This exercise will help you in choosing what is important and omitting what is unimportant in the passage.
- (ii) Read through the passage again, and make sure that no hint or suggestion escapes you. This time underline the key words, phrases, clauses and sentences.
- (iii) Select the essential points, jot them down, and reject the rest.
- (iv) Prepare your first draft on the basis of underlined key words, phrases, etc., and the essential points you have jotted down.
- (v) Compare your draft with the original to check for any omissions and irrelevancies.

- (vi) Check the length of the precis. If it is more than the required limit, go through the draft again and delete any unnecessary words or phrases or rewrite some sentences to cut it down to the suitable length.
- (vii) Read the revised draft once more, this time paying particular attention to punctuation, spelling, and grammar. Remember it is just as important to write well in a precis as in any other composition.
- (viii) Prepare the final draft neatly.
- (ix) Write the number of words used in brackets at the bottom of your precis in the right hand corner.
- (x) Write 'Rough' on the top of your first draft and the list of points you have made and cross them out.

ABRIDGING SENTENCES

The following are some of the ways of abridging sentences. These may be used when you are taking the sixth step indicated above. You must learn to re-express ideas concisely through the steps suggested.

A. By Substituting a Single Word for a Phrase or a Clause

- | | |
|--|---|
| (i) Do not put off till tomorrow what you can do today. | (i) Do not postpone things. |
| (ii) I watched them while they were talking. | (ii) I watched them talking. |
| (iii) He is performing the duties of the secretary of the Management Association, but he is not paid for it. | (iii) He is the honorary secretary of the Management Association. |
| (iv) His conduct was such that it could not be excused. | (iv) His conduct was inexcusable. |
| (v) Our country has launched a campaign to reduce the number of those who can neither read nor write. | (v) Our country has launched a campaign against illiteracy. |

B. By Substituting a Phrase for a Sentence or a Clause

- | | |
|--|--|
| (i) When the officer had inquired into the matter he found that the worker was innocent. | (i) On inquiry the officer found the worker innocent. |
| (ii) When they had finished their work, they left. | (ii) Having finished their work, they left. |
| (iii) So that he may keep fit, he walks to his office everyday. | (iii) To keep fit he walks to his office everyday. |
| (iv) If he had not helped me, I would not have prepared this report. | (iv) Without his help I would not have prepared this report. |
| (v) He was very pleased when they told him they were interested in the proposal. | (v) He was very pleased to know that they were interested in the proposal. |

C. By Removing Superfluous and Ornamental Words

- | | |
|---|---|
| <ul style="list-style-type: none"> (i) When I began to write my first report it occurred to me that one method by which I could make it more effective would be to include a series of diagrams. (ii) We helped the people who were working on the land so that the crops could be saved. (iii) The rain continued without intermission throughout the night and did not cease for a moment until after the day had dawned. (iv) The word 'phone' is the shortened form of 'telephone' which has been abbreviated by dropping the initial four letters. (v) We might further state that we would be glad to supply any of these machines on a trial basis. | <ul style="list-style-type: none"> (i) When I began to write my first report I realised that I could make it more effective by including diagrams. (ii) We helped the people working on the land to save the crops. (iii) The rain continued till dawn. (iv) The word 'phone' is the abbreviated form of 'telephone'. (v) We would be glad to supply any of these machines on trial. |
|---|---|

D. By Substitution and Generalization

- | | |
|---|---|
| <ul style="list-style-type: none"> (i) It does not often occur to the parties in the dispute to find out whether the facts are correct or not. (ii) Before you accept such statements you should carefully verify them. (iii) It is impossible for any speaker to say all there is to be said upon this subject in the compass of a single lecture. (iv) He behaved in such an odd manner that we were greatly alarmed and wondered whether he had taken leave of his senses. | <ul style="list-style-type: none"> (i) The disputants seldom think of verifying the facts. (ii) You should accept such statements after verification. (iii) It is impossible for any one to speak on this subject exhaustively in a single lecture. (iv) His odd behaviour alarmed us and we wondered whether he had lost his sanity. |
|---|---|

Now let us attempt the precis exercises given below:

EXAMPLE I

Speech is a great blessing, but it can also be a great curse, for while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of an unusual word, or of an ambiguous word, and so on, may create an enemy where we hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated man may strike to an uneducated listener as showing pride; unwittingly we may use a word, which bears a different meaning to our listener from what it does to men of our own class. Thus

speech is not a gift to use lightly without thought, but one which demands careful handling; only a fool will express himself alike to all kinds and conditions of men.

(151 words)

Let us proceed in the manner we have been talking about to make a good precis of it. What does the passage deal with? The first reading will give you the answer: the writer is talking about speech being both a blessing and a curse.

What are the **key words, clauses, and sentences**? When you read the passage again, you will underline the following: ‘Speech is a great blessing but it can also be a curse....’ ‘... different classes of people use different vocabulary....’ and ‘Thus speech is not a gift to use lightly without thought but one which demands careful handling....’

What are the *main points*? We may jot down the following:

- (i) Speech is a great blessing.
- (ii) It can be a curse if we do not use it carefully.
- (iii) Words do not always convey the same meaning to all people.

Now if you put these points in continuous form in your own words your precis should read something as follows:

Speech is a valuable gift, but if we are to make ourselves understood, it should be used carefully, since we may distort our meaning not only by a careless use of words, but by ignoring the fact that words do not always mean the same thing to all people.

(49 words)

EXAMPLE II

What happens when one person sends a message and another receive it? First, consider the nature of language—the words in which most messages are expressed. All words are symbols. A symbol is a standardized sign, seen or heard, which stands for an object, event, or idea as agreed upon by senders and recipients of messages. It need not resemble what it stands for. Thus it differs from a pictorial representation or imitation, such as a portrait, a street plan, or an organisation chart.

A set of symbols agreed upon by two or more people is called a code. By far the most important codes are those which form language. In any civilized language there is a primary code of spoken words, formed from speech sounds. There is also a secondary code of letters (the alphabet) which can be combined to stand for the speech sounds of the primary code, as the letters—t, r, e, e—stand for the sound of ‘tree’. Neither letters nor sounds have any resemblance to what they denote—a tree.

Whenever language is used, a sender must encode his message, and a recipient must decode it. For language communication to be effective, senders and receivers must agree on all the details of the language code. If you go to France in ignorance of the French code and meet people ignorant of the English code, you have to resort to gestures and attempts at direct representation of what you want to say. How inadequate this can be is shown by the story of an English tourist, who suffering from hunger in a French street, moved his hands and jaw to convey his wish to find a restaurant, he was obligingly conducted to a dentist’s waiting-room!

(292 words)

What is the author talking about? In your first reading itself you will discover that the passage is about symbols and codes and their use in communication.

Now let us go through the passage again and underline the key words, phrases, clauses and sentences. We would underline the following:

‘All words are symbols. A symbol is a standardized sign as agreed upon by senders and recipients of messages. It need not resemble what it stands for.’

‘A set of symbols agreed upon by two or more people is called a code.’

‘For language communication to be effective, senders and receivers must agree on all the details of the language code.’

Now let us jot down the main points:

- (i) Words, which are used for sending most messages, are symbols.
- (ii) A symbol is a sign which stands for something other than itself. It need not resemble what it stands for.
- (iii) A code is a set of symbols understood by two or more people.
- (iv) Languages are most important codes.
- (v) Each civilized language has primary and secondary codes.
- (vi) Agreement on the details of a code is necessary for effective communication.

Now if we arrange the above points in connected prose we shall produce a precis as follows:

Words which we use for expressing a message are symbols. A symbol by agreement among its users stands for something other than itself. There is, however, no similarity between it and the thing it denotes. A set of symbols understood by two or more people is a code. Language is the most important code. Each language used by the civilized world has two codes; the primary, consisting of sound symbols and the secondary, consisting of letters. For effective communication agreement among the users regarding details of the language code used is essential. Absence of such an agreement leads to misunderstanding and confusion.

(102 words)

EXAMPLE III

The liberty of the individual is no gift of civilization. It was unlimited before there was any civilization, though then, it is true, it had for the most part no value, since the individual was scarcely in a position to defend it. The development of civilization imposes restrictions on it, and justice demands that no one shall escape those restrictions. What makes itself felt in a human community as a desire for freedom may be their revolt against some existing injustice, and so may prove favourable to a further development of civilization; it may remain compatible with civilization. But it may also spring from the remains of their original personality, which is still untamed by civilization. The urge for freedom, therefore, is directed against particular forms and demands of civilization or against civilization altogether. It does not seem as though any influence could induce a man to change his nature into a termite's. No doubt he will always defend his claim to individual liberty against the will of the group. A good part of the struggles of mankind centres round the single task of finding an expedient accommodation—one, that is, that will bring happiness—between this claim of the individual and the cultural claims of the group; and one of the problems that touches the fate of humanity is whether such an accommodation can be reached by means of some particular form of civilization or whether this conflict is irreconcilable.

(253 words)

Key Words, Phrases, Clauses and Sentences

‘The liberty of the individual is no gift of civilization.’

‘The development of civilization imposes restrictions on it.’

‘... a desire for freedom may be their revolt against some existing injustice... favourable to a further development of civilization...’

‘...also spring from the remains of their original personality... still untamed by civilization.’

‘struggles of mankind centre round the simple task of finding an expedient accommodation between this claim of the individual and the cultural claims of the group...’

‘One of the problems that touches the fate of mankind is whether such an accommodation can be reached by means of some particular form of civilization...’

Main Points

- (i) Individual liberty is no gift of civilization.
- (ii) Development of civilization restricts it.
- (iii) Urge for freedom may spring from two sources:
 - (a) revolt against existing injustice, leading to further growth of civilization, and
 - (b) remains of man’s original personality, causing hostility to civilization.
- (iv) Man will never give up his claim to individual liberty.
- (v) Mankind’s struggles centre round the task of finding a solution to the conflict between individual liberty and the cultural claims of the group.
- (vi) Can any particular form of civilization bring about this solution?

Precis

Civilization has restricted the individual liberty of man which he originally enjoyed. His urge for freedom may be manifestation of revolt against prevailing injustice, leading to the growth of civilization, or a trait of his original personality, causing hostility to it. Since man’s nature is unchangeable, struggle between his claim to individual liberty and the will of the people will continue. One of the problems that affects mankind’s fate is whether any form of civilization can find a happy solution to this conflict.

(84 words)

We believe you are now ready for an independent attempt. The exercises that follow are divided into two sections. *Section One* contains short exercises which will give you practice in preparatory work. *Section Two* has fifteen passages which have been carefully graded for your convenience. The number of words is indicated at the end of each passage to enable you to work out the length of your precis quickly. Before you attempt these exercises go through the following checklist carefully:

DO’S FOR PRECIS WRITING

- (i) Use your own language as far as possible.
- (ii) Keep the same sequence of events, ideas, arguments, etc. which you find in the original passage; change it only for the sake of achieving clarity.
- (iii) Drop figures of speech, examples and illustrations. In a passage entirely devoted to the illustration of some idea or argument, use the illustration in a compressed form.

- (iv) Give maximum information within the required limit.
- (v) Use indirect speech and the third person.

DONT'S FOR PRECIS WRITING

- (i) Avoid copying from the original.
- (ii) Do not give any title unless specifically required.
- (iii) Do not divide your precis into paragraphs unless the original passage is very long (more than 1500 words).
- (iv) Do not change any facts.
- (v) Do not make any comments.

Exercises



A. Abridge the following sentences:

- (i) The manager asked the foreman what he thought about the proposal.
- (ii) He refused to accept the explanation given by the shopkeeper.
- (iii) The man who is standing over there is our new civil engineer.
- (iv) I cannot do this unless I have the equipment which is necessary.
- (v) The job that the worker was given was dull and tiring.
- (vi) Ram performed his duties exactly in the manner he had been instructed.
- (vii) As they has been exhausted by the work, the workers sat down.
- (viii) The explanation that you have given is not satisfactory.
- (ix) In spite of the fact that he was not really fit, he decided to take part in the games.
- (x) Certain parts of the country are completely barren and unproductive.
- (xi) When there is nothing else to talk about, we indulge in conversation that deals with the weather.
- (xii) After a thorough investigation had been made, it was decided to make an estimate of the value of the damaged property.
- (xiii) After the day's heavy rush of work, he was so tired that he was unable to stay awake any longer.
- (xiv) Owing to the fact that there is a shortage of paper, the Government has restricted the size of daily newspapers.

B. Read the following extracts and try to write down the main idea of each in one or two short sentences. Use your own words as far as possible. In each case the number of words you use should be less than those in the extract.

- (i) 'Let me lie like a stone, and let me rise like a loaf'. Whoever it was that coined this proverb must surely have keenly felt our two most besetting daily problems: getting to sleep at night, and waking up in the morning.
- (ii) When you look at the rainbow in the sky, what strikes you most about it? First of all, I suppose, its beauty but after that the fact that its many colours melt, almost little by little, one into the other, so that there is no real line of separation between red and orange or orange and yellow.
- (iii) It is clear that if we want to step out of our rocket and walk about on the moon, we must bring our own air with us; we shall need an oxygen apparatus such as the climbers on

Mount Everest had. We may perhaps think that the weight of this will make walking or climbing very arduous, but as soon as we set foot on the soil of the moon, we shall find that the contrary is the case.

- (iv) In many parts of the world there are large areas of potentially good land that cannot be used for agriculture because they are either too dry or too wet. But by engineering skill-devising efficient methods of irrigation, drainage, or flood control—and improved agriculture, it is often possible to reclaim such land.
- (v) The fighting habits of man are odd because he displays them only in groups. But they were not supplied by scientists. On the contrary, science has helped to end several kinds of group murder, such as witch-hunting and the taboos of the early nineteenth century against disinfecting hospitals.
- (vi) A widespread understanding of the Plan is an essential stage in its fulfilment. It will help large numbers of persons to appreciate the main lines on which development is expected to proceed over the next few years. They will be able to see how progress in different directions is interrelated and effort in one field strengthens as well as demands effort in other fields.
- (vii) A paper-boy, a sixth-former, and a new graduate may be equally skilful in teasing, shouting instructions on the games field, grumbling—or even swearing. But their skill will probably be unequal when it comes to drafting a letter, writing a report, or making a formal speech, because these are relatively sophisticated uses of language. They might fairly be called ‘exotic’—a term particularly apt for *written* language, in which we all need special training, which cannot be said to ‘come naturally’ and which has its own set of special rules and conventions.
- (viii) The immediate objectives of every organization are supplemented to some degree by goals of longer range. Even while management is wrestling with the daily crises of producing, hiring, supervising, selling and profit-making, it is also concerned with the company’s identity and reputation.
- (ix) What the world needs today is not a juxtaposition of competing states but friendly partners working for the one supreme cause of making the world a happy home for humanity. We should look upon ourselves not as rivals but as friends with a common purpose in view.
- (x) The human brain functions by making comparisons. Every individual, faced with a particular situation, deals with it by comparison with other situations through which he has passed, which have left their imprint on the memory system of the brain. Each new situation is matched by this memory system, until an adequate response is produced.

Passages for Precis



I

A great deal of the world’s work is neither producing material things nor altering the things that nature produces, but doing services of one sort of another.

...Thoughtless people are apt to think a brick-maker to be more of a producer than a teacher. When a village carpenter makes a gate to keep cattle out of a field of wheat, he has something solid in hand which he can claim for his own until the farmer pays him for it. But when a village boy makes a noise to keep the birds off he has nothing to show, though the noise is just

as necessary as the gate. The postman does not make anything; he only delivers letters and parcels. The policeman does not make anything; and the soldier not only does not make things: he destroys them. The doctor makes pills sometimes; but that is not his real business, which is to tell you when you ought to take pills, and what pills to take, unless indeed he has the good sense to tell you not to take them at all, and you have the good sense to believe him when he is giving you good advice instead of bad. The lawyer does not make anything substantial... nor the member of Parliament, nor the domestic servant (though she sometimes breaks things), nor an actor. When their work is done they have nothing in hand that can be weighed or measured: nothing that the maker can keep from others until she is paid for it. They are all in service: in domestic service like the shop assistant, or in government service like the postman, and all of us who have full-size consciences consider ourselves in what some of us call, the service of God.

And then, besides the persons who make the substantial things there must be persons to find out how they should be made. Besides that persons who do things there must be persons who know how they should be done, and decide when they should be done, and how much they should be done. In simple village life both the making or the doing and the thinking may be done by the same person when he is a blacksmith, carpenter or builder; but in big cities and highly civilised countries this is impossible: one set of people has to make and do whilst another set of people thinks and decides what, when, how much, any by whom.

(310 words)

George Bernard Shaw

From: *The Intelligent Woman's Guide to Socialism*, 1928

II

Authority in the twentieth century is nowhere what it was. In certain spheres it has disappeared altogether. Public opinion no longer feels bound to enforce morality as it did by means of spoken disapproval and informal penalties. Fathers have ceased to rule the family, employers no longer enjoy the status of masters; the upper class have ceased to inspire imitation as models of correct behaviour; schoolmasters and university dons no longer dominate the minds of the young... Things once considered inherently wrong are tolerated where they are thought to do no manifest harm: fornication, adultery, homosexuality, abortion, nudity, and erotica flourish openly where they were once legally penalized or forced to be discreetly veiled. Adolescents, who were once subject to the edicts of parental jurisdiction, live as they please, often earning as much as their fathers, and enjoying more legal rights at eighteen than their grandmothers possessed at any time during their lives.

But this decline of authority in the twentieth century has not necessarily meant a rise in liberty. For the concept of authority is not something which stands logically opposed to that of freedom, although some unreflective people may think it does. Authority is really a special kind of power which rests on the consent and belief of those who live under it. Without such free assent there can be no such thing as authority. So freedom in this important sense is part of the very notion of authority. And when authority is removed, it is only too likely that it will be followed either by the rule of naked power or by anarchy.

(262 words)

Maurice Cranston

From: "Authority in Question", *Our World Today*, 1973

III

With the inevitable growth of specialization I see the universities facing two great dangers. First, it is very easy to get so involved in the technical details of education that the object of education is lost. And secondly, in an effort to condition a university to the needs of its students and to the needs of the state it may lose its power to make or mould those students into reasonable and responsible men, capable of thinking for themselves and capable of expressing the results of their thoughts to others.

A university must do more than merely provide a high-class professional apprenticeship. It does not matter in the least what a student's specialized line happens to be; the fact that he is a specialist cannot excuse him from his responsibilities as a man. Students must emerge as complete human beings capable of taking their proper place in society as a credit to their universities both for their professional knowledge and as men. There is no conflict between the disciplines here. Nobody can be termed a complete man who has no knowledge of what science has to teach, and, equally, human obligations cannot be escaped on the grounds of being a specialized scientist or technologist.

By human obligations I mean the ability to behave in a reasonable way, to observe restraint so that restraints do not have to be imposed, to be able to think clearly and objectively so that false doctrines cannot gain ground. I believe that it also means the ability to see through nonsense, political, economic, scientific, and so on, and the feeling that it is a duty to resist it. This in no way conflicts with the amount of specialized knowledge, whether scientific, classical, or anything else, which the student can absorb and turn to good account for himself and the community at large.

The universities have a special responsibility to send people of that sort out into the world, because by their influence and example in the community at large they can extend the work of the universities to every corner of the world.

(347 words)

Prince Philip, Duke of Edinburgh
From: *Selected Speeches*, 1955

IV

Communication is essentially a social affair. Man has evolved a host of different systems of communication which render his social life possible—social life not in the sense of living in packs for hunting or for making war, but in a sense unknown to animals. Most prominent among all these systems of communication is, of course, human speech and language. Human language is not to be equated with the sign systems of animals, for man is not restricted to calling his young, or suggesting mating, or shouting cries of danger; he can with his remarkable faculties of speech give utterance to almost any thought. Like animals, we too have our inborn instinctive cries of alarm, pain, etc., say Oh! Ah! we have smiles, groans, and tears; we blush, shiver, yawn, and frown. A hen can set her chicks scurrying up to her, by clucking-communication established by release mechanism-but human language is vastly more than a complicated system of clucking.

The development of language reflects back upon thoughts; for with language thoughts may become organised, new thoughts evolved. Self-awareness and the sense of social responsibility have arisen as a result of organised thoughts. Systems of ethics and law have been built up. Man has become self-conscious, responsible, a social creature.

Speech and writing are by no means our only system of communication. Social intercourse is greatly strengthened by habits of gesture—little movements of the hands and face. With nods, smiles, frowns, hand-shakes, kisses, first shakes, and other gestures we can convey most subtle understanding. Also, we have economic systems for trafficking not in ideas but in material goods and services; the tokens of communication are coins, bonds, letters of credit, and so on. We have conventions of dress, rules of the road, social formalities, and good manners; we have rules of membership and function in business, institutions, and families. But life in the modern world is coming to depend more and more upon “technical” means of communication, telephone and telegraph; radio and printing. Without such technical aids the modern city-state could not exist one week, for it is only by means of them that trade and business can proceed; that goods and services can be distributed where needed; that railways can run on a schedule; that law and order are maintained; that education is possible. Communication renders true social life practicable, for communication means organisation. Communications have enabled the social unit to grow from the village to the town, to the modern city-state, until today we see organised systems of mutual dependence grown to cover whole hemispheres. Communication engineers have altered the size and shape of the world.

(443 words)

Colin Cherry

From: *On Human Communication*, 1957

V

Men are not made in the same mould, like a lot of bricks. It would have ill-suited the wants of the world if it had been so. Consequently, even in the same country, men differ in disposition, and inclination and manners, and opinion, more probably than they do in face or form. And between the people of different countries the contrast is even more striking. We have then, also, different sentiments, different sympathies, different hopes, different ways altogether. It will always be so. So long as there are different minds, there will be different views on all matters that admit of opinion. So long as there are different degrees of latitude and longitude, as well as differing circumstances there will be different interests, different attachments and different habits. It behoves us, therefore, to cultivate a generous spirit of forbearance towards those, of whatever race, who may think differently and act differently, from ourselves. Even though we may be convinced that they are wrong, if we know them to be sincere, we should still bear with them and give them credit for their sincerity.

This is the virtue of toleration or bearing with others when we may differ from them, or may not like their ways. Toleration should be shown in all differences of opinion on even the highest matters of life and death; and here it is of more value than anywhere else. When we cannot agree with one about a point of science, or philosophy, or faith, we can at least agree to differ from him, and there is an end. We must always remember that we are all likely to make mistakes and possess weaknesses, and that we ourselves need the same forbearance and sympathy. We are, besides, all of the same human brotherhood, and should, “like brothers, agree”.

(308 words)

J. Some

From: *Toleration*

VI

The present-day executive has had his counterpart in all ages but the stresses and strains to which he is exposed today are only a modern phenomenon. The faster pace of modern living, the rat race of competitiveness, and the morbid urge for acquisition tend to create a built-in mechanism for stress in the job of a modern executive.

Added to the occupational stresses are the social anxieties like efforts to keep up with Joneses, provide security for the family and so on. He thus leads a life of tension—from morning to night—often devoid of any time for a hobby and relaxation. Frequent late night business get-togethers along with the wife lead to a situation when children at times can become strangers in the home.

This business entertainment and other social obligations, no doubt a part of the job of a modern executive, lead to excessive consumption of alcohol, smoking, late nights, etc. The job itself can be quite demanding as the executive tries to perform at the highest key.

This constant mental and physical wear and tear creates an explosive situation in the physiology, internal metabolism and functions of the nervous and other body systems of the executive...

I get my share of patients from this stream of society. Most often they come to me after they have been on tranquillizers or other drugs, for months or years. "Doctor, I can't sleep unless I take a calmose everyday," says A. Prolonged mental and physical work coupled with tension and anxiety precipitated diabetes in Mr. Y. Mr. T, who is always very tense, has started showing signs of peptic ulceration. Mr. X whose blood pressure was always normal started showing signs of escalation ever since he took charge of a new department. Mr. S, who is a perfectionist in everything he does, is punctual to the second and meticulously thorough in his drafting, planning and execution; was one day stricken with a coronary attack. Apart from his typically built-in personality traits and exacting nature of work, he smoked heavily. He had no time for any physical exercise or game. Here were all the elements for the tragic finale of the executive drama. A nagging sense of frustration and feelings of insecurity tend to produce in some a state of constant anxiety and melancholia. Many of them are afraid of impending heart attacks. They repeatedly visit our office for check-up. Insomnia is a common scourge. It is often the result of abnormal fatigue of both mind and body and business anxieties. Dependence on drugs tends to become an epidemic.

My approach to these problems is not only to prescribe drugs but to advise rest and outstation holiday so that the executive has a change of environment. I suggest physical exercise, preferably an outdoor game like tennis, badminton or golf where exercise coupled with interesting social concourse takes one away from tensions and anxieties of the daily work.

(508 words)

Jugal Kishore

From: Executive Health I, *Indian Management*, Volume 13, 1974

VII

The roar of traffic, the screech of brakes, the clickety-clack of typewriters, the howl of transistor radios, the chug-chug of machinery! It is noise, everywhere and all the time. And we live and work amidst it all. Truly ours is a noisy world. It is impossible to find a single moment when everything is quiet. How often do we hear someone say, "I wish I could get away from all this noise." But he cannot get away. He has to live with noise day after day, hour after hour. Noise

has become the curse of modern times. It is an evil that modern man cannot escape from, not at any rate for long. The result is he cannot sleep soundly, he cannot work efficiently, and at times he gets angry for no reason. Noise does great harm to the physical and mental health of modern man.

Who is responsible for all this noise? None in particular. Man has been busy inventing things for a few hundred years now. Things like the train, the car, the aeroplane, besides machines of various kinds. Each one of these inventions added its share of noise when it came. Thus the noise of modern times has come to us gradually over a long period of time. It is, therefore, difficult to put the blame on anyone in particular. For this reason people, until recently, did not pay much attention to this evil. People are generally quick to notice an evil when they know who is responsible for it. They then meet, write to the newspapers, shout slogans, and ask the government to put down the evil. But people, until recently, never complained about noise because they did not know who was responsible for it.

It is different now. All over the world people are asking for action to limit noise. They have come to realize the dangers of noise. They are no longer content to live with noise as they were in the past.

But how are we to control noise? It is not easy. There are difficulties in the way of controlling noise. In the first place, though noise makes people deaf or partly deaf, deafness is not the same as say, blindness. You can easily see that a man is blind, but you cannot find out that a man is deaf until you talk to him. Besides, a man can continue to work after he has gone deaf. Blindness, on the contrary, forces a man to stop working and everybody feels sorry for him. Nobody feels sorry for the deaf man in the same way.

