

STANDARDS FOR INFORMATION MANAGEMENT AND DISSEMINATION

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Structure



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Learning Objectives



After going through Unit 11, it is expected that you would be able to

- ❖ Acquaint and sensitize yourself to the use of different specified standards pertaining to procedures/system/practices (both national and international) at your workplace.
- ❖ Be familiar with recent developments in the area of 'open standards' particularly for managing digital information
- ❖ Relate the standards described here to work done in an information intensive organization.

11.1 Introduction

Unit 11 is about performing your tasks so that they match with the specified standards used both nationally and internationally. For this purpose it is necessary that you are familiar with such standards relating to different procedures or systems or practices at your workplace. In addition, you will

also learn in Unit 11 about relatively 'open standards' as they are applied in the management of digitalized information. In an information intensive workplace like an adult education and learning set-up, it is important for you to be sensitive to the need of applying standards to all your

activities so that you are able to share them with colleagues and others at home and abroad. Similarly, if you are aware of standards in procedures and practices, you will be able to appreciate and make use of what others are doing. With the application of standards in all your procedures, systems and practices, it becomes quite easy for you to exchange information and this sharing can bring both efficiency and speed to your performance at your workplace. Unit 11 will enable the PALDIN learner to understand the importance of use of standards, particularly in a network environment where different organizations/institutions are required to share their expertise and resources to break information isolation. Unit 11 stresses the viewpoint that use of a widely accepted standard is desirable while developing a computerized/electronic database as it facilitates exchange of information with other institutions. In addition, Unit 11 highlights also the benefits of open standards in IT environment.

11.2 Why Standards

Standards are necessary for successful management of information and supporting resources in addition to communications systems. We use a telephone and dial direct to any place in the world because of standards accepted by vendors of telephone equipment. Standards are published as operating guidelines, procedures and policies. Whatever the standards are called, rules are required in the management of information, just as laws are needed in our society.

A shop in your locality selling building material and hardware items has ‘screws’ of different sizes or

specifications. You can easily buy them according to the size given by your carpenter. But buying a ‘screw’, nut or bolt was not easy in the 19th century. Most screws, nuts and bolts were locally made and products available in different shops were often incompatible. It happened simply because the craftsmen who made them did not follow any defined standard. However, one of these craftsmen put America’s machine tool industry on the path of standardization. In the year 1864, William Sellers introduced a ‘uniform system of screw threads’ which later became widely adopted. The argument made by William Sellers was simple, ‘without standardized easy-to-make screws, there could be no interchangeable parts and thus no mass production’. Later, most technology sector such as railways, electricity, tele-communications all learned to love standards in their fledgling period. The stalwarts in the field of industry or technology believed in the dictum ‘without standards a technology can not become ubiquitous, particularly when it is part of a larger framework’. For instance, railway track gauges, voltage levels, signaling systems all had to agree on before railways, electricity and telephones became ready for widespread use or mass consumption. Standards also allow a technology to become automated thus making it more reliable and easier to use.

In our day to day activities, we come across manufacturing standards. They are often cited in product advertisements. We do ask for ISI marks (i.e. Indian Standards Institution) when we purchase an electric motor switch (ISI: 3854), or white cement (IS-8042). We also advise our friends and relatives to buy ISI marked goods for quality products.

The importance of standardization was felt in the field of library and documentation work quite early. The world-wise use of standard catalogue cards of 12.7 cm X 7.6 cm size was for a long time. The introduction of International Standard Book Numbering (ISBN), and Serial Numbering (ISSN) along with International Standard Bibliographic Description (ISBD) was for the purpose of achieving bibliographic control over books and serials that are published all over the world in a dispersed manner.

11.2.1 Definition

International Organization for Standardization (ISO), Geneva, the apex body, has defined standards as:

“A technical specification or other document available to the public, drawn up with the cooperation and consensus or general approval of all interests affected by it based on the consolidated results of science technology and experience aimed at the promotion of optimum community benefits and approved by a body recognized on the national, regional and international level”.

