

**Third Semester B.E. (Computer Science and Engineering) Examination
BUSINESS COMMUNICATION**

Model Answer

Question	Description of Question	Marks
	<p>NOTE: The answers below contains only the key points to show the direction in which the answers should have been written.</p> <ul style="list-style-type: none"> The students are expected to explain these points in detail in their own words along with examples. Writing incomplete sentences as bullet points would not accepted. Or writing only keywords or headings would also mean deduction in marks. Writing long paragraphs without headings/sub headings would also lead to deduction of marks. Accuracy of language (grammar and spellings) and content would fetch you marks. Absence of same would mean deduction of marks. Each of the points should have a logical and clear explanation based on how it was taught in class and as given in the text/reference books. Copying the class PPT, word-to-word, is unacceptable and would be taken as equivalent to unfair means. 	
1	Explain any one of the following: The following points have to be explained in your own words with appropriate examples	(07)
	<p>(a) Methods to achieve clarity</p> <ul style="list-style-type: none"> The first objective of technical writing is to write clearly <p>Reasons for ensuring clarity in professional documents:</p> <ul style="list-style-type: none"> <i>Ideas, solutions</i> clear to the readers Failed as communicator – your own credibility at stake Wasted time and money (yours and the readers) Lose opportunities Cause loss to customer/reader/company <p>Methods:</p> <ul style="list-style-type: none"> Be specific Answer the reporter's questions Use easily understandable words Use verbs in active voice versus passive voice <p>1. Be specific</p> <ul style="list-style-type: none"> Technical writing involves problem solving – thus, provide specific details <p>Do not use vague words like – <i>some, recently, several, few etc</i> - - use specific information or data</p> <ul style="list-style-type: none"> e.g. In a letter to a finance manager "I need <u>some</u> information about the budget" In a user manual of a mobile phone "you need to charge the mobile for <u>sometime</u> before first use" A nurse reporting to a doctor on a patient's health status "he has <u>some</u> blood pressure" Instagram has more users than facebook <p>2. Answer the reporter's questions</p> <ul style="list-style-type: none"> To write clearly you need to answer the reporter's questions – Who, what, When, where, Why, how – because there is clarity the reader faces no stress. That helps your reader to do his/her work quickly and successfully or to react quickly and successfully on your communication/requirement. E.g. <p>3. Use easily understandable words</p> <p>Two thumb rules:</p> <ul style="list-style-type: none"> To write clearly – use words that can be easily understood – avoid obscure words. <u>Obscure means something which is hard to understand or see</u> 	