Secondly, people feel differently about the same noise. My neighbour's radio set heard through the wall is noise to me but it can be a delight to my neighbour. The ding-dong of the ice-creamwallah is a joy to children but not to people who do not like ice-cream. There are plenty of young men who enjoy the roar of a motor-cycle, but it drives others mad. One man's noise is another man's music.

Finally, limiting or reducing noise is costly. Take the case of the jet aircraft flying into Santa Cruz airport. These aircraft make a lot of unpleasant noise. One way of limiting the noise is to move the airport to a place far away from Mumbai. This would cause inconvenience to air travellers coming to Mumbai and it would cost them more money. Another way of limiting the noise is to make smaller and lighter aircraft. This would mean carrying fewer passengers, or less fuel or both. The price of air tickets would then go up and the flight would take more time.

These are some of the difficulties in the way of controlling noise, and because of these, we have not been able to do much to make our streets less noisy. But we are now aware of the dangers of noise and we are trying to do something to control it. That in itself is a good thing.

(650 words)

VIII

Any observant visitor to large firms must be struck by the variety of the symbols of status which in some companies are used to distinguish each tier in the organisation. The most common is the eating-place. Separate eating-places are usually provided for manual workers (quite apart from a distinction made sensibly enough at some works between canteens for those eating with only roughly washed, and those eating with clean hands) and/or staff and senior management

or director. But there may be as many as six or seven grades or eating-place, and one company known to us was even thinking of introducing five different managers' dining rooms to enhance the sense of rank and emphasise the value of promotion. Office furniture, particularly the type of desk and whether there is a carpet and hat-stand-distinctions which have proverbially obsessed the civil service—is now often a reliable index to rank in private industry.

There are many other status symbols which the innocent abroad in the world of big business may not suspect: where one parks one's car (and what make of car one has), which entrance one may come in by, whether one can press the directors' lift bell, and which lavatory one uses. There are usually several grades of lavatory in any sizeable business house, the directors and a few other privileged elite may have a special lavatory to which they have a key. Indeed the lavatory is quite an important status symbol.

The badges of rank may be awarded to all members of a particular grade; but they may also develop without official encouragement and even in many subtle ways in opposition to a company policy which discourages them. They will then tend to be not so much an alternative to economic incentive as an external support for authority and especially as a protection against feelings of insecurity. There seems to be a general belief that in the anonymity of large business organisations the feeling of insecurity among executives is growing. Since it is harder for a company officer to obtain respect and recognition for his intrinsic qualities as an individual, and even as an able executive initiating policy, he turns to such outward symbols of arrival to protect his position. He does not necessarily lose his need of them at the very top. On the contrary, there are a large number of top businessmen who depend upon them for reassurance that they really are the big men they are supposed to be.

(415 words)

Roy Lewis and Rosemary Stewart

From: "Life at the Top-Sweets of Office", *The Boss*, 1958

IX

Is life better today than it was a hundred and twenty years ago? One can't be sure. One thing, however, is certain: life today is not so painful as it was then.

Today when the doctor advises an operation the patient does not feel exactly pleased about it. He feels uneasy, worried perhaps; but the doctor's words do not fill him with extreme fears as they did a hundred and twenty years ago. The patient lay on the table, his hands and feet tied down with strong ropes. He saw and heard, and above all, felt everything while the surgeon cut and stitched. The very thought of such an operation makes us sick today; but such operations were the rule then.

Even today man has not conquered pain completely, nor will he ever. A certain amount of pain is in fact, necessary. It tells us when we are sick or hurt and it forces us to take rest or go to a doctor. Indeed, without any pain at all life would be dangerous.

But it is not at all necessary or desirable to feel pain when a bad tooth is being pulled out or a useless leg is being cut off. No wonder, then, the discovery of anaesthesia has been described as the greatest blessing of science.

In fact, man has been busy, through the ages, trying to conquer pain. His first attempt was by using charms. Then he thought of a more practical way—taking drugs like opium, hashish etc. The Chinese were probably the first people to use drugs in operations. Much later, the Romans too used them. The surgeons of the Middle Ages had no faith in drugs. They used alcohol

instead. The patient was given plenty of alcohol till he was dead drunk. However, neither drugs nor alcohol offered a complete answer to the surgeon's problem. The best surgeons, therefore had to ask their patients to bear the pain as well as they could.

With the discovery of nitrous oxide the problem of finding a pain-killer was nearer a solution. Soon it came to be known as 'laughing gas' because of its capacity for destroying pain and making people laugh. The gas found its way to America, where it was proving to be true to its name. Young Americans found the new gas better and cheaper than alcohol, and parties were held only for the purpose of inhaling the gas. One such party was attended by a young dentist named Horace Wells. He observed that after some time the crowd grew very gay and the members, under the influence of the gas, started hurting each other without feeling any pain. Wells became interested. In fact, he was so interested that he asked a fellow-dentist to pull out a perfectly good tooth of his. To his joy and wonder he found that he felt no pain at all.

(498 words)

X

Breakfast, dinner, tea; in extreme cases, breakfast, luncheon, dinner, tea, supper, a glass of something hot at bedtime. What care we take about feeding the lucky body! Which of us does as much for his mind? And what causes the difference? Is the body so much the more important of the two?

By no means; but life depends on the body being fed, whereas we can continue to exist as animals (scarcely as men) though the mind be utterly starved and neglected. Therefore, nature provides, that in case of serious neglect of the body, such terrible consequences of discomfort and pain shall ensue, as will soon bring us back to a sense of our duty; and some of the functions necessary to life she does for us altogether leaving us no choice in the matter. It would fare but ill with many of us if we were left to superintend our own digestions and circulation. "Bless me!" one would cry, "I forgot to wind up my heart this morning! To think that it has been standing still for the last three hours!" "I can't walk with you this afternoon", a friend would say "as I have no less than eleven dinners to digest. I had to let them stand over from last week, being so busy, and my doctor says he will not answer for the consequences if I wait any longer!"

Well, it is, I say, for us that consequences of neglecting the body can be clearly seen and felt; and it might be well for some if the mind were equally visible and tangible—if we could take it, say, to the doctor, and have its pulse felt.

"Why, what have you been doing with this mind lately? How have you fed it? It looks pale, and the pulse is very slow." "Well, doctor, it has not had much regular food lately. I gave it a lot of sugar-plums yesterday." "Sugar-plums! What kind?"

"Well, they were a parcel of conundrums, Sir."

"Ah, I thought so. Now just mind this: if you go on playing tricks like that, you'll spoil its teeth and get laid up with mental indigestion. You must have nothing but the plainest reading for the next few days. Take care now! No novels on any account!"

Considering the amount of painful experience many of us have had in feeding and dosing the body, it would, I think, be quite worth our while to try and translate some of the rules into corresponding ones for the mind.

First, we should set ourselves to provide for our mind its proper kind of food. We very soon learn what will, and what will not, agree with the body, and find little difficulty in refusing a

piece of the tempting pudding or pie which is associated in our memory with that terrible attack of indigestion and whose very name irresistibly recalls rhubarb and magnesia; but it takes a great many lessons to convince us how indigestible some of our favourite lines of reading are and again and again we make a meal of the unwholesome novel, sure to be followed by its usual train of low spirits, unwillingness to work, weariness of existence—in fact, by mental nightmare.

Then, we should be careful to provide this wholesome food in proper amount. Mental gluttony, or over-reading, is a dangerous propensity, tending to weakness of digestive power and in some cases to loss of appetite: we know that bread is a good and wholesome food, but who would like to try the experiment of eating two or three loaves at a sitting?

I have heard a physician telling his patient—whose complaint was merely gluttony and want to exercise—that “the earliest symptom of hyper-nutrition is a deposition of adipose tissue” and no doubt the fine long words greatly consoled the poor man under his increasing load of fat.

I wonder if there is such a thing in nature as a FAT MIND. I really think I have met with one or two minds which could not keep up with the slowest trot in conversation; could not jump over a logical fence, to save their lives; always got stuck in a narrow argument; and in short, were fit for nothing but to waddle helplessly through the world.

(720 words)

Lewis Carrol

From: ‘Feeding the Mind’

XI

The United Nations General Assembly has taken another step, which may not be entirely to the liking of some of the advanced industrial nations, in adopting a charter of economic rights and duties of States. It is not an enforceable document but it reflects the spirit of the times and has aptly been described as an economic Magna Carta. Understandably, all the developing nations voted in favour. So did all the communist countries. Only six countries voted against and ten abstained, all of these being affluent societies.

The 34-clause charter asserts the principle of equity and mutual benefit, international economic and technological relations and the sovereign right of every State to choose its own economic, political, social and cultural system “in accordance with the will of its people, without outside interference and coercion”. It also protects the right of each State to protect its wealth and natural resources and to dispose of these in accordance with its domestic laws. Thus the charter stipulates that each State must have the right to regulate and supervise the activities of ‘transnational corporations’ which together with other foreign investments, may be nationalised. subject to payment of ‘appropriate compensation’ on the basis of domestic laws and regulations and other pertinent circumstances.

The charter also emphasises the importance of correcting imbalances between the world’s rich and poor nations. It seeks to secure this by asserting the principle of equitable benefits and most favoured nation treatment in international trade, the right of primary producers to form organisations to develop their economies and the right of developing societies to link the prices of their exports to the prices of their imports—a principle that has acquired a cutting edge through the action of all oil producing and exporting countries in regulating oil prices. There is also a stipulation of the right to benefit from advances in science and technology

and to an assurance that the world's seabed resources are exploited exclusively for peaceful purposes on the basis of shared benefits.

The transit rights of landlocked countries are also sought to be safeguarded. India expressed certain reservation on this article, as transit involves access to and through the territory of another sovereign state. It, however, said it was prepared at all times to uphold the legitimate interests of landlocked States but suggested that this was a matter best settled through bilateral negotiations.

The affluent nations feel that some of the provisions of the charter are premature while others are too sweeping. Thus, nationalisation may become expropriation. These reservations are not entirely without merit. But they do not call for opposition to the charter but, rather, the development of conventions and precedents that establish principles of fair trade and equitable dealing.

The developing societies can in their turn complain that the affluent States are the beneficiaries of the global brain drain which has more than a financial dimension. The UN Secretary-General has sought to propose a financial formula to deal with this problem. These are extremely complex matters and may not easily yield a consensus. However, the world economic charter indicates the broad direction in which the world must move. Having talked "One World" for the last three decades, the General Assembly has now said that the time has come to live that concept.

(543 words)

From: *The Hindustan Times*: December 15, 1974

XII

It is an error to view the continuing conflict between the bureaucrat and the technocrat merely as a struggle for administrative power. This is only the outward manifestation of the problem. The real issue arises out of the impact of advanced technology transfer on a traditional system of administrative communication.

The complaints and counter-complaints are as follows: the technocrats allege that the sorry state of the country is largely the making of ICS and IAS officers. These officers have been trained for law and order work and are unequal to the demands of developmental activity. When they head technical sectors like power, irrigation, petroleum industry, etc. they create chaos. The bureaucrats, they complain, intervene in the decision-making process, "sit on files", demand precedents when innovative approaches are the crying need and make it impossible for technical personnel to have access to the ministerial policy level.

The IAS Association has come back with a vengeance, claiming exactly the opposite. The railways they say, are in a mess because they are manned by technocrats. Other "specialist" services like Revenue and Information are also showing signs of growing discontent. The reason for this simply is: "technocrats cannot be good administrators."

The suggestion has been either implied or made explicitly that the solution lies in replacing bureaucrats by technocrats. However, as Prof. (Mrs.) Brigitte Schroeder of the University of Montreal, Canada told the Science Summer School in Delhi recently: "Scientists are as narrow-minded, prejudiced and chauvinistic as politicians or any other ordinary citizen; it is a myth that they are above politics or apolitical."

The deeper cause of the conflict can probably be located in the process of modernisation with the attendant transfer of more and more sophisticated technology. Both bureaucrats and

technocrats in India have inherited styles of work relevant to the bygone days of colonial imperialism, but totally irrelevant to the needs of the day. Technology-transfer is making it absolutely essential that new management and administrative styles be evolved, characterised by interdisciplinary approaches, optimization techniques, consideration of behavioural science inputs, and the application of modern decision-analysis methods not infrequently requiring computer-aided approaches. One other very outstanding effort of sophisticated technology-transfer is the deep dichotomy it creates between the skilled technologist on the one hand and the traditional administrator on the other.

As technology transfer takes place the scientist or technologist who acquires the specialised ability also acquires the “power to do”. Traditionally however, power descends hierarchically in the bureaucratic system which is vested with the “authority to decide”. These two forces come into sharp conflict, leading to the breakdown of communication and the emergence of insecurity and anxiety manifestations in administrative structure.

We have had in India two great men—Homi Bhabha and Vikram Sarabhai—who in somewhat dissimilar ways attempted to resolve this administrative conflict and restore healthy communication in this area of national life. Bhabha did this by getting the Government to agree to making the technical head of a department also its administrative head. This lead given by Dr. Bhabha has been successfully emulated in other areas of advanced technologies like electronics and space research.

Dr. Sarabhai went about this task in a slightly different way. Drawing on his own private industrial management background he did two things. First, he created in the Government (as in space research) an operating culture essentially that of the private sector, and, secondly, he insisted that scientists also be good managers and, therefore, required that they receive training in modern management science practices.

Unfortunately, the leadership provided by these two leaders is being largely frustrated and we are reverting to the past conflict state characterised by blocking of communication between the technologist and the administrator.

The solution to the problem does not lie in replacing bureaucrats by technocrats or vice versa. It lies in creating new operating cultures in government which will permit the application of modern management science principles for an increasing flow of administrative communication between the decision-maker and the technologist.

(648 words)

Krishan Sondhi

From: ‘Bureaucrats Versus Technocrats, *The Hindustan Times*, September 15, 1973)

XIII

It is true, that whenever we think of language and language learning we usually think of mastering the vocabulary or learning the “words”. This common reaction seems to arise from our experience with our own language. Very early as small children we master the sound system of our language. We learn to hear the significant sounds in sequences that become familiar, and then to produce these significant sounds and sound sequences with amazing accuracy... This mastery of the sound system of our native language has (for all of us without noticeable speech defects) become entirely unconscious, and like the ability to walk, we cannot remember the learning process. The same thing is true concerning our mastery of the use of the devices which our language uses structurally, the fundamental matter of word-order and the

pattern of form. These we learn to use automatically, and they are not items of conscious choice. The ordinary adult speaker of English finds it extremely difficult to describe what he does in those matters, so thoroughly have they become unconscious habits in early childhood. But in matters of vocabulary the situation is entirely different. The “words” one knows depend upon the experience one has had. A child’s experience is much limited in its range. His vocabulary is therefore greatly limited; but he continually grows in experience and also in vocabulary that necessarily accompanies new experiences. Unlike our early mastery of the sound system of our language and its structural processes, our mastery of the “words” of our language, its lexicon, is a constantly developing mastery. Knowledge of new words and of new meanings keeps increasing as we get older, and we are often very conscious of this growth and change. It is quite natural that the native person, thinking about language, should consider vocabulary mastery, that part of his own language development of which he has been conscious and ignore the learning of the sound system and the structural devices, that part of his language development which became unconscious habit so early that he cannot remember it.

Mastery then, of the “words” the vocabulary, the lexicon, of even our native language is always limited never complete. Growth in the knowledge of “meaning” accompanies our expanding experience. The mastery of the “words” the vocabulary, of a foreign language is also bound by our actual experience and takes time. There are no short cuts to a control of the complete vocabulary of a foreign language. Of course, it is possible to find the few hundred lexical terms most useful in particular situations, and really master these items first, rather than try to assimilate all types of vocabulary at once. It is possible also to attack the problem of learning vocabulary systematically and efficiently rather than in haphazard fashion, with no method and leaving the choice of items to chance.

(474 words)

C.C. Fries

From: *Teaching and Learning English as a Foreign Language*, 1964

XIV

In order to define art correctly it is necessary first of all to cease to consider it as a means to pleasure, and to consider it as one of the conditions of human life. Viewing it in this way we cannot fail to observe that art is one of the means of intercourse between man and man.

Every work of art causes the receiver to enter into a certain kind of relationship both with him who produced or is producing the art, and with all those who, simultaneously, previously, or subsequently, receive the same artistic impression.

Speech transmitting the thoughts and experience of men serves as a means of union among them, and art serves a similar purpose. The peculiarity of this latter means of intercourse, distinguishing it from intercourse by means of words, consists in this, that whereas by words a man transmits his thoughts to another, by art he transmits his feelings.

The activity of art is based on the fact that a man receiving through his sense of hearing or sight another man’s expression of feelings, is capable of experiencing the emotion which moved the man who expressed it. To take the simplest example: one man laughs, and another who hears becomes merry, or a man weeps, and another who hears feels sad. A man is excited or irritated and another man seeing him is brought to a similar state of mind. By his movements or by the sounds of his voice a man expresses courage and determination or sadness and calmness, and this stage of mind passes on to others. A man suffers, manifesting his suffering by groans and spasms, and this suffering transmits itself to other people.

And it is on this capacity of man to receive man's expression of feeling and to experience the feelings himself, that the activity of art is based.

If a man infects another or others directly, immediately, by his appearance or by the sounds he gives vent to the very time he experiences the feeling; if he causes another man to yawn when he himself cannot help yawning, or to laugh or cry when he himself is obliged to laugh or cry, or to suffer when he himself is suffering—that does not amount to art.

Art begins when one person with the object of joining another or others to himself in one and the same feeling, expresses that feeling by certain external indications. To take the simplest example: a boy having experienced, let us say, fear on encountering a wolf, relates the encounter, and in order to evoke in others, the feeling he has experienced, describes himself his condition before the encounter, the surroundings, the wood, his own lightheartedness and then the wolf's appearance, its movements, the distance between himself and the wolf, and so forth. All this, if only the boy when telling the story again experiences the feelings he has lived through and infects the hearers and compels them to feel what he had experienced—is art. Even if the boy had not seen wolf but had frequently been afraid of one, and if wishing to evoke in others the fear he had felt he invented an encounter with a wolf and recounted it so as to make his hearers share the feelings he experienced when he feared the wolf, that also would be art. And just in the same way it is art if a man, having experienced either the fear of suffering or the attraction of enjoyment (whether in reality or in imagination), expresses these feelings on canvas or in marble so that others are infected by them. And it is also art if a man feels, or imagines to himself, feelings of delight, gladness, sorrow, despair, courage, or despondency, and the transition from one to another of these feelings, and expresses them by sounds so that the hearers are infected by them and experience them as they were experienced by the composer.

(681 words)

Leo Tolstoy

From: 'What is Art?'

XV

The concept of non-alignment was shaped in the long years of our national struggle, much before the cold war developed and blocs were formed. The cold war has ended, but has left its legacy? Colonial rule has almost gone, but have its consequences? Many of our nations remain politically vulnerable to external pressures. The effort to undermine the power of nationalism and political cohesion, to discredit and remove leaders and governments who symbolise independent thinking and self-reliance, and to install more pliable individuals and parties, is unabated. Economic exploitation persists in old and new garbs. So do the technological disparities and psychological complexes bred by colonialism. Instead of diminishing, military presences are being extended, and theories of imagined power-vacuums are mooted to justify such action. All countries around the Indian Ocean, who wish this area to be a zone of peace, are perturbed by the establishment of bases and intrusion of rivalries. The aim of the non-aligned movement is to re-inforce the strength of each of our nations to measure up to challenges. At the same time we stand for responsive cooperation.

The era of the cold war proved the soundness of non-alignment as perhaps the only practical policy of the preservation of the newly—won independence of many countries. To us, choice between one military bloc or another seemed irrelevant and unreal. Our choice was between

independence and dependence, between progressing through cooperation or perishing through confrontation. That most States which achieved independence have joined the non-aligned family is vindication of the conceptual validity of non-alignment.

We must counsel ourselves to a sober introspection of the cause of the success of our movement and to an appraisal of how to carry it forward. If today the non-aligned do constitute a force (albeit a moral one), it is because we represent a major dynamic of history. We stand for the inherent right of every nation, no matter how weak, to exist and progress in spite of notions of ideological conformity or the inevitability of war so compellingly propagated by the strong. We represent the spirit of cooperation. And our assessment has been proven more correct than the analyses of those who try to enforce their own ideological obsessions. Non-alignment, with its politico-economic basis, has a more powerful appeal. Unity amongst ourselves is essential for our movement to retain its utility. A united non-aligned group will make an impact on world peace and on the evolving of a new economic order for the millions of poor.

(415 words)

CHAPTER

33

Effective Listening

Listening thrives on patience and motivation.

Chapter Objective

To underline the importance of listening as a skill necessary for effective participation in interactive situations and to suggest ways of improving this ability.

COMMUNICATION CORE

Listening is an important component in the process of communication. It is skill that we demonstrate throughout life for gathering information and acquiring knowledge. There is a need therefore to improve the skill of listening through conscious efforts.

Listening plays a significant role in the interactive process of business transactions. And yet, any suggestion to improve listening skill through conscious efforts is sometimes viewed with surprise or even amusement.

IMPORTANCE OF LISTENING

Consider for a moment the amount of time you spend on listening to others in person or on phone or to recorded and broadcast material. You would find that the time spent on listening is substantial. In fact, listening is an important every day means of gathering information and acquiring knowledge. As a student, you have to listen to lectures, seminar presentations, instructions, and views expressed in discussions and conversations. And as a professional, you would have to listen to outside contacts and your boss, colleagues, and subordinates within the organisation. Whatever be the circumstances, if you do not listen effectively, you are likely to land yourself in trouble or in an embarrassing situation. Remember that all successful executives and managers are usually good listeners. The cultivation of listening skill, therefore, deserves as much attention as the other three ways of communication, namely, speaking, writing, and reading. A number of benefits would accrue to you by cultivating this skill:

- Improve your intellectual ability to understand and evaluate the views and opinions expressed by others.
- Enable you to gather proper and accurate information, facilitating appropriate decision-making.
- Assist you to establish rapport with co-workers quickly.
- Help the speaker give his best both in dyadic and group communication situations.

HEARING AND LISTENING

All hearing is not listening. The former is merely a physiological process in which the sound waves emanating from animate or inanimate objects strike the eardrums. You sometimes have to hear what you do not want to hear. And certainly you do not try to interpret the meaning of everything that you hear. Listening, on the other hand, is a four-stage self-generated activity. The first stage is the reception of the sound waves through the ears. The second is the interpretation of the sound received and the third, an evaluation of the interpreted meaning in the context of the needs and expectations of the listener. The fourth stage is the reaction to the message. Listening thus is purposeful hearing. In our day to day life we hear so many things but we do not listen all that we hear.

Purposes of Listening

There are various purposes of listening. We listen for socialisation, for relaxation, for inspiration, for elevation and sometimes even for whiling away our leisure time. But in the context of performance of our duties there are two specific purposes of listening. One, we listen to gain new information and ideas transmitted through both formal and informal channels. Apart from what is communicated officially, we can gather a lot of useful information by listening to friends and colleagues. Effective listening in informal transactions is no less important than in formal situations. Two, listening enables us to participate effectively in discussions and other interactions. Unless we listen to the points made or views expressed by the other participants in a speech situation, we would not be able to react rightly and to put forward cogently arguments in support of our views.

A number of factors affect listening and influence the efforts to achieve the purposes mentioned above. Let us briefly discuss these factors:

- (i) It is human nature to look for reward for the efforts made. So we tend to listen more intently to something when we expect to derive immediate benefit from it.
- (ii) Certain individual personality traits affect listening. Those who are methodical and analytical in approach usually are good listeners whereas, aggressive and self-centered persons bad listeners. Their preoccupation with their own thoughts and beliefs creates a barrier to listening.
- (iii) The dislike for a person or topic also prevents us from listening properly. We tend to shut our ears and ignore what is being said.
- (iv) The kind of work we do, too determines our need to listen. As a student, for example, you have to listen carefully to lectures and classroom discussions. Similarly, a judge, a psychiatrist, and a physician must possess special competence in listening. They cannot afford to miss the smallest detail as it may turn out to be crucial to the understanding of the case.

- (v) Physical environment is another factor that affects listening. For example, the atmosphere of a quiet lecture theatre is more conducive to effective listening than that of a bazaar or bus stand.

HONING LISTENING SKILL

Before we end this short discussion on listening, we would like to suggest a few ways of improving this ability.

- (i) Prepare yourself to listen by gathering information about the setting, the topic and the speaker.
- (ii) Have a positive attitude towards both the speaker and the topic.
- (iii) Keep an open mind. First, try to understand what is being said and then evaluate it with reference to the context.
- (iv) Concentrate on the matter being spoken, carefully identifying the main points.
- (v) Observe the non-verbal clues such as twinkle in the eye, flourish of hands, shrugging of shoulders, facial expression, etc., that is, listen with your eyes and not merely with ears. The visual clues would assist you in understanding not only what the speaker says but also indicate his attitude towards the audience and the points he is making.
- (vi) Ignore distractions such as the gaudy dress, odd body movements, or speech mannerisms of the speaker.
- (vii) Refrain from interruptions, premature comments, direct advice, specially in seminars and meetings. Wait till your turn comes or till you are invited to comment and ask questions.
- (viii) Have patience while listening. The speed of thinking is much more than that of speaking. The time lag between the two may lead to boredom or even day-dreaming. To avoid these, you may use the time gap for summarising mentally what was spoken earlier, examining the strategies being employed by the speaker for things such as manipulation of language, management of transitions from one point to another, use of embellishments such as anecdotes, jokes, quotations, etc. to influence, cajole or persuade you.
- (ix) Take notes systematically. Jot down not only the main points but also the gist of supporting evidence or arguments. Invent your personal abbreviations to record the key words and phrases. It is advisable to do so because we tend to forget tomorrow what we hear today.

Review Questions



1. Discuss the importance of listening as an important component of the communication process.
2. Explain the statement: "Listen not only with your ears but also with your eyes."
3. Describe the physiological aspect of the process of listening.
4. In what way does listening differ from another passive skill, reading? Elaborate the distinction by giving examples.
5. Can listening as a skill be taught? What techniques and materials would you suggest for the purpose?

Exercises



1. Listen to a recorded short talk and then try to reproduce it in your own words. Compare your version with the original and identify the points you missed or misunderstood.
2. Ask a friend to read aloud a short passage at more than normal speed (say, 200 words per minute). Take notes and write a summary. Then you yourself read the passage silently and write a summary. Compare the two versions of the summary and identify the difference.
3. Compare any two classroom lectures by two teachers and state which one of them you found it easier to listen. Give reasons in support of your judgement.

