

COMMUNICATION

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Date:

The dictionary meaning of communication is to exchange (thoughts) or convey (information or feelings) by oration, writing or other means to disseminate data.

- "Effective comm" always includes feedback.

General Communication Model

Sender → Message → Treatment → Channel → Receiver

Intrapersonal Communication-

- Within an individual almost all the times, including talking to oneself, listening to oneself and relating one to oneself

Interpersonal Communication-

- Face-to-face communication between two people
- Also termed as Dyadic Communication.
- Greater scope for grapevine (Informal comm)
- It may be formal, informal, verbal or non-verbal
- Subdivided into formal (meeting and conference) and informal (private discussion with family or friends)

Group Communication-

- Primary group → Informal - family, friends
- Secondary group → Formal, impersonal relations

Leader leads the group in two manners:

1. Task oriented leaders
2. Maintenance roles

Leadership can be democratic, authoritarian or Laissez-faire (creative and committed people)

- Mass media/Communication
 - Mass comm" and mass media are generally considered synonymous.
 - The audience is large and heterogeneous.
 - The source is an institution or a group of people.
 - Also known as "mediated communication".
- Examples: Radio, TV, newspaper, magazines and films.

→ Communication Types on the Basis of Channels:-

1) Verbal Communication

- Use of words, oral and written
- KISS [Keep it short and simple]
- The communicator must be empathetic
- It is further divided into Oral and Written Communication.

Oral Communication:-

- Spoken words are used.

• Pitch and Volume

Pitch is the degree of highness or lowness of a tone and it depends upon the frequency of sound waves.

Volume depends upon the proximity and number of people and is measured in decibels.

Rate: It is the speed at which words are delivered.

Clarity: proper pronunciation and delivery of words.

Clarity in speaking and articulation.

Pitch, volume, rate and clarity are termed as components of paralanguage.

Written Communication:-

→ Internal and external

Internal - form of memos, reports, bulletins, emails.

for internal comm" within the organisation.

External Communication → Emails, internet, websites, letters, proposals, ads, news etc.

MNEMONICS:

- Memory devices that help learners recall larger pieces of information, especially in the form of lists, like characteristics, steps, stages, parts, phases etc.
- Mnemonics increased recall → Gerald R Miller
- BRASS is an acronym for how to shoot.

Non-verbal Communication:

Elements:

1. Appearance: It includes both the speaker and the surrounding.
2. Body Language: Facial expressions, gestures, postures.
3. Sounds: Voice tone, volume, and speech rate.

Classification Based on Purpose and Style:

→ Formal Comm"

- Follows an organisation structure
- Upwards or downwards

→ Informal Comm"

- A lot of distortion or filtering may take place in informal communication and is termed as grapevine.

KINESICS:

- Form of non-verbal Communication
- Study of non-linguistic body movements such as facial expressions and gestures.
 - Words → 7%
 - Tone of Voice → 38%
 - Body Language → 55%

3V's Verbal, Vocal, Visual

Mix of Verbal as well as non-verbal comm"

* Classification on the Basis of Direction.

Vertical Communication $\updownarrow$

- Formal comm"
- Upwards (bottom up)
- downwards (top bottom)

Lateral or Horizontal Communication $\longleftrightarrow$

→ Comm" with people at same level in hierarchy that are peers and colleagues.

- Formal & Informal Communication

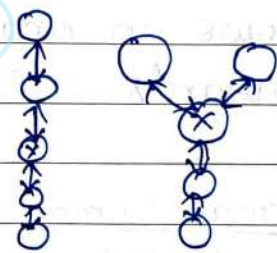
Diagonal Communication -

→ Free flow of information, cutting across positions or status

* Communication Networks:

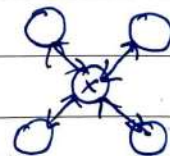
1) Chain network:

- Formal chain of communication
- Members communicate with each other in a pre-planned sequence



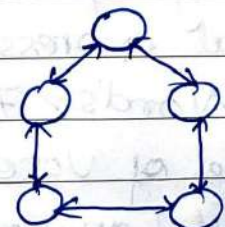
2) Wheel Network:

- Also known as 'STAR' Network
- Information flows from one central member of the group to the rest of the members.



