

**MAHARASHTRA AGRICULTURE UNIVERSITIES EXAMINATION BOARD**  
**SEMESTER END EXAMINATION**

**B.Sc. (Hons.) Horticulture**

<b>Semester</b>	<b>: III (New)</b>	<b>Academic Year</b>	<b>: 2019-2020</b>
<b>Course No</b>	<b>: H/EXTN - 352</b>	<b>Title</b>	<b>: Communication Skills &amp; Personality Development</b>
<b>Credits</b>	<b>: 2(1+1)</b>	<b>Total Marks</b>	<b>: 40</b>

**MODEL ANSWER**

**SECTION A**

**Q.1. Explain communication process.**

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are seven major elements / components of communication process:

**Sender:** The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.

**Encoding:** The sender begins with the encoding process wherein he uses certain words or nonverbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

**Message:** Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.

**Communication Channel:** The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

**Receiver:** The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

**Decoding:** Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

**Feedback:** The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

**Q.2. Describe the types of communication.**

1. **Verbal communication** - It includes listening, speaking reading and writing
2. **Non-verbal communication** - Communication without language is known as nonverbal. It is also known as gestural communication. This includes gestures, facial expressions, etc., which make communication more effective.
3. **Intra personal communication** - It occurs within ourselves and continuous as long as we are alive.
4. **Small group communication** - In Mutual conversation between five to ten people. It may be formal or informal.
5. **Mass communication** - It is a communication system in which an identical message is originated by an institutional organization and sent to a large number of receiver through public channels (TV, Radio, Newspaper, Magazines, Film, Internet)
6. **Dyadic communication** - In dyadic communication, two individual's communicate with each other.
7. **Interpersonal communication** - Interpersonal communication most commonly occurs in face to face situations, where we can see, hear and even touch the other person or persons.
8. **Public speaking** - One person addresses a large audience. Public speaking is mostly one way from the speaker to audience. Messages are conveyed by the speaker and received by the audience.

**Q.3. State the points to be considered for Public Speaking.**

1. Know the needs of your audience and match your contents to their needs.
2. Put what you have to say in a logical sequence.
3. Practice and rehearse your speech at home or where you can be at ease and comfortable, in front of a mirror, your family, friends or colleagues.
4. Know what your strong and weak points are. Emphasize your strong points during your presentation.
5. Dress appropriately for the occasion.
6. Look pleasant, enthusiastic, confident, proud, but not arrogant.
7. Speak slowly, enunciate clearly, and show appropriate emotion and feeling relating to your topic.
8. Establish rapport with your audience.
9. Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room. Vary the tone of your voice and dramatize if necessary. If a microphone is available, adjust and adapt your voice accordingly.
10. Body language is important. Standing, walking or moving about with appropriate hand gesture or facial expression is preferred to sitting down or standing still with head down and reading from a prepared speech.
11. Speak with conviction as if you really believe in what you are saying. Persuade your audience effectively.
12. The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from INTRODUCTION to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION.
13. Do not read from notes. Speak loudly and clearly. Sound confident.
14. Maintain sincere eye-contact with your audience.
15. Speak to your audience, listen to their questions, respond to their reactions, adjust and adapt.

#### Q.4. Explain the types of listening.

- (1) **Active Listening** - Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker. This is usually through non - verbal cues such as nodding, smiling, facial expressions in response to the ideas of the speaker, making eye contact, etc.
- (2) **Passive Listening** - In passive listening, the listener does not react to the ideas of the speaker but merely listens. In this case, the listener makes no attempt to interrupt the speaker, by asking questions and commenting on the ideas that have been presented.
- (3) **Appreciative Listening** - It is a type of listening behavior where the listener seeks certain information which they will appreciate, for example that which helps meet his / her needs and goals.
- (4) **Conversational Listening** - It implies a constant exchange in the roles of Speaker and Listener in the conversation.
- (5) **Courteous Listening** - It is conversational and social listening. For most of us, our first inclination is to talk, "to say what's on our minds," and hope that someone else will do the listening.
- (6) **Critical Listening** - It is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.
- (7) **Discriminative Listening** - It is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.
- (8) **Sympathetic listening** - In sympathetic listening, we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.
- (9) **Empathetic listening** - When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling.
- (10) **Therapeutic listening** - In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

#### Q.5 What are the guidelines for developing listening skills?

Stop talking sometimes

Show a talker that you want to listen

Familiarise yourself with the sound system of language

Have a positive attitude towards the speaker and the topic

Focus on your purpose Listen for attitudes

Listen to non - verbal language

Emphasize with the talker

Go easy on argument and criticism

Put the talker at ease

Remove distraction

Give feedback

Listen between the lines

Listen for purpose motive

Avoid negative feedback

Be patient

Hold your temper

#### Q.6 What are the guidelines for precise writing?

1. Read the passage at least two times to familiarize yourself with the theme and the main ideas contained in the passage.
2. Give the passage a little, a suitable title would help you to identify the name of the passage.
3. Write down important points and arrange them in the same sequence as the original passage.
4. Make a rough draft. A *précis* should not be more than 1/3 of the original unless otherwise directed.
5. Write the precise in the indirect form of narration using only the third person
6. Scrupulously avoid all examples figures of speech, illustrations and comments.
7. Retain all those facts and ideas which are related to the main ideas, reject those which have minor importance.
8. Drop all redundant words and expressions.

#### Q.7 Write short note on

##### a) Seminar

A **Seminar** refers to the discussion in a small group in which the result of original research or advanced study is presented through oral or written reports. Generally one person presents a lead paper incorporating his / her findings and then there is an in-depth discussion on the material presented. The other members are knowledgeable and take active part in the discussion. The main purpose of a seminar is to share knowledge and to get the viewpoints of equally well informed persons.

A Seminar has an objective, a Lead Speaker and a number of Participants. The person who organizes the seminar is known as Seminar Director or Seminar Coordinator. An appropriate theme is selected, the lead speaker is determined and the participants are identified. If more than one session is visualized, a Chairperson and one or more Rapporteurs are selected for each session.

##### b) Conference

The purpose of a **Conference** is to confer with persons having similar interests and also to pool their experiences and opinions. The discussion usually results in a set of suggestions or recommendations on the central theme of the conference. Conference is an assembly of different organization, departments and even interests for discussing issues of common interest. It is noted for its wide and varied representation. It has an agenda for its deliberations. Its end-result is usually a set of recommendations for policy makers and others. Its handicap is that the mode of participation in it is speeches.

A Conference is usually a large gathering of persons who meet to confer on a particular theme or to exchange experience or information. Most of the steps that have to be taken for preparation, presentation and conclusion of the seminar are broadly relevant for organisation of a conference also. Since the information is to be sent to the potential delegates is substantial, it is better to prepare a brochure containing all important and relevant information, including arrangements made, and mailed to the participants well in advance.

## Q.8 What are the factors affecting personality?

**1. Heredity** - Heredity refers to those factors that were determined at the time of conception, through genes. Physical stature, facial features, temperament, energy levels, biological rhythm are all inherited, which determine a wide range of personality characteristics.

### 2. Family factors

**Parenting styles** – being brought up / raised by parents who could have different styles of parenting can be critical factors in the child's personality. Eg. An authoritarian parent, who places rigid rules in the child's path, may make a child timid or on the other hand rebellious. Democratic parenting may bring responsible behaviour in the child. Too permissive parenting may make a child pursue fewer goals and become laid back.

**Life experiences** – what life experiences an individual goes through could develop certain traits in the individual. Stressful situations can bring about distress, anxiety and diffidence in the person. Happy and successful experiences can lead to confidence, assertive nature and goal directed behaviour.

**3. Intelligence**– Intelligence is both a factor of personality as well as a factor that affects personality. Research has shown that high intelligence is related to social success, emotional stability and success in many aspects in life, which contribute to positive personality development.

**4. Health and physical states** - Health and physical states of the individual -- when people suffer health problems, personality suffers. Ill health brings down physical energy levels, motivational levels and general vitality is lost. Personality suffers due to these conditions.

**5. Neighborhood** - Different kinds of neighbourhoods give very different experiences to individuals. People must make adjustments to demands of the neighbourhoods, its people and its expectations. For instance, children can be easily influenced if they live in crime ridden neighbourhood to develop certain behaviours that suit that environment. Calm, quiet and cultured neighbourhoods have calming effects on individual's personalities.

**6. Culture** - Different cultures of the world have set norms, standards and acceptable patterns of behaviour that the persons residing those cultures must abide by. This brings about vast differences in the personalities of people. Even in a single country too, different ethnic groups have different cultural practices which bring about diversities in personalities of people.

## Q.9 State and explain points to be considered for effective oral presentation.

- |  |                                |
|--|--------------------------------|
| Make your speech purposive                       | Give brief introduction        |
| Know the audience                                | Be prepared                    |
| Don't read your presentation                     | Don't make excuses             |
| Arouse the interest of the audience              | Maintain eye-contact           |
| Use of proper gesture, posture and body movement | Be fluent                      |
| Be positive                                      | Provide examples               |
| Use visual aids                                  | Actively involve your audience |
| Use repetitions, pauses and variation in         | Have a smooth ending           |
| Stop before your audience wants you to stop      |                                |



**Q.10 State general guidelines for keeping lab-records and notebooks.**

- Do use a bound notebook.
- Do explain acronyms, trademarks, code or unfamiliar jargon.
- Do title, sign and date **each** attachment, as well as each laboratory note bookpage.
- Do record the objective of an experiment as well as the results obtained in as much detail as possible.
- Do record thoughts, conversations, lab meeting discussions, oral reports and discussions, as well as wild speculations and future plans.
- Record all the original data in the bound laboratory notebook and **NOT** on scrape paper. Be sure to include what is being measured as well as the correct units. Any data that appears to be useless or wrong, draw a single line through so it is still readable. After careful analysis, you may find that the measurement is valuable.
- Anything that is calculated should be documented along with the method of calculation and the formula used to obtain the answer. Make sure that you pay close attention to significant figures.
- Do write in the active voice.
- Do report completed experiments in the past tense.
- Do give cross references to previous experiments and/or projects.
- Do use a table of contents to provide cross references.
- Do keep your lab notebook under lock and key when you are not in the lab.
- Do track and save completed lab notebooks.
- Do not modify the data.
- Do not rip pages out.
- Do not skip pages.

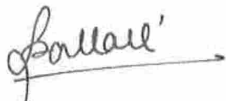
**Q.11 Define the following terms:**

- a) **Communication** : Communication is a process by which two or more people exchange ideas, facts, feelings or impression in ways that each gains a common understanding of meaning, intent and use of message.
- b) **Abstract** : An abstract is a concise and accurate representation of the contents of a document, in a style similar to that of the original document.
- c) **Note Taking** : It is a practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture.
- d) **Summary** : A summary is a short and concise representation of the main points, ideas, concepts, facts or statements of a text written in your own words.

**Q.12 Fill in the blanks:**

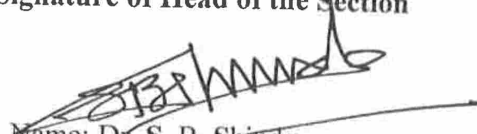
- a) Communication is a **two** way channel.
- b) Personality as a term originates from the **Roman** word persona.
- c) The word precise is derived from French word **Precis**.
- d) The common fear of public speaking is called **gloss phobia**.

**Signature of Course Instructor**



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