

# DEVELOPMENTS OF TECHNICAL COMMUNICATION

---

Prof. Sneha, Dr. Kapilesh Jadhav



**ALEXIS PRESS**  
JERSEY CITY, USA

**DEVELOPMENTS OF  
TECHNICAL COMMUNICATION**



# DEVELOPMENTS OF TECHNICAL COMMUNICATION

Prof. Sneha  
Dr. Kapilesh Jadhav





ALEXIS PRESS

*Published by:* Alexis Press, LLC, Jersey City, USA  
[www.alexispress.us](http://www.alexispress.us)

© RESERVED

This book contains information obtained from highly regarded resources.  
Copyright for individual contents remains with the authors.  
A wide variety of references are listed. Reasonable efforts have been made  
to publish reliable data and information, but the author and the publisher  
cannot assume responsibility for the validity of  
all materials or for the consequences of their use.

No part of this book may be reprinted, reproduced, transmitted,  
or utilized in any form by any electronic, mechanical, or other means,  
now known or hereinafter invented, including photocopying,  
microfilming and recording, or any information storage or retrieval system,  
without permission from the publishers.

For permission to photocopy or use material electronically  
from this work please access [alexispress.us](http://alexispress.us)

First Published 2022

*A catalogue record for this publication is available from the British Library*

*Library of Congress Cataloguing in Publication Data*

Includes bibliographical references and index.

Developments of Technical Communication by *Prof. Sneha, Dr. Kapilesh Jadhav*

ISBN 978-1-64532-444-7

## CONTENTS

<b>Chapter 1.</b> An Introduction to Technical Communication .....	1
— <i>Prof. Sneha</i>	
<b>Chapter 2.</b> Exploring the Role of Language Determination .....	8
— <i>Prof. Raveena</i>	
<b>Chapter 3.</b> Effective Methods of General Communication .....	15
— <i>Prof. Sindhu</i>	
<b>Chapter 4.</b> An Assessment of Dimension of Communication .....	22
— <i>Prof. Sneha</i>	
<b>Chapter 5.</b> Methods of Improving the Comprehension Skills .....	29
— <i>Prof. Raveena</i>	
<b>Chapter 6.</b> Sentence Structure .....	36
— <i>Prof. Sindhu</i>	
<b>Chapter 7.</b> Exploring the Role of Interrogative Sentences .....	44
— <i>Prof. Sneha</i>	
<b>Chapter 8.</b> An Analysis of Exclamatory Sentences.....	51
— <i>Prof. Sneha</i>	
<b>Chapter 9.</b> Barriers to Effective Interpersonal Communication .....	58
— <i>Prof. Sindhu</i>	
<b>Chapter 10.</b> Exploring the Different Levels of Communication .....	66
— <i>Prof. Sneha</i>	
<b>Chapter 11.</b> Importance of Writing a Technical Report .....	73
— <i>Dr. Kapilesh Jadhav</i>	
<b>Chapter 12.</b> Impact of Technical Presentation in Technical Communication .....	81
— <i>Rahul Saxena</i>	
<b>Chapter 13.</b> Exploring the Modes of Informative Presentation.....	88
— <i>Mr. Rahul Agarwal</i>	
<b>Chapter 14.</b> Analysis of Audience and Location.....	95
— <i>Puneet Kalia</i>	
<b>Chapter 15.</b> Analysis of Effective Organizational Blogs .....	102
— <i>Anil Agarwal</i>	
<b>Chapter 16.</b> Determination of Goals of Educational Communication.....	109
— <i>Prof. Rita Arora</i>	

<b>Chapter 17.</b> Technology for People with Disabilities.....	119
— <i>Prof. Grishma Shukla</i>	
<b>Chapter 18.</b> Careers Possibilities in Technical Communication .....	128
— <i>M. Sashilal Singh</i>	

## CHAPTER 1

### AN INTRODUCTION TO TECHNICAL COMMUNICATION

---

Prof. Sneha, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:sneha.vj@jainuniversity.ac.in

The term "technical communication" refers to a variety of techniques used to communicate intricate details regarding technical services, goods, systems, or procedures to specific audiences. It covers a range of communication channels, specialist knowledge, and educational resources for technological and scientific products such as computer hardware, software, and production or research tools. Technical communication graduates can find work in information technology, healthcare, market research, self-media, human resources, media affairs, company marketing, and other disciplines that are related [1]. Technical communication is a practice-based area that places a strong emphasis on writing that is clear, concise, and instructive. It frequently calls for expertise in design, analysis, and research as well as understanding of the editing and publication processes. Science, health education, scientific and medical policy, ecological communication, and computer software, to mention a few, all depend on technical communication. Scientific research and grant proposals, commands on how to remediate a specific technical issue, pharmaceutical pamphlets that clarify a special medication's mechanisms, and internal resources like online wikis and training programmers that assist employees with onboarding are all examples of technical communication [2].

Technical writers and editors may also be involved in instructional design, coaching, translation, link building, user experience design, content styling, and other activities since service provided is used in so many various ways across a wide range of industries. Technical project documents, product catalogues, product release notes, scientific journal articles, documentation, and other types of content used to express technical data to internal and external audience members are just a few examples of the detailed informational products that technical writers, document experts, instructional designers, and other experts produce using technical communication skills [3]. Technical communication is a nonfiction trying to write genre that includes writing produced in daily business operations such as communications, proposals, internal documents, media releases, and varied types of reports. Technical materials include guides, notes, requirements, and evidence-. It involves the sharing of innovative ideas as well as the disseminating of specific technical information. Technical communication is a nonfiction trying to write genre that includes writing manufactured in daily business operations such as communications, proposals, internal documents, media releases, and varied types of reports. Technical materials include guides, notes, requirements, and evidence-. It involves the sharing of innovative ideas as well as the disseminating of specific technical information[4], [5].

#### **Significance of Technical Communication**

A lifetime of practice goes into learning. There is no way to escape learning. Additionally, working on numerous technology-related projects allows you to gain new knowledge virtually every day as a techniques to extract communicator. The advancement of technology gives you several opportunity to pick up a few new skills every day. There are many opportunities for technical authors in numerous branches of research and technology. Many organizations, companies, research facilities, and publishing companies are still looking for



experienced technical authors. They are constantly eager to hire you and compensate you handsomely. The most important component of effective technical writing is having a clear understanding of your audience, their needs, and their environment. Regardless of how brilliant a writer you are, failing to understand the intended reader is a key factor in why technical information fails to successfully teach and be useful [6].

In order for the user to successfully grasp technical communication, factual information must be presented in a clear, consistent manner. It aids people in achieving a certain objective or finishing a job. Technical communication uses precise, accurate, and clear terminology[7], [8]. Technical communication's primary objective is to assist in the effective dissemination of critical information so that individuals can perform their jobs more successfully and consumer goods may be more practical. An employee spends (on average) more than 20% of their workday writing. It's crucial to learn how to accomplish this activity successfully. It's crucial to finish this work successfully. Technical communication is useful for business in a number of ways, including:

- to increase productivity
- to aid workers in setting and successfully
- completing goals for training initiatives for product manuals for medical instructions

Technical communication spans a wide range of academic specialties. Design, instruction, document styling, branding, and website design are a few examples.

### **Essentials of Technical Communication**

Knowing your audience is one of the most crucial elements of technical communication. Consider the following: Who are the viewers? What goals does the audience have? How can they attain this particular aim using communication effectively? What is the most straightforward explanation that may be given? The firm won't be able to properly provide the required paperwork if they don't know what the customer is searching for exactly.

The following are a few requirements for efficient technical writing:

- being as exact as possible
- knowing and interpreting complex terminology
- being familiar with industry-specific lingo

Interpreting the thoughts and ideas of experts in several disciplines, including engineering, marketing, and programming, takes time in technical communication. It calls for the author to consider carefully the objective or undertaking that the readers is attempting, and then proceed from there. For instance, the technical writer would write the manual if the target audience was a consumer who needed to assemble a new toy. To effectively assemble the new toy with only the handbook would be the objective. Technical communication is successful if users can finish their work and the instructions and manuals are written clearly. Scientific, engineering, or even other technical knowledge is communicated through technical communication. Technical communication is practised by people in a number of settings and with a range of professional backgrounds. Technical communicators and technical writers are a specific type of person. These people employ a variety of techniques to investigate, record, and exhibit technological processes or goods. Technical communicators can use a variety of mediums to present the information they gather, including printed materials, websites, computer-based instruction, digitally stored text, audio, and video. Any kind of interaction that focuses on professional or specialist themes, especially employs technology to communicate, or offers instruction on how to do anything is considered a part

of the discipline of technical communication, according to the Society for Technological Communication.

### **Communication Skill**

Good communicators are born or made? When we say communication skill, it implies some formal training or efforts to attain the same. Is communication an art or a science, or combination of both? Communication is a form of expression. An neonate is a new comer to the planet. For about one year, it is not able to speak but, it starts communicating with the mother and others. It has to convey its appetite, likes, dislikes, pleasure, comfort, distress, temperament, etc. It starts communicating on its own way, by facial expressions, lip movement, luminous eyes, movement of hands and feet. In the absence of ability to communicate and knowledge of any language, it conveys its message, sometimes by sobbing, beaming or producing typical noises. Physical appearance is something distinct but, irrespective of physical appearance, some neonates are liked by the people and fondled by all. Some infants are not very much appreciated by the people. That is the genesis of the art of communication.

After one year or so, the infant starts learning verbal communication. It is not able to express adequately but, still we like to hear it. We enjoy its effort to speak and express. It is more supported by gestures. Mother of the infant understands it in a superior manner. In engineering terms we call it frequency matching and impedance matching. We appreciate and encourage the child. Depending upon environment, some children start talking earlier and some start later. The first language the infant learns is the language used in the family, particularly by the mother. It is termed the maternal dialect. We term it inheritance or culture but, it is more decided by the language used by the family and close relatives. Some near ones teach positive things and some near ones teach negative things also. At the age of five or six years, traditional education begins. Some of them attend the schools instructing in regional vernacular. Now a days, the trend in educated and well to do families and sometimes for competition and prestige also, the children are placed in English medium schools. Some of the schools are really English medium schools and in some so called English medium schools, even teachers are not conversant or comfortable with English.

Any how, the child begins learning alphabets and formally learns regional and or English language. In the street and school ,it meets other children and begins communicating with them in the concerned language. In some families, the communication language at home is distinct than the medium of instruction at the school. For such students ,it is challenging to cope up at the school. They suffer from inferiority complex. Some individuals have good adaptability. They can manage both the situations. Then adolescence begins. They come in contact with various persons ,at different locations and time. They learn many things from the surrounding and by their behavior leave some impression on the others. The natural attractiveness stems from the skin complexion, features and structure of the whole body.

People are tempted to see such persons. But, there are some individuals for whom the God is not so benevolent in allotting these attributes. In spite of these natural limitations. In a broad sense ,communication also implies dissemination of information or transmission of data. When writing and printing were not known, then also teachers (Gurus) were teaching the disciples orally, and the knowledge was transmitted from generation to generation. Knowledge of “Vedas” and “Puranas” has transmitted over hundred of decades. The shlokas (poetic) version may be more beneficial in remembering. Later on they started writing on leaves. During the days of Samrat Ashok writing on boulders ,“Shilalekh” conveying positive messages became prevalent and today we have many modalities of storing and communicating the information. Telephones (land line and mobile), tethered and wireless

communication, audio and video communication, storage and transmission of information via computer memory, tapes, CDs, internet, intranet, VOIP, satellite communication are the various options.

These modalities have modified the pattern of trade, business, education, and medicine too, by telemedicine. But, this communication is distinct from the intimate communication with which we are concerned here. Language or words may be involved in communication but, that is not the barrier in communication. It is only effective for verbal communication. But, there are many other modes of communication. Deaf and mute persons also convey themselves fluently.

Kathak performers convey the whole plot and message by „Mudras“. Laurel and Hardy entertained audiences for decades without uttering a single word. Even for those who can speak, comprehensive communication is not just verbal or aural expression. It is supported by facial expressions and body gestures. Just saying “pleased to meet you” is not sufficient. The pleasure should be evident on the face. Without expression of regret uttering “sorry” has no meaning. If you are welcomed by somebody half sincerely you can sense it. When we are furious, the words are supported by fire orbs in the irises. When we put special efforts by force, the canines come closer, facial muscles are strained. When we pray, our visage is tranquil, the eyes may be closed or as serene as pond water. When a mother fondles a child, words are full of love and her hands move affectionately on the body of the child. When the saint blesses or hails the group of disciples, sometimes the hand is raised formally. For the designated disciple the saint (Guru) places his hand on the head or back of the disciple.

It inspires confidence in the psyche of the disciple. He feels relief from pain and anguish. It is a popular restorative technique. When somebody is going to appear for examination or interview or some important assignment, parents and relatives give blessing by words of good wishes and placing hand on head, shoulder or back. It increases the confidence level. Friends also convey best wishes and we are full of confidence and ready for taking the challenge. When a soldier travels to the frontier the tilak by his wife tasks him with fortitude to confront the adversaries. When a juvenile boy and girl meet or just cross, initially they may not have the fortitude to utter any thing. The eyes just cross. The gaze and facial expression can convey various messages from time to time. The message may be to ignore the other person, greet the other person, displeasure to meet, invitation to meet again, expression of dread, expression of being ashamed, there may be change in cadence of heart also.

Communication is not only language and richness of vocabulary. It is not important what you speak but, how you speak. Communication changes from person to person and from level to level. When an infant communicates with the mother, it has no fear. It has a sensation of proper. It is taken for granted that what ever it speaks ,what ever way it speaks or what ever it demands, it is accepted by the mother, that too, with affection. Mother always communicates with the infant with love and affection. The image of a father is slightly different. Whether he wishes or not, he has to perform his role with more responsibility. Due to this tradition, some times the child hesitates in communicating with the father. There is a lot of difference in communication from a friend to a friend, friend of opposite sex, a student to a teacher, a teacher to a student, a disciple to a Guru, a Guru to a disciple, a colleague to a colleague, a worker to a supervisor, a supervisor to a worker, the staff in an office to a superior, the superior to the staff, the employees to an employer and an employer to the employees, a union leader to the staff and a managing director, the police to the public and the public to the police, the speaker to the audience, an election candidate to the voters, a news reader to the viewers. The point is that the doctor can not prescribe the same medication to all patients for all maladies. The communication should vary from person to person, with level of the

persons involved, the time of communication, the objective of communication, mutual objective of the two sides, the authority and the authenticity of the persons and the situation.

The communication may be between persons of the same level or distinct levels. The communication may be from one person to another person. The communication in case of a teacher, a public speaker, a news reader or an actor may be one to n or all. It may be one way communication in distance learning, radio or TV lectures or public speech. In class room instruction, when it is interactive, it may be bidirectional. In class room instruction the teacher and in drama the actor is able to see the expressions or response of the audience. In case of radio conversation and TV programme the speaker is not able to see the response or expression of the audience or spectators. It also impacts the efficacy of the communication.

Each profession requires a typical communication talent. In the education line also, communication skill is essential. If you have excellent communication skill ,you can impress the students. Your first impression in the class is the last impression. Once you are accepted by the students and situated in the class ,you can teach the students in your own way. Particularly ,when a teacher is a new one, just commencing the vocation, some of the students may generate some disturbance to test the teacher. The teacher should not lose the composure. He should handle the situation trickily. Some instructors attempt to go for cheap popularity.

They exchange quips in the class or initiate shayri in the class. The teacher is not expected to entertain the students like this. During the lecture, related to the topic, he can give some illustrations and analogies ,which may be humourous and make the lecture lighter. It is said that ,in lectures the concentration can be maintained only for twenty minutes. Our engineering lectures are one hour lectures and that too, full of facts and figures or hypotheses. So, the lectures become very weighty. In the classroom, effective communication bolsters subject matter expertise. Your pronunciation should be audible when you talk. Although there isn't a lot of language used when teaching engineering subjects, you should nonetheless avoid making any errors. It's important to speak clearly and consistently. It shouldn't be positioned so low that it could not even touch the final bench. The volume shouldn't be too loud to disturb the nearby class. Although voice is an inherent talent, you may also learn it. It need to be smooth and silky.

Hammering shouldn't be occurring. There was just one senior instructor there while I was doing my undergraduate degree. Although he covered the topic well, his voice had a few standard issues. It kept ringing in our ears. His voice did not sit well with us. The speaker or instructor should face the audience and make eye contact with everyone there. For a teacher or skilled speaker, just reading the speech aloud is ineffective communication. Your focus should be on the speech while you are giving the lecture. in order to prevent losing sight of the topic. Points are provided on the board, a transparency, or a slide to help you. Your eyes should simultaneously be able to view the whole class. Maintaining eye contact and looking directly at the kids can encourage trust in them. Their expressions will show whether or not they are comprehending your talk. Some pupils like nodding their heads to show that they are paying attention to the discussion. Sometimes it could even be deceptive. Some students nod their heads inadvertently or just out of habit, and simply nodding your head by the first two or three seats is insufficient. As you go forward, the pupils' eyes show their attention, curiosity, and comprehension. Their facial expressions might sometimes show that they are trying to learn from you but are unable to do so. whether required, you check to see whether they are still following in between.

When required, repeat a section. The previous lecture's material should typically be reviewed in the first two to five minutes of the current session, and the presentation itself may be

summed up in the last two to five minutes. Jokes should be avoided when lecturing, but you may use some lighter examples or analogies to break up the monotony. To gauge their comprehension, several questions could be posed in between. Try to get the same item from them sometimes at a regular interval that you will talk about. It could keep them vigilant. Some students sometimes nod off during a one-hour lecture, especially after the lunch break. According to one perspective, engaging discussions are beneficial. The pace of covering could be slower if the whole lecture is interactive. It is undesirable for the instructor to feel pressed for time at the conclusion of the semester and to have an incomplete syllabus. To enable engagement, the interactive system needs that the students have read the assigned readings, understood the subject, and have a working knowledge of the topic. The technique may work at IITs because they attract intelligent, career-focused students and have enough computer and internet/intranet facilities for two-way communication between students and lecturers.

Their subject content is often repeated for various audience groups, in different locations, and at different times because they aren't concerned with covering the whole syllabus. Some of the speakers in the industry are quite skilled in their speech. They don't really discuss or offer much of the information. They pay attention to how they sell their image and programming. The in-depth discourse often requires purchase or registration. Even if a teacher creates unique speech, innovative presentations, or innovative course content, they virtually never get compensation for their intellectual property. Furthermore, I have seen that it is really challenging to conduct interactive sessions for the whole hour with the typical mass of students that we encounter at typical educational institutions. After fifteen to twenty minutes, for one or two minutes, you may ask some questions to break up the monotony and get their attention before returning to your regular teaching style. The first challenge we have if we attempt to continue in question-and-answer interactive format is that the pupils are not intellectually and academically ready for it. If you pose the question, the pupils begin to respond collectively rather than raising their hands and speaking one at a time as you requested. This option causes a lot of commotion, grumbling, and disruption in the classroom[9], [10].

The instructor should monitor the whole group of students during the presentation. On occasion, although the front row of pupils listen intently, the rear row shows signs of disinterest. The brightest students used to sit in the front row, while other less interested students used to sit on the rear side, according to an old tradition. The front seats may be left empty these days, while the back side is usually overcrowded. Even intelligent pupils choose the rear benches for seating. I don't follow the reasoning. For brand-new, inexperienced instructors, the back benches may sometimes be a source of irritation. Some students find it difficult to focus in class. They sometimes annoy the younger instructors by mumbling or making particular remarks. Typically, they inquire only out of curiosity or to demonstrate their status.

## REFERENCES

- [1] P. P. Patrucco, "The economics of collective knowledge and technological communication," *J. Technol. Transf.*, vol. 33, no. 6, pp. 579–599, Dec. 2008, doi: 10.1007/s10961-008-9085-z.
- [2] P. H. Lilholt, L. K. E. Hæsum, L. H. Ehlers, and O. K. Hejlesen, "Specific technological communication skills and functional health literacy have no influence on self-reported benefits from enrollment in the TeleCare North trial," *Int. J. Med. Inform.*, vol. 91, pp. 60–66, Jul. 2016, doi: 10.1016/j.ijmedinf.2016.04.010.

- [3] C. Antonelli, "Collective knowledge communication and innovation: The evidence of technological districts," *Reg. Stud.*, 2000, doi: 10.1080/00343400050085657.
- [4] C. Lässer, "Mapping Extracellular RNA Sheds Lights on Distinct Carriers," *Cell*. 2019. doi: 10.1016/j.cell.2019.03.027.
- [5] L. Zhang, L. Xiong, J. Sun, S. Gao, X. Wang, and A. Zhang, "Technical characteristics of the relay communication satellite 'Queqiao' for Chang'e-4 lunar farside exploration mission," *Zhongguo Kexue Jishu Kexue/Scientia Sin. Technol.*, 2019, doi: 10.1360/N092018-00375.
- [6] M. Nagaraja Kumar and N. S. Prasantha Kumar, "Relevance and significance of technical communication course contents: A critical evaluation in the State of Andhra Pradesh," *Int. J. Adv. Sci. Technol.*, 2020.
- [7] J. E. Rebele and E. K. St. Pierre, "A commentary on learning objectives for accounting education programs: The importance of soft skills and technical knowledge," *J. Account. Educ.*, 2019, doi: 10.1016/j.jaccedu.2019.07.002.
- [8] R. Qi *et al.*, "Implementation and security analysis of practical quantum secure direct communication," *Light Sci. Appl.*, 2019, doi: 10.1038/s41377-019-0132-3.
- [9] M. Fahmy-Abdullah, L. W. Sieng, and H. M. Isa, "Technical efficiency evaluation: Study on Malaysian electrical and electronics firms," *Asian Acad. Manag. J.*, 2019, doi: 10.21315/aamj2019.24.2.1.
- [10] S. K. Miller *et al.*, "Improving communication: The key to more effective mse processes1," *Can. J. Fish. Aquat. Sci.*, 2019, doi: 10.1139/cjfas-2018-0134.



## CHAPTER 2

### EXPLORING THE ROLE OF LANGUAGE DETERMINATION

---

Prof. Raveena, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:raveena.kp@jainuniversity.ac.in

Everyone uses language as a mode of communication to spread ideas and arguments to each other on a regular basis. Since the language serves as a symbol of the nation and is closely related to the attitudes and behaviours of various groups of language speakers, it is impossible in this situation to separate language from culture [1]. As a means of expressing cultural reality, language serves the following purposes:

- It is a part of culture;
- It differs from culture, but the two are closely related;
- It is vigorously influenced by cultural factors;
- It has a significant impact on the culture and way of thinking of its inhabitants. People's linguistic choices in communication can impact their culture or the other way around.

A fable once said that language reveals each of its nations. If we think about its meaning in depth, it could help us comprehend and deal with any situations where language and attitudes or behaviours of individuals who are speakers of the languages are connected. Understanding is likely to reinforce one's belief in the contribution of language to cultural development [2].The link between language and culture is the subject of several hypotheses. Some claim that indeed language is a component of culture, despite the fact that the two are distinct and have a very tight relationship. According to some, the language is heavily impacted by culture, and as a result, the language will represent everything about the culture. On the other hand, it is also said that language affects culture and the way people or speakers think. This essay aimed to analyse the relationship between language and culture as well as how language might reflect the social context of its users [3].

#### **The Nature of Language**

The language has been defined in a number of different ways by linguists. Not the substance, but the form is language. While Chae describes the arbitrary, constructive, dynamic, diversified, and compassionate qualities that make up the core of language as a metaphor of the sound system. Language is a system, which implies it is made up of several fixed and patternable components. In addition to systematic language, systems are also systemic. Systematic meaning is when language is ordered in a predictable way rather than randomly or haphazardly. While systematic denotes that a language is not a single system but rather a collection of related subsystems.

Lexicon, syntax, morphology, and phonology make up the language subsystem. As a result, the language is frequently regarded as both distinctive and universal. Unique refers to attributes or qualities that are not shared by other languages, whereas universal refers to traits that are shared by all languages[4], [5].People only utilize language in comparison to animals, who have a range of communication methods. Animal communication systems may basically be divided into two categories. The first category includes bee communication systems. the next stage of all communication. Both birds and monkeys have systems. There are similarities between this communication and human languages, but there are also significant

differences between the two. Through a specific dance, bees may inform other members of their group of the existence of nectars, including their position, distance from it, and number [6].

Gee used the term "bee dance" to describe a point-by-point mechanism of communicating the nectar's existence. Monkeys and birds have their own means of communication in addition to bees. Vervet African chimpanzees are able to create 36 different types of sounds for a variety of circumstances. There were several sounds for various circumstances, making the vervet communications network capable of transmitting 22 distinct types of signals. The pigeons also have a means of communication, although one that uses a very little language to convey messages.

### **Language Functions**

It is said that language is a vehicle for interaction or a means of communication, serving as a way to express concepts, ideas, and even emotions. Language has a long history of serving as a means to communicate ideas. However, sociolinguistic theory is viewed as being overly limited because language usage essentially boils down to "who speaks what language towards whom, when, and for what purpose." Thus, from a sociolinguistics perspective, language functions may be seen from a variety of perspectives, including speakers, listeners, themes, codes, and conversational intent. Language acts as a private or individual identity from the speaker's perspective, and Jakobson referred to it as having an affective purpose. It indicates that speakers made their opinions known about what they said. In addition to expressing their feelings verbally, the speakers also displayed emotion while giving their speeches. The listener can tell if the speakers are furious, sad, or pleased as a result [4], [5]. From the perspectives of the speaker and the listener, language serves as a command that controls the listener's behaviour. Halliday refers to this as an instrumental function, whereas Jakobson refers to it as rhetorical. From this perspective, the language not only compels the audience to act, but the actions also support the speaker's objectives. The speakers can do this by using phrases to convey a request, demand, command, or seduction.

### **Language as a Communication Device**

Following a discussion of language's nature and function, it was either realised or not that its speakers gave it a significant meaning. Communication between community members takes the form of symbols in sound generated by the speech organ, or language. Language is a means of self-expression as well as a means of expressing one's identity. The history of our country and state, our level of education, and even our character via language. As a society and as individuals, language becomes a reflection of who we are. Both the sender and the receiver must be fluent in their respective languages for communication to be successful. Language, as a sign of sound made by the speech organ, is a medium of communication between members of a community, claims GorysKeraf. There might be a counterargument that language is not the sole means of communication. They contend that communication between two people or parties occurs by predetermined means that are agreed upon, such as paintings, smoke, the sound of drums or barrels, etc. But students must also understand that, in comparison to language, all previous forms of communication had numerous flaws. The language serves a variety of purposes depending on the demands of an individual, including self-expression, communication, organisation and social integration in a certain setting or set of circumstances, and social control.

### **Process of Communication:**

It is essentially an expressive process. We must communicate our ideas, opinions, shared experiences, requirements, feelings, and decisions to others in our day-to-day encounters at

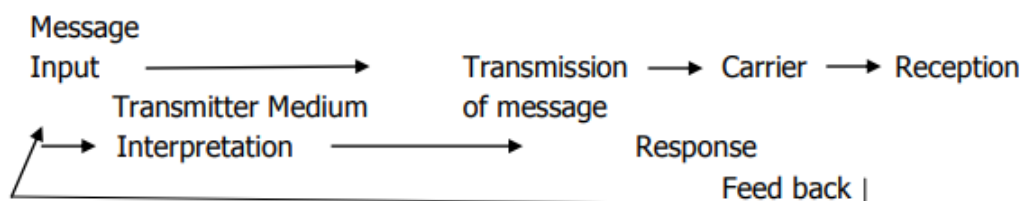


work, at home, and in public settings. There may also be a variety of exchanges. There may be one-to-one, one-to-all, or all-to-all interactions. It is essential to transmit or disseminate the knowledge in these conversations. Information may be exchanged verbally, nonverbally, or both verbally and nonverbally, or it can be written down. Written information may be typed, printed, Xeroxed, handwritten, or presented in soft form. Print media such as handbills, pamphlets, brochures, journals, magazines, newspapers, etc. are included in the Print form.

These days, there is an explosion of knowledge thanks to mobile devices, computers, the internet, and websites. Once again, mobile phones provide visual and verbal communication through SMS and MMS. It might be a CD (Compact Disc), email, text and photo messages, website, VOIP, and other similar modalities while using a computer. With the explosion of information, not all of it is relevant or beneficial for a particular person or purpose. Its majority is useless data. When we use search engines to look up any subject, we may get hundreds or thousands of references. Some organizations provide unsolicited material for marketing or other reasons. For us, none of this information is relevant. As a result, filtering the information and turning it into valuable knowledge is a huge undertaking.

### Communication Process

Open loop or closed loop communication processes are also possible. An efficient closed loop is preferred. Initially, there is a sender. The message's origin may be found in the sender. Any traditional format is acceptable, including spoken word, nonverbal communication, telephone, email, SMS, television, classroom, public address, letter, and book. There are thus a speaker and an audience, a writer and a reader. A presenter and viewers are present. Any communication must have a match between the sender and the recipient. Both parties involved in oral communication should be conversant in the language being utilised. Interpreters are available at various international gatherings and conferences. The audience for a classical music event should be knowledgeable or interested in the genre. When attendance is mandated in a classroom setting, some students may not be interested in the lecture. A performer uses "Mudras," or hand, foot, and face expressions, in a classical dance performance to convey. A spectator will not be able to comprehend and enjoy the performance if he has no prior knowledge of classical dance. There are various requirements for teaching in a classroom. The essential background may be taught in lower semester while we teach at the upper semester level. Therefore, if someone hasn't met the necessary criterion, they won't be able to grasp the lecture. It is essential to be interested in the speaker or presentation in order to comprehend and appreciate the message. Both sides should be comfortable using the same form of communication. The message should have a good backdrop. Figure 2.1 represents the process of Communication.



**Figure 2.1 Represents the process of Communication.**

The speaker or performer is the one who creates the message or communication. He picks the appropriate medium. It might include verbal communication, body language, gestures, or a mix of verbal and nonverbal cues. The verbal exchange is in a particular language. At the input end of the connection, the speaker or performer acts as a transmitter. Through some

media, it travels. The physical shape of a message's transmission might be local or global. The broadcast may be done via both audio and video networks. It might be a wireless or wired connection. The communication is carried across this connection. To prevent noise and distortion in electronic communication, the signal is mixed with a high frequency signal known as the carrier. Sometimes in everyday contact, wise individuals and saints would utilise tales or some images to convey morale or advise. The other party receives the message. The other person receives the message locally and directly in one-on-one conversations, classroom settings, and meetings. Electronic gear and computer software are used for the transmission and interpretation of the information at the receiving end in cases of remote communication via a telephone, cell phone, radio, TV, or the internet. It involves physical activity. At a physiological level, the person uses one or more of his five senses to take in the message. The mind evaluates and analyses the data before determining the best course of action. The receiver's answer shows whether the transmission was received or not. The answer is presented as feedback. When a lecture is being given in a classroom, the pupils' wide eyes or nodding heads show that they have understood the lecture material. The reaction and reception may be evaluated via conversation or a question-and-answer session. The audience will show their appreciation for a successful performance or speech by grinning, laughing, or clapping, among other actions. It is the criticism that motivates the performance or speaker.

### **Types of Communication**

In general, four forms of communication are taken into account. The three styles of communication are forceful, aggressive, and passive, with the fourth type combining the first two. Communication that is passive-aggressive is known as that.

### **Assertive Communication**

Transparency on the communicator's behalf is reflected in this style of communication. It could be forceful. The speaker strives to make clear his thoughts and feelings. He expresses whatever is on his mind. Regarding the goal for which it is produced, this is the preferred method of communication and it might be highly efficient. Some individuals behave, think, and talk differently while speaking in public. These persons may not be trustworthy. People who communicate assertively are honest; there are no covert political agendas. They don't tamper with other people's emotions. They don't take part in manipulating. Positive, assertive communication promotes the growth of shared confidence. The communicator's goals are well stated. The debate or negotiations include an open discussion of the positive and negative aspects. In this situation, it is simple to reach a consensus without damaging either party's reputation. All people, regardless of level, should practise this kind of communication.

### **Aggressive Communication**

Aggressive communication effectively becomes one-way communication. The worried individual believes that he is correct and that everyone else is mistaken. He is unwilling to consider the other viewpoint. He is unable to understand the arguments made by the other side. There is often a generational divide between parents and children. Their ideologies will vary as a result of their varied backgrounds and experiences. Parents may use harsh speech to attempt to impose their beliefs on the kids. In the worst-case scenario, their rhetoric is ominous. Such issues become crucial while selecting a profession or marital partner. It may sometimes ruin relationships. The boss is always right mentality also prevails in workplaces. He will use forceful communication to impose his viewpoint and course of action on the staff.

Other people seldom ever have a voice, not even at departmental meetings. The boss imposes his will. When one party is in control of a relationship, it also seeks to silence the opposing

side by using hostile speech. In the short term, it may offer the gratification of establishing control or power, but over time, the workers lose respect for the boss. Till they become powerless, they will comply. If given the chance, they could rebel. Aggressive speech is demeaning to the opposing side in all relationships, even intimate ones. The relationship's sweetness has been gone. Without any harmony or interest, the relationship is basically dragged along. It is not beneficial to the company or society as a whole. Some individuals employ harsh speech during sporting events and other contests. Even if they may not be correct, they nonetheless strive to influence the outcome in their favour by making an aggressive plea. It is commonly seen in cricket.

### **Passive Communication**

A person who is compromising by nature will steer clear of controversy. He is not contesting while being aware that the opposing side is incorrect. Some individuals see this as a positive trait, while others see it as a capitulating attitude. This strategy is contrasted to a teacher who uses neither punishment nor instruction. Regarding the opposite side's approach, he is impassive. It could sometimes be an issue with obedience. Always willing to accept the other viewpoint or perspective. You are voiceless. Such a person communicates little, and he typically prefers to hear and follow the boss's instructions. He might be referred to as "his master's voice." Such a disposition is seen as being weak. The opposition becomes more powerful. We take greater responsibility because it encourages the boss to take on an autocratic role. Some individuals exhibit the same passive communication style at work. They will make an effort to avoid the boss's gaze since they are unable to respond. They don't take any initiative, and the system's effectiveness suffers. The boss believes that everything is going well but that the company might eventually fail.

### **Passive-Aggressive Communication:**

Some individuals are logical or intelligent. He is a passive communicator when things aren't going his way. He agrees to the instructions of the boss, a superior, or anybody else. People see him as a submissive, flexible, and perpetually agreeable person. However, he is giving up on a certain precondition. He is watching for the chance. When he receives a promotion and the help of others, the boss finds himself in a bind because of his restrictions. This kind of individual will irrationally get hostile. He bravely expresses what he wants in a public setting, which puts the other participants in unpleasant situations. He makes use of the circumstance. Similar to this, a parent may subdue his kid till he is not yet an adult or autonomous. His pushy attitude begins the moment the kid starts working and the father retires.

In general, a certain kind of communication may not always be effective. The approach is dependent on your position, power, the position and power of the other side, your constraints, your personal stake in the outcome, the other side's interest, supporters for or against you, the setting, and the timing. Different communication modalities may be used by the same individual in various contexts (time, location, and circumstance). Those who are unable to dynamically adjust their style may also lose. The person's innate qualities are what determine his attitude and altitude.

### **Levels of Communication**

Humans must be able to communicate on a variety of levels. It might include extra personal, intrapersonal, interpersonal, organizational, professional, mass, and self-communication as well as communication with the soul and God.

### **Extra personal Communication**

In general, we are concerned with human communication at all levels and in many formats. But sometimes, animal to animal contact is required. They may not speak our language, but with enough teaching, practise, or time spent together, they will be able to grasp our instructions via certain noises, phrases, or gestures. They may also react to our thoughts of hate, rage, etc. by understanding and sharing our feelings of pleasure, grief, etc. When doing certain tasks in a circus, the animals adhere to the ringmaster's directions. Pets kept inside should also follow our advice. Domesticated cats and dogs use common noises or gestures to convey their emotions, hunger, happiness, grief, etc. We are all aware with how dogs wiggle their tails, bend down with their front legs, nod their heads, look lovingly into your eyes, and growl at strangers. A parrot may mimic someone else's speech without comprehending it, without considering the context or the presence of other people, and without hesitation. The animals in a circus get specialised training to help them learn the motions. Pets raised in households are trained via repetition, experience, familiarity, and affection.

In general, we are concerned with human communication at all levels and in many formats. But sometimes, animal to animal contact is required. They may not speak our language, but with enough teaching, practise, or time spent together, they will be able to grasp our instructions via certain noises, phrases, or gestures. They may also react to our thoughts of hate, rage, etc. by understanding and sharing our feelings of pleasure, grief, etc. When doing certain tasks in a circus, the animals adhere to the ringmaster's directions. Pets kept inside should also follow our advice. Domesticated cats and dogs use common noises or gestures to convey their emotions, hunger, happiness, grief, etc. We are all aware with how dogs wiggle their tails, bend down with their front legs, nod their heads, look lovingly into your eyes, and growl at strangers. A parrot may mimic someone's speech without comprehending it, without considering the context or the presence of other people, and without hesitation. The animals in a circus get specialised training to help them learn the motions. Pets raised in households are trained via repetition, experience, familiarity, and affection. In essence, tuning is required between the trainer, owner, or teacher on the one side and the student or pet on the other. Compared to other animals, certain animals can grasp objects quickly and more effectively [7], [8].

### **Intrapersonal Communication:**

The brain serves as the body's primary controller and computing system. The nervous system is evenly spread throughout the body. Our actions are managed by the brain throughout the whole day and lifetime. The planning for certain activities is completed in advance. We do not need to think in order for our hearts to beat, for our bodies to breathe, or for our bodies to digest food. Some tasks are completed on an independent basis. Of course, some of these behaviours may also be intentionally managed. We won't go into the specifics of it, however. Each of our five senses has associated sensors. skin to touch and feel, eyes to see, ears to hear, tongue to taste, and nose to smell. Our bodies have become used to certain environmental factors.

The five sensors and nerves located throughout the body convey messages to the brain through bio receptors and transmitters in response to changes in the environment. The body contains internal controls that allow it to maintain its physical parameters and reach a comfortable level. Different individuals from various backgrounds have varying degrees of tolerance. Some of them are able to wait for the innate regulation, while others are unable. To reach the desired degree of comfort, they instantly return to exterior supporting mechanisms and appliances. Use of a fan, air conditioner, heater, parasol, audio system, or any other device may be included. The nervous system alerts the brain when a sensor detects an

external disruption, and the brain may then decide whether to take internal or external remedial action. In essence, it entails the internal and external transmission of signals, or internal communication inside the body and with the brain. In order to communicate or interface with the outside world, some kind of external communication is required, but a person's body is also engaged in internal communication at the same time. Intrapersonal dialogue is taking place.

## REFERENCES

- [1] D. Roy, "Preface: Educational Technology, Language and Technical Communication (ETLTC2020): Connecting the Dots," *SHS Web Conf.*, 2020, doi: 10.1051/shsconf/20207700001.
- [2] S. Moxley-Kelly, "Review of 'The Language of Technical Communication,' by Gallon, R. (2016). Laguna Hills, CA: XML Press," *Commun. Des. Q.*, 2017, doi: 10.1145/3071078.3071086.
- [3] D. Roy and S. Crabbe, "3D printing with critical thinking and systems design: an innovative approach to task-based language teaching in technical communication," *CALL in CONTEXT: XVIII International CALL ....* 2017.
- [4] R. Hussain and S. Zeadally, "Autonomous Cars: Research Results, Issues, and Future Challenges," *IEEE Communications Surveys and Tutorials*. 2019. doi: 10.1109/COMST.2018.2869360.
- [5] E. Furlong *et al.*, "Adaptation and implementation of a mobile phone-based remote symptom monitoring system for people with cancer in europe," *JMIR Cancer*, 2019, doi: 10.2196/10813.
- [6] P. Minacori and L. Veisblat, "Translation and technical communication: Chicken or egg?," *Meta*. 2010. doi: 10.7202/045689ar.
- [7] G. Dogara, M. S. Bin Saud, Y. Bin Kamin, M. Z. Bin Abd Hamid, and M. S. Bin Nordin, "Developing soft skills through project-based learning in technical and vocational institutions," *Int. J. Recent Technol. Eng.*, 2019, doi: 10.35940/ijrte.A9803.098319.
- [8] M. A. Haron, M. A. Mohammad Hussain, E. Ali, R. Che Rus, and R. Mohammad Zulkifli, "The Importance of Generic Skills for Technical and Vocational Students Employability," *Int. J. Acad. Res. Bus. Soc. Sci.*, 2019, doi: 10.6007/ijarbss/v9-i7/6089.

## CHAPTER 3

### EFFECTIVE METHODS OF GENERAL COMMUNICATION

---

Prof. Sindhu, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:sindhuenglish.s@gmail.com

#### General Writing

Any writing that focuses on general issues is referred to as general writing, and public papers are written for the reader's entertainment. But occasionally, a wide range of broad themes also offers guidance, motivation, and life lessons. Technical writing has a very particular audience and readership. When writing on general topics, the author must put himself in the reader's position to understand how his work would be received. When opposed to writing prose that contains faults, writing a poor piece of writing is not as severe. The readers get perplexed and disinterested at this point. When an article is devoid of errors and conveys its message effectively, readers admire good writing and are more likely to take the author seriously [1]. For a reader, spelling and grammar are really important. Since he expects anything less than perfection from either a printed item of paper, he becomes annoyed when he notices such errors. Spell checking and editing after you've completed writing are helpful in this situation. The information comes next, of course, and must be logical and consecutive to avoid leaving the readers with any room for doubt or obfuscation. Life is another essential factor. For the reader to remain engaged, the information should be interesting [2], [3].

#### Technical Writing

All documentation of intricate technological procedures falls within the category of technical writing. Assessments, executive brief statements, and briefings are all included. Technical writing is by definition any written communication of technical knowledge in the workplace. High-tech manufacturing, engineering, biotechnology, energy, aerospace, finance, IT, and the world supply chain can all fall under this category. Long user manuals are no longer required for the format. Technical knowledge has to be condensed and presented clearly. Technical reports, emails, policies, briefings, and press releases can all be used for this [4]. Unbeknownst to most readers, technical writing is a form of writing that is used more frequently than any other. HOW is the core of all technical writing. An instruction manual for using a mobile device or a cookbook filled with recipes are two straightforward examples of technical writing. Technical writing sometimes include parts that are not intended for the general audience. This comprises business writing that is full of terminologies used in the business sector to interact with management, staff, and other firms [5].

Science textbooks are also instances of technical writing in a broader sense. Any book that provides material that is useful to you as a photography student and contains terminology that the general public would not understand or appreciate is a sort of technical writing. Technical writing needs to be concise and clear whether it is written for a mainstream audience or for particular readers. The readers who are supposed to read it ought to find it useful. Although writing a tale or a poetry is undoubtedly different from writing technical writing, both types of writing must include content that can hold the reader's attention [6], [7].