PART 7

MECHANICS OF WRITING

- CHAPTER 34 Grammar and Usage
- CHAPTER 35 Words Often Confused
- CHAPTER 36 Punctuation and Capitalization
- CHAPTER 37 Abbreviations and Numerals
- CHAPTER 38 Using Library Resources
- CHAPTER 39 Writing Thesis and Dissertation
- CHAPTER 40 Proofreading

CHAPTER

34

Grammar and Usage

Grammar is to a language what management is to an organisation.

Chapter Objective

To develop a clear perception of the basic concepts of grammar and usage and to prompt the learner to acquire proficiency in writing various forms of communication in flawless, acceptable English.

COMMUNICATION CORE

Grammar and usage together constitute a body of rules and practices derived from an analysis of the actual use of language by highly educated native speakers of English. For acquiring a command over its spoken and written forms, it is necessary to learn these rules and practices. This is done partially by an informal exposure to English in books, journals, newspapers, TV, radio, etc., and partially by formal learning of which grammar and usage are important components. This chapter presents the basics and illustrates their application through examples. If a learner goes through them carefully and solves the questions and exercises given at the end, his linguistic proficiency is bound to improve.

In writing a composition or in making an oral presentation, the primary requirement is to ensure that the sentences you generate are acceptable from the grammatical and usage point of view. We are aware of the fact that you have been learning English for several years and that you are already familiar with the fundamentals of grammar and usage. Experience, however, shows that even at an advanced level there are a few learners whose command over English is shaky. Several instances have come to our notice in which a project report, a term paper or a dissertation was either rejected or returned for rewriting because of errors in grammar and usage.

In this chapter we have, therefore, included material based on our identification of the areas of learners' difficulty. Even if you are at home with grammar and usage, it would be advisable for you to go through this chapter occasionally to refresh your memory so that you could avoid common mistakes which sometimes inadvertently occur in your speech and writing. If you are

in doubt about any point not covered here, consult a good dictionary and/or a good book on modern grammar and usage.

VERBS

A verb is a word or a group of words, which expresses an action, an intellectual process, or describes an event, a state, or a change in relation to a person, place or thing. In sentence construction its role is pivotal. Besides conveying meaning, it denotes number (singular or plural), person (1st, 2nd or 3rd) and helps the formation of questions and negatives. It is the only class of word that fits in the pattern: 'Let us ...'. Further, for the indication of tenses, it is used in different forms and combinations. In conjunction with an adverbial particle or a preposition, a verb acts as a base for idiomatic expressions, called phrasal verbs. In view of its vital roles, it is advisable to make a liberal (and judicious) use of verbs both in speech and writing. Their use would help you make your communication more vibrant.

A few examples indicating functions of the verb are given below:

- *Biru goes* for a walk daily.
- *Biru has gone* for a walk.
- *Biru has been going* for a walk for the last three years.
- *Biru does not go* for a walk daily.
- *Does Biru go* for a walk daily?
- *Biru has not gone* for a walk.
- *Has Biru gone* for a walk?
- *Biru has not been going* for a walk for the last three years.
- *Has Biru been going* for a walk for the last three years?
- *Biru will go* for a walk in the evening.
- *Biru might have gone* for a walk.
- *Biru did not go* for a walk today.
- *Biru will not go* for a walk today.
- *Let us go* for a walk daily.
- *Let us prepare* this project jointly.

You may have observed that, whether the sentence is positive or negative, affirmative or interrogative, and whether it refers to the past, present or future, the verb plays a pivotal role in conveying meaning.

One of the ways of classifying verbs is as follows:

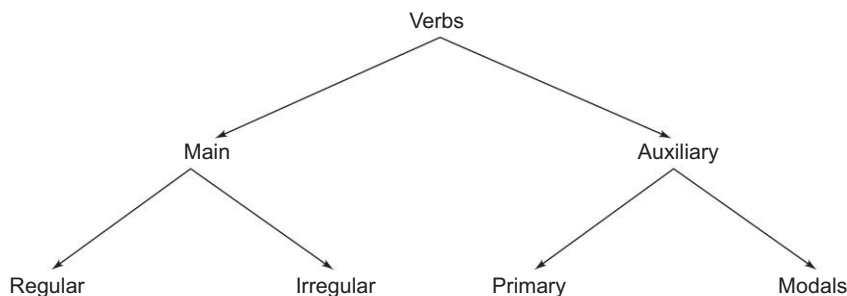


Fig. 18.1

Main Verbs

Main verbs (also called Lexical verbs) constitute one of the four categories of content words, the other three being adverbs, nouns and adjectives. The number of main verbs in the English language is very large; in fact, they cannot be counted at any point of time. The addition to, and deletion from, the existing stock, and the coinage of new words from the existing ones is a continuous process. These verbs take different forms as shown below and the choice of a form depends upon the grammatical requirement and the meaning that has to be conveyed:

| | Symbol | Description | Examples |
|----|----------------|---------------------------|---|
| 1. | V ^t | Infinitive | to drink, to eat, to go, to speak, etc. |
| 2. | V ^o | plural present | drink, eat, go, speak |
| 3. | V ^s | singular present | drinks, eats, goes, speaks |
| 4. | V ^d | past | drank, ate, went, spoke |
| 5. | V ⁿ | past participle | drunk, eaten, gone, spoken |
| 6. | V ^g | continuous or progressive | drinking, eating, going, speaking |

Out of these V^o, V^s and V^d forms are finite and the other three non-finite. A finite form can be used by itself in a construction whereas the non-finite form requires an auxiliary verb for occurrence. We can say 'she drank the milk' but not 'she drunk the milk', 'she to drink the milk' or 'she drinking the milk'. To use it in a sentence we have to use an auxiliary verb: 'She has drunk the milk', 'she has to drunk milk', 'she is drinking the milk'.

There are a number of verbs where V^o, V^d and Vⁿ forms are the same or whose V^d and Vⁿ forms are identical. Examples of both types are given below:

| | V ^o | V ^d | V ⁿ |
|-----|----------------|----------------|----------------|
| (a) | cut | cut | cut |
| | cast | cast | cast |
| | hit | hit | hit |
| | hurt | hurt | hurt |
| | set | set | set |
| | shut | shut | shut |
| (b) | meet | met | met |
| | sweep | swept | swept |
| | teach | taught | taught |
| | shine | shone | shone |
| | bring | brought | brought |

Main verbs are said to be *regular* if their past V^d and past participle Vⁿ forms have an -ed or -d suffix, e.g., talked, stopped, missed, called, wanted, ended, cleaned, danced. In some such verbs, certain spelling changes take place when these suffixes are added, e.g., planned, bagged, cried, etc. The number of regular verbs is very large. There are a limited number of verbs which do not pattern in the manner stated above. Such verbs are called *irregular verbs*. Some of the most commonly used verbs belong to the latter category, e.g., sit, stand, go, come, eat, drink, etc. The forms of individual verbs have to be learnt by extensive reading. When in doubt, you may consult a good grammar book or a dictionary.

Auxiliary Verbs

Auxiliary verbs are those that help main verbs to alter their meaning. Unlike main verbs, their number is fixed. They generally occur before the main verbs and perform a variety of functions such as: to form tenses, to indicate time, to express the notions of permission, necessity, compulsion, likelihood, obligation, etc. We shall return to this aspect later in this chapter.

Though auxiliary verbs constitute a grammatical category, some of them act as main verbs as well. Look at the following example:

- They *do* not like mangoes.
- There is nothing good they *do*.

The occurrence of 'do' in the first sentence is a grammatical requirement. Although the expression 'they not like mangoes' may convey the same meaning, it is not acceptable. In the second sentence, 'do' acts as the main verb. It conveys complete meaning without the help of an auxiliary.

We may group the auxiliary verbs into the following three categories:

1. Primary: *do, have, be*
2. Modals: *will, would, shall, should, may, might, can, could, must*
3. Miscellaneous: *dare, need, ought to, used to*

There are some grammarians who include the verbs of the third category into the second.

They argue that these verbs function more or less like modals.

Primary Auxiliaries Out of the three primary modals, two, that is *have* and *do* have six forms like those of main verbs:

| Symbol | do | have |
|----------------|-------|---------|
| V ^t | to do | to have |
| V ^o | do | have |
| V ^s | does | has |
| V ^d | did | had |
| V ⁿ | done | had |
| V ^g | doing | having |

BE differs from these two and has the following forms:

| Symbol | BE |
|----------------|-----------|
| V ^t | to be |
| V ^o | be, are |
| V ^s | am, is |
| V ^d | was, were |
| V ⁿ | been |
| V ^g | being |

As we stated earlier, V^o symbolises present plural and that is why *are* has been included in this category. The behaviour of *Be* as V^o is peculiar. It does not occur by itself as a main verb in all types of sentences, except in imperatives:

- *Be* alert, the boss is going to call you soon.
- 'Be it so', the saint remarked and went away.

As we have already pointed out, *Do* and *Have* are used as main verbs as well as auxiliary verbs: Look at the following sentence:

How *do* you *do*?

Here the first *do* is an auxiliary and second *do* is the main verb. The use of first *do* is a grammatical requirement. *Do* is also used to construct negative sentences, if these do not have any auxiliary tagged with the main verb. Consider the following sentences:

- (i) Jyoti goes to the temple daily
- (ii) Jyoti *does* not go to the temple daily.
- (iii) Jyoti has gone to Jaipur to participate in a seminar.
- (iv) Jyoti has not gone to Jaipur to participate in a seminar.

When we transform (a) into a negative, *does* is required because there is no auxiliary tagged on to the main verb *goes*. The sentence (c) does not require it because *has* is already there as part of the verbal phrase *has gone*.

Like *do*, *have* also acts both as an auxiliary (aux.) and as a main verb. A few examples follow:

- (i) Jyoti and Seema *have* already *decided* to work on this project jointly (aux.).
- (ii) Jyoti and Seema *have* not yet *submitted* the proposal (aux.).
- (iii) Jyoti and Seema *have* no stake in this matter (main).
- (iv) They *have* quite a few suggestions to make (main).

When *have* acts as an auxiliary, it is followed by Vⁿ form of another verb. As a main verb, *have* expresses mainly the following notions:

1. *Possession*
 - (i) They *have* two flats in New Delhi and one in Mumbai.
 - (ii) They *have* a library on the ground floor.
 - (iii) They *have* two cousins as well.
2. *Compulsion*
 - (i) You *have* to complete this assignment by 3 p.m.
 - (ii) I am afraid you *have* to do this job all by yourself.
3. *Wish*
 - (i) *Have* a good day!
 - (ii) *Have* a nice time!
4. *Suggestion*
 - (i) *Have* something to say and you will be heard with interest.
 - (ii) *Have* a drink, I say and you will feel fine.

The other forms of *do* and *have* also function in the manner discussed above.

Let us now turn our attention to *be*, whose use we have already mentioned. Its other forms act like the other forms of *do* and *have*. There is, however, some difference between the functions of *do* and *have* and those of *be*. For example, *be* has two singular present forms, namely, 'am' and 'is' and one plural present form namely, *are*. One of these 'am' occurs only with 'I'. It also has two past forms, namely, *was* and *were*, the former being the singular past form and the latter plural past form. Further, the five forms just discussed also occur in passive constructions and take Vⁿ form of another verb:

1. The visitors *were beaten* by the home team.
2. *I am overwhelmed* by the courtesy shown by you.
3. Mini *was taken* aback when she opened her eyes.
4. Shailesh *is given* royal treatment wherever he goes.
5. The members of the committee *are informed* about every significant development.

Out of the nine modals listed earlier, *would*, *should*, *might* and *could* are the past forms of *will*, *shall*, *may* and *can*, whereas *must* has only one form. In reported (indirect) speech, the present forms are replaced by their corresponding past forms according to the rules of sequence of sentences discussed later in this chapter. Here let us look at *some* of the main notions expressed or functions performed by these modals.

1. *Will*

- | | |
|------------------|---|
| (i) Prediction | <ul style="list-style-type: none"> • Simi will pass the Board Examination in First Division. • The paper boat will certainly float in water for some time. |
| (ii) Intention | <ul style="list-style-type: none"> • The meeting will be held tomorrow. • He will let you know what to do after he has gone through the file. • Sagar will go to USA for higher studies if his parents permit him. |
| (iii) Insistence | <ul style="list-style-type: none"> • Shyam will do what he wants, despite your advice. • Sohan will go on questioning you till you divulge the truth. |
| (iv) Willingness | <ul style="list-style-type: none"> • Sam will help you in doing this assignment. • Shyamal will take the engineering to the plant. |
| (v) Request | <ul style="list-style-type: none"> • Will you pass the sugar please? • (Please) pass the salt, will you? |

2. *Would*

- | | |
|--|---|
| (i) Willingness | <ul style="list-style-type: none"> • I am glad to know that you would present a paper at the seminar. • He would gladly accompany Sheela to her coaching institute. |
| (ii) Probability | <ul style="list-style-type: none"> • That would be his elder brother, I bet. • I think this argument would not hold good. |
| (iii) Habitual activity in the past | <ul style="list-style-type: none"> • Every Sunday Sally would go to the church without protesting. • Hari would go to the gymnasium daily, when he was a student. |
| (iv) Request | <ul style="list-style-type: none"> • Would you open the window, please? • (Please) open the window, would you? |

3. *Shall*

- | | |
|------------------|---|
| (i) Intention | <ul style="list-style-type: none"> • We shall announce the decision soon after the interview is over. • I shall see what I can do in the matter. |
| (ii) Willingness | <ul style="list-style-type: none"> • Priti shall deposit the fee before the last date. • Rohan shall act exactly as instructed. |
| (iii) Promise | <ul style="list-style-type: none"> • The company shall replace the motor, if it is found defective. • I shall receive you at the railway station. |

4. *Should*

- | | |
|----------------|--|
| (i) Obligation | <ul style="list-style-type: none"> • You should do what the teacher says. |
|----------------|--|

- (ii) Likelihood
 - Ramu should respect the wishes of his parents.
 - Leela should have reached there by now.
 - The train should have arrived by 9 p.m.
- 5. *May*
 - (i) Permission (more formal than that indicated by *can*)
 - May I come in, sir?
 - You may go now.
 - (ii) Possibility
 - The review is going to take place soon and Sneha may be promoted this time.
 - I would not advice you to go out; it may rain heavily.
- 6. *Might*
 - (i) Permission (rare)
 - Might I go, sir.
 - Might Suresh join me in the project I am doing now?
 - (iii) Possibility (in degree less than that expressed by *may*)
 - The information she gave might be distorted.
 - We might go to the inaugural function scheduled for tomorrow.
- 7. *Can*
 - (i) Permission (Less formal than that expressed by *may*)
 - Can I borrow your pen?
 - You can now leave the hall quietly.
 - (ii) Ability
 - Nora can read 200 words in one minute.
 - Mr. Nehal can drive the car even in a crowded city like Delhi.
- 8. *Could*
 - (i) Permission
 - Could I rest here for a while?
 - Could I order whatever I want?
 - (ii) Possibility (present)
 - If you have no other engagement, we could go to the club.
 - Let us take a turn here; Akbar Road could be blocked.
 - (iii) Possibility (in unreal conditions)
 - If Nitin had more money, he could go to a reputed UK for higher education.
 - If I had two flats, I could give one on rent to a company.
 - (iv) Ability(in the past)
 - When I was young, I could eat whatever I wanted.
 - Until recently she could walk for four kilometers at a stretch.
- 9. *Must*
 - (i) Strong obligation (or compulsion)
 - You must obey your parents.
 - We must start immediately to catch the 8 a.m. train.
 - (ii) Necessity (or certainty)
 - The results clearly indicate that there must be a mistake somewhere.
 - We must take a u-turn to reach Jawahar Chowk.

Miscellaneous Auxiliaries

1. *Dare*
 - (i) Challenge (or defy)
 - He dare not ignore the instructions contained in yesterday's circular.
 - I dare say I can complete this project in just three months.
 - (ii) Have the courage
 - Mr. R.K. Prasad dared to cross the river at night.
 - Dare you speak to the boss about a raise in the salary of subordinate staff?
2. *Need*
 - (i) Require (in want of)
 - To speak English effectively you need to do an intensive course in spoken English.
 - I am afraid the patient needs to be put on life support system.
 - (ii) Obligation (or necessity)
 - The judicial system needs to be revamped for faster dispensation of justice.
 - To score good marks in Maths you need coaching by an experienced tutor.
3. *Ought to*
 - (i) Duty (obligation)
 - A student ought to be regular and punctual in attending classes.
 - To maintain good health we ought to go for a walk daily in the morning.
 - (ii) Expectation
 - Ms. Ruby Talwar has no class at this time and so she ought to be in the staff room.
 - She ought to have brought a gift for Seema at her birthday party.
4. *Used to*
 - (i) (Habitual action in the past)
 - Shyam used to live in this flat.
 - Ms. Lalita was used to getting up early in the morning.
 - (ii) Being (accustomed to)
 - Hari is used to such disappointments.
 - Sohan is used to working till late at night.

AGREEMENT OF SUBJECT AND VERB

A singular subject takes a singular verb and a plural subject takes a plural verb. This is the general rule. The difficulty arises when we fail to identify the true subject or when we are in doubt whether the subject is singular or plural. Study the following sentences.

- (i) Here is the *file* you were looking for.
- (ii) Why have these *letters* not been posted?
- (iii) Whom are *they* talking about?
- (iv) The *men* who work in our branch office are very efficient.
- (v) *Hari and his father* have left for Delhi to attend the meeting.

- (vi) The *workers* seem to be happy with the arrangement for music during the lunch break.
- (vii) The *ladies* of this town have launched a vigorous literacy drive.
- (viii) This *specimen* together with the ones given in the Appendix has proved very helpful.
- (ix) The *Managing Director*, and not his assistants, was responsible for this omission.
- (x) The *Chairman*, as well as the members of the committee, is of the view that the plan will work.
- (xi) *One* of the vice-presidents has resigned.

You will notice that the phrases beginning with *as well as, together with, etc.* which intervene between a subject and its verb, do not change the number of the verb.

Generally speaking, countable nouns, according to their number, take either singular or plural verbs whereas, uncountable nouns take only singular verbs. A few examples of the latter are given below.

- (i) *Advice* is more easily given than taken.
- (ii) When it rains, *dust* turns into mud.
- (iii) The *furniture* you wish to buy is very expensive.

Certain words plural in form, usually take plural verbs:

- (i) The *acoustics* of the new auditorium are excellent.
- (ii) The *proceeds* of this programme go to local charities.
- (iii) Your *belongings* are in the hotel, aren't they?
- (iv) His *goods* were stolen in transit.

Some words are singular in form but they take plural verbs.

- (i) The *cattle* were allowed to graze on the village common.
- (ii) The *people* of India have firm faith in democracy.

There are certain other kinds of words which present difficulty. A few examples of their usage are given below.

Collective Nouns

A collective noun is a word that refers to a group or collection of persons or things, e.g., *committee, government, jury, faculty*. It takes a plural verb if the persons or things are referred to individually:

- (i) The committee were unable to agree on the proposal (members of the committee)
- (ii) The jury are in complete disagreement on this issue (members of the jury)

If the group is referred to as a single unit, it takes a singular verb:

- (iii) The committee has submitted its report.
- (iv) The jury has given its verdict.

Indefinite Pronouns

Pronouns which do not refer to a particular person or thing, take singular verbs. Some of the commonly used indefinite pronouns are listed below. The use of some of them is also given:

| | |
|----------|------------|
| anybody | everything |
| anyone | neither |
| anything | nobody |
| another | no one |

| | |
|-----------|----------|
| each | none |
| either | somebody |
| everybody | someone |
| everyone | |

- (i) *Everybody* is entitled to one month's salary as bonus.
- (ii) *Nobody* knows what the future has in store for him.
- (iii) *None* wants a change in the working hours.
- (iv) *Either* of the proposals is acceptable to me.
- (v) *Neither* of the resolutions moved by him was passed.
- (vi) *Each* of us is required to attend the meeting.
- (vii) *One* doesn't like to have his word doubted.

Relative Pronouns

When a relative pronoun acts as a subject, its antecedent determines the number of the verb.

- (i) It is *Hari* who has written this report.
- (ii) Hari is one of those *students* who think they can obtain good grades without doing their homework.

Compound Subjects

When a subject consists of more than one word but refers to a single person, idea or unit or to the same person or thing, it takes a singular verb.

- (i) Many a student has joined the Seva Samiti to serve the local community.
- (ii) Every clerk and assistant is expected to know typing.
- (iii) The progress and prosperity of India is the dearest concern of the present government.
- (iv) Bread and butter was his sole concern.
- (v) The secretary-cum-treasurer of the Association was present at the meeting.

In compound subjects with neither ... nor and either or the subject nearest to the verb determines its number.

- (i) Neither the chairman nor the members have turned up for the meeting.
- (ii) Neither the members nor the chairman has turned up for the meeting.
- (iii) Either you or *he* has to finish this work.
- (iv) Either he or *you* have to finish this work.

Words that Indicate Part or Portion

Most often such words occur as part of a phrase which acts as a subject. The number of the verb in such cases is determined by the complete subject.

- (i) Half the job was completed within two days.
- (ii) Half the jobs were completed within two days.
- (iii) Two-thirds of the employees are in favour of the proposal.
- (iv) Two-thirds of this pole is rotten.
- (v) All the money is spent.
- (vi) All the students have gone.
- (vii) Some of the files are missing.

- (viii) Some of the money is missing.
- (ix) Most of what you say is correct.
- (x) Most of the employees like the proposal.

Words that Indicate Amount

These words generally take a singular verb.

- (i) Ten thousand rupees is a lot of money.
- (ii) Three miles a day is a good walk.

But when such a word is used to convey a general impression, it takes a plural verb.

- (i) Hundreds of people were present at the meeting.
- (ii) Thousands of people have gathered to welcome him home.

The Word 'Number'

When 'number' is preceded by *the*, it takes a singular verb and when by *a*, a plural verb. This is so because *the number* is generally considered to refer to a unit and *a number* to individual items of a unit.

- (i) The number of people who reported for work this morning is small.
- (ii) The number of crimes in Delhi is increasing.
- (iii) A number of meetings were held to discuss the issue.
- (iv) A number of books are missing from the library.

Introductory 'There'

In sentences beginning with *there*, the number of the verb is determined by the true subject, which generally follows the verb.

- (i) There are various methods of collecting data.
- (ii) There is no need for typing this report.

Introductory 'It'

It always takes a singular verb, irrespective of whether the subject, which usually follows the verb, is singular or plural.

- (i) It is the people who matter in a democracy.
- (ii) It is the same draft which you showed me yesterday, isn't it?
- (iii) It is the fundamentals that matter.

SEQUENCE OF TENSES

When a sentence consists of the clauses joined by a subordinative conjunction, a relative pronoun or an adverb, the clause conveying the main idea is called the principal clause and the other, the subordinate clause. There are certain rules that regulate the tense of the verb in the subordinate clause. These rules are usually referred to as rules of sequences of tenses.

In fact, there are only two main rules; all others centre round these two.

Rule 1. *If the finite verb in the principal clause is in the past, the verb(s) in the subordinate clause(s) must also be in the past.*

Principal Clause**Subordinate Clause**

- | | |
|--------------------------|--|
| (i) He told me | that he was ready for the meeting. |
| (ii) I asked Mahmud | whether he had revised the draft. |
| (iii) Joan typed faster | than I expected. |
| (iv) He worked very hard | because he wanted to excel in his studies. |
| (v) The manager asked | if the peon had gone to bring the mail. |
| (vi) I asked him | when his next increment was due. |

If, however, the subordinate clause expresses a universal truth or states a habitual fact, its verb is usually in the present tense even if the verb of the principal clause is in the past.

- | | |
|------------------------------|--------------------------------------|
| (i) The teacher told us | that the earth moves around the sun. |
| (ii) The scientist explained | why oil floats on water. |
| (iii) Sundaram told me | that he goes to bed early. |

A subordinate adjective clause may have any tense according to the meaning one wants to convey:

- | | |
|--------------------------------------|---|
| (i) I read the essay | which has been adjudged to be the best. |
| (ii) Avasthi contacted the gentleman | who will preside at tomorrow's meeting. |
| (iii) I introduced him to Satish | who is joining our firm. |

A subordinate adverbial clause showing comparison may have a present tense even if the verb of the principal clause is in the past.

- | | |
|------------------------|----------------|
| (i) They worked harder | than I do. |
| (ii) He was richer | than Mohan is. |

The conjunctions *as if* and *as though* usually take past tense in the subordinate clause.

- | | |
|-----------------------|-----------------------------|
| (i) She screamed | as if she had seen a ghost. |
| (ii) Hari talks to me | as though he were my boss. |

A subordinate clause introduced by *lest* always has *should* as part of its finite verbal phrase.

- | | |
|-----------------------------|---------------------------------------|
| (i) She speaks softly | lest the patient should be disturbed. |
| (ii) She spoke softly | lest the patient should be disturbed. |
| (iii) She will speak softly | lest the patient should be disturbed. |

Rule 2. *If the finite verb in the principal clause is in the present or future tense, the verb of the subordinate clause may have any tense.*

- | | |
|---|---|
| (i) Hari tells me | that you have written the report. |
| (ii) Rahim is saying | that he was not able to attend the meeting. |
| (iii) Sooner or later he will come to know | that you are honest. |
| (iv) He will soon forget | what he was taught. |

In English it is common practice not to mix up the past with other tenses in a piece of continuous writing. This is done for the sake of clarity and to avoid confusion. You will observe that most writers subscribe to this practice. However, sometimes one may use the historic present to recall or recount the past as vividly as if it were present.

- | |
|---|
| (i) The atom bomb is dropped and the Japanese surrender. |
| (ii) Prithvi Raj then attends the <i>soyamvara</i> in disguise and carries away Sanjukta. |

USE OF MODIFIERS

In a broad sense, words and phrases which change or restrict the meaning of other words are called modifiers. The number of modifiers is very large. We shall discuss only some in the use of which we experience difficulty. For convenience let us classify such modifiers into four categories namely, *adverbs*, *prepositional phrases*, *participial phrases* and *infinitive phrases*.

A modifier is generally placed nearest the word or phrase it modifies. Its position in the sentence should be such that it clearly indicates what it modifies. Failure to do so may result in vague sentences and sometimes ambiguity.

Adverbs

Adverbs most likely to be put at the wrong place are: *only*, *even*, *rarely*, *almost*, *nearly*, *scarcely*, *hardly*. We should be specially careful in using them.

Only: Note how the shifting of *only* changes the meaning:

Only Hari has been granted leave for two days.

Hari has been granted leave for two days only.

In certain cases if *only* is misplaced, the sentence would not convey much sense:

After *only* walking two miles, she felt tired.