Charles D Sullivan describes standard as a ‘category of documents whose function is to control some aspects of

human endeavor’. Thus a standard is a result of particular standardization effort or activity which after getting approval of an empowered body takes the form of a document containing a set of conditions relating to quality control, pattern of practice or processes that are to be followed.

11.2.2 Categories of Standards

Standards relating to procedures, system and practices that relate to an ALS fall under the following categories.

- ❖ Preparation of
 - (i) abstracts of periodical articles/ thesis
 - (ii) alphabetical indexes
 - (iii) bibliographical references
 - (iv) abbreviations of titles of periodicals
 - (v) technical manuals
 - (vi) trade catalogues etc.
- ❖ Printing and publishing, electronic document interchange/information retrieval, ISSN/ISBN, microfilming etc.
- ❖ Management of library and information centers, public library, inter library lending, use of thesaurus for classification and cataloguing terms, layout of a union catalogue etc.

Activity 11.1

Please read the section 11.2 thoroughly and try to answer the following questions

- ❖ Who invented the standards? What sort of difficulty Indian Railway could face if there is no ‘standard’ or ‘specification’ for railway tracks?
- ❖ How can ‘standard’ help you to judge the quality of a product like a Pressure Cooker?
- ❖ What types of standard are required in an ALS for information management and editing of publications?

11.3 Indian Standards

Indian Standards Institution (ISI), now known as Bureau of Indian Standards (BIS) was established in the year 1947 primarily to improve quality of goods produced in the country. However, ISI or BIS has also published a large number of standards which relate to processes and procedures that are followed in the creation of knowledge artifacts (e.g. books, learned periodicals, technical manuals) or exchange of information in a computer mediated environment. In addition, the importance of standard practices in library and documentation work was realized by the ISI, and a technical committee was set up by it as EC 2: Documentation Committee, headed by an eminent person in the field Dr. S.R. Ranganathan.

This Committee is presently known as MSD 5: Documentation and Information Sectional Committee. The Committee is responsible for formulation of Indian standards on the following documents

- ❖ Preparation of abstracts of periodical articles, reports etc.
- ❖ Indexing work/preparation of subject indexes of books etc.
- ❖ Bibliographic references
- ❖ Cataloguing and classification terms
- ❖ Automated information handling system
- ❖ Transliteration
- ❖ Book numbering (ISBN)
- ❖ Book production, illustration and printing processes
- ❖ Style manual
- ❖ Binding and any other aspects relevant to processing, handling and publication of documents.

The Committee works in close cooperation with other bodies that are responsible for formulating technical guidelines in related fields. They are:

ISO/TC 46	Information and documentation
ISO/TC 130	Graphic technology
ISO/TC 154	Processes, data elements and documents in commerce, industry and administration
ISO/TC 171	Document management applications

So far BIS has compiled more than 50 standards in different areas that are relevant to the persons working in adult learning setups and their documentation unit. A near exhaustive list of these current standards with all necessary details such as publication data etc. is given below.

11.3.1 Editing, Printing and Publishing of Books, Periodicals etc.

These standards relate to editorial and publication unit of an ALS.

IS 4:1963	Guide for layout of learned periodicals (Revised)Jan 2003
IS 790:1987	Guidelines for preliminary pages of a book (First March 2003 Revision) (superseding IS 791:1956, IS 792:1964 and IS794:1956)
IS 795:1976	Guide for preparation of abstracts(First Revision) Mar 2003
IS 1250:1958	Proof corrections for printers and authors Jan 2003