#### General Writing vs. Technical Writing

There are two main types of writing: general composition and technical writing.



1. Technical writing is thought to be a little more difficult than general writing because it needs to provide information in a clear and concise manner that the reader is able to absorb and understand, even though the fundamentals remain same (both need to grab the reader's attention and must be independent from spelling and grammatical errors).
2. Technical writing has the single goal of helping the reader grasp a topic in an engaging way, whereas general writing focuses more on piquing the reader's attention.
3. Technical writing must be clear and simple and adhere to general rules. First person must be used, and passive voice must be avoided.

### **General communication**

People exchange their perspectives on a variety of broad topics as well as facts, ideas, and feelings during general conversation. In essence, it encompasses any conversation on banal subjects between random people, regardless of the method of communication. For instance, the concepts, kinds, and procedures of business communication are very similar to those of public communication. A person's capacity to communicate through words, acts, or deeds is referred to as general communication. Technical communication is the term used to describe exchanging information in a technical manner through the phone, the computer, and other channels. For sentiments to be transferred from one person to another, communication is essential [8].

The majority of general communication, aside from business, consists of general messages. Since this communication is less formalized and less structured, there isn't a fixed pattern to it. In general, people communicate or share their sentiments, emotions, and ideas with one another. It occasionally has a tendency to be incomplete and subjective, although it can also include true data. The majority of topics mentioned in common communication are either personal or generic. Technical communication is so much more formal interactions that occur when both individuals are aware of the precise topic of conversation, whereas general communication is more frequently referred to as informal chats. In general communication, there are no such restrictions on discourse; however, this is not true in technical communication. In technical communication, just instructions given are used to communicate but instead of going emotionally; in general communication, sentiments, emotions, and conduct are utilized to comprehend the other person.

The correctness of what you are expressing is crucial; otherwise, people who are aware of your error would doubt the veracity of what you should be saying. Sometimes you might want to add your own perspective to what you're saying, but it's important that everyone knows you're doing it. Efficient communication, by contrast hand, is a crucial talent in the corporate world and is controlled by a myriad of laws and regulations. Business communication refers to both general communication and the sharing of information amongst businesspeople. Nearly all aspects of business communication are similar to those of general communication, including methods, processes, kinds, and concepts. Their goals, philosophies, and areas of use are where the fundamental disparities reside. A person with excellent communication skills will likely be able to send and receive signals from others both vocally and nonverbally, including through facial expressions, facial expression, arm muscles, and posture. In every circumstance when you are conversing with someone else, general communication skills are crucial for effective communication. They are useful for both casual and in-depth discourse.

## Communication with the Soul

Our body is what communicates with the outside world. Intrapersonal communication, which is also physical communication but is neither visible nor audible, is carried out for the body's physiological well-being and to carry out the physiological activities. There is one somewhat higher-level internal communication. Instead, then seeing oneself as Mr. X interacting with Mr. Y, a person is thought of as a soul. The soul is seen to be God's gift since it is serene and pure. It is beyond what the physical body can experience. When a person separates themselves from their identity as a physical body, they become aware that they are souls and are above temporary emotions like physical delight, worldly happiness, sadness, grief, wrath, etc. This super channel uses a distinct method of communication with the brain. The brief wild disruptions are removed via filtering. Excitation, rage, and other fleeting emotions are restrained. New levels of maturity and balanced conduct are the outcome.

It leads to a calm mental state. It gives peace of mind in today's challenging, competitive, unpredictable, and tense world. Decisions and behaviours taken in these circumstances are more mature and may assist to strengthen interpersonal relationships. It has been shown that spirituality and meditation help the body recover from the pressures and strains of today's fast-paced, harsh existence. Blood pressure and heart rate return to normal levels. Additionally, the pace of breathing stabilises. A person experiences improved physical resistance to externally upsetting factors as well as excellent health and mental tranquility. Communication with God or the super soul occurs during prayer.

## Interpersonal Communication

Humans are social creatures. He has to maintain close connection with numerous individuals in his daily life. This kind of communication often occurs one-on-one or in a small group between two individuals. It determines our level of interpersonal competence and our likelihood of success in life. Communication quality is a reflection of interpersonal relationships. Ineffective communication may lead to enemies while effective communication can lead to allies. Like a family, interpersonal communication often involves a small group of people. They are physically situated in a restricted compact space. The parties are in close touch while communicating. Due to their close closeness, they may communicate using all of their senses.

They can interact face-to-face, meet and greet, shake hands, smile at each other, communicate effortlessly, and hear one other's voices. They can also examine the results of their conversation. The likelihood of misunderstanding may be reduced in interpersonal communication because of the small group size and intimacy among the participants. Either party may ask for personal explanation if they are unsure. Bidirectional or mutual and participatory communication is this kind. The speaker is able to feel the receiver's reaction extremely effectively because of the sender's extensive use of gestures and facial expressions, which enhances the effectiveness of the communication. The other side has responded directly. So it is not essential to have a different setup for feedback. Due to our busy lives nowadays, there may be communication gaps even within families, which leads to a number of issues.

Although there are fewer people participating in interpersonal communication, the nature of the communication varies too much. Whether or whether the parties are acquainted will depend on their level of acquaintance. Members of a family, a workplace, or a group of friends are acquainted with one another. It is casual. It could be a regular feature of the friends' get-togethers or everyday schedule. It could depend on the members' age, education, background, nature, and interests. In contrast, there are occasions when the communicators in



a formal or commercial setting are not fully aware of one another. The meeting's internal and external objectives may vary. Meetings of this kind include formal communication. Each participant may attempt to surpass or surpass the other participant. It has to be handled carefully on both sides. The meeting shouldn't end if the participants are getting together for a shared interest or purpose. The salesperson can make an effort to persuade the other side by outlining the advantages of his offering. However, if he lacks communication skills, he can become stuck in a conversation and the worst parts might come out. The success or failure of medical representatives, insurance agents, credit card agents, and loan agents depends on their communication.

### **Organizational Communication**

There is some organisational structure in every organisation. For instance, at a university, the hierarchy may begin with the chancellor, go on to the vice chancellor, the registrar, several institutes led by directors, and then professors, staff, students, department heads, and division heads within the institutions. A director general, a board of directors, managing directors, chief operational officers, engineers, supervisors, and employees may be present in an industry. Controlling officials do not operate any organisation alone. All of the organization's members are involved in running it. The effectiveness of an organisation relies on effective communication at various organisational levels, depending on the purpose, time, and level. There might be interpersonal, external, and internal operational communication.

### **Internal Operational Communication**

A certain amount of internal communication is important for an organization's operation or functioning. A set of rules and regulations govern how the organisations are operated. These are sometimes announced by the organization's leader. At the time of recruiting, various requirements are expressed for the newly hired individuals. There are academic rules at a university. The vice chancellor and the registrar sometimes publish them. This first exchange may take the shape of a written document. However, the university has a number of entities, including the faculty, academic council, senate, and syndicate, to come to the written text. At these levels, extensive conversations take place. The vice chancellor/registrar, head of the institution, head of the department, section head, etc. provide written circulars, offer verbal instructions, and sometimes request specific information for ordinary, day-to-day work.

These details might be gathered verbally or in writing. Today, intranet is utilised for both one-way and two-way internal communication. There may be weekly meetings at the institutions to assess the work and plan new tasks. A special, urgent meeting of everyone involved may be convened in the event of an urgent matter, or only the individuals or group that are involved may be summoned. Meetings of directors, operational officers, engineers, and supervisors are also called in an industrial organisation.

### **External Operational Communication:**

The operation of the organisation also necessitates contact with stakeholders, external bodies, and external people. University interaction with other universities, the university award commission, and the government necessitates communication. Communication with the All India Council for Technical Education (AICTE) is necessary for technical universities. The director of an educational institution must communicate with potential faculty, potential students, external board members, the faculty and academic council, equipment suppliers, guardians, project funding organisations, R&D organisations, and the businesses that hire the students. This external contact could take the shape of printed correspondence or emails. There could sometimes be phone conversations.

**Personal Communication:**

Humans are what we are. Working together inside the company may lead to the creation of intimate friendships. For organisations to be healthy, it is essential. It is bad if people spend the whole day sitting next to one other, like two adjacent machines, and then get up in the evening. However, workplace coworkers often form personal bonds with one another. They do their jobs like family members. They communicate their sentiments, joys, sorrows, and family issues in addition to saying hello. There may be personal discussions in addition to the sharing of formal information. It is crucial for the creation of a good organisation. Personal touches between coworkers and from senior officers promote team development, foster mutual trust, and boost confidence.

**Mass Communication**

This kind of communication is often one to many, where  $n$  may typically have a high value. It might be delivered verbally, in writing or print, or even as a mix of the three. A local or distant mass communication may be used. A leader's inauguration address or an invited speech by a renowned speaker might be examples. It could also be a general body meeting of stockholders, an election meeting, a general public assembly of a leader or a religious leader. Common courses of 200 to 300 students are being set up at the first year level at various educational institutions. The local address could be limited to a building or a gathering place.

It needs setting up a podium with a public address system, including microphones and audio amplifiers, to cover the vast crowd. Closed-circuit TV cameras and projection displays are also set up if the room or the area is particularly vast. Mass communication is not only restricted to meeting spaces and halls. Mass media communication uses a variety of various channels nowadays. News publications, regularly published news bulletins on paper, handbills, journals, books, audio and video cassettes, TV channels and programmes, films, SMS and MMS via mobile phones, the internet, email and websites are the first to spread information. E-journals, e-books, and e-libraries are becoming increasingly commonplace in place of print media. The earlier conversations are essentially face-to-face. Mass communication loses the personal touch in both directions. Without a communication medium acting as the information transmitter mechanism, it is not feasible. In many instances, the communication tries to raise awareness, form positive opinions, win votes, warn the public, or entice consumers by making the product or service more well-known. The entertainment industry has grown to be the largest in the world today. Therefore, advertising material is forcibly included into the entertainment. The audience is at the mercy of the middleman, which is mass communication's worst drawback. The menu is chosen by the editors. They could skew the data. In this situation, choosing and looking for the right information takes a lot of time.

Three characteristics define mass communication. the spread, the absence of a human touch, and the need for a doorway and a guard. Because of modern communication technologies, distances between places are no longer an issue. It can reach every region of the globe and every individual who is connected to the internet. The main drawback of mass communication is that it often involves one-way communication, meaning that the performer or speaker is unable to see the audience. In this mode, there is no audience or spectator reaction online. Online feedback and improvement is not possible. While teleconferences and distant learning programmes attempt to do this, they are not as successful as in-person meetings or in-class instruction. The gatekeeper and gateway are at blame for the second issue. An organisation owns a newspaper, and that organisation also employs the editor. The editor's and the company's policies may slant the news. The majority of the organisations that control TV networks may be profit-driven. Unwanted communications and ads are present on

both the Internet and mobile devices. When they have time between commercial breaks, TV shows attempt to be entertaining. The audience or spectator does, in theory, have a choice, but doing so would take a lot of time. He is dependent on other people.

### **Problems of Communication**

Problems with communication might arise sometimes. A blind or deaf and stupid individual is happier than a typical one. He does not get the message, but at least he avoids a potential misunderstanding. Our biggest issues are brought on by misunderstandings.

In management studies, a game is often used to assess internal interpersonal communication. Some information is provided to the first individual. He says it verbally to the second person. The second one transfers it to the third, fourth, and so on, until it reaches the last one. Then it is examined to see whether anything was lost or altered along the communication process. When a person gets a message, he uses all of his senses to process it, then he transfers it to his mind and further communicates it. Numerous personal characteristics of the individual influence the information's collection, processing, or interpretation, and subsequent transmission. The way information is sent depends greatly on a person's physical and mental health, as well as their age, gender, education, work history, affiliations, and, if any, financial interests. Another important factor is their communication style. For the information receiving end, the same holds true. Personal presumptions, perceptions, histories, conclusions, individual biases, and mental capacity all have a significant impact on how effectively communication is sent and received. Some individuals struggle with knowing when, where, and what to say. If these three things are ignored, one conversation might result in a lot of issues.

### **Technical Communication and General Communication**

General and technical communication different from one another? In technical communication, precise information must be communicated to the intended readers, audience, or viewers in written, oral, or visual form. Technical communication ought to result in a choice or a course of action for a plant, process, person, or method. It need to provide some specific, factual information. It should be explicit, much like a prescription for medication. An engineering student, an engineering college instructor, a researcher, a guide, a writer, an editor of a technical bulletin, a journal, or a book, a website designer, and a training officer all need to be proficient in technical communication. It demands tangible results. The students will be given knowledge assignments, a detailed curriculum will be covered, lecture notes may be made, a technical paper, report, or project proposal may be developed. A printed document, a bulletin, a journal, an e-book, an e-journal, a training manual, a lab handbook, or an equipment operating manual might all be examples of the output. We generally have a lot of flexibility in our day-to-day communication. As a means of communication, several generic examples or tales might be included. In informal communication, we may get away with using a lavish vocabulary, but in technical communication, this latitude is not available. There may be more engaging and lively general communication. The technical message is unambiguous and in black and white.

### **REFERENCES**

- [1] M. M. Abdelmohsen, R. Abdullah, and Y. Azam, "The development of writing module on enhancing the writing skills of omani general foundation program students," *Int. J. Learn. Teach. Educ. Res.*, 2020, doi: 10.26803/IJLTER.19.9.19.
- [2] V. Stich, A. Bernardy, V. Seelmann, and J. Hicking, "Structural development and evaluation of profitable industrial use cases based on innovative technologies like 5G," in *Procedia CIRP*, 2019. doi: 10.1016/j.procir.2019.03.265.

- [3] C. Lam and E. Biggerstaff, "Finding Stories in the Threads: Can Technical Communication Students Leverage User-Generated Content to Gain Subject-Matter Familiarity?," *IEEE Trans. Prof. Commun.*, 2019, doi: 10.1109/TPC.2019.2946995.
- [4] S. Field and K. McCloskey, "General Writing Guidelines," in *Treating Traumatic Stress in Adults*, 2020. doi: 10.4324/9781315710075-13.
- [5] J. E. Joseph *et al.*, "Writings in General Linguistics," *Mod. Lang. Rev.*, 2007, doi: 10.2307/20467472.
- [6] A. C. Linn, R. C. A. Caregnato, and E. N. de Souza, "Clinical simulation in nursing education in intensive therapy: an integrative review," *Revista brasileira de enfermagem*. 2019. doi: 10.1590/0034-7167-2018-0217.
- [7] H. Ilgaz, "Adult Learners' Participation In A Blended Learning Environment: A Case Study On Imposed Pace Learning," *Malaysian Online J. Educ. Technol.*, 2019, doi: 10.17220/mojet.2019.04.002.
- [8] M. Ramasari, "Students Pronunciation Error Made in Speaking for General Communication," *Linguist. English Educ. Art J.*, 2017, doi: 10.31539/leea.v1i1.32.

## CHAPTER 4

### AN ASSESSMENT OF DIMENSION OF COMMUNICATION

---

Prof. Sneha, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:sneha.vj@jainuniversity.ac.in

Universal understanding that communication can take place between two persons, inside a group, or between a speaker and a collective of Listeners However, we frequently witness instances where people are upset, sobbing, or fighting because they misunderstood a friend, a parent, or a random person. Miscommunication or a breakdown in communication might cause engagement to end completely. People frequently stop communicating with one another till the very end of their life. Leaders of some nations that have bad ties or have ceased communicating with one another occasionally go to war with one another [1].

#### **Verbal/Nonverbal Dimensions**

This includes the words used, the facial emotions, the gestures, and the body movement employed (Verbal Dimension) (Nonverbal Dimension). To properly convey the message, verbal and nonverbal components must be combined. Inconsistencies between words and deeds might lead to misunderstandings. Despite saying "yes," their countenance communicates "no". To further exemplify, consider a politician who claims to be a man of the people yet won't shake their hands. It is crucial in this dimension that what is done or displayed concurs with what is said. Otherwise, there will be misunderstandings and a bewildered listener[2], [3].

#### **Oral/Written Dimensions**

These two refer to communication (Oral Dimension) and the recording of ideas and thoughts (Written Dimension). The Oral Dimension communicates the Message in accordance with the Principles of Delivery, whereas the Verbal Dimension discusses the use of language and word choice to transmit a written Message. The Written Dimension is responsible for recording the words, while the Oral Dimension is responsible for speaking those utterances (although that may not necessarily happen)[4], [5].

#### **Formal/Informal Dimensions**

These discuss the elements which might or might not emphasize conventional and traditional forms of communication. While the Informal Phase is the reverse, the Formal Dimension often refers to the thorough consideration of propriety in attire, language, and venue. In other words, it takes a less formal attitude and disregards the formalities[6], [7].

#### **Intentional/Unintentional Dimensions**

The idea that all messages have an intended audience. When individuals interact with one another, they do it with an aim. In reality, this aim is the driving force behind our desire to connect. Even when one wishes to express something, the outcome may not be what one intended. Even when the speaker intended for something to be taken seriously, sometimes people will laugh at what they heard. Every Message contains an unintentional meaning, which must be kept in mind. The Speaker might not even be conscious of it [8].

## **Downward Communication**

The movement of information from to lower levels of an organization is referred to as downward communication. Through a variety of levels, information travels from the highest level of authority to the lowest level of people (workers). Where an authoritarian management style is predominant, this information flow typically predominates.

### **Forms of downward communication**

Oral or written downward communication is also possible. Speeches, telephone conversations, face-to-face interactions, and meetings are all examples of oral communication. Letters, manuals, booklets, posters, bulletins, filings, pronouncements, notifications, circulars, etc. are all examples of written communication. When documentation is needed to support a confidential report, written form for downward communication is utilized.

### **Limitations of Downward Communication**

#### **Information Distortion**

Information travels across a lot of levels in large organizations. The message received may change from what was sent by the time it reaches the smallest level in the hierarchy. There are many levels of message screening.

#### **Information Gaps**

Spoken communication is lost in transit At some level, just a small portion of the data is preserved, while at another level, some undesired information fills the gap. Perception determines the encoding and decoding of messages. According to research, information might sometimes be lost along the journey by as much as 80%.

#### **Time Consuming**

Information takes a long time to get to the individual it is intended for if the organizational structure has too many levels. Information occasionally arrives after a decision has been made.

#### **Incomplete Transmission**

To keep their employee's dependent on them for necessary information, managers conceal some information and provide it in part. With little information, employees cannot properly fulfil the job. Relationships between superiors and subordinates may be impacted. The value of downward communication is not diminished by these restrictions. The drawbacks of downward communication can be solved by providing truthful data from lower levels to higher levels.

## **Upward Communication**

Upward communication is the flow of data from lower levels to higher levels. Through upward communication, workers respond to directives and instructions. This line of communication is appropriate in environments with a strong democratic or participatory management philosophy. Through upward communication, issues including problems with the job, recommendations, ideas, views, sentiments toward superiors and coworkers, etc. are communicated. It's not always the case that subordinates report issues in the manner they would want. They might not convey the information at all if they are aware that it is not what that boss wants to hear. Before sending the material up, they could even change or distort it. The information conveyed is therefore not what is accurate but rather what the superior desires to hear.



## **Technical Communication and General Communication**

Therefore, when it comes to general communication, technical communication does not fall under a different category. We are concerned with general communication from the moment of our birth to the moment of our death. In the course of our everyday activities, we interact with others often and with the outside world just as many other individuals communicate with us frequently. Some conversations are for definite purposes, while others are more informal. These include advertisements on television, mobile devices, and the internet. Starting with the news in the newspaper, on TV, or on the radio, we interact with a lot of people in our everyday lives at home, on the street, while travelling to and from work, and at the workplace. It requires extensive communication. The application distinguishes technical communication from general communication when we speak about it. It may be for lecturing, performing tasks, writing technical reports, a seminar, a technical paper, a B.Tech project report, an M.Tech or Ph.D thesis, or preparing an exam paper and answer sheet; or it might be for confronting or conducting an interview in an engineering institution. The fundamentals of communication are constant. While we may afford to employ beautiful language or be excessive with our vocabulary in general communication, technical communication focuses on factual portrayal. Instead of language, the content is the main emphasis. Grammar rules are less significant in technical communication.

## **Verbal and Nonverbal Communication**

The exchange of information or messages between two or more individuals is referred to as communication. A face-to-face conversation is possible verbally. A certain language's expression, words, and sound may be the medium. In addition to noises and facial emotions like clapping, sighing, frowning, and smiling, verbal communication is supplemented by these as well. Words with distinct meanings in a given language make up a language. We communicate with terms that are appropriate for the language being utilized. There are a huge number of languages spoken worldwide. Every one of us needs to communicate. However, verbal communication is the primary cause of the majority of problems in the world. Whether it be a domestic dispute between a husband and wife or other family members, a dispute between neighbors, coworkers, employees and employers, politicians, or a dispute between religious groups, all of these issues are caused by improper communication, miscommunication, or misunderstanding and misinterpretation of the message. The greatest technique to regulate an agitated state of mind or end a conflict is to maintain quiet for a while. The interaction might be one-on-one or in a group. Most of the conversations could be personal in nature.

The relationships should be able to be created, fostered, and strengthened via communication. It relies on manners in interpersonal communication, and it depends on protocol and etiquette in formal communication. It's also crucial to consider the communication's goal or subject as well as the communication partners' skill levels. There is a hierarchy of communication that must be followed at a company house, educational institution, or university. There are established lines of communication in government institutions. It resembles a ladder with steps going up and down. An employee cannot address the highest ranking official directly. He must approach via cops in the middle. Some individuals struggle harder with public speaking. A politician's ATM card for the vote bank is their capacity to draw, address, and amuse large audiences. Government organizations need spokespeople to explain and persuade the public about their policies. Religious leaders urge the public to disseminate their doctrine and continue to increase the number of followers. For their goods and services to become more popular, marketers need mass communication. The public must be convinced to purchase it.

## **Non-Verbal Communication**

Other forms of communication are employed in nonverbal communication to express sentiments, deliver messages, or provide information. It has to do with how body language and gestures are used while communicating.

### **Artifacts**

It focuses on a person's outward appearance, including their clothing, accessories, cosmetics, and other personal items. People attempt to distinguish themselves from others by doing specific activities. It aids them in grabbing people's attention and gaining notoriety. Models, performers, and TV personalities all have similar looks and fashion senses. Some of them wear a characteristic attire, have a traditional beard or moustache, or have a typical hairstyle. Gandhiji is recognized by his bald head, glasses, dhoti, and stick. Hitler is identified by his short, rectangular moustache, little stick (band), and military outfit.

### **Haptics**

A different mode, haptics, makes use of diverse touch sensations. A mother's hug gives a youngster a sense of unending, unconditional love and security. The customary handshake is used when people first meet. With various persons, the warmth, pressure, and contact of the two hands evoke varied emotions. When meeting many of people at a big event, a casual handshake is all that is required as a matter of politeness. Just a simple acknowledgement that we've met. A friendly handshake puts additional pressure on the hands and lasts longer. It is a guarantee of shared affections for one another. Similarly, hugging each other while placing your hands on each other's back's expresses love and devotion. We give the other individual a hand pat on the back to congratulate them. The recipient also receives words of thanks and encouragement for the future. A senior who places his hand on another person's back, shoulder, or head finds solace in knowing that someone is taking care of him. In his miserable state, he finds some solace. We are very inspired when a religious leader, guru, parent, or other figure bestows their blessings by placing their hand on our head. Different individuals also utilize lips, chins, or forehead kisses to convey the kind and degree of their affection.

### **Chronemics**

A different mode, haptics, makes use of diverse touch sensations. A mother's hug gives a youngster a sense of unending, unconditional love and security. The customary handshake is used when people first meet. varied emotions are conveyed with varied intensities via the two hands' contact, pressure, and warmth. It deals with the timetable, length, usage, and wasting of time. Some individuals show up late for meetings or programmed in order to demonstrate their significance. By being at the workplace on time, you demonstrate your sincerity, whereas tardiness shows carelessness. It is important to be on time when an appointment is set. It shows that you are sincere and respectful to the other person. You could leave early if you are terrified of the other person or if you have some kind of commercial interest. If you are late, the other person can depart to show that he is annoyed, disinterested in someone strange like you, or that you are incompetent to waste his time. If you keep waiting, it may be seen as inactivity, fear of the other person, self-interest, or a desire to preserve the relationship. One who talks concisely during a speech or conversation only takes as much time as is required. A poor speaker who makes unexpected, unrelated remarks will ruin everyone's time. A speaker who is inept is ill-prepared and unable to talk for the allotted time.

people. When meeting many of people at a big event, a casual handshake is all that is required as a matter of politeness. Just a simple acknowledgement that we've met. A friendly handshake puts additional pressure on the hands and lasts longer. It is a guarantee of shared affections for one another. Similarly, hugging each other while placing your hands on each



other's back's expresses love and devotion. We give someone a hand pat on the back while congratulating them. The recipient also receives words of thanks and encouragement for the future. A senior who places his hand on another person's back, shoulder, or head finds solace in knowing that someone is taking care of him. In his miserable state, he finds some solace. We are very inspired when a religious leader, guru, parent, or other figure bestows their blessings by placing their hand on our head. Different individuals also utilise lips, chins, or forehead kisses to convey the kind and degree of their affection.'personality of the subject. When to talk is just as important as what to say. The moment you speak or share a certain piece of information matters much. Some individuals have excessive attention to detail when it comes to drawing, typing, printing, and presenting. They risk missing the deadline throughout this procedure. Even if today's newspaper is published tomorrow, it won't mean anything.

Proxemics: It has to do with the working area, which may or may not be delineated physically. In the majority of workplaces, an officer's standing corresponds with an increase in office space and furnishings. Each employee's workspace is determined by the size of their office, cubicle, or other fictitious barrier. You may enter a junior's or a colleague's area, but you cannot enter a senior's or boss's territory without a special reason and authorization. Similar to this, the meeting's chairman sits in the center chair while the other participants typically take their places according to seniority. As a result, there are certain unspoken customs that are communicated by the setting and placement of the seat. For working physicians, attorneys, chartered accountants, and other professionals or consultants, the standard of the professional is determined by the size of the office, the chair, the furnishings, and the vehicle he drives. This may or may not be accurate.

### **Kinesics**

Kinesics is the nonverbal communication technique that is most often utilised, followed by artefacts, haptics, chronemics, and proxemics. When verbal and nonverbal communication are in sync, it supports and deepens verbal communication by transmitting moods, emotions, interior sentiments, likes, dislikes, joys, and sorrows. Some persons are impostors. If their verbal and nonverbal messages do not line up, they could be discovered. What you say doesn't matter in successful communication; how you say it does. It relies on the body language as much as the linguistic quality. First impressions are crucial, as the saying goes. People begin to judge you before you even begin formal dialogue. Your nonverbal communication, which is the first impression others get of you, determines the amount of attention you attract and the weight they accorded to you. You are always monitored when you are really communicating. It is listening while seeing. The initial impression and body language are especially important during personal interviews. We have a saying that says traits of a daughter-in-law can be observed from the doorway and traits of a kid can be learned from the cradle. For verbal communication, we need the other person's consent or formal introduction by shaking hands, saying hello, or conversing about the weather, cricket, or another current event. Nonverbal communication, however, is spontaneous. The kinesics begins in the shape of various motions the moment you sight or meet someone.

These actions come naturally and unbidden to a candid person. Even if the other person may not hear what we say or understand it due to a language barrier, they will always be able to read our body language. Even a young kid can read your body language. Though it is sometimes virtually impossible to prevent nonverbal communication, it is occasionally feasible to stay quiet. According to some estimates, nonverbal communication conveys roughly 65 percent of the information and verbal communication about 35 percent. 6Kinesics

comes in many different varieties. They are the body language, gesture, facial expression, posture, and optical expression.

### **Physical Appearance**

In our minds, a police officer or a soldier is someone who is tall, thick, wearing a uniform, has a moustache, walks steadily, and speaks loudly. Overall, it gives off an air of authority. They will not see the faces of the criminals and cheats. A individual wearing jeans and a strapped T-shirt does not fit the stereotype of a teacher. A painter, poet, or other creative person could be dressed in a kurta and pyjamas, sporting long hair, a full beard, or an unshaven face. Political leaders dress according to party tradition. Press reporters are observed with a camera, a journal, and a pen, or with some kind of recording device in the case of a media person. A lawyer often wears a black coat, a tie, and white slacks.

### **Posture**

Everyone has a unique way of standing, sitting, and walking. It is a characteristic of who they are. The posture may alter depending on several physiological and psychological circumstances. Additionally, social, economic, educational, and cultural background have a role. When an officer calls for a poor, illiterate, socially isolated, innocent peasant, the villager presents himself in a pitiful manner. His features and stance convey his heritage. He'll adopt a statue-like stance, his hands folded, and his face bent. He resembles a balloon that has had the air let out. His physical make-up and posture assist a lecturer at a college in making an impression on the pupils. He causes disruption in the classroom if he spends more time looking at the blackboard and less time at the kids. Some professors adopt a stance that makes it clear to the kids that he lacks confidence. When students ask questions, some teachers place their hands on their heads or move their fingers there, indicating that they did not foresee the question or that they are looking for the solution themselves. Everything you do at an interview, including how you arrive, greet, and sit, is crucial. Negative behaviours include rushing into or out of the interview room, failing to welcome, sitting down without asking permission, spreading one or both legs apart, resting one leg on the other, and swinging the chair in a horizontal plane.

### **Gesture**

It might supplement verbal communication or take its place. Gestures may be used to convey a variety of emotions or ideas. In several cultures across the globe, gestures have diverse customs and connotations. For both parties, a shared interpretation of gestures is thus important. When we were in elementary school, we used various hand signals to ask the teacher's permission to go on a short or lengthy nature walk or to have a sip of water. We raise (often our right hand) to silence someone during an oral examination or in general. We use a standard hand motion to allow the student or interview applicant to sit down. We use the first finger of the (right) hand to denote a suspect or a guilty party. Two hands are linked and raised in India to welcome someone respectfully. To welcome, individuals in Japan bow. In certain nations or in accordance with western custom, a handshake is employed. A military member salutes and stands with his feet at attention to receive the senior. A leader or famous person will wave his hand in the air to express their greeting. When someone has won, they raise their right hand, or both hands, and wave them while spreading their first two fingers into a V shape. Nodding the head in the direction of the remark being made conveys agreement. Movement of the head in a horizontal plane indicates disagreement. Staring steadily while tensing your facial muscles is how anger is shown. A hand with uplifted fingers is waved in the air to say goodbye. Children place their first finger vertically over their lips while playing to maintain silence.

**REFERENCES:**

- [1] J. V. A. Cabañes, "Digital Disinformation and the Imaginative Dimension of Communication," *Journal. Mass Commun. Q.*, 2020, doi: 10.1177/1077699020913799.
- [2] K. O. Obiero, H. Waidbacher, B. O. Nyawanda, J. M. Munguti, J. O. Manyala, and B. Kaunda-Arara, "Predicting uptake of aquaculture technologies among smallholder fish farmers in Kenya," *Aquac. Int.*, 2019, doi: 10.1007/s10499-019-00423-0.
- [3] F. Li, Z. R. Li, and H. Zhao, "Research on the Progress in Cross-chain Technology of Blockchains," *Ruan Jian Xue Bao/Journal of Software*. 2019. doi: 10.13328/j.cnki.jos.005741.
- [4] V. Stich, A. Bernardy, V. Seelmann, and J. Hicking, "Structural development and evaluation of profitable industrial use cases based on innovative technologies like 5G," in *Procedia CIRP*, 2019. doi: 10.1016/j.procir.2019.03.265.
- [5] C. Lam and E. Biggerstaff, "Finding Stories in the Threads: Can Technical Communication Students Leverage User-Generated Content to Gain Subject-Matter Familiarity?," *IEEE Trans. Prof. Commun.*, 2019, doi: 10.1109/TPC.2019.2946995.
- [6] G. L. Crawford and K. D. Kloepper, "Exit Interviews: Laboratory Assessment Incorporating Written and Oral Communication," *J. Chem. Educ.*, 2019, doi: 10.1021/acs.jchemed.8b00950.
- [7] O. Odhiambo and F. Umar, "Harnessing Big Data for Sustainable Development in Nigeria," *J. Sustain. Dev.*, 2019, doi: 10.5539/jsd.v12n3p146.
- [8] F. Ors, "New Dimensions of Communication in a Globalizing World," *Procedia Econ. Financ.*, 2015, doi: 10.1016/s2212-5671(15)00323-8.

## CHAPTER 5

### METHODS OF IMPROVING THE COMPREHENSION SKILLS

---

Prof. Raveena, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:raveena.kp@jainuniversity.ac.in

Understanding and interpreting what was read are components of comprehension. Children must be able to interpret what they read, relate what they read to what they already know, and think critically about the material they have read in order to effectively comprehend written content. Understanding what else you've read requires certain abilities, which are a result of the reading process. As readers analyse, internalize, and interpret the material according to their own preferences, the cert may be strategic and participatory. Your reading ability may be enhanced by learning about reading comprehension, which will also help you grasp a certain subject or topic [1],[2].The definition of reading comprehension skills, examples of these skills, and advice on how to enhance reading comprehension are all included in this article. The capacity to read a text, understand it, and comprehend what it means is known as reading comprehension. It's a deliberate and active reading strategy that you may use before, during, and now after reading a material. Text interpretation and vocabulary development are often the two main components of reading comprehension. Understanding the meaning of the text is known as text comprehension, whereas comprehending the terms and phrases used in the text is known as vocabulary knowledge. Following are some advantages of reading comprehension:

- Improves your capacity to comprehend, evaluate, and react to written work-related communication, such as papers
- Enhances your writing abilities
- Boosts your attention span while reading for extended periods of time improves your understanding of and participation in current events accessible in formal writing like magazines and newspapers
- Increases reading motivation and pleasure

Understanding each word's meaning and recognizing the essential concepts and crucial details is known as decoding. It centers on responding to inquiries like:

- Why are you interested in the text?
- Why was the text written by the author?
- Which specifics does the author offer to describe?

#### **Fluency**

The capacity to read rapidly and accurately is known as fluency. It also requires the capacity for expressive reading. Because it may bridge the gap between word recognition and understanding, fluency is crucial. Fluency in silent reading refers to the capacity to instantly recognize words and swiftly organise them to decipher their meaning[3], [4]. Fluency is the capacity to read aloud naturally, with expression, and to make reading seem like speaking. You may be able to read unfamiliar words like with the or of more readily if you have good fluency [5].

#### **Vocabulary**

Understanding the terms in the text requires vocabulary. Understanding many of the terms in the text and having a large vocabulary both improve reading comprehension. You may utilise training, regular use, and reading to build your vocabulary [6], [7].

### **Sentence Construction and Cohesion**

The capacity to combine words into clear, meaningful sentences is known as sentence construction. Cohesion is the linking of concepts inside phrases. You might be able to comprehend the meanings of lengthy texts and paragraphs with the aid of sentence structure and cohesiveness. They could also help you achieve coherence, which unites numerous concepts across a lengthy article.

### **Background Knowledge and Reasoning**

Knowing anything about your surroundings or the larger world may make it easier for you to understand the text. Although the author doesn't communicate anything explicitly in the text, reading comprehension may nonetheless rely on reasoning to determine its meaning. For instance, read an article on the newest smartphone. It can be easier for you to appreciate its worth if you have some prior information regarding earlier iterations of the evolution of mobile phones [8].

### **Attention and Working Memory**

An aspect of your executive function is working memory and attention. Your ability to pay attention while reading the material aids in information gathering. It can store the information in your working memory and utilize it to decipher the text's content and increase your knowledge. To tell what you comprehend from what don't while you read, you can also rely on your capacity for self-monitoring. Internal coordinated communication usually begins between a supervisor and subordinate. This sort of communication might take the shape of a note, letter, email, or vocal instruction. People cannot understand the texts for these disciplines, English language learners (ELLs) sometimes struggle to grasp topics in science, math, or social studies. Explicit education of comprehension skills together with other abilities will be beneficial for ELLs at all levels of literacy and English proficiency. The following are a few examples of comprehension techniques that may be taught and used in all reading circumstances:

1. Summarizing Sequencing
2. Inferencing
3. contrasting and comparing
4. Making judgements
5. Self-questioning
6. Problem-solving
7. relating historical context
8. Differentiating fact from opinion
9. Locating the basic concept, significant information, and argument

### **Reading Comprehension**

Reading comprehension is the capacity to digest what is being read, comprehend the author's meaning, both explicitly and implicitly, and draw conclusions based on previously acquired information. Outside variables have an impact on this fundamental ability. The cognitive abilities of the reader, such as sensory cortex, processor speed, and logical and case systems, can all affect their comprehension of literature. Require a variety of comprehension abilities to completely comprehend a book. Decoding the numerals and words, fluency in language, a

broad vocabulary, an awareness of sentence structure, previous knowledge of the subject matter, and working memory are a few examples.

### **Eye Contact:**

The act of seeing each other in the eyes inspires trust. One is believed to be unable to lie while making eye contact with another individual. When someone lies, they are trying to save face because they lack the confidence to look the other person in the eyes. Eye contact with an unidentified individual of the opposing sex might indicate a physical attraction. The mother's eye contact with the child is comforting. Students' eye contact during instruction is a sign of how much attention they are paying. Making eye contact while studying aids comprehension and memorization. Eye contact with an unidentified individual of the opposing sex is forbidden in various faiths. In certain situations, avoiding eye contact with the religious leader or an elder is seen as a gesture of respect. Here, making eye contact is seen as disrespectful. According to rumours, a blank look indicates a lack of comprehension. Eye contact may sometimes aid in the fostering of relationships. Eye contact may be used as a threat in specific situations. Some animals may perceive eye contact as a danger and attack you if you make it. Personal eye contact may sometimes be deceptive if done on purpose. Eye blinking too often is an indication of lying. One eye blinking is a symptom of a plot.

### **Body Language**

Crossed arms over the chest are a sign of reticence or a lack of interest in the other person. The same posture might also suggest that someone is engaged in serious thought. This stance conveys dissent during an important topic. In group communication, one-on-one interaction is not possible, thus body language is used to convey the answer. Mood of the Face: Numerous muscles on the human face determine how it looks. The human face transmits a lot of information throughout a discussion. It expresses how we feel on the inside. Usually, we cannot prevent it, whether we want it or not. Expressions and emotions go hand in hand. The facial expression may convey happiness, grief, astonishment, rage, agreement, disagreement, fear, disgust, want, greed, concentration, disdain, enthusiasm, bewilderment, surprise, zeal, smartness, impatience, and keenness. The individual is regarded to have transparency in his personality. Some individuals cheat. They think and communicate differently. Some supervisors base their decisions on a person's vocal communication. There are a lot of yes guys who always agree with the boss when he is around.

However, as soon as the boss leaves, they begin to criticise and disobey. Some incompetent employers are unable to comprehend such individuals. They believe them to be the most obedient, trustworthy, and loyal people, yet this may not be the case. The exterior expression of these individuals, which is quite different from the interior feelings, may lead the boss astray. It's important to keep our emotions under control in certain circumstances. When seen from several perspectives, the same item might seem differently. Any object should be seen from all angles and thoroughly examined from all angles in order to be understood clearly. Communication may lead to prejudice. There are some presumptions that some individual will always be correct and on the other side, there is a bias that the other person will always be wrong, whether it is a family, friend circle, workplace, or organisation. Power, position, age, and personal relationships are sometimes used as bases for assumptions. The opposite point of view is not acknowledged or valued when there is prejudice. In general, the boss or senior officer is always seen as correct from the management side. The youngster is always seen as immature by the father. Any system is averse to change.

The comprehension of two people cannot be precisely the same, just as two human faces are not interchangeable. Our ability to hear, comprehend, analyse, and interpret is the foundation



of our communication. Age, sex education, social and economic background, prior experience, training, occupation, interest, geography, and time all have an impact on these processes. The message should alter as the audience's backdrop does. We assert that electrical current flows from higher potentials to lower potentials and that water flows from higher levels to lower levels. So, the instructor has to have greater knowledge. More details need to be available to the communicator. But when we speak, we ought to be reasonable. To achieve good communication, we should assume the listener's stance. Speaking about ending poverty while seated in a castle may not be persuasive. In engineering institutes, practical demonstrations back up the theory.

Farming cannot be taught just in a classroom setting. When teaching first-year students who have a vernacular linguistic background, the professor's high-fi terminology may not be well-received. The preacher must make his message more understandable and provide more examples while addressing a tiny hamlet crowd. When compared to teaching at the final year or post graduate levels, the same topic taught at the diploma level or first year level may have a distinct content and delivery method. Oversimplification may sometimes be tedious. Speak to persuade and to clarify, not to impress. The programming language and the computer programme are identical. Some terms in the English language have many meanings. Depending on the circumstances. If it is not made clear, the message may be misunderstood. The media often interprets certain leaders' remarks incorrectly. The next day, further explanation is needed.

### **Thinking**

By making some deductions, we communicate in relation to a certain circumstance. The officer incorrectly assumes that the other person is inciting his personnel while they are conversing with workers from another department while the officer is on duty. Perhaps they are discussing something else. Two of your buddies are chatting happily as you pass them, and you assume that they are making fun of and making fun of you. A mother-in-law assumes that her daughter-in-law is moaning about her when she overhears her speaking with the neighbours. In any of these scenarios, communication may be the erroneous assumption's response, which might result in a relationship explosion. In a lab experiment, the instructor presents the theory, provides a sense of the parameters' nature of variation under various input circumstances, and discusses the anticipated graphical variance between input and output parameters. The theory is to be supported by the pupils' practical verification. The readings and graph shouldn't be manipulated. If the readings are not obtained correctly, the graph may likewise be incorrect and may draw the incorrect inference. The student might claim that the findings are under the given circumstances and that there is some inaccuracy or divergence from the theoretical notion if he is aware of the deviation in the actual situation.

### **Imperviousness**

We form certain beliefs as a result of our training and experience. But some individuals have a strict mindset. They don't want to embrace the opposing ideology. Ideologies in politics and religion are two instances of this. They are not prepared to adapt to changes in technology and time. The labour unions argued that the introduction of computerization and automation would cause unemployment. We are not yet ready to accept the facts, despite certain evidence and information that has been well recorded. By burying its head in the sand, the ostrich cannot halt the sandstorm. Some individuals struggle to embrace change because their beliefs are so set in their ways. The Ahmedabad textile factories disappeared because they were unable to keep up with technological advancements. Children and parents both sometimes have the belief that the other is always incorrect. Conflicts in communication result from this traditional attitude. Under these circumstances, a resolution may be reached if both sides are

open-minded and the communication on either side is backed by logical reasons that can persuade the other party. Otherwise, communication or talks break down and become impasses. Intrapersonal obstacles are thus psychological.

### **Interpersonal Barriers**

Interpersonal communication is hampered by internal factors. Interpersonal communication is hampered by an external obstacle. In electronic communication, the power of the transmitter and the impedance compatibility between the transmitter and the receiver determine the efficacy of the transmission. The interference or noise is a second component.

Person-to-person communication is also influenced by the communicator's fortitude, communication skills, and capacity to get through obstructive elements. Understanding of Language: When two natives speak, they are conversing in the same language. Even if it is easy to communicate, it is possible that an outsider who has to be reached does not speak the local tongue. Communication is made feasible in this scenario if both sides are conversant in a shared national or international tongue. Language serves as a conduit for communication, but it is up to the people to carry it out. They must learn communication skills via training. Some individuals even struggle with good communication in their mother tongue. Language facilitates communication but does not entirely resolve all of its issues.

### **Vocabulary**

There are word-based sentences in the verbal communication we do. It requires a strong vocabulary or extensive word knowledge. We sometimes remark, "I have no words to express," while praising someone or expressing our happiness after a victory. Even when we talk modestly, there are instances when we find ourselves speechless. It could occur in conversation at first. Sometimes we attempt to communicate in English while thinking in our native tongue. In certain situations, we convert our speech internally from the native tongue to English. However, once you master communication, it will turn into a pastime. You'll think and speak in English right away. Forget about translating while thinking independently. Get your thoughts out in the language you want to use, and your tongue won't get stuck trying to find words that are similar. Your discourse will be clear and concise. Never consider the words others have used while speaking. You must speak in your own language.

You must communicate with your audience in a way that will reach their hearts and minds. It will be artificial if not. It will be a dubbing created for another person. Do not hold off till you have a larger vocabulary. Start communicating. Once you talk with confidence, what you say doesn't matter as much as how you say it. Actually, it's not the words themselves that count, but rather how you use them. As you work on your communication skills, you'll become aware of your weaknesses. Try consciously expanding and improving your vocabulary. Typically, I tell my young friends and family members to read local newspapers in the beginning in order to expand their vocabulary before moving on to English-language publications. Reading dictionaries and encyclopaedias won't help you expand your vocabulary. In written communication, do not hesitate to use a dictionary anytime you have any worries about the spelling of a term. They should only be used to dispel confusion. Sometimes we have a nice selection of dresses in our closet, but we seldom wear some of them.

### **Mismatch of Verbal and Nonverbal Expressions**

If there is no expression of joy on our faces, it is meaningless. The voice of the defence minister should be loud enough and his fist should be firmly lifted in the air to convey the power and resolve when he declares, "We are ready and determined to face any challenge from the enemies." He shouldn't have to steady his feet. The nonverbal communication, such



as body language or gestures, supports spoken communication. The voice must be raised, and the eyebrows must be arched, if the employer must terminate the employees. When we apologise or express remorse, our faces should reflect our feelings of regret or repentance. When the institution director summons the misbehaving student and their guardians, they verbally apologise but their facial expressions don't support their written or vocal commitment. Why certain performers in films or plays may captivate audiences with their acting by synchronising verbal and nonverbal cues even when they are not going through sadness or tragedy. One must correctly employ both verbal and nonverbal cues, as well as body language, for efficient communication. If not, it could result in misunderstandings and have negative effects. Communication also heavily depends on how someone seems. Our idea of a police officer or military officer is a big, sturdy individual with a moustache and a powerful face. In a teaching queue, a lecturer needs a clear, strong voice and a fair arrangement.

have control over certain things. A small, slender body type may make it harder for the lecturer to maintain class discipline. He has to make up for it with greater effort and technical prowess. Dress also represents how we express ourselves. Colourful attire denotes a happy mood, white attire is appropriate for a gathering to offer condolences, a tidy, polished appearance conveys decency and dignity, Khakhi, or a dark green shade, denotes authority, and saffron signifies a fighting spirit. The person's hairstyle also reflects his personality. Wearing sleepers, chappals, or shoes that are polished, unpolished, or broken also demonstrates simplicity, fashion awareness, carelessness, decency, etc. Different individuals have distinctive ways of sitting, standing, walking, and talking that reveal something about their personality, characteristics, or mood. It is simple to make a distinction between the father of the bride and the father of the bridegroom in a marriage. All of these characteristics need close observation, comprehension, and interpretation. This procedure happens instantly.

### **Emotions**

Emotions may facilitate communication in certain situations. A talented performer immerses himself or herself in the terrible scene's realism, which may cause audience members to cry and elicit pity. But sometimes it seems out of the ordinary. Tears caused by glycerin could be seen. The subject of cricket match rigging once came up. One well-known batsman broke down in tears while speaking on TV to demonstrate his innocence. However, he was unable to articulate himself throughout this procedure. He could have made his point more effectively if he had been able to contain his emotions. When someone retires and has to communicate their thoughts, if they get emotional, they find it difficult to do so. If a politician faces accusations and loses his passion rather than defending himself with reasoned justifications, the public may conclude that he is in error. Some women use crying to demonstrate their innocence, but it may also show the opposite. Some individuals lose control during group discussions. Normal conversation turns into a dispute as a result of their momentary emotional reaction. Some people's unchecked emotions can turn formal discussions into personal ones where they make personal accusations.

### **REFERENCES:**

- [1] P. Srisang and J. Everatt, "Lower and higher level comprehension skills of undergraduate efl learners and their reading comprehension," *Learn J. Lang. Educ. Acquis. Res. Netw.*, 2021.
- [2] A. V. Bobato Tozetto, L. R. Galatti, J. V. Do Nascimento, and M. Milistetd, "Strategies for coaches' development in a football club: A learning organization," *Motriz. Rev. Educ. Fis.*, 2019, doi: 10.1590/s1980-6574201900020010.

- [3] K. A. Jamaludin, N. Alias, D. Dewitt, and A. R. A. Razzaq, "Framework for technical communication skills content development for students in malaysian vocational colleges: A fuzzy delphi study," *J. Tech. Educ. Train.*, 2019, doi: 10.30880/jtet.2019.11.04.005.
- [4] Y. Cleary, J. Karreman, B. Meex, and S. Closs, "Workshop: Curriculum Development for Technical Communication in a Digitalized World Based on the TecCOMFrame Competence Framework," in *IEEE International Professional Communication Conference*, 2019. doi: 10.1109/ProComm.2019.00056.
- [5] F. Samiei and S. Ebadi, "Exploring EFL learners' inferential reading comprehension skills through a flipped classroom," *Res. Pract. Technol. Enhanc. Learn.*, 2021, doi: 10.1186/s41039-021-00157-9.
- [6] W. D. Juniawan, "Sistem Perencanaan Pembangunan Terintegrasi Melalui Penerapan E-Planning (Studi Kasus pada Bappeda dan Litbang Kabupaten Gianyar)," *J. Ilm. Adm. Publik*, 2019, doi: 10.21776/ub.jiap.2019.005.03.4.
- [7] X. Martinez *et al.*, "Molecular Graphics: Bridging Structural Biologists and Computer Scientists," *Structure*. 2019. doi: 10.1016/j.str.2019.09.001.
- [8] H. Ahmad, R. Rukayah, and T. Triyanto, "Using baroque music to improve reading comprehension skills," *Elem. Educ. Online*, 2020, doi: 10.17051/ilkonline.2020.764432.

## CHAPTER 6

### SENTENCE STRUCTURE

---

Prof. Sindhu, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:sindhuenglish.s@gmail.com

The subject, predicate, and occasionally indirect or direct objects of a sentence are placed together according to sentence structure. The principles for sentence construction are straightforward yet unbending. These include the requirements that each sentence have a subject, predicated, or object (in that sequence). Terms and dependent clauses are additional components that can be added after that. These components can be woven together to form increasingly complex structures in advanced phrases [1].

#### Types of Sentence Structure

In this section, the types of sentence structure is illustrated below.

##### Simple Sentence Structure

One independent clause makes up a basic statement. An independent sentence represents a full notion and has a subject and verb.

1. I enjoy coffee.
2. Mary enjoys tea.
3. The sun revolves around the earth.
4. Mary stayed home from the event

##### Compound Sentence Structure

A conjunction or punctuation connects two (or more) separate clauses to form a compound sentence. These clauses might all stand alone as whole sentences.

1. Mary prefers tea, whereas I favor coffee.
2. John attended the party while Mary went to work.
3. We were late because our automobile broke down.

##### Complex Sentence Structure

An independent clause and a dependent clause make into a complicated sentence. (A dependent phrase lacks a full notion; it is introduced by a subsuming conjunction or a dependent pronoun and has a subject and verb [2]).

1. We were running late, so we missed our flight.
2. The moment she detects a noise, our dog barks.
3. He quickly departed after receiving a phone call.
4. Do you recognise the man speaking to Mary?

##### Compound-Complex Sentence Structure

At least 2 separate clauses and one or more function of providing make up a compound-complex sentence.

1. Mary was upset that John wasn't able to come due of his illness.
2. After receiving a call, he quickly left the area but returned five minutes later.

## Declarative Sentence

As per the Cambridge Dictionary, a declarative sentence is "a sentence that makes a declaration or expresses a fact." A declarative sentence is one that is used "to proclaim, make known, or explain," according to the Collins Dictionary, and one that is "in the form of a straightforward declaration," per the Oxford Learner's Dictionary [3].

### Types of Declarative Sentences

Simple and complex declarative sentences are the two different sorts of declarative statements. Let's examine these two categories in further depth now.

#### Simple Declarative Sentences

A simple declarative sentence has just a subject and a predicate and has the form of a simple statement. It mostly uses sentence constructions like SV, SVO, SVC, SVA, and ASVO.

#### Compound Declarative Sentences

As the name implies, a compound declarative sentence consists of two separate clauses connected by a verb. A few samples are provided below for your reference[4], [5].

Example of Composite Declarative Sentences:

1. My brother prefers horror films, but I enjoy watching feel-good movies.
2. Sheryl made the decision to take the day off work since she is not feeling well.
3. I received the top grades, according to the results that have been released.
4. I need to find a way to do my schoolwork before I suffer the repercussions.
5. Even though Kenny had no clue what would occur at the gathering, he made it a goal to go for the sake of his buddies.

#### Uses of Declarative Sentences

1. To give broad details on something informal or commonplace,
2. To educate your audience about a certain subject,
3. Stating basic or scientific facts or providing an explanation

The number of independent & dependent clauses determines the various sentence patterns. A simple phrase constitutes one independent clause. A compound sentence consists of two separate components. A complicated sentence consists of one independent clause and at least a single clause. Two or more independence clauses and at minimum one dependent clause make form a compound-complex sentence[6], [7]. Consider the following declarative sentence examples to see how they might be used to the various tasks that were mentioned.

1. Providing details about a non-essential subject
2. I enjoy to dance.
3. At the park, Cathy is.
4. His cat vanished.

Providing details on your daily activities

1. I take the bus to school.
2. Workdays begin at 9:30 a.m.
3. Lisa reads this newspaper every day in the morning.

## Selectivity

The selectivity functions as a filter in both spoken and written communication. In electronic communication, analogue and digital filters are taken into account. Bandpass filters are a kind of filter that allows the signal in a certain frequency range. The second kind of filter is a band

stop filter, which stops a signal from travelling in a certain frequency range. Additionally, in general communication, such selection may be detrimental to one or both parties. Students might choose to study in a way that is focused on exams. The majority of them may not be interested if you attempt to teach them the principles or specific skills that they will need in their future lives or careers. Nowadays, there are a lot of advertising in TV shows. A few picky viewers will skip the commercial. The general public may be addressed from a commercial perspective, but discerning viewers are lost. However, the majority of viewers just regard television as entertainment. Religious or educational programming cannot reach such a discerning audience. In these situations, the communicator conveys the message or ideas, but the effectiveness of reception is limited by the audience's, viewer's, or students' preferences. Similar to this, at a multidisciplinary conference, the keynote speaker, invited speaker, or inaugural speech speaker shouldn't be picky about his field of interest or experience. Members of other areas of the audience should be able to comprehend and value transdisciplinary concepts[8].

### **Disturbances**

Technology and cost are crucial factors in electronic media including radio, TV, telephone, and communications. If subpar gear or technology is used just for cost savings, there may be a lot of interferences. The clarity and quality of the audio and video are compromised. Inconsistency or poor communication results from frequent pauses and communication loss. The biggest disruption in news publications and multimedia communications is unwelcome advertising intrusion. Even electronic media is not immune to this issue. There are several physical ways that annoying noise might interfere with intended communication. In a classroom, it might be the teacher from the adjacent classroom; in a political gathering, it might be a voice from another gathering nearby; in parliament, it might be a disturbance caused by the opposing camp; and in a society, it might be a disturbance caused by antisocial elements.

### **Language and Cultural Barrier**

Opportunities in every field have flooded in as a result of globalization. Business and education are not an exception. The language of the destination country should be understood by any students, instructors, or professionals travelling there. Hindi is the official language of India. Hindi proficiency is required for intercultural communication at the national level. English serves as the universal language of communication on a worldwide scale. English may be helpful for research academics to search the literature. Knowing German and French may give you an advantage while researching a certain subject or place. Due to British control in India, English has grown in popularity and has shown to be quite helpful in today's era of global competition. Although China's economy and technology are advancing quickly, its biggest disadvantage right now is the country's low English-speaking population. Knowing the language of the target nation is essential for every sector or corporation that is interested in capturing the global market.

Along with language proficiency, it's important to understand the local culture, traditions, and customs. Different etiquettes are observed in various regions of the globe. If you don't adhere to it, you could be seen as disrespectful and rejected by that culture. In various areas of India and throughout the globe, people welcome one another in a variety of ways. Religions, holidays, clothes, cuisine, and other cultural practises differ greatly from one location to another. You are an outcast if you dress differently. Politicians are shrewd enough to adapt local clothing codes when they go to various parts of the state or nation, allowing them to claim to be native sons of those lands. There are higher possibilities of cheating when you go sightseeing since people can tell you are an outsider by the way you dress and speak. The

mall culture has migrated to India, however in order to be effective, they must understand the business practises of regional hawkers or shopkeepers as well as the psychology of the local populace. Indian consumers prefer credit over cash payments and desire affordable, high-quality goods.

### **Barriers of Listening Skill**

A good listener comes before a good communicator. Bidirectional communication is often effective. While we may talk, we must also give others a chance to do so. Listening is essential for a two-way conversation. Hearing is only possible through the ears. Certain things are heard whether we want them to be or not. Even if we don't want to, there are instances when we hear the loudness and other people's abuse as well. The phrase "you can talk, my ears are open" is often used when someone wants to talk but we are not interested in hearing it. Hearing is only a mechanical process. Hearing carefully is listening. It is sustained by the mind's attention. If it is heard in this way, the brain may get some important information, assess it, and then use it to make a choice or come to a logical conclusion. We take into account signal to noise ratio in data collection systems. The signal must outweigh the noise. Otherwise, important information will be twisted or lost.

Some individuals are conceited or haughty. They engage in one-way conversation. They attempt to impose their thinking on others while preventing them from speaking, or even when they do, they ignore them. Without hearing the other person out, we are unable to understand his point of view. We cannot determine if something is right or bad without understanding the purpose. The lack of listening is another factor that often leads to arguments or breaks up sessions. Sometimes the two sides are so enraged and enthusiastic that they are unable to hear one another. Minor errors may occur on either side of a traffic collision and are mostly accidental. However, no one is prepared to listen to one another, so they start fighting. Any conflict may be resolved quickly if both sides keep quiet and listen to one another in silence.

### **Organizational Barriers**

There are established guidelines and channels for communication in the majority of enterprises. It is known as representation through appropriate channels. A staff member or faculty member in a government engineering college must, with the appropriate forwarding remarks, communicate verbally or typically in writing to the section head, who then does the same for the head of the department, principal, and director of technical education at the state level. Private organisations also have a similar organisational structure. The director and faculty cannot speak to one another directly in this situation. There is no personal touch. The number of intermediary steps lengthens the process. If the choice is not made in a timely manner, it is meaningless. Each intermediate controlling officer makes a comment based on how well he understands and is interested in the topic. Each level has a broad range of bias. In addition to using the established channels, certain people have a direct line to the highest ranking official. They further slant the subject according to their interests. In certain instances, it also results in corruption. When the highest authority makes a decision, it is communicated via the aforementioned channels in the opposite order. Once again, the message may be distorted while being sent. It is challenging to confirm the first message. The communication chasm between the staff or faculty and the highest authority is sometimes used inappropriately by the intermediate officials.

### **Multiple Links**

In the workplace and in daily life, we utilise a variety of linkages for communication. Some of them could be parallel while others might be in series. Certain information may be lost,



corrupted, or biased throughout the transmission process. It relies on the person's educational, social, and economic background, position on the organisational ladder, maturity, comprehension, area of personal interest, and analytical talent. The loss or distortion may be cumulative if the message goes through many stages. Some intelligent people attempt to extrapolate or interpolate the knowledge, which may be beyond their capabilities or sometimes done on purpose for their own benefit and may be detrimental to the individual in question. The institution's leader can get the incorrect judgement if they attempt to get information about a senior employee from a peon or another biased individual. In engineering institutions, we often ask students to provide feedback to the professors. While some students can provide objective criticism, others could have biases. Some individuals employ their rationale about whether information is beneficial or useless while communicating information. While it is true that the organization's leader cannot speak with every individual individually, there should be a dependable, competent, and objective channel of communication in place. Choosing the right feedback linkages is crucial. If not, it can provide inaccurate or skewed information, leading to the incorrect conclusion. Inappropriate linkages, in turn, send the incorrect impression about management policies and may cause employee unhappiness.

### **Barrier of Fear**

Any company would benefit from a welcoming or family-like environment. It is feasible for a small, developing organisation. There should be a casual meeting between the staff and the managing director. The organisation should sometimes have gatherings for its family. The participants in this kind of gathering should put aside their views. They need to communicate openly with one another. It aids in gathering unofficial comments from different levels. The senior executive finds it challenging to stay in touch with every employee as the company expands. There might be the development of intermediate power centres. They deliberately widen the gap between management and workers. Concern is raised regarding the senior manager. Everyone is concerned about his safety. Positive feedback is controlled on all levels due to job-related anxiety rather than providing honest feedback. Corrective measures cannot be made in a timely manner due to a lack of appropriate input. Dissatisfaction grows across all stakeholders, including consumers, staff, and clients. The firm will eventually fail, and there will be no chance for a comeback.

In the organisation, there should be freedom of speech. The top management has the authority to make decisions and choose a course of action, but it is also important to consult and listen to the workforce. It's not essential for knowledge to only be found at the top. The youth of today are more exposed, get better training, and have more time to learn about the newest knowledge and technologies. It would be wise to get recommendations from all stakeholders. If they are deemed compelling, they should be given the opportunity to be tested, and helpful proposals should be valued and the concerned individual should be compensated or recognised.

### **Contradictory Forces**

For a bigger organisation to operate well, the creation of various parts is required. There may be academic and administrative wings in a college of engineering. Electrical, electronics, computer, instrumentation and control, civil, mechanical, chemical, textile, rubber-plastic, environmental, applied mechanics, and other departments may exist on the academic side. There may be academic sections, establishment sections, account sections, student sections, purchasing sections, etc. on the administrative side. There aren't only one department or one component of the institution. Administration and academic departments sometimes strive to take precedence over one another. Competition for growth is beneficial among academic



departments as well, provided it is healthy. However, there shouldn't be any competition or leg-pulling between the parties. If this is the case, each department or area is exceptional on its own, but the overall production is zero. The organization's communications that leave the organisation shape the institution's reputation. The reputation of the organisation might suffer if there are bad tendencies among the various groupings.

The institution's director or vice chancellor is in charge of bringing different forces together and producing the right outcomes in order to enhance and protect the organization's image. If not, the conflicting forces obstruct effective communication and organisational development.

### **Barrier of Media for Communication**

Any corporation must communicate often, whether it is for routine business or extraordinary occasions. The information that has to be presented may take the form of alfa numeric data, descriptive text, or a mix of the two. Additionally, graphs, charts, histograms, and tables are employed in various industrial and other applications. There are several alternatives accessible in this information technology era to transmit, show, and convey the information. Internet, intranet, films, slides, transparencies, audio and video cassettes and CDs, computer presentations, websites, web seminars, newspapers, TV channels and TV shows, press conferences, teleconferences, videoconferences, etc. are a few examples of the various communication methods. The target audience, the target market, the time and urgency of communication, the kind and size of the message, the competitors and their strategies all influence the choice of medium or mode. It is simple and quick to communicate through phone, mobile, email, and fax, but for official records, a physical copy of the letter must be transmitted via regular mail, registered mail, or speed post.

Postal letters may be important for security and confidentiality reasons as well. Telephones and emails are utilised for interview calls since they allow for instant access, however letters are required as documentation of the call. Additionally, combination mode may be utilised for purchasing inquiries. A pre-informed and interested group may examine the website, but particular individuals or groups may be educated through printed copies of leaflets. Better security and privacy protections are available in e-media, but on the flip side, hackers are clever enough to get your password and access your email, ATM, or any other e-transaction or e-document.

### **Explosion of Information**

In the past, scholars had to depend on paper copies of the references, which limited the breadth and speed of the literature they could access. Today, you may enter any search term and instantly get hundreds of thousands of references. There are several informational sites and search engines like Wikipedia, IEEE Online, Science Direct, etc. accessible. Information is exploding everywhere. It sometimes turns out to be a wastebasket. The process of screening and searching for meaningful information is really challenging. In certain circumstances, the list becomes smaller and even vanishes if you narrow down the search key. The act of searching through the trash can is time-consuming, exhausting, dull, and tiresome. Information quality suffers when it is overabundant. Our personal space of information and enjoyment is being invaded by marketing representatives from credit card, insurance, and other companies via intrusive commercials, some phoney websites, calls, and SMS on the phone, TV, and internet. Unwanted calls and texts squander a significant amount of our precious time when we are at work and doing business. It is a necessary evil of the information era. Print and soft forms of undesirable communications or information must be filtered out using specialised software, technology, and additional personnel. It increases the system's price and effectiveness.

## Communication Across Cultural

Opportunities have flooded in as a result of globalisation. At the same time, it has created opportunities for difficulties. A global community has emerged on the planet. People used to be hesitant to relocate for employment to another city or state in the past. The possibilities in the area pleased them. Many engineering students now go to southern states for their schooling and overseas for further study. Even for employment, national and global corporations offer positions in remote locations, and sometimes individuals choose to relocate to other nations for employment, company growth, or marketing purposes. In general, effective communication is essential to success. Many individuals use their communication skills to get to the top.

Cross-cultural communication is a challenge for anybody studying abroad or at home in business, marketing, or higher education. Each area has its own unique language, religion, festivals, beliefs, customs, traditions, body language, and body slang. In certain situations, humans use some common sounds to communicate instead of words. The meaning and importance of body language, gestures, and noises may vary among areas and nations. Gestures, noises, and their interpretations may all vary. On occasion, it could lead to misunderstandings, arguments, and poor communication. It's important to know these facts before travelling to a foreign, remote location. If not, you could run into trouble. If you are unfamiliar with sign language, which some individuals use, you will either be unable to comprehend it or risk misinterpreting it. Some employees in some foreign workplaces must communicate with individuals in a variety of languages. He must regularly change between different languages. The people's backgrounds may also be quite diverse. Perception is crucial when communicating between cultures. We must acknowledge that there are certain cultural differences while speaking with the other community. We should acknowledge it and accept it. During the foreign trip, it was seen that the local business community sometimes responded better to western visitors than to Asian tourists. They evaluate them using exchange rates. The clash between cultures may be primarily a result of accepted and undesirable views. We should be able to recognise the expectations of the opposing side in such circumstances. It's hard to get to know them. We only know about it because of terrible experience. NGOs (non-governmental groups) run into this issue while doing missions abroad.

## REFERENCES

- [1] S. Sauppe and M. Flecken, "Speaking for seeing: Sentence structure guides visual event apprehension," *Cognition*, 2021, doi: 10.1016/j.cognition.2020.104516.
- [2] D. Djatmika, A. Hikmawati, and S. Sumarlam, "Mental Intelligence and the Complexity of Sentence Structures in the Interaction between Teachers and Children with Autism," *IJELTAL (Indonesian J. English Lang. Teach. Appl. Linguist.)*, 2021, doi: 10.21093/ijeltal.v5i2.641.
- [3] R. Arista, D. Yana, and S. Sugiharti, "Error Analysis of Students' Sentence Structure in Writing Application Letter," *Anglo-sax. J. Ilm. Progr. Stud. Pendidik. Bhs. Ingg.*, 2015, doi: 10.33373/anglo.v7i2.509.
- [4] M. Flynn, J. D. Ford, J. Labbé, L. Schrott, and S. Tagalik, "Evaluating the effectiveness of hazard mapping as climate change adaptation for community planning in degrading permafrost terrain," *Sustain. Sci.*, 2019, doi: 10.1007/s11625-018-0614-x.
- [5] P. Pullonen, J. Tom, R. Matulevičius, and A. Toots, "Privacy-enhanced BPMN: enabling data privacy analysis in business processes models," *Softw. Syst. Model.*, 2019, doi: 10.1007/s10270-019-00718-z.

- [6] K. O. Obiero, H. Waidbacher, B. O. Nyawanda, J. M. Munguti, J. O. Manyala, and B. Kaunda-Arara, "Predicting uptake of aquaculture technologies among smallholder fish farmers in Kenya," *Aquac. Int.*, 2019, doi: 10.1007/s10499-019-00423-0.
- [7] F. Li, Z. R. Li, and H. Zhao, "Research on the Progress in Cross-chain Technology of Blockchains," *Ruan Jian Xue Bao/Journal of Software*. 2019. doi: 10.13328/j.cnki.jos.005741.
- [8] A. Alsaig, V. Alagar, Z. Chammaa, and N. Shiri, "Characterization and efficient management of big data in IoT-Driven smart city development," *Sensors (Switzerland)*, 2019, doi: 10.3390/s19112430.

## CHAPTER 7

### EXPLORING THE ROLE OF INTERROGATIVE SENTENCES

---

Prof. Sneha, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:sneha.vj@jainuniversity.ac.in

An interrogative phrase is one that is typically employed to pose a query in an effort to learn more about a subject. It might be general or detailed inquiries regarding anything at all.

#### **Interrogative Sentence**

The Cambridge Dictionary describes an interrogative sentence as "a phrase that asks a question nor makes a request for information." An interrogative phrase is one that "denotes a form or structure employed in asking a question," according to Collins Dictionary. A sentence with the "form or force of a question" is described as an interrogative statement in the Merriam-Webster Dictionary [1].

#### **Types of Interrogative Sentences**

Interrogative sentences, which are often used to inquire about something, may be divided into three categories:

##### **Choice Exercises**

No/Yes questions

Questions with "Wh" Words

Let's take a closer look at each interrogative phrase from now.

##### **Choice Exercises**

These interrogative phrases can be used to learn more about a person's preferences and likes and dislikes [2].For instance:

1. Do you prefer tea or coffee with your breakfast?
2. What option would you pick?
3. Do you prefer to watch movies or read books?

##### **No/Yes questions**

As the name implies, only yes or no responses can be provided in response to this kind of interrogative statement.For instance:

1. Will you accompany me to the library?
2. Are you an ice cream fan?

##### **Questions with 'Wh' Words**

When you want to learn more than a simple yes or no, you employ these kinds of interrogative statements[3], [4]. Words beginning with "Wh" in these lines include what, where, who, why, whom, which, whose, and how.For instance:

1. Describe yourself.
2. How come you're late?
3. From whence do you hail?
4. When are you available?
5. This book belongs to who?
6. Who did you encounter?
7. What book is that?

### Points to Remember When Using Interrogative Sentences

Now that you are aware of the many interrogative sentence kinds, let's look at a few things to keep in mind while creating interrogative phrases.

1. Use an auxiliary verb, a modal verb, or a capital-letter-only question word to begin the interrogative phrase.
2. Put a question mark at the end of the interrogative statement. This is also how one may recognise an interrogative statement for the first time.
3. A declarative sentence's structure is somewhat inverted for an interrogative statement. Auxiliary verb, main verb, or modal verb + subject + primary verb (if there are many verbs in the sentence) + remainder of the sentence is how an interrogative sentence is structured [5].

### Uses of Interrogative Sentences

Although asking a question is the primary function of an interrogative sentence, interrogative sentences are capable of much more [6], [7]. The purposes or uses of interrogative phrases are listed below.

1. To pose a straight inquiry
2. To enquire about something
3. To validate something
4. Obtaining information

### Examples of Interrogative Sentences

To have a better understanding of how to correctly employ interrogative phrases, look at the examples below.

1. Direct question-asking
2. What holiday plans do you have?
3. What's your destination?
4. When does your dad fly out to Turkey?
5. Looking for more information
6. What exactly did you mean by "advancements in technology"?
7. Do you really want to move forward with this?
8. Therefore, should we all wear white shirts to the event?

### Listening Skills

Five senses make up the human body. They are: using the eyes, hearing with the ears, tasting with the tongue, using the nose, using the skin, and using the underlying neurological system to sense. As a result, the human body has five senses and five sensors that work with the

brain, the body's primary controller. The brain receives the signals picked up by the five sensory components through the nervous system's transmission network. The brain interprets the messages before retransmitting the control signals to our neurological system. The signals are collected by the five senses throughout the day and throughout our lives, unless we choose to do something else. It's possible that this action continues unabated and without any particular effort. One such action is listening with the ears[8]. Whether we want them to or not, audio or sound impulses must first travel via our hearing system to our ears, where they are eventually received by the brain. No particular effort is needed to hear regular sound, but taking action is essential if you can't hear. Therefore, unless someone has a hearing system issue, listening is a natural activity for all humans. Even lower-level creatures are capable of hearing. How does human hearing vary from that, then? Simply put, hearing is a mechanical or physiological process. No specialised knowledge is needed. The brain of a human being is a gift with tremendous capacity. For the human body, the five senses provide a wealth of essential information. One of the key systems for auditory information influx in this reference is the hearing system.

Listening and hearing are not the same. In a classroom, the lecture is delivered by the instructor, and because everyone can hear it, they all hear it. However, they may not all listen to the same music. It is assumed that the other side hears what a leader says when they give inspiring sermons, saints preach, or elders provide counsel. But not all of them may be inclined to pay attention. After physically receiving the information, listening continues. The information that is received must be comprehended, processed, and may prompt a reaction or action. Response is the act of acknowledging a communication. In addition to the capacity to hear, listening demands focus. It is known as attentive or careful listening. The process of processing the information also involves the neurological system and the auditory system. so that the appropriate reaction or essential action may be performed. It is stated that a person's ability to hear determines whether or not they will choose to listen. A person with hearing loss, on the other hand, will pay closer attention.

He is aware of his limits. His eagerness inspires him to listen carefully and intently. The instructor has successfully completed his physical portion of the one-hour presentation. If the majority of the pupils pay attention, his talk was successful. It relies on the speaker's ability to be understood, to capture their interest, and to keep it for an hour. On the student side, physical hearing capacity is important, but attention-paying ability which is determined by interest, background, and level is more important. The listening process is about to begin. None of the presenters just talk for the sake of talking. They communicate with some objectivity. As part of the teaching and learning process, the instructor talks. The pupil may not learn if he just hears and does not listen. He is the victim. If the majority of the pupils behave in this way, the instructor may feel dissatisfied, discouraged, or even irritated. In religious gatherings, the speaker gives his sermons, but if some of the audience members arrive only to show up, they lose.

The children's lives or career may be ruined if they don't heed the instruction. company meetings are often for the benefit of both parties; however, if one party does not pay attention to or ignores the other, it may have an adverse effect on the company relationship as a whole. When the wrong people are sent to represent an organisation, it often hurts that organization's reputation and interests. A huge percentage of individuals may automatically hear salespeople, insurance agents, credit card representatives, or radio or TV commercials, but it

is considered a bother. Most folks just ignore it. If the marketer is really clever or if the commercial is created properly, it may catch the audience's attention, encourage listening, and reach at least a portion of the target audience.

### **Requirement of Good Listening**

A speaker starts the communication process, which then goes through the transmission process. It ends with the crowd serving as the reception. The alignment of the transmitter and receiver is crucial to communication success. Depending on the established connection, TV and radio stations transmit or broadcast the programming for the whole area, state, nation, or globe. The reception is determined not only by the linked televisions but also by the televisions that are turned on and tuned to that specific station, channel, and programme. If the hearing system is healthy, hearing is a natural process that happens automatically.

However, listening is a choice. In addition to hearing, there are numerous additional audience characteristics. So listening is more than simply using your ears. When we talk about listening ability, many additional traits and behaviours on the opposite side are also required. Like other talents, listening ability may be improved with more work. From person to person, it could differ. Being a good listener requires a particular set of traits and behaviours from the listener. What then constitutes excellent listening abilities or what are their requirements? The speaker and the audience, or the transmitter and the receiver, may also influence the dos and don'ts for effective listening.

### **Acceptability**

current flows from greater potential to lower potential in an electrical system. Water moves from a higher level to a lower level in a hydraulic system. It is thought that someone is at a higher level of understanding when you accept them as a teacher, guru, or guide. In older religious gatherings and even now, the guru's seat is at a higher height, while the disciples sit on the ground or at a lower level. This custom represents the guru or teacher's acceptance at a higher intellectual or spiritual level.

### **Interest**

Without an interest, listening is ineffective. We can force the students or audience to hear the lecture or speech by mandating attendance for theoretical classes or meetings, but they may or may not listen. The lecture's intent is unclear. In a public gathering, some attendees come to hear their leader, and although they will listen to him, there are some dissenting factors there as well. They may yell epithets, hurl rocks, and physically intimidate the audience in an effort to end the meeting. Lack of assessment Once the speaker has been acknowledged as an authority in the subject, he should be given the opportunity to speak and be given the respect due. We shouldn't consider the speaker's look, clothing, personality, or beliefs. A skilled listener will focus only on the speaker's speech or lecture's substance. A clever speaker may infer the audience's thoughts from their vocal and nonverbal reactions and body language. The audience should refrain from judging the veracity or calibre of the comments while they are being heard. The speaker may notice it and get uncomfortable; the listener may miss the track.



## **Interruption**

Interaction in a school setting may be beneficial and desired. However, some children have a short attention span or a propensity for inquiries. The instructor prepares his presentation; a skilled teacher also anticipates certain inquiries or queries, but some students prevent the teacher from finishing the subject in his manner by interfering unnecessarily with frequent and sometimes unrelated questions. The instructor could get agitated or frustrated as a consequence. Unnecessary questions may sometimes derail a discussion in public forums or at expert courses. Some seasoned speakers find it appealing. They get compensation for a certain period of one or two hours. The lecture is purposefully changed into an interactive session. The audience does not benefit from the speaker's knowledge towards the conclusion of the session because of irrelevant inquiries and sidetracked topics. The audience should be professional in order to get the most out of a one- or two-hour presentation that is pertinent to the speaker's area of expertise. Prior to asking any questions, the speaker should be given the opportunity to speak and be understood.

## **Queries**

Interaction in a school setting may be beneficial and desired. However, some children have a short attention span or a propensity for inquiries. A skilled instructor also anticipates some while planning his speech. It is true that at the first presentation, the audience may not be sold on the idea or may not comprehend the teacher's viewpoint. There is an appropriate approach to ask the question. Asking the questions gently is appropriate. If the questions are not posed at the appropriate moment and in the appropriate manner, the listener's arrogance may be shown. It seems as if the audience questions the expert's credibility or subject matter knowledge. Sometimes, a question may have good intentions and be merely a casual inquiry, but if it is not handled correctly, the speaker may feel offended.

He could stumble over his words. But some students keep interrupting the instructor by asking numerous, often unrelated questions, making it impossible for him to finish the subject in his own style. The instructor could get agitated or frustrated as a consequence. Unnecessary questions may sometimes derail a discussion in public forums or at expert courses. Some seasoned speakers find it appealing. They get compensation for a certain period of one or two hours. The lecture is purposefully changed into an interactive session. The audience does not benefit from the speaker's knowledge towards the conclusion of the session because of irrelevant inquiries and sidetracked topics. The audience should be professional in order to get the most out of a one- or two-hour presentation that is pertinent to the speaker's area of expertise. Prior to asking any questions, the speaker should be given the opportunity to speak and be understood.

## **Healthy Reflections**

The speaker hopes that the audience will pay attention to him and value what he has to say. He anticipates the audience's approval. The instructor gets inspired if the pupils' looks and eyes show that they are ready to learn. The instructor becomes irritated if the pupils regularly see their watches during the last class of the day or if some of them are nodding off during the after-lunch class. The instructor is inspired to exert greater effort in the classroom if the pupils' smiling smiles at the conclusion of the lesson show that they have learned anything. In public speeches or performances, laughter and brief applause provide the speaker or

performer with a sense of accomplishment. In a musical performance, the audience's swaying heads and customary hand gestures indicate that the artist has moved them. Students in the room nodded their heads in agreement with the speaker's rational and persuasive argument. Impedance matching and fine tuning are indicated by this kind of reaction and gestures. It causes the phenomenon known as resonance, which results to maximum output on the speaker's side and maximum gain on the audience's side.

### **Expression of Internal Feelings**

Usually, we are reserved in expressing our genuine reaction to the speech or performance under the guise of politeness. Some individuals are able to answer with complete openness. The listeners' motions and vocal and nonverbal reactions influence the speaker. The audience or listeners feel closer to the speaker. Additionally, he exposes himself. He is urged to provide further specifics. He wants to compete on the home pitch. Some care is required while doing this kind of reflection and reaction. It shouldn't be artificial, or at the very least, it shouldn't seem artificial, since it might send the incorrect impression. Encouragement should not morph into flattery. The importance of body language, gestures, and facial emotions should be emphasized more. Although words may be helpful, they can sometimes be upsetting to the speaker and to others.

### **Request for Detailing**

communication sessions that are interactive. It anticipates some prior knowledge from the listener. The audience gets uneasy if the speaker begins asking questions in the first session without any prior context. On the other hand, if the teacher or speaker gives a general overview of the subject, highlights the topic, and then discusses each topic in turn, the audience can understand, it sparks more interest, and they are enticed to ask intermittent questions, while the speaker can stay on course and is motivated to move forward in the right direction. It aids in obtaining additional information. When the presentation is over, the speaker is happy that the audience received what they had hoped for, and the audience is happy that they had learned something useful. In these exchanges, the speaker may be addressed by his first name, lending an air of familiarity. If the speaker is a highly senior individual, he or she should be addressed as sir or madam to show respect for their position of authority. A religious leader should be addressed as Guruji. The volume and tone of the voice are crucial throughout the engagement. The most crucial need is that the inquiries and assertions of inquiry be as brief, pertinent, and modest as feasible. The audience has come to hear the speaker to learn something, not a specific listener, hence it is undesirable for them to ask questions repeatedly. Please refrain from asking inquiries or seeking information just to demonstrate your presence, significance, or superiority.

### **REFERENCES:**

- [1] K. Nikmah, "Interrogative Sentence: A Contrastive Study of Arabic and Indonesian," *Izdihar J. Arab. Lang. Teaching, Linguist. Lit.*, 2020, doi: 10.22219/jiz.v2i3.10148.
- [2] . L., "Indonesian Interrogative Sentences: a Study of Forms and Functions," *J. Hum.*, 2017, doi: 10.22146/jh.v28i3.22289.
- [3] R. Othman, "Developing engineering communicative competency through effective assessment methods," *Int. J. Recent Technol. Eng.*, 2019, doi: 10.35940/ijrte.B1167.0882S919.

- [4] J. Gwak, J. Jung, R. D. Oh, M. Park, M. A. K. Rakhimov, and J. Ahn, "A review of intelligent self-driving vehicle software research," *KSII Trans. Internet Inf. Syst.*, 2019, doi: 10.3837/tiis.2019.11.002.
- [5] S. F. Saragi, M. Tamba, Y. Delvina, and R. Purba, "STUDENTS' ABILITY IN IDENTIFYING INTERROGATIVE SENTENCES THROUGH CONVERSATION TEXT," *ELT (English Lang. Teach. Prima Journal)*, 2021, doi: 10.34012/eltp.v2i2.1746.
- [6] I. Bhakta, S. Phadikar, and K. Majumder, "State of the art technologies in precision agriculture: a systematic review," *J. Sci. Food Agric.*, vol. 99, no. 11, pp. 4878–4888, Aug. 2019, doi: 10.1002/jsfa.9693.
- [7] T. Savov, V. Terzieva, K. Todorova, and P. Kademova-Katzarova, "SMART CLASSROOM, INTERNET OF THINGS AND PERSONALIZED TEACHING," *CBU Int. Conf. Proc.*, 2019, doi: 10.12955/cbup.v7.1491.
- [8] V. M. F. Zanabria, "Open government in Mexico: Towards a realistic discussion of its feasibility," *Rev. Mex. Cienc. Polit. Soc.*, 2019, doi: 10.22201/fcpys.2448492xe.2019.235.59021.

## CHAPTER 8

### AN ANALYSIS OF EXCLAMATORY SENTENCES

---

Prof. Raveena, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:raveena.kp@jainuniversity.ac.in

A phrase that uses an exclamation mark does so to convey quick or intense feelings. It has a capital letter at the start and an exclamation point at the conclusion. To have a clearer knowledge of what exclamatory phrases are, consider looking at the definitions provided by various dictionaries. According to the Cambridge Dictionary, an exclamatory phrase is one that "contains an exclamation or forceful emphasis." Exclamation is defined as "a sharp or abrupt speech" or a "vehement declaration of protest or dissatisfaction" in the Merriam-Webster Dictionary. This is also what an exclamatory phrase aims to do [1] .

#### Points To Remember When Using Exclamatory Sentences

People need keep a few things in mind in order to be able to construct and employ exclamatory phrases. These are what they are, Interjections can be used in exclamatory statements. There are two methods to punctuate the sentences when you utilise interjections. After the interjection, you may either put a comma and an exclamation mark, or you can put an exclamation mark that after expletive and a full stop or a question mark. A question mark should follow an interrogative statement and a full stop should follow an imperative or declarative sentence[2], [3].For instance: Wow! That clothing is lovely. Oh, how depressing!

1. Exclamatory pronouns like "how" or "what" are typically used at the beginning of exclamatory sentences to emphasise the word or object being discussed. For instance: What a serene setting!
2. Exclamation marks, a particular punctuation mark used to emphasise a feeling or emotion, are typically used to conclude exclamatory phrases. For instance: That is quite impolite!
3. Keep in mind that your tone, accent, and the emphasis you place on particular words may drastically alter the meaning of a phrase [4].

#### Examples of Exclamatory Sentences

A few instances of exclamatory statements are shown below. Please examine them.

1. Oh, it is very great!
2. I'm unsure of what people think of us!
3. You were incredible!
4. He is mishandling it.
5. You performed a fantastic job!
6. Wow! I can hardly believe we actually achieved it!
7. My God! Those decorations are just fantastic.
8. What is his secret!
9. That's fantastic!
10. How depressing!

Exclamatory sentences can assume a positive or negative interrogative form in addition to the standard declarative subject/verb structure. Take this line as an illustration: "Oh wow, is that a terrific concert!" The word *was* precedes the subject *concert*, as you can see.

If have problems separating the subject from the verb in this kind of statement, check for the verb first, and then determine which subject belongs towards the verb to determine the subject. The word in question is *concert*, and you may write the phrase as follows: "Oh wow, that concert was wonderful!"

A statement that displays an exclamation is known as an exclamatory sentence or exclamation sentence. Exclamation marks are used as end punctuation in exclamatory sentences, which are intended to be read and pronounced with emphasis. Exclamatory phrases should only be employed in certain situations[5], [6]. They are intended to be strong and set a certain mood. The tone remains unchanged when exclamatory phrases are used excessively. Furthermore, when exclamation points are misused so frequently that they appear in every phrase, they lose their authority. The most unique trait of humans is their ability to experience emotions. In other words, the ability to feel emotions is what sets humans apart from animals[7], [8]. We sometimes need to scream or weep in order to convey our thoughts or feelings. Exclamatory phrases are those in which a strong sentiment or emotion is expressed. Also, when there is enthusiasm, similar lines might be employed. You must use an exclamation mark to identify a statement as an exclamatory sentence [1]. Exclamatory sentences are ones that display a strong emotion, such as surprise, enthusiasm, delight, or rage. The punctuation mark (!) denotes the emotional fervor in the sentences; without it, each exclamatory statement is just a Declarative Sentence. Exclamatory phrases may end with least 1 exclamatory to convey a stronger level of excitement.

### Use of Interjections in Exclamatory Sentences

Interjections like "Alas!" are sometimes used to start exclamatory sentences. (With sorrow) Hooray! Wow, (Joy) Surprise, oh no! However, in order to give the feeling additional force, the outburst must also be followed with an exclamation mark (!). Review the following examples:

- Alas! I misplaced my keys! (Sorrow) \sHurray!
- The game was won by us! (Joy) \sWow!
- He gave me a watch as a gift! (Surprise) \sOuch! The chair is painful! (Pain) \sWow!
- What a lovely tree! (Surprise)

Exclamation phrases are used when there is surprise or emotion present. The last punctuation mark in these phrases is an exclamation point. The exclamation words employed in exclamation sentences that describe abrupt changes in emotions and ideas provide details about the sentence's progression [9]. Exclamation points employed to portray a matter-of-fact sentiment, tranquilly, or a feeling of tranquility since they are only intended to convey strong feelings. They provide a shock of emotion instead, which is why they're so frequently used in ordinary speech and are included in exclamatory phrases. However, you should only sometimes utilise exclamation points in your writing. Use them to highlight a point, but be mindful not to use them excessively. Can you, for instance, picture yourself reading this sentence after sentence after phrase.

## Nonverbal Gesture

In telephone conversation, when we hear anything from the other side, we usually say "hello" and then often "yes" or "no" to show that we are paying attention to the call. Response from the audience is required during public lectures as well to determine whether or not the speaker and audience maintain a constant and consistent connection. Different listeners acknowledge speech or delivery in different ways. Eye contact, audience faces, postures indicating eagerness and impatience to listen and learn, nodding heads, frequently confirming by saying "yes" or producing similar audio sounds, saying "wahwah" (very good, very good) in public shows, swinging heads and hands in a musical programme are all examples of appropriate responses. Nonverbal cues are often more persuasive and communicative than verbal ones in most situations.

## Conditions for Effective Listening

Focus is the first prerequisite for listening. When listening, the heart, intellect, nerve system, eyes, and ears should all be completely engaged. The goal of listening is to get the most out of the speaker. It requires focusing on the speech rather than the speaker's appearance, attire, posture, upbringing, or social, financial, or political standing. Any preconceptions or any positive or negative tales about the speaker should be disregarded in order to effectively accept the speech or message. An opposing party with a stake in the disruption and distraction may be present during the conversation, and there may be physical, technical, or audible disturbance. A competent listener should be resistant to these influences and causes.

Our personal views and opinions should not get in the way of hearing any professional viewpoint or theory. The message should first be recorded on the listener's mental CD. Positive feedback in the form of words and expressions is appreciated to ensure that the speaker and listener are tuned properly. Questions and inquiries are also preferable for genuine concerns. The audience's prompting is equally beneficial and motivating for the speaker. Negative elements should be avoided when listening. The speaker may utilise the tools and tactics to captivate the audience, but the listener should judge the speaker based on the speech's substance rather than the tools and techniques used. Even if not all of the words are comprehended, the meaning may still be understood. Some presenters and lecturers are skilled showmen. It shouldn't serve as a guide for the listeners. Listening should be the primary focus throughout this time. Many things may be lost if you start to analyse the speech or attempt to take notes. Some audience members find it difficult to comprehend and value the speech because they lack the necessary background or comprehension. Some of them could begin to slouch or yawn, make superfluous noises or movements, or drowse. Others pupils struggle to comprehend in class, some show little attention, while others have excessive confidence in their expertise. The fact that they cause commotion or irritate others is not a good indicator. If the speech doesn't interest you, you are free to leave without bothering anybody else, but you have no right to stop the others from listening. In certain auditoriums, the speaker's entrance is close by, and several latecomers annoy the speaker and the audience. After some time, latecomers shouldn't be permitted to enter by the front entrance and the front gate should be closed.



### **Comprehensive Listening**

It mostly takes part in the teaching and learning process. The student is the listener while a teacher from a school, a college, or a tutor in a tuition class is lecturing. He pays attention, but not only to hear. He has to obtain certain credits for a specific course by passing it. The learning process is facilitated by the teacher. The learner may comprehend the topic and the topics if he listens attentively. He takes less work to get the reading material ready. He can readily enlighten the audience. This kind of listening tries to commit the idea and theory to memory so that it may be recalled and recreated as needed in the future. Comprehensive listening is required for all study materials, including televised lectures, audio cassettes, and videotapes, as well as for remote learning. Similar to this, this kind of listening is required when detailed directions are given for a particular task, a prescription is given, equipment specs are mentioned, or a recipe for a food item is provided.

### **Critical Listening**

The candidate responds to questions during an interview, students respond to questions during an oral examination, and M.Tech. or Ph.D. students present and defend their projects. In all of these situations, evaluation must be done after listening, and critical listening is required for this purpose. There can be unfairness to the candidate if certain remarks are not fully heard and are overlooked. When different parties are asked to present their quoted item to the buying committee for an expensive item, critical listening aids in making the right choice. Critical listening provides a comparative understanding of practical and technically competent suggestions while evaluating research proposals.

### **Listening as a Hobby and for Entertainment:**

Some individuals like listening to classical music. The style might be vocal or instrumental. Like the guitar, violin, drums, sitar, and tabla, there are many other musical instruments. Many musicians use these instruments while performing at musical events. It may be difficult for individuals who are unfamiliar with these concepts to understand, but those who are acquainted with classical music or classical dance coupled with music find it enjoyable. They use it to really zoom. They listen to it for that reason with their hearts as well as their ears and minds. Lighter tunes or music appeal to certain folks. They also hear it and like it, but it is not required for them to pay that much attention. It is only for entertainment and passing the time. In certain songs, the lyrics play a significant role in addition to the music. We like things more if we pay attention to them appropriately. Similar to this, if we pay close attention to what is being said and what it means, we may appreciate drama, mimicry, and laughing shows more.

### **Empathetic Listening**

To show someone we are sorry for them, we must listen with empathy. Losing a parent, failing an exam, losing a job, contracting a sickness, suffering significant losses in business or the stock market may all leave a person feeling very let down. His heart is torn apart. He sometimes struggles to publicly communicate his dissatisfaction. He needs some close friends and family members who can support him through difficult times. When he encounters such people, he describes the incident and breaks down in tears. He needs a shoulder to cry on so that he may rest his head. Although the listener is unable to alter the situation, he feels much comfort after being heard. A mother's lap is the only place a youngster may lay their head and

air their problems. The kid is certain that the mother would always make time to listen to it and ease its suffering with a comforting touch and sympathetic words. Additionally, active listening fosters mutual respect and trust, relieves stress and anxiety, and supports group problem-solving. It is really helpful in mediation.

A third person is chosen to serve as the mediator when two parties are at odds. Even if the mediator is unable to resolve the conflict, the parties may rest easy knowing that their legitimate arguments were taken into consideration. Sometimes a personality conflict is what starts a fight.

A sympathetic understanding is established through attentive listening. If the listener puts himself in the position of the representative, it is conceivable. He should be encouraged to speak, really heard, and not stopped or dissuaded from standing up for anything. Respecting the speaker's emotions and reflecting them favourably are important. The speaker will feel appreciated and gain more self-confidence and self-esteem as a result of passionate listening. His significance should be recognised because if he feels trusted, he will participate and because of the shown faith, he will donate his time to the team. He opens out and expresses his ideas. The main goal is to let the expression of sentiments and emotions. Avoid using the judging, critiquing, or evaluating method. While expressing compassion for a certain side, the mediator should not come off as biased in favour of that side. His impartiality is crucial. Therefore, each party should get the appropriate amount of time and attention. When the two parties are 180 degrees apart, some of them may lose their cool during interaction out of irritation and powerlessness. Both parties must be treated equally by the mediator, who must do so without any personal animus or prejudice.

### **Active or Attentive Listening**

Attention is the first prerequisite for active listening. If we are interested in minute details while listening, attentiveness is required. Interest draws attention. We encounter crosstalk or background conversation in our everyday activities. We can be having a conversation with a group or our family as we check into a hotel. Different groups may be seated at different tables at the same time. Most of them do not follow protocol. They could speak out. You must hear it, whether you want to or not. By default, this communication occurs. We didn't choose it, and it's not in our best interests. We could dismiss it. Even though we may not be paying close attention, passive listening bothers us. Some individuals like to have the radio or TV on while reading a book or the news. The song or music continues. They keep reading like they always do. The reading is meant for everyone. The ambient music is not upsetting. However, since it is not a priority, the radio or TV programming will bother someone who is reading for an exam. If someone is interested in a TV show or TV talk show, he or she may be interested in the incident, discussion, or information being presented. Active listening is needed.

It is conceivable that we are interested in the subject and the substance when we attend a lecture or presentation by someone. Attending the presentation with sincerity and giving it your complete attention is important. The audience's eyes, features, attitudes, postures, gestures, and kind of questions make it easy for the speaker to sense their interest and curiosity. There is a trend nowadays to attend lectures on the art of life. By attending religious lectures, some individuals put on a religious facade. There are thousands of people in large groups. Others people are eating, others are chatting, some are yawning, and some

are just looking about. They may not end up with anything. It is a waste of time for both the listener and the speaker, especially if the majority of the audience behaves in this way. The quality of the audience is more significant than its size or quantity.

A good listener should practise listening. He should first get interested in the subject. If the discussion is technical, some previous information should be acquired in order to put the subject into correct context. It is important to make an effort to concentrate well. Try to jot down the key topics at the conclusion of the lecture to gauge how well you have kept the information. The speaker's speech must be the major focus of the listening process. However, the speaker's personality, demeanour, body language, gestures, facial expressions, eye movement, eye contact, posture, gleaming or smiling countenance, frankness, etc. serve as his or her characteristics. They provide a mesmerising impact that has the audience transfixed while the speaker captivates them. It is established that the speaker and the audience are properly tuned. The resonant situation yields the most enjoyment for both parties. Smart speakers have the ability to see when audience members start to drift off during conversations. Even if the speaker remains silent, his eyes convey a message to the listener to tune in again. The listener should interpret it favourably and sharpen their focus. Most of the time, the audience only accepts ideas that align with their own ideologies. We don't want to hear the contrary of what makes sense. When listening, the attitude should be one of openness. Later, analysis of the concepts or hypothesis may be done to determine whether to accept it or not. Lack of tolerance for other viewpoints affects all of us.

### **Barriers in Effective Listening**

It is stated that hearing only allows for a 20-minute period of sustained focus. Therefore, listening may stop whether we want it to or not, whereas hearing may go on. The speaker will continue with his speech or presentation if you go off course or if your focus is temporarily distracted. The listener will thus miss certain points. It will be challenging to resume the track and create consistency. The speaker should be aware of this element as well. In presentations, audiovisual clips may be prepared, brief periods of time may be set aside for participation, or questions may be answered sporadically and strategically to break up the monotony of continuous discourse.

The ideal speaking tempo is the second crucial consideration. A human can reportedly say 130 to 150 words per minute on average. However, it has been suggested that the brain's capacity only allows for listening to 600–700 words per minute. These figures are averages. Depending on the individual, there can be some variance. The aforementioned capabilities may vary among a big audience with varied backgrounds and interests. If the speaker talks more slowly, he unintentionally provides the audience more time to focus on online speech analysis, which might cause some people to go off course. If the speaker talks more quickly, the listener cannot keep time with him or her. Once you start to fall behind in listening, the gulf widens over time until you lose interest. Your careless movements will annoy the others as well. Some listeners pay attention in spurts, scoring some while missing others. The intended message is not properly delivered as a result of a lack of continuity and consistency. Due to their missing pieces, these listeners sometimes ask queries that are unneeded. The speaker will be distracted, and the other listeners will be put in an uncomfortable position. An attentive listener won't make pointless interruptions. He will give the speaker time to finish, and if there are any remaining questions at the conclusion, he will bring them up.

**REFERENCES:**

- [1] D. Z. Fitriyani and D. Z. Fitriyani, "INTERROGATIVE SENTENCE IN MINANGKABAU LANGUAGE: X-BAR THEORY," *RETORIKA J. Ilmu Bhs.*, 2017, doi: 10.22225/jr.3.1.229.188-200.
- [2] C. H. Alcántara, "Pragmatic presidential campaigns in Mexico, 2018. Politics and communication," *Rev. Mex. Cienc. Polit. Soc.*, 2019, doi: 10.22201/fcpys.2448492xe.2019.235.67468.
- [3] V. M. F. Zanabria, "Open government in Mexico: Towards a realistic discussion of its feasibility," *Rev. Mex. Cienc. Polit. Soc.*, 2019, doi: 10.22201/fcpys.2448492xe.2019.235.59021.
- [4] D. A. Shafira, R. Mawaddah, L. B. Aritonang, E. Nainggolan, and N. W. P. Tarigan, "an Analysis of Students' Error in Constructing the Negative and Interrogative Sentence by Using Simple Present Tense," *Linguist. English Educ. Art J.*, 2020, doi: 10.31539/leea.v3i2.1004.
- [5] R. Hussain and S. Zeadally, "Autonomous Cars: Research Results, Issues, and Future Challenges," *IEEE Communications Surveys and Tutorials*. 2019. doi: 10.1109/COMST.2018.2869360.
- [6] E. Furlong *et al.*, "Adaptation and implementation of a mobile phone-based remote symptom monitoring system for people with cancer in europe," *JMIR Cancer*, 2019, doi: 10.2196/10813.
- [7] M. S. Møller *et al.*, "Participation through place-based e-tools: A valuable resource for urban green infrastructure governance?," *Urban For. Urban Green.*, 2019, doi: 10.1016/j.ufug.2018.09.003.
- [8] V. Stich, A. Bernardy, V. Seelmann, and J. Hicking, "Structural development and evaluation of profitable industrial use cases based on innovative technologies like 5G," in *Procedia CIRP*, 2019. doi: 10.1016/j.procir.2019.03.265.
- [9] T. Musthofa and S. Azizah, "THE INTONATION PATTERN OF INTERROGATIVE SENTENCES AND ITS IMPLICATIONS ON THE LEARNING OF MAHĀRAH AL-KALĀM AMONG ARABIC LANGUAGE EDUCATION STUDENTS," *Humanit. Soc. Sci. Rev.*, 2020, doi: 10.18510/hssr.2020.83103.

## CHAPTER 9

### **BARRIERS TO EFFECTIVE INTERPERSONAL COMMUNICATION**

---

Prof. Sindhu, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:sindhuenglish.s@gmail.com

One of the most crucial working abilities in the contemporary professional environment is communication. Whether verbal or written, communication enables managers and employees to share critical information, updates, and messages. Sharing information is essential in work, especially in high-stakes situations. There is a lot at risk when it comes to manager-employee communication, peer-to-peer communication, or group gatherings. To promote seamless and simple communication, employers need to set up appropriate regulations and a welcoming environment [1].

#### **Barriers to effective interpersonal communication**

Effective interpersonal communication is hampered by employees' fears of approaching their team leaders or by a lack of encouragement for open dialogue. Communication is impacted by relationships that enable employees to do their task [2], [3]. For instance, two employees who don't agree on anything will probably avoid speaking to one another. They can take days or entirely ignore this if they need to work on a project or deliver a memo to each other. This may result in a project's turnaround time being longer than desirable. In the workplace, interpersonal obstacles are highly prevalent. New hires could be too hesitant to speak out at crucial meetings. Some bosses may monopolise the discourse and prevent others from contributing at all [4].

#### **Interpersonal barriers**

In the workplace, interpersonal obstacles are highly prevalent. New hires could be too hesitant to speak out at crucial meetings. Some bosses may monopolise the discourse and prevent others from contributing at all. The cause might be a person's unique traits or the atmosphere in an organisation as a whole. Leaders must be careful to create rules that encourage an open and truthful network of communication [5], [6]. Organizational operations might be hampered by communication problems. Interpersonal barriers may be powerful, having an impact on anything from small company operations to bigger ones. It's critical to spot them early and make the necessary corrections.

#### **Common Interpersonal Barriers to Communication**

There are several obstacles to communication, such as organizational, technical, and emotional ones. Each of these things has an effect on how people communicate at work. Communication may be impeded rather simply, whether it's by a tough coworker or a management that doesn't maintain an open door policy. Interpersonal communication difficulties include, for example:

#### **Excessive Technical Jargon**

Jargon can make emails difficult to understand when a manager from the product team is sending them to a sales representative. Additionally, it can build a barrier between the two workers. While the brand manager could believe the message was correctly conveyed, the sales associate might find it difficult to communicate their misunderstanding. Eventually, the

message is misunderstood and no one asks for an explanation or acknowledges it. The use of jargon can obstruct clear communication [7].

### **Lack of Trust among Team Members**

Building a great team is crucial for every firm. However, a lack of trust might result in communication obstacles between individuals. Employees will, for example, choose to complete the task themselves if they lack confidence in their colleagues to do so. Delegation entails some degree of confidence and accountability. If teams wish to enhance communication, they must adopt the proper mentality and method of cooperation. If there are disagreements among team members, they must be settled quickly. Organizations may avoid a lot of hassle by doing this[8].

### **Lack of Active Listening Skills**

Speaking and writing clearly are only two aspects of communication. Active listening is a crucial component of good communication. It entails paying attention to what the lecturer has to say while also asking take questions and participating in an intriguing conversation. A divide among coworkers may result from a lack of good listening abilities. For instance, that if anyone expresses their opinions but no one is listening, it may irritate them. They could even be discouraged from speaking up or participating in future gatherings as a result.

### **Absence Of Control Over the External Environment**

There are a number of things that might hinder communication between a speaker and a listener or a message sender and recipient. The atmosphere outside is ever-changing. Interpersonal communication may suffer if one employee is at work and the other is at home. There might be too much background music in the workplace or the individual working from home could be unable to attend a meeting.

### **Filtering Messages Across Levels and Functions**

The type of organisational structure in a workplace can have a variety of effects on communication. For instance, if there is a hierarchy in the workplace, staff members could be hesitant to approach their superiors. They could not be coordinating or cooperating with anybody, just following orders. They may avoid group calls and gatherings as a result of this. Even being too bashful to express their thoughts and opinions is a possibility. If interpersonal obstacles are not removed, they may have an impact on how companies operate. Giving staff feedback, defining objectives, and expressing the organization's vision all depend on effective communication. Barriers to interpersonal communication have the power to seriously impair workflow.

### **How to Overcome Interpersonal Barriers to Communication**

Communication obstacles may be overcome and repaired with the right training and development initiatives. An employee learning journey that is fully operational and growth-led is essential in today's workplace. An extensive learning path may assist both new hires with one year of experience and seasoned workers with 10 years of experience enhance their communication and teamwork abilities. Here are some ways to overcome interpersonal barriers

### **Communication Skill Development**

Employees constantly pick up new skills on the job. There will always be a learning curve, even for those who are good at what they do. Similar to other talents, communication abilities may be enhanced and developed with the right training. Teams from organisations can enrol in online skill development courses. These can assist students in figuring out their strengths



and limitations, strengthening the areas that require more practise, and doing communication drills to get through obstacles.

### **Interviews**

A conversation between two or more people takes the form of an interview. One side conducts interviews for a certain reason. The interview might be for a new job, a promotion at work, confirmation of a certain role, admittance, choosing a spouse, or any other reason. Media professionals will also speak with public figures, celebrities, or anybody with a message for the general audience. The format of the interview may alter depending on its goal. We may put greater emphasis on the employment interviews. According to him, an interview serves to determine if a candidate is qualified for a job or position or to confirm a candidate's credentials, level, or accomplishment. The name "interview" itself refers to this process.

It is important to evaluate all of his qualities, not only his ability to communicate orally and in writing. Nowadays, it is said that during job interviews, employers only assign academic performance 50% weight and 50% weight to other life qualities. Technical skill may be quickly acquired via training or by gaining experience, but innate qualities are difficult to modify. Aside from technical expertise, other crucial qualifications include a breadth of knowledge, oral and written communication skills, flexibility, honesty, integrity, and loyalty, as well as leadership, management skills, and the capacity to operate in a team. Typically, a group of professionals conducts the employment interviews. On the panel, many specialists may be present to evaluate the various talents. The technological basis and adaptability are examined by professional specialists. Whatever is learned at college may not be beneficial for the rest of one's life; it is simply required as a foundation.

Because technology is evolving so quickly these days, a person must be able to keep up with the latest developments or risk having his expertise become outdated. Interdisciplinary knowledge and attitude are required even in technical expertise. Working in watertight areas, such as those related to electrical, mechanical, chemical, computer, information technology, electronics, communication, instrumentation, control, or similar fields, is not permitted. Technical experts must interact at various levels and at various times. He need to be able to interact well with coworkers, seniors, and the managing director. Once again, the communication might be spoken or written, private or public, through phone, fax, or email. The selecting committee includes certain individuals with the ability to decipher body language, gestures, facial expressions, eye contact, and eye movement.

Many additional qualities are evaluated directly or indirectly, including knowledge, communication, self-assurance, integrity, honesty, and mental stability. Background is examined on a social, economic, and psychological level. Nowadays, spiritual quotient (SQ) is now tested, in addition to intelligence quotient (IQ), emotional quotient (EQ), and other factors. An interview is a process used to gather information and data in both qualitative and quantitative formats regarding his capacity or incompetence. We encounter several interviews during our lives, but the majority of them are informal and take place at different points and stages. Our careers are on the line when we go through them for job interviews, yet we do so often. We must take them seriously and be well-prepared to deal with them. Such interviews, whether we like it or not, are really tense. The right preparation is required in order to overcome the stress and tackle them effectively. Otherwise, it's likely that the interview could lead you in the opposite direction from where you want to go.

### **Initial Selection**

A new business must hire both technical and non-technical workers. The business will need more technical and non-technical employees as it expands. Every year while the business is operating, some employees may leave for new positions, some ineffective and useless workers may be fired, some employees may retire, and other employees may depart in search of better opportunities. It may be looking for better or closer work opportunities, a better or more convenient location, self-employment, or any other reason. In order to address all of these shortcomings, fresh hiring is required. It is the first round of hiring.

### **Task Specific Selection**

Initial hiring is often open to everybody. Nowadays, the majority of information technology (IT) organisations hire students in a variety of engineering specialties as well as non-engineers. After initial recruiting, they go through six months or a year of training. Large corporations work on interdisciplinary initiatives. They evaluate the applicants' attitude, ability, and approach throughout the training period. Following training, there is a formal interview to evaluate their talents and assign them to the different responsibilities. It is a choice based on the assignment. Various engineers work on various projects. Different talents are needed for marketing, manufacturing, maintenance, management, design, and R&D.

**Assessment Interview:** Various teams are given distinct tasks in certain businesses. The whole project assignment is broken down into many modules and given to various groups. The whole project may be a deadline-driven assignment. The completion of numerous modules is necessary for the project to be completed. Each group leader for a module is required to frequently check in with his team members and gauge their progress in order to create a new action plan. Through interaction and interviews, this procedure determines the amount of work accomplished in terms of completed tasks as well as the quality of the work in relation to the supplied specifications. The interviewing procedure also identifies the system's strong and weak points. If certain employees are unable, they may be fired or given more training. The assessment is required for the confirmation of probationers or trainees in several offices and sectors. Additionally, promotion to the next higher grade or job is required.

### **Persuasive Interviews**

The business could create a new policy. It could decide to pursue a new product in an effort to diversify its business. It could combine with another firm or work together. In this situation, it is important to inform the staff about the obstacles, chances, benefits, and drawbacks of the shift. The objective of interactions and interviews is to provide a briefing and, if feasible, to look for new avenues or choices. It fosters inter-personal trust and culminates in the workers' unwavering support.

### **Counselling Interviews**

Healthy family relationships among the staff are necessary for a thriving organisation. Employees may have family issues, societal issues, or economic concerns in addition to technical duties. The worker could sometimes get irritated. His productivity at work is impacted. Here, a counsellor must be effective. The employee may not be prepared to address his issue with others due to self-esteem issues. He must develop a connection with the counsellor. The worker should feel that someone really cares about him. Without doing a formal interview, he needs to be spoken to in a friendly setting. He'll reveal himself. He will speak openly and without reservation about his personal, professional, and familial issues. He will be happy if they can be resolved. He will give his all to the task at hand, increasing his effectiveness and the company's production in the process.

**Conflict Resolution:**

There are several departments in a big company. Everyone attempts to establish their own efficacy. Competitions are beneficial, but sometimes people try to make the other person less effective in order to show that they are superior. Both individuals could flourish on their own. Their efforts, however, are not bilateral. They disagree on egos. Divergent interests result in a decreased effective productivity. Under these circumstances, each group must first have an individual interview. It is important to determine the problem's underlying cause. They should get appropriate counselling, and a peaceful resolution should be found that won't wound their egos. Different departments might sometimes conflict at engineering colleges, posing difficulties for the director. Process and instrumentation departments often disagree in the chemical industry. Production and buying or marketing divisions may conflict in various sectors.

**Disciplinary Action Interviews**

There is a work handbook for every company. The workers get a briefing on their responsibilities and rights at the time of their appointment. The regulations may sometimes be communicated in writing. Some individuals are unwilling to work out of habit. The commanding officer must accept work from these individuals. It is simple to work alone, but it is highly challenging to get labour from others. There is no concern about losing one's employment at government and semi-government institutions.

Labour unions may at times encourage employees in private companies to refrain from working under certain circumstances or to do their duties in accordance with the rules. This breeds disobedience. Due to personality conflicts or personal bias, indiscipline instances are sometimes recorded in everyday situations. The case must be resolved by the commanding authority. He has to confirm the information by speaking with the affected parties. He must determine if the complaint is legitimate or not. He must persuade the workforce of the company's rules, repercussions, and importance in order to create a good working environment. He should make an effort to identify the answer. To create good tradition, disciplinary action may be taken against someone who is at fault but refuses to accept responsibility. People who cause trouble should be isolated, recognised, and punished.

A university's examination reform committee will contact the students and their guardians when there are occurrences of examination misconduct. Despite having a perfect system in place for alerting people, their first defence is that they are unaware of the regulations. Interviews with parents and pupils are conducted after calling them. At first, they refuse to acknowledge the error. It is once again proven in front of everyone that there has been some irregularity and required disciplinary action will be taken against the student after much dialogue and question-and-answer time. However, persuading the other side takes considerable thought. Court cases may be avoided if disciplinary action is handled at a university or other institution after a methodical interview and dialogue. The examination reform committee's job in this situation is to interview both parties and determine if the claim is true and how serious it is. It examines the problem objectively as a third party, without favouring one side over the other, and then suggests the course of action to be followed after reaching a judgement.

**Termination Interviews**

In certain businesses, some workers will lose their jobs. There might be a variety of explanations for the end. Let's say a consulting company hires some staff in anticipation of a new project. However, if no other tasks are offered, the affected individuals must be fired. When an industry has a rapid downturn, the firm may not be able to keep all of its workers,

forcing some of them to be let go. Some businesses may decide to diversify their sources of output or activity. The kind of labour that is needed may vary. It could be required to scale down the previous workforce. Some occupations, such as marketing, involve extensive travel, and some workers find it uncomfortable to work remotely or travel often. There are various restrictions on going outdoors, working a shift, and working at unusual hours for female workers as well.

There is no other alternative if the current personnel are unwilling to update their skills or training for certain occupations except to fire them. It is simple to fire someone in a private organisation, but owing to established norms and powerful labour unions, it is exceedingly challenging to do so in government, semi-government, and public enterprises. The management sets up an interview with the employee to discuss the problem and provide several solutions, such as section change, posting or promotion outside the company, training, deputation, etc. If nothing can be worked out, the individual will be fired. It is challenging for the individual to be qualified for any other employment in the event of a termination.

If no compromise can be reached, the individual will be fired. In the event of a termination, it is challenging for the individual to be qualified for any other position. He might be encouraged to willingly leave. By using this interviewing process, disagreements, confrontations, and legal cases may be avoided. After going through this procedure, the departing employee may not hold a grudge against the business and, even after leaving, he won't act against the interests of the organisation.

**Exit Interview:** A person may work for a business or an organisation in a single or several jobs, in a single or multiple sections, and then quit to take a position with better prospects, go overseas, or retire. A method for conducting exit interviews exists in each of these situations. An exiting individual would often keep their feelings to themselves and claim that there is nothing wrong with the business and that he is just leaving for personal reasons. A formal leaving interview is all that it is. Employers may sometimes be keen to learn anything important about the extroverted individual. In certain situations, the outgoing individual could have prejudice.

If he receives a punishment or is denied a promotion, he can develop prejudices against particular individuals and adopt a very different viewpoint. He will open up if you are objective and treat him kindly throughout the departure interview. He could disclose several company secrets that the CEO might never learn. He could discuss politics within the organisation, unethical behaviour by some, autocratic behaviour by some controlling officers, prejudice and favouritism within the organisation, good and bad organisational traditions, unwanted activities, indiscipline, the success and failure of controlling officers, the leadership of some individuals, and so forth. After holding a top position for a while, a person may retire and provide some useful advice for the organization's improvement.

### **Media Interview**

Interviews with politicians, celebrities, and other achievements are also conducted by members of the press and TV channels. In certain instances, the declarations or the interviews are written or shown live on television. The individual conducting the interview should use caution while speaking and nonverbally expressing himself in audio and video recordings. It clearly demonstrates a person's degree of maturity, intellect, and integrity. His reputation is impacted, and sometimes the organization's or party's image is also at risk. Due to a lack of evidence in the print media, the speaker has the option of agreeing or disagreeing with the speech that was published. It is not possible while capturing audio or video. Many accused individuals are interviewed by the media, and both pro and con opinions are offered. Such

interviews skew public perception, making it often exceedingly hard for judges to determine the truth.

### **Election Interviews**

The media conducts interviews with candidates from different parties during election season. The candidates discuss their own ideologies, party platforms, and visions. If candidates are presented well, it aids voters in learning more about them. Editing is a choice and a right for media professionals. They each have their own prejudices, preferences, and dislikes. It gives the candidate an excellent chance as a tool, but sometimes the media may portray the candidate whatever they choose. The candidates like making a lot of empty promises that they can't keep.

### **Matrimonial Interview**

In this instance, the interview used to be one-sided in the past. To choose a life partner or wife, the males or parents interviewed the girls. Boys and girls nowadays each have their own likes, dislikes, and personal preferences. They strive to learn as much as they can about one another throughout the interview. They enquire about a person's social, economic, educational, and intellectual background, as well as about their family, place of employment, hobbies, and shared interests. For making decisions, the information shared during the interview is helpful. Many hidden traits are also revealed via verbal and nonverbal communication, body language, gestures, style, confidence, etc.

### **Tele Interview**

In the modern world, it is possible to conduct interviews over the phone, internet, through email, using a webcam, etc. This is true whether the interview is for a job, a marriage, or a commercial deal. The first interviews may be conducted over the phone, through webcam, or by internet chatting when the potential applicants are dispersed over a broad area. Additional interviews could be scheduled if there is sufficient initial interest.

### **Business Interviews**

When someone needs a loan from the bank, whether for a home or a company, the bank manager questions the customer about his goal, job stability, payment capability, and the viability of the business plan. After a preliminary review of the submitted materials, interviews are scheduled at educational or research institutions when proposals are received for a new college, a new course, or a research project to determine the project's sustainability and advantages to the stakeholders. Interviews and interactions may be important when two organisations wish to collaborate on a project.

### **Admission Interview**

Admission interviews at private educational institutions begin at the kindergarten level. The parents are questioned about their socioeconomic, educational, and employment backgrounds rather than the kids. The interviews often have as their goal determining the parents' ability to pay for donations. If the admissions procedure is simplified at the upper secondary and graduate levels, interviews are only used to verify eligibility requirements, the legitimacy of papers, and the results of a written test administered as an entrance examination. First screening at M.Tech and MBA level interviews is based on the results of the admission exams. A group discussion and personal interview come next.

### **Passport/Visa Interview**

Special sorts of documentation are necessary for these interviews. The kind of visa needed will depend on the type of visit/visitor, immigrant, H1 visa, etc. They must provide a certain

set of papers, and in most circumstances, the personal interview is more crucial when applying for a visa. They could take into account the candidate's objectives, financial situation, and social and economic background. In addition to providing documentation, the applicant must persuade the committee members of his visit purpose via conversation and body language.

## REFERENCES

- [1] S. Syafrida and A. F. Faisya, "DETERMINANT OF COMPLIANCE WITH TUBERCULOSIS TREATMENT PATIENT'S PUBLIC HEALTH CENTER IN PALEMBANG CITY, 2010," *J. Ilmu Kesehat. Masy.*, 2013.
- [2] M. Barseli, K. Sembiring, I. Ifdil, and L. Fitria, "The concept of student interpersonal communication," *JPPI (Jurnal Penelit. Pendidik. Indones.*, 2019, doi: 10.29210/02018259.
- [3] A. Malkoç, M. Aslan Gördesli, R. Arslan, F. Çekici, and Z. Aydın Sünbül, "The relationship between interpersonal emotion regulation and interpersonal competence controlled for emotion dysregulation," *Int. J. High. Educ.*, 2019, doi: 10.5430/ijhe.v8n1p69.
- [4] A. Pfluger *et al.*, "Framework for analyzing placement of and identifying opportunities for improving technical communication in a chemical engineering curriculum," *Educ. Chem. Eng.*, 2020, doi: 10.1016/j.ece.2020.02.001.
- [5] B. C. Pereira, L. A. De Freitas, A. M. Gonçalves, R. De Paiva Santos, and S. De Carvalho Vilela, "Interpersonal communication and its implication in nursing," *Cult. los Cuid.*, 2019, doi: 10.14198/cuid.2019.53.22.
- [6] G. Markova, T. Nguyen, and S. Hoehl, "Neurobehavioral Interpersonal Synchrony in Early Development: The Role of Interactional Rhythms," *Front. Psychol.*, 2019, doi: 10.3389/fpsyg.2019.02078.
- [7] M. Mosco, "Plagiarism and copyright: An analysis of technical communication textbooks," *Tech. Commun.*, 2021.
- [8] H. P. Madrid, K. Niven, and C. A. Vasquez, "Leader interpersonal emotion regulation and innovation in teams," *J. Occup. Organ. Psychol.*, 2019, doi: 10.1111/joop.12292.



## CHAPTER 10

### EXPLORING THE DIFFERENT LEVELS OF COMMUNICATION

---

Prof. Sneha, Assistant Professor,  
Department of Management, Jain (Deemed to be University), Bangalore, Karnataka, India,  
Email Id:sneha.vj@jainuniversity.ac.in

Understanding what communicating is is the first step in comprehending the many forms or degrees of communication. With very few exceptions, everyone engages in daily communication. When we chat or write to one another, we are said to be communicating verbally. We also express ourselves nonverbally rather frequently, such as through mannerisms, gestures, and attitude. We may also express ourselves via our actions. For instance, failing to follow through on a commitment says something about our dependability and attitude [1], [2]. Sometimes take communication for granted because it is something we do every day, but experts in the subject have researched it to the point that they have developed intricate mathematical equations that show how signals are transmitted and received between people. Thankfully, complex arithmetic abilities are not necessary to comprehend the various levels of communication. What is crucial to understand, however, is that regardless of the technique used for communication, how something is presented determines whether the recipient genuinely understands what the sender intended [3].

Different academic disciplines and business models categorise communication levels in ways that serve their objectives. These categorizations will always be somewhat arbitrary since no one theory can adequately account for all of the myriad ways in which communication occurs among billions of individuals every day in diverse contexts. However, in general, there are four separate levels involved in the classical theory of communication: intrapersonal, social, group, and cultural. Often, thinking about instances of each level is the greatest method to learn about such four levels [4].

#### **Verbal Level of Communication**

People can devote a lifetime attempting to grasp this level of communication, despite the fact that it may be the most obvious. The words we choose at this level are those that the listeners and the speakers can both understand. Most words have more than one definition, and very few of us use each term in exactly the same way. For verbal communication to be effective, use the "proper" words and usage for the discourse (including moral, religious, ethnic and religious differences). Be succinct and straightforward. When you can, organise your ideas to prevent rambling [5], [6]. This in itself is an art.

#### **Physical Level of Communication**

Many individuals are now aware of the value of visual signals in communication because to neuro-linguistic programming (NLP). How we feel and communicate is influenced by visual clues such eye contact, gestures, motions, stances, respiration, posture, and facial expressions. People are more receptive to your message when you employ strategies like "matching and mirroring" their posture, gestures, and sometimes even specific phrases when you use these techniques ethically. It is beneficial to align yourself with others physically and make a connection with them via shape and movement in order to communicate successfully on a physical level. Being aware of your posture, expressions on your face, and hand movements can also be helpful [7].

### **Auditory Level of Communication**

Others' perceptions of our communications are influenced by the sound of your voice, including its tone, range, loudness, and pace. When chatting to a serious, introverted individual, for instance, quick talkers may find it advantageous to slow down or run the danger of never being heard. Additionally, how we pronounce, inflect, and emphasise particular words influences how others understand what we intend to say. Understanding different auditory signals and speaking to people in a way that is more similar to their own methods (another example of "matching and mirroring") will help you communicate better on an auditory level[8], [9].

### **Emotional Level of Communication**

Learn to pause and let go of unpleasant feelings before trying to connect with people in order to interact effectively on an emotional level. Words said in a state of arrogance, rage, or anxiety are rarely warmly received.

### **Energetic Level of Communication**

This level of communication, which is also known as the psychic level, takes into account a wide range of unseen elements, such as a person's degree of awareness, the frequency or harmonies of the message, and other delicate energies. Some people appear to possess a "X-factor" a special presence that allows them to speak to others more naturally and with better receptivity and understanding. Hold the utmost desire for the other person's well-being when speaking to improve communication. This calls for a certain kind of mindfulness that is typically developed through compassion exercises. We are more likely to access the psychic realm, which is full with insights about other people and can facilitate easier communication, when we are focused in a state of mastery.

### **Bringing all the Levels of Communication Together**

The substance is at the verbal level; it is what we say. We transmit messages on the physical, aural, emotional, and energetic dimensions. Each of these communication levels impacts the others, therefore they are interconnected. As an illustration, both our mental state and our general field have an impact on our body language.

### **Interpersonal Communication**

People typically refer to interpersonal communication when discussing communication styles rather than intrapersonal communication. It's easy to see the difference. In contrast to intrapersonal communication, which takes place within one's own head, interpersonal communication refers to communication that takes place between individuals or between groups. The interpersonal communication that takes place in a small group of individuals is one typical type. Typically, group members converse with one another face-to-face and engage in either directed, organized, or spontaneous discourse. Interpersonal communication that is open and honest with people promotes understanding and lowers obstacles. It is crucial for interpersonal interactions, business communication, and intercultural communication.

### **Visual Communication**

Visual communication, yet it is a very effective supplement to other forms of communication. Delivering information, thoughts, and points using graphical aids is known as visual communication. Examples that are frequently utilised include diagrams, actual models, sketches, and illustrations. In addition to verbal, unconscious, and writing communication, using visual communication creates a very powerful channel for conveying your message.

## **Preparation for Interview**

The interviewer generally has no restrictions. The sky is the limit for him. The contestant only has a few different kinds and numbers of arrows at his disposal. Effective usage of each of them is required. Actually, he must take use of the chance to shoot all of his available arrows. You might be brilliant, involved in a tonne of extracurricular activities, wear a lot of medals around your neck, have a tonne of certificates highlighting your accomplishments, or even have an excellent grade or mark sheet from a reputable organisation. You might also be very attractive or handsome, but in most cases, these are only basic or preliminary requirements. Just a key or password will let you inside the interview room. The interview room entrance does not guarantee your selection. Interview success is not based on who you are, what you have, what you know, or what you believe about yourself.

The interviewer should be persuaded of who you are, what you know, and what you are capable of by the time the interview is through. There may be many phases to an interview, such as a written exam, a group discussion, and a personal interview. Typically, there is an objective examination while taking a written exam. General knowledge and/or technical knowledge tests may be objective. A selection panel for a personal interview might consist of four, five, or more individuals. The interview might go anything from five minutes to an hour or more. Most of the time, each expert only has brief interactions with you, either directly or indirectly. It takes relatively little time to learn about your academic or professional background, as well as your other accomplishments and experience.

Each of them just sees a brief glimpse of your skills, similar to how a camera's flash briefly captures your picture. Therefore, at the conclusion of the interview, it is not who you are but how people see you that matters. The level of your job profile is determined during the interview by more than just your responses or dialogue. With your optimistic outlook, you should be able to project what you can accomplish as well as what you have done—and that too, not for you but for others.

## **Know the Organization**

familiar with the company where you are applying for a job before you show up for the interview. You should be aware of the company's status as a local, regional, national, or international business. What is the business's overall organisational or governance structure? Knowing about the company's operations is more crucial. Whether it's a manufacturer, service provider, consultant business, contracting company, hardware or software company, marketing or advertising firm? Again, in the instance of a manufacturing firm, the product may be hardware, software, electronic, chemical, fertiliser, or medicinal items. Knowing about the business's operations shows that you are sincere and interested in the organisation.

## **Know the Job**

Depending on the operations of a company, various sorts of jobs may have distinct characteristics. Any number of positions are available, including those in manufacturing, maintenance, management, marketing, design, research and development, testing, fabrication, software development, consultancy, erection and installation, and even teaching. For various occupations, there may be different ways to prepare for the interview. You should have solid skills in electronic assembly, fabrication, and testing if you're applying to work in the electronic manufacturing sector. A marketing job application requires you to have strong communication and persuasion skills. Analytical aptitude and a basic approach may be helpful if you are applying for an R&D position. If you're applying for a teaching position, it's preferable that you have teaching experience and an interest in the learning process. A maintenance position at an operational chemical, fertiliser, or petrochemical facility requires

knowledge of the process, numerous instruments, equipment, and concepts of preventive and fault maintenance. Working in the manufacturing sector requires expertise with test facilities and procedures as well as manufacturing or production processes. Being knowledgeable with standards, design tools, and procedures is necessary for a designer's job. Software engineers should have good reasoning skills, the capacity to identify problems and solve them, and the ability to test software.

### **Theoretical Knowledge**

Different sorts of questions are posed in exams both during and after graduation. Technical expertise is often tested objectively during job interviews. About sixty objective questions must be answered in an hour. Short questions with (A), (B), (C), or (D) as the possible responses are known as objective questions. The best response should be indicated with a (A), (B), (C), or (D). Different topic groupings fall under various engineering disciplines. Numerous books covering thousands of questions corresponding to various subject groups of those engineering branches have been published by a variety of publishers for the objective questions for branches like electrical, mechanical, civil, electronics, communication, instrumentation, control, computer, information technology, chemical, etc. These brief, objective questions deal with core ideas, common values for certain parameters, or straightforward computations based on engineering equations. In any area of engineering, there may be tens of thousands of similar queries.

There is no restriction on it. These books provide some insight into the nature of questions. We attempt to emphasise these essential concepts while teaching engineering in the classroom, but the students are too focused on their exams and grades at that point to recognise the teacher's efforts. In their last year, when university interviews begin, students become aware of the importance of basics. This shortcoming is also highlighted by the firms who come for interviews.

### **General Knowledge**

A written objective exam or even a personal interview may be used to assess general knowledge. Nowadays, broad knowledge is more widely recognised. In some excellent institutions, pupils are encouraged to enhance their broad knowledge even in the early grades. Many publishers have released many general knowledge books. Similarly, in this written objective exam, you get around an hour to respond to sixty questions. A brief inquiry has many possible solutions (A), (B), (C), and (D), and the best one should be chosen. The development of broad knowledge cannot happen overnight. On the night before the interview, it cannot be prepared. There are a lot of information sources available nowadays. It might be the internet, websites, different search engines, and relevant books, journals, periodicals, TV shows, news articles, etc. Your broad interest in and understanding of current events and historical events are expected by general knowledge. It might include a wide range of topics, including sports, politics, religion, history, geography, science, movies, global leaders, famous people, and more. Your exam-focused study and knowledge will not be useful in this situation. All throughout your career, it is a constant process. Make sure your memory isn't volatile and keep your eyes and ears alert.

### **Mock Interview**

There is a lot of free time when you are studying. Plan some practise interviews before your campus interviews. Mock interviews are held as part of training and preparation for the interview at several educational institutions. You may take on several roles while conducting and showing up for a fake interview in a student group. Your faculty members will be happy to provide a hand with this endeavour. You may invite some outside experts to conduct the

mock interview as part of the student forum activities. It will provide accurate information regarding the whole interview procedure. It will assist you in getting over any fears or insecurities you may have. The audio recording will reveal any communication issues you had throughout the interview. Body language and gestures may be captured on camera. The group should openly analyse each candidate's strengths and weaknesses after the mock interview. It will significantly aid in improvement.

Etiquette, manners, style, expression, and other traits may be learned and enhanced as needed. You may only have one opportunity to apply for a real interview with a specific firm and position, so don't take any chances. However, practise makes perfect, as is the case with mock interviews. Knowing your limits can help you make improvements. Additionally, you are aware of the interviewer's strategy. If professionals from other businesses are invited to the mock interview, they may also inform you of what is expected of them. The difference between the institution and the industry is obvious.

### **Collect Internal Information**

Companies offer an overview of their business when they appear for interviews. Then, though, there would be no time for strategy planning. If you are interested in a position with the organisation, attempt to learn more about it. Some businesses often visit your institution to conduct campus interviews. It's possible that some of your seniors have already started working there. Try to gather information about the company's strategy, selection process, pay structure, total manpower, general policy, perks, working hours, working conditions, the company's strengths and weaknesses, its clients, profitability, potential for expansion, regular manpower requirements, etc. from them or from other sources. If chosen, this material will aid in decision-making and assist you in interview preparation. Some applicants just show up for the interview and then get right into the specifics after being chosen.

### **Group Discussion**

Companies at the national and international levels devote enough attention to the interview procedure. They organise group discussions as a component of the hiring process as well. Special approaches are required for a group conversation, and there are several things to keep in mind. We'll address group discussion approaches separately. Reading a book won't help you get ready for the group discussion. It needs some practise, just as in a fake interview. There are two-hour long laboratory sessions at engineering institutions. The practical may often be finished in an hour and a half. You are allowed an additional 30 minutes in each lab session. You may practise having a group conversation during this time. Create groups, then have conversations in them. You may also ask your lab professors for assistance. You may also periodically invite in some experts who can instruct you on how to conduct group discussions and take part in them in a variety of ways, as well as provide you advice on tactics for improving your group discussion abilities.

### **Communication**

Your ability to communicate effectively will mostly determine whether you succeed or fail in an interview. It begins with listening, followed by communication on your end. Some applicants have a terrible sense of patience, whether it be during an interview or an oral test. They begin to respond before fully hearing the question. It's not enough to just hear the question. You must pay close attention. It is backed by the interviewer's gestures or body language. You can grasp the question and provide an appropriate response if you have listened carefully. It's possible that your response won't be pertinent if you didn't comprehend the inquiry. Some of the inquiries resemble comments; they can be intended to test your tolerance or receptivity. Being on the receiving end of this procedure, you shouldn't lose your



patience. Your response should be succinct and straight-forward. Technical or communication skills may be taught as a formal curriculum at many engineering universities. But reading a book will not help you improve your communication skills. Actually, it develops by repetition and habit. The students should make the most of these opportunities to improve their communication skills, which will be very useful in interviews. Even if some applicants lack in the technical department, they nonetheless have an advantage over the competition due to their superior communication skills. It is challenging to evaluate a person's technical abilities in a short amount of time. However, a candidate's communication style shows many of their inborn talents and limitations. The candidate's success is determined by what the other interviewers know about them, not what you know or what you know about yourself. The technique of facing the interview is governed by your communication.

### **Resume**

Our resume is often included with the application. There are two different sorts of resumes. One is a thorough one called a CV that includes your name, contact information, academic history, interests, other training, project, extracurricular and extracurricular activities, publications, and accomplishments. The CV has to be outstanding. It will persuade the opposing party to study it and confirm your fitness and eligibility for the position. The second is a resume summary that highlights the key elements of your background. It should be brief and to the point. Keep additional copies of this concise CV on hand for distribution to the experts during the interview. Your 10-page resume could take them too long to read. You may provide further information if there is a question. Whatever information you have included on your resume should be retained in your memory and spoken verbatim. You are not permitted to look up information on your own accomplishments, projects, or experiences in the printed version. It is for quick reference only. It gives the wrong impression if you have to read from the copy. You must immediately address the interviewers. Use the chance to discuss it and make an impression if one of them expresses interest in your project, magazine, or any other topic that you feel strongly about.

### **General Tips for Interview**

#### **Dress Code**

The applicant being interviewed does not have a clearly established dress code. You should wear something that complements the position and makes you feel at ease throughout the interview. Even though you may not purchase a new dress for the interview, it should be well-pressed and laundered. You feel uncomfortable every day if you don't wear a suit and tie, and on the day of the interview, if you do. On the one hand, the interview itself may be stressful, and on the other hand, wearing a suit and sitting in a non-air-conditioned room may make you feel quite hot. You won't feel comfortable giving a trial lecture if you're applying for a teaching post. Wearing a suit and tie may be essential or advantageous if the interview is for a position at the executive level, as a management of a large corporation, as a principal or director of an engineering college. Some sober attire is preferred for a lecturer or assistant professor. People of our age can be considered quite traditional in this regard. It is better to wear a light-colored, plain shirt or one with a little amount of lining or check pattern. Normal trousers may be preferable, but a person in the teaching or any other job seems strange wearing jeans and a T-shirt with amazing patterns and texts. For the sake of global culture, even some teachers now dress like teenagers outdoors at business schools. Slippers in an interview setting seem strange. Sports shoes are not ideal; instead, wear black shoes with gloss. Sober clothing that you feel comfortable in is preferred for females as well. It is not advisable if a female wears a saree for an interview even if she does not often do so and regularly drapes it over her shoulder.



**REFERENCES**

- [1] M. A. Blaser and R. Seiler, "Shared knowledge and verbal communication in football: Changes in team cognition through collective training," *Front. Psychol.*, 2019, doi: 10.3389/fpsyg.2019.00077.
- [2] L. Del Giacco, S. Salcuni, and M. Teresa Anguera, "The communicative modes analysis system in psychotherapy from mixed methods framework: Introducing a new observation system for classifying verbal and non-verbal communication," *Front. Psychol.*, 2019, doi: 10.3389/fpsyg.2019.00782.
- [3] H. Bijani and A. Sedaghat, "The Application of Communication Strategies by Students with Different Levels of Communication Apprehension in EFL Context," *Theory Pract. Lang. Stud.*, 2016, doi: 10.17507/tpls.0602.19.
- [4] M. R. Maldonado, "Communication strategies used by different level L2 English learners in oral interaction\*," *Rev. Signos*, 2016, doi: 10.4067/S0718-09342016000100004.
- [5] S. Jung, A. Lee, M. Bang, and S. H. Lee, "Gray matter abnormalities in language processing areas and their associations with verbal ability and positive symptoms in first-episode patients with schizophrenia spectrum psychosis," *NeuroImage Clin.*, 2019, doi: 10.1016/j.nicl.2019.102022.
- [6] C. J. Orji, S. U. Arinze-Onyia, and C. N. Obionu, "Parental Verbal Communication and Sexual Knowledge of Senior Secondary School Students in South East, Nigeria," *Ethiop. J. Health Sci.*, 2019, doi: 10.4314/ejhs.v29i4.9.
- [7] C. Duncombe, "The Politics of Twitter: Emotions and the Power of Social Media," *Int. Polit. Sociol.*, 2019, doi: 10.1093/ips/olz013.
- [8] A. Kamyk - Wawryszuk, "Prewerbalne zachowania komunikacyjne dzieci z zespołem Cri du Chat w ocenie rodziców," *Interdyscyplinarne Kontekst. Pedagog. Spec.*, 2019, doi: 10.14746/ikps.2018.21.08.
- [9] M. Spapé, V. Harjunen, I. Ahmed, G. Jacucci, and N. Ravaja, "The semiotics of the message and the messenger: How nonverbal communication affects fairness perception," *Cogn. Affect. Behav. Neurosci.*, 2019, doi: 10.3758/s13415-019-00738-8.

## CHAPTER 11

### IMPORTANCE OF WRITING A TECHNICAL REPORT

---

Dr. Kapilesh Jadhav, Professor  
Department of Biotechnology, Jaipur National University, Jaipur, India  
Email Id: kapilesh@jnujaipur.ac.in

An impartial, fact-based written scientific record that communicates information on technical research is referred to as a technical report. The three main components of a research project process, progress, and results are all included in this technical report. Technical reports are frequently utilized in the fields of agriculture, engineering, physical science, and biomedical science. So, a document that is effective and easy to understand must be used to convey such complex information [1].

#### **Writing a Technical Report**

##### **Efficient communication**

Industries utilise technical reports to communicate important information to senior management. Decisions that will have a long-term effect on the business are then made using this knowledge. These technical reports might take the form of proposals, rules, manuals, instructions, requests, daily updates, emails, and memoranda [2].

##### **Evidence for Your Work**

The majority of technical effort is supported by software. Graduation projects, however, are not. The only tangible proof of your labour, if you're a student, is thus your technical report. It highlights your efforts to achieve a more accurate evaluation and demonstrates the actions you followed for the study [3], [4].

##### **Organizes the Data**

A scientific paper is a succinct, factual document that is organised and created in accordance with standards. It is the only area where all the project's information is presented in a concise, reader-friendly way.

##### **Tool for Evaluation Of Your Work**

The technical try writing for your research project serves as the primary basis for professors and supervisors' evaluations. Your report will receive a high grade if it is accurate, understandable, and straightforward. A technical report is like Robin assisting Batman in the world of study When they both collaborate, the best outcomes are achieved [5].

##### **How to Write a Technical Report**

There are two methods you may use while creating a technical report, depending on which one works best.

**Top-Down Approach:**

In this method, you organize the complete report from the title to the conclusion and then begin inserting the content in the appropriate chapters. This enables a clear flow in your mental process, which also aids in time management.

**Evolutionary Delivery**

If you want to "go with the flow," this strategy is for you. Here, the author makes decisions as the piece develops while also writing. This broadens your range of thought. When a fresh thought or inspiration comes, you may even add and alter some sections[6], [7].

**Structure**

A technical report needs a clear, defined structure that makes it simple to navigate and communicates the report's goal. The pages of your technical report should be included below, in the correct sequence. The cover page serves as the project's public face. Therefore, it must include information such as the title, author's name, and institution's name and logo. It need to be a straightforward yet appealing page. Title page: The viewer is informed of the project's status on the title page in adding to all the info on the cover page. For instance, the final report and part 1 of the technical report. On this page, the mentor's or supervisor's name is also stated.

This page, which is also known as the executive summary, provides a succinct and understandable explanation of the project. It is written such that even someone who simply reads the abstract may understand the entire project. Preface: This is a declaration page where you state that all sources have received proper acknowledgment and that no portion of your study has been plagiarised. Your own investigation and experimenting led to the conclusions. Dedication: If an author wishes to dedicate their work to a special someone, they can do so on this optional page. It is a brief statement in the centre of a fresh page. It primarily appears in theses[8].

In this section, express your gratitude to the individuals, organisations, and institutions that supported you along the process or served as your inspiration. Each book and its subsection are painstakingly organised into this area for simple project navigation. A page with a similar terminology is created if you supplied symbols. Similar to that, you need to create a new content page for any graphs or tables you've utilised extensively. These lists each start on a separate page.

**Introduction**

The introduction, which launches your project, comes last. You must be very specific about the report's context on this page. It comprises outlining the project's goals, the questions your report addresses, and occasionally, a summary of the analysis is also included. Keep in mind that your conclusion needs to address the aims questions.

**Central Chapter(s)**

Each chapter should have a clear definition and, if necessary, sub- and sub-sub-sections. There should be a purpose for each area. Keep the following things in mind when you write the main chapter:

1. Each chapter's introduction should state the aim of the chapter in detail.
2. You should identify any presumptions you are making for this investigation. For illustration, if your story is aimed towards the entire world or a particular nation. A report may contain several assumptions. If you don't bring up your work every time you discuss the subject, it could not be taken seriously.
3. The outcomes you present must be observable and not subjective. Every conclusion reached must be related to a key chapter.

### **Punctuality**

There is a designated reporting period for the interview. You must arrive to work on time. It is best to arrive early for your appointment so that you may finish any remaining formalities, travel to the appointed location, and mentally prepare and decompress. To prevent a last-minute call, you may drink a glass of water and finish the natural call. Verify the written exam, group discussion, and personal interview schedules and locations. You may also get an indirect interview while waiting. So, while you're waiting, use caution.

### **Relaxation**

For the test, several students read all night long. They have restless nights. Similarly, a lot of applicants study extensively in preparation for the interview. Keep in mind that there are no restrictions for the interviewer. He may inquire about anything; you cannot read and retain everything. You must read and prepare a lot of material for the technical or general knowledge portions of the interview. Don't stress over something you haven't read or don't understand. Your knowledge won't matter in the interview, but your aptitude, attitude, and approach will. With these three advantages, you can ace any interview. Your memory and mental stability may suffer from sleep deprivation and late-night reading. You may not be able to recall the things you know in this situation. Unnecessary interview stress may cause mental disturbances. You could deliver irrelevant responses if you don't pay attention to the inquiries. You'll lose out on opportunities. While careful planning and serious efforts are required, keep in mind that there are other companies that may be willing to hire you, this position is not the only one available to you, and if you are not chosen, all hope is not lost. There could be something better in store for you. In the interview, confidence, fortitude, and patience are required, but they shouldn't come off as haughtiness on your part.

### **Importance of Nonverbal Aspects**

The expert panel aims to learn a lot about you throughout the interview process. In your resume or CV, you have covered a wide range of topics. You must firmly establish its validity. Sometimes a professional will write a CV that extols the individual in ways that may not be accurate. Therefore, throughout the interview process, the CV is also validated and verified. When you are in an interview, your nonverbal cues reveal a lot about you. Even if it may sometimes be an inadvertent natural occurrence, if you are aware of it, you can control the circumstances and make the most of it.

The interviewers pay close attention to everything you do, including how you enter the room, how you greet people, how you sit, your facial expressions during conversations, and how your hands, feet, and other parts of your body move. Avoid abruptly and regularly altering your body posture or that of your chair. During the interview, be aware of and carefully regulate your posture. Bad posture may have a detrimental impact, while good posture can

have a favourable one. Sit straight and, if required, use your hands to explain. Playing with your tie or other clothing accessory, messing with your hair, making theatrical motions, resting your hands on another chair, etc., all reflect poorly on you. Rearrange your chair, thank the panellists, and then pack up your files, papers, and other belongings before leaving. Keep a smile on your face and walk out quietly without making any noise with your shoes. Your face should not seem tense throughout the interview.

### **Group Discussion**

Communication at formal gatherings may occur between two or more participants and even hundreds of individuals. A seminar includes presentations from scholars or specialists as well as conversation among them. Public presentations are part of a symposium. A panel discussion requires professionals to address a particular subject in front of a large audience. There are presentations by various speakers, one at a time in a session, at conferences and conventions as well. The lectures are followed by a question and answer period. Another kind of group communication is group discussion. It might be done by five to 10 people, or more than two. To prevent a throng and mayhem, the top number is restricted. Information sharing between several group leaders in an organisation may be facilitated. It might be between the department leaders of an institute and the institution heads of a university.

There are times when an organization's manufacturing, marketing, maintenance, or management issues need to be resolved. When a new policy is being developed, a group discussion is important to examine the pros and cons of the policy, as well as to persuade one another. Adding new branches, increasing enrollment, and revising the curriculum at an engineering college all need group discussions in order to weigh possibilities and make choices. The national and international businesses set up group discussions for the likely applicants throughout the interview process. It is a step in the hiring process. In addition to the applicant's stated academic accomplishments, projects, training, extracurricular activities, and extracurricular activities, the group discussion aids in discovering personal qualities of the candidate that may be crucial in relation to the employment position in the organisation. Group discussion is a crucial component of the application process for admission to business schools as well.

It assists in evaluating a candidate's leadership qualities, personality, problem-solving skills, and capacity to make decisions. We may focus more on the panel discussion during the hiring or admissions process. During your final year and pre-final year of your degree course, set aside some time to prepare for your job interview or MBA interview. Attend seminars and different symposiums that are organised for students and professionals at the state or national level. Present technical papers, listen to industry specialists, take part in the question and answer periods, and watch the pros moderating a panel discussion. Find some time for this during your laboratory sessions and other free time. On the eve of the university interview, this competence cannot be acquired overnight. If required, a professional might be requested to facilitate the group discussion in student forums.

### **Discussion in Groups for the Recruitment Process**

Establishment of Groups: Aptitude tests are usually the first step in the hiring process. The objective exam may consist of brief technical questions, general questions, and general knowledge questions to gauge the candidate's aptitude for reasoning and analysis. Some

applicants may be shortlisted from this exam for further interview. They schedule group discussion sessions for second elimination prior to a personal interview. If a considerable number of applicants are chosen for further consideration, subgroups of no more than 10 people may be formed for the group discussion. Therefore, the formation of a fairly small group is the first need for the group discussion. They are seated at a table.

In certain circumstances, a broad subject of current interest could be provided for debate. The applicants may sometimes be given a situational challenge to tackle at the conclusion of the session to test their abilities to solve problems. The applicants could be given a little window of time to prepare. They do not have time to refer to anything, but if given some time, they may make some notes that would assist them explain their thoughts throughout the debate. They are able to plan out the topics, questions, and order, among other things. There could be more than two viewpoints or solutions if the subject is exceedingly broad. Each group member may have a different viewpoint or solution. For each suggestion, each participant establishes a single-member group. Some issues are up for discussion, such as democracy vs. autocracy, the benefits and drawbacks of globalisation, whether or not government subsidies are desirable.

the appropriate level of taxation, whether or not mobile phones should be allowed in educational institutions, and whether or not live television broadcasts by a channel during times of war or terrorist attack should be allowed. Some members may argue in support of or against these subjects. The whole group might be split into subgroups A and B depending on their positions in this situation. They could defend the selected course of action. One coordinator may or may not be chosen throughout the debate. If a coordinator is appointed, he or she will be able to see that everyone has an opportunity to speak, there is no cross-talk, the discussion moves along as intended and the subject is not diverted, time is shared fairly among groups and individuals, there is no personality conflict, the group discussion is conducted in a healthy environment, and at the conclusion, some conclusion is drawn outlining benefits and drawbacks. In the event that there are many options, the debate will assist in determining which option is best. It may also recommend a course of action if the brainstorming session is for a formal organisational policy.

### **Guide lines for Group Discussion**

**Communication:** Most students seem to be highly at ease responding to written questions, but they struggle to explain themselves verbally. Some students also inquire about their ability to write or draw and explain during oral exams. It exhibits a lack of verbal expressiveness. A strong oral communication ability is the primary prerequisite for group discussions. Good vocabulary is beneficial in oral communication, but efficient vocabulary usage is more helpful than a wide vocabulary. Even if you carry millions of arrows, they will be useless if you lack the competence to employ them when necessary.

**Confidence:** The confidence is the second point. Speaking clearly and confidently will help the other people hear your points clearly, and it will also provide authority to them. Arguments that are just half-hearted show that you are unsure of what you are saying.

**Awareness:** Knowledge of current events is essential when attending an interview that will entail a group discussion. If a topic such as the current state of the stock market, the global economic crisis, the nuclear agreement, the political stability of the nation, or the price of oil



is put up for group discussion and you are unfamiliar with any of these topics, you are unable to participate in the discussion and your arguments may not be logical.

**Observation:** By watching others, you may learn a lot about the group conversation. It may be carried out throughout a training phase and a practise session. Watch how other people respond to comments and questions, and how they agree or disagree with one another. Study proper conversation manners. Learn how to organise group discussions as well.

Create your own group, then lead a conversation for learning purposes. Make an effort to learn how to ask questions, gather information, and get feedback from others. You may evaluate the session after the practical lesson. What are the advantages and disadvantages of each member?

How does one team member do better than the others? What do your teammates think of you as a team player? How can you get better? Can you assume the duties of a coordinator or group leader?

**Participation:** You may become ready for genuine involvement in the group discussion after observation and practise sessions. In the beginning, you may need background knowledge on the subject so that you can prepare some questions and arguments, gather some examples or queries that will work in your advantage. However, by actively participating in certain group discussions, you will get genuine experience with them. Your talents and shortcomings will become more apparent to you. If you work hard, you can better yourself.

### **Arguments:**

The justifications need to make sense. They ought to be supported by examples or other evidence. The strength of your voice does not determine the validity of your argument. It may be another way. A disagreement arises if everyone attempts to speak louder. The conference ends without producing anything useful. If the other directors are influential, the personalities may conflict during a board meeting. There is no wholesome conversation. If there is discord among the department heads at an educational institution, each one may try to point the finger at the other, refuse to take ownership of mistakes, and fail to raise their hands when anything goes wrong. In these situations, the principal or director must serve as a vital coordinator. Such arguments should ultimately aim to comprehend and persuade each other rather than only supersede or overturn the others.

### **Role playing in a Group Discussion**

In ordinary conversation, some positions are set in stone. A coordinator might be only one person. He must serve as a referee or an umpire. He must operate independently of any group, without favouritism or bias towards any group, ideology, or theory, much like the speaker of the parliament. It is his duty to lead the group debate effectively. He will control the flow of the meeting, include everyone in the conversation, prevent conflicts, and wrap up or draw a conclusion at the end. Select a course of action in the event of formal debate. For certain themes, the participants are split into two groups. The participants must choose whether to speak in support of or against in this situation. Therefore, the participants have a choice between three roles.

A number of roles are to be fulfilled by the participants in various group talks. Think about a subject like cell phone usage in a school. This subject may be explored from the perspectives

of students, professors and lecturers, department heads, a principal or director, management, the university administration, parents, and the general public. The participants may be given distinct roles so they can debate from diverse perspectives and cover a variety of stake holders. Similar to this, the parties involved in a discussion on capitation fees at engineering or medical schools include students, professors, the institute management, the government, guardians, employers, and the general public. Different roles might be given to the players. There are other topics like this that call for debate from a variety of perspectives. Depending on the role they have been given, the participants may express their opinions. It turns into a genuine brainstorming session. The issues surrounding the matter may be examined in great detail. If the participants are well-prepared for this sort of situation, they may discuss the benefits and drawbacks, strengths and weaknesses, scope and limitations of monitoring, requirements and abuse.

The number of candidates in the group, their educational backgrounds, their readiness, and the infrastructure all affect how well the debate goes. Anywhere, even the open or a lawn, may be used to set up a training session or casual group discussion. But correct organisation is required when it is a component of the choosing process. Around a circular table or a longer table, the chairs may be positioned. The coordinator may sit at the head of the table on the left side, and the two groups may sit at the head of the table on the right side, where the debate calls for support and opposition. The candidates may be asked to choose a side in specific circumstances. The precise position may sometimes be given to the applicants.

The candidates should be able to see and hear each other throughout the conversation. The participants are placed in a U, circular, rectangular, or square shape for this purpose and are restricted in number. They could be heard due to the room's acoustics, but placing collar microphones or table microphones is preferable. All participants should be able to see each other and their facial expressions, body language, and gestures thanks to adequate illumination in the room. Experts from the firm may sit on the opposite side of a group discussion for selection purposes. The participants may be seen and heard by them. These days, a closed-circuit TV camera allows you to see and listen in on the conversation from the other room.

## REFERENCES

- [1] F. Vaccari, N. Giovanelli, and S. Lazzer, "High-intensity decreasing interval training (HIDIT) increases time above 90%  $V \cdot O_2$  peak," *Eur. J. Appl. Physiol.*, 2020, doi: 10.1007/s00421-020-04463-w.
- [2] S. Guo, Y. Zhang, Y. Ge, S. Zhang, H. Zeng, and H. Zhang, "2D V-V Binary Materials: Status and Challenges," *Advanced Materials*. 2019. doi: 10.1002/adma.201902352.
- [3] W. Yao *et al.*, "A Secured and Efficient Communication Scheme for Decentralized Cognitive Radio-Based Internet of Vehicles," *IEEE Access*, 2019, doi: 10.1109/ACCESS.2019.2945610.
- [4] S. Li, J. G. Kim, D. H. Han, and K. S. Lee, "A survey of energy-efficient communication protocols with QoS guarantees in wireless multimedia sensor networks," *Sensors (Switzerland)*. 2019. doi: 10.3390/s19010199.

- [5] A. P. P. Velosa *et al.*, “Identification of Autoimmunity to Peptides of Collagen V  $\alpha$ 1 Chain as Newly Biomarkers of Early Stage of Systemic Sclerosis,” *Front. Immunol.*, 2021, doi: 10.3389/fimmu.2020.604602.
- [6] P. Yang, X. Cao, X. Xi, W. Du, Z. Xiao, and D. Wu, “Three-dimensional continuous movement control of drone cells for energy-efficient communication coverage,” *IEEE Trans. Veh. Technol.*, 2019, doi: 10.1109/TVT.2019.2913988.
- [7] D. Purkovic, M. Honsch, and T. R. M. K. Meyer, “An Energy Efficient Communication Protocol for Low Power, Energy Harvesting Sensor Modules,” *IEEE Sens. J.*, 2019, doi: 10.1109/JSEN.2018.2876746.
- [8] D. Sánchez-De-rivera, B. Bordel, R. Alcarria, and T. Robles, “Enabling efficient communications with resource constrained information endpoints in smart homes,” *Sensors (Switzerland)*, 2019, doi: 10.3390/s19081779.

## CHAPTER 12

# IMPACT OF TECHNICAL PRESENTATION IN TECHNICAL COMMUNICATION

---

Rahul Saxena, Sr. Assistant Director & Associate Professor  
Department of Food Technology, Jaipur National University, Jaipur, India  
Email Id: rahulsaxena@jnujaipur.ac.in

Given that they may be used for a number of genres and purposes, presentations are a fascinating genre. When giving a presentation, you have the chance to convey material in a multimodal style and are frequently asked to simplify it for a large audience. Many genres with more precise standards and limits belong within the extremely wide category of "presentation." Several instances include:

1. Tim Ferriss
2. Presentations at conferences
3. less formal business presentations or meetings (internal)

May take into account more genres under the heading of "presentations" as technology advances, such as Podcasts, websites, and YouTube videos . the particular genre of presentations, but we also emphasize taking complex information and retooling, condensing, and remixing that info into a lecture, a website, a poster or infographic, or a radio program. This type of complex information might have been gathered for a formal report [1].

### **Diversity, equity, and inclusion**

Technical presentations are a particular genre that frequently condenses and communicates the lengthy, complicated material contained in a formal report in a way that integrates visual and auditory communication modalities. Think about the benefits of presenting information in different ways (as a formal report and as a 5-10 minute presentation)[2], [3].The universal design principles should be taken into consideration when developing presentations. If you make a presentation with any audio components, one example may be adding subtitles. The captions are crucial for any hearing-impaired viewers, and they also make it simpler for your whole audience to grasp the audio and comprehend the information. Do not consider accessibility after you have generated your content; rather, incorporate it into your workflow from the beginning and throughout. Keep in mind that universal design dictates that information that is accessible is an integral component of your presentation[4], [5].

### **Technical Presentations**

Depending on your aim, audience, and context, technical presentations can range considerably in length and substance (remember that the rhetorical situation is always crucial!). A technical briefing will often include the following:

1. Reduce the length of a larger text, such a formal report
2. Write a summary of the text's most significant, practical, or relevant information.
3. To convey a tale, combine audio, text, and pictures.

Presentations frequently succeed in informing, persuading, or doing both. When creating a presentation, you should keep in mind everything we've talked about thus far, including the use of clear language, paper design, and consideration of diversity, equity, and inclusivity. To develop a good presentation, just like any other genre, you must comprehend your

audience. For the visual portion of your presentation, you may utilise a variety of presenting tools, such as Prezi, Google Slides, and PowerPoint. Below are a few helpful tutorials:

### **PowerPoint**

Make sure to evenly distribute the content on each slide when developing successful presentation slides. Think about how your audience is using these slides: it's unlikely that they are taking the time to properly look through each one while seated. Instead, kids might just have a moment to absorb everything. So, instead of packing every slide with text, it's generally preferable to use fewer. Additionally, it's crucial to combine text with a range of visual mediums, such as images and photos [6]. The text you use should be a summary of the main ideas, and the images you use should support or show those ideas. Don't force your audience to read lengthy passages of text. Instead, highlight the most important issues, facts, results, and conclusions. Without overwhelming them, use examples that serve to convey these crucial principles. Everything that would be in a lengthy document cannot be included in a presentation. Instead, you should pick the most crucial parts of your project so that your client knows exactly what you want them to learn from it [7].

Please avoid merely reading the text off our slides when planning and producing audio. Instead, you might expand on important ideas in your presentation's audio section. Give our reader a little additional information, but don't overdo it. A presentation can be used to tell a tale or develop a narrative. If you've ever been to a presentation where the lecturer read each slide aloud, you know how boring that can be! The music and text should complement one another but not be identical. Finally, while designing your presentation, take accessibility into account. When capturing audio, include the universal design principles and provide closed captions or subtitles. As you write, as you use language and terminology, as you use images and graphics, as you utilize music, try to think of ways to make the knowledge available to your audience [8].

### **Condensing and Remixing**

There are other possibilities to remix and present information in a compact and useful way, even though most formal reports use power point slides and rely on a combination of slides (which include visuals and text) and audio (which may be allowed to speak live as you present to an audience or may be recorded beforehand). The presenting genre evolves alongside technological advancements. For instance, depending here on audience, goal, and context, podcasts, movies, or webpages could be helpful in place of a technical presentation. Think about the hypothetical scenario first, then evaluate your personal experiences using websites or listening to podcasts. What websites do you prefer the most? Which podcasts are your favorites after that, evaluate and analyse, and think about the following issues:

What aspects of a website do you find most crucial when using it? Generally speaking, how do you engage with material (do you want to be capable of searching for a certain phrase, do you prefer something that is simple to skim, do you prefer to read everything in-depth, etc.) May make judgements regarding the texts you produce with the use of these kinds of reflection questions. They are helpful when thinking about the traits or customs of a certain genre, as well as when you need to invent a brand-new genre. As you tackle every new communication endeavour, keep in mind that assessing the rhetorical context and genre norms combined makes it doable. Technical communication is rhetorical, always interested with diversity, equity, for inclusion, how we describe or set the parameters for technical writing, and the norms of popular genres have all been covered throughout this work. Keep completing the job of analysis and reflection as you advance in your technical

communication training and practise, or as you encounter any new communication circumstance. Think about how each communication act targets a certain audience for a particular goal. Keep in mind that these factors are subject to change.

### **Qualities Assessed in Group Discussion**

The participant in a group discussion must express his point of view or opinion on a subject. He must argue when a certain duty is given or chosen, taking into account his own position and circumstance. A strong vocabulary is necessary for self-expression in effective communication. Whatever you believe, you need to be able to communicate it clearly. The right words must be chosen from a vast vocabulary. You should be able to speak clearly and loudly while expressing yourself with ease. Your nonverbal communication, which may take the form of appropriate eye contact, facial expressions, body language, and gestures, can help to reinforce your spoken communication.

### **Preparation for a Group Discussion on Case Studies**

All the case studies in the world cannot be adequately prepared for by any book, training, or reading. The primary prerequisite is knowledge of current affairs, difficulties, regulations, newsworthy events, firm operations for which you are applying, as well as its successes and challenges. If you are given a case study subject before the group discussion begins, write down the themes you will be covering in a logical order. may make a few additional points as the topic develops from the other people's arguments. make a note of these things and incorporate them into your conversation on the go. It demands attentive listening and situational analysis online. Arrange and re-arrange the points as needed, using the relevant reasoning, arguments, facts, and examples. You may use it as an example if you are familiar with a circumstance that is comparable to it somewhere and a workable solution.

Identify the opposing viewpoints as well. Make reasons to support your position and persuade them. Crostalks are undesirable in group discussions, and efficient time management is crucial. The fundamental necessity of every group discussion or case study is the convergence of the conversation to some shared viewpoint or course of action. Some individuals could attempt to sidetrack the situation and may work against the convergence. Good participants will aid in convergence and demonstrate their maturity. If not, the leader or referee must take proactive measures to control the situation. Such a circumstance regularly occurs in meetings of the university's board of directors, department heads, engineers from separate sectors, or administrators from other schools. Some participants assist the chair in managing the circumstance. Some folks work against the grain. In such a situation, the chairperson's position is crucial. Although there may be differences of opinion and everyone has the freedom to voice them, it is ultimately the duty of all responsible members to support and respect the common course of action.

### **Effective Reading Skills**

several readings in the course of our everyday activities. Normal writing is read aloud by eyes. Blind people utilise specialised material that has been produced in braille and read by feeling touch with their fingertips. Additionally, there is a system for reading data or information in computer peripherals. Digital data or binary data that has been converted to alpha numeric data may be used. Punch card readers were utilised in the past. The information may now be stored on a tape, a CD, or any other kind of memory with the right reading heads and system. In the morning, we begin by reading the newspaper while simultaneously watching TV shows on TV channels. Along with visual and acoustic content, such as speech or music, certain textual messages are presented. The written script may be used to explain audiovisuals, serve as advertising, or, since breaking news is now broadcast



by TV stations, indicate the current prices of different shares along with their names. In the case of mobile phones, the names and phone numbers of the called and incoming numbers are shown. Short, readable alpha-numeric messages are exchanged through SMS. Milestones, indications, store and street boards, and advertising hoardings are all there as we go out, which we may or may not read. We communicate in writing by typing, printing, and faxing letters, memos, and other documents. When searching for information or checking emails on a computer, reading is necessary. Reading computer programmes is required. We are concerned with prices of things presented while making sales and purchases. We encounter menus and invoices at motels.

We are concerned with many types of communication in our workplace. In order to facilitate communication, most workplaces adhere to written communication for correspondence and paperwork. The capacity to read and write in everyday life is the basic definition of literacy. A newborn is incapable of speaking, reading, or writing. It begins learning reading and writing when it enters school. It starts by learning the mother tongue or the local language, and then it could go on to learning the national and international languages. Those who can read could encounter many reading genres, at various periods, and for various reasons. It is estimated that a literate individual and an average professional spend roughly one-sixth of their time reading.

### **Purpose of Reading**

Reading may have a variety of purposes for many people at various times. Reading is used in a variety of ways and for a variety of reasons in our daily lives, as was already noted. However, it is a crucial kind of communication. Either interpretation is possible—intentional or accidental. It's possible that a deaf person cannot hear. He is limited to reading the material or instructions. Reading is a major problem for a student throughout his academic career. A professor must compile the most recent research and data. In order to properly teach, he must read. We must read emails and information on numerous websites and search engines while communicating electronically. A news editor, proofreader, or examiner must read professionally in order to compile, edit, or judge the content. In an office, normal communication involves reading communications in order to get information, make decisions, or take action. The instrument operator at an industrial facility must read the parameters, instruments, or panels in order to manage the process. We choose the content based on our interests or goals, and we focus on reading differently depending on those goals. Retention of the knowledge is required when a student or professor reads for an exam or to instruct. When we read a newspaper, a novel, a magazine, or a children's book, retention is not crucial. He moves slowly and deliberately. We may retain information, but it is not required to retain the material word for word.

It is not required to go through the study papers word for word when a researcher evaluates them. He has to assess what has been done, what the constraints are, and if there is room for expansion, improvement, or adopting a new technique. He is not required to recall, retain, and repeat the exam's material. His evaluation in this regard resembles an open-book exam. He need to have the ability to connect the references. Even in formal letters, word-for-word specifics are rarely crucial. The office superintendent or a section officer collects the points. He adds a note regarding any information that has to be transmitted, received, or any action that needs to be performed. It's possible that the CEO (chief executive officer) didn't read the whole letter. Some writing shortcuts are used in SMS to save time while writing and reading, such as writing you as U and two, to, or too as 2. It has to be understood in its appropriate context otherwise it might be misleading. The ingredients and method are crucial when a woman reads a recipe. The examiner must carefully study an answer book before deciding if

it is correct or incorrect before scoring it. The idea and design may be crucial while reading a technical document. During the reading process of the PG or PhD thesis, focus may be placed on idea, creativity, and comprehension. Real data is more significant. In a classroom setting, the student not only listens to the teacher's speech but also reads whatever is printed on the board. Reading and hearing integrate the functions of the eyes and ears. It shows to be a more effective method of communication. The kids' memory retention has improved.

The textual content was already printed and accessible. Nowadays, a lot of information is accessible in soft form because to the growth of e-media and e-libraries. The selection of valuable information is quite difficult because of the flood and uncontrolled radiation of information. For the general audience, a news reader must read the news on the TV station. She just has to alert the people of the news. She must read aloud, clearly, and with the correct pronunciation, without skipping any words. The other reading styles are quiet. The other person could not understand what you're reading.

### **Skimming and Scanning**

When we get a book from the library or as a free copy, we are curious to find out whether it will be helpful to us or our pupils. Various book salesmen often visit us with a stack of books to suggest for our library or for our pupils. We may verify the title first. In certain cases, the title is deceptive. It doesn't provide any context for the topic being discussed. Even if it provides a general overview of the topic, the coverage is unclear. Similar topics may also be studied at the high school, college, post-graduate, and research levels. First, we just read the book in fast forward. We flip the pages, attempt to read a few titles and subtitles, a few lines, and try to pick up a few important phrases that may help us determine if the text is relevant to and supports the topic of our choosing. These days, several technical publications have large indexes but relatively weak substance.

When a Ph.D. student is doing research, he consults hundreds of references to refine his subject. In the past, technical documents were referred to in physical copies. Nowadays, we may find hundreds or thousands of references online and in e-books. The issue is not the content itself, but rather the difficult task of choosing valuable stuff. There might be a tonne of references if you provide a wide search key. You may not receive even one reference if you provide an extremely specific search key. The research researcher reads over the articles, papers, or even the paper abstracts in the first round. The in-depth information is of little interest to him. In the references, he wants to look for certain significant phrases or terms. He makes a sort list of the documents. He gets into the specifics if he discovers something of value. Skimming is the process of quickly reading a book or reference. It's a preliminary survey. In the earliest stages of a satellite survey of the earth or moon, greater chunks of land are surveyed. Possible resolution units include km. It resembles skimming. Only when an area of interest has been found could it be essential to switch the resolution to a metre or square metre. Similar practises are used while evaluating books or the literature. Skimming is the practise of quickly reading through the content. A group coordinator may complicate the process when we produce a project proposal, a report for the national board of accreditation or NAAC, or a proposal for a new UG or PG course. The vice chancellor or institution director just reads the report in general before submission. He may not have the time to read it word-for-word, but he can check to see whether the necessary elements are covered. For this reason, whole paragraphs or pages are quickly read.

Approximately 200 words per minute is thought to be the average reading speed. Skimming may occur at a rate of more than 700 words per minute. It reads quickly in this reference. The retention rate might be less than 50% because of the quicker procedure. Retention is not as critical when reading for purposes other than exams. A quick glance may help you determine

the target audience, their occupation, and their educational level. Additionally, skimming aids in determining if the message is intended for commercial gain, is a general report, a formal letter, an article, or both. The message may try to describe something, provide information solely, provide an explanation, provide instructions, or persuade. Skimming provides a broad overview of the communication's content, target audience, goal, and nature.

### **Scanning**

A thorough examination of certain printed material is called scanning. For each topic in schools and colleges, a distinct text book is required. The class's contents are taught by the professors and instructors. The learner has to have a thorough comprehension of the material. He needs to read the whole textbook. He'll read the book cover to cover and word for word. He can only comprehend the themes covered by the subject after that. This reading is a cursory review. He must carefully and slowly read the whole text. He is not reading only for the fun of it or to pass the time. He must study, comprehend, and retain the theory, description, derivations, idea, conclusion, and applications before the test so that he can replicate it when asked to do so. He must transform the information or facts into knowledge.

You must study and comprehend the equipment specs when a tender enquiry is put out and you want to submit a bid for the item. Only after understanding can you provide an equipment quotation. It requires a quick scan or careful reading and analysis of the specs. When evaluating the answer book, the examiner skims through it to determine what is correct and what is incorrect. A newspaper or book's proofreader must examine the text word for word and letter for letter to identify spelling errors, words that are missing letters, and recommend fixes. A doctor must carefully read the pathology results before he can recommend a medication. The actor or actress might scan the screenplay before taking the part in a film, television show, or drama. However, while performing, he or she must scan and replicate it. A person's essay may be evaluated by skimming, while a technical report or technical document has to be scanned.

Reading a newspaper, magazine, or a book is the only activity that can be done to pass the time. In this situation, anything can be forgotten by default but we are not making any extra attempts to comprehend, consider, and remember it. All printed content, however, may not be read only for leisure. It is read with a particular intent. It requires knowledge of the subject matter. Following your comprehension of the subject matter, you must take some action. After reading and comprehending the content, action may be performed right away in certain circumstances or it may take a while. The knowledge of the subject and the material must be kept within that period. We refer to a volatile memory and a non-volatile memory in computer systems. In a volatile memory, the data is lost as soon as the power is cut off. There is certain information in entertainment, news, and movies that will likely not be very important in the future. It's fine if something is comprehended and retained, but most of the time that knowledge won't be important in the future. We may not take the time to consider, comprehend, and remember it. This strategy is not advised for a student. Some of the courses in a semester are prerequisites for subjects in higher semesters, thus the student must study and comprehend the material in order to replicate it on the test at the conclusion of the semester. He cannot comprehend the courses in the higher semesters if he does not retain the understanding of the lower semester subjects. In a technical interview held on campus for a job, understanding of courses from all semesters is required.

If a document has a long-term necessity, it should be retained in the mind for a longer period of time after reading and comprehending it. Understanding the knowledge or material implies remembering it and applying it correctly. Understanding is a prerequisite for comprehension. Understanding is influenced by background, interest, and focus. While most

women can comprehend and remember the most from TV dramas, they cannot do so from the Discovery Channel or Business Channel. Cartoon films and video games are the easiest for kids to grasp and remember. A student or researcher must cultivate an interest in the subject matter and acquire the essential knowledge. The literature connected to the professionals' fields should pique their attention.

The ability to comprehend is also based on linguistic proficiency. The majority of us are comfortable speaking our mother tongue or a national language, however when our knowledge or vocation advance, we may acquire more languages. parts writers use relatively plain language in parts of their novels. It doesn't take much effort to grasp it while reading. The mind immediately stores the information. The rate of reading may be accelerated. Some topics are challenging. There is a lot of technical jargon used, thus cross references are necessary for comprehension. Some writers' writing styles actually make the topic more difficult. The reading and retention rates are slowed. Sometimes the penmanship of a handwritten script makes it difficult or impossible to read. Some writers continue to use vocabulary that is fluid. The information is presented in a clear, logical order. Such information aids in topic preparation via independent research without outside assistance.

#### REFERENCES:

- [1] A. Benraghda, N. R. Mohd Radzuan, and Z. Ali, "Technical oral presentation delivery: Qualitative analysis of engineering undergraduates' impediments to effective oral presentations in an engineering context," *Libr. Philos. Pract.*, 2019.
- [2] A. Wahyuningsih and M. Citraningrum, "The Effectiveness of The Cooperative Integrated Reading and Composition (CIRC) and Preview Question Read Reflect Recite Review (PQ4R) on Reading Comprehension Skill," *Indones. J. Learn. Adv. Educ.*, 2019, doi: 10.23917/ijolae.v1i1.7383.
- [3] M. R. Amin, "Developing Reading Skills through Effective Reading Approaches The Benefit of Using Multimedia Projector in English Language Teaching Classroom View project Developing Reading Skills through Effective Reading Approaches," *Int. J. Soc. Sci. Humanit.*, 2019.
- [4] G. Suwardika and H. Hariati Sawitri, "The Effect of Skills Education on The Self-Study Capability of New Students Universitas Terbuka," *J. Educ. Res. Eval.*, 2019, doi: 10.23887/jere.v3i1.17765.
- [5] A. Wahyuningsih and G. E. Kiswaga, "The effectiveness of CIRC learning model and PQ4R learning model on reading comprehension skills of elementary school students," *J. Prima Edukasia*, 2019, doi: 10.21831/jpe.v7i1.9701.
- [6] V. B. Whitaker, "The technical presentation.," *Insight*, 1992, doi: 10.1109/45.464691.
- [7] M. Alhamami and M. R. Khan, "Effectiveness of flipped language learning classrooms and students' perspectives," *J. English as a Foreign Lang.*, 2019, doi: 10.23971/jefl.v9i1.1046.
- [8] E. Bhattacharyya, "Communicative competence requirement in technical oral presentation in engineering education: Stakeholder perceptions in a Malaysian context," *J. Appl. Sci.*, 2011, doi: 10.3923/jas.2011.1291.1296.

## CHAPTER 13

### EXPLORING THE MODES OF INFORMATIVE PRESENTATION

---

Mr. Rahul Agarwal, Associate Professor  
Department of Food Technology, Jaipur National University, Jaipur, India  
Email Id: rahulagarwal@jnujaipur.ac.in

#### **Informative Presentations**

A clear, brief, and informative presentation gets to the point. An informative presentation's main objective is to disseminate knowledge, as opposed to other presentations, which could inspire or amuse. A presentation on human resources advantages is an excellent illustration of an educational presentation. Human resources must teach workers on the benefits they get, how they operate, key dates they should keep in mind, other resources they may access, and other pertinent information. Any instructional presentation, including one about HR perks for new recruits, should be succinct, clear, and simple to grasp so that new hires will remember what is said [1].

#### **Instructive Presentations**

Similar to a communication overhead, a presentation that teaches something goes beyond just presenting information. Additionally, it educates the audience on a certain subject. People watch or attend educational presentations with the goal of learning, and usually leave with a deeper comprehension of the subject matter. There are several instances of educational presentations. Through the provision of specialized knowledge or instructions, workshops, trainings, or webinars instruct audiences in new techniques or procedures. Another kind of informative presentation is one where new policy are explained to the firm. For instance, a presentation on HR perks for new hires may be instructional, whereas a presentation on policy changes for current workers may lean more toward instruction [2].

#### **Persuasive Presentations**

A lot of presentations aim to sell something or influence the audience to do something. In persuasive presentations, problems are frequently presented together with data-supported solutions. Business pitches or sales bids are a few of examples of convincing presentations. For instance, a startup business seeking seed money could require a startup slide deck or perhaps a Series A presentation to persuade investors to support their concept. A startup pitch slide would describe a market issue, how the startup would address that issue, and how they plan to monetize their venture. A Series A presentation may assist a startup with obtaining additional grounds of investment to expand their business and pursue new objectives [3].

#### **Motivational Presentations**

Although corporate motivational presentations may not be as spectacular or life-altering as a TEDTalk, they nevertheless seek to pique an audience's attention or win them over. A motivating presentation is a fantastic example of a business overview. It may include facts about a company, such as how it was started, who is in charge, and what it does, but more significantly, it tells the tale of the organization [4], [5]. A presentation on a company's overview engages the audience. During a team meeting, a manager could utilize it to raise spirits. Or, an executive can provide a brief description of the business to persuade new



clients or investors to do business with them. Or, an HR representative may employ it to welcome and excite new recruits about working for the organization.

### **Decision-Making Presentations**

Need to decide something for the business A presentation that outlines an issue, potential solutions, and their results might hasten the procedure. Presentations that make decisions can be found in all-hands meetings, business meetings, and government meetings[6], [7].Let's imagine, for instance, that a business wishes to increase social media channel engagement. There are several methods they may accomplish their objective, such as holding contests, allocating more resources to producing Facebook posts like Instagram stories, or studying their target market or rivals to determine how they can advance. A's marketing plan templates for a presenting would keep information about the issue, various solutions, and potential consequences centralized. Everyone attending the conference would be informed and guided, enabling them to make intelligent decisions.

### **Progress Presentations**

Imagine if our fictional business chose a marketing plan to achieve its objectives. They must provide updates on the campaign's progress now that it is in place. This sixth presentation type discusses status updates, performance toward deadlines, data that has been gathered thus far, any challenges that have arisen, and tasks that must be added or modified[8].

### **Written Communication**

Oral and written communication are both different types of communication. You sometimes have to deal with a lot of written correspondence as a student, a professor, an employee, an employer, a professional, a supervisor, a manager, the head of the department, or the head of the institution. We cannot master written communication just by mastering the alphabet or words. Millions of words may be found in the dictionary, but without adequate coordination and linking, they are useless. It requires extensive reading, training, and practice in all facets of written communication. If not used appropriately, the same musical instruments and melodies may create noise. They produce lovely music that enters via our ears, touches the mind, moves the heart, and awakens the soul when they are handled correctly and in harmony. Each language uses a particular collection of alphabets to create words. Different words are created by combining several sets of alphabets. These terms are connected using specific rules and conventions from each language.

When we are young, we first learn to talk. Simply by seeing people communicate with one another whether at home, inside our family, on the streets, or otherwise we begin to understand words and how they are used. Our official instruction in writing begins when we enroll in school. We begin to learn writing in our mother tongue, which may be our regional language, at various stages. From there, we go on to Hindi, then English, Sanskrit, and other languages as and when appropriate. Because each language is written in a specific script, the alphabets are first presented when a language is studied. After that, we study the terms' definitions and spellings. We sometimes attempt to compare a term to its counterpart in a language that we are already familiar with. If a term refers to the name of an actual thing, it is best to understand the meaning of the words by some photos or models. If the word refers to an adverb, such as color (black, white, green, yellow, dark, bright), we can experience the adverb's characteristics, such as its warmth or coolness, roughness or smoothness, loudness or lowness, speed or slowness, etc., to learn about it. We can also detect good or bad odors by smelling. Our vocabulary expands as we acquire new terms in school and as we mature. In order to expand our vocabulary while learning a language other than our native tongue, we must make extra effort.



Before reading the English newspaper, students should read the local paper. You can comprehend the message on your own, without anybody else's assistance. Refer back to the local newspaper if further information is needed for correlation and comprehension. The same may be said for watching local, Hindi, and English news networks. Once you have a basic vocabulary, make it a point to add at least 10 new words each day. By developing this practise, you may gradually and steadily increase your vocabulary. speaking English orally by listening to and watching people communicate. But in order to communicate in writing, you must be familiar with the language's syntax; otherwise, mistakes might be made and you could end up paying dearly for them.

The dictionary should always be consulted if you are unsure about the spelling, pronunciation, or meaning at any time. If you have to do a lot of writing in your line of work, you should always have a dictionary on hand. Refer to the dictionary without hesitation to get the answer. Online dictionaries are now accessible as well. There is software that checks a computer-typed script for spelling. However, there may be a number of terms that sound similar and have spellings that are similar or identical but have distinct meanings. The author is aware of what he plans to write, but the computer is unaware of what the author is thinking. Therefore, the author must use his or her own judgement. We are preoccupied with writing in one way or another at every stage of our careers, from our school years to our professional years. We may have numerous alternative terms for the same aim, but choosing the right phrase is crucial. Our ability to choose the right words determines our writing style. It takes time to establish the greatest style. It develops through repetition and persistent work.

Expression fluency requires more than just vocabulary. Even if you may have a lot of arrows in your quiver, only the right arrow should be utilised on the right day and at the right moment. The ability to recall all potential words and choose the best one should be part of the cognitive process. The word choice ought to be in line with the reading demographic. Layman's language should be utilised while writing a screenplay for nontechnical people or technicians; otherwise, they won't be able to understand it. Higher level language may be utilised when academics, professionals, and executives are the intended audience; otherwise, they can feel undervalued. When writing for readers who are less sophisticated, you may use longer words for explanation and description. The writing should be concise for advanced readers. Repetition and using too many words should be avoided. Word luxury is not something you want. Writing combines art and science. While an art may be produced, a science can only be studied. One's individual attribute is their writing style. It could be unique compared to other things. Your remarks might leave a lasting impression. Words have the power to both work and do harm. The use of adequate and illustrative language is crucial.

### **Selection of words: Adaptability**

When writing a text, we must take into account whether the background is technical or not. We may place greater emphasis on application and outside work for non-technical people. We may use technical language to convey the idea and internal specifics for technical people. Different techniques are needed for textbooks prepared for diploma, graduate, and postgraduate levels on the same topic. Sometimes we have to take a person's social, economic, or educational background into account for non-technical people. The terminology used to address individuals in various sorts of groupings may vary. Even the readers' age range is significant. Fairy tales could pique the attention of elementary school kids. Students in their upper secondary years could be interested in adventures. Science fiction could pique the curiosity of college students. Your use of language, vocabulary, and examples should be in line with the group's goals. attempt as you may, people might not comprehend or sometimes misunderstand and misinterpret if you attempt to utilise the same phrases and

terminology with all the groups. We are aware that many news stories spark debate; the individual must then explain that their intention was to say one thing rather than another. But by then, significant harm has already been done.

### **Clarity**

Whatever is written should be easy for the other person to understand. There should be a one-to-one relationship between input and output, much as in computer programming. There are various issues that arise if I write with one intention and you interpret it in a different manner. Any instructions to be provided, any requests to be made, any commands to be issued, and any actions to be performed should be obvious from the written communication in official communication. Communication ambiguity might lead to misunderstanding during implementation. Some commanding officials lack courage and are unsure of themselves. When a choice or a course of action for a particular employee is to be proposed to a higher officer, they make a comment that is unclear to the higher officer. The message ought to be self-explanatory. It shouldn't need to be translated by an interpreter. Time would be wasted on both sides if the communicator were to be contacted for clarification.

Effectiveness is important whether the communication is formal, informal, commercial, or technical. The official communication should be written in such a way that the other party understands the communicator's expectations or goals after only one exchange. The opposing party requests clarification or further information if there is any uncertainty. The applicant is contacted once more about the letter or application. This explanation serves as a defence for the delay in decision-making in government institutions. Words are a luxury that writers and poets can afford. They go overboard while discussing the objects. They may compose pages and pages of laudatory text to describe a lady's attractiveness. Literature serves a distinct function. The imaginations of poets and writers are given form. The readers may educate themselves and have fun. But in technical writing, this kind of luxury may result in time loss on both ends. In official communication, you must specify the message's goal and only provide pertinent information. It's possible that no one will read your writings. If the letter or correspondence is excessively long, it can end up in the trash.

### **Preciseness**

The words must be required, adequate, and fitting. It is crucial, especially in technical communication and technical explanation. If we attempt to summarize the substance of a page or pages in certain books, it would probably just be one or two lines. It's similar to Hindi TV shows, when a half-hour episode doesn't see even a single word of the plot advance. There are various technical works by well-known writers who argue against this. It is challenging to substitute a paragraph with a few words in your language if you need to make lecture notes or a summary of any subject from such a book. Technical instructors need to study these texts. Simpler books may be used by students.

### **Some Guidelines**

Use basic, short, and well-known terms wherever possible. Depending on the audience's education level, some word complexity is acceptable. Otherwise, they could think they are being undervalued. You should be able to speak in an approachable manner if the audience requests it. The goal of writing is to explain or transmit ideas in a way that readers can comprehend, accept, and enjoy rather than to impress them with your vocabulary or expertise. To minimize ambiguity, explicit and concrete language should be utilized. Use of acronyms should be avoided unless they have been introduced before. Cliches are words or phrases that are overused and have evolved into political catchphrases; they should be avoided. Additionally, if at all feasible, avoid using jargon. It should be avoided if it uses

language that only engineers, physicians, chemists, programmers, and other professionals would understand. Some individuals like fusing words from several languages, which is undesirable. We may use a variety of methods to illustrate the same concept in a classroom setting. A dictionary may include many terms with the same meaning. This repetition or duplication is required for educating, explaining, and comprehending, but it should be avoided in communicating.

Some individuals have a poor tendency of employing two phrases that are redundant, such as "return back," "resume again," "tight fit," and "assemble together." Some individuals write in a circumstantial or roundabout manner rather than explicitly stating the items. It fails to convey the intended idea. An effective writer should use the fewest words possible to say as much as possible. Usually, we use terms like "he," "his," "him," etc. in spoken and written communication. Despite the author's innocence, the women could not like his or her communication style. Such bias may be avoided by a cautious writer. He/she, him/her, and their are inconvenient to write everywhere. It is preferable to stay away from both situations. Some of the terms, including chairman and manpower, should be changed to chairperson and employees, respectively. Reference to a certain cast or community may also spark conflict. Even words like "blind," "ugly," "poor," and "backward" may be upsetting. Indirect references should be utilised whenever feasible.

### **Sentence**

The first stage in written communication is choosing the appropriate, essential, and adequate words. Only isolated words and sentences lack meaning. For a sentence to be formed, the right word combinations are necessary. Both verbal and written communication use sentences to convey ideas. The construction and choice of the phrase are equally crucial to word choice. It should include the intended readers' educational, social, economic, political, and professional backgrounds, as well as their comprehension and familiarity with the issue or subject. The sentences shouldn't be too complicated. Small statements using straightforward language and basic words may be formed from them. Numerous commas, colons, semicolons, inverted commas, etc. are needed in long phrases.

The sentence may not communicate the intended idea if they are not utilised correctly. It's conceivable that it will be misconstrued. The language of the sentences in general written communication, such as newspapers, books, novels, biographies, autobiographies, etc., should be directed towards the broad population of readers. They ought to have no trouble understanding. They shouldn't have to worry about it. Engineering college textbooks are designed for students pursuing a diploma, degree, or a postgraduate degree. The wording of the phrases should be kept basic in this instance as well, keeping in mind the average student proficiency. The more gifted students may consult books at a higher level, but normal students should purchase technical literature that may be self-explanatory. They ought to be able to study it themselves, without assistance from anybody else.

### **Sentence Construction Guide Lines**

**Shortness:** Writing brief phrases is easy for writers. After the little statement is finished, it immediately enters the reader's thoughts. It is simple for the reader to learn and retain. The reader must read and then consider the author's message when a sentence spans three or more lines. If he comprehends, the knowledge is retained in the mind. The sentence may be simple, compound, or complicated depending on its structure. Any sort of phrase may be utilized in written communication, depending on the needs. The right blend of lengthy, short, simple, compound, and complicated phrases may aid in capturing and holding the reader's attention. It might be challenging to avoid using lengthy sentences in an abstract, a conclusion, or a

listing. It is simple to read a sentence if there are five to ten words each sentence on average. It is challenging to read sentences with 11 to 15 words, and it is extremely challenging to read sentences with 16 to 20 words. It is customary in technical writing to use a middle range.

### **Break Points**

Body language, gestures, facial expressions, pauses, and visual aids all complement verbal communication. Only words and punctuation are used in written communication. They assist in destroying it. distinct punctuation at various points gives the statement a distinct meaning. Therefore, it's important to comprehend and correctly employ punctuation.

### **Optimization of Words**

Sentences may be compressed by using the right words at the right places. It shortens the reading time and increases interest without losing the content. When feasible, replace the clustered phrases with single words. For example, use "may" instead of "there is a chance that," "must" instead of "it is important that," "when" instead of "under the circumstances in which," etc. Eliminate superfluous phrases like "in my opinion," "between Holi and Diwali," etc. Instead of using indirect language, use direct expressions, such as "knows" for "is aware of" or "has knowledge of." Avoid repetition. The words "assemble" and "assemble together" for "limited in size" and "small" for "assemble together" might also work. The focus of a statement may be changed and ambiguity is removed by rearranging the words. Active voice may result in word economy instead of passive voice. It attempts to rationally persuade the reader towards the end.

Conjunctions like and, or, nor, but, yet, etc. are the most basic kind of transitional words. But, moreover, even so, on the other hand, etc. are transitional phrases. Two sentences may be joined together using conjunctions to create a compound or complicated sentence. Sometimes a full stop is used to end an earlier sentence, while "and" or "but" is used to begin a new sentence. The way things are set up could help to emphasise the idea. Although it shouldn't be done often, it provides a welcome contrast from dry writing. Different transitional phrases are used for various objectives. Transitional words like and, furthermore, once more, secondly, next, even more crucial, etc. have an additional impact. The effects of or, nor, etc. are optional. The transitional terms while, when, while, shortly, later on, never, concurrently, etc. are used to denote a time period.

Some events occur sequentially, some occur concurrently or in parallel, some occur often, and others do not occur. These potential outcomes are mentioned in this. Transitional terms like similarly, in the same way, likewise, etc. are used to indicate similarities between events or concepts. The words in contrast, but, notwithstanding, none the less, etc. provide contrast of events or thoughts. Using the terms for example, for instance, such as, etc., examples are provided. The terms here, there, nowhere, beyond, neighboring, etc. refer to a specific location. Reasons are stated using the words because, owing to, etc. The words thus, therefore, so, etc. are used to denote a resultant occurrence. Therefore, in accordance with, in order to, etc., explain the objective. The expressions "to summaries," "in brief," "coming to an end," etc. are helpful. Finally, as I said in my closing comments, it is evident that, etc. expressions are useful. Words like indeed, unquestionably, without a doubt, etc. are used to emphasize the argument. Phrases like in other words, that is to say, to explain, etc. may be helpful when elaborating on a subject. The terms above, below, alongside, to the right, etc., indicate the relative location. First, second, at first, next, lastly, etc. are used to denote the order of events and concepts. Emphasis is placed by employing words like realise, notable, point out surprise, etc. The use of transitional words will come naturally if you have a solid

writing habit. Your paragraph would be nothing but patches without them. If you purposefully attempt to use transitional phrases, the intended result may not be achieved.

## REFERENCES

- [1] D. Roy, "Developing entrepreneurial abilities with ICT and technical presentations," in *ACM International Conference Proceeding Series*, 2018. doi: 10.1145/3178158.3178189.
- [2] J. Nagy, "Pink chat networked sex work before the internet," *Technol. Cult.*, 2021, doi: 10.1353/tech.2021.0002.
- [3] F. Holland, "Advanced Engineering Mathematics," *Irish Math. Soc. Bull.*, 2021, doi: 10.33232/bims.0016.82.85.
- [4] E. Persson, K. Barrafrém, A. Meunier, and G. Tinghög, "The effect of decision fatigue on surgeons' clinical decision making," *Heal. Econ. (United Kingdom)*, 2019, doi: 10.1002/hec.3933.
- [5] S. Sniazhko, "Uncertainty in decision-making: A review of the international business literature," *Cogent Bus. Manag.*, 2019, doi: 10.1080/23311975.2019.1650692.
- [6] B. Lindström, A. Golkar, S. Jangard, P. N. Tobler, and A. Olsson, "Social threat learning transfers to decision making in humans," *Proc. Natl. Acad. Sci. U. S. A.*, 2019, doi: 10.1073/pnas.1810180116.
- [7] K. Wong *et al.*, "The role of mindful parenting in individual and social decision-making in children," *Front. Psychol.*, 2019, doi: 10.3389/fpsyg.2019.00550.
- [8] İ. Kaya, M. Çolak, and F. Terzi, "A comprehensive review of fuzzy multi criteria decision making methodologies for energy policy making," *Energy Strategy Reviews*. 2019. doi: 10.1016/j.esr.2019.03.003.

## CHAPTER 14

### ANALYSIS OF AUDIENCE AND LOCATION

---

Puneet Kalia, Associate Professor  
Department of Electronics and Communication, Jaipur National University, Jaipur, India  
Email Id: puneet.kalia@jnujaipur.ac.in

The first discussion focuses on the overall breadth of the presentations. Additionally, it is emphasized that the presentation has a clear goal. One method of mass communication is a presentation. Typically, one individual interacts with a lot of people during a presentation. The presenter starts the conversation, which the audience or viewers then take in. Knowing the target audience is just as important for presentations as knowing the goal. Students, professors, professionals, coworkers in the office, clients, board of directors' members, new hires, stockholders, members of the general public, devotees, conference delegates, selectors, and panels of experts from the government, university, or any other body may be in the audience for affiliation or approval continuation of sanction of a project or grant. The presenter may be acquainted or unfamiliar with the group, and it may be homogeneous or not.

The members' social, economic, political, and educational backgrounds may vary, and they may be educated or ignorant. If the audience or viewers are interested in the presentation, it will be warmly received. We sometimes schedule a joint expert talk for engineering students from different disciplines. If the expert is also an engineer, he can have biases in favour of his area of engineering. He could concentrate on a particular area of engineering[1], [2]. If he is also an engineer, that is. He could concentrate on a particular area of engineering. The audience may not have been pleased with the presentation. It indicates that in order to build and retain audience attention, a solid understanding of the audience's history is required. For the lecture, we sometimes mix together students from various semesters. Sometimes our auditorium can hold more people, so we fill the room with students from various semesters to wow the speaker and demonstrate the event's success. If the subject is more complex, students in higher semesters will be able to enjoy it, but students in lower semesters won't be able to since they won't be able to comprehend it.

As a result, audience level is important. Although it is likely that the students will not grasp the lecture, if they are well-behaved, they may make a real attempt to pay attention and follow along. Therefore, audience discipline and sincerity are crucial. Some educators are regarded as being of the highest calibre. They are best able to control their subjects. However, the same instructor may not be warmly welcomed by the pupils if he discusses a different subject or attempts to clarify foundations. They concentrate on exams. The significance of the principles or any other subject under discussion escapes them. When students reach their final year and encounter these questions during school interviews, they will understand the importance of fundamentals. This implies that audience interest is also significant[3], [4].

These elements could also be relevant to other audiences. Therefore, in order for your audience to comprehend you, you must first understand them. It is good to get some insight into the audience's characteristics before giving a presentation to an unfamiliar location and audience. It will assist you in determining their requirements and expectations. suitably plan



your presentation. Professionals, marketing staff, political, social, and religious leaders must communicate with many populations that have various social, economic, cultural backgrounds and levels of language proficiency. There are many different languages spoken in one nation. English is regarded as the most widely used language for communication on a global scale[5], [6].

The world's two fastest-growing economies are those of India and China. India benefited from the expansion of English as a common language because of British influence in the past. China first had a difficulty since there weren't many people who spoke English, but it is currently steadily resolving this issue. Furthermore, there are many accent variations in the same English language that is spoken across India and the rest of the globe. Even if the words may be the same, geographical differences in pronunciation make it difficult to comprehend. Once again, communication is not only verbal, communicated via words, but also includes nonverbal communication, such as body language and gestures. Lips, face, eyes, fingers, hands, legs, and their usual actions are not universally common or standardised as signals and codes. They sometimes have completely different connotations depending on where in the globe you are. In certain circumstances, it could lead to ambiguity, confusion, and misunderstanding[7], [8].

Additionally, certain social and religious convictions must be taken into account. Although we may term it blind faith, it is hard to argue against. There may be several important topics in this reference, such as child marriage, widow marriage, family planning, changing one's faith, corruption, etc. If you have to discuss any of these, you must manage the subject and audience carefully. Some presentations have responses that are age- or gender-specific. Due to modern health awareness, yoga practise has gained a lot of popularity. A yoga guru has spoken to schoolchildren, adults, professionals, members of the medical council, students at the Indian Institute of Management, a group of rural women, yoga instructors, engineers, and even politicians. He can adapt his presentation to the various audiences, as I have seen. We must also take the audience's disposition into account.

When pupils are upset about anything, they may not be in the right frame of mind to listen to their greatest and most cherished instructor. Workers may not appreciate and listen to their managing director if they are on strike and under the direction of political labour union leaders. Therefore, the audience's emotion also influences the outcome. You need to make particular preparations for your presentation in order to address the audience's mood or temperament. Sometimes students do not go on a mood strike at certain institutions where surveillance is lax and punishment is lax. They choose the appropriate times to study and avoid studying. If your audience is well-prepared, there can be dialogue and regular responses to questions. The inquiries and questions are predictable. You might have a presentation that is well-prepared for the same. Some astute, knowledgeable presenters anticipate these questions and concerns, and their delivery is so flawless that all of the audience members' inquiries are answered without their having to ask them. Even if queries are raised, such a presenter won't get unsteady. He feels inspired and driven since they listen to whatever he says.

The audience in formal presentations could be well-known. The presentation can be a standard practise. The audience may be aware of the presentation's main topics and psychologically ready for them. The speaker is also aware of the audience's preferences,

background, and educational level. Senior officers who make formal presentations are treated with respect and discipline because of their status. The criteria and expectations of a committee or group visiting may be clearly stated. The institution must demonstrate its aptitude and fortitude, as well as strong work habits, accomplishments, and competitive advantages. The institution's leader or another proven senior individual may be tasked with making the presentation for such an event. Additionally, with a set agenda, are budget meetings and yearly general meetings. Informational in nature, the presentation. It mostly contains data and information. During the budget meeting, the audience is told on the costs, income, profit, dividend, and tax liabilities.

The actions that took place during the year, the goals attained, the success and failure, restrictions, the impact of outside causes, changes in government policy, etc., may all be emphasised in the annual report, along with future activity and growth plans. Some presentations, such as the M.Tech. and Ph.D. defence, may be used for testing and evaluation purposes. The audience size might be rather tiny. Your guide and a few internal and external examiners could be a part of it. The examiners are often subject matter experts. The talk is entirely technical. It need to be precise and direct. As a presentation, the applicant must persuade the audience of the significance of the work completed, the aim, the hardware and software used, new concepts created, and the application. He should be prepared to answer several inquiries. He should expect and be ready for the majority of them. The panel may sometimes include specialists from several fields. To persuade exporters from other regions, further effort is needed.

The purpose of these questions is to examine the candidate's mental stability and ability to respond quickly. You should respond graciously to such inquiries. If you are unsure or if it falls beyond the purview of your employment, be honest and make it clear. Do not play a bluff. Do not overstate or make inflated claims about your work in the presentation. Not all scientists can be Newton or Einstein. The presentation should be methodical, well-structured, and follow a suitable order, and it should be accompanied with illustrations like diagrams, photos, observation tables, graphs, etc. Your contribution or labour should be addressed in full even if certain parts, like review work, may be done quickly. If a half-hour time limit is set for such a presentation, many applicants squander time on the introduction and review tasks. The time is nearly up before they begin the major task. The most crucial portion of the task must be completed quickly. They suffer on the evaluation side since they are unable to persuade the panel of the high quality of their work. Similar to how audiences might be diverse at technical conferences. It may also take a different amount of time for the paper presentation.

Initial time limits of 30 minutes might be changed to 20 minutes throughout the session, 10 to 15 minutes before the session begins and when it's your turn. You need flexible planning. Presentation of a technical document differs from reading the paper. The layout of the paper may be a detailed one for printing in the procedure. However, the actual presenting material could take the form of slides that emphasize different parts of the paper. Some of this passage must also be seen in fast forward. Spend more time developing your programmed or conducting experiments. Details might be saved for the question-and-answer period, depending on when they are asked. Complete your primary presentation before the warning signal, and then come to a close. In this kind of presentation, careful thought must be given to the content, time management, order, and priority.

Presentations for marketing purposes fall under a different category. A product, concept, piece of software, consumer good, food item, medication, proposal, piece of real estate, film, TV show, policy, etc. may all be the subject of marketing. Customers, customers, medical professionals, physicians, engineers, or subject-matter experts, distributors, salespeople, sales and service engineers, watchers, media personnel, and, in certain situations, members of the general public, may all comprise the audience. The target market and technique may change depending on the product or item being offered. Presentations may serve both educational and entertaining purposes. There are several programming available on TV stations. Some of them are aimed at young children, some at school-age children, others at young adults, others at women, others at intellectuals, and yet others at those looking to pass the time. They blend fun elements with the facts, numbers, events, anecdotes, etc. in order to appeal to the target audience. Making one station or one programming more popular than the other is a fiercely competitive endeavour. They add a number of engaging aspects based on the audience's age, sex, educational level, and interests. Some of them are effective in getting mentally weakened persons addicted to their programmes. They sometimes lose sight of what is good and wrong in the rush to finish. Sometimes, under the name of a reality programme, the truth is twisted, vulgarity is added, and some fake things may be displayed that may harm the developing brains of children.

They choose the audience's size and calibre. The technical event might be a national or worldwide conference organised by a reputable professional organisation like IEEE, ISA, ISTE, or another. It could be scheduled at a reputable institution that is strategically located in a large city. Aside from the event's scientific importance, a large and high-quality audience is drawn there because of the allure of sightseeing. Such organizers have a wealth of resources; thus the event grows to be huge. In certain instances, it develops into a local or state-level event. The local chapter or state branch of such professional organisation may plan it. The audience in this scenario may often be local or from adjacent cities. It could be on a small or larger scale. There could be a limit on the number of participants. Some events benefit from the good name of the organising organisation. It makes a big impact if a conference is organised by a reputable international institution. The Indian Institutes of Technology and the Indian Institutes of Management are known for organising conferences in India. The site is chosen based on the event's goals, level, and organisers. The presenter should consider the venue's amenities as well. It determines the event's atmosphere and the presentation facilities provided.

In the past, we solely used oral presentations. The room's and the microphone system's acoustical design can guarantee adequate audibility. Bidirectional visibility of a presenter and the audience is achievable in tiny spaces with a small crowd. The crowd reaction is visible to the presenter. The audience's verbal reaction, body language, and gestures may inspire or demoralise him. He has the ability to flexibly alter his delivery. Film and slide projectors were used for a while. These days, presentations often make use of multimedia technologies. Overhead projectors and transparencies are tools that may be utilised for a straightforward presentation or a typical lesson. For a modestly sized space of 80 square metres or less, it would be feasible. It allows the presenter more time to make eye contact with the audience, saves time by projecting the essential ideas and graphics, and makes the presenter more comfortable. Computers, laptops, CDs, and LCD projectors with an appropriate sound system are utilised for general presentations. A pen drive is a highly

convenient method to transport presentations and has a huge memory. They permit presentations in a closed auditorium for a crowd of 100–500 people. Closed-circuit television, cameras, and effective audio systems help the presentation at yoga retreats as well as religious and political gatherings. The audience for the presentation is expanded to hundreds of thousands of individuals.

Because it is one-sided, the human touch is gone. It is often set up on an open field. It makes sense for a major media campaign. State and federal organisations hold many teaching and learning sessions for distant learning programmes. A closed recording studio with strong audio, video, and computer capabilities and several cameras is available to the presenter. In order to simulate a classroom setting, some local audience members or students may be organised before the expert delivers his lecture. But the major audience is dispersed around the state, country, or perhaps the whole planet. These educational channels in India include Techsat, Edusat, and Eklavya. Many colleges have receiving centres with the requisite gear and software. Through satellite transmission, it sends a presentation from a top-notch expert to your door. There is an opportunity for audience members to offer questions. Most of the time, voice communication is bidirectional for interaction while video transmission is one way. For repeated usage of the same presentation, certain recorded presentations may also be delivered.

These days, videoconferencing is gaining popularity as well. At one end, linked to a variety of audience receiving centres, there may be a presenter or a panel of experts. Both audio and video may be bidirectional in certain circumstances. The presenter may prepare his presentation and receive an idea of the facilities that are available based on the location. Depending on the audience's attendance, disposition, reaction, questions, and inquiries, dynamic changes or revisions may sometimes be available. The hardware, software, and other expenditures are part of the added facility. A facility may be utilised to its full potential depending on the money that is available and the desired outcome.

An auditorium has to be well-designed acoustically in order to aid the presentation; echoes should be minimised. An appropriate microphone setup and sound equipment are required. The presenter may keep both hands free by using collar and pocket microphones. He may use them to make appropriate motions. Some hallways are rectangular, but others may be square. In order to maintain visibility, pillars and other impediments should be avoided. Some hallways must incline. The seating is sometimes placed in an arc shape. Usually, a stage is set up on the front side of the room to provide the presenter or expert the necessary height. On one side of the stage, a podium is often present. The podium is equipped with small, movable microphones.

Screen configuration and a remote control with a laser pointer may be offered for LCD projectors. The lecture hall lights could be on during the oral presentation. You may maintain eye contact with the crowd. Most of the time, when an LCD projector is utilised, the hall's lights are turned off. In the dark, if a presenter is a little shaky or if the presentation is less compelling, Mob psychology is effective. The crowd, especially the students, can cause some commotion. The speaker has to be equipped to deal with this circumstance. It is advisable to keep some lights on at the back of the auditorium, and if required, volunteers might be enlisted to maintain watch. The audience becomes disinterested if the presenter just reads the slides. The slides are used as prompts, to organise the points into a logical order, and to

display diagrams and other intricate details or tabular data. The majority of the presentation should be delivered orally. Many presenters have a tendency to wander about the stage while giving their speech and often utilise their hands.

Noise may sometimes be heard coming from the collar or pocket mike cord. A skilled presenter will tour the auditorium and other spaces beforehand to map out his approach. If the equipment is not properly maintained and there is no backup plan, it has been seen that CDs cannot be read, USB ports are unavailable, and at the last minute, the presenter is placed in an embarrassing situation. The visibility of projected content is affected by the amount of light in the room. Many latecomers enter the room if the entry is close to the stage, disturbing both the speaker and the crowd. If there are two doors in the auditorium, the front entrance should be closed after the performance has begun. The back gate should be used for late admission. The air conditioner needs some time to cool down in a large hall. It has to be started as soon as possible. A issue might arise if the temperature is too low. The audio and visual equipment won't function if the mains power goes off during the presentation. It is a source of disruption once again. A diesel power generator is installed in good halls. It has to be started right now. The host should be able to control the programme verbally if it is delayed or does not begin.

### **Organizing the Contents**

Preparation, understanding, familiarity, and practise all contribute to confidence. at my lengthy career as a teacher and director of a sizable department at engineering institutions, I have seen firsthand how many inexperienced lecturers stumble on stage. It may be his first time speaking in front of students or an audience, he might not be well-versed in the material, he might not have prepared and practised the lecture, and he might not feel confident since he is aware of his weaknesses. He is afraid of the inquiries that the pupils will undoubtedly make. The first impression a teacher or presenter makes is often their last one. My young teacher buddies should not stress about covering the whole curriculum during the first period, I advise them have a whole semester to finish it. You make an effort to impress your pupils during the first period. For any broad presentation, the same is true. You ought to go well prepared. If you're going to utilize written information, make sure it's accurate and organized properly. It ought should be readable. Usually, a new speaker runs out of content in the midst of the presentation, and a lot of time may be lost. You should have more than enough content prepared to last for the allotted period. If you're using a CD, pen drive, or laptop, the content should be loaded beforehand, verified, and then opened in the room itself to prevent last-minute issues.

Any presentation may feature a wide range of information overall. It relies on the subject, the goal, the setting, the moment or circumstance, the presenter's background and experience, as well as the role he is required to do. He may serve as the chief guest, preside over the event, deliver the keynote address at the conference, be an invited speaker for a particular topic, represent the organisers or sponsors, be a registered delegate, or serve as the organising secretary of the conference or symposium. The presentation may change depending on his position in the conference. It can be a normal report at another meeting, a news release at a press conference, or a presentation for marketing or to satisfy a legal need. The subject and substance of any of these examples might be quite different.

**REFERENCES:**

- [1] J. A. Johnson, "The Influence of Performance Reporting Attributes on Managers' Capital Allocation Decisions: An Examination of Reporting Audience and Location," *J. Financ. Report.*, 2019, doi: 10.2308/jfir-52430.
- [2] H. Smith, "Metrics, locations, and lift: mobile location analytics and the production of second-order geodemographics," *Inf. Commun. Soc.*, 2019, doi: 10.1080/1369118X.2017.1397726.
- [3] C. C. Low, L. Y. Ong, and V. C. Koo, "Experimental study on multiple face detection with depth and skin color," in *ISCAIE 2019 - 2019 IEEE Symposium on Computer Applications and Industrial Electronics*, 2019. doi: 10.1109/ISCAIE.2019.8743890.
- [4] J. Swart, C. Peters, and M. Broersma, "Sharing and Discussing News in Private Social Media Groups: The social function of news and current affairs in location-based, work-oriented and leisure-focused communities," *Digit. Journal.*, 2019, doi: 10.1080/21670811.2018.1465351.
- [5] P. Delatorre, C. León, A. Salguero Hidalgo, and A. Tapscott, "Optimizing Player and Viewer Amusement in Suspense Video Games," *IEEE Access*, 2019, doi: 10.1109/ACCESS.2019.2924200.
- [6] Y. Xia *et al.*, "Intent-aware audience targeting for ride-hailing service," in *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 2019. doi: 10.1007/978-3-030-10997-4\_9.
- [7] T. Rietz and A. Maedche, "LadderBot: A requirements self-elicitation system," in *Proceedings of the IEEE International Conference on Requirements Engineering*, 2019. doi: 10.1109/RE.2019.00045.
- [8] D. V. Volkov, M. V. Zubov, and A. G. Masehnovich, "Microsegmentation problems associated with multiple distribution of qualitative characteristics in the analysis of the user profile," *Int. J. Adv. Trends Comput. Sci. Eng.*, 2019, doi: 10.30534/ijatcse/2019/49842019.



## CHAPTER 15

### ANALYSIS OF EFFECTIVE ORGANIZATIONAL BLOGS

---

Anil Agarwal, Associate Professor  
Department of Electronics and Communication, Jaipur National University, Jaipur, India  
Email Id: anil.agarwal@jnujaipur.ac.in

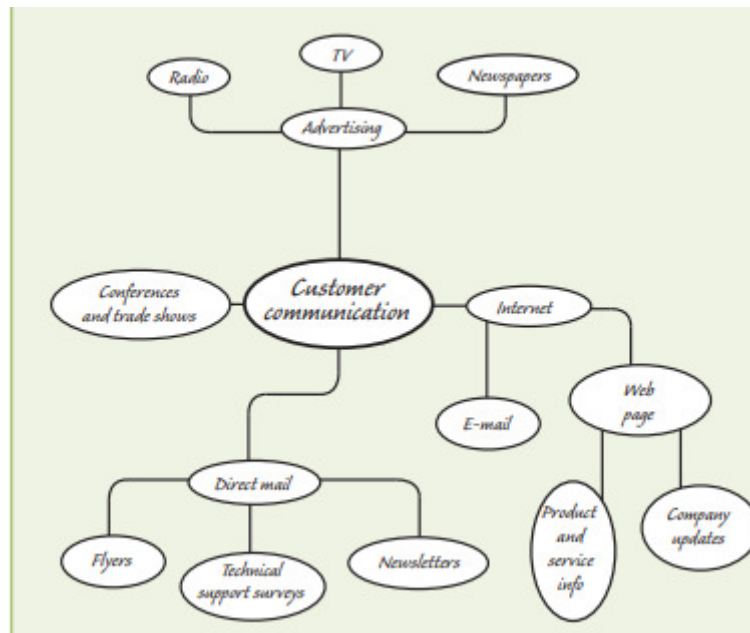
Businesses use blogs to achieve a variety of objectives, including bringing in and keeping consumers, building goodwill, getting insightful feedback on their goods and services, and even fostering a feeling of community among their clients and staff. In contrast to Web sites, which often provide a formal view of an organisation, blogs offer a relaxed and engaging arena for businesses to speak with target audiences. Both internal and external blogs may be created by organisations[1], [2]. External blogs are publicly accessible on the Internet and allow executives, spokesmen, or staff members of a company to express their opinions. Because consumers are aware that they may "chat" with an organization's representative and exchange up-to-date information instead of depending on information in published papers and on websites, the informal setting of blogs helps to increase an organization's reputation. For instance, General Motors (GM) personnel may publish the most recent details about their goods, such as where consumers can test drive a new concept vehicle, on an external blog run by GM. They can also read and comment on other bloggers' impressions of those items. depicts a company blog with posts from bloggers and remarks from the GM Director of Global Communications Technology[3], [4].

1. Internal blogs are often written by workers and only accessible through the company intranet. These internal blogs might double as newsletters and help the organisation accomplish the following objectives:
2. Provide a venue where people may express their opinions and engage in free discussion.
3. Share employee and community news, such birth announcements and philanthropic activities, to get staff members involved in forthcoming events or campaigns.

#### **Brainstorming**

a kind of free association that may be utilised either individually or in groups to develop thoughts on a subject. Brainstorming may inspire original thought, bring to light new angles, and make unexpected connections. Write down as many unrelated thoughts as you can regarding the subject as you are ready to write. Designate a person to take notes during group brainstorming sessions. Just make a mental note of anything that comes to mind, without pausing to consider ideas or delaying in search of just the "best" ideas. Ask what, when, who, where, how, and why for each first concept after creating a list of them, and then add any additional elements that come to mind. When you run out of suggestions, go over each one you've written down and eliminate those that are unnecessary. Create a rough overview of the document by grouping the components according to the goal of the document and the requirements of the audience. Although the outline will be rough and incomplete, it will indicate where further research or brainstorming is required and serve as a foundation for any

new information that emerges from further study[5], [6].Figure 15.1 represents the Cluster map from a brainstorming session.



**Figure 15.1 Represents the Cluster Map from a Brainstorming Session.**

thoughts generated via a brainstorming session. Start with a flip chart or a blank piece of paper for clustering. Put a circle around the phrase that best describes your subject in the centre of the page. The subject might be "Customer communication" as Figure 15.1 depicts brainstorming on the most effective method of customer communication. Consider which of the subtopics is most pertinent to the primary issue. might afterwards lead to subtopics like "Advertising," "Internet," and "Direct mail." Draw boxes or circles around each of the subtopics, connecting them to the central circle like spokes of a wheel. For each subsection, repeat the procedure. for instance, is "Internet," which may lead to further subtopics like "E-mail" and "Web page." Once you've run out of ideas, repeat the procedure. The resultant "map" will provide groups of words centred on the key idea from which you may construct a subject outline[7], [8].

## Brochures

Brochures are printed materials that advertise the goods and services provided by a company or that advertise the reputation of a company or organisation by offering broad or detailed technical information that is pertinent to a target audience. A brochure's main objectives are to inform, convince, or accomplish both. Also known as persuasion.

## Types of Brochures

Sales brochures and educational brochures are the two main categories of brochures. Sales brochures are produced especially to market the goods and services of a business. A technical sales brochure might highlight the performance statistics of various product models or outline the advantages or capabilities of various equipment types that are available for certain projects. For instance, a producer of microwave ovens may detail the many types, their accessories, and how the ovens are to be mounted over stove tops in their brochure. Informational brochures are made to educate and enlighten the reader as well as to spread

goodwill and boost an organization's reputation. For instance, a pesticide company's instructional leaflet may teach the reader how to recognise different pests like termites and silverfish, describe the harm they can do, and describe how to protect your property from them.

### **Designing the Brochure**

Determine the particular goal of the brochure before you start writing. Is it to give detailst also determine who your target audience is: is it a broad reader, an expert, a prospective or current client? For content and a design to be acceptable and compelling to your target audience, it is crucial to understand your goal, audience, and context. Collect example brochures for competing goods or services to spark your ideas and assist you in developing a successful design.<sup>66</sup>

### **Cover Panel**

The cover panel's principal objective is to capture the audience's attention. It should unambiguously identify the business or item being advertised and include a well chosen visual element or headline that will catch the audience's attention. Reduce the quantity of text you use by using, for instance, a quick promotional quote from a happy customer or a statement about the success and goal of the organisation.

The cover panel of a brochure created by the National Cancer Institute is The brochure's goal is to entice medical practitioners to enrol in an online course on running clinical trials in their settings. The text on the cover picture, which depicts a medical expert who looks to be counselling a patient, briefly describes the course, gives a URL, and names the sponsoring company.Initial inside panel. The first inside panel of a brochure should once again include the organization's name and draw the reader in with attention-grabbing headlines and concise, legible text similar to that seen in advertisements.

The National Cancer Institute brochure's first inner panel employs boldface headlines to draw attention to succinct summaries of the course and those participants who could benefit.Following panels should outline the good or service with the reader's requirements in mind, clearly outlining the advantages and difficulties your product or service solves for the brochure. Include supporting details and images that are factual and relevant. You might increase credibility by providing a succinct business or product history, a clientele list, or endorsements. To break up the content and draw attention to important ideas, use bulleted lists and subheadings. Be specific about the action you want the reader to do in the last panel, such as phoning to place an order or visiting a website for further details. The second inner panel of Figure 15.1 explains the course goals and provides information on how to register.

### **Content management**

The techniques used by organisations to control the creation, tracking, and production of information, such as text files, photographs, and other digital forms, are referred to as content management. Making it simpler for various authors to access, distribute, and utilise such information is a key objective of content management. Message consistency is maintained throughout organisational publications (websites, printed text, and other media) via content management, which attempts to decrease duplication of work, boost efficiency, and maintain.

## Writing for Content Management

The problem of writing in a content-management framework is to consider audience, purpose, and context generally. You may repurpose the writing you produce for technical manuals, brochures, or marketing material, for instance, on a website. Because of this, you must either create a product description with a tone, style, and amount of technical depth suitable for all audiences, or design the material in a way that it can be quickly changed for different situations.

When writing for content management, writers often create information models that, like flowcharts, graphically represent the rules for organising and managing the material. These rules could instruct authors to add "metadata" (terms, symbols, or number sequences) to a passage or other piece of material so that it can be distributed within an organisation. If you create material for content management, you must be familiar with the process used by your company to code and prepare information that may be repurposed in other publications. Content management systems are the technologies created to accomplish the objectives of content management.

## Content-Management Systems

Content-management systems are a collection of interconnected software tools that assist businesses in maintaining control over the procedures they use to create and distribute content for corporate websites, widely used papers, interactive forms, and other kinds of media used across the business. The following are some examples of content-management system types:

1. **Web content management system:** Offers resources for managing, updating, and producing content for websites. Some systems include features that let web administrators keep track of workflow and update the whole website.
2. **Document-Management System:** Provides organisations with comprehensive indexing, browsing, and searching capabilities while storing and managing electronic documents or pictures of paper documents. Workflow features that support authors in tracking and managing document changes throughout review cycles, such as in group writing projects, are often included in document-management systems.
3. **Component Content-Management System:** Controls content for any kind of media at the paragraph, sentence, and even word levels. A safety alert may read, "Don't stick a fork in the toaster," for instance. If this warning were changed to read, "Don't stick any cutlery into the toaster," using a component content-management system, the system would update all occurrences of this warning in manuals, help files, brochures, Web sites, and other materials used by the organisation.
4. **Enterprise Content-Management System:** This system combines the capabilities of document, web, and often component content-management systems to provide an all-in-one solution for a complete organisation. These systems are designed to produce and organise information for a range of media, publications, and other crucial applications including email, bookkeeping, and human resource management.

## Good-News and Bad-News Patterns

It is often more successful to convey good news directly and negative news indirectly, particularly if the stakes are large, notwithstanding variations in relative directness of

communication. This rule is founded on the idea that readers acquire their opinions and attitudes very early, therefore as a writer, you may want to prioritise explanations for the terrible news that help readers accept it. Additionally, keep in mind that many more cultures tend to use indirect communication in business messaging than direct communication while composing overseas letters.

The writer does not take into account how the receiver may feel when she reads the rejection, despite the fact that the letter is brief and includes the pronouns you and your. The terrible news comes first, followed by an explanation and a conclusion.

### **Analogy**

Use of an analogy is another effective definition strategy, particularly when writing for nonspecialists. By comparing a new concept to one that is more known, an analogy might aid in the reader's comprehension. Take note of the way the author creates an analogy to demonstrate why a low frequency is helpful in the following explanation of radio waves in terms of their length (long) and frequency (low). Due to the low frequency, it is quite simple to create sound waves with almost all of their strength focused at one frequency. Consider a group of individuals who are lost in a jungle. They will all start shouting for assistance in various directions if they hear the noises of a search team approaching in the distance. Not really an effective procedure, is it But what if all the force behind making this noise could be condensed into a single yell or whistle. Obviously, there would be a considerably higher likelihood that the gang would be located.

### **Definition by Cause**

An explanation of the reasons behind certain words' definitions is preferable. The following excerpt from a professional publication shows how a nurse explains a device for checking the blood pressure of critically sick patients. The apparatus, also known as an indwelling catheter, shows blood-pressure data on an oscilloscope and on a numbered scale. The author notes that users of the gadget need to be familiar with dampened wave forms. The smoothing out or flattening of the pressure wave form on the oscilloscope, known as the dampened wave form, is often brought on by an obstacle that inhibits the blood pressure from freely transmitting to the monitor. A little clot or piece of fibrin at the catheter tip might be the impediment. It is more probable that the catheter tip has bumped up against the artery wall and is restricting blood flow.

### **Negative Definition**

Sometimes it helps to define something's opposite in order to better understand what it is. Only when the reader is acquainted with the object being compared with, can a negative definition be effective. The explanation won't make sense if you just state, "X is not Y," since Y must be understood by your readers. For example, a negative definition is used to demonstrate that a hydraulic crane cannot be handled in the same way as a lattice boom crane for safety concerns in a crane operator's handbook. In one crucial sense, a hydraulic crane differs from a lattice boom crane (a friction machine). The weight required to tip a lattice boom crane is often used to determine the crane's safe lifting capability.

## Technical And Professional Communication

Writing papers feels tedious and time-consuming in a society where there is always hustling and pressure to save time. Why bother writing a letter or memo when you can just pick up the phone? Why waste time considering how to express information that may be communicated naturally without the added effort of paying attention to syntax and punctuation? This logical argument falls apart, however, when we take into account the kinds of papers technical writers must create and the target audience for such publications. Many times, communication is not merely from one emitter to one receiver, but rather from one to many. For example, memos written to corporate employees or reports intended to be read by several people are examples of communication that is from one to many. Additionally, the majority of technical papers include information that must be presented in an organised manner on a page in order to be conveniently shared. In other words, when we need to convey the information required by technical documentation, oral communication may fall short. Consequently, writing abilities may be seen as a crucial component in the technical and scientific fields because

1. Writing is a significant element of the daily workload in many different kinds of job. People use writing in the workplace to communicate about projects and activities (progress reports), to provide managers with recommendations (recommendation reports), to communicate internally (memos), to ask questions (inquiry letters), and to get in touch with coworkers, vendors, and coworkers (email messages). These many assignments show that writing is a crucial activity for many technical experts.
2. They make it easier to communicate both within and outside the job, with clients, bosses, and coworkers. To successfully communicate with the individuals they deal with, engineers and scientists must have excellent writing abilities. It is not enough for them to be technically proficient; they also need to be adept at explaining what they are doing and why it is crucial. In the end, their technical and professional worth will be greatly influenced by their ability to persuade others of the significance of their work.
3. They are essential for a fulfilling work. Organisations are aware of the benefits of well-written papers since how they are written reflects on them. Poorly drafted papers will show both the incompetence of the authors and the carelessness of the organisations. Engineers who can effectively and concisely express their ideas will thus be promoted to positions with more responsibility. Additionally, having strong written communication abilities (in any language) will probably serve as an extra benefit that improves your curriculum vitae and makes you stand out from the competition throughout the hiring process.
4. Time and money may be saved by having good writing abilities. Effective technical writing saves time and money.



**REFERENCES**

- [1] G. Z. Kohe and M. Warren, "Crafting Critical Echoes in Sport Organizations: Oral Histories of, and Possibilities for, the New Zealand Olympic Committee," *Int. J. Hist. Sport*, 2019, doi: 10.1080/09523367.2019.1703689.
- [2] D. Myles, "'Anne goes rogue for abortion rights!': Hashtag feminism and the polyphonic nature of activist discourse," *New Media Soc.*, 2019, doi: 10.1177/1461444818800242.
- [3] N. von Benzon, "Informed consent and secondary data: Reflections on the use of mothers' blogs in social media research," *Area*, 2019, doi: 10.1111/area.12445.
- [4] K. Rosencrans, "Narratives of Ingenuity: Using Coworking Space Stories to See Systems Change," *ProQuest Diss. Theses*, 2019.
- [5] J. Brooks, "Perspectives on the relationship between records management and information governance," *Records Management Journal*. 2019. doi: 10.1108/RMJ-09-2018-0032.
- [6] N. C. Enyioko and G. A. Okwandu, "Effect of Social Media Marketing on The Conversion Rate of Deposit Money Banks in Nigeria," *JEMA J. Ilm. Bid. Akunt. dan Manaj.*, 2019, doi: 10.31106/jema.v16i1.2141.
- [7] J. Heathcott, "Architecture, urban form, and assemblage aesthetics in Mexico City's street markets," *Archnet-IJAR*, 2019, doi: 10.1108/ARCH-12-2018-0027.
- [8] NHS England, "NHS Long Term Plan," *NHS Improv.*, 2019.

## CHAPTER 16

### DETERMINATION OF GOALS OF EDUCATIONAL COMMUNICATION

---

Prof. Rita Arora, Director  
School of Education, Jaipur National University, Jaipur, India  
Email Id: ritaarora@jnujaipur.ac.in

The Latin word "communicare," which means "to share," is the source of the English term "communication." Sharing knowledge, abilities, and attitudes is a part of the teaching and learning process. Education may thus be considered as Society and individual communication process (Hills, 1986). Hills goes on to say that education should be continually assessed to see how well it is conveying societal standards. In other words, educational communication is concerned with the process of how the teachers and students behave and interact to further their understanding of the curriculum's messages (the content, the skills, and the attitudes, as well as the associated activities that educate, inform, train, enlighten, inspire, and amuse the students [1], [2] .

The recipients are the students, and a variety of instructional methods are utilised as the medium to impart the information, including demonstrations, tutorials, textbooks, assignments, audiovisual components, libraries, etc. Through satellites, which have the ability to transmit even live events to the students at their place of employment, it is now feasible to provide education to all corners of the globe. Education has therefore transcended several limitations of location and time. As a result, modifications have been made to both teaching and learning strategies. Technology has stepped in to enhance the nature of educational communication, including computers, videotapes, videodiscs, teletexts, communication satellites, and teleconferencing services. The teaching and learning processes are now more engaging and interactive thanks to this technology. They have accelerated learning as well as better methods for storing and retrieving knowledge. It's interesting to note that Hills (1986) views the computer as man's fourth brain, joining the cerebellum, optic lobes, and cerebrum.

Let's use the communication model proposed by Shannon and Weaver (1949) as an example and talk about how it relates to educational communication. According to this paradigm, the institution that aims to pass on knowledge, skills, values, and culture to future generations is the teacher or educational setting. Teachers organise and provide information in a manner that helps pupils understand it. By encoding their thoughts in a set of symbols, such as spoken or written words, written sentences, or visual cues, the instructors make their ideas apparent. Since there are many communication channels utilised in education today, the key to choosing the right one is determining if it properly and clearly conveys the message to the students as intended by the source (the instructor or educational institution). The instructors have access to a number of audio-visual tools, such as broadcast, audio/video cassettes, computers, teletext, teleconferencing, etc., which they may use to accomplish their goals more quickly and with a bigger student body.

The most crucial thing is that the pupils get accurate information. There are several sources of noise, which may make teaching and learning less effective. The noise that gets in the way of communication should be eliminated. The reading material that makes up the master medium in distant learning is the largest potential source of noise. The reading materials must be organised logically, have clear goals, and be written in straightforward language. Self-explanatory, self-directed, self-contained, and self-evaluative materials are required. The

instructor or institution providing distant education should ensure that the students get the information intended for them. They should have the necessary knowledge and abilities to understand the message, take notes, respond to the self-assessment questions, and build on the students' past knowledge. In other words, the course contents have to be based on the prior knowledge or background of the intended pupils [3].

In order to improve the course materials' quality and meet the set goals, feedback is crucial. The instructor should learn how the pupils are responding to and absorbing his or her lessons, units, audio, or video programmes. By eliminating mistakes in decoding and issues brought on by "noise," such information will improve communication throughout the teaching and learning process. On the other side, the students should also get feedback on how well they are understanding the material being covered. Students will be inspired to learn more by feedback on their performance and from the course materials. According to Tiffin and Rajasingham (1995), education can be thought of as a purposeful communication system that processes inputs like students, teachers, knowledge, and problems at various communication levels to help learners learn how to apply what they have learned to specific problems. The features of an open system, such as negative entropy, feedback, steady state, differentiation, equifinality, teleology, and hierarchy, are also shared by education as a communication system [4].

- i) Negative-entropy: Open systems tend to be better organised and resist the tendency towards disorder. They rely on the environmental suprasystem and the feedback system to do this.
- ii) Feedback: Feedback is a unique input regarding the system, its surroundings, how it is performing, etc. This allows the system to make the necessary adjustments to fix any malfunctions.
- iii) Steady state: This dynamic equilibrium state occurs when the system maintains its structural stability despite changes in the external environment.
- iv) Differentiation: Open systems go towards a greater degree of organisation or development in addition to adapting to their changing environment.

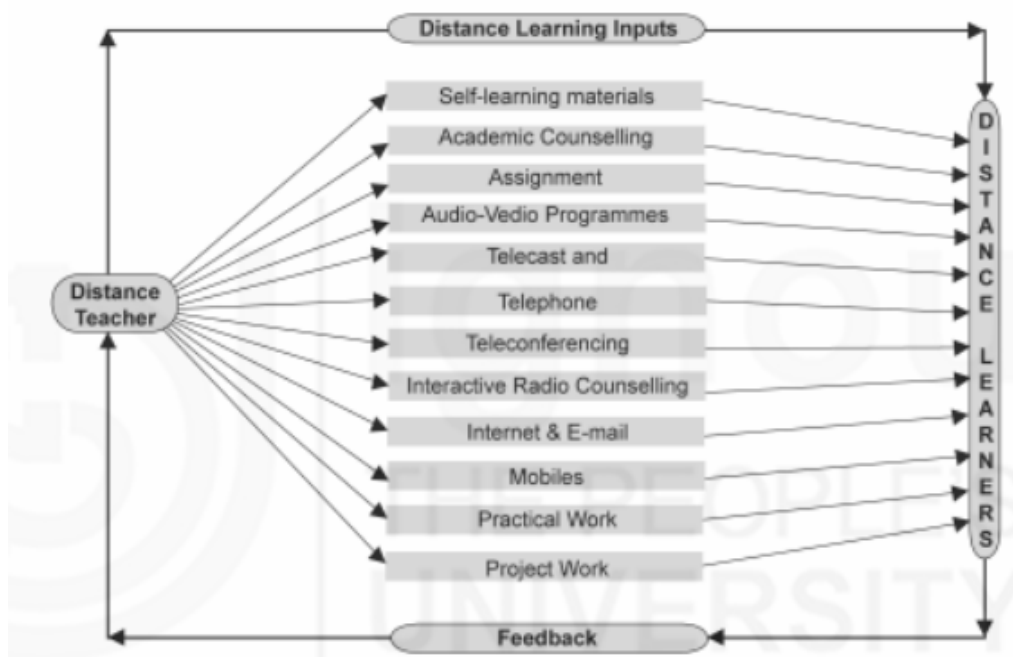
### **Growth Results in Function Differentiation and Specialization**

1. Equifinality: This refers to an open system's capacity to arrive at a certain state or condition through a number of alternative routes. Due to their innate resilience and flexibility in adapting to changing environments, open systems may reach a given goal state through a variety of alternate strategies.
2. Teleology: This attribute of open systems shows their purposefulness and how they function in accordance with their goals.
3. Hierarchy: Open systems are hierarchical, meaning that each of their many integrated lower level sub-systems is a dependent component of the top level system. They are both autonomous frameworks.

It is simple to apply all these qualities to education as a communication system. Distant learning as a communication system with open system characteristics. The picture depicts processing at several fractal levels that represent various communication modalities. The study centre, regional centre, material delivery system, etc. are examples of support sub-systems in distant education. The administrative sub-system, which manages the system as a whole, and instructional design (ID) are both parts of the control sub-system [5].

## Communication In Distance Education

Distance education involves using a variety of communication technologies to share information and educational experiences with students who are enrolled in a different location. By setting up diverse teaching-learning contexts, self-directed learning is used in distant education to execute the act of communication. A distant teacher converses with the pupils through various communication channels, as opposed to a face-to-face instructor. Self-learning print materials, in-person tutorials or counselling, assignments, audiovisual programmes, telecasts, broadcasts, Interactive Radio Counselling (IRC), teleconferencing, E-mail, CD-ROMs, the Internet, computer conferencing, mobile, etc. are some examples of these communication mediums. Figure 16.1 represents the communication in distance education.



**Figure 16.1 Represents the Communication in Distance Education.**

The main means of conveying learning experiences to remote learners are written materials. Self-explanatory, self-directed, self-contained, self-motivating, and self-evaluative should all be qualities of print materials used for self-paced learning. The introduction to the units should be engaging and serve as a link between the learners' prior knowledge and the new knowledge they would be learning. The textual information must be written in straightforward language. No confusing terminology, double negatives, or passive voice should be used in the documents. To improve comprehension of the information, illustrations, examples, diagrams, and cartoons must be presented. The presentation of the materials should be logical and systematic. All of these factors are crucial for the best possible communication through printed materials [6].

However, sometimes the course writers fail to adhere to the instructions provided while writing the contents. They could use complex jargon, fail to provide instances to back their points, or omit to include intricate graphics in their presentations. All of these factors impede effective communication between instructors and students. Distance learners who use academic counselling have a platform to interact in person with their instructors. How well

learners and counsellors prepare for the therapy session determines how well communication goes during the counselling session. For instance, a student could ask the counsellor to clarify a subject they don't grasp in a certain course. However, if the therapist did not read the materials before the therapy sessions, he or she may not be able to communicate effectively.

Assignments are a potent form of communication in online learning. Academic coaches provide several kinds of feedback on how students performed on their tasks. Students may improve their performance by using these remarks. But sometimes, academic advisers fail to provide any feedback on the assignment submission, which prevents them from getting in touch with the distance learners.

If the narrative, narration, and music are all done well, audio programming may facilitate effective communication. The same is true for video programmes, where a strong screenplay, narration, graphics, music, and overall editing improve communication between the distance instructor and the distance learners. The effectiveness of teleconferencing as a communication tool in the context of distance learning has been established. Through audio-conferencing, distance learners may communicate with their instructors and learn a lot about the academic courses they want to follow. Through audio-conferencing, students may be taught a variety of subjects. An efficient kind of communication is video conferencing, which supports two-way audio, two-way video, and one-way video as well as one-way video. But sufficient pedagogical planning must be done in advance for teleconferencing sessions to be successful [7].

The internet has been a godsend for successful communication in remote learning. Students may get information about their programmes, the test schedule, their results, mark sheets, and other things by email. Similar to this, mobile technology has developed into a highly useful tool for communication between the learners and a distant instructor. Through interactive radio counselling, practical exercises, workshop activities, and project work, students may also communicate with distant instructors. It is more challenging to interact with online students than it is with those who study in person. There are a number of obstacles standing in the way of remote learning students and institutions. For instance, there is often no option for quick input from either party. Most of the professors and students are strangers. In a circumstance like this, when you don't know a lot about your pupils, you need to be especially cautious to maintain successful communication in order to accomplish the educational goals or bring about the needed behavioural adjustments in your students. Therefore, communication should successfully reach the recipient(s) regardless of the medium employed [8].

### **Media And Technology of Communication**

The different media outlets have been compared as human extensions. All forms of communication, such as letters, television, movies, communication, roads, and railroads, would be considered media. Therefore, educational media serve as extensions for instructors and aid in communication between teachers and students. In the context of distance education, the media play a crucial role in the process of organised teaching. We are aware that distance learning has four key features: (i) the teachers and students are separated by a physical distance; (ii) the majority of the educational information is delivered to students through one or more media, such as print, television, radio, etc.; (iii) a professional organisation is in charge of the programmes; and (iv) the instructional system enables two-

way communication between the student and the teacher, tutor, or administrator. Therefore, educational media are the means through which educational data and instructional materials are sent over a distance between a distance education institution's tutor and students [9].

### **Classification of Communication Media**

The numerous teaching tools utilised in the educational process are considered communication media. These may be grouped based on the sensations they arouse and the messages they convey. The following taxonomy of communication medium offers a clear and complete overview of the many teaching resources that instructors may employ. Most instructors, on the whole, employ non-projected aids because they are readily available in educational settings and are simple to use. The majority of educational institutions are, nevertheless, increasingly acquiring more modern communication tools nowadays. The sensory pathways employed to receive information form the basis of Romiszowski's categorisation. As a result, it is seen as being very insufficient. Big media and little media, a two-tiered categorization of instructional media was put up by Schramm in 1977. Big media, in Schramm's opinion, are "the glamour boys of the field" since they are more costly and rely on cutting-edge technology. Small media, in contrast, are often far less expensive and rely on developing and middle technologies. Transparencies, slides, and other kinds of boards are examples of tiny media, whereas sound films, interactive video, interactive television, and computers are examples of large media.

However, Bretz (1971) created the most thorough taxonomy of instructional media, and the majority of media specialists have accepted it. Two factors—the sort of information they convey and whether they are mainly recording or telecommunication media—form the basis of Bretz's media taxonomy. Bretz separates information into auditory, visual, still, and motion. He further divides the visual industry into the image, line, and print categories. The two extremes of the visual spectrum are pictures and print, with line graphics in the between. Bretz first separated the audio industry into four categories: music, noise, natural or synthetic sounds, and human speech. He didn't separate the audio industry, either; he viewed it as a single entity. Bretz categorised instructional media into seven groups, to put it another way. Varying media classes have varying capacities to convey various kinds of information. Class I media, for instance, are the most flexible and potent since they can capture and transmit all kinds of information. Media in Class VII have the most limited capabilities.

Bretz's categorization is based on both quantitative and qualitative value concepts. However, due to the sub-classification of the visual sector, Class V media's increased adaptability when compared to Class VI media is only apparent on the surface. The distinctions between these two classifications would have mostly vanished if Bretz had subclassified the audio industry. Bretz also discusses hardware in terms of his taxonomy. Because there is such a wide range of hardware available and constantly being produced, a thorough listing is almost impossible. After discussing Romiszowski's and Bretz's taxonomies of educational media, let's attempt to combine them into a straightforward categorization or grouping for easier comprehension. Media are often divided into two categories by educational technologists: interactive and non-interactive. These two categories were used to organise all instructional media.



## The Print Medium

It is well known that "print" has been used as a teaching tool for many years, even before Johannes Guttenberg in Germany invented the first mechanical printing machine. It has been a significant, if not the only, face-to-face formal education medium. Recent research has shown that print is still the most often utilised medium in remote education. In "Reflections on the Use of Media in Distance Education," Dichanz (1982) noted that there is minimal variation in the use of media in West Germany, where 90% of all study materials at the Fern-Universitat are printed materials. According to Hawkrige, who praises the U.K. Open University for its creative use of a variety of instructional media, "Print is the primary medium through which Open University students' study. Except for certain scientific and technology courses where the percentage may be somewhat lower due to actual experimental work, they spend roughly 90% of their time reading and writing. The situation is more or less the same in India. Print is the primary instructional media used by all remote education institutes in India.

## Limitations of Print Medium

Like any other pedagogical tool, print has advantages and disadvantages. There are two reasons why print is primarily used as an instructional medium on a broad scale: In comparison to other media, it is both advantageous and inexpensive. Print is sometimes referred to as "frozen language" since it is completely lifeless, cold, and disconnected from experience, rendering it useless. 'Print' is also blamed for all of language's flaws. The main four of them are:

- i) Direct experience is a poor replacement for language.
- ii) Because language may be deceptive, it should not be believed.
- iii) Because we are members of and members of an oral culture, print schooling is unnecessary and undesired.
- iv) Since problem-solving requires immediate action, print cannot serve as a replacement for immediate action.

In addition to these ideological critiques, there are also practical restrictions.

- i) Print is a challenging instructional medium because students must have a level of literacy that is at least enough for it to be used effectively.
- ii) Print works best when the reader has the cognitive abilities necessary to understand the text and assess its thought-content.
- iii) Reading is a linear sequential process in which words and lines must be digested in a certain order, such as top-to-bottom, left-to-right, or both. On the other hand, a visual picture may be absorbed holistically and comprehended nearly instantly. Depending on one's capacity for observation, one need just gaze at it to comprehend its content.
- iv) Reading written material takes far longer than seeing the same information as visuals, such as on television.

v) Reading is inappropriate for the development of skills, whether they be managerial, psychomotor, or interactive. Reading a written lesson may provide someone theoretical knowledge about driving a vehicle, but it cannot give them the abilities necessary to operate a car.

vi) The printed lesson's wording was selected in accordance with the author's presumption about typical readers. The language of a printed lesson is set once it is written; it does not alter for weak or below-average learners. Therefore, it is said that print is an inappropriate pedagogical medium for dealing with students of various academic levels; weak students and students with reading problems often suffer the most.

### **Merits of Print Medium**

These objections demonstrate the necessity for defence of even the most popular pedagogical tool, yet doing so is not difficult. Print is still widely and universally used in all forms of education, including distant learning, due to a number of advantages. The following are a few advantages of print as a teaching tool.

i) Print offers somewhat permanent educational content that may be accessed anytime desired. ii) Reading printed information requires more time, and spending more time on a task results in higher and better learning.

iii) Because print offers more alternatives for picking a better learning approach or even initially testing out many tactics and selecting the most successful one, print enables learners to study at their own speed and in a way that is most suited to them. Print hence uniquely individualises learning.

iv) The use of print as a teaching tool is completely consistent with our sophisticated cultural environment. In fact, print is very prevalent in all developed societies. Instead of defining an advanced civilization, imitation, demonstration, and oral word education define a primitive culture.

v) Certain ways of thinking that are engaged in the educational process nearly force the usage of print media. The usage of print is required when defining, defining logical restrictions, developing, or sequencing sophisticated reasoning.

vi) Because symbol systems are used in abstract thought, print is especially well adapted for it. The use of words becomes essential as we move away from actual learning, and print has a specific significance.

vii) Print is still the most affordable instructional tool available. It outperforms practically all other forms of media in terms of price, mobility, and independence from hardware reliance for its consumers. Thus, we may draw the conclusion that print has both benefits and disadvantages, just like all other instructional medium.

Helping students take stock of their learning through interpolated questions (as is being done through self-check questions in these lessons); this enables the students to review their learning and structure it properly by establishing links with prior knowledge. • Helping students develop basic learning skills of reading and writing that help a learner become more and more autonomous. In reality, it's a good idea to keep in mind that print is still used, if

sparingly, by major media like computers and television. Despite the advantages of print media, this unit's concentration is on non-print media in general.

### **The Non-print Media**

The term "electronic media" is also used to refer to non-print media, however certain non-print media, such as 3-D models and home experiment kits, are not really electronic. However, because the majority of them are electronic-based, they have a special way of destroying distance. Let's look at some of the advantages non-print media provide in the context of distance learning first. Improved delivery capacities: The non-print media, especially those in the electronic category, can simultaneously reach students in various locations and give them a sense of belonging, of being a part of a large organisation, alleviating their feelings of loneliness and the notion that they are unimportant to the system simply because teachers do not instruct them face-to-face.

An addition to the master media: We are aware that print is the primary or master medium used by the majority of DE institutions. Because of their versatility, nonprint media may assist print media in a very effective way. There are several characteristics that make instructional media work well as a supplement. A few examples are portability, total control over its usage and functions, and the potential for individual use in opposition to collective use. Feedback from performance recordings: A few non-print recording mediums may capture the learner's performance and provide very helpful feedback. For instance, audio cassettes provide helpful feedback on one's command of a language's sound system, while video tapes offer much-needed corrective feedback for other forms of performance. Print media isn't very useful in this regard. In distant learning, education departs from the traditional face-to-face teaching method and a suitable dependence on different other media is required to satisfy multiple learning goals. Printed material can't very well accomplish all learning goals.

### **Contribute to Specific Learning Activities**

The learning activities of distance learners are especially effectively supported by a few non-print media forms and delivery methods. For instance, it is possible to successfully drill and provide practise to language and maths learners using audiotapes or computers. The 'discovery' method of learning may be supported by electronic media. For instance, a movie might be used to teach physical scientific concepts via discovery. Students keep viewing the different parts of the movie until they understand how the images relate to one another. Then, they are interested in learning the theories that underlie such connections. Similar to this, many media forms may be employed in the social sciences to provide students visual and aural experiences that convey relevant information and questions. Films and simulations are often utilised to present 'real life' or 'laboratory learning' settings for problem-solving and situational awareness.

### **Motivate Learners Psychologically**

Utilising electronic media has shown to be psychologically engaging for students throughout both the preparation and participation phases, which subsequently helps to advance learning. Several of the opening roles, such as grabbing the reader's interest, motivating them, offering a justification, etc., may be better performed by nonprint medium than by a printed text. The variety and novelty of different mediums pique students' curiosity and encourage learning. While print content proves to be a barrier for such learners, these media have the

ability to pique curiosity and appeal to the neoliterate. The thrill of television, for instance, "sometimes leads participants in a project to undertake tasks they might otherwise hesitate to attempt" (Schramm, 1977: 171), according to experience with television.

### **Encourage Student Participation**

Numerous research have focused on how non-print media encourage learner engagement and participation and consequently support learning. Learning at a distance via traditional texts, when students' responses to the instructional stimuli and the reinforcement of right responses are delayed, lacks continuous active engagement. Some digital media encourage student interaction more than print content does. Psychomotor abilities may be learnt more effectively by practising them while viewing a movie in which such skills are shown to be helpful for learning, according to a 1958 research by May and Lumsdaine. It has been shown that even covert reactions, such as quiet repeating of important terminology and instructional points, are helpful. A group conversation after the viewing of a videotape or movie may also help to improve learning. The same language sub-title engages the audience while enhancing language literacy, according to research by Kothari et al.

### **Encourage Active Learning**

Further, instructors that utilise television for education have discovered that televised instruction gets more focus and has less distractions than classroom instruction, which boosts learners' concentration on a task. The goals are clearly stated and the instructional environment is designed to fulfil them because media-based learning is organised. Print content is similarly organised with goals that are made apparent. Even when print content is organised and has goals that are clearly articulated, the required mood is not produced. Non-print media contribute to creating a learning environment where students actively engage in the learning process.

Meet individual demands: Non-print media, particularly computers, offer the adaptability to meet unique needs and interests. The development of new technologies and the rising popularity of individualised education have mostly coincided. With new media's diversity and adaptability, it's possible to employ any medium mix for individualised education. For instance, the system of audio tutorial instructions or programmed instructions are particularly made for individualised learning. Using audio recordings, audio tutorials direct each student's learning activities individually.

Individualised education enables groups of students to be taught in a way that best suits the shared traits they have. For instance, kids with disabilities who have specific requirements get customised teaching. We can best adapt education in this manner to the features of any particular set of pupils. An extensive dependence on technologically advanced media and resources, as well as the right selection of such materials to fulfil the individual demands, are required when adapting training to these distinct populations.

Assist students in controlling the information input: Some technology tools, such as audio and video cassettes, provide students the opportunity to decide how much material they want to be exposed to. Additionally, they provide users the option to see or listen to a piece of information as many times as they choose. Additionally, these technologies provide people the freedom to choose the most convenient moment for them to get any given information.

## Extend the Role of a Teacher

With the use of non-print media, a teacher's responsibilities go beyond just imparting knowledge. By using media, instructors may take creative control of the educational process. They will have more time to devote to identifying students' issues, having private consultations, and providing advice and direction.

## REFERENCES

- [1] H. Hassan, N. A. Hariri, en K. Khan, "Enhancing Intrinsic Motivation to Learn in Adults: Empowering ESL Students", *Int. J. English Linguist.*, 2019, doi: 10.5539/ijel.v10n1p81.
- [2] M. Chervonnyy, "The context of pedagogical education", *Praxema*, 2019, doi: 10.23951/2312-7899-2019-4-206-222.
- [3] I. A. Baeva, Y. P. Zinchenko, en V. V. Laptev, "Psychological resources of modern Russian adolescents' resilience to violence in the educational environment", *Psychol. Russ. State Art*, 2016, doi: 10.11621/pir.2016.0311.
- [4] J. Sproule, R. Martindale, J. Wang, P. Allison, C. Nash, en S. Gray, "Investigating the experience of outdoor and adventurous project work in an educational setting using a self-determination framework", *Eur. Phys. Educ. Rev.*, 2013, doi: 10.1177/1356336X13495629.
- [5] A. Shabanov, "Theoretical aspects of the formation of leader qualities of youth in the extra hour activities of the university", *CITISE*, 2019, doi: 10.15350/24097616.2019.4.48.
- [6] "Tiny Cargo, Big Deal! An ED-Based Study of Child Passenger Safety Behaviors", *Case Med. Res.*, 2020, doi: 10.31525/ct1-nct04238247.
- [7] S. E. Williams, B. Pahud, L. Price, T. Arora, S. Kelly, en D. S. Tuell, "A Systematic Approach to Develop a Vaccine Safety and Vaccine Hesitancy Curriculum", *Acad. Pediatr.*, 2016, doi: 10.1016/j.acap.2016.05.068.
- [8] F. Stasolla, "Preface", *Understanding Children with Cerebral Palsy*. 2020.
- [9] A. GÖKÇE en O. BATMAN, "TURİZM ÖN LİSANS PROGRAMLARINDA MESLEK AMAÇLI İNGİLİZCE (EOP) ÖĞRETİMİNİN ÖĞRENCİ GÖRÜŞLERİNE DAYALI İHTİYAÇ DEĞERLENDİRMESİ.", *Is, Guc J. Ind. Relations Hum. Resour.*, 2015.

## CHAPTER 17

### TECHNOLOGY FOR PEOPLE WITH DISABILITIES

---

Prof. Grishma Shukla, Professor  
School of Education, Jaipur National University, Jaipur, India  
Email Id: grishmashukla@jnujaipur.ac.in

In terms of giving the deaf, physically or visually impaired the essential help (communication or education), we are lagging behind. In the underdeveloped world, there are many millions of individuals who need specialised and improvised communication technologies.

#### Disability Classification

Disabilities may be divided largely into four groups:

- a. People who are partially or completely blind; those with limited vision; and those who are colour blind.
- b. People who have trouble hearing and the deaf are related to hearing.
- c. Individuals with physical issues brought on by paralysis, polio, or limb loss are related to mobility.
- d. People with learning difficulties and brain processing deficiencies, such as poor short-term memory, are related to cognition.

Creating digital learning tools that can be used by all of the aforementioned categories of individuals may be challenging since each group has distinct design requirements. However, with the use of assistive technologies (AT), it is now feasible to provide comparable learning materials in other forms to persons with impairments [1], [2].

#### Assistive Technologies

Any system or gadget that makes it easier for persons with disabilities to live, study, work, and enjoy life is referred to as AT. AT enables persons with disabilities to take greater responsibility for their own well-being and modify some of the functions that were previously challenging due to handicap. Through independence, empowerment, and equality, AT promotes inclusion for people with disabilities. Below are a few examples of assistive technology that may be used in educational settings (IMS, 2002), with a focus on digital technologies:

1. Software tools for the blind include screen readers. A visual user interface is converted into an aural interface via a screen reader.
2. Voice recognition software enables users to speak instructions and data into a computer. These programmes, which make use of a microphone, are often helpful for those who find it difficult to type with their hands.
3. Text-to-speech software called Speech Synthesisers reads and speaks text on computers.

Screen Magnifiers, which function like a magnifying glass, are software solutions for blind persons with limited vision. They have the ability to alter colours and expand the text that is shown on the screen.



1. Braille embosser machines produce embossed Braille from computer-generated texts.
2. Refreshable Braille Displays are tactile tools that wiggle tiny plastic or metal pins up and down to form Braille characters on a flat surface. With his or her fingers, the user read the Braille characters. The display may be refreshed to read the following line once a line has been read.
3. Users with physical limitations who are unable to use normal keyboards should utilise adaptive keyboards. These keyboards are available in various sizes and/or alternate key layouts to accommodate one-handed operation. There are other on-screen keyboard software options available for those who can utilise a mouse.

### **Accessible Website Design**

Nowadays, the majority of educational institutions have websites where they provide information about their activities. Some people have even tried participating in online programmes and courses, sometimes known as e-learning. A sophisticated institutional website is sometimes seen as a sign of pride and prestige. However, the majority of these websites are fully inaccessible to those with disabilities since they do not adhere to the World-Wide online Consortium's (W3C) online accessibility principles. Irwin & Gerke (2004) found that just three of the top 50 liberal arts colleges and universities in the USA had accessible home sites that met their standards. Bobby the level 1 access rules How many Indian websites are genuinely usable by those with disabilities would be fascinating to see [3].

- 1) Provide text equivalents for images so that people who are blind or visually impaired may access them.
- 2) Make multimedia presentations accessible to individuals with sensory impairments.
- 3) Allow people who are blind or visually handicapped access to forms.
- 4) Give blind people access to data in tables.
- 5) Make textbooks available.
- 6) Allow all users with impairments access to participatory activities.
- 7) Allow people who are blind or visually handicapped to view graphs.
- 8) Allow all users with impairments access to mathematical and scientific language.

### **Information Theory**

A digital signal may be carried on a channel with a bandwidth (measured in Hertz) that is determined by the noise and other users' undesirable interference. Since there is a finite amount of frequency spectrum accessible, we're interested in the highest data rate that can be sent via a channel with limited bandwidth, high levels of noise, and interference. In theory, increasing the number of bits per second may improve the data rate (measured in bps or bit/s). More bits/s will always widen the frequency spectrum of the signal for simple modulation methods like binary phase shift keying (see a comprehensive explanation in Chapter 4), necessitating a bigger bandwidth. Other modulation techniques, like higher order QAM, also use amplitude steps in addition to phase shift to encode the information bits.

These systems obviously need less channel noise and interference so that the receiver can recreate the original broadcast signal with its precise amplitude steps. As a result, a better signal-to-noise ratio or lower noise levels might provide a faster data rate. The channel capacity refers to the highest feasible data rate.

For automated FEC to work, a language's or coding system's redundant alphabet is essential. We encounter this on a regular basis as well. If someone is not speaking very clearly or if the cellular phone coverage is poor, you may not understand all they are saying, but you can still grasp what they are trying to say or what they could imply. The same is true for text that is written. In many circumstances, you may still grasp the meaning of a statement that has some letters missing or written incorrectly. This is specifically due to the large amount of repetition in each language's words and phrases, which is particularly beneficial for automatic mistake correction in everyday conversations. Redundancy is used in information and communication technologies to automatically detect and fix mistakes in a similar manner [4], [5].

### **Improving Interpersonal Communication Skills**

It requires communication abilities on both a personal and professional level. A person may collaborate well and engage with others thanks to these sets of skills. Some of the most crucial abilities that you need to concentrate since a significant portion of your life includes communicating with others, whether they be friends, coworkers, relatives, or your employer. Your professional progress is also influenced by your interpersonal abilities. The requirement to improve interpersonal skills is crucial in a business atmosphere. The executives learn from this how an employee may resolve conflicts inside the workplace in a positive way. Examine your body. Benefit from interpersonal skills in many aspects of life. Many of you may believe that talking to people comes naturally and easily to you, yet doing so requires a complicated procedure. When you're uncertain of how the other person will respond, it becomes harder. Effective communication becomes important in this situation. Increasing these areas may greatly aid us in boosting our talents. Therefore, interpersonal skills are the life skills we use on a daily basis to engage and connect with others in a more successful manner:

1. **Focused Hearing:** Hearing and listening are sometimes misunderstood. In reality, listening and hearing are two different talents. Even though you listen to a lot of discourse, you could not understand what is being said to you. When someone talks to you, you hear them but are unsure whether you have comprehended what they have said. Turning off your quiet thoughts and responses while the speaker is speaking is known as focused listening. Talking to oneself while simultaneously listening to others is impossible.
2. **Focused Listening:** When speaking with people, you should put your attention on your capacity to pay attention to what the other person is saying. When a person listens and fully comprehends what was being said, that person is said to be listening. Make it a practise to pay attention to others while they are speaking to you. Do not move. Observe them intently. Give them all of your concentration and attention. In addition to increasing your chance of hearing what they are saying, active listening shows the speaker that you are paying attention, involved, and interested in what they have to say.

Programmers, network engineers, hardware designers, graphic artists, web designers, quality assurance specialists, and so on come to mind when people talk of jobs in the IT business.

They probably never give the authors of the reference manuals and user manuals that come with each and every product they use any thought. Why only the IT sector? The majority of the items we use on a daily basis, such as music systems, VCD/DVD players, cameras, mixer-grinders, ovens, electric cookers, etc., come with a user guide or instruction booklet. Have you ever thought of using a device without an instruction manual?

Technical communication is the process of disseminating scientific, engineering, and technical knowledge to an audience in order to help them learn, comprehend, or carry out a job. Any kind of communication that has one or more of the following traits falls under the wide category of technical communication.

- (a) Speaking about complex or specialised subjects like computer programmes, machinery, medicinal treatments, or environmental laws.
- (b) Using technology to communicate, such as social media platforms, online manuals, or web pages.
- (c) Giving directions on how to do a task, regardless of how complex the activity is or whether technology is utilised to produce or deliver the communication.

Technical writing is another name for technical communication. It involves communicating a topic or technology to a particular audience in simple language and a user-friendly style. Since it communicates precise knowledge on a technical topic to a specified audience for a defined purpose, technical writing focuses on audience. Therefore, it is accurate to claim that understanding your audience and fulfilling their needs and expectations is one of the most crucial components of excellent technical writing [6]–[8]. Technical communication is practised by people in a number of settings and with a range of professional backgrounds. Technical communicators or writers are the terms used to describe them. For their investigation, documentation, and presentation of technological processes or goods, this group of authors use a number of techniques. Technical communicators may incorporate the data they collect into written materials, online pages, computer-based training, digitally recorded text, audio, and video, as well as other learning-supporting media.

People often base their opinions on a profession's name. Consequently, the writer component of the word "technical writer" may be misconstrued. Many individuals believe that writing, literature, and journalism are all intimately tied to the profession. I can still recall the questions I was asked back when I first started working in this profession. People were more worried about my professional decision than I was: "You're an engineer. They would inquire, "What are you doing as a technical writer?" Technical writing combines writing with technology, as the name would imply. Choosing which of the two factors is more crucial might be challenging. The relative importance of writing versus technological issues might be debated. Do language and writing abilities matter? Is technical proficiency more crucial? Neither! To be a competent and effective technical writer, one must possess both writing skill and technical acumen. The job profile, the company you work for, the subject matter of the document you are creating, and the weight age of the demand (between the two) are all factors. Because of the topic matter you must write on in certain cases, you must have the necessary subject expertise. Therefore, it is crucial to recognise the significance of both elements of the job description and to avoid underestimating them. Technical Author

## Ability to Understand the Subject

Technical writers were formerly thought to as language specialists. Nowadays, a lot of businesses post job ads looking for writers with technological backgrounds. The reason for this is that more individuals are now aware that technical writers are not only linguistic writers. They carry out a lot more actions and jobs. To successfully express concepts, theories, ideas, designs, and codes, writers must also grasp them.

## Possessing Subject-Matter Expertise Might Mean

1. Possessing sufficient subject knowledge to speak intelligently about it. The capacity to comprehend a technical topic and write about it is more crucial than understanding of the topic. You need varying degrees of domain/subject expertise to write various sorts of papers. You should be able to comprehend and communicate in writing about a variety of topics, including software, engineering, accounting, inventory, law, medical, science, and business. You can only communicate effectively if you know and comprehend what you are trying to say. Possessing the ability to absorb and understand difficult technical and scientific topics. For instance, a technical writer should: (a) Be knowledgeable about the topic, not the code, while writing about a product's or software's GUI [9]–[11].

(b) Be able to write for sophisticated users by having a fundamental understanding of the hardware, programme, or code.

(c) Have enough knowledge of the apparatus to create the installation instructions.

(d) Be completely knowledgeable about aviation and aircraft operation in order to develop an operations manual for an aeroplane.

2. Having just enough knowledge of the technology to describe it with assurance: Regardless of the issue, it is crucial to be able to comprehend the fundamental ideas of the technology, even if you lack the necessary expertise. It will enable you to succinctly and simply convey complicated technology. You don't need to know how to design and create the product to be a writer. You can learn a new product more quickly and write about it more effectively if you have some prior understanding of the subject matter.

## Interpersonal Skills

To grasp the ideas and/or obtain information, communicate with the Subject Matter Experts (SME). You have to communicate with people on different teams. To comprehend the demands of the clients, you could also need to speak with them. Therefore, it is crucial that the authors possess strong interpersonal skills, some of which include: Strong communication (written and verbal) abilities Work together with members of other teams Effective listening Respond swiftly, clearly, and appropriately to circumstances. You will need to speak and clarify things with others in order to operate efficiently and successfully. You won't have a good understanding of the product, you could assume the incorrect things, and you might write inaccurate information or ambiguous instructions if you attempt to keep your queries to yourself out of shyness.

## Evolution of Technical Communication

The oldest examples of technical communication include documents in the form of invoices, receipts, and deeds. Geoffrey Chaucer, an English poet, offered a technical explanation of the

astrolabe, a device used for navigation. Another example of technical communication is found in Charles Darwin's renowned book on evolution, *The Origin of Species*. However, technical writing did not become a vocation until just before World War II, when the military required authors to provide user guides and maintenance manuals for gear and weaponry. Because of the expansion of the computer industry and other high-tech industries over the last twenty years, the number of technical communicators has increased exponentially.

Technical communication was not a top priority prior to the 1970s. Large systems would be sold by a computer manufacturer without any kind of documentation. The business would dispatch personnel to install the device, and instructions on "how to use" were provided verbally. Naturally, this wasn't the best or most efficient approach to inform the customer.

As more businesses joined this very lucrative industry, manufacturers saw that consumers were annoyed when a device arrived without a user's manual, or when it did, it arrived extremely late after the system, or it was of low quality and hence worthless. High tech businesses have begun to focus more on creating papers with graphical drawings in order to excite consumers. In the contemporary industrial context, technical communicators closely collaborate with design engineers, the legal team, and the marketing team to develop a new product. Every aspect of the product will be clearly communicated to the end user, or the consumer, at all times. Today, "user friendly" items are in demand, but if a consumer can't figure out how to use a product, it isn't friendly. Technical communicators are esteemed members of professional organizations, and as a result, their incomes and status have significantly increased. Technical communicators often earn the same income as software and hardware engineers in businesses.

### **Technical Communication-Targets a Specific Reader:**

The need to tailor the content for a specific reader is one of technical communication's most important aspects. This technique adds a touch of personality to your work. When you are aware of your target reader, your work is sometimes simple. Creating a proposal for your management, as an example. You will consider the person's history, responsibilities, organizational experience, attitudes, and similar factors there. You will take into account these variables while you create the proposal in order to wow the management and make it highly powerful. Consider a scenario in which you are writing to a variety of recipients with different demands. By choosing characteristics shared by the possible readers, you must next construct a fictitious profile. (Details will be, Audience Analysis. Despite being written with specific readers in mind, technical communication is sometimes viewed by persons who weren't the original target audience.

### **Technical Communication-Helps Readers Solve Problems:**

According to Lindsey Robbins, technical writing is like having a dialogue with the user about the product. The technical writer must anticipate the queries the user may have. According to Robbins, "Your users or constituents won't always know the right question to ask. Try to prepare questions and responses in advance for certain circumstances. Give them the topic for discussion, and they'll be more interested. People read technical writing to aid in issue solving; they also produce and disseminate technical writing to aid in problem solving. To tackle the difficulty of choosing a course, for example, you study the SMU DDE prospectus and relevant site data before enrolling in this course.

**Technical Communication-Part of Organizational Context:**

People who work for or within an organisation develop technical communication to achieve the organization's objectives. Take the Education Department, which is in charge of the programmes for vocational education, as an example. The department uses technology communication in all of its endeavours. An annual report is sent to the government by the educational department. This includes a description of each vocational programme the department has provided, together with information on who delivered it, who signed up for it, where and when it was offered, how much it cost, and how much revenue it earned. The study also discusses each program's successes and shortcomings and provides suggestions on how to improve it moving forward. To promote its services, the concerned department also creates a sizable amount of technical material for the general public in the form of leaflets, brochures, booklets, and even radio, print, and television commercials. Technical communication is also included in the course materials, which include texts, workbooks, audio, and video support aids.

**Technical Communication – Created collaboratively**

Technical communicators are not a distinct group; they collaborate with other creative individuals such as production specialists, attorneys, subject matter experts, and technical professionals to improve the quality of the document and demonstrate the creativity and synergy of the resulting teamwork. Collaboration is typical in technical writing since no one individual has the knowledge, expertise, or time to put up a lengthy paper alone. Interpersonal skills are crucial since technical communication is collaborative in nature. A technical writer should be able to negotiate, listen to others with different opinions, and convey their own in a polite and concise manner.

**Technical Communication – Synergy of words and graphics**

Words and graphical pictures are used effectively in technical communication. Complex ideas that are difficult to explain in words may be vividly shown through graphics. Additionally, they are able to convey descriptions, directives, and a significant quantity of measurable data. Additionally, it may help readers understand non-native English speakers and make the paper more engaging and attractive. As a result, a writer may rely on words for narrative purposes and on pictures for idea reduction. Technical communication, in essence, combines words and images.

**Technical Communication – Involves visualization**

Since 80% of communication occurs non-verbally, design elements improve the technical document's effectiveness and reader friendliness. These are the reasons technical communicators visualise documents.

1. To provide aesthetic appeal to the document since a well-designed page may draw the reader into the contents.
2. To aid the reader in navigating the text. Technical publications often have several pages and are long, so most readers just want to read selected portions. They can see where they are and what they want from the text thanks to design elements.



3. To make the text easier to grasp for the reader. Design components aid in the organisation of the text, and readers may more quickly grasp the document by recognising the patterns, colours, and sizes of the design elements.

### **Technical Communication: Uses cutting-edge equipment**

High-tech tools are used to develop technical communication. Every step of the document creation process uses a personal computer and a printer. The technical writer completes technical communication using word processing, graphics, and desktop publishing tools. Technical communicators and technical experts alike are constantly updating their abilities as information technology improves, becoming more powerful, simpler to use, and less costly.

### **Essential Skills of Technical Communication**

For a technical writer, there are five abilities or traits that are "musts".

#### **1. Technology Competence**

A technical writer has to be capable of understanding technology. They must be inclined towards the sciences and be able to comprehend how atoms or cells function. They must understand how to comprehend code and be web aware. In addition to this, kids need to be intrigued by how things operate. If someone is motivated, they may also learn technology they don't understand. At the end of the day, this knowledge and accomplishment provide one a pleasant feeling of accomplishment.

#### **2. The capacity for clear writing**

Disambiguation is a crucial ability for any technical communicator. Their primary responsibility will be to research challenging topics and concisely explain them. No one can simply accept explanations that are incomplete. Writing about anything demands a deeper knowledge than speaking what it does. Avoid using passive voice and complicated phrases. Avoid making assumptions about the user's knowledge by defining acronyms.

### **Role of Technical Communication in Business and Industry**

Technical writers convey concepts. They handle challenging documentation projects, design content, and take part in product development. The services of technical writers are required by business and industry. These include businesses in the fields of engineering and construction, automotive and aerospace, electronics, biotechnology and robotics, computer hardware and software, as well as centres for scientific research and development. Written communication is essential in the workplace, and contemporary organisations record practically all of their activities. Here are a few examples of writing that may be found in businesses.

1. Emails and memoranda
2. Travel journal
3. Statements of policy and procedure
4. Reports on projects and progress
5. Reports on completion
6. Business letters and newsletters
7. Publications on sales and marketing Research reports
8. Articles on businesses

**REFERENCES:**

- [1] M. Laabidi, M. Jemni, L. Jemni Ben Ayed, H. Ben Brahim, en A. Ben Jemaa, “Learning technologies for people with disabilities”, *J. King Saud Univ. - Comput. Inf. Sci.*, 2014, doi: 10.1016/j.jksuci.2013.10.005.
- [2] J. Morris, M. Jones, N. Thompson, T. Wallace, en F. Deruyter, “Clinician perspectives on mrehab interventions and technologies for people with disabilities in the united states: A national survey”, *Int. J. Environ. Res. Public Health*, 2019, doi: 10.3390/ijerph16214220.
- [3] S. Darcy, J. Green, en H. Maxwell, “I’ve got a mobile phone too! Hard and soft assistive technology customization and supportive call centres for people with disability”, *Disabil. Rehabil. Assist. Technol.*, 2017, doi: 10.3109/17483107.2016.1167260.
- [4] F. H. Boot, J. Dinsmore, C. Khasnabis, en M. MacLachlan, “Intellectual disability and assistive technology: Opening the GATE Wider”, *Front. Public Heal.*, 2017, doi: 10.3389/FPUBH.2017.00010.
- [5] S. Clifford Simplican, C. Shivers, J. Chen, en G. Leader, “‘With a Touch of a Button’: Staff perceptions on integrating technology in an Irish service provider for people with intellectual disabilities”, *J. Appl. Res. Intellect. Disabil.*, 2018, doi: 10.1111/jar.12350.
- [6] V. Zander, C. Gustafsson, S. Landerdahl Stridsberg, en J. Borg, “Implementation of welfare technology: a systematic review of barriers and facilitators”, *Disability and Rehabilitation: Assistive Technology*. 2021. doi: 10.1080/17483107.2021.1938707.
- [7] P. Fisher, M. Toczek, en B. R. Seeger, “Technology for people with disabilities: A survey of needs”, *Assist. Technol.*, 1993, doi: 10.1080/10400435.1993.10132215.
- [8] T. Gentry, “Assistive technology for people with neurological disability”, *NeuroRehabilitation*. 2011. doi: 10.3233/NRE-2011-0647.
- [9] K. Hara, C. Chan, en J. E. Froehlich, “The design of assistive location-based technologies for people with ambulatory disabilities: A formative study”, 2016. doi: 10.1145/2858036.2858315.
- [10] B. Lai, H. J. Young, C. S. Bickel, R. W. Motl, en J. H. Rimmer, “Current Trends in Exercise Intervention Research, Technology, and Behavioral Change Strategies for People with Disabilities: A Scoping Review”, *American Journal of Physical Medicine and Rehabilitation*. 2017. doi: 10.1097/PHM.0000000000000743.
- [11] I. C. Huang *et al.*, “Characteristics of people with disabilities receiving assistive technology services in vocational rehabilitation: A logistic regression analysis”, *J. Vocat. Rehabil.*, 2016, doi: 10.3233/JVR-160811.

## CHAPTER 18

### CAREERS POSSIBILITIES IN TECHNICAL COMMUNICATION

---

M. Sashilal Singh, Associate Professor  
Department of Electrical Engineering, Jaipur National University, Jaipur, India  
Email Id: msashilal@jnujaipur.ac.in

In today's customer-centric business model, the technical writers' ability to do their jobs effectively determines whether sales are won or lost. For every 30 programmers, there need to be at least one technical writer. But nothing has been done to popularise this profession despite their expanding demand. Technical communication has been around for a while, but it has only recently emerged as a specialised career. According to data provided by the Society for Technical Communication (STC), there are around 1200–1500 technical writers in India, compared to more than a lakh in the US. Many experts point to the lack of knowledge as a major deterrent for making it a feasible career path (both among corporations and people) [1], [2].

A technical writer may now expect to make up to Rs 35,000 in two to three years after starting with an average income of Rs 10,000 to Rs 14,000. There have also been hints of an individual's vertical advancement inside the organisation. Technical communicators may advance from entry-level positions to senior technical communicators (2–3 years of experience), writers team leaders (5–10 years of experience), and director of technical communications (10+ years of experience). In addition, he could want to work as a quality analyst or chief knowledge officer. With so much to offer, technical writers' futures are undoubtedly promising. The time is now to act positively in order to work towards giving this underappreciated industry the prestige it deserves.

#### **Audience Analysis**

Every technical communication has a certain goal in mind. Usually, the goal is to make it easier for the audience to understand ideas and concepts, but it may also be used to influence them to do certain actions. The idea that meaning is formed from the audience's perception of a piece of art makes the audience important. The goal might be as simple as getting the audience to comprehend the specifics of a technical system or to use that system to do a certain function. The identification of the audience has an impact on a variety of communication-related factors, including word choice, the use of visuals, style, and organisation. Jargon-heavy documents may be difficult for nontechnical readers to comprehend or, worse yet, to read, while technical readers may beg for more information since it is essential to their job. The information must be organised for the convenience of searching since busy audiences do not have the time to read a complete document. Examples of this organisation include the frequent use of headings, white space, and other attention-getting signals. The demands of the specific audience will determine any further requirements [3]–[5].

### **Primary Audience**

comprises of individuals who directly reply to your papers. This includes anyone who use your information to carry out tasks. They could assess and modify your material, or they might take your suggestions into consideration. For the purpose of preparing for university exams, distance education students, for instance, rely on the Self Learning Materials (SLM) offered by the university.

### **Secondary Audience**

comprises of those who want information about what is being planned, such as sales representatives who want to know the location of a new facility, the items it will manufacture, and the anticipated start date. A secondary audience does not directly react to your material in any way.

Multiple audiences being identified suggests that various topics may need to be presented. Planning for this scenario is advised by Pfeiffer and Boogerd by first determining the following for each audience: Goals, information that is required, and educational background. With this knowledge, significant needs may be met in a manner that benefits everyone. If it's not feasible to do this, audiences might be ranked by priority and the most crucial ones serviced first. By providing material that is explicitly marked within the text, such as the advanced subject sidebars (information in highlight boxes) that typically appear in user manuals, the remaining audiences may be serviced.

### **Research on Readers**

It is more crucial to have an image of your reader in your head than it is to really know who you are writing for. A logical approach to begin your research is by studying members of the target audience that you are familiar with to see what traits and mindsets they share. You often write for an audience of knowledgeable engineers and technicians, who almost certainly have a far deeper grasp of theory than you have or will ever have. They look for concise, obvious elements in your writing. Finding commonalities in their backgrounds is one of the topics you need to consider at this point, such as what is their educational background.

The following resources are available to us to aid in our research: Surveys and questionnaires

1. Firsthand knowledge
2. public perception and stereotypes
3. User-related narratives
4. Without understanding your audience, it is simple to write irrelevantly.

Staying firmly "on message" is made possible by the writer's understanding of the intended audience. Being a technical writer entails serving others. You serve as a conduit for knowledge. What was in the minds of the product's developers has to be translated into the minds of the users. Your reader will determine the tone, format, and degree of information you utilise. Understanding what people genuinely need to know and how they're most likely to get that knowledge when they need it in their lives is your first priority. The marketing division typically has a good sense of who the software's target customers are. They should be able to provide you a detailed description of them, including information about their demographics and the sorts of related items they have previously utilised. Obtaining this knowledge is an excellent starting point for understanding your audience. You could wish to

take the initiative and get in touch with possible end users so you can conduct an interview with them if the marketing department is unaware of this information. You want to learn: How much experience they have with items like yours [6]–[8].

1. The software's intended usage by them.
2. The lingo they use in their profession.

### **Environment and Expectations**

If the audience for your programme is entirely uninitiated, you may need to provide pretty basic computer instructions in your materials. However, the majority of readers nowadays are at least somewhat acquainted with these subjects, so there is no need to waste their time by repeating it. You may save both your time and the reader's time by finding out if the audience is acquainted with comparable software. Because they are curious about the titles of all the buttons, the majority of consumers don't purchase software. Instead, they purchase software that enables them to do chores in order to reach a goal. Therefore, the focus of your instructions must be on the measures people must take to reach their objective.

### **Types of Audiences**

Finding the audience's type (or kinds; there is seldom just one type) is one of the first steps in audience analysis. The following categories are often used to classify audiences: Experts: These are the individuals with in-depth knowledge of both the theory and the product. They created it, tested it, and are fully knowledgeable about it. Experts often have advanced degrees and work at academic institutions or in the government and commercial sectors' research and development divisions. The non-specialist reader has the least motive to attempt, but also the least chance, of understanding what these individuals are saying. The expert's communication difficulties most often arise while speaking with the technician and the executive.

### **Research Interviews**

One of the most popular and effective ways to get the data required to produce high-quality papers is through interviewing subject matter experts (SMEs). Careful planning and prior research are necessary for effective SME interviews. Successful results during the interview depend on having strong listening skills, doing critical analysis, and being able to keep tactful control over the session's breadth and depth. After the interview, pay immediate attention to your notes and any follow-up that may be necessary. When interacting with SMEs that are uncooperative or have poor communication skills, focus on the positive aspects of the partnership and create plans to overcome any flaws.

### **Research Tools**

Any accessible prior product documentation is the first place we may look for information. Being aware of this is crucial since we don't want to ask developers issues that have already been addressed elsewhere. whether we are writing about an update or modification to a product, it may also be helpful information since we can easily check to see whether the situation has not changed. Of course, the websites and portals on the Internet are among the most useful resources for background reading. These websites provide as access points to background knowledge, which the creator often assumes you are aware of. Therefore, be aware of and satisfy the developers' expectations. Using the programme itself is one of the most helpful preparation methods for creating documentation for software, provided you have

access to it, of course. It is feasible to make a logical assumption about how something functions by doing experiments.

### **Conducting SME Interviews**

A face-to-face interview with a subject matter expert (SME) is perhaps the most common and fundamental way for a technical communicator to obtain knowledge. Engineers, developers, programmers, operators, clerks, and customer service representatives are all examples of SMEs. They are the individuals that have expertise and experience with the specific system, application, item, activity, or process that you need to learn about. SME interviews may be impacted by a broad range of issues. The SME often has a job to perform in addition to taking time out of his or her busy day to speak with you. Therefore, it is crucial to gather the appropriate data and make the most of your interview time [9]–[11].

(If you work on smaller projects or are an off-site consultant, this is especially important since your interaction with your SME may be considerably more constrained.) The next section includes advice on navigating difficult SME interviews and relationships, as well as actions you can take before, during, and after the interview to maximise its efficacy. Whether you work as a consultant, a captive writer, or a freelancer, the bulk of these strategies will still work for you.

### **Research the subject matter**

Before the interview, go through any accessible background information. Attempt to get copies of any documents pertaining to the assignment, division, business, item, or sector. Informational tools like flowcharts, product data sheets, and even training manuals, may all be very helpful. The better questions you may ask during the interview will depend on how much background knowledge you have. Additionally, you want to prepare a list of inquiries or an overview of the subjects you wish to cover throughout the interview. This will help you stay focused during the interview. (It also makes sure you don't forget anything crucial.)

### **Use active listening skills**

This technique is not as easy as it sounds. Hearing is not the same as listening. Hearing is the perception of sound, whereas listening is attention to what is being said. Active listening requires that you give the speaker your complete and undivided attention. When you listen actively, you are focused on listening, not talking. Do not get distracted by mentally planning your next question so that you miss the SME's response to your current question.

### **Politely controlling the interview**

Controlling the interview's flow is crucial at all times, but it's crucial in situations when time is of the essence. Ask direct, direct questions to get the SME back on topic if they get off subject. Take care to avoid upsetting the SME in the process. You may need to collaborate with the individual on more projects, and unfavourable sentiments could taint subsequent interactions. Also, keep in mind that your tone of voice and impatient gestures might offend as much as your words. Additionally, it's critical to exert as much influence over the interview's setting as you can. Ask if there is another venue, such as an empty office or conference room, where you may continue the interview if the setting where you are interviewing is distracting (for instance, if the SME is getting several phone calls or other workers are continually interrupting the discussion). You could be forced to stay in one place in certain situations,



such when the applicant must use their computer to explain a task. However, you might attempt other strategies, such as asking the interviewee whether they can send their phone calls straight to voicemail. In the end, you may have to try to salvage what's already a horrible situation.

### **Organize your materials**

Keep your interview notes and attachments organised by using paper clips, binder clips, folders, Post-it Notes, highlighters, pens with various ink colours, and other tools as necessary. It helps to highlight parts of my notes where you need to ask the SME for clarification or follow up with them later on in the interview. A procedure's branching point is an illustration of this. Although you should definitely record both directions of the technique, taking one at a time makes things much simpler. To identify references in the notes to the forms and evidence you must gather after the interview, use highlighters or sticky notes. Keeping a running list of the things you need to buy is an alternative way to do this. Either approach is effective, but be sure to attempt to collect those things before you leave the interview, when you still have the SME's attention and the information is still relevant.

### **Problem Interviews**

The connection between the writer and the SME will ideally be one of cooperation and mutual benefit. This isn't always the case, however. In the actual world, a variety of things might hinder the success of the writer/SME connection, including personality conflicts, apathy about a project, and even poor communication skills. A tough or uncooperative SME might make your work as a writer more onerous than it has to be. Additionally, SMEs come in a wide range of qualities and skill sets, and technical writers often have little influence over which SMEs are brought in to work as resources on their projects. However, there are several things you can do to increase the likelihood of success even with a less-than-stellar SME. If you often collaborate with a SME who lacks effective communication skills, you may be able to create a productive working environment by figuring out how to get past their weaknesses. For instance, if a SME tends to think conceptually rather than in great detail, you can concentrate on eliciting the details of the conceptual concerns presented during the interview. Additionally, you might want to see examples that back up those talking points. A good SME interview may be achieved with advance planning, organisation, and effective interview process management. Although not all of the tactics discussed here will work in every interview circumstance, the most of them will work in the majority of interviews.

### **Validation**

Validating that information is crucial once you have spoken with the SME and written your documentation using the information you have acquired. A procedure called validation makes sure that the data you've written is true and, more critically, that it functions. One of the most crucial parts of technical writing is providing correct information. Naturally, self-validation comes first in the validation process. This is especially true if you are producing documentation for software that you have access to and can directly test the content in. Getting advice from other technical writers is also a good idea since nobody is an expert in all aspects of producing documentation. Because of your familiarity with the content, a second pair of eyes may pick up on details that you missed. Another beneficial strategy is to have the SME verify your work. This is particularly true in our case since our target market

and the SME are almost identical. The process of writing for the intended audience may be hampered by this approach in more broad technical writing, too. The developer is a valuable resource for confirming the accuracy of what is written, but they should never provide style advice.

### **Characteristics of Good information**

There is an abundance of knowledge. Finding reliable information is difficult, but you can tell it is if it meets the following criteria: correctness, objectivity, thoroughness, currentness, and clarity.

### **Tips for collecting information from SMEs**

Sending emails for technical justifications is not advised. Call the SME or visit his or her cubicle to ask a few inquiries.

1. Schedule formal meetings with SMEs so that you may ask all the questions you need to.
2. People may be busy, but once you schedule a formal meeting, they almost never manage to get out of it.
3. If you can sit close to a SME, one effective strategy is to observe them until they seem to be in a "dead" state (for example, while they are waiting for something to install, struggling to solve a problem, or finishing something). Timing is crucial. At that point, ask one inquiry, and then another. They may have to continue a little longer than they had anticipated.
4. Ask to peek behind them so you may see what they are doing. I imagine that many SMEs take pride in their technical expertise, therefore this is one method to win their favour by overpowering their senses with subliminal praise.
5. Set a deadline and schedule a meeting where the SME must present their evaluation in order to get them to evaluate a paper. It could never arrive if you just deliver the paper and request a criticism or evaluation.
6. Even while you can always purchase a SME lunch, it might be challenging to stay on task. If you rideshare, you may quiz the SME while you're driving as they won't have access to a computer.

### **Technical Writing Structure**

The majority of things, including political institutions, bodily parts, games, and systems, can be explained in terms of their structure and function. Platonic in the sense that it resembles an ideal shape, structure. Function is aristotelian since it specifies the purposes for which we employ various objects. A horse may be described by a Platonist as a creature having four legs, a tail, and a long back. The same horse may be described as a riding beast by an Aristotelian, who could even go so far as to provide riding lessons. In their daily job, technical writers integrate the two approaches. It's simply one more aspect that makes technical writing such a fascinating career.

### **Importance of Information Structures**

Data that lacks organisation is not particularly helpful. How do you locate what you're seeking? What matters and what is unimportant? You anticipate some kind of organisation while reading about a topic to make learning faster and easier. If it isn't organised, you'll quit

up easily. Put the most crucial details first. What matters the most? Depending on your understanding of your audience. Warnings often come first. The majority of introductions are pointless for technical readers. They look for a specific piece of information rather than reading the whole text. You should start with your index, table of contents, or other navigational aids. If your organisation is obvious and consistent, you may assume that your readers are sophisticated enough to navigate themselves.

### **Descriptions versus Instructions**

Descriptions exist for structures. Instructions exist for functions. All the parts that make up a horse are listed when you describe one. Even without having a particular horse in mind, you may describe what a horse is in general terms. Give your viewers the details they need to recognise a horse. When giving someone riding training, you should begin by explaining the horse's temperament as well as how to utilise the saddle, reins, and stirrups that the horse is wearing.

### **Hierarchical Structures**

Ideally, you are familiar enough with your audience to be able to rate the significance of your content. In any case, you should hazard a guess as to what comes first. As a result, there is a natural hierarchy created, with qualities listed in order of importance. You may decide to look at the user interface if you adhere to the programme or system's structure that you are describing. Simply list each menu item, command button, and text box in sequence from top left to bottom right for each distinct screen. When examining the structure and functionality of your application, based on the key uses of the system in the hands of your consumers, hierarchies become evident.

### **Vertical Buildings**

Vertical buildings, in which there is only one possible passage, are uncommon. A vertical structure may be used to convey a single instruction-style information block.

### **linear patterns**

Everyone who reads novels is acquainted with a linear format. A beginning, middle, and an end are present. Something else must occur first in order for something else to occur. The first action is what it relies on or has a "dependency" on.

### **structures not linear**

This implies that dependence is unnecessary. Direct routes from the centre to the end and from the end to the beginning are available. Additionally, you may provide navigation using graphical user interfaces, as on our SMU DDE website. An location in a graphic may be identified using an image map, and when a user clicks it, a link appears. One image might contain a lot of connections.

### **Structural clash**

The majority of systems combine dependent and independent functions. A numbered hierarchical structure for the user information is visible if there are dependencies. It makes more sense to have a nonlinear or horizontal structure when the functions are independent. A non-linear structure, however, cannot be accurately represented on paper. As a result, you

must arbitrarily prioritise different functionalities. The key in each situation is effective navigation that is structured and functional and is developed with your audience in mind. Give your readers the option to use a search engine to get the information they're looking for. Tables of contents and indexes are options for printed publications.

### **Technical Writing Style**

The writing style must be taken into consideration while constructing. A technical paper that is adequately written will be simple enough for the average person to understand. Every time you purchase a new device, whether it a camera, juicer, tape recorder, or even a bag of medications from a pharmacy, you first read the documentation that is maintained with the item. Now, if it is written in a difficult language and includes all jargon, it will be challenging for you to comprehend and utilise the product. As a result, if you want to work as a technical writer, you must learn to write clearly and simply.

### **Concise Communication**

Being clear and precise is crucial when drafting a technical paper. The longer the document, the harder it is to utilise since it takes up more time for the reader to read. But you should format it such that it does honour to brevity, clarity, and thoroughness. We'll now talk about the essential ideas that will help you write succinctly.

### **Direct Writing**

Avoid using dated, formal language and verbose sentences that are typical of professional writing. People nowadays are very busy and quickly frustrated by reading materials that are too long. Therefore, you should concentrate entirely on the subject at hand. Express yourself in a clear, conversational manner. To improve your writing, try utilising shorter words more often.

Complex: The refrigerator's propane line must be turned off before the gas tank can be filled. Explosion danger is considerably increased if this isn't done.

Simply put: Disconnect the propane connection from the refrigerator before adding petrol to the gas tank. The propane tank may explode if it is not turned off. The list of lengthy phrases to avoid is provided below. The proper, corresponding word is provided.

### **Avoid unnecessary jargons**

Jargon refers to the terms used by a certain group of individuals, who may share a community, a common occupation, a common educational background, etc. Automated teller machines, or ATMs, are often used by laypeople, however for electrical engineers, the term refers to asynchronous transfer mode. A biologist might use the term "bear" to describe a specific kind of animal, whereas a business graduate would speak about the stock market. Because two persons from the same culture or academic area want to communicate using the language specific to their field of study, employing jargon is not improper. However, you must exercise caution when using jargon when writing technical documents that may be viewed by individuals from various professions.

## Style Manual

Like other sorts of writing, technical writing has evolved through time into its own style. This has gained widespread acceptance in order to maintain the uniformity and accuracy in word use, both of which are crucial for effective communication. When your readers see inconsistency in the employment of certain spellings or typefaces, it is typically reason for worry. When you write "born" instead of "borne," or mix up the words "alter" and "altar," readers will notice right away. In order to preserve uniformity in its writing, the firm has adopted a style handbook or guide. Here, we'll concentrate on a few common issues that must be consistent throughout the document or throughout two corporate papers.

## Technical Communication Editing

To edit a document is to change or enhance what has previously been written. Editing entails making changes to the written material to improve its effectiveness and the reader's comprehension. Editing technical material is referred to as technical editing. In other words, it relates to editing a wide variety of information, such as chemical experiment descriptions, manuals for operating a hand camera, or directions for changing a car tyre. Some papers, such reports containing calculations and equations, could be quite technical; other documents, like a company's annual report, might be easier. However, the goal of all technical documentation is to properly express the technical information. The readers of these papers are typically either informed or persuaded, although a lot of technical writing, like the essays in National Geography, also aims to amuse its audience. Technical writing often has a different structure and style from regular nonfiction literature. Technical writing style encourages precise, short sentences, the use of particular terms, a simplified and unambiguous organisation of the material, and a major emphasis on images.

## Types of Editing

This necessitates looking at both the major components of a document, such the structure and content, as well as its minor components, like individual phrases and pictures. As you acquire expertise, you may simultaneously handle both of these problems. Additionally, editing entails modifying the content to fit the topic, audience, and purpose. As a beginner, you might begin to change the content to fit the target audience and the goal of the technical paper. Next, you should evaluate the planning and intention. Lastly, check the grammar, punctuation, and word choice. Macro editing and Micro editing are two general categories for this kind of editing.

**Macro Editing:** You should review the material's substance, organisation, and logic to make sure it addresses its topic and audience and fulfils the goal for which it was produced. In macro editing, emphasis is placed on key elements including concise topic or goal statements, fluid or clear content organisation, a full summary and introduction, and accurate as well as complete information. To efficiently modify a document at a macro level, you need be knowledgeable with the kind of document, its subject matter, and the firm creating the document.

**Detailed Editing:** Line editing and copy editing are other names for it. This necessitates making the appropriate corrections to certain words or visuals. It involves careful text editing. In other words, editing is carried out word-by-word and line-by-line to produce a well-written document that is sound in language, accurate in grammar, and in compliance with

organisational standards. The difficulty level is checked by the editor to ensure that the material is displayed in the document at a level suitable for the readers' degree of complexity. The editor must also verify that the document is accurate in terms of sentence structure, grammar, spelling, and punctuation. He must also edit the text to ensure that it adheres to standards.

After the order has been confirmed, it is necessary to review the material to make sure that the key points established are appropriate for the target audience. The editor should speak with the writer to define the objective of producing the document if the key concept is unclear or the points developed do not align with the major idea that the writer wants to express. The editor must check the visuals for diversity and clarity while reviewing the material. He should also make sure that the pictures and visuals complement the document's primary ideas. The writer is approached for editing if the visuals are discovered to be unclear or too complicated.

The editor also needs to arrange for the reprint authorization, which is a crucial responsibility. When a writer requests permission from the source material's copyright authority to use copyrighted materials, the editor must coordinate this request. When there are no copyright problems, the editor should make sure that the borrowed content is properly acknowledged. The editing process is not over yet. The printing master the original version of the finalized document that serves as a stencil from which more copies may be made must be verified for errors in the final revisions before the document is printed in its entirety. Additionally, at this step, the captions and visuals are checked to make sure they match. The masters are examined for quality to make sure there are no smudges, text fragments, or missing visuals. Before the document is sent for final printing, the numbering of each page must be checked to ensure there are no duplicates or incorrect numbers.

### **Proof Reading**

The value of proofreading is often underestimated. A thorough proofreading process may guarantee that a printed document is accurate, appealing, and presents a favourable image of the business that developed it. Instead of editing, a proofreader's job is to fix any mistakes they find in the text. When proofreading a document, the proofreader uses suitable technical dictionaries and the business style guide as reference resources to recommend improvements. He or she should comprehend the writer's objective, or what the writer is trying to convey, and neatly note any adjustments that must be made to fix the problem.

### **Three key areas should be the focus of proofreaders:**

- i) Content - To properly proofread a technical paper, you should cross-reference the technical information. Inconsistencies in data should also be noted, and labels for units of measurement, Greek letters, formulae, and mathematical symbols should all be checked for errors.
- ii) Spelling - Spelling mistakes are the most noticeable faults to readers of published papers; thus proofreaders should pay close attention to spelling correctness. It is not a good idea to depend on word processing programmes' spelling checkers since they only highlight terms that are not in their own dictionary. Proofreaders should verify each word for context as well as spelling since most spelling checkers do not recognise correct words used incorrectly, such as "here" and "hear," "form" and "from."



iii) Other - Check for grammatical problems. Whether using British or American English, there should be uniformity in the language. Proper noun use should be checked with particular attention. Any spelling errors in the names of things or individuals might cause great shame. Titles, headers, and illustration captions should all be carefully verified for correctness. While faults in these areas of a document are often missed by authors and editors, readers are generally fast to catch them because of how noticeable they are.

When proofreading a document, the typed text should be compared to the original manuscript to ensure that it is accurate and complete. There is often no visual proofreading at this stage since, in the event of a review draught, just the authors' drawings of the graphics are accessible. First-review draughts are proofread one-on-one, with the typed version and the original manuscript being compared letter by letter and number by number. Most individuals underestimate how much time is required for one-on-one proofreading.

### **Proof Reading Symbols**

No matter the topic, editing and proofreading symbols are the same. When the text of a document is typed for the first time in a soft copy, when the soft copy version of the text is amended, and when graphics are developed or updated, editing symbols are used on hard copies to signal to a typist, type setter, or graphic artist the changes the editor wants done. Throughout the process of generating a document, proofreading symbols are utilized. It's crucial to keep in mind that 'proofreading' occurs throughout the whole process of preparing a technical document, not only at the galley (a lengthy metal tray used to store ready-for-print type) or page proof stages. The disc version of the text (soft copy) is checked against the original manuscript, and the visuals are checked against the original drawings as they are made. The printing masters are proofread after the text and visuals have been fixed after final review and the document is ready to "go to press."

"Proof reading symbols" are the symbols you use to highlight corrections or modifications in the text. When you alter the symbols repeatedly, it creates inconsistency and may throw the writer or typist off when he or she means to make the edits you as the editor have advised. Finding typographical mistakes is the goal of proofreading. The margins of the text frequently include the proofreading symbols, along with a line indicating the precise location of the problem. Depending on the location of the fault, you may set the margin. Indicate the proofreading sign in the right margin if the mistake is more obvious there. If the mistake is in the left margin, the symbol is there.

### **REFERENCES:**

- [1] R. Mahajan, "The key role of communication skills in the life Of professionals", *J. Humanit. Soc. Sci.*, 2015.
- [2] D. J. Rosenquist, "The Successful Career Path: Roles of the Manager, the Professional, and the Educator.", *Tech. Commun. J. Soc. Tech. Commun.*, 1995.
- [3] J. Jablonski, "Seeing Technical Communication from a Career Perspective", *J. Bus. Tech. Commun.*, 2005, doi: 10.1177/1050651904269391.
- [4] A. T. Atkins en C. A. Reilly, "Pedagogical strategies for integrating SEO into technical communication curricula", *Commun. Des. Q.*, 2019, doi: 10.1145/3309578.3309585.

- [5] M. L. Torres-Barreto, G. P. C. Castaño, en M. A. Melgarejo, “A learning model proposal focused on challenge-based learning”, *Adv. Eng. Educ.*, 2020, doi: 10.18260/3-1-1153-36023.
- [6] M. S. Hanif, M. I. Hanif, en Y. Shao, “Contemplating the antecedents of a sustainable work life in an emerging economy: Lessons from early retirees in the ICT sector of Pakistan”, *Sustain.*, 2018, doi: 10.3390/su10124734.
- [7] M. Demaria, Y. Hodgson, en D. Czech, “Perceptions of Transferable Skills among Biomedical Science Students in the Final- Year of Their Degree: What are the Implications for Graduate Employability?”, *Int. J. Innov. Sci. Math. Educ.*, 2018.
- [8] A. Azuara-Blanco, A. Reddy, G. Wilkinson, en R. Flin, “Safe eye surgery: Non-technical aspects”, *Eye*. 2011. doi: 10.1038/eye.2011.127.
- [9] T. Batova en R. Andersen, “A Systematic Literature Review of Changes in Roles/Skills in Component Content Management Environments and Implications for Education”, *Technical Communication Quarterly*. 2017. doi: 10.1080/10572252.2017.1287958.
- [10] R. G. Crepeau, C. W. Crook, M. D. Goslar, en M. E. McMurtrey, “Career anchors of information systems personnel”, *J. Manag. Inf. Syst.*, 1992, doi: 10.1080/07421222.1992.11517962.
- [11] M. Bell, M. Cake, en C. Mansfield, “Success in career transitions in veterinary practice: Perspectives of employers and their employees”, *Vet. Rec.*, 2019, doi: 10.1136/vr.105133.