		<ul style="list-style-type: none"> ▪ The objective of the writer should be to: ▪ Write to communicate – not confuse ▪ Write to express – not impress ▪ Write words that will make sense of your correspondence – not confuse the reader ▪ Try and write the way you speak – only if your language is clear and strong ▪ E.g. ▪ Use <i>acronyms, abbreviations, and jargons</i> as per level of understanding of the reader/audience <ul style="list-style-type: none"> ▪ Word formed from first few letters of a series ▪ <i>Generic words</i> with a meaning ▪ <u>e.g.</u> ▪ <i>Scuba</i> (<u>s</u>elf-<u>c</u>ontained <u>u</u>nderwater <u>b</u>reathing <u>a</u>pparatus), ▪ <i>radar</i> (<u>r</u>adio <u>d</u>etection <u>a</u>nd <u>r</u>anging), ▪ <i>Interpol</i> (<u>I</u>nternational <u>C</u>riminal <u>p</u>olice), ▪ <i>Laser</i> (light amplification by stimulated emission of radiation). These are now regular words rather than just short forms. ▪ Jargon ▪ Words or phrases used by a group to communicate ▪ Difficult for others to understand ▪ E.G. ▪ <i>Spaghetti</i> – for a lay person it means Italian noodles. Firemen in US call fire hoses and pipes as <i>spaghetti</i>. ▪ <i>Gulli</i> – for an Indian it is a narrow street, in cricket it is a fielding position. <ul style="list-style-type: none"> ▪ Use in parenthesis/ brackets – e.g. CBI (central bureau of investigation) – use when a few to be mentioned in the text ▪ Use in a glossary (a list of acronyms, abbreviations, and jargons with full form given in alphabetical order at the beginning of a document) – use when too many to be given in text. <p>4. Use Active Vs. passive</p> <ul style="list-style-type: none"> ▪ Active voice: directs attention to the subject and then to the action initiated by the subject ▪ E.G. <i>The architect placed the blueprint on the table</i> ▪ Subject - <i>architect</i> ▪ Action and thing acted on – <u>placed</u> <i>blueprint on the table</i> ▪ Why use active voice: <ul style="list-style-type: none"> ▪ Involves less words in a sentences ▪ There is clarity and easy to follow ▪ Passive voice: draws attention away from <u>subject</u> towards <u>action/object</u> ▪ E.G. <i>Old engine designs have been improved by engineers</i> ▪ <u>Action</u> and <u>thing acted on</u> mentioned first and <u>subject</u> later ▪ Change to active – <i>engineers have improved the old engine designs</i> ▪ Why not passive voice? <ul style="list-style-type: none"> ▪ Helping verbs like <u>can</u>, <u>has been</u>, <u>was</u>, <u>is</u> are used in passive voice, which makes it more wordy <p>1. <i>Overtime is favoured by hourly workers</i> Ans. <i>Hourly workers favour overtime</i></p> <p>2. <i>The planner included a new printer in the budget</i> Ans. <i>A new printer was included in the budget</i> ('subject' skipped if not important)</p>	
	(b)	<p>How to involve the audience. Explain the following key points in your own words. The language has to be grammatically correct and the answers should contain examples and correct logic.</p> <p>Methods to involve the audience</p> <p>Answer</p>	

	<p>Involvement of audience in writing is as important as audience recognition. You need to attract the audience and keep them interested. There are two ways to do that:</p> <ol style="list-style-type: none"> Personalized tone Reader benefit <p>I. Personalized tone</p> <p>a. Pronouns: Use of pronouns like – <i>you, your, we, us, I myself</i> – will humanize your writing</p> <ol style="list-style-type: none"> It will bring out that it is not computer generated but personalized – written by people, for people Friendliness and humanness are positive attributes of technical writing. <i>You, your</i> – the reader is the focus – reader made to feel special <i>We, us, our</i> – team words- indicates group involvement, camaraderie – can be used for subordinates to motivate <i>I, me, myself</i> – to be used carefully as the words focus on the writer – overuse can indicate the writer as egocentric <p>b. Names</p> <ul style="list-style-type: none"> Another way to personalize – incorporate reader’s name You create a friendly environment Decision should be taken to use first name or last name E.g. Dear Smita or Dear Dr. Patnaik How do you decide when to use first name or last name? First name –worked with the person, known the person for long, and know that person will not be offended Second name – use surname when reader not known or well-known, as - reader may get offended. In India - first and second name has to be carefully used - In most formal correspondences ‘Dear Sir’ or ‘Dear Madam’ are used – however, things changing – American system taking over. <p>c. Contractions</p> <ul style="list-style-type: none"> A new rule in technical writing – write naturally – as if you are conversing with your reader (if you can speak well) Use contractions – like <i>we’re, let’s, here’s, it’s, can’t, don’t</i>. Earlier it was looked down upon – now accepted in technical writing Makes the correspondence more personalized. E.g. <i>Now that your printer is working, it’s time to hook it up to your computer.</i> <p>II. Reader benefit</p> <p>Another way to involve audience is by giving the readers what they want or need. You should show how reading will benefit the reader. There are two ways to do so:</p> <ol style="list-style-type: none"> Explain the benefits: Readers need to know how it will benefit. Only then they will read through. E.g. Instructions for Poured Foundations: <i>A poured foundation will provide a level surface for mounting both the pump and motor. Carefully aligned equipment will provide you a longer and easily maintained operation.</i> Use positive words and verbs: A good way of audience involvement is using: <ol style="list-style-type: none"> Positive words – give the writing a warm glow such as <i>Happy, effective, successful, please, enjoyable, benefit, thank you</i> Verbs – give it a punch, such as <i>Establish, organize, help, plan, prepare, ensure, accomplish, achieve</i> 	
(c)	<p>Barriers in communication (you could have answered any 7 of them but in details, your own words and with examples)</p> <p>Answer (explain the following points in details).</p> <p>I. Physiological barriers</p> <ol style="list-style-type: none"> These barriers arise out of physical limitations such as memory loss, drop in concentration and mental sharpness as well drop in 	

		<p>functioning of sensory organs like eyes, ears etc. these could be because of physical/medical or psychological reasons.</p> <p>II. Psychological barriers: The following would cause disruption in smooth flow of communication:</p> <ol style="list-style-type: none"> False assumptions: Sometimes the sender assumes that the receiver understood what was conveyed and thus does not bother to clarify or repeat the message. Over confidence and apathy – the risk of overconfidence could be from people known as <i>pansophist</i> or those who think “I -know-everything” and are thus unwilling to learn as well as listen. They blocks ideas. Similarly, apathy from the receiver runs the risk of them_not showing interest or emotions in the message they are receiving as a result they may leave out key information Fear and defensiveness – fear may break communication as the sender who may fear the receiver may use unclear language or in other words, may mumble. On the other hand a fear ridden receiver of the message may block information due to fear. Similarly when a receiver becomes defensive then he or she _may not allow others to speak and may cause melodrama to block communication which may cause more misunderstanding. <p>III. Perceptual barriers</p> <ol style="list-style-type: none"> In this kind of barrier we tend to be selective with the messages we receive. Either we allow or block certain messages. Perceptions create mental blocks as we see the world and its issues from own perception. As a result we don’t consider other’s view E.g. it is due to perceptual barriers that a boss is not able to understand the perception of his/her junior and is thus ignoring the idea of the junior or a teacher who dislikes a student’s “out-of-the-box” thinking would ignore the student. Thus the student may eventually you learn to keep quiet in class. <p>IV. Attitudinal barriers</p> <ol style="list-style-type: none"> Reflects from attitude built over a period of time due to socio-economic or cultural bringing up. If the message matches with the belief then its accepted, otherwise it is rejected. There are mainly three causes of this kind of barrier: <ol style="list-style-type: none"> Egocentrism – ‘My opinion/ideas more valuable’ – creativity of juniors may be missed out by senior Judgmental attitude – message that judges others without use of facts – makes the receiver angry or defensive Resistance to change – change means hardwork. Emotional Barriers <ol style="list-style-type: none"> Emotional state determines ability to communicate Stress – people don’t understand when under stress Sender – perplexed, nervous, worried, excited, afraid – won’t organize message well Receiver – won’t understand well E.g. a person with high EI will take the warning of a supervisor seriously and act on it. A person with low EI may disagree, argue, or ignore the warning – thus get into trouble. <p>V. Sender-centric communication barriers</p> <ol style="list-style-type: none"> Lack of interest – talking about topic with less or no clarity – no interest Lack of preparation – result – incorrect audience analysis, lack of information, Over-qualification or under-qualification – too much details or superficial information – Ph.D teaching 1st graders – PG qualified teaching Ph.D students Time deficit – lack of time to prepare or disseminate information – barrier 	
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2		<p>Explain the format of a proposal</p> <p>The following points have to be explained in your own words with correct examples. The introduction, discussion and conclusion sections are the core of a proposal. Those who explain these sections logically and extensively are likely to fetch marks:</p> <ol style="list-style-type: none"> 1. Cover letter 2. Title page 3. Table of contents 4. List of illustrations 5. Abstract/ES 6. Introduction 7. Discussion 8. Conclusion/recommendations 9. Glossary 10. Reference list 11. Appendix 	(07)
3	(a)	I had <u>an</u> egg and <u>a</u> glass of milk for breakfast (use appropriate articles)	(02)
	(b)	<u>The</u> leopard which escaped from <u>the</u> zoo has been caught (use appropriate articles) – It was a specific animal from a specific place. Thus a definite article.	(02)
	(c)	In hot weather milk <u>turns</u> (turn/turns) sour. (Use the correct subject-verb agreement)	(01)
	(d)	Can you finish the work <u>by or till</u> tomorrow (use correct preposition)	(01)
	(e)	“She looks beautiful. Doesn’t she?” (add appropriate punctuation). If students would have read the question properly, it said “add”. If you were asked to replace then that word would have been added in the instruction.	(01)
4		Explain any one of the following:	(06)
	(a)	<p>Format of a feasibility report</p> <p>The following points have to be explained in your own words with correct examples. The introduction, discussion and conclusion sections are the core of a report and each report has different content in these sections. Those who explain these sections logically and extensively are likely to fetch marks:</p> <ol style="list-style-type: none"> 1. Why feasibility report (cost-benefit analysis) 2. Feasibility/practicality of project – money, labour/material, interest rates, taxes, impact on environment, estimated outcome 3. Feasibility of purchase of equipment/software/lab 4. Feasibility of new product – demand (existing and potential), competition, old/new 5. Feasibility study and report <p>Heading</p> <ol style="list-style-type: none"> 1. Date 	