IS 1275:1976	Rules for making alphabetical indexes (First Revision) Mar 2003	ISO 2108:1992	Standard book numbering (ISBN) (First Revision)
IS 3130:1968	Guide for preparation of manuscript of an article March 2003 in a learned periodical	IS 9637:1980	Guidelines for presentation of information in Jan 2003 technical manuals
IS 6298:1971	Guide for selection of type and page layout in Jan 2003 textbooks	IS10101:2003	Information and documentation - International
IS 6660:1972	Guide for illustrations in books Jan 2003	ISO 3297:1998	Standard serial number (ISSN) (First Revision)
IS 7140:1971	Symbols and notations for correction of Jan 2003 illustration and illustration proofs	IS 12000(Part 1)	Guide for paper spoilage and wastage for Mar 2003 1987 printing industry: Part 1 Sheetfed, letterpress and offset processes
IS 7160:2003	Guide for print area, margins and type sizes for textbooks (First Revision of various parts of IS7160)	IS 15281:2003	Information and documentation - International
IS 7400:1974	Guide for preparation and production of Jan 2003 textbooks	ISO10444:1994	Standard Technical Report Number (ISRN)
IS 8010(Part1)	Guidelines for preparation of technical reports: Jan 2003	IS 15306:2003	Printing @ Publishing - Glossary of terms
1976	Part 1 Research and development reports	DOC.MSD 5(145)	Transliteration of the Indian scripts to the Roman script
IS 8010(Part 2)	Guidelines for preparation of technical reports: Jan 2003		
1982	Part 2 Feasibility reports		
IS 8010(Part 3)	Guidelines for preparation of technical reports: Jan 2003		
1987	Part 3 Industrial potential survey reports	IS 18:1999/	Documentation - Rules for the abbreviation of title words and titles of publications (Second Revision)
IS 8310:2003/	Information and documentation-international		

11.3.2 Information Processing, Management and Documentation

These standards are needed for various types of documentation works such as indexing/alphabetical arrangement, preparation of catalogue, etc.

IS 382:2003	Practice for alphabetical arrangements (First Revision)	Documentation - Vocabulary
IS 2381:1978	Recommendations for bibliographical references: Mar 2003 Essential and supplementary elements (First Revision)	/ISO 5127:2001 (First Revision of various parts of IS 13550)
IS 3050:1965	Code of practice for reinforced binding of library Jan 2003 books and periodicals	IS 14720:1999 Documentation-guidelines for the Establishment and development of monolingual thesauri
IS 6666:1972	Recommendations for frequency notation for Jan 2003 Periodical publications	ISO 2788:1986
IS 9400:1980	Guide for the preparation of bibliographic March 2003 Description sheet for technical reports	IS14836(Part 1):Codes for the representation of names of countries
IS10454:1983	Guidelines for presentation of translations March 2003	2000/ISO 3166-1: and their subdivisions: Part 1 Country codes 1997
IS 10455:1983	Guidelines for presentation of abstract sheets March 2003 in serial publications	
IS 11956:1987	Guidelines for the preparation of trade March 2003 catalogues	
IS 11957:1987	Guidelines for contents list of periodicals March 2003	
IS 13550:2003	Information and	

11.3.3 Library Management

These standards relate to different practices and procedures that are involved in the management of a library and information Centre.

IS 796:1966 Glossary of cataloguing terms (First Revision) Mar 2003

IS 1358:1967 Practice for layout of library catalogue code Mar 2003 (First Revision)

IS 2550:1963 Glossary of classification terms Mar 2003

IS 7150:1974 Specification for library catalogue and Mar 2003 Abstract card

IS 12940:1990 Documentation - Library statistics - Guide Mar 2003

IS 13536:1992 Documentation- Directions of libraries,

Aug 1998		for bibliographic description of different kinds of documents
ISO 2146:1988	Archives, information and documentation Centers and other databases	
IS 15283:2003	Layout of an entry in a union catalogue of Periodical publication	IS 14873:2000 Information and documentation - Format for ISO
IS 15339:2003	Public Library - Guidelines	2709:1996 Information exchange
DOC.MSD 5(132)	Inter-library loan (to be finalized)	IS 15389: 2003 GEDI - Generic Electronic Document Interchange
		ISO 17933:2000
		IS 15390:2003 Information and documentation - Information
		ISO 23950: 1998 Application service definition and protocol retrieval specification (Z39.50) -
		In addition to these, there are quite a few standards relating to microfilming of different types of publications, their handling and storage. A guide has also been published in the form of a standard for the purpose of drafting and presentation of Indian standards, 1988 (Third Revision).
		These standards are available in a documented form and can be acquired by any organization from the Bureau of Indian Standards, Bahadurshah Zafar Marg, New Delhi-110002.

11.3.4 Database Development and Exchange of Information in Electronic Form

These are the standards and protocols used in data communications; and development of today's interoperable and global Internet

IS 7900:2001 Data elements and interchange formats - Information Interchange - Representation of dates and times (Second revision of IS 7900)

IS 11370:1985 Guide for data elements and record format Mar 2003 for computer based bibliographical data bases

Activity 11.2

Please read the section 11.3 and try to remember the titles of standards that can be used by you for your work and acquire at least two relevant titles and use them in your work. Also answer the following questions.

You have been asked to write a research paper for a peer reviewed periodical in the field of adult education. What are the standards you would like to consult when you prepare the final manuscript.

You have a full size English dictionary in your office. Try to find out what sort of standard 'symbols' or 'guidelines' are available in it that can be used for editing/proof reading purposes.

11.4 Standards for Information Literacy Programs

In the context of an adult learning centre, information literacy is a practical and strategic concept guiding the efforts in information seeking and using skills. To be information literate a person must be able to recognize when information is needed and have the ability to locate and use information effectively. Right to Information Act (2005) has enhanced the importance of this concept.

Information literacy is defined as the set of skills needed to find retrieve, analyze and use of information. According to American Library Association, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand. Though the definitions of information literacy vary, they include the following as determinants.

- ❖ effective information seeking
- ❖ informed choice of information sources
- ❖ information evaluation and selection
- ❖ comfort in using a range of media to best advantage
- ❖ awareness of issues to do with bias and reliability of information
- ❖ effectiveness in transmitting information to others.

A number of standards have been developed in western countries primarily to assess information literacy skills of a person. Two well known standards have been developed by Association of College and Research Libraries (ARCL) in USA and Society of College, National and University Libraries (SCONUIL) in U.K. SCONUIL has developed a model for information literacy called 'Seven Pillars Model of Information Literacy'. In this model, information literacy has been identified under seven headline skills which have been further sub-divided into several sub-skills. See Box 11.1 for these headline skills and their subdivisions.

Box 11.1 Headline Skills and their Subdivisions

i) Recognition of the Need

The ability to recognize a need for information

ii) Filling the Information Gap

The ability to distinguish ways in which the information 'gap' may be addressed knowledge of appropriate kinds of resources, both print and non-print, selection of resources with 'best fit' for task at hand

The ability to understand the issues affecting accessibility of sources

iii) Strategies to Locate Information

The ability to construct strategies for locating information

to articulate information need to match against resources

to develop a systematic method appropriate for the need

to understand the principles of construction and generation of databases.

iv) Accessing Information

The ability to locate and access information
to develop appropriate searching techniques (e.g. use of Boolean)
to use communication and information technologies, including terms for international academic networks
to use appropriate indexing and abstracting services, citation indexes and databases
to use current awareness methods to keep up to date

v) Compare and Evaluate Information

The ability to compare and evaluate information obtained from different sources
awareness of bias and authority issues
awareness of the peer review process of scholarly publishing
appropriate extraction of information matching the information need

vi) Communicate Information

The ability to organize, apply and communicate information to others in ways appropriate to the situation
to cite bibliographic references in project reports and theses
to construct a personal bibliographic system
to apply information to the problem at hand
to communicate effectively using appropriate medium
to understand issues of copyright and plagiarism

vii) Create New Knowledge

The ability to synthesize and build upon existing information, contributing to the creation of new knowledge.

At the base of this model are the two fundamental building blocks of basic library skills and basic IT skills. The former is a part of user education programs of academic libraries where as the latter is a part of IT related training programs for the use of electronic resources. The personnel working in at adult learning centers are required to master these skills for their day to day work.

The information skills model given on the right presents diagrammatically the relationships between the competent information user at the base level and the much more advanced user. The seven pillars shown above represent transformation of an information user from a beginner to an expert.

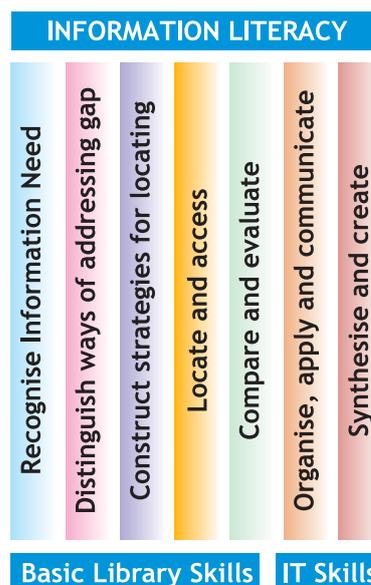


Figure 11.1: Information Skills Model

Activity 11.3

Please read the Section 11.4 thoroughly and try to answer the following questions. Also read the basic provisions of Right to Information Act (2005).

What do you understand by the strategic concept of 'information literacy'? How it is different from the term 'literacy'?

What are the basic library skills that are required to be an information literate person?

What sort of information literacy skills would you like to teach to neo-literates at your centre/set-up?

Have you ever exercised your right to information?

If yes, what kind of information you sought and how long did it take you to get it ?

11.5 Information Technology and 'Open Standards'

It is true that standards have always played an important role in IT applications but they were often proprietary. Now there is a visible change. For the first time there are true standards to allow inter-operability and these standards are not controlled by a vendor.

This is not simply a question of protocols and interfaces that have become 'open standards' (i.e. not controlled by any IT firm), even entire pieces of software are becoming open standards popularly known as open source software. This

is a software development model where the underlying programming code is open to inspection, modification and redistribution. One of the prominent examples is Linux operating system developed by world wide virtual communities of volunteer programmers.

This gradual shift towards 'Open Source' is important as most players in IT industry believed in locking in customers and making it costly for them to switch from one brand of technology to another.

Box 11.2 Open Standard (excerpted from Wikipedia, the free encyclopedia)

Some definitions of the term "open standard" permit patent holders to impose "reasonable and non-discriminatory" royalty fees and other licensing terms on implementers and/or users of the standard. For example, the rules for standards published by the major internationally recognized standards bodies such as the ITU, ISO, and IEC permit requiring patent licensing fees for implementation. However, the definitions of the European Union and Danish government forbid open standards to require fees for use. Permitting such license fees is controversial, because these tend to forbid implementation as free/open source software and discriminate against those who do not hold those patents. Many definitions of the term "open standard" specifically forbid any such fees.

The term "open standard" is sometimes coupled with "open source" with the idea that a standard is not truly open if it does not have a complete free/open source implementation available.

Open standards which specify formats are sometimes referred to as open formats.

The following are some quotations that define 'open standards'.

- EU Commissioner Erkki Liikanen: "Open standards are important to help create interoperable and affordable solutions for everybody. They also promote competition by setting up a technical playing field that is level to all market players. This means lower costs for enterprises and, ultimately, the consumer." (World Standards Day, 14 October 2003) [3]
- Jorma Ollila, Chairman of Nokia's Board of Directors: "... Open standards and platforms create a foundation for success. They enable interoperability of technologies and encourage innovativeness and healthy competition, which in turn increases consumer choice and opens entirely new markets," (Nokia Foundation Award to Mårten Mickos, 2006)

In some ways although IT firm were often centers of mass production, when it came to standards they were still stuck in the old era of draftsmen with proprietary software bringing them huge profits.

In fact, the shift towards open standards or 'open source' products or practices in IT is based on the premise that value of a technology depends not just on its quality but also on number of users, positive feedback can help one firm to dominate the market. For example, if a large number of people are already connected to a data network using a particular transmission standard, the more people will see the point of hooking up to it. Thus network effects make it even more attractive to control a technology. These network effects also explain why the IT industry in the

1980's decided to move away from completely proprietary technology, the most important characteristic of the mainframe era. Microsoft Corporation, for instance, figured out how to strengthen feedback loops by encouraging other software firms to develop applications for its operating system. This kind of openness made windows a widely used 'standard' with a proprietary tag of a firm.

The Internet has played a dominant role in spreading open standards. It has provided a positive feedback loop in favor of open standard. The Internet has produced workable open standards such as TCP/IP, its communication protocol or HTML, the language in which web pages are written. The Internet has also made it much easier to develop standards.

Activity 11.4

Please read the section 11.5 and try to understand the newly emerging concepts like 'Open Standards' and 'Open Source Software'. Also read about telecommunication standards and 'Internet protocols' from a recent publication. Also answer the following questions:

What are the advantages of open source software?

Why are open standards now encouraged by the technology firms?

11.6 Conclusion

Standards are basically rules in the form of operating guidelines, procedures and

policies that are to be followed at your workplace. Unfortunately, organizations

continue to operate without standards or rules until much damage is done. Standards ensure quality products, procedures and services that are widely accepted by clients.

The purpose of this unit is to introduce the learner with the existing Indian Standards that are required for management of information resources (e.g. creation of bibliographic records or preparation of abstracts of monographs) and for the creation of knowledge artifacts (e.g. guide for

preparation of manuscript of an article in a learned periodical). The unit also tells about various international standards that are normally used for processing or exchange of digital information. However, one has to remember that nomenclature for standards to be followed differ according to organizational customs. It is anticipated that the unit would enable the learner to identify and procure relevant standards that can be used at his or her workplace.

11.7 Apply What You Have Learnt

Please prepare a checklist of various activities that take place at your ALS; and identify relevant standards for at least two important activities.

Use the standards identified for these activities at your centre; and assess how the standards have improved the quality of products, processes or services.



12 MANAGING ADULT LEARNING SETUP

S. GANGULY

Structure



- 12.1 Introduction
- 12.2 Adult Learning and Communication
 - 12.2.1 Means of Communication
 - 12.2.2 Effect of the Communication
- 12.3 Forms of Communication
 - 12.3.1 Intra-personal Communication
 - 12.3.2 Inter-personal Communication
 - 12.3.3 Group Communication
 - 12.3.4 Mass Communication
- 12.4 Methods of Communication
 - 12.4.1 Internal Communication
 - 12.4.2 External Communication
- 12.5 Effective Communication
 - 12.5.1 Communication Process
 - 12.5.2 Barriers to Communication
 - 12.5.3 The Communicator
 - 12.5.4 Factors Affecting Communication
 - 12.5.5 Skills of a Good Communicator
- 12.6 Oral and Non-verbal Communication
 - 12.6.1 Oral communication in Practice
 - 12.6.2 Guidelines to Create a Structured Oral Message
 - 12.6.3 Listening Skills
 - 12.6.4 Interviews
 - 12.6.5 The Telephone
 - 12.6.6 Non-verbal Communication
- 12.7 Apply What You have Learnt

Learning Objectives



After going through unit 12, it is expected that you will be able to

- ❖ Relate how effective communication is one of the major strategy in adult teaching-learning process and how different means of communication give effect to a communication process
- ❖ Distinguish between internal methods of communication and external methods of communication
- ❖ Appreciate the role of a communicator in making effective communication with the audience and the skills of a good communicator
- ❖ Discuss the importance of oral and non-verbal communication

12.1 Introduction

So far you have learnt about the processes of documentation, dissemination and networking. You have also sensitized yourself to the use of different specified standards pertaining to procedures/and system/practices (both national and international) at your workplace. This has set the stage for you to efficiently manage an adult learning set-up. In addition to learning about the above-mentioned processes while managing adult learning set-up, you require also the basic understanding of two significant aspects of your professional expertise. One deals with human communication and the other one concerns organizational behavior. Unit 12 and Unit 13 discuss in quite some detail about human communication while Unit 14 and 15 are on organizational behavior.

An integral part of living and working with people involves communicating at

all levels, so also does adult education set-up entails a whole series of communication skills. Communication is an everyday interaction that we have with people around us. As such, communication is not restricted to speech alone as body language plays an important role in it. In addition, we now have access to mass media such as radio, television, newspaper and videos which are useful tools of communication. Unit 12 is about the various aspects of human communication in the context of adult learning. Beginning with explaining the concept, forms and methods of communication, you will learn about the art of effective communication and oral and non-verbal communication. As a professional adult educator, you will appreciate the value of learning about communication process and the skills for effective communication. Let us start with the importance of communication in the context of adult learning.

12.2 Adult Learning and Communication

Considering the centrality of communication in an adult learning set-up we will first discuss the meaning of the term 'communication'. Communication may be defined as giving, receiving or exchanging information, opinions or ideas by writing, speech or visual means, so that the material communicated is understood by everyone concerned.

Let us try to understand the process of

communication in terms of who are the people involved and what they do. So we try to understand communication as **Who says what? With what purpose? To whom? In what situation? By what means? and with what effect?** See Box 12.1 Who, What, Why, Whom and When of Communication. Then we will talk about the means and effect of communication.

Box 12.1 Who, What, Whom and When of Communication

Who?

As a communicator you must know what you are talking about. The people you talk to must believe in you and trust you. They must accept you as a person so your attitude is important. You must have patience and be willing to listen.

What?

What are the content of your message? What your message communicates - skills, attitudes or information. At different times you may have different messages which are dictated by the needs of the community making sure they are not conflicting messages.

Why?

Be very clear about the outcomes that are expected after you have communicated the message to the people. In the case of development worker, most of the communication will have purposes like: teaching skills, presenting facts, organizing knowledge, stimulating imagination or changing attitudes.

Whom?

To whom are we giving the message to? A person's background in terms of experience, literacy level, interests, attitudes and values will determine how the person accepts the message. There are times when we may feel that giving some information (say about vaccinations) is important, but the attitudes of the people whom we are trying to communicate with as well as their willingness to listen to our message is an important factor in effective communication.

When?

Communication is a cycle process that starts from understanding the need to communicate, the actual intervention of communicating the message, decoding of the message on part of the receiver and then getting feedback from the receiver. Again we will try to improve or react to the feedback received.

12.2.1 Means of Communication

One of the most important factors is the means that are being used to communicate the message. For a long time the only way of communicating was the spoken word. Even today many communicators depend on this for giving messages. There are certain other tools which are used for communicating.

a) Audio as Tool: For many people information heard directly from the mouth of another person is important if that person is well respected and trusted or is professionally qualified. Others increase the effect of the spoken word through dramatic gestures. Still others will use language and nuances to increase effectively. The spoken word itself, though, has certain limitations. Many people hear the words but may have little understanding of the idea

behind them.

b) Visual-Something seen: With many subjects, visuals arouse the interest and provide a clear mental picture. It facilitates understanding and help in memorizing a fact or issue.

12.2.2 Effect of the Communication

Here we come to the last part of the steps in communication. After communicating what is important for us is to know how the audience has perceived that communication. This will be clear if we note the effect of the communication on the audience.

Short-term effect: Expressions, actions and words of the audience will tell us whether they are bored, clear, confused. Look for and encourage some sort of a response. This is a short-term effect.

Long-term effect: The success of the communication is finally judged by what people will do when they are free to act

as they choose. The long-term value of communications is to be found in people's actions.

12.3 Forms of Communication

There are four major forms of Communication.

12.3.1 Intra-personal Communication

Communication is an ongoing process and that intra-personal communication is one aspect of this. For example, if we see food that we are allergic to, we will say, 'I should not eat that as it gives me stomach ache'. So we have communicated to ourselves the aversion to talking in certain food. This way we keep communicating with ourselves about factors that influence us or affect us.

12.3.2 Inter-personal Communication

Inter-personal communication takes place between two people who share some kind of a relationship. Inter-personal communication allows us to better understand the external world-events, other people and out environment. Interpersonal communication may take place between two people or between small groups of people.

12.3.3 Group Communication

When you are working in a village, you may address a group of women who have come together to take up some task, or you may in course of your work, be interacting with a group of people, say the village education committee. All these become forms of group communication.

12.3.4 Mass Communication

With the advent of printing and information technology, a new form of communication was introduced. Mass communication involves the newspapers (and other print media), television, radio, Internet. All these are forms of mass communication and can be used very powerfully to mould opinions and get people to act in the desired manner. Mass communication is a very powerful tool for a developmental worker if used in the proper way. The limitation of mass communication is that it can be used for giving information, but is not very effective for getting feedback.

Activity 12.1

Test yourself?

How many of these forms of communication have you so far used ?

12.4 Methods of Communication

The main methods of oral and written communication, both internal and

external, are shown in the following diagrams.

12.4.1 Internal communication

Figure 12.1 depicts the interface between oral and written communication.

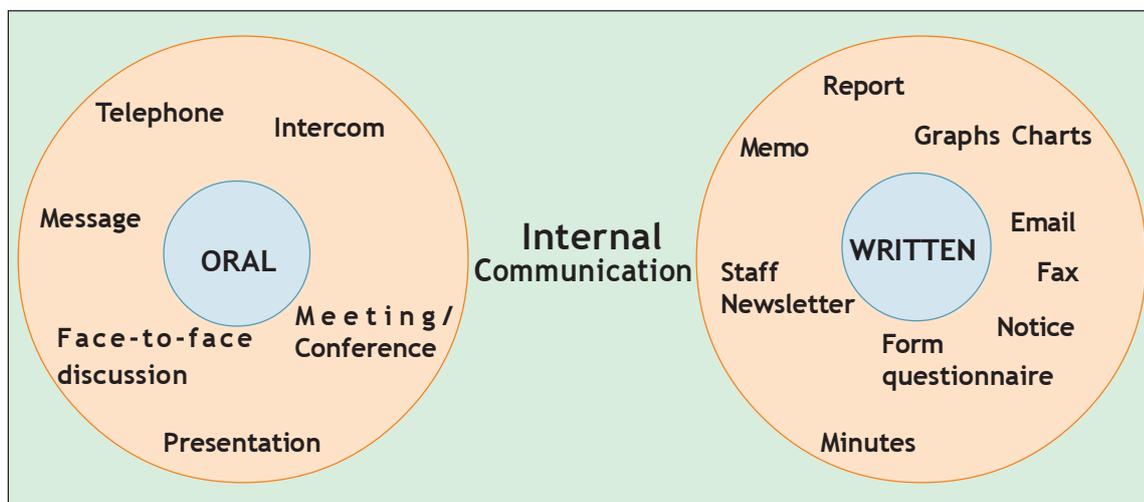


Figure 12.1 Interface between Oral and Written Communication

12.4.2 External communication

Figure 12.2 shows the different nature of oral and written communication.



Figure 12.2 Difference between Oral and Written Communication

Activity 12.2

Which communication method would you use in each of the following situations?

- a) congratulating an employee on passing an important examination
- b) informing employees about an annual dinner and dance
- c) putting a nervous applicant at ease while waiting for an interview
- d) displaying the past 5 years' sales figures
- e) confirming a lunch appointment with an important client next week
- f) describing the location of a hotel where your company is hosting a seminar
- g) reminding staff of the security procedures at your company
- h) obtaining the reactions of staff to a new telephone system recently installed
- i) putting forward a proposal for a change in company policy
- j) sending an urgent message to an overseas client.

12.5 Effective Communication

Communication, whether oral or written, is all about understanding. Our aim should be to communicate a message successfully so that it is received as we intended, without any misunderstanding.

Effective communication can be achieved by having a thorough knowledge of the communication cycle, being aware of the barriers which exist and by considering carefully some of the vital factors mentioned in Box 12.2.

Box 12.2 Vital Factors in Effective Communication

What is the objective of the communication?: Is it intended to give information, to persuade, to request, to inform?

Who will receive the communication?: What is the relationship between the sender and the recipient? What is the recipient's background knowledge and experience?

Under what circumstances is the communication taking place?: Why is the communication happening? Is it urgent, serious, dangerous, emotive and informative?

How will the recipient react to the communication?: How will the message affect the recipient? Is it important? Will the recipient be offended or angered? Will it achieve the desired aims?

12.5.1 Communication Process

In human communication process, we shall be dealing mostly with interpersonal and group communication. In this process, we have a person formulating a message - acting as a source and another who receives the message - acting as the receiver.

In figure 12.3 you will find that there

are several steps between the time a message is conceived and the same is received and decoded.

As shown in Figure 12.3, the sender performs the following tasks.

i. Conceives the message: When you have something to say, consider the best means of putting our message across,