We can improve this sentence by placing *only* at the proper place.

After walking *only* two miles, she felt tired.

Even. Like *only*, *even* is an easily movable modifier and we should be careful in placing it.

In the following sentences, for example, notice how the meaning completely changes with the shifting of its position:

Hari did not answer *even* my letter.

Even Hari did not answer my letter.

Rarely. Sometimes we find *ever* being used after *rarely*. Avoid using *ever* because it is superfluous.

He *rarely* raises his voice to drive his point home.

I *rarely* see you these days.

Almost, *nearly*. These adverbs convey the same meaning and can replace each other except when *almost* occurs with *no*, *none*, *nothing* or *never* in a sentence.

He slipped and *almost* fell.

He slipped and *nearly* fell.

But in the following sentence *almost* cannot be replaced by *nearly*.

The speaker said *almost* nothing worth listening to.

However, we can rewrite this sentence by replacing *almost nothing* by *scarcely anything*.

The speaker said *scarcely* anything worth listening to.

Scarcely, *Hardly*. We should remember that both these adverbs are negative. Hence, to avoid a double negative we should not use another negative in sentences in which they occur.

Saleem is illiterate, he can *scarcely* write his name.

His handwriting is so bad that I can *hardly* read it.

Prepositional Phrases

Like adverbs, prepositional phrases should be placed near the word(s) they modify. Wrong placement may create awkwardness or ambiguity:

- (i) Throw the horse *over the fence* some grass.
- (ii) The old man in the office *with a long beard* has just married.
- (iii) She was dressed and ready to speak *within half an hour*.
- (iv) The large house was for sale with *all its furniture*.

We can improve the above sentences as follows:

- (i) Throw some grass *over the fence* to the horse.
- (ii) The old man *with a long beard* in the office has just married.
- (iii) *Within half an hour* she was dressed and ready to speak.
- (iv) The large house *with all its furniture* was for sale.

Participial Phrases

A participial phrase should clearly modify or refer to something in the sentence. The participial should be related to the subject of the main clause as shown in the examples below:

- (i) *Sensing* the mood of the participants, the *chairman* adjourned the meeting.
- (ii) *Realizing* his mistake, Hari apologised.

If we neglect this requirement, we may find ourselves making awkward statements:

- (i) Listening to the radio, an argument broke out.
- (ii) Driving home yesterday, the road seemed endless.
- (iii) After delivering the goods, the other jobs were done.
- (iv) Leaving a generous margin on each side, the report should be neatly written.

We can improve the above sentences by supplying a suitable subject.

- (i) While we were listening to the radio, an argument broke out.
- (ii) Driving home yesterday she thought the road was endless.
- (iii) After delivering the goods, we did the other jobs.
- (iv) Leaving a generous margin, we should write the report neatly.

Infinitive Phrases

These should also be used with the same caution as other modifiers. Note how absurd the following sentences are:

- (i) To succeed as a speaker, the preparation must be thorough.
- (ii) To get good grades, the assignments should be done regularly.

We can improve them as follows:

- (i) To succeed as a speaker, you must prepare thoroughly.
- (ii) To get good grades, students should do the assignments regularly.

Split Infinitives

When one or more words separate to and the verb a split infinitive occurs. In the following sentences *to call* and *to illustrate* have been split.

- (i) Ranjit plans to soon call the meeting.
- (ii) Abdul took pains to quickly illustrate the technique.

Today, the use of split infinitive is not frowned upon as it once used to be. It is realised that in certain cases its use is, in fact, necessary for the sake of clarity and right emphasis. In the following sentence, for example, the split infinitive cannot be avoided without changing the structure of the sentence.

The population of India is expected to more than double by 2010.

There are, however, instances where a split infinitive makes a construction awkward:

Ronald's experiments have proved that it is possible to without any doubt accomplish proficiency in reading within six months.

If we are careful we will find that in many cases we can improve our writing by avoiding split infinitives. A few examples are given below.

- (i) The Secretary asked us the immediately assemble in the hall.

Improved: The Secretary asked us to assemble in the hall immediately.

- (ii) He promised to soon send the article.

Improved: He promised to send the article soon.

- (iii) You should not hesitate to once more check the figures.

Improved: You should not hesitate to check the figures once more.

- (iv) She was asked to thoroughly revise the draft.

Improved: She was asked to revise the draft thoroughly.

ARTICLES

Articles belong to a class of words called determiners. They pattern with nouns, signalling that a noun is going to occur in the construction that follows. The articles are of two types:

- (i) Indefinite articles: *a, an*
- (ii) Definite article *The*

An indefinite article refers to any one of the class of persons, places, objects, concepts etc. denoted by the noun following it. For example, in the phrases, 'a teacher', 'a college', 'a television', 'a viewpoint', the reference is not to any particular 'teacher', 'college', 'television', or 'viewpoint'; the reference is not to any particular teacher, college, television or viewpoint. The *definite article*, on the other hand, conveys the notion of definiteness by referring to a particular person, place, etc., or something or somebody already mentioned. For example, in the phrases *the leader, the park, the computer, the idea*, our intention is to refer to a particular leader, park, computer or idea. The choice of *a* or *an* depends upon the first sound of the word immediately following it. *An* is used before a word beginning with a vowel sound, e.g., *an agreement, an M.P. an understanding, an honest man*. *A* is used before a word beginning with a consonant sound, e.g., *a proposal, a one-rupee note, etc.* Though the *definite article* is always written as *the*, its pronunciation depends upon the first sound of the word immediately following it. It is pronounced as |ð̩| before words beginning with a vowel sound, e.g., 'the aim', 'the emphasis', 'the institution', 'the utterance', the hour, etc. and as |ð̩| before words beginning with a consonant sound, e.g., 'the conference', 'the chairperson', 'the seminar', the manager', etc. The strong form of *The* is |ð̩|.

Let us now briefly discuss some of the common uses of these articles.

Common Uses of Indefinite Article

The indefinite article is used to convey the notions listed below.

- (i) To denote *any*, one of the class:
 - A manager must get things done in time.
 - A leader is usually an effective speaker.

- (ii) To indicate the sense of *a certain*:
 - A Mehta taken over as the Managing Director of Mody Enterprises.
 - A stranger called me yesterday and demanded a loan of Rs. 5000.
- (iii) To express the notion of numerical *one*:
 - Though Anu had prepared well, she could not speak even *a* word before the audience.
 - *An* apple *a* day keeps the doctor away.
- (iv) To use a proper noun as a common noun:
 - A Gandhi is born once in centuries.
 - Every poet cannot be *a* Tagore.
- (v) To indicate quantity or period of time:
 - Half *a* litre of milk would do.
 - Once *a* day he visits his ailing friend.

Common uses of Definite Article

- (i) Before a singular common noun intended to denote a whole class:
 - *The* dog is a faithful animal.
 - *The* tiger is the fastest of all animals.
- (ii) Before a particular thing, place, person, etc. or the one already referred to:
 - I shall return today *the* book I borrowed from you last Sunday.
 - Geetu has gone to *the* park with her mother.
- (iii) Before nouns which are names of unique things:
 - *The* sun rises in the East
 - I wish I could fly in *the* sky!
- (iv) Before names of certain oceans, mountains, rivers, islands and countries:
 - *The* Indian Ocean
 - *The* Himalayas
 - *The* Ganges
 - *The* Lakshdweep islands
 - *The* United States of America
- (v) Before certain books of religion or literature:
 - *The* Ramayana
 - *The* holy Bible
- (vi) Before the name of certain hotels, banks, museums, newspapers, etc.:
 - *The* Seaview Intercontinental
 - *The* State Bank of Bikaner and Jaipur
 - *The* National Museums
 - *The* Times of India
- (vii) Before a proper noun referring to a family:
 - *The* Guptas have left for Delhi.
 - *The* Raos belong to Hyderabad.
- (viii) Before a proper noun referring to the people of a country:
 - *The* Germans
 - *The* Indians

- (ix) Before an adjective when the noun is understood:
- *The* rich are becoming richer.
 - May god bless poor.
- (x) In certain parallel constructions:
- *The* more, *the* merrier.
 - *The* more they get, *the* more they demand.
- (xi) Before superlatives:
- Seemu is *the* youngest in her class.
 - Rohit has been declared to be *the* best athlete of his college.
- (xii) Before ordinals:
- Armstrong was *the* first man to walk on the moon.
 - *The* seventh unit has been included in the courses for the Second Test.
- (xiii) Before a noun for emphasis:
- This is *the* book I have been looking for.
 - That was *the* place we had in mind.
- (xiv) Before a proper noun to restrict its meaning to a particular period, quality, condition, etc.:
- *The* Kolkata where I was born had several sprawling, well-maintained parks.
 - He is not *the* Nitin I knew in my childhood days.

Omission of Articles

- (i) Before proper nouns:
- *Jaipur* is known as the *pink* city of *India*.
 - *Bhabha* was a great scientist.
 - *Narmada* is a holy river.
 - *Taj Mahal* is a one of the wonders of the world.
- (ii) Before abstract nouns used in a general sense:
- *Honesty* is the best policy.
 - *Intelligency* is a gift of God.
- Note: When an abstract noun is followed by 'of', it is generally preceded by 'The':*
- The *honesty of* Lalit cannot be questioned.
 - *The* *intelligence of* Geeta is recognised by her classmates.
- (iii) Before names of metals:
- All that glitters is not gold.
 - Steel is used in manufacturing machines.
- (iv) Before a common noun when used in a generalised sense to refer to the class it denotes:
- *Man* is a social animal.
 - What kind of *plant* is it?
- (v) Before names of languages:
- She is learning *Sanskrit* these days.
 - *English* is compulsory in all colleges.
- (vi) Before names of relations:
- *Mother* has gone for shopping
 - *Father* has returned from the official tour

- (vii) Before days of the week, month and festivals:
- *Monday* is a holiday.
 - *July* has thirty-one days.
 - *Deewali* will be celebrated in November this year.
- (viii) Before names of games:
- *Football* is very popular in Europe.
 - In *chess* none can beat Anand.
 - Sangam plays *cricket* daily in the evening.
- (ix) Before names of diseases:
- Amba is suffering from *fever*.
 - *Typhoid* is a nasty disease.
- (x) Before subjects of study or interest:
- She has offered *geography* as an optional subject.
 - Ramu is very strong in *mathematics*.
- (xi) Before certain places when reference is to their primary purpose:
- Davids go to *church* every Sunday.
 - His son has started going to *college*.
 - Meenu's grandfather is still in *hospital*.
- Note when we refer to them as a definite place, building or object, the article 'the' is used before them.
- Last Sunday I met Mr. K. David at *the church*.
 - Go to *the college* and find out whether Sohan is still there.
 - Gopi has gone to *the hospital* to see his friend.
- (xii) In certain prepositional phrases nouns are not preceded by an article:
- On foot, at dinner, on demand, at sight, at home, on earth, by train, etc.
- (xiii) In newspaper headings:
- Government Resumes Talks with Gujjars.
 - Price Rise Bridled.
 - Peace Talks Postponed.

PREPOSITIONS

A preposition is a structure word used before a noun, pronoun, or its equivalent. It usually indicates *direction, movement, position, time* or *ways* and *means* relationship with the word it governs. The number of prepositions is fixed and they have only one form unlike content words such as noun, adjective, etc. Sometimes they function as adverbs and modify the preceding verb. A few examples follow:

- (i) • Please place the file *on* his desk. (preposition)
- Despite heat she kept moving *on* till she reached the playground. (adverb)
- (ii) • Place the chair *before* the table. (preposition)
- We have not been here *before*. (adverb)
- (iii) • Sohan is conducting a meeting *in* his office. (preposition)
- Please do come *in*. (adverb)
- (vi) • I shall announce the programme for tomorrow *after* she has furnished speaking. (preposition)
- Itari reached home at 9 p.m and Geeta arrived soon *after*. (adverb)

Quite a number of prepositions function as part of the *phrasal verbs* as well. A few examples are given below:

- Shyam hurriedly walked *into* the room to see what was happening. (preposition)
- On her insistence Shyam has promised to *look into* the matter. (phrasal verb)
- There is nobody *in* the room. (preposition)
- Despite forceful argument by Som, Geeta did not give in. (phrasal verb)
- On official tours you must travel *by* the shortest route. (preposition)
- *Going by* the data we can conclude that there is a case for the revision of pay scales of our employees. (phrasal verb)
- Let us not talk *about* the unpleasant experience we had the other day. (preposition)
- There is an imperative need to *bring about* reforms in the system of higher education.
- Put the tray *on* the dining table. (preposition)
- *Call on* me when you are free. (phrasal verb)

Further, prepositions are also used to form what is called a '**preposition idiom**'. In expressions like 'out of temper', beside himself, 'in season' etc., the position of prepositions is fixed. Same is the case with certain nouns and verbs before or after whom only specific prepositions can occur. Look at the following examples:

- agree *to* a proposal, *with* a person, *on* a matter
- compare *with* something
- consist *of* elements
- different *from* an object
- inflict something *on* somebody
- replace something *with* or *by* something
- sensitive *to* criticism
- sympathise *with* a person
- accede *to* a request
- abide *by* a decision
- deal *with* something
- guilty *of* some crime
- dispense *with* something
- suspicious *of*
- tired *of*
- fond *of*
- interested *in*
- involved *in*
- capable *of*
- pleased *with*
- prepared *for*
- proud *of*
- liable *to* or *for*
- keep *on*
- fit *for*
- anxious *about* or *for*
- aware *of*
- ashamed *of*

The number of the kind of expressions given above is quite large. Here, only a few are listed to alert you about an important aspect of prepositional usage.

There is one more thing to which we would like to draw your attention. As we stated earlier, the preposition is usually placed in front of the noun or noun equivalent it governs. But there are expressions in which a preposition occurs at the end. A few examples follow:

- (i) Who were you speaking *to*?
- (ii) This is the flat I used to live *in*.
- (iii) The argument with Nitin was the most abstract I ever engaged *in*.

We would advise you to follow the usual usage of prepositions, even if at times you may sound pedantic. You may place the preposition at the end if you are sure that it is in consonance with the accepted usage.

Before we discuss the functions of prepositions in detail, let us look at the four types in which they are generally categorised:

- (i) *Simple*: at, about, beyond, by, between, among, after, out, over, around, on, across, along, though, under, out, to, etc.
- (ii) *Compound*: inside, outside, ahead of, down to, upon, into, on to, up to, out of, towards, etc.
- (iii) *Verbal*: considering, regarding, pending, notwithstanding, etc.
- (iv) *Phrasal*: in regard to, in addition to, with reference to, on behalf of, with a view to, for the sake of, instead of, with regard to, etc.

This list of prepositions given above is illustrative and not exhaustive.

Functions

A preposition performs a number of functions. In isolation it has little semantic value; the notions it indicates become alive when it is used in conjunction with content words. To discuss the function of prepositions we may divide them into the following five categories. These are not mutually exclusive. As you shall see, sometimes two functions merge into one expression.

1. Direction

- (i) Hari stepped aside when he saw a ferocious dog running *towards* him.
- (ii) Geeta went *around* the science block several times but could not locate the chemistry lab.
- (iii) Sally flew *into* a range and hurled the book *at* her brother.
- (iv) Sam jumped *into* the taxi and ached the driver to take him *to* the nearest railway station.
- (v) Saboo fell *down* the staircase and fractured his left leg.
- (vi) Ahmed came *out of* the class like an arrow and went running to the Principal's office.
- (vii) Climb *up* the stairs and check whether the store room is locked.
- (viii) As there was no traffic, Masood walked *across* the road locked.
- (ix) Fix the map *onto* the table with tape so that it can be removed easily after the exhibition is over.
- (x) If you go *upto* the tenth floor, you would be able have a good view of the mountain range.

2. Movement

- (i) I would alert you in time if you tell me where you have to get *off*.

- (ii) Shimpi got *into* the train just before it started moving.
- (iii) Several managers have resigned and so Salim has come a long way *up* the seniority list.
- (iv) On our way to Spain we flew *over* the Arabian sea.
- (v) Kanti carefully drove the car *through* the narrow lanes of Afzalpur.
- (vi) Sanghvi narrowly escaped being hurt when a speeding car ran *past* his scooter in Chandni Chowk.
- (vii) He took just three minutes to get *across* the field.

3. Position

- (i) At the moment the boss is *in* the Committee room.
- (ii) Is your father *at* home?
- (iii) Place the dustbin *beneath* the table.
- (iv) Sayal can swim *under* water.
- (v) There is a layer of fertile soil *below* the crust of rock.
- (vi) Leela lives *on* the top floor of this building.
- (vii) Milan was far *ahead* of the rest in the 100 meters race organised by the college.
- (viii) Do not stand *in front of* me; I am also watching the show.
- (ix) The car *behind* the truck was crashed in the accident.
- (x) The ready-made garments shop is just *above* the modern Drycleaners.
- (xi) Stand *by* the door and wait for Govind.
- (xii) *Within* this box, you shall find a number of precious objects.

4. Time Relationship

- (i) The meeting began *on* time.
- (ii) Sen promised to reach the cinema hall well *in* time.
- (iii) The teacher asked the students to complete the assignment *by* 11 a.m.
- (iv) The inaugural function will take place *at* 10 a.m.
- (v) We shall disperse *after* the national anthem.
- (vi) Would you like to have a glass of fresh fruit juice *before* the dinner?
- (vii) You should not eat anything heavy *between* lunch and dinner.
- (viii) She has been dancing *since* 8 p.m.
- (ix) Rehman remained absent from college *for* several days during January.
- (x) *For* the last one month Ramu has been regularly studying *till* 11 p.m.
- (xi) It took *about* eight months to complete the construction of this house.

5. Ways and Means

- (i) In the rumpus that followed the demonstration Thimpu was filled *by* a bullet.
- (ii) The seal would not break; cut the package *with* a knife.
- (iii) The argument started *because of* a silly mistake in the presentation.
- (iv) *Owing to* three major acts of violence the curfew was reimposed in the entire town.
- (v) *Due to* repeated interruptions in power supply, Renu could not prepare well for the examination.
- (vi) *For* the cause of freedom, in 1942 thousands of people rose in revolt against the British.
- (vii) She is saving money *towards* a good holiday later this year.
- (viii) Let us decide to go *for* a walk daily.
- (ix) Aluminum plate is used *in* the printing process.

- (x) The saint's discourse filled the youth *with* spiritual fervour.
 (xi) Prof (Ms) K. Lalmani has taken over *as* the Principal of Basanti College.

Review Questions



1. 'Grammar is to language what management is to an organisation'. Explain the meaning of this statement given in the beginning of this chapter, giving examples to support your answer.
2. What is the difference between, 'grammar' and 'usage'? Give examples to support your argument.
3. What tense forms are used to indicate future time? Give examples, stating the contexts in which they are generally used.
4. Distinguish clearly between the finite form and non-finite form of a verb.
5. Can past forms of modal auxiliaries be used to refer to the present and the future time? Support your answer with examples.
6. Describe the rules of agreement of subject and verb, writing two sentences to illustrate each rule.
7. What are the two rules of sequence of tenses that have been discussed in this chapter? What is the main difference between the two?
8. Distinguish between a moveable and an immoveable modifier, giving five examples to explain your answer.
9. What are split infinitives? In what contexts their use is advisable?
10. What are three different ways in which the definite article is pronounced? Give examples to illustrate your answer. If necessary, consult a dictionary.
11. Write a note on the use of *a* and *an*. Why are they called indefinite articles? Illustrate your answer with suitable examples.
12. In what way the prepositional element in phrasal verbs is different from prepositions? Give examples to support your answer.

Exercises



1. Write five sentences using *have* or its other finite forms *has* and *had* as main verbs.
2. Enumerate the functions performed by *do*, giving two examples of each.
3. In how many ways the notion of 'permission' can be expressed, using modals? Give examples to illustrate your answer.
4. Using past forms of different modals, write five sentences which refer to present or future action.
5. Fill in suitable *forms of verbs* in the blanks provided in the following passages.
 - (i) J.F. Kennedy ___ a man with a keenly developed sense of humour. Few men in public life ___ displayed such wit in their speeches and writings. It ___ that nothing ___ a man better than his own sense of humour.

- You ____ find this to be true of President Kennedy.
- (ii) All clear writing ____ on the clear arrangement of thought. If the thought ____ clearly defined, the language ____ inevitably be clear. If the thought ____ uncertain in the mind of the writer, its expression ____ inevitably ____ obscure.
- (iii) The audience of today ____ grown distrustful of rhetoric. With the spread of educational there ____ a welcome desire to have argument rather than an emotional appeal. Above all, television, which ____ an important instrument in political discussion ____ emphasis on an easy, conversational approach rather than on loud-sounding oratory.
- (iv) You ____ sometimes fail in your efforts, for nobody ____ always at his best. ____ not be discouraged. The fault may not ____ your own because much ____ on conditions that you cannot. ____, But when you feel you ____ below the best that you ____ do, ask yourself, 'why' and if the fault-in yourself, ____ to correct it next time.
- (v) People who are ____ with teaching languages always ____ to bring us back to the ways in which a child ____ the mother tongue. And it ____ right that they should. However, when learning a second language, in some ways we ____ profit by the experience of learning our mother tongue, while in other ways we can ____ better by proceeding more systematically than we did when we ____ our own language. We ____ that the mother tongue ____ acquired from the family and social environment and that there ____ no formal teaching of language. Nonetheless, guidance from the members of the family ____ help a child ____ up his mother tongue.
6. Fill in suitable verbs in the blanks provided below:
- (i) Both Ram and Shyam ____ left for Delhi.
- (ii) Ram along with Shyam ____ gone to look into matter.
- (iii) The committee ____ of the view that the payment of bouns ____ postponed by two months.
- (iv) The people of India ____ peace and harmony in neighbouring countries.
- (v) Neither of the suggestions made by Hari ____ accepted.
- (vi) Everybody ____ entitled to a gift.
- (vii) Many a student ____ joined N.S.S.
- (viii) The secretary-cum-treasurer ____ the minutes of the meeting.
- (ix) Neither Sohan nor his brothers ____ present in the court.
- (x) Most of the employees ____ happy with the revised pay scale.
7. Complete the following sentences by adding a meaningful *subordinate clause*.
- (i) Ganesh told me that ____
- (ii) I really do not know when ____
- (iii) He has clearly explained to me how ____
- (iv) Nitin might know where ____
- (v) Gopi had already warned me that ____
- (vi) Hari was informed that ____
- (vii) She shouted as if ____
- (viii) The police have arrested the persons who ____
- (ix) She will soon forget what ____
- (x) I introduced the main speaker who ____

8. Fill in suitable *adverbs* in the blanks provided
- (i) She _____ goes for a walk.
 - (ii) The speaker had _____ completed her talk when the bell rang.
 - (iii) Gopu has ignored _____ my request.
 - (iv) He has _____ decided what to do next.
 - (v) Seema _____ tells lies.
9. Add suitable *infinite phrases* to complete the following sentences.
- (i) _____ you must prepare a questionnaire.
 - (ii) _____ you will have to hire a taxi.
 - (iii) One the qualities of a leader is _____.
 - (iv) _____ remove redundant words.
 - (v) You will have to make sustained efforts _____.
10. Rewrite the following sentences inserting suitable *articles*, wherever necessary.
- (i) Language exists in two forms, spoken and written.
 - (ii) Read following passage carefully and then answer questions given at the end.
 - (iii) In development of literature, prose generally comes late.
 - (iv) Attitude of our team is rather at low ebb.
 - (v) Interview is generally thought of as questioning by one party and answering by other.
 - (vi) In report writing first step is to gather relevant data.
 - (vii) Testing organisations often provide both recordings and scripts with their listening comprehension tests.
 - (viii) Write summary of group discussion that took place yesterday.
 - (ix) Is steel alloy?
 - (x) India of my dreams is country with no poverty and violence.
11. Rewrite the following passages providing suitable *articles* in the gaps provided.
- (i) Occasionally, advertising faces _____ task of overcoming _____ unfavourable attitude that the consumers may have towards _____ product.
To rebuild _____ prestige of _____ product, its strong selling points are highlighted in advertising _____ advertiser attempts to destroy _____ idea that _____ new product is _____ inferior alternative to _____ existing similar product and to establish it in its own right.
 - (ii) Science plays _____ important role in _____ society in which we live. Many people believe, however, that our progress depends on two different aspects of science. _____ first of these is _____ application of machines, products, etc. of applied knowledge. _____ second aspect is _____ application by all members of society _____ special methods of thought that scientists use in their work.
 - (iii) Our need for water is constantly increasing. There is _____ automatic increase due to population growth, while _____ overall improvement of living standards _____ fight against hunger through _____ irrigation of more land for food growing, and _____ creation and expansion of new industries, all foretell _____ need for even greater water supplies throughout the world. Though it is difficult to estimate _____ exact amount, it is safe to say that in 20 years' time _____ demand for water will be roughly double.

12. From the following passages articles have been removed. Rewrite them providing appropriate *articles* where necessary.
- (i) Some works literature are easier than others ____ words are modern words, syntax is modern, underlying thought is clear and universal. In fact, we badly need survey of English literature from language point of view, so that we know what works we can introduce into English language course and at what level.
 - (ii) Problem of security has not yet received attention it deserves. One reason is that managers of many companies do not realise how vulnerable their information is and how much damage their company can incur. However, as electronic communication develops, so will ways to protect system and increase security.
 - (iii) Sun's heat can be used when it is not shining. This is because sunshine is used to heat water stored in tank. This hot water can be pumped round house through special system of pipes and there can warm house in night. This arrangement will work even in winter. Some Western countries are already using such heating systems.
13. Fill in suitable *prepositions* in the blanks provided in the following sentences.
- (i) The crowd shouted ____ joy when the medal winners came ____ the plane.
 - (ii) She began to tremble ____ fear when she saw the shadow of a man run _____ her bedroom window.
 - (iii) Walk ____ the fence carefully lest you should hurt yourself.
 - (iv) Juhu went ____ the dais but walked back ____ speaking.
 - (v) Do not walk ____ the house; it may tire you.
 - (vi) Get ____ the car quickly; somebody is following us.
 - (vii) The plane is circling ____ the airport as it has not got clearance for landing.
 - (viii) You should not lean ____ the chair; it may fall.
 - (ix) This TV serial would end ____ 10 p.m.
 - (x) The book you are looking for is ____ the file.
 - (xi) Simi asked her daughter to come back ____ the party latest ____ 10 p.m.
 - (xii) She has taken leave for two days as she has been running slight temperature ____ last night.
 - (xiii) Rohit came to Delhi in search ____ a job ____ two months ago.
 - (xiv) She wanted to rest ____ a while as she was tired ____ walking.
 - (xv) Reema has sold her house ____ 20 lac rupees.
 - (xvi) Ask Sheela to cut the apple ____ small pieces ____ a knife.
 - (xvii) The teacher advised the students to make notes ____ a gel pen.
 - (xviii) Shanti is going ____ Mumbai ____ train.
 - (xix) In Indroduction give a brief reference ____ what you had said yesterday.
 - (xx) The topics connected ____ the studies of language have exercised a great fascination ____ the general public.
14. Rewrite the following passages after providing suitable prepositions in the blanks.
- (i) Faith ____ democratic ideals is a strong bond ____ India and USA. The mutual belief ____ freedom ____ expression and tolerance ____ difference, and mutual regard ____ - intellectual integrity is evident ____ the numbers ____ Indian students drawn ____ U.S. universities each year.
 - (ii) ____ India gained independence, the tempo ____ artistic exchange ____ India and foreign countries has quickened ____ a remarkable degree. We find foreigners

performing and writing ____ Indian music and dance. Indian films also have gained a sizable audience ____ some European countries ____ 1970s.

- (iii) Americans ____ Indian origin have proved that they can excel ____ anything ____ genes ____ jeans, ____ models ____ medicine, ____ 1986 the fourth convention ____ Indians ____ America, seven Indians were honoured ____ their outstanding contribution ____ fields as education, engineering, media medicine, and community service. These seven are typical ____ the talented Indians who have become part ____ the United States.

15. From the following passages, some *prepositions* have been removed. Rewrite the passages after providing suitable prepositions at appropriate places.

- (i) In war, the desire survival, which demanded the most effective use all the resources of the country, brought about the birth operational research (O.R.). Examples of the use OR the War were the development better convoy systems, better attack techniques, etc. In terms social changing this meant that it was now accepted that activities previously regarded as the sole province a traditional specialist, could be usefully commented on specialists other fields, for example, scientists.
- (ii) Life seems to be a synthesis two opposites, mechanism and individuality. A man is a machine and the same time an individual. There is nothing really surprising this. We find the same union opposites everywhere. Wood is both hard and soft. If it were not hard, we would not use it furniture. If it were not soft, we would not cut it. We can ask anything how much is it a machine and how much an individual.
- (iii) Louis Pasteur was deeply interested all the new experiments that were being made chemistry, and decided to solve some of the difficult problems that were worrying scientists. Sometimes he used to sit hours, quite silent and motionless, thinking hard one of his difficulties. When he found a solution, his face would brighten pleasure and excitement.

16. Write five pairs of sentences using the following words, first as prepositions and then as adverbial particles: *by, with, in, into, on*.

Words Often Confused

Discrimination helps attain precision in communication.

Chapter Objective

To acquaint you with some widely used words which appear to be similar but are semantically different.

COMMUNICATION CORE

There are a few pairs of words which are marginally different in spelling or pronunciation but convey dissimilar meanings. Here the intention is to make you familiar with some commonly used words which often confuse us. An acquaintance with these would help you do your written work.

There are some words which are often confused with others because of their similarity in spelling, pronunciation and meaning. For clear communication it is necessary to understand their meaning and usage more precisely. Given below is a short list of such words which are in common use but are generally confused because they sound alike.

1. **Accept, Except**

His offer was readily *accepted* and he was asked to start the working immediately. (agree to take)

Except Hari, all were present at the group discussion. (not including)

2. **Accede, Exceed**

The manager gladly *acceded* to my request. (agree)

The budget of our library *exceeds* Rs. 60,000 a year. (surpass)

3. **Access, Excess**

I have an easy *access* to the Managing Director. (approach)

Excess of everything is bad. (a quantity that is more than expected or desired)

4. **Adopt, Adapt, Adept**

I like your methods of teaching and shall *adopt* them in my class. (take an idea, method, etc. and use it)

They had no children of their own; so they *adopted* a neighbour's son. (take a child into one's family and treat it as one's own)

My Experiments with Truth has been *adapted* for use in schools. (change and make suitable for different use or for new conditions)

When you go to a foreign country, you must *adapt* yourself to the manners and customs of the people. (adjust)

I am not *adept* at photography. (expert)

5. Advance, Advancement

Nothing could stop the *advance* of our soldiers into the enemy territory. (forward movement)

Science has made great *advances* during the last twenty years. (progress)

To meet the expenses in connection with his illness he has asked for an *advance* on his salary. (sum of money lent, or paid before it is due)

The aim of university should be the *advancement* of learning. (promotion)

6. Advice, Advise

The *advice* of a legal expert is required in this case. (valued opinion, noun)

He *advised* me to seek your opinion. (give advice, verb)

7. Adverse, Averse

He faced the *adverse* circumstances cheerfully. (unfavourable)

Because of the *adverse* weather conditions, the aeroplane was diverted to another airport.

How can he prosper if he is *averse* to hard work? (disinclined, opposed)

He is *averse* to criticism from friends. (having a dislike for)

8. Affect, Effect

My throat is quickly *affected* by cold. (cause a change, good or bad)

She was so deeply *affected* by the sad spectacle that she began to cry. (be moved)

The X-ray examination shows that his right lung is *affected*. (damaged)

After a long discussion, a settlement of the dispute has been *effected*. (achieve, accomplish)

The medicine did not have any *effect* on the patient. (result)

9. All together, Altogether

By working *all together* we can do the job well in time. (in company)

I think his story is *altogether* false. (entirely)

10. Allusion, Illusion

In his report Hari has made an *allusion* to the recent address of the General Manager. (reference)

Sheela cherishes the *illusion* that everyone admires her. (likes to believe)

I have no *illusion* about his ability as an administrator. (false beliefs)

11. Already, All Ready

The mail has *already* been delivered. (by this time)

He is *all ready* for the journey, (entirely prepared)

The Secretary has the information *all ready* for the meeting.

12. Altar, Alter

He made his offerings on the *altar*, (the place of sacrifice or worship in a temple, church, etc.)

When he comes to know of this, I think he will *alter* his plans. (change)

13. **Alternately, Alternatively**
Hari and Govind will work for me *alternately*. (by turns)
You have a choice: you may travel by rail or *alternatively* by road. (choice between two things)
14. **Ancient, Old**
He has specialized in the history of *ancient* India. (of times long past)
Sri Manmohan is an *old* employee of the firm. (of long standing)
Old habits die hard. (been in existence for a certain period of time)
15. **Ascent, Assent**
The *ascent* to the summit was difficult, (the act of going or climbing up)
The President gave his *assent* to the Bill (consent)
He *assented* to the changes made in the draft.
16. **Bad, Badly**
The officer felt *bad* about his error. (sorry, bothered)
Satish is dressed *badly*. (in a bad manner)
He needs a job *badly*. (very much)
17. **Beneficial, Beneficent**
Fresh air and fruit are *beneficial* to health. (helpful)
Sri Datta is a *beneficent* manager and that is why he is so popular among the employees. (kind)
18. **Beside, Besides**
His house is *beside* the factory. (close to, near)
Besides helping me with money, he gave me advice. (in addition to, moreover)
19. **Calender, Calendar**
The *calender* has gone out of order. (roller machine for pressing and smoothing cloth or paper)
Please consult the *calendar* and tell me on what day Deepawali falls. (list of days, weeks, months, of a particular year)
20. **Childish, Childlike**
The arguments in favour of his proposal were rather *childish*. (silly)
His *childlike* manners have won everybody's heart. (simple and pure like that of a child)
21. **Clothes, Cloth**
Winter *clothes* are so costly that even middle class people find it difficult to buy them. (dress)
A book with a *cloth* binding would obviously be more expensive than the one bound in paper covers. (material made by weaving cotton, wool, silk, etc.)
22. **Compliment, Complement**
Soon after his arrival, he went to the Manager to pay his *compliments*. (regards, greetings)
This book forms the *complement* to the one published last month. (that which makes something complete)
23. **Considerable, Considerate**
He has made *considerable* progress in a short time. (a good deal of)
It was *considerate* of you not to press your point in the last meeting. (thoughtful)

24. Contemptible, Contemptuous

His behaviour is *contemptible*; for money he would stop to anything. (deserving contempt)

It is a pity that he is ill-mannered and *contemptuous* of his neighbours. (showing contempt)

25. Continual, Continuous

The speaker was *continually* interrupted. (constantly, recurring)

He has been speaking *continuously* for the last one hour. (without a break)

26. Council, Counsel, Consul

Preparations are being made for the ensuing elections to the Advisory *Council*. (an assembly that deliberates on affairs)

I would *counsel* you not to act in haste in this matter. (give advice)

Sri Zahir Ahmed was the *counsel* in the murder case. (lawyer)

This letter of introduction to the Indian *Consul* in Paris will help you meet the business magnates. (a government official in a foreign country appointed to look after the interests of his country's citizens there)

27. Credible, Creditable, Credulous

Nobody would sympathise with you because what you say is hardly *credible*. (believable)

It was certainly *creditable* for him to have bagged the first prize at this young age. (worthy of praise)

Clever people often exploit those who are *credulous*. (apt to believe without sufficient reason)

28. Defective, Deficient

You must immediately write to the manufacturer for replacement because the machine is *defective*. (faulty)

He is mentally *deficient* and that is why his performance in mathematics is so poor. (weak-minded)

He is *deficient* in courage and so he will not be able to undertake this task. (not having enough of)

29. Discovery, Invention

Columbus made the *discovery* of America. (finding out of something that existed before but which was unknown)

Wireless is the greatest *invention* of Marconi. (the act of devising or originating something new)

30. Deny, Refuse

The accused *denied* the charge. (say that something is not true)

As he did not have a pass, he was *refused* permission to enter the lecture hall. (show unwillingness to accept something offered or to do something one is asked to do)

31. Deprecate, Depreciate

The manager *depreciated* the hasty action of the salesman. (feel and express disapproval of)

The purchasing power of money has depreciated during the last ten years. (make or become less in value)

32. Device, Devise

The thief seems to have used a clever *device* to put the police off the scent. (plan, scheme, trick, noun)

It is essential to *devise* an effective scheme to save money for this project. (think out, plan, verb)

33. Eligible, Illegible

When does one become *eligible* to vote? (fit, suitable to be chosen, having the right qualifications)

His handwriting is *illegible*, so I have advised him to type all his letters. (that which cannot be easily read)

34. Eminent, Imminent

He is an *eminent* scholar of Sanskrit. (of great repute)

There is an *imminent* danger of the war breaking out. (events, specially dangers, likely to come or happen soon)

35. Envious, Envious

Do not be *envious* of the good fortune of your friends. (feeling of disappointment, jealousy and ill-will)

The position that he occupies is *enviable*. (one that excites envy)

36. Excite, Incite

Everybody was *excited* by the news of India's victory in the Fourth Test Match. (feel strongly, stir up the feeling of)

The Trade Union Leaders *incited* the workers to disobey the orders of the management. (arouse)

37. Famous, Notorious

Tansen was a *famous* musician. (well-known, in a complimentary sense)

All the *notorious* smugglers who were operating in this area have been arrested. (widely known, in a derogatory sense)

38. Formally, Formerly

The proposal has not yet been *formally* made. (in accordance with rules, customs, conventions)

Dr. Bhandari was *formerly* a professor of electrical engineering. (previously)

39. Honorary, Honourable

Sri Govind Prasad is working as an *Honorary* Secretary of the Indian Chamber of Commerce. (holding office without remuneration)

He retired after rendering *honourable* service to the nation for 30 years. (worthy of respect)

40. Human, Humane

To err is *human*. (pertaining to man)

The abolition of bonded labour is a *humane* measure. (kind, benevolent)

41. Imply, Infer

Silence sometimes *implies* consent. (suggest, hint at)

You have rightly *inferred* from this letter that the firm wants an extension of time for completing the job. (conclude from, deduce from)

42. Industrial, Industrious

Ahmedabad is an *industrial* town. (relating to industry)

Sri Aggarwal is both *industrious* and honest. (hardworking)

43. Judicial, Judicious

This matter should be referred to the *judicial* authorities. (pertaining to courts of justice)

He has made a very *judicious* choice of books; most of them will be useful to the young trainees next year also. (wise)

44. Later, Latter

I am busy at present, please see me *later*. (after some time)

Both Hari and Rashid are my friends; the former is a painter and the *latter* is a singer. (the second of two things or persons already mentioned)

During the *latter* half of the year, the production went up considerably. (belong to the end of a period)

45. Lay, Laid

A bricklayer is a man who *lays* bricks. (put down in a certain position)

The foundation-stone of this building was *laid* by the Chairman in January, 1977. (past tense and past participle form of lay)

46. Lie, Lay, Lain

You are tired; *lie* down and rest. (place oneself flat on a horizontal surface or in a resting position)

He *lay* on the beach enjoying the fresh air and sunshine. (past tense form of lie)

He has *lain* in bed all morning, reading a detective novel. (past participle form of lie, now rarely used in ordinary speech)

47. Lie, Lied

He has *lied* to me several times in the past and so I do not accept any of his statements without verification. (past tense and past participle form of lie, make a statement that one knows to be untrue)

48. Loose, Lose

The dog is too dangerous to be left *loose*. (free, not held)

He likes wearing *loose* trousers. (not close-fitting)

If you are not alert, you will *lose* the chance. (no longer have)

49. Momentary, Momentous

Many decisions taken in life are of only *momentary* importance. (lasting for a moment, short-lived)

The Chairman said that at the next meeting some *momentous* decisions would be taken and so he would like all members to be present. (of great importance)

50. Official, Officious

The *official* version is that about 28 persons died in the train accident near Bhavnagar. (said or done with authority)

His *officious* behaviour has annoyed all his colleagues. (too eager to give advice or use authority)

51. Prosecute, Persecute

After his father's death he could not *prosecute* his studies further. (continue with)

He was *prosecuted* for exceeding the speed limit. (start legal proceedings against)

In a truly democratic country, no community suffers persecution for its religious beliefs. (cruel treatment, punishment)

52. Practical, Practicable

They should try to overcome the *practical* difficulties in the implementation of the proposal. (concerned with or relating to practice)

The methods you suggest are *practicable* and will yield results. (that can be put into practice)

53. Principle, Principal

A man of sound *principles* succeeds in life in the long run. (rules of conduct)

The *principal* food of the people of Bengal is rice. (highest in order of importance, chief)

54. Proceed, precede

You must *proceed* with your work if you want to finish it before lunch. (go on, continue)

This point has already been discussed in the *preceding* paragraph. (previous, going before)

55. Respectful, Respectable, Respective

We must be *respectful* to our parents and teachers. (showing respect to)

She is poor but quite *respectable*. (worthy of respect)

After the function, we left for our *respective* homes. (belonging to each of those persons, things in questions)

56. Social, Sociable

Man is a *social* animal. (living in groups)

Sri Harcharan Singh is *sociable* and that is why he is so popular among his colleagues. (fond of company)

57. Spacious, Specious

This room is *spacious* enough to accommodate 150 persons. (having ample space)

The arguments of the lawyer were *specious* and hence, they failed to convince the judge. (seeming right or true, but not really so)

58. Stationery, Stationary

The office manager occasionally carries out a physical verification of *stationery* items in stock. (articles used in connection with writing)

The sun is *stationary* body and the earth revolves round it. (not moving, fixed)

59. Verbal, Verbose

He sent me a *verbal* message that he will reach the office half an hour before the meeting. (spoken, not written)

A *verbose* style leads to vagueness in communication. (using more words than necessary)

60. Zealous, Jealous

For rural development we need an army of *zealous* workers. (full of enthusiasm)

He is *jealous* of his colleague's promotion. (full of envy)

CHAPTER

36

Punctuation and Capitalization

Meaning symbols serve better when properly interlinked.

Chapter Objective

To help you realize the importance of punctuation and understand the significance of capitalization in writing.

COMMUNICATION CORE

Some elements (such as pause, emphasis etc.) used in speech are expressed through punctuation and capitalization in writing. Their proper use would help you attain clarity in written communication. The chapter provides fairly comprehensive information which can prove of help to you in your written work.

PUNCTUATION

When we speak, we use pauses between utterances to make our meaning clear. Similarly, when writing we use certain marks of punctuation as an integral part of the communication mechanism. These indicate the pauses required in reading, and like road signs, guide the reader's mind as he goes through a piece of writing. Punctuation marks are also used to express grammatical constructions and the dependence of the various sentences and their parts.

The modern trend is to use punctuation marks only where they are needed for clarity of expression. This is done in the interest of easier flow of thought and comprehensibility.

Punctuation Marks

- | | |
|-------------------|-----|
| (a) Comma | [,] |
| (b) Semicolon | [;] |
| (c) Colon | [:] |
| (d) Full Stop | [.] |
| (e) Question Mark | [?] |

| | |
|-------------------------|--------|
| (f) Apostrophe | ['] |
| (g) Mark of Exclamation | [!] |
| (h) Quotation Marks | [" "'] |
| (i) Dash | [—] |
| (j) Hyphen | [-] |
| (k) Brackets | () |

We give below important uses of these punctuation marks.

Comma

It represents the shortest pause and denotes a close connection. Its chief uses are the following.

- (i) To separate nouns and pronouns in apposition or in contrast.
 - Hari, the son of Govind...
 - Shyam, not Hari, did it.
- (ii) To separate two words or figures that might otherwise be misunderstood.
 - March 19, 1977.
 - Instead of hundreds, thousands came.
- (iii) To punctuate certain conventional expressions.
 - It must, however, be remembered that the report is to be submitted tomorrow.
 - We know, of course, that the prices will go down after a month or so.
- (iv) To mark off an absolute construction.
 - The job having been completed, everyone relaxed.
- (v) To separate pairs of words of the same class or rank that go together.
 - By night or day, at home or abroad, asleep or awake, Hari has no peace of mind.
- (vi) To separate from the main clause, phrases beginning with certain coordinative conjunctions.
 - He is not only wise, but also clever.
 - Anand was not only accused, but also convicted.
 - We are happy that you feel interested in our programme, and we shall send you our Manual.
- (vii) To set off from the main clause a noun or a phrase indicating direct address.
 - Mrs. President, I would like to make a few comments before we proceed further.
- (viii) To set off gerundial infinitives used in an explanatory or parenthetical sense.
 - Shyam, to tell you the truth, is not competent to do this work.
 - To sum up, the proposal should be rejected forthwith.
- (ix) To set off dependent phrases and clauses preceding or following the main clause.
 - Although he is industrious, he is not intelligent.
- (x) To mark off words which interrupt slightly the flow of a sentence.
 - Hari's method of work is different from, and more efficient than, Kumar's.
- (xi) To mark off a word when repeated for the emphasis.
 - Blow, blow, thou winter wind.
- (xii) To separate geographical names, dates, and other elements in address.
 - His shop is in Hazaratganj, Lucknow.
 - The meeting will be held on Monday, April 17, 1993.
 - Please send the parcel to Shri K.P. Kamath, 22, Jahangir Road, New Delhi-110001.

- (xiii) To separate titles following a person's name.
 - For the collection of data, you may contact Shri L.T. Gadre, M.S., Assistant Surgeon.
- (xiv) To separate a direct quotation following an introductory clause.
 - Hari said, "This work must be completed today."
- (xv) To set off the question tag from the main clause.
 - They will close the window, won't they?
 - He has written a good report, hasn't he?
- (xvi) To mark off several adjectives occurring before a noun.
 - A short, formal report; well-written, definitive summaries.
- (xvii) To set of non-restrictive clauses, usually beginning with where, which, that or who.
 - The conference will take place in Delhi, where our export promotion office is located.
 - Shri Hari Prasad, who has been serving the firm for the last 15 years, is going to chair the session on sales promotion.

Semicolon

The semicolon is a sort of period within the sentence. It denotes the end of one thought and the beginning of another closely related thought. Its main uses are:

- (i) To separate parallel expressions where a distinct pause is desired.
 - Health means happiness; illness means misery.
 - Managers believe in complete introductions thoroughly documented with exhaustive reviews of literature; they require well-written sections containing discussion of results; and they insist on consistent conclusions fortified by terse summaries.
- (ii) To mark off clauses which are closely connected or which contain statements of contrast but are not joined by any conjunction.
 - You have taken action well in time; there would now be no difficulty in completing the job.
 - The goods will be sent on 17 October, you will get them before the Diwali sale.
 - Peace is constructive; war, destructive.
- (iii) To separate two or more involved clauses with internal marks of punctuation.
 - Some economy measures may perhaps be formulated; but however hard we may try to contain the rise in prices, a slight increase will be unavoidable.
 - If we introduce these changes, we can reduce the cost on establishment; and this reduction, which was recommended last year by the Finance Committee also will lead to considerable economy in the running of this department.

Colon

The colon signals that more information or an explanation of a statement made is to follow. It is used for the purpose mentioned below:

- (i) To introduce a formal list.
 - Please send the following:
21 reams bond paper

- 12 red pencils
3 gum bottles (small)
17 file covers.
- (ii) To introduce a long formal quotation.
— John A. Borgan observes: “people in technical fields need to express their ideas clearly. Engineers spend 50 to 70 per cent of their time communication; their supervisors, even more; technicians, scientists, and other technologists, often as much. The rewards are high for those who can communicate effectively—in professional recognition, advancement, self-satisfaction, and salary.”
- (iii) To indicate further explanation of the preceding statement.
— Hari has to perform a dual function: to handle correspondence with other branches, organizations and the government, and to maintain accounts relating to the income and expenditure of the Delhi branch.
- (iv) To indicate certain conventional constructions.
— *sub-title of a book*
Applied Communications: Business Correspondence and Report Writing
— Citation to a journal
Journal of Linguistics 6: 241-256
— *Proportions*
5 : 3 : 1
— *Bibliographical details*
New Delhi: National Publishers, 1977.

Full Stop

The full stop is used for the following purposes:

- (i) To mark the end of declarative and imperative sentences.
— The main points should be placed in conspicuous positions.
— Do what you are told.
- (ii) To indicate the end of indirect questions.
— He asked me what the report was about.
— Hari wants to know which item we should take first for discussion.
- (iii) To indicate certain abbreviations.
— B.E. Dec. I.A.S. Encl.
If an abbreviation occurs at the end of a sentence, only one dot is used.
— The meeting will be held at 7 p.m.
- (iv) To inform the reader that a certain portion is omitted within a sentence, three periods are put
— Report writing style is distinguished by a ... restrained tone.
- If the omission is at the end, four periods are placed three to indicate ellipsis and one to mark the end of the sentence.
— The report writer does not want to keep his readers in suspense ...

Question Mark

The question mark usually denotes the end of a sentence and is used for the following purposes.

- (i) To mark the end of direct questions.
 - When will he finish this job?
 - Is he leaving for Delhi today?
- (ii) To indicate the end of polite questions and question tags.
 - Post this letter, will you?
 - He has already written the report, hasn't he?
- (iii) To express doubt within parentheses in a sentence.
 - The report which has written in August 1986 (?) has not been processed yet.

Apostrophe

The apostrophe is generally used with s but sometimes it occurs by itself also. Examples of both are given below.

- (i) For the possessive of singular nouns.
 - Hari's books
 - The buyer's wish
 - The writer's desire
- (ii) For possessive of plural nouns not ending in s.
 - men's enclosure
 - women's dresses
 - children's clothes
- (iii) For possessive of plural nouns ending in s.
 - shareholders' meeting
 - The buyers' wish
 - The writers' conference
- (iv) To indicate possession in compound words and expressions and in names of companies.
 - father-in-law's letter
 - Director of Education's circular
 - Minister of Food and Agriculture's broadcast
 - Sudershan Trading Company's goods
 - Messrs. Rehmat Hussain and Dildar Hussain's reputation.
- (v) To indicate possession in monosyllabic proper names ending in s.
 - Keats's poems
 - Jones's memo
- (vi) For possessive of proper names ending in s and having two or more syllables.
 - Dickens' novels
 - Harbans' books
 - Rohtas' draft
- (vii) To form plurals of figures, letters used alone, and words used as examples of themselves.
 - He cannot properly transcribe the 3's and 7's.
 - There are too many I's in your letter.

- The q's are not used so frequently as the e's.
- Your if's and but's annoy me.
- (viii) To form plurals of certain abbreviations.
 - B.A.'s M.P.'s P.O.W.'s
- (ix) To show that certain figures or letters have been omitted.
 - 77 for 1977
 - can't for cannot
 - it's for it is
 - I've for I have

Remember that *its* which is the possessive form of *it*, has no apostrophe before *s*.
- (x) To refer to a decade.
 - 1970s 1980s

Mark of Exclamation

It is used to mark a forceful utterance or to indicate a sudden and strong emotion such as surprise, admiration, incredulity, etc.

- What!
- Nonsense!
- How ridiculous!
- What a piece of work is man!

Quotation Marks

Quotation marks are used for the following purposes:

- (i) To enclose direct quotations.
 - He said, "Let us now consider the first suggestion."
 - Hari said, "They also think so."

If a quotation is long, it is generally indented and single-spaced (if the text is double-spaced). Then there is no need to put the material within quotation marks.

If a poem is quoted, each stanza starts with quotation marks but only the last stanza ends with them.

- (ii) To indicate special usage of a word or phrase or a technical expression.
 - Your interpretation of "socialism" is different from mine.
 - In Linguistics "competence" has acquired a new meaning.

Many writers prefer to use single quotation marks in the kind of expressions given above as examples. Single quotation marks are also used to enclose a quotation within a quotation.

He said, "Hari's exact words were 'The facts lead to some other conclusion' and not what we were told by Subhash'.

Dash

The main uses of the dash are the following:

- (i) To show a break in the thought of a sentence.

A similar exercise—you would recall—was done last year.
They came—such was his popularity—from every part of the country.

- (ii) To mark the suppression of a word.
The policeman stated that Sri—was not present.
- (iii) To indicate a long pause for the sake of emphasis.
There is no date to that document—a most significant omission.
- (iv) After a colon to introduce a quotation, an enumeration of particulars, a list or the example of a rule.
We have ordered the following:-
 - (a) 221 steel chairs
 - (b) 40 tables
 - (c) 35 easy chairs

Hyphen

The important uses of the hyphen are indicated below.

- (i) To connect the elements of certain compound and complex words.

| | |
|-----------------|----------------|
| <i>Compound</i> | <i>Complex</i> |
| chicken-hearted | anti-inflation |
| cross-examine | pre-engineered |
| shell-like | re-educate |
- (ii) To show the continuation of a word divided at the end of a line.
 - It is an interesting study of how these *gram*
 - *-matical* forms are used in English.
- (iii) To join words which form a compound adjective before a noun.
 - go-as-you-please ticket
 - middle-of-the-road policy
 - well-planned campaign
 - earn-while-you-learn scheme
 - house-to-house survey
 - single-phase motor
- (iv) To join compound numbers from twenty-one to ninety-nine.
 - forty-three, sixty-nine, eighty-five, ninety-eight, etc.

Brackets

They are used mainly for the following two purposes.

- (i) To indicate references.
 - We have already discussed (Chapter 9) how to deal with such situations.
- (ii) To insert a parenthesis.
 - They are offering 30 per cent of (their usual discount) on these books.
 - Immovable property (land and buildings) can be offered as security for debts.

CAPITALS

Like punctuation, the use of capitals is a device to make a written message easy to read and understand. Generally capitals are used in the following cases.

- (i) Names of places, persons, things, organizations, and designations.
 - Delhi, New York, Asia, Europe, Hari Prasad, Om Prakash, Samuel Jones, Ganga, Jamuna, Himalaya, Bureau of Statistics, Financial Commissioner.
- (ii) Names of days and months.
 - Monday, Thursday, February, September.
- (iii) Holidays and religious days.
 - New Year, Holi, Diwali, Easter, Id, May Day.
- (iv) Adjectives of nationality.
 - Indian, French, Japanese.
- (v) Names of trains, aeroplanes and ships.
 - Taj Express, Deccan Queen, Pushpak, Apsara, Sagar Samrat.
- (vi) Abbreviations of degrees, eras and organisations.
 - B.E., A.D., UNESCO
- (vii) Personified or other important words.
 - O Death, O Life, O time, Reformation, Renaissance.
- (viii) Nouns and pronouns referring to God.
 - Our Father in Heaven
 - His Grace
- (ix) To begin every line of poetry.
 - You smug-faced crowds with kindling eye
Who cheer when soldier lads march by,
Sneak home and pray you'll never know
The hell where youth and laughter go.
- (x) At the beginning of a direct quotation.
 - Hari said, "You have done an excellent job."
- (xi) At the beginning of a sentence; that is, following a full stop and a question mark, but following an exclamation mark only if it ends a sentence.
 - It was a nice picnic.
 - We all enjoyed it.
 - Why do you hesitate?
 - I will help if I can.
 - Alas! he cannot be helped.
 - What a pity!
 - They refuse to understand.
- (xii) We sometimes find it difficult to decide about the capitalization of letters in the case of titles of books, reports and articles. The general practice is to capitalize the first letter of all main words (nouns, adjectives, verbs, adverbs) but not articles, conjunctions, and prepositions consisting of five or fewer letters.

CHAPTER

37

Abbreviations and Numerals

Respect for convention enhances the merit of a document.

Chapter Objective

To make you aware of acceptable forms of abbreviations and both Arabic and Roman numerals used in formal writing.

COMMUNICATION CORE

Only certain forms of abbreviations and numerals are permissible in formal writing. Those widely used are listed in this chapter for ready reference. As time passes, some of these may be modified. Here those which are being currently used are provided.

ABBREVIATIONS

Abbreviations are short forms of words or phrases. Their use is common in business and technical writing, specially in tables, illustrations and calculations. They occupy less space, save time and make it convenient for us to write with greater speed. Frequent use of full forms or titles may even hinder the flow of thought and thus slow down the process of writing. Consider, for example, how your speed of writing will be impeded if you write United Nations Educational Scientific and Cultural Organization instead of UNESCO every time you refer to this body.

Some abbreviations are widely understood; the use of others is confined to the members of a particular trade or profession. You should be guided by your readers' needs. Use only those abbreviations which you think will be easily understood by them. If in doubt, either do not abbreviate or at the first mention give the full form and use the abbreviation thereafter. If the number of abbreviations used by you is very large and they are likely to be unfamiliar to your readers, include them in the glossary.

We give below some commonly used abbreviations. You will notice two things as you go through them, namely, (i) they are capitalized only when the terms they are used for are also

capitalized, and (ii) the period is omitted from many of them. It is difficult to give any rule but the guiding principle is to put a period if you think the abbreviation will otherwise cause confusion, e.g., in. for inch. The practice in the use of certain abbreviations is, however, well-established. For example, in acronyms i.e. alphabetical designations of organizations (UNO, FICCI) no space is left between the letters and no periods are placed after the letters.

Days

| | |
|--------|-----------|
| Sun. | Sunday |
| Mon. | Monday |
| Tues. | Tuesday |
| Wed. | Wednesday |
| Thurs. | Thursday |
| Fri. | Friday |
| Sat. | Saturday |

Months

| | |
|-------|-----------|
| Jan. | January |
| Feb. | February |
| Mar. | March |
| Apr. | April |
| Aug. | August |
| Sept. | September |
| Oct. | October |
| Nov. | November |
| Dec. | December |

May, June and July are generally not abbreviated.

Titles before Names

| | |
|---------|-----------|
| Smt. | Srimati |
| Kum. | Kumari |
| Mr. | Mister |
| Messrs. | Messieurs |
| Mrs. | Mistress |
| Dr. | Doctor |
| Prof. | Professor |

Measurements

A unit of measurement is abbreviated when it follows a figure. For instance, 20 kg but twenty kilograms and 14 ft but fourteen feet.

Short forms of measurements consisting of four letters or less are generally not abbreviated: day, mile, acre, ton, knot, etc.

A few abbreviations of other commonly used units of measurements are given below.

| | |
|----------|------------------|
| amp or A | ampere |
| cal | calories |
| cc | cubic centimetre |
| C | centigrade |

| | |
|------|-------------|
| cm | centimetre |
| g | gram |
| hp | horse power |
| hr. | hour |
| Hz | Hertz |
| kg | kilogram |
| km | kilometre |
| kW | kilowatt |
| min | minute |
| sec. | second |
| oz. | ounce |

Miscellaneous

| | |
|-----------|--|
| a.c. | alternating current |
| a/c | account |
| ad. | advertisement |
| approx. | approximately |
| bldg. | building |
| B.F. | Brought Forward (in accounts books) |
| Bros. | Brothers |
| C.F. | Carried Forward (in account books) |
| cf | compare (Latin Confer) |
| Ch., Chap | Chapter |
| c.i.f. | cost, insurance and freight (commercial use) |
| c/o | care of |
| C.O.D. | Cash on Delivery |
| col. | column |
| Cr. | Creditor (in accounts books) |
| d.c. | direct current |
| deg. | degree |
| do. | ditto |
| doz. | dozen |
| Dr. | Debtor (in accounts books) |
| fig(s). | figure(s) |
| f.o.b. | free on board |
| H.Q. | Headquarters |
| Inc. | Incorporated |
| mph | miles per hour |
| Ms | manuscript |
| Mss | manuscripts |
| N.B. | nota bene, please note |
| No. | Number |
| Nos. | Numbers |
| O.K. | all correct, agreed |
| p.a. | per annum |
| pl. | plural |

| | |
|----------|--|
| p. | page |
| pp. | pages |
| Q.E.D. | (Latin: <i>quod erat demonstrandum</i>) which had to be shown or proved |
| qr. | quarter |
| rpm | revolutions per minute |
| R.S.V.P. | (French: <i>repondez s'il vou plait</i>) Please reply |
| Sec. | Secretary |
| Supdt. | Superintendent |
| temp. | temperature |
| P.T.O. | Please Turn Over |
| V.I.P. | Very important person |
| viz. | <i>videlicet</i> , namely |
| Vol(s). | Volume(s) |
| V.P.P. | Value Payable Post |
| yr | year |
| yrs | years |

In most cases the same abbreviation is used both for singular and plural. A few examples are given below:

| | |
|-----|---------------------------|
| in. | inch or inches |
| ft. | foot or feet |
| lb. | pound or pounds |
| mm | millimetre or millimetres |

NUMERALS

In the use of numerals follow the rules given below:

- Use figures for numbers 10 and above and spell out those below it.
 - 10 hours
 - nine days
 - 38 tubes
 - 67 motors
 - seven condensers
- Spell out any number occurring at the beginning of the sentence. Use a hyphen to join the compound numbers from twenty-one to ninety-nine.
 - One hundred and twenty-eight students
 - Sixty-seven motors
 - Twelve days
 - Seven hours
- When one number occurs immediately after another as part of a phrase, spell out either the first or the shorter number.
 - three hundred 0.005-inch holes
 - 4 six-cylinder engines
 - six grams of salt
- For technical units use figures whatever be the quantity.
 - 6 kHz, 500 hp, 100 kw

5. Put two zeroes before the decimal point if there is no integer in a figure.
00.047
00.257
00.003
6. Unless required, express amounts of money in figures except when they are mentioned at the beginning of the sentence.
Rs 3
Rs 44,307
Rs 2,13,97,000

Use a double zero after the decimal point if the amounts of money are tabulated or expressed in a series in a sentence and if some of these amounts include paise also.

| |
|---------------|
| Rs |
| 14.37 |
| 39.00 |
| 67.01 |
| 74.49 |
| 94.13 |
| Total |
| <u>289.00</u> |

The three sales yielded Rs 3,75, Rs 19.00 and Rs 197.37, respectively.

7. Express fractions in words if they occur by themselves or at the beginning of the sentence.
One-fourth of an inch
Two-thirds majority
One-thousandth of this quantity
8. If a figure has four digits or more, use a comma to offset units as shown below.
3,312
67,000
69,32,406
4,74,32,311
9. Write out the numbers in figures if they occur in a series in a sentence, paragraph or piece of writing.
We brought 11 chairs, 4 desks and 20 tables.
10. Use figures for numbering illustrations, pages, chapters, serials, telephones, insurance policies, files and models.
Fig. 11 S.No. 6
p. 20 Telephone No. 699132
Chap. 14 Insurance Policy No. 8806483
File No. A/23/431 Model No. TZ482
11. Use figures for writing dates and house numbers.
10 May 41, Rajendra Marg
5 June 33, Akbar Road
29 Dec. 102, Ashok Vihar
12. Express percentages, time and dimensions in figures.
68% 23% 31%
3 p.m. 4 a.m. 8 p.m.
9½ × 12 in. 7½ × 14 ft. 6 × 8 ft.

Spell out the numeral if you use o'clock to indicate time.

six o'clock

seven o'clock

13. Unless required or necessary, use Arabic numerals rather than Roman numerals. It is, however, necessary to know the latter also. They are given below.

| Arabic numerals | Roman numerals | Arabic numerals | Roman numerals |
|-----------------|----------------|-----------------|----------------|
| 1 | I | 61 | LXI |
| 2 | II | 65 | LXV |
| 3 | III | 69 | LXIX |
| 4 | IV | 70 | LXX |
| 5 | V | 71 | LXXI |
| 6 | VI | 75 | LXXV |
| 7 | VII | 79 | LXXIX |
| 8 | VIII | 80 | LXXX |
| 9 | IX | 81 | LXXXI |
| 10 | X | 85 | LXXXV |
| 15 | XV | 89 | LXXXIX |
| 19 | XIX | 90 | XC |
| 20 | XX | 91 | XCI |
| 21 | XXI | 95 | XCV |
| 25 | XXV | 99 | XCIX |
| 29 | XXIX | 100 | C |
| 30 | XXX | 150 | CL |
| 35 | XXXV | 200 | CC |
| 39 | XXXIX | 300 | CCC |
| 40 | XL | 400 | CD |
| 45 | XLV | 500 | D |
| 49 | XLIX | 600 | DC |
| 50 | L | 700 | DCC |
| 55 | LV | 800 | DCCC |
| 59 | LIX | 900 | CM |
| 60 | LX | 1,000 | M |

CHAPTER

38

Using Library Resources

Knowledge has no value unless one knows how to use it.

Chapter Objective

To acquaint you with a popular method of classifying books in the library so as to enable you to locate easily what you want.

COMMUNICATION CORE

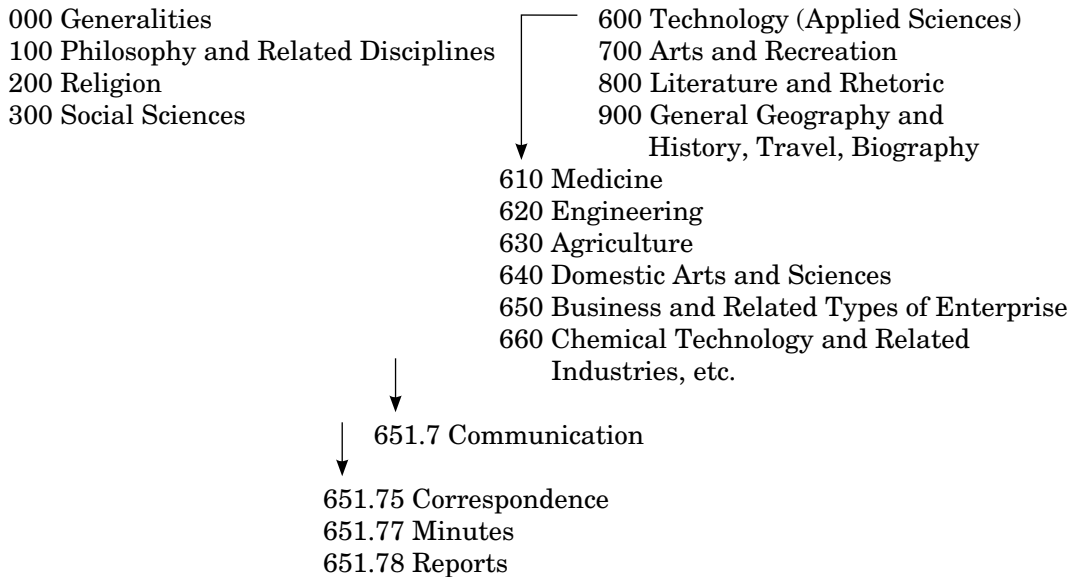
This chapter describes one of the most popular methods of dividing knowledge which forms the basis of grouping the books in the library. Application of this method is likely to prove of help in quickly locating the book you want to consult.

Although a library helps its readers in locating material, the reader should be well aware of the usage of this material without much assistance, in order to save time. This is possible if you acquaint yourself with the rudiments of library organization and management. The following information will help you to find your way easily and quickly in the library.

Most libraries have two main sections, viz., the Lending Library Section and the Reference Library Section. The books stocked in the former are generally issued to members for a specified period of time whereas the materials kept in the latter are for consultation in the library itself. The exceptional circumstances they are allowed to be taken outside the library premises. The Reference Library Section stocks such reference materials as current periodicals, bound volumes of old periodicals, dictionaries, encyclopaedias, directories, yearbooks, abstracts, indexes, catalogues, etc.

Books on arrival are assigned an identification number and put on the proper shelf. This number is marked on the spine and at certain other places inside the book. The books belonging to a class are grouped together on the library shelves. There are a number of ways of classifying books but the most widely used in the Dewey Decimal Classification system. Under this system all human knowledge embracing man's entire intellectual endeavour is divided into ten major

classes, including one for works of a general nature. Each major class, which consists of a major discipline or a group of related disciplines, is then divided into ten classes, each of which has ten still smaller classes for further divisions of the main subject. For providing places to further sub-divisions decimal expansion is used, as shown below:



Usually each library has a number of books on a particular subject and so it becomes necessary to distinguish them in some way. This is done by assigning to each book a call number, which is a combination of the class number and the book number. The book number consists of the first letter or two in the author's last name plus a number from the Cutter-Sanborn Table. This Table gives figure-equivalents of groups of three letters, arranged in alphabetical order. For assigning a number to a book the figure-equivalent of the first three letters of the author's last name is taken from this Table. For example, the book number of *Technical Correspondence* by Herman M. Weisman is W428, W being the first letter of the last name and 428 being the figure, equivalent of 'Wei', given in the Cutter-Sanborn Table. If there are two or more authors, the letter in the name of the first author is taken into account. To distinguish books by different authors having the same surname, the first letter of the title of the book is added after the Cutter number and for this purpose articles, a, an and the are ignored. For instance, the book number of *Successful Communication in Science and Industry* by Robert L. Zetler and W. George Crouch is Z662S.

To find out what a library has and how to locate the book you want, you will have to consult the card catalogues which each library maintains. Usually each book has three cards, the author, the title and the subject. These cards are filed in alphabetical order in trays which are kept at a convenient place near the entrance. Each card indicates the call number, the author's name, the title of the book, the publisher's name, place and year of publication, edition (if other than the first) and the number of pages the book has. An example of each type of card is given below:

Exhibit 38.1

Author Card

Tucker, William Thomas
 330 The social context of economic behaviour,
 T895 Holt, Rinehart and Winston, New York 1964
 163 p. (Modern Management series)
 1. Sociology. 2. Economics.
 I. Title

Exhibit 38.2

Title Card

The social context of economic behaviour
 330 Tucker, William Thomas
 T895
 The social context of economic behaviour,
 Holt, Rinehart and Winston, New York 1964
 163 p. (Modern Management series)
 1. Sociology. 2. Economics.
 I. Title

Exhibit 38.3

Subject Card

SOCIOLOGY
 330 Tucker, William Thomas
 T895
 The social context of economic behaviour,
 Holt, Rinehart and Winston, New York, 1964
 163 p. (Modern Management series)
 1. Sociology. 2. Economics.
 I. Title

Modern means of communication technology have made access to library material very convenient. Sitting in your cabin you can view on your computer screen the material available on a particular topic or the works of a particular author.

CHAPTER

39

Writing Thesis and Dissertation

A smart presentation receives instant attention

Chapter Objective

To acquaint you with the structure, layout and methods of giving references in these documents.

COMMUNICATION CORE

This chapter describes in a nutshell how you should structure your materials in these documents and give references to material you have consulted. An acquaintance with the information presented here would enable you to prepare such documents easily and quickly.

Certain courses of study would require you to undertake a research project and present the findings in the form of a Project Report. Likewise, scholars registered for PhD and MPhil have to write a thesis, incorporating the results/findings of their study or investigation, and submit it for the award of the degree. The guidelines that follow are intended to help you prepare these documents in an acceptable form.

According to the Dictionary ‘thesis’ and ‘dissertation’ are synonyms but generally the former term is used for research work at the PhD level whereas the latter for a long, critical essay based on research at the Master and MPhil levels. Here we shall use the word ‘thesis’ to refer to both the documents. In Part 3 we have already discussed how to write a report. What we present now is a succinct, thumbnail, yet comprehensive description of the points to be borne in mind in writing any of the two documents. At the end of the chapter samples of certificate and title page are given for reference. As you will see, there is a slight difference in the formats of Thesis and Dissertation.

ELEMENTS OR STRUCTURE OF THESIS

The thesis should contain the following elements in the following order:

1. Cover
2. Title Page
3. Certificate
4. Acknowledgements
5. Abstract
6. Glossary
7. Table of Contents
8. List of Symbols and Abbreviation Used
9. Introduction
10. Description of Work
11. Conclusions
12. Recommendations
13. Appendices
14. List of References
15. List of Research Publications Arising Out of Thesis

Out of these elements the following should be given only if necessary or required.

- Glossary
- List of Symbols and Abbreviations Used
- Recommendations
- Appendices
- List of Research Publications Arising Out of Thesis

The other elements **must** be given in every thesis.

Each element has certain specifications, which must be borne in mind while writing the thesis.

1. **Cover:** It should contain the title of the thesis, name of the candidate and the supervisor, name of the Institution and the date of submission.
2. **Title Page:** It is the first right-hand page of the document and contains the same information as is given on the cover.
3. **Certificate:** Each thesis should have a certificate from the supervisor to endorse candidates work in a proper format.
4. **Acknowledgements:** This section is for expressing gratitude to the persons who have guided or helped the candidate in accomplishing the work and should appear in the descending order of importance: Supervisor, other faculty members, fellow students, those who provided supplementary help/facilities such as library, word processing, typing, binding, etc., as applicable.
5. **Abstract:** It describes concisely the extent of coverage of the work, main achievements or contributions and their significance. If required to write a summary/synopsis, include in it all the significant points discussed in the main body of your thesis. Since it has more information than that in the abstract, its length should be more than that of an abstract.
6. **Glossary:** A glossary is a list of technical words used in the thesis and their explanation. If the number of such words is five or less, there is no need to give a glossary; these can be explained in the introduction itself.

7. **Table of Contents:** It can be compiled from the headings and sub-headings of the thesis. However, there is no need to give in it any sub-headings beyond the third order. All important headings, viz., Introduction, sub-sections or sub-divisions, of description/discussion, conclusions, and recommendations should be numbered; follow the decimal numbering scheme with page number against each in the table. The entries that appear before 'Introduction' should bear small Roman numbering and those from Introduction onwards should be numbered continuously with Arabic numerals. The page counting is done from the title page onwards.
8. **List of Symbols and Abbreviations:** This is to be provided only if the number is large (say, more than five). However, if the number is small, they should be explained immediately before or after their first occurrence.
9. **Introduction:** The section provides the present status and gives a critical survey of the literature published and the work done in this area and its shortcomings, if any, in the studies or techniques. Also, it defines the scope of the present investigations, clearly stating the objective and providing a justification for the study.
10. **Description of Work:** The section discusses the work done, describing the theoretical formulations, experimental setup/measurement methods used, analyzing the data/information collected and presenting the findings, results or points of view. The text matter is divided into topic-wise chapters beginning with chapter No. 2, 3, ..., and so on. (Chapter 1 being Introduction). Each chapter is further subdivided into sections and subsections.
 - Section – use decimal numbering like 2.1, 2.2, ...
 - Section heading – all capital letters
 - Sub-section – not to be numbered
 - Sub-section heading – first letter of each word to be capital, all other letters small
 - Figure numbering – use chapterwise figure numbering with the first number giving the chapter number followed by the decimal and the sequence of the figure in the chapter, e.g., Fig. 2.1, Fig. 2.2
 - Figure captions – give a caption for each Figure
 - Table numbering – Table 2.1, Table 2.2, ...
 - Table captions – give a caption for each Table

Note:

- (i) Each Figure/Table must be referred to in the text.
- (ii) Locate each Figure/Table close to the text.
- (iii) The table number should be written on the top, whereas the figure number at the bottom.

Equations and Symbols should be very properly typed (word-processed). The suffixing/superfixing of symbols must be close enough to the symbols.

Various terms of an equation should be properly and equally spaced.

In case of any difficulty in following these instructions, write out equations neatly by hand in black ink.

For equation numbering - use decimal numbering chapter-wise like (2.1), (2.2) ..., and so on.

When an equation is referred to in between the text it should be abbreviated, say, as Eq. (2.1), Eq. (2.2), Eqs. (2.1 to 2.5) ..., and so on; however, if the sentence begins with the equation number restore spelt out form.

11. **Conclusions:** This should include the inferences drawn and the judgments formed on the basis of analysis of results/data/information presented in the thesis. Ensure that all conclusions are supported by what has been discussed before; nothing new should be added at this stage. However, the directions in which further work related to the study can be carried out may be indicated.
12. **Recommendations:** Formulate the recommendations in specific terms. The conclusions would provide a base for formulating recommendations.
13. **Appendices:** Include this element, if necessary. The kind of materials generally included in the appendix are: questionnaires, detailed statistical data, samples of forms used for the investigation or survey, bulky or large illustrative materials, lengthy mathematical analysis and derivations, computer programs, etc.
14. **List of References:** Write the thesis in your own language. Give credit to all the works which have been consulted or quoted. Remember that the verbatim matter taken from other sources is to be given within quotation marks. Cite such works in the text and list them in one of the following ways: (i) the order in which these are cited in the text, (ii) the alphabetical order, and (iii) year-wise with entries for a year arranged in alphabetical order. In case the first method is followed, number the references in the text by writing Arabic numerals consecutively in square brackets or as superscripts against each. For the second or the third method, refer to the work by writing in brackets the last part of the name of the author, the year of publication, and the concerned page number(s) as shown below: (Lado 2014 : 120). The page number is to be indicated only if one has quoted the matter and attention of the reader is to be drawn to the specific location of borrowed ideas or information. The corresponding entry in the list of references will be as follows:

Lado, Simon. 2014. **Language Teaching Strategies**-Seventh Edition. New Delhi: Santa Brown Publishing Company Ltd.

For more examples see “Sample Bibliographical Entries” in Chapter 18.

A footnote is sometimes used to give extra information that may be of interest to some readers, e.g., historical evolution of a concept or a machine. It is, in fact, a short, one-paragraph appendix.

However, for acknowledging the ideas or information in general terms, prepare a **Bibliography**, listing the works read or consulted in the alphabetical order in the same way as in the List of References. In such a situation, there is no need to refer to the works in the text of the thesis.

15. **List of Publications Arising Out of Thesis and Dissertation:** Here list all the papers (published in Journals or presented at Conferences) arising out of the work done, giving full bibliographical details of each.

WRITING THE DOCUMENT

Writing of the thesis should not be postponed till the end but should begin well in time. Making use of precise, concise and plain language and avoiding use of cliches, such as “last but not the least”, “in the final analysis”, “in actual fact”, “back to square one” etc., maintaining the precision of technical writing. Exclude irrelevant details that divert the attention from the main theme. Similarly, to attain precision avoid excessive explanation of the obvious. Watch out for sentences beginning with “that is to say...”, “In other words...” etc. If already stated clearly, there is no need to repeat the same ‘in other words’.

Divide the text into several chapters and each chapter into several paragraphs. The following practical hints would help write the paragraphs.

- Deal only with one point in a paragraph; express it in the beginning.
- Develop the paragraph by elaborating the point. Some of the techniques used for the purpose are; giving illustrations, facts, details or proofs, classification and description.
- Connect one point to another with one or more sentences to ensure a smooth flow of thought.
- Avoid writing one-sentence paragraphs. Such paragraphs are used generally in journalistic or literary writings for dramatic effect.
- Having written, check every sentence of the paragraph. Delete superfluous sentences, if any.

GETTING IT WORD PROCESSED

The thesis should be neatly wordprocessed on A4 size white paper with double space between two lines and 3 cms. margin on the top and left hand side, 1 cm. on the right hand side and 2 cms. at the bottom. There is no limitations on the total number of pages that a thesis should have. A higher degree dissertation is expected to cover the material in about 100 pages. No word should be broken at the end of a line. If, however, this cannot be avoided, follow syllable break rules. For example, if ‘examination’ has to be broken, it should be at the end of ‘exa-’, ‘exami’ - or ‘examina-’.

The thesis should be properly bound and the number of copies specified by the university should be submitted.

Sample Cover/Title Page of a Thesis**Exhibit 39.1****A CRITICAL STUDY OF THE DEPICTION OF
THE MIDDLE CLASS IN THE NOVELS OF****R.K. Narayan****THESIS**

Submitted to Sant Tukaram University, Kolhapur

for the award of the degree of

DOCTOR OF PHILOSOPHY**In****English****Supervised by:**Dr. R.D. Parulkar
Professor of English
Sant Tukaram University
Kolhapur**Submitted by:**EX. Hedge
Lecturer in English
Appex Postgraduate College
KolhapurSANT TUKARAM UNIVERSITY
Kolhapur

March 2015

Sample Certificate from the Supervisor

Exhibit 39.2

CERTIFICATE

This is to certify that the thesis entitled “**A Critical Study of the Depiction of the Middle class in the Novels of R. K. Narayan**” embodies original research work done by S.T. Hedge under my Supervision. I am fully satisfied that it is fit for submission for the Award of the **Degree of Philosophy in English**.

Kolhapur
16 March 2015

R. D. Parulkar
Professor of English
Sant Tukaram University
Kolhapur

Sample Cover/Title Page of a Dissertation

Exhibit 39.3

ETHICAL ASPECTS OF PROFESSIONAL COMMUNICATION

Dissertation

Submitted in partial fulfillment of the
requirements of the degree of

MASTER OF PHILOSOPHY

**In
Management**

Supervised by:

Dr. Harsh Kumar
Professor and Head
Dept. of Management
Somani Institute of Technology
Sompur

Submitted by:

H. K. Pandit
Lecturer in Management
S. D. Postgraduate College
Sompur

SOMANI INSTITUTE OF TECHNOLOGY
Sompur

March 2015

Sample Certificate from the Supervisor**Exhibit 39.4****SOMANI INSTITUTE OF TECHNOLOGY, SOMPUR****CERTIFICATE**

This is to certify that the dissertation entitled “**ETHICAL ASPECTS OF PROFESSIONAL COMMUNICATION**” submitted by H. K. Pandit in partial fulfillment of the requirements of the degree of **Master of Philosophy in Management** embodies original work done under my supervision.

Sompur
16 March 2015

Signature
Harsh Kumar
Professor and Head
Department of Management
Somani Institute of Technology
Sompur

CHAPTER

40

Proofreading

A stitch in time saves effort, money and embarrassment.

Chapter Objective

To acquaint you with the symbols that are used to correct mistakes in books and journals those are to be printed and published.

COMMUNICATION CORE

To point out mistakes that inadvertently creep into a document meant for publication, certain symbols are used. These have been standardised and all presses understand them and hence it is advisable for you to learn these symbols because at some stage or the other you may be required to proofread material which is to be published by your organization or by you personally.

In most cases your report will be typed. Occasionally it may also be published. To read the typed copy or the final proof of your report, you must acquaint yourself with proofreading symbols. These symbols indicate to the typist or the printer the corrections or changes that he has to make in the manuscript. They are made in the margin to draw his attention. In this chapter is given a list of standard marks which should prove helpful in correcting the draft or the proofs of your report.

Proofreading Symbols

| Sl.No. | Symbol | Meaning | Example | |
|--------|---------------|--------------------------|--|--|
| | | | Before correction | After correction |
| 1. | | Begin paragraph | Thus we see that there is no need to write a rough draft of all the parts. * The last stage is the preparation of the final draft. | Thus we see that there is no need to write a rough draft of all the parts. The last stage is the preparation of the final draft. |
| 2. | <i>Run on</i> | Run together | The 'cover' gives the first impression. You should not, therefore, crowd it with much information | The 'cover' gives the first impression. You should not, therefore, crowd it with much information. |
| 3. | x | Replace broken x/x type | If a man can group his ideas, he is a good writer. | If a man can group his ideas he is a good writer. |
| 4. | | Close up | Keep your sentences reader-centred. | Keep your sentences reader-centred. |
| 5. | # | Insert a space here | Understand clearly what you want to find out. | Understand clearly what you want to find out. |
| 6. | <i>align</i> | Align <i>align</i> | A committee-room is not an arena for a verbal free-for-all | A committee-room is not an arena for a verbal free-for-all. |
| 7. | | Move as indicated | The primary objective of technical writing is to transmit information efficiently. | The primary objective of technical writing is to transmit information efficiently. |
| 8. | | Move this to the left | It usually takes more time and thought to say a thing simply and briefly than it does to put it in roundabout way. | It usually takes more time and thought to say a thing simply and briefly than it does to put it in a roundabout way. |
| 9. | | Move this to the right | Clarity and ease of reading are improved by moderately short sentences and | Clarity and ease of reading are improved by moderately short sentences and paragraphs. |
| 10. | | Raise to proper position | Style is hard to describe simply and directly. The whole always seems greater than the part. | STYLE Style is hard to describe simply and directly. The whole always seems greater than the part. |
| 11. | | Lower to proper position | Style is hard to describe simply and directly. The whole always seems greater than the part | STYLE Style is hard to describe simply and directly. The whole always seems greater than the part. |
| 12. | | Spell out | Leave a margin of 3 in | Leave a margin of three inches. |
| 13. | | Insert | Writing, when properly managed is a different name for conversation. | Writing, when properly managed is but a different name for conversation. |

| Sl.No. | Symbol | Meaning | Example | |
|--------|-------------|-----------------------|---|---|
| | | | Before correction | After correction |
| 14. | ,/ | Insert comma | Fine writing is next to fine doing / the top thing in the world | Fine writing is next to fine doing, the top thing in the world. |
| 15. | ;/ | Insert semicolon | The best salesmen have terrific egos / they know how to exploit them. | The best salesmen have terrific egos; they know how to exploit them. |
| 16. | ⊙/ | Insert colon | Look at the following example / | Look at the following example: |
| 17. | ⊙/ | Insert period | Life is seldom as exciting as we think it ought to be / | Life is seldom as exciting as we think it ought to be. |
| 18. | ?/ | Insert question | How do you choose the right words / | How do you choose the right words? |
| 19. | !/ | Insert exclamation | Z. Well / I don't like to say it; but people are beginning to talk. !A. Beginning/When did they ever stop? | Z. Well! I don't like to say it; but people are beginning to talk. A. Beginning! When did they ever stop? |
| 20. | =/ | Insert hyphen | He was not of first / rate intelligence, .0but he was universally respected for his character | He was not of first-rate intelligence, but he was universally respected for his character. |
| 21. | ∨/ | Insert apostrophe | I / ve made a rather exciting discovery. | I've made a rather exciting discovery. |
| 22. | “∨” | Insert quotation | Jonathan Swift said, / Style is proper words in proper places. / | Jonathan Swift said, “Style is proper words in proper places.” |
| 23. | [/] | Insert brackets | The pie graph / Figure 12 / shows the percentage of savings by different income groups. | The pie graph [Figure 12] shows the percentage of savings by different income groups. |
| 24. | (/) | Insert parentheses | The releasing of psychological tensions / Aristotle called it catharsis / appears to be effective at all levels of utterance. | The releasing of psychological tensions (Aristotle called it catharsis) appears to be effective at all levels of utterance. |
| 25. | <i>l.c.</i> | Put in lower case | Language is the indispensable mechanism of human / life. | Language is the indispensable mechanism of human life. |
| 26. | s Caps | Put in small capitals | Executives follow a simple formula for keeping their work up-to-date: refer-defer-delete | Executives follow a simple formula for keeping their work up-to-date: REFER-DEFER-DELETE. |
| 27. | caps | Put in capitals | <i>caps</i> ROUGH Drafting | ROUGH DRAFTING |
| 28. | Rom | Change to Roman | <i>Rom</i> Analyse <u>carefully</u> <i>Rom</i> I. <u>Purpose</u> II. Audience | Analyse carefully: I. Purpose II. Audience |

| Sl.No. | Symbol | Meaning | Example | |
|--------|--------|---|---|--|
| | | | Before correction | After correction |
| 29. | ital | Set in italic type | <i>ital</i> Have you read <u>She Stoops to Conquer?</u> | Have you read <i>She Stoops to Conquer?</i> |
| 30. | Bold | Set in bold face type | Communication-49 , 67-68, 92 | Communication-49 , 67-68, 92. |
| 31. | δ | Delete | δ Humility is (the) mark of scholarship | Humility is mark of scholarship. |
| 32. | trs | Transpose words or letters as indicated | These hints will help (in you) writing the precis. | These hints will help you in writing the precis. |
| 33. | stet | Retain the crossed out letter or word | stet Although the word may be unfamiliar , its meaning becomes clear to us as we listen. | Although the word may be unfamiliar, its meaning becomes clear to us as we listen. |
| 34. | ? | Query the author | Informed public opinion supports this view. | — |
| 35. | / | Replace the letter. | e / Call the meeting tomorrow. | Call the meeting tomorrow. |
| 36. | / | Replace the word(s). | them/Ask (him) to see him. | Ask them to see me. |

APPENDICES

APPENDIX A List of Business Terms

APPENDIX B Self-Assessment Quiz

APPENDIX C Sounds of English

APPENDIX D Soft Skills

List of Business Terms

A

Accounting Period The time between the issuing of Balance Sheets or other financial information of a company (usually one year).

Added Value (Value Added) The increase in the value of a good or service as a result of operations involved in producing them.

Ad Valorem A phrase used to indicate the value of something.

Advice Note A document, detailing quantity, price, delivery date, etc., which is sent to a buyer to indicate that the goods or services requested have been despatched or carried out.

Affidavit A legally-sworn statement which is affirmed as true by the individual making it in the presence of an authorized agent.

After-Sales Service Various kinds of support provided to the customer by the seller after purchase of an item such as maintenance support, software updating and technical advice.

Allotment Letter A letter sent to allottees accepting their offer to buy *Securities* and containing details of how many and the terms of acceptance.

Annual General Meeting There is a legal requirement on all *Registered Companies* to hold a meeting of all members once a year, at which the directors present a report. This includes an income statement, balance sheet, auditor's report and directors' report and is usually published in one volume as the Annual Report for the company.

Annual Report A legally-required report by a *Registered Company* which contains a Balance Sheet, a Profit and Loss Account, an auditor's report and a directors' report. This document is made available to shareholders and anyone expressing interest in the company.

Arbitration A process whereby disputes can be resolved by the intervention of a third, neutral party.

Asset In accounting, something owned by a person or company and which represents (or will represent at some future date) an economic benefit to them. Assets are classed as fixed such as capital equipment, and current such as cash, stocks, or debtors.

Associated Company Company which is associated with (but not a subsidiary of) another, for example, in some form of Joint Venture.

Audit A process of detailed examination of a company's accounts to assess their accuracy.

Auditor's Report A legally-required report from independent and qualified auditors which must be attached to any Income Statement or Balance Sheet prepared by a *Registered Company*.

Authorized Capital The total nominal or stated value of all the shares which a company is authorized to issue.

B

Balance of Payments A statement of the debits and credits of a trading nation over a period of time.

Balance of Trade A statement of the difference in value between the value of imports and exports from a country.

Balance Sheet A statement expressing the financial position of a firm at a particular point in time, as distinct from a Profit and Loss Account which is published annually. It usually contains details of Assets and Liabilities expressed in a balanced form.

Benchmark A basis for comparison between things, something which can be measured and used as a point of reference or standard with which other things can be compared.

Bill of Exchange A document which the drawer signs and addresses to the drawee that requires the drawer to pay—either on demand or at some future specified time—a specific sum of money to a specific person called the payee.

Black Economy The informal sector of the economy where work is done but no record of it is officially available and on which no tax is paid.

Blue Chip A company which represents a safe and reasonably profitable long term investment—a reputation earned by a history of good performance and management. A blue chip security is a share in such a firm.

Book Value An indication given in the accounts of the value of the firm and its assets. This often differs from the current market value or replacement cost of those assets.

Boom In economics, a period of rapid growth in output, bringing with it growth in employment and an increase in living standards.

Brand In marketing, a product or service sold under a particular name in order to differentiate it in the marketplace.

Broker A go-between; someone who arranges something (usually a transaction) between two parties. This service is often paid for by a commission on the value of the transaction rather than by a flat fee. Examples of areas where brokers operate include insurance, commodity, stock (securities), information and money.

Buffer Stock held to cover production or sales demand when unforeseen circumstances arise such as machines breaking down, suppliers unable to deliver, etc.

Bug In computing, an error in a piece of software which causes a program to malfunction.

Bull A Stock Exchange term for an individual who buys Securities in the anticipation that prices will rise—as distinct from a Bear who undertakes to sell them at a future date and anticipates that the price will fall in the short term, enabling him to buy at a lower price and sell later at a higher price.

C

Called-Up Capital The amount of money actually paid—called up—by shareholders for a Share issue.

Capital The money involved in a business enterprise which is invested in goods, equipment, buildings, stock, etc.

Capital Expenditure Capital that is spent on assets, as distinct from revenue expenditure, which is spent on revenue items such as travel or stationery.

Capital Goods Goods, such as machine tools, which form part of capital investments—as distinct from consumer goods.

Cash Ratio 1. The financial ratio of current assets to current liabilities, giving an indication of how much cash the company has at any time.

2. The amount of cash reserves which a bank has on hand or with the Reserve Bank to satisfy the demands of its customers and its liabilities.

Chamber of Commerce (chamber of industry and commerce) An association set up for the promotion of trade in an area. Chambers of commerce are voluntary organizations of business representatives.

Commercial Bank (joint stock bank) A form of bank which offers basic services for deposits and short term loans to individuals and organizations. They do not generally offer the more specialized services of investment banks or merchant banks.

Consignment Note The documentation accompanying an order when delivered, which lists details like quantity and nature of all goods in that consignment.

Contract of Employment A legal agreement given to an employee which sets out the terms and conditions of his employment—such as the period of notice required by employee and employer, etc.

Convertible Bond A Bond which can be converted at the holder's option into shares in the issuing company, usually within a specified time period.

Convertible Security A Security which can be converted into other securities under certain agreed conditions for which the holder has an option.

Corporate Management The overall management of an organization, as opposed to departmental or sectional management.

Corporate Planning A planning process which takes into account the whole organization as a set of resources and considers future development in the context of markets, competitive environment, legislative environment, new technologies, etc.

Corporation A collection of individuals acting as a single entity which has a legal status and autonomy in business dealings.

Cost Accountant An accountant specializing in recording and analysing cost data in order to advise on future cost control within business.

Countervailing Duty A special form of import duty which is designed to counter the effects of export subsidies. This duty is in addition to any normal duties imposed on that type of goods.

Credit Rating An indication of the credit-worthiness of an individual or company, based on an assessment of their ability to repay the amount of credit advanced.

Cumulative Preference Share A form of Preference Share on which dividends may be accumulated if profits are poor in one year and then paid at the end of the next year when they improve.

Curriculum Vitae A document which sets out a record of an individual's experience, qualifications and achievements. When given to a prospective employer, it offers a brief background to the individual on which an assessment of his suitability for a post can be partially based.

D

Debenture A type of Security on which interest is paid as percentage of its nominal value.

Debt Capital Money lent to a company on a long-term basis (at least one year) which must be repaid first if the company is liquidated.

Decision Support System Computer programs designed to aid management decision making.

Deficit Financing The financing of projects which cost more than the organization has as cash or current assets and for which it therefore needs to borrow money.

Devaluation An instrument of national fiscal policy whereby a government chooses to reduce the value of its currency against others.

Diminishing Return The principle in which a continuing increase in input to a system brings a declining increase in output.

Direct Advertising Advertising which involves leaflets, brochures, etc., distributed direct to the audience rather than advertisements placed in publications or on television, cinema or other mass media.

Direct Tax A tax levied directly on income or profits—as distinct from indirect taxes such as Value Added Tax.

Discount Something 1. A reduction in the price or cost of something. 2. An amount of money deducted to compensate for interest which money could have earned up to the due date if it is advanced against a Bill of Exchange or it is bought or sold.

Dividend A payment made to holders of shares or other securities, usually expressed as a percentage of the nominal value of the security held.

Double Taxation A situation where a firm or individual becomes liable for tax on the same income in two or more countries or states simultaneously.

Duty A tax levied by a national government on imports.

E

E and OE (errors and omissions excepted) An abbreviation often found on bills or statements which attempts to cover errors or omissions in the document which are the fault of the issuer. The legality of the phrase is doubtful.

Economic Indicator A figure which provides some idea of how an economy is performing—for example, the rate of inflation, the exchange rate or the rate of growth.

Entrepreneur An individual who recognizes opportunities for new products or services and raises the money and organizes the wherewithal to produce and deliver them.

Equity Ordinary Shares in a company.

Equity Capital (equity share capital) Capital raised by issuing shares or equity shares in a business.

Exchange Rate The rate at which currencies of different countries are exchanged for each other.

Excise Duty (excise tax) A tax levied on goods sold within a country—as distinct from customs duty which covers goods imported into a country.

F

Face Value (nominal value; per value) The amount, excluding interest, due on maturity to a holder of a Bond or Security.

Financial Statement A statement which gives information about the financial performance of a firm or organization. These can take many forms but the most common are Balance Sheets or Profit and Loss Accounts.

Financial Year The period of 12 months chosen by a company over which its accounts will run.

Fixed Asset An asset—usually property, plant or equipment—which will be used by a firm over a long-term period—a minimum of one year.

Franchise A business in which exclusive rights are purchased for selling goods or services under a specified trade name and within a specified geographical area. The franchisor supplies the product or reaches the service to the franchisee who then sells it, paying in return a fee and/or royalty on the sales.

Free Port A port which allows goods to be temporarily imported and held within the port area without paying duty.

Fringe Benefits (employee benefits) Rewards to employees beyond their basic remuneration package such as free or subsidized food or travel, special low-interest mortgage rates, special price access to a company's products, etc.

G

Gilt-Edged Stock Government stocks which are considered as extremely safe investments because their interest and repayment is guaranteed by the government.

Goodwill The intangible set of factors which develop in a business such as customer loyalty, reputation, special expertise, etc. When the business is sold it is often the practice to put a value on such goodwill.

Gross National Product (GNP) In economics, the total value of business activity—production, investments, services, property of a country.

Gross Profit A figure representing the revenue from sales of a product or service minus the cost of its production. No other costs or taxes are deducted at this stage in the accounts.

H

Hard Currency A national currency generally recognized as strong, stable and easily convertible.

Holding Company A company which carries out little or no business itself but which controls other companies in which it has shares or other forms of security.

I

Import Duty A Duty charged on goods or services imported into a country.

Imprest A cash advance or loan used in Petty Cash transactions, where a Float is given to the person responsible and at the end of a period he provides details of expenditure against that float which is then made up again to its original level and the process repeated.

Income and Expenditure Statement A Profit and Loss Account used by organizations which are non-profit-making (such as charities) to indicate the financial state of their operations.

Indemnity Fund A form of protection against the costs of Industrial Disputes which is provided by employers paying into a special fund.

Indirect Tax A tax levied not on income or profits but on goods or services purchased—for example, Value Added Tax or Customs and Excise Duty.

Inflation In economics, the condition in which prices rise to reflect rising incomes which in turn push up the demand for greater purchasing power, eventually leading to increased prices.

Infrastructure The network of supporting services which underpins an industry or industrial society such as roads, communications or utilities (water, gas, electricity, etc.).

In-Service Training Training carried out while in employment, with the aim of developing skills or enhancing experience which will be useful in that employment in the future.

Internal Audit The process of reviewing on a regular basis some aspect of a company's operations or organization. Most common is a financial audit but other types include manpower audit, technology audit, social audit, innovation audit and energy audit.

Inventory The various forms of material held by a company at any time—raw materials, partly-finished products (work in progress) and finished goods awaiting despatch. In accounting, the term is used to describe the costs of such materials.

Issued Capital (share capital) The value represented by the face value of all the shares or other securities issued by a firm.

J

Job Description A written description of the scope, responsibilities, expectations, etc., of an individual's job.

Joint Stock Company A form of Limited Liability Company where the liability is limited to the nominal value of shares issued.

Joint Venture A project or company in which two or more individuals or organizations participate, agreeing to share the risks and benefits according to some agreed formula.

K

Kickback A bribe or inducement given to someone in return for their assistance in influencing the course of a business decision—for example, the awarding of a contract.

L

Labour-Intensive A firm or process which relies mainly on labour rather than on technology to produce its goods or services.

Lease An arrangement whereby the owner of something—land, transport, property, etc., permits its use to someone else for a specified period of time but retains ownership.

Ledger A complete record of all the transactions carried by an individual or a firm. This covers all debit and credit notes, together with payments and discounts, and any other information about the financial transactions of the firm.

Legal Tender Money which is legally acceptable in payment of public and private debts.

Letter of Credit A document issued by a bank or financial institution which guarantees credit up to a stated amount.

M

Mortgage A loan made on the security of something—typically a property—where the ownership does not pass to the person taking out the loan until it is repaid but where he may have the use of it, provided he continues to repay the loan in agreed instalments.

Multinational Company (transnational corporation) A company which operates in a number of countries and which uses an international strategy based on moving resources and operations around the world to secure local advantages such as labour costs, tax relief or access to local markets. It differs from an international company, which simply sells its products in different countries.

N

Nationalization The practice of instituting state ownership of companies.

Negotiable Instrument A financial proof document which entitles the owner to payment by another person (e.g., a cheque or currency note).

Net Profit (trading profit) The actual financial gain from activities, calculated by deducting all Operating Expenses from the total sales revenue for a specified activity. It may be calculated with or without allowance for tax and interest payments.

O

Ordinary Shares Securities sold by a company which may be traded within limitations (e.g., if it is a Private Company, etc.) and which constitute the Equity Capital of that company. These shares usually carry voting rights and take third place, after Debentures and Preference Shares, in entitlement to the distributed profits of the company.

P

Paid-Up Capital That part of the Issued Capital of a company which the subscribers have been required to pay.

Parkinson's Law A semi-serious observation, originated by the UK author C. Northcote Parkinson, that 'work expands to fill the time available for its completion'.

Partnership A business or professional unit based upon a formal legal agreement between two or more partners. It is not an incorporated company, which means that the individuals remain responsible for actions and decisions, and not the business unit itself.

Par Value The Face Value or nominal value of a share.

Patent An official record of specific rights awarded to an individual or group to prevent others (from copying a design for goods or manner of procedure (e.g., a manufacturing process) invented by that individual or group for a specified time.

Petty Cash A fund administered by a clerical or supervisory person to make small amounts of money available immediately for sundry purposes, accountable on a general basis.

Piece Rate An agreed amount of money to be paid to a worker or to a group of workers for production of one unit of output.

Portfolio A collection of inter-dependent products, services, investments or Securities upon which a business is based.

Preference Share A special class of Equity in a company which may entitle the holder to payment of a fixed Dividend irrespective of profits and first consideration for repayment of the FACE VALUE of shares if the company is liquidated.

Private Company A company whose shareholders are restricted in sale of equity. The Shares of a private company are not bought and sold on the open market.

Privatization The floatation of a previously state-owned organization as a Public Limited Company, often with some remaining government interest, perhaps of a special nature.

Limited Company A limited company whose shares are bought and sold in public and quoted on the Stock Exchange. Such a company must use the letters 'Ltd' after its name.

Q

Quality Control The operational function within a company responsible for carrying out quality policies through inspection and formal procedures.

R

Raw Data Information collected in a survey or experiment, before it has been processed for use in determining results.

Recommended Retail Price The price for an item which a manufacturer suggests a retailer might charge.

Registered Company A limited or unlimited company, usually with shareholders, which has been incorporated under the Companies Acts, having complied with all required regulations.

Registered Trade Mark A legally-defined Trademark owned by an individual or group in the Register of Trademarks.

Research and Development (R&D) The function within a company, responsible for discovering new ideas, or new applications of old ideas, which might be to the commercial advantage of the company at some point in the future.

Retail Price Index An index designed to show the purchasing power of currency with regard to a basket of consumer item prices.

Rolling Plan A strategy statement covering a standard future period (e.g., five years ahead), which is updated annually to allow for changing circumstances.

Running Costs Expenses incurred in the daily operation of a business or project.

S

Scrap 1. Material which becomes unusable excess as a result of a production process.

2. Faulty items resulting from poor work, which may or may not be recoverable by rectification.

Scrip The abbreviation of subscription receipt, and a general term for any Security.

Security 1. Shares, Debentures, Bonds and Stocks. One party (the issuer) gives the security to another (the bearer), to record the receipt of money and the rights of the bearer to some agreed benefit (e.g., voting in a company Annual General Meeting) Securities may become the subject of trading (e.g., shares on a Stock Exchange) 2. A deposit left by someone as guarantee that something will be done, or not done, on penalty of losing the security in case of default. 3. Provision made to guard against loss or damage as a result of intrusion, robbery, etc.

Share Index An Economic Indicator calculated for a basket of shares on a stock exchange. The prices of the shares are monitored on a continuous basis and the computed index is published as a measure of buoyancy in the market.

Share Warrant (bearer share) A certificate, similar to a Share Certificate, which states that the bearer is the legal owner of a number of shares in a company. No record of the bearer's name is kept by the company, and the warrant may be sold without the company's knowledge. The bearer must register with the company and exchange the warrant for a certificate to obtain voting rights and other privileges.

Social Audit The process of evaluating the impact of a company's plans upon the environment in which they will take effect, with particular regard for the people who will be involved.

Social Security A state-administered scheme to provide financial support for individuals unable to support themselves (e.g., as a result of unemployment).

Soft Currency A currency which is not considered to be totally stable, perhaps reflecting a company's political position.

Spread Sheet An accountancy technique for displaying data relating to business transactions and cost items across a broad page.

Stamp Duty A duty which must be paid for some documents (e.g., title deeds to property) to record a transaction formally, with an official stamp.

Stock Exchange A nationally recognized, formally organized place of dealing in Securities. Because of the importance of sales in securities, transactions may only take place between authorized people (Jobbers and Stockbrokers) acting on behalf of others. This business is restricted to stock exchanges or stock markets, which exist in major cities throughout the world. Membership of exchange is carefully controlled.

Stockholder 1. An individual who owns stock issued by a company. 2. A company which holds stocks of goods or materials to sell for use by other companies.

Surety A guarantee provided by a third party in support of an application for a loan.

Suspense Account A special account which is used to hold receipts and payments which are incomplete and required clarification.

Sweetheart Contract A contract placed by a company with a supplier in preference to other potential sources, partly because of their special relationship.

T

Tender A formal offer by one party to carry out work for another party, in accordance with specific conditions.

Trade Discount A discount given by a seller to a buyer in recognition of their bonafide activity in a common trade (e.g., a builders' merchant sells materials to builders at a trade discount).

Trademark A motif or emblem which is owned by an individual or company, used to identify a product or Brand, which may not be used by another company or individual without the express permission of the owner.

Trial Balance An accounting practice to provide a simple check on the integrity of recorded figures in Double Entry book keeping. All credit balances and all debit balances are totalled and should be equal.

Turnover Sales Revenue The revenue from sales received by a company or individual in the course of business over a set period of time.

U

Underwrite 1. To provide insurance for something. 2. To guarantee the purchase of Shares in a Flootation in the event that they are not all sold on the market.

Unit Trust An organization set up to manage investment on behalf of many individuals, using the strength, power and security of a large body to provide benefits to small investors.

The management company of the unit trust sells redeemable units and invests the money in various ways, to optimize the return. A unit trust also has a trustee, often a bank, and an agreed set of payment procedures and charges.

V

Voucher 1. A receipt for payment. 2. A token which may be exchanged subsequently for goods or services.

W

Warranty A guarantee that a product will perform in accordance with its specification for at least a certain period after the date of sale, and that corrective action will be taken by or on behalf of the manufacturer if it does not meet with the expected output.

Wholesale Price Index A monthly published index showing changes in the wholesale price of selected items.

Wildcat Strike A strike, often unofficial, which occurs without notice, intended to cause the maximum disruption to an operation.

Work-to-Rule A restrictive practice designed to cause disruption to an operation by withdrawal of co-operation between employees and management above and beyond the basic contractual requirement (the 'rules'). The method may also expose the degree to which the smooth running of the operation relies upon the goodwill of the employees, since compliance with contractual agreement may not suffice to support the operation.

Write-Off To remove an item from a company's Balance Sheet for extraordinary reasons (e.g., an Asset which has been destroyed, or a Bad Debt which will never be recovered.)

APPENDIX

B

Self-Assessment Quiz

This quiz is designed to help you assess your knowledge of the fundamental theoretical aspects of the topics discussed in the book.

Read each statement carefully and state which is TRUE and which is FALSE. Indicate your choice by writing T or F in your answer book. Fifteen seconds are allowed for each item. You should therefore take only 45 minutes to attempt the quiz. Consult the answer key given at the end to work out your score. Each correct answer carries one mark. The suggested rating is as follows:

| Score (%) | Rating |
|-----------|-----------|
| 98 to 100 | Excellent |
| 95 to 97 | Good |
| 90 to 94 | Average |
| Below 90 | Poor |

PART ONE: INTRODUCTION

1. In a professional organisation communication plays a vital role in day to day work.
2. An efficient system of communication within an organisation is essential for its health and growth.
3. The sequence of elements in a model of communication process is as follows: sender, message, channel, receiver, response.
4. The smooth flow of communication is not adversely affected even if a staggering amount of information is disseminated within an organisation.
5. The success of a communication depends solely upon how the message is conveyed.
6. It is impossible to discover the reasons for the semantic gap between the message sent and the message received.
7. Effective communication cannot take place without a common frame of reference.
8. There is no fool-proof method by which one can measure the effectiveness of a message.
9. An informal system of communication never distorts the message.
10. A negative attitude towards the message may create barriers in communication.
11. A properly encoded message has greater chances of being decoded correctly.

12. It is not necessary to acquire proficiency in oral communication to perform one's professional tasks efficiently.
13. For communication in a global context, a knowledge of cultural norms and patterns of the concerned society is essential.
14. For proper reception of messages one should ensure that they are not at variance with the ethical values cherished by an organisation.
15. Professional ethics, and not the social ethics, should determine the communication behaviour of an organisation.
16. An awareness of the legal aspects is essential both for internal and external communications.
17. A computer may be defined as an electronic machine that can work with numbers and words to produce data output.
18. Information can be directly transferred from one computer to another.
19. The data stored in a computer may be graphic, audio or video or a combination of all the three.
20. An international network of computers is popularly known as LAN (Local Area Network).
21. The World Wide Web (WWW) is another name of Internet.
22. The information available on the Internet cannot be used for business transactions.
23. A judicious use of audio and video conferencing facilities can greatly enhance the efficiency of a business organisation.
24. A message sent through e-mail is usually transmitted by post also.
25. Contracts, agreements and financial commitments sent through FAX have no legal sanction.
26. E-commerce is the use of electronic information technology for business transactions.
27. The recent advances in duplication technology have made the transmission of written material cheap and convenient.
28. The computer has considerably reduced the use of information storage devices such as microfilms and microstrips.

PART TWO: BUSINESS CORRESPONDENCE

29. Each business letter has a specific objective.
30. The tone of a business letter is determined solely by its purpose.
31. It is not necessary to be courteous in writing every type of business letter.
32. To reflect 'you-attitude', one should ensure that the pronoun 'you' is used frequently in the text of a business letter.
33. The use of business jargon is the main characteristic of a business letter.
34. Only experience can help one acquire the art of writing business letters.
35. A business letter is an ambassador of goodwill of a professional organisation.
36. The structure of a business letter is conditioned by the status of the receiver.
37. The use of all elements of the structure of a business letter is obligatory.
38. The inside address of a business letter is the same as that given on the envelope in which it is sent.
39. The name and/or designation of the addressee determines the choice of salutation.

40. Every business letter's complimentary close is "Yours faithfully" irrespective of its salutation.
41. The text of a business letter must end with the words "Thanking you".
42. That a business letter has an enclosure should be indicated at the bottom.
43. The layout of a business letter is no less important than the language used for communication.
44. In complete block style of presentation, open punctuation is used.
45. In indented style of presentation, mixed punctuation is used.
46. Proper planning helps in the selection of the right tone of a business letter.
47. It is advisable for a busy executive to set aside time for handling correspondence.
48. There is no difference between a quotation and a tender in business transactions.
49. While placing an order for goods it is not necessary to repeat the terms, conditions and specifications mentioned in the letter of inquiry.
50. The lowest tender for supply of goods or for rendering services must be accepted in all circumstances.
51. A sales letter is like an advertisement.
52. The sole purpose of a sales letter is to inform the receiver the launching of a new product or service.
53. The ability to write an effective sales letter is inborn; it cannot be cultivated.
54. The opening paragraph of a sales letter must appeal to the reader's interest, emotion, vanity or social sense.
55. The test of a successful sales letter is its ability to motivate action on the part of the receiver.
56. A claim letter is written to the supplier for pointing out the mistakes made in complying with the order.
57. Good business behaviour demands prompt action on a claim letter.
58. Tit-for-tat policy should determine the writing of an adjustment letter.
59. A good adjustment letter helps an organisation sustain its business.
60. A credit letter is written for requesting credit, granting credit or refusing credit.
61. Learning to write effective credit letters has become more important with the modernisation of trade and business transactions.
62. A collection letter is characterised by firmness and threat.
63. Persuasion and appeal are the hallmarks of a successful collection letter.
64. An office procedure manual usually describes, among other things, the flow and disposal of incoming mail.
65. It is the responsibility of the individual officers to decide when and how they would dispose of the letters and other communications received by them.
66. It is customary to prepare an office copy of every letter received by an organisation.
67. Noting on the file is essential before sending the reply of a letter.
68. All professional organisations have a uniform filing system.
69. To ensure quick disposal of incoming mail it is imperative to classify it properly.
70. The ability to handle social correspondence helps indirectly a professional perform his duties more efficiently.
71. A testimonial is more formal than a letter of recommendation.
72. A testimonial should highlight the abilities as well as the inadequacies of the person for whom it is written.

73. Most employers do not attach any importance to the recommendations made in a testimonial.

PART THREE: REPORT WRITING

74. A report is written in response to a specific need, demand or requirement.
75. A report also includes the recollected emotions and feelings of the writer.
76. A report may sometimes be written to satisfy one's inner urge for creative writing.
77. A report is written in a conventional form.
78. An informational report is also called an informal report.
79. There is no difference between a routine report and a form report.
80. Every interpretive report is a recommendatory report.
81. Writing reports is a discipline which has no intrinsic value.
82. The decisions in a professional organisation are often based on recommendations made in a report.
83. It is advisable to acquire report writing skills for advancement and recognition in one's profession.
84. There is hardly any difference between the style of a report and other forms of professional communication.
85. The structure of every report has nineteen elements.
86. The title page of a report contains the same information as given on its cover.
87. It is essential to prepare a table of contents of every report.
88. Every report must contain its outline prepared by the writer.
89. There is no distinction between an abstract and a summary.
90. The function of an abstract is to present in concentrated form the extent of coverage and the results of a study or an investigation.
91. The introduction of a report serves the same purpose as that of a technical article.
92. Recommendations are always based on the conclusions of a report.
93. It is essential to give appendices in every report.
94. As elements of a report there is no distinction between a bibliography and a list of references.
95. The glossary and index of a report contain more or less the same information.
96. A questionnaire is a list of questions put to a person orally for collecting data for a report.
97. Before writing a short report it is necessary to prepare an outline.
98. A properly prepared outline helps the writer organise his report effectively.
99. The style of a report is terse, direct and informative.
100. To make the report impressive the writer should use literary figures of speech and words charged with emotion.
101. A readability formula aims at concretising elements that make a piece of writing easy to read or difficult to read.
102. A report usually has descriptive, expository, or narrative sentences.
103. In each paragraph of a report the topic sentence must occur in the beginning.
104. The adequacy of the development of the core idea determines the length of a paragraph.

105. The main purpose of dividing the matter into paragraphs is to provide 'eye relief' to the reader.
106. Each report must have a number of illustrations.
107. The main purpose of an illustration is to supplement the verbal analysis and discussion.
108. There is no difference between a chart and a graph.
109. All types of illustrations in a report should be consecutively numbered.
110. An ability to use different techniques of description can prove helpful in writing a report.
111. To write an effective technical description one should know how to define and how to classify.
112. In describing a machine the focus is on the object whereas in describing a process on the function it performs.
113. There is no hard and fast rule regarding the order in which various elements of a report should be written.
114. It is advisable to revise and edit a report before giving it a final shape.
115. The ability to speak in public is innate and cannot be acquired.
116. Non-verbal means of communication play a very minor role in face-to-face interaction.
117. The only objective of an oral presentation is to disseminate information.
118. A person communicates not only through his words but also through his body.
119. It is not necessary to acquire proficiency in oral presentation to perform one's professional tasks efficiently.
120. In a meeting a small group of experts discuss different aspects of a problem for the benefit of an audience.
121. The deliberations at a meeting are highly structured.
122. It is the duty of the chairman of a meeting to bring round the members to his point of view.
123. For good results, the agenda for a meeting should be circulated beforehand.
124. For successful participation in a meeting one should have the ability to get one's point of view accepted by all the members.
125. A proper physical setting contributes to the success of a meeting.
126. It is necessary to record all the details of the discussion that takes place at a meeting for future reference.

PART FOUR: OTHER BUSINESS COMMUNICATIONS

127. A technical proposal is a written offer to perform a task for improvement or growth of an organisation.
128. The structure of a proposal is the same as that of a report.
129. The style of a proposal is persuasive like that of a sales letter.
130. Even a well-written proposal may not be accepted because of certain technical, financial or policy strains.
131. A proposal should be prepared only when it is solicited.
132. Usually a memo is written for communication within an organisation.
133. The main function of a memo is to record or convey information.
134. A memo is the most frequently used form for writing reports.

135. A memo form may be used for writing a press release.
136. The style of a memo is like that of a report.
137. It is advisable to use a memo form for sending an e-mail.
138. A telegram is nothing but a shortened form of a memo.
139. The notice for a meeting should be sent only to those members of an organisational group, who regularly attend it.
140. An agenda is an official list of items to be discussed at a meeting.
141. It is not necessary to circulate beforehand the agenda for a routine meeting.
142. Minutes are the authentic records of discussion held and decisions taken at a meeting.
143. In a successful meeting the members are able to reach a consensus on all items in the agenda.
144. The minutes to which a Note of Dissent is appended have no value.

PART FIVE: JOB-RELATED COMMUNICATION

145. A job application letter is written to sell one's services.
146. The job requirements should determine the points to be highlighted in an application letter.
147. A good application letter is like an effective advertisement and the employer like a prospective buyer.
148. The resume to be enclosed with an application letter need not give all the details of academic qualifications, achievements, and experience.
149. The only test of success of an application letter is whether it elicits an invitation for interview.
150. In the job offer letter, all the terms and conditions of service should be carefully specified.
151. In a resignation letter it is not necessary to spell out the reasons for quitting a job.
152. Careful preparation is required for doing well at a job interview.
153. If the performance of a candidate in an interview is good, he is bound to get the job.
154. One of the purposes of personal interview is to ascertain the personality traits of a candidate.
155. Candidates should be enthusiastic and aggressive at an interview.
156. For success it is essential that the candidate should be able to answer all the questions at an interview.
157. Smart and proper physical appearance enhances the chances of success at an interview.
158. The interviewer should always be pleasant, patient and polite.
159. The interviewer should try to draw out the best in the candidate through a diversity of interactive strategies.
160. In a group discussion self-imposed discipline is essential for the smooth flow of interaction.
161. In a group discussion a leader emerges as the discussion proceeds.
162. For effective participation in a group discussion one must present one's views with pride, vigour and excitement.

163. Some of the personality traits of a participant can be observed through his group behaviour.
164. The group discussion is tightly structured.
165. One must acquire the listening skill for successful participation in a group discussion.
166. It is more important to express one's views than to react to the views expressed by others in a group discussion.
167. A consensus must emerge at every group discussion.

PART SIX: READING & LISTENING SKILLS & MISCELLANEOUS

168. Reading with comprehension is an important skill which every educated person has to acquire.
169. It is not necessary to read every type of material with the same speed.
170. As the reading speed increases, the extent of comprehension decreases.
171. The ability to read fast is innate and cannot be acquired.
172. Every professional should know how to condense the written material.
173. Effective reading is a prerequisite for acquiring the art of condensation.
174. The words *paraphrasing* and *summarising* are synonymous.
175. There is no difference between hearing and listening.
176. A successful professional usually is a good listener.
177. Effective listening is essential for effective speaking.
178. As the ability to listen is Nature's gift, there is no need to cultivate it through conscious efforts.
179. One should listen not only with one's ears but also with one's eyes.
180. Listening is an important component of the communication process.
181. The downward flow of communication in an organisation is more important than the upward flow.
182. The information received through the grapevine should be ignored by the management.
183. There are no clear-cut patterns in informal organizational communication.
184. Rumour-mongering in a large organization cannot be completely eliminated.
185. A deep study of the cultures of all countries in the world is essential for working in a multinational company.
186. Understanding opposite sex psychology can prove helpful for functioning in an organization where men and women work together.
187. The existence of an element of emotion has occasionally been noticed in the arguments put forward by women in formal communication.
188. The percentage of men who try to dominate in a discussion group is larger than that of women.
189. In a crisis the network of formal communication is bound to be disrupted.
190. There are several effective measures that can be taken to minimize the negative impact of crisis on the flow of formal communication in an organization.
191. The only means of sending a message simultaneously to a number of people is the circular letter.
192. The style of a circular letter is always persuasive.
193. In Western countries handshake is the most-frequently used way for welcoming or greeting a person.

194. The opposite sex handshake has not yet become common in India.
 195. Proper use of time as a means of non-verbal communication is the most effective supplement to linguistic communication.
 196. Noise from natural sources is a greater barrier to communication than that from man-made sources.
 197. Meetings often disrupt the smooth working of a professional organisation.
 198. There is hardly any difference between a seminar and a group discussion.
 199. One of the functions of a seminar is to disseminate knowledge.
 200. The computer has now become the only means of preparing illustrations.

ANSWER KEY

| | | | |
|--------|--------|--------|--------|
| 1. T | 2. T | 3. T | 4. F |
| 5. F | 6. F | 7. T | 8. T |
| 9. F | 10. T | 11. T | 12. F |
| 13. T | 14. T | 15. F | 16. T |
| 17. T | 18. T | 19. T | 20. F |
| 21. F | 22. F | 23. T | 24. F |
| 25. F | 26. T | 27. T | 28. T |
| 29. T | 30. F | 31. F | 32. F |
| 33. F | 34. F | 35. T | 36. F |
| 37. F | 38. T | 39. T | 40. F |
| 41. F | 42. T | 43. T | 44. T |
| 45. F | 46. T | 47. T | 48. F |
| 49. F | 50. F | 51. T | 52. F |
| 53. F | 54. T | 55. T | 56. F |
| 57. T | 58. F | 59. T | 60. T |
| 61. T | 62. F | 63. T | 64. T |
| 65. F | 66. F | 67. F | 68. F |
| 69. T | 70. T | 71. T | 72. F |
| 73. F | 74. T | 75. F | 76. F |
| 77. T | 78. F | 79. T | 80. F |
| 81. F | 82. T | 83. T | 84. F |
| 85. F | 86. F | 87. F | 88. F |
| 89. F | 90. T | 91. F | 92. T |
| 93. F | 94. F | 95. F | 96. F |
| 97. F | 98. T | 99. T | 100. F |
| 101. T | 102. T | 103. F | 104. T |
| 105. F | 106. F | 107. T | 108. F |
| 109. F | 110. T | 111. T | 112. T |
| 113. T | 114. T | 115. F | 116. F |
| 117. F | 118. T | 119. F | 120. F |
| 121. T | 122. F | 123. T | 124. F |
| 125. T | 126. F | 127. T | 128. F |
| 129. T | 130. T | 131. F | 132. T |
| 133. T | 134. F | 135. T | 136. T |

| | | | |
|--------|--------|--------|--------|
| 137. T | 138. T | 139. F | 140. T |
| 141. F | 142. T | 143. F | 144. F |
| 145. T | 146. T | 147. T | 148. F |
| 149. F | 150. T | 151. T | 152. T |
| 153. F | 154. T | 155. F | 156. F |
| 157. T | 158. T | 159. T | 160. T |
| 161. T | 162. F | 163. T | 164. F |
| 165. T | 166. F | 167. F | 168. T |
| 169. T | 170. F | 171. F | 172. T |
| 173. T | 174. F | 175. F | 176. T |
| 177. T | 178. F | 179. T | 180. T |
| 181. F | 182. F | 183. T | 184. T |
| 185. F | 186. T | 187. T | 188. T |
| 189. F | 190. T | 191. F | 192. F |
| 193. T | 194. T | 195. F | 196. F |
| 197. F | 198. F | 199. T | 200. F |

APPENDIX

C

Sounds of English

Vowel Sounds
Symbol: As in:

Consonant Sounds
Symbol: As in:

| | | | | | |
|-----|----|--|-----|----|---|
| 1. | i: | <u>che</u> ek, <u>pie</u> ce, <u>mea</u> t | 1. | p | <u>pe</u> n, <u>up</u> , <u>pl</u> an |
| 2. | i | <u>si</u> t, <u>pi</u> ll, <u>i</u> t | 2. | t | <u>ta</u> ke, <u>be</u> t, <u>tra</u> de |
| 3. | e | <u>be</u> st, <u>le</u> nd, <u>the</u> n | 3. | k | <u>mi</u> lk, <u>ca</u> se, <u>blo</u> ck |
| 4. | æ | <u>ga</u> p, <u>kn</u> ack, <u>ad</u> d | 4. | b | <u>be</u> st, <u>bo</u> ss, <u>ro</u> be |
| 5. | a: | <u>hea</u> rt, <u>cha</u> rt, <u>la</u> st | 5. | d | <u>da</u> y, <u>dr</u> y, <u>goo</u> d |
| 6. | ɔ | <u>wa</u> tch, <u>sh</u> op, <u>no</u> t | 6. | g | <u>gu</u> est, <u>ge</u> ar, <u>hu</u> g |
| 7. | ɔ: | <u>ca</u> ll, <u>po</u> rt, <u>al</u> l | 7. | tʃ | <u>che</u> st, <u>cha</u> in, <u>per</u> ch |
| 8. | u | <u>bo</u> ok, <u>pu</u> t, <u>wou</u> ld | 8. | dʒ | <u>pa</u> ge, <u>ja</u> m, <u>je</u> st |
| 9. | u: | <u>gro</u> up, <u>bl</u> ue, <u>soo</u> n | 9. | m | <u>ma</u> t, <u>ma</u> n, <u>hi</u> m |
| 10. | ʌ | <u>su</u> n, <u>bloo</u> d, <u>to</u> ugh | 10. | n | <u>no</u> , <u>ne</u> ver, <u>an</u> t |
| 11. | ɜ: | <u>ur</u> ge, <u>gir</u> l, <u>ear</u> th | 11. | n | <u>si</u> ng, <u>ra</u> ng, <u>an</u> gle |
| 12. | ð | <u>aga</u> in, <u>butter</u> , <u>beca</u> use | 12. | l | <u>li</u> st, <u>bell</u> , <u>al</u> ert |
| 13. | ei | <u>pl</u> ay, <u>sa</u> y, <u>ta</u> ste | 13. | f | <u>fu</u> n, <u>rou</u> gh, <u>pu</u> ff |
| 14. | ai | <u>sigh</u> t, <u>li</u> ke, <u>fi</u> le | 14. | v | <u>vi</u> m, <u>ve</u> ry, <u>va</u> in |
| 15. | ,i | <u>bo</u> y, <u>oi</u> l, <u>vo</u> ice | 15. | θ | <u>th</u> ank, <u>ten</u> th, <u>four</u> th |
| 16. | ið | <u>hea</u> r, <u>nea</u> r, <u>tiet</u> | 16. | ð | <u>the</u> re, <u>this</u> , <u>the</u> m |
| 17. | ɛð | <u>the</u> re, <u>sha</u> re, <u>pa</u> ir | 17. | s | <u>si</u> t, <u>so</u> und, <u>mi</u> st |
| 18. | uð | <u>Poor</u> , <u>flu</u> ent, <u>do</u> er | 18. | z | <u>ze</u> ro, <u>free</u> ze, <u>pr</u> ize |
| 19. | ðu | <u>no</u> , <u>kn</u> ow, <u>ro</u> ad | 19. | r | <u>ro</u> am, <u>ru</u> n, <u>tr</u> ick |
| 20. | au | <u>co</u> w, <u>ho</u> w, <u>lo</u> ud | 20. | f | <u>sh</u> ame, <u>bru</u> sh, <u>su</u> re |
| | | | 21. | ʒ | <u>plea</u> sure, <u>rou</u> ge, <u>usa</u> l |
| | | | 22. | h | <u>ho</u> t, <u>ho</u> me, <u>has</u> e |
| | | | 23. | j | <u>t</u> une, <u>ye</u> s, <u>yo</u> ung |
| | | | 24. | w | <u>we</u> , <u>wa</u> ll, <u>wi</u> t |

Note. What is given above is a complete list of the sounds of English. The symbols used are those of the International Phonetic Association. Most dictionaries now use these symbols to indicate the pronunciation of words.

Soft Skills

The term **soft skills** refers to certain personal traits and skills that highly educated persons, having a well-developed personality, possess. Such persons have always played a key role in the successful performance of commercial activities ever since business organisations, employing hundreds of employees, came into existence. It is, however, only recently that the corporate world has realised that soft skills are as important as **hard skills**, that is, technical or domain knowledge and ability to perform specific jobs in the professional world. In fact, some organisations attach greater importance to soft skills. It is argued that hard skills can be imparted by training employees for specific tasks they have to do and that it is more difficult to inculcate soft skills within a short time, involving as it does, generating and fine-tuning the traits and qualities of diversely unique human personalities.

This change in the attitude of the corporate world has thrown a challenge to the world of formal education and practical training. To make the products more saleable in the job market, it has become almost imperative to reorient the components of the programmes so as to focus them on activities which can inculcate soft skills among the students. It is being increasingly realised that mere domain knowledge would not enable them to breast the winning tape. In fact, a number of progressive institutions have already started including in their syllabi interactive activities such as group discussion, mock interview, oral presentation, impromptu speaking, seminar, brain storming session, teamwork project, etc., with a view to inculcating soft skills and at the same time integrating these with the imparting of technical knowledge and ability required by the academic programmes.

A number of studies have been made to identify the soft skills at the micro-level. About five dozen such skills have already been identified. Here we shall group the main ones into three loose, slightly overlapping categories. By their very nature they cannot be put into watertight compartments. As you go along, you would observe that several skills are interdependent, that is, when you acquire one skill, you may imbibe several others. Further, some of them are built upon another, like an inverse pyramid. What is of paramount importance at this stage is to be aware of them and to make an all-out attempt to acquire them. Their acquisition would not only enhance your chances of getting a satisfying job but also imperceptively enrich the quality of your personal and social life.

CATEGORY A : LIFE ENRICHMENT SKILLS

- Cultivation of a healthy life style, free from stress and physical disorders.

- Development of virtues such as self-confidence, self-discipline, self-respect, sense of proportion and a balanced view of things, issues and relationships.
- Fostering and nurturing interpersonal relationships based on willing cooperation and mutual understanding.
- Awareness of the duties and responsibilities as a modern citizen in the global context.
- Functioning in a team, keeping in view the differences in approach and attitude of individuals.
- Determining personal goals and devising ways to achieve them.
- Planning and organising for proper management of resources.
- Problem solving and decision making on matters relating to day-to-day affairs of life.

CATEGORY B : CAREER ADVANCEMENT SKILLS

- Mastery of grammar and usage, leading to fluency and accuracy both in speech and writing.
- Manipulation of subtle nuances of verbal communication in a diversity of situations requiring persuasion, negotiation, explanation, exposition, narration and description.
- Effective use of non-verbal means of communication such as body, voice, distance and time.
- Dexterity in using various modern devices of communication technology.
- Cultivation of qualities of leadership, including team spirit, zeal, initiative, discernment, discrimination and judgment.

CATEGORY C : HIGH-ORDER CORPORATE SKILLS

- Managing human resources by organising them into viable functional teams, groups or divisions.
- Specifying the channels of command and defining the responsibilities and duties at each level.
- Devising techniques and processes of decision making.
- Initiating and managing changes smoothly.
- Developing the quality of tactful and humane handling of public relations.
- Ensuring proper flow and filtration of information, both formal and informal.
- Awareness of changing commercial scenario and business environment, both national and global.
- Sensitivity to political changes and their impact on social environment.

PRACTICAL TIPS

- i) Imbibe the habit of concentrated enjoyment of activities that you often do such as playing a game, listening to music, reading a newspaper, sipping a cup of tea, chatting with friends, colleagues and strangers.
- ii) Greet daily the members of your family, friends and colleagues.
- iii) Improve the quality of your voice and converse with a cheerful expression on your face.

-
- iv) Have empathy for other people's situations and listen to them actively.
 - v) Take care of your dress, poise and posture whether at home or while at workplace.
 - vi) Have a positive attitude towards both men and issues.
 - vii) Do not talk ill of others; instead, identify the qualities they have.
 - viii) Avoid comments on matters relating to religion, faith and personal habits of your colleagues and friends.
 - ix) Set aside some time daily to improve your personality through meditation, yoga, sports, physical exercises, your hobby, etc.

Always remember, **none can care for you as you yourself can.**