		<ol style="list-style-type: none"> 2. To 3. From 4. Subject – FR on XYZ project Or FR on installation of IP phones <p>II. Introduction (overview, background) Purpose / Objective - <i>What</i> problem motivated the study Or <i>Why</i> talk about feasibility of any project/equipment – <i>what is the problem</i> e.g. lack of water, equipment that improves co. working, current equipment time consuming etc Who initiated the study, <i>who</i> requested the report etc Personnel - <i>who</i> are the team members, contacts/vendors</p> <p>III. Discussion</p> <ol style="list-style-type: none"> 1. Criteria – basis/parameters to study feasibility – cost, environment, income, benefits, vendor etc. 2. Analysis – compare your findings with criteria – compare with existing (if any) <p>IV. Conclusion and recommendations</p> <ol style="list-style-type: none"> 1. Conclusion – Significance of findings 2. Recommendations – next course of action/which on feasible or best <p>PLEASE NOTE: The report should have been explained with the help of an example as taught in the class.</p>	
	(b)	<p>Steps in case study evaluation: The following points had to be explained in your own words by using appropriate examples wherever applicable:</p> <p>What is case study evaluation</p> <ul style="list-style-type: none"> • A qualitative research method • A story about something unique, special or interesting – can be individuals, organizations, processes, programmes, neighbourhoods, events, etc. • Often based on real situations – modifications made to protect individuals/institutions • Most case studies do not have one or clear solution • Case study methods used in India since ancient times – <i>Panchatantra</i> by <i>Vishnu Sharma</i> – 2nd Century BC. • <i>Chandragupt Vikramaditya</i> was known to crack many case studies on social, political and managerial issues <p>How to do it:</p> <ul style="list-style-type: none"> • Static and dynamic • Static – Understand the situation then with resources available then • Dynamic – understand from current situation POV. • Follow the four-step process • Thorough reading for understanding the case • Applying SWOT to the company • Developing and evaluating solutions • Making recommendations <p>Step-1: Thorough reading for understanding the case</p> <ul style="list-style-type: none"> • Read several times to grasp the problem • Check for information in table, graphs, etc • Underline/list the most important facts and figures • Many problems – identify the crucial one and separate from non-essential ones and why are the problems occurring – do facts/figures indicate. • What can you do: <ul style="list-style-type: none"> • Previewing – headings, subheadings, highlighted text, examples, illustrations, tables, graphs. 	

		<ul style="list-style-type: none"> • Skimming – helps locate relevant sections among all – start reading from beginning- take your eyes quickly over text – read some words of each paragraph. • Scanning – Same as skimming, but you stop at information – read • Intensive reading – read, make notes, underline unfamiliar and relevant information, data, words – read many times till you understand • Critical reading –pro and cons of problems and solutions – what is missing - SWOT of the company in question • Identify the problem statement of case <p>Step-2: Applying SWOT of company</p> <ul style="list-style-type: none"> • After SWOT understand or answer the following: • Why the problem occurred • How is it affecting/affected the company's performance • Does the problem come from a changing environment, declining market share, inefficient internal or external processes – identify where the company is strong or weak – what internal or external strategies it has formulated. E.g. if the company deals in exports and the exchange rate of the currency changes then this a change in the outside environment which may be a threat or an opportunity. <p>Step-3: developing and evaluating solutions</p> <ul style="list-style-type: none"> • Analyze the weakness and strengths to figure out the competitive advantage of the company – don't allow biases • Start to think of solutions and evaluate them by asking: <ul style="list-style-type: none"> – What is the most suitable solution – Why "that" solution – justification – Are there any pitfalls in this solution – too expensive, operationally not feasible - check that too <p>Step-4: Recommendations</p> <ul style="list-style-type: none"> • State your best solution • Give justification • Why alternative solutions were not selected • Give a cost-benefit analysis of the solution 	
	(d)	<p>Contents of an annual report: The following points had to be explained in your own words by using appropriate examples wherever applicable:</p> <ul style="list-style-type: none"> • Why are annual reports made: • Assess year's operations - companies' view on upcoming year, companies' place and prospects - profit and not-for-profit organizations. • Potentially effective marketing tool - on company fortunes - many medium-sized and large companies devote large sums of money to making their annual reports as attractive and informative as possible. • Target audience – Employees, customer, shareholder, suppliers, the community, <p>Contents</p> <ul style="list-style-type: none"> • Key highlights of the company in terms of financial and non-financial achievements • Letter from chairman – highlighting the Vision, mission and key achievements of the company • The team – Board of Directors - names and photos • Product or category-wise report – retail, petrochemicals, manufacturing, telecommunication, or product wise – Vision& Mission of each, performance, achievements, • Directors' report – general financial performance of the company, Directors' responsibilities, Directors and Key management personnel, number of Board meetings, board evaluation, R&D, etc • Management Discussion and Analysis – overview of the industry, overview of the company's business and strategies – human resource – 	

		<p>acquisition, diversity, development, engagement, investments, risk management, internal financial control systems,</p> <ul style="list-style-type: none"> • Corporate Social Responsibility • Awards and accolades • Financial highlights – Ratio analysis, Share price performance, Shareholdings, Balance Sheet, Profit and Loss account, Auditor's report, Cash Flow, <p>Three examples were shared in the class. The annual reports of Reliance, TCS and GOI. Examples from these should have been used.</p>	
5		<p>Explain the guidelines to be followed to ensure effective document design. The following points had to be explained in your own words by using appropriate examples wherever applicable:</p> <p>I. Can be achieved when readers are provided visual:</p> <ol style="list-style-type: none"> Organization Order Access Variety <p>I. Visual organization</p> <ol style="list-style-type: none"> Way to achieve effective visual organization or arrangement of text is through <i>Chunking which is nothing but</i> breaking of text into smaller chunks of information <p>It can be achieved through the following methods:</p> <ol style="list-style-type: none"> Headings: one-3 words to explain the contents of the paras White space: double-triple spacing between paras Rules: Lines drawn to separate information Section dividers and tabs: sub-headings and tabs <p>II. Order</p> <ul style="list-style-type: none"> To tell audience visually <ul style="list-style-type: none"> what is most important What is less important What is least important This is called <i>queuing</i> ideas or setting them in some order Techniques to do that are: <p>a. Typeface Or Fonts: There are many available – Courier, Arial, Times New Roman – all divided as SERIF or SANS SERIF SERIF – Decorative feet – commonly used in text – easy for readers SANS SERIF – No decorative feet – best used for headings</p> <p>b. Type Size:</p> <ol style="list-style-type: none"> Size of font – importance of sections Heading - 18 font size Second level/ sub-heading – 16 font size Third level – 14 font size Text – 12 font size <p>c. Density</p> <ul style="list-style-type: none"> Density – thickness or weight – can also determine priority Can be done by: Boldfacing Shadow, emboss, etc For headings and subheadings -Microsoft word gives options under STYLE in Home menu <p>d. Spacing and Position</p> <ul style="list-style-type: none"> Spacing <ul style="list-style-type: none"> More space between first heading and text than second heading and text...and so on 	(06)

		<ul style="list-style-type: none"> • Position <ul style="list-style-type: none"> ◦ <i>Position of headings</i> – centered, left aligned, indented or outdented ◦ <i>No one approach</i> is more correct than other ◦ However – follow any – but bring consistency ◦ E.g. Cambridge University Press – Heading -1 – center – subsequent headings – left aligned <p>III. Access</p> <ul style="list-style-type: none"> • Easy access of information from text • <i>White space</i> – indenting and spacing • <i>Bullets</i> – for itemization – MSWord provides options • <i>Numbering</i> – for itemization – MSWord provides options • <i>Boldface</i> • <i>All caps</i> – only when want to draw attention, e.g. CAUTION • <i>Underlining</i> – Use cautiously • <i>Italics</i> – guidelines are given which words to make italics • <i>Fills</i> – some text boxes can be filled • <i>Inverse type</i> – White on black • <i>Font type</i> – change to highlight but don't use cursive style • <i>Colour</i> – • to signify something, e.g. Red for Danger e.g. DANGER: 440 VOLTS • Headings, sub-headings, • Optimal contrast • <i>Do not over use!! E.g. all the headings in different colours – unprofessional</i> <p>IV. Variety</p> <ul style="list-style-type: none"> • Variety in paper size, paper thickness • Print horizontally • Use more columns • Vary gutter width • Can use ragged – right margin • Use graphics/ tables instead of text, wherever appropriate • Page number – variety 	
		OR	
6		<p>Explain the contents of a user manual The following points had to be explained in your own words by using appropriate examples wherever applicable:</p> <p>Focus Of User Manuals</p> <ul style="list-style-type: none"> ▶ 1. Installation ▶ 2. Operation ▶ 3. Maintenance ▶ 4. Troubleshooting ▶ May vary in size – a small one fitting a cars glove compartment or large volumes (like for aircrafts) ▶ May also vary in number – can be divided into smaller booklets ▶ May vary in how it is presented – hardcopy, CD and website, or CD and website. <p>Components: The sequence would vary</p> <ul style="list-style-type: none"> ▶ Cover page ▶ Hazard alerts ▶ Table of contents ▶ Introduction ▶ Definitions of terminology ▶ Technical description ▶ Warranties ▶ Accessories 	(06)

		<ul style="list-style-type: none"> ▶ FAQs ▶ Corporate contact information ▶ Index 	
7		<p>Make slides for a presentation on <u>any one</u> of the following topics: The expected answer was:</p> <ol style="list-style-type: none"> 1. Minimum of 7 slides or the maximum of 10 as the marks were 7. 2. Not to copy the class PPT on PAC concept 3. Define the concepts and make a proper conclusion 4. Need for the joint family system in 21st Century – the expectation was to identify the issues that are arising in nuclear families in the 21st century and how joint family system can overcome it. 5. In case of India, latest data had to be used 6. Visually the slides had to be made appealing by use of graphics etc. 	(07)
	(a)	PAC concept	
	(b)	India	
	(c)	Need for the joint family system in 21 st Century	