3) Circle Network:

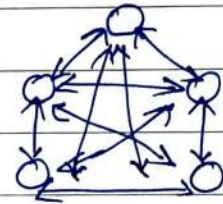
- Members communicate informally with adjoining members generally on the basis of shared experiences.



- It may have a formal leader as well, but interaction is still lateral.
- Works in an autonomous team.

4) All-channel Network:

- Found in teams
- Information flows in all direction



• Intercultural Communication:

- When two or more people with different cultural backgrounds interact and communicate with each other or one another, it is intercultural commⁿ.

Barriers: ethnocentrism, stereotyping, prejudice & discrimination

- Communication exchanges are based on symmetry (similarity) and complimentary (differences in characteristics)

• Adjacency Pairs:

- Utterances produced by two successive speakers such that the second utterance is identified as related to the first as an expected follow-up.

- Adjacency pair is described as the basic structural unit in conversation:

eg: X: Hi! (Greeting - Greeting)
Y: Hi

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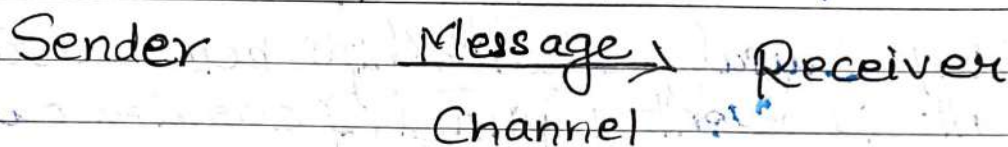
Chp. 4.

Communication

Models of Communication

1) Transmission/Linear Model -

Commⁿ is just one thing. There is no feedback.



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2) Interactive model of communication

• Also known as convergence model



3) Transactional model of communication

• The functions of language where the transfer of information is involved is called 'Transactional' and that function involved in expressing social relations and personal attitudes is called 'Interactional'.

eg: A: There's no message for you. (Transactional)
B: OK

A: How are you? (Interactional)
B: Fine, thank you.

Macro Functions of Communication:

1) Emotive function -

to communicate the inner state of mind and emotions.

eg: Oh my God!

2) Directive Function -

- Seeks to affect the behaviour of others.

eg: Open the door! Please

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3) Phatic Function -

- Open the channel of commⁿ or checking that it is working.

eg: Hello! Can you hear me?

4. Poetic Function -

- the essence of the message.

- Aesthetic function of language.

eg: 'Asoka the Great' instead of 'the great Asoka'.

5. Referential Function -

Constructed to convey information.

6. Metalinguistic Function -

- Focus on the code of language itself.

- Everything linked to the process of learning a language.

eg: 'You understand?', 'You see what I mean?'

7. Contextual Function:

- Facilitates the creation of a particular kind of context.
- Sets the tone.

eg: Right! Let's start the meeting now.

8. Heuristic Function:

- Language is used to gain knowledge, learn and explore the environment.

eg: What happened?

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Additional functions:

1. Denotation -

Literal meaning of a word, 'the dictionary definition'

2. Connotation -

- Associations that are connected to a certain word or the emotional suggestions related to that word.

- Connotative meanings of a word exist together with the denotative meanings.

eg: Connotations for the word 'snake' could include evil or danger.

3. A Simile -

- Comparison between two dissimilar objects using a word like as.

eg: My son is like a watermelon in the summer.

4. Metaphor -

- Similar to a simile,
- Compares two dissimilar objects without using a word like ~~as~~ or like.
- eg: My car is a bomb on wheels.

* COLE and CHAN Model -

Classroom Communication Process

According to Cole and Chan, a typical process of classroom commⁿ (and commⁿ in general as well) includes the following five distinct stages -

- Formulation of message
- ↓ Message encoding
- ↓ Message transmission
- ↓ Message decoding and interpretation
- ↓ Feedback and Evaluation

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NOISE

- An Interruption that can creep in at any point of commⁿ process & make it ineffective.

Categories -

- 1) Physiological Noise -
Distraction caused by hunger, fatigue, headache, medication
- 2) Physical Noise -
Traffic horns, loud sound & poor lighting

3) Psychological Noise:

Refers to the qualities in us that affect how we communicate and interpret others.

eg: If a manager is preoccupied with a very intense problem, then he/she may be inattentive in the meeting.

4) Semantic Noise:

Occurs when words themselves are not mutually understood.

Refers to when a speaker and a listener have different interpretations of the meanings of certain words.

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* Principles for Message Design:

The message should have the foll. characteristics:
Objectives should satisfy the criterion of being SMART

Specific
measurable
Achievable
Realistic
Time framed

S
M
A
R
T

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UNIT-4-COMMUNICATION

1. When we say that Commⁿ is intentional, it means that Sender consciously intends to affect the behaviour of receiver of the message.
2. Commⁿ is the transfer & understanding of Meaning.
3. A physical and psychological environment for conversation is termed as the 'context' of commⁿ. @ ugcnet-notes
4. Berlo's Linear Model of Commⁿ = S-M-C-R
5. George Herbert Mead has stated that people know each other & themselves only through Communication.
6. The ability to communicate effectively Can be learned.
7. If it is assumed that commⁿ has no beginning or end, then it is termed as Process.
8. The essential components of Communication are—Source, message, interference, channel, receiver, feedback and context.

9. A message can only be deemed effective when Understood by receiver and produces the desired response.

10. Learning to communicate with others is key to Establishing rewarding relationships.

11. During the commⁿ process, the message is converted to a symbolic form called Encoding

12. One's own "description" as a person is Self-concept
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13. Feedback is the essence of effective commⁿ

14. The primary channels used by individuals to communicate with others are Sight and Sound

15. Encoding is important to Produce messages.

16. Message, noise and feedback the three components are parts of the human commⁿ process.

17. Words are Symbols.

18. Cybernetics is closely related to feedback.

19. A message is a signal that serves as Stimuli for a receiver.
20. The objective definition of a word is its Denotative meaning.
21. The term 'chronemics' (Time) is used for interpretation of messages.
22. One of the most important commⁿ skills is Active listening.
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23. A classification of body movements is called Kinesics.
24. Touch is an important element in Interpersonal Communication.
25. An effective commⁿ does not require handsome personality.
26. One will be an effective commⁿ if one is very clear about what one communicates.
27. Effective Commⁿ will make the receivers Think about it.

- 28) Commⁿ will be effective IF it reaches the receiver as intended by the sender.
- 29) Specify the objectives of Commⁿ should be the first step to effective Commⁿ.
- 30) Letters to the Editor is 'feedback' in newspaper's commⁿ.
@ugnet-notes
- 31) A good communicator is one who offers his/her audience Plentiful of information.
- 32) In commⁿ, the language is The verbal code.
- 33) Mass communication is also termed as mediated communication.
- 34) Commⁿ becomes circular when The decoder becomes an encoder.
- 35) Small group communication emerges first in Leadership roles.
- 36) Another term used for Interpersonal commⁿ is Dyadic Commⁿ.

37) Audio-conferencing may be classified as Two-sided verbal.

38) Recording a television programme on a VCR is an example of Time-shifting.

39) A negative reaction to a mediated commⁿ is described as Flak.
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40) Public Commⁿ tends to occur within a more Formal Structure.

41) The information function of mass commⁿ is described as Surveillance.

42) Disturbances that interfere with the transmission, receipt or feedback of a message is called Noise.

43) A disruption in the commⁿ process is called Noise.

44) Level C of the effectiveness of Commⁿ is defined as Channel noise.

- 45) Informal transmission of information or filtered information is called Grapevine.
- 46) An example of physiological noise is feeling hungry.
- 47) A speaker using complex terms is an example of Semantic Noise. @ugcnet-notes
- 48) The main assumption of "primacy effect" is The most information is always that comes first.
- 49) In comm", a major barrier to reception of message is Audience attitude.
- 50) A teacher will become an effective communicator if he/she helps students get meaning out of what he/she teaches.
- 51) The psychological aspects of the classroom are best managed by The class teacher.
- 52) Main constituents of paralanguage - Tone, Pitch, Quality of Voice, Rate of Speaking.

- 53) If a student raises a hand to speak in class, the person is using Emblem.
- 54) The facial expression of students relate to which element of the commⁿ process - Message.
- 55) According to Mehrabian, the respective contributions of (i) words, (ii) tone of voice and (iii) body language in overall communication are 7%, 38%, 55%.
- words - 7%.
- Tone of Voice - 38%.
- Body Language - 55%.
- 56) Paraphrasing is a skill that is absolutely necessary to effective Listening.
- 57) The transmission of culture from one generation to another is called Enculturation.
- 58) A sender in commⁿ process has very good grammar. This competence is basically Syntactic.
- 59) An example of asynchronous medium is Newspaper.
- 60) In commⁿ, connotative words are cultural.

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61) A teacher who encourages students participation will ensure self-esteem, class performance and professional development.

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62) When commⁿ for educational purpose takes place the sequence of elements is

Source → Encoder → Message → Decoder → Feedback.

63) Communication barriers Description

Physical	Inaudible voice
Psychological	Predisposed Notion
Language	Different understanding
Culture	Stereotype.

64) In commⁿ process, when the sender and the receiver interchange their roles while sending receiving messages, it is called Transactional Model.

<u>Commⁿ barriers</u>	<u>Description</u>
Semantic	Faulty message
Psychological	Poor retention
Personal	Lack of time
Physical	Lack of physical clarity in channel.

66) Classroom Commⁿ is Goal-oriented & Collaborative

67) When commⁿ enhances the interaction of learners, it is Psychological.

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68) Type of Commⁿ

Intra-personal
Inter-personal
Group commⁿ
Mass commⁿ

Characteristics

Within oneself
Between persons
within a small organisation
Large no. of unknown audience

69) Efficacy of written Commⁿ depends upon -

- Editing after writing
 - Brevity in sentences
 - Effective use of words
- [Brevity meaning - concise & exact use of words]

70) Types of listeners

Poor listeners
Aggressive listeners
Passive listeners

inactive ←

Pseudo-Intellectual

Characteristics

Fidget repeatedly
Scare others
Easily agree with the speaker
listen to ideas, but no emotions behind

- 71) The domain of media appeal addresses the issues related to Emotions. @ugnet-notes
- 72) Synchronous Comm takes place through Video Chat, Virtual Classrooms, Audio Conferencing.
- | | | |
|-----|----------------------|------------------------|
| 73) | <u>Types of Comm</u> | <u>Characteristics</u> |
| | Vertical | Top-down |
| | Horizontal | Rumour-oriented |
| | Circular | Feedback-oriented |
| | Transactional | Inter-personal. |
- 74) Psychological barriers to effective Comm — Inattentiveness, Too much reliance on the written word, Limited retention
- 75) Comm activities of learners fall into domains consisting of — Perception, Inter-personal skills, Inter-personal relations.
- 76) Comm Stimuli used to convey the message are known as Codes.

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Previous-
year
Questions
(2020)

UNIT-4 COMMUNICATION

77) Type of Communication	Description
Dyadic Comm ⁿ	Provides equal opportunity to communicate
Public Comm ⁿ	Occurs within a formal and structured setting
Organisational Comm ⁿ	Messages flow through a network of interdependent relationships
Mass Comm ⁿ	Uses a medium to reach a large anonymous audience

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78) Shifting technologies and commⁿ institutions contribute to System Integration.

79. Example	Type of Comm ⁿ
- Addressing the nation over national TV network	Mass Comm ⁿ
- Conducting a workshop for a select no. of teachers	Group Comm ⁿ
- Internal conversation with fellow workers	Horizontal comm ⁿ
- Recollection of past events	Intra-personal Comm ⁿ

80) In commⁿ, interpretation of the message depends upon the context.

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81) Examples

Type of commⁿ

- | | |
|--------------------------------------|------------------------------|
| - Meaningless sound and words | Paralinguistic |
| - Traffic light signals | Non-verbal Comm ⁿ |
| - Words that have different meanings | Polysemy |
| - Two persons exchanging greetings | Dyadic Comm ⁿ |

82) The emergence of media of commⁿ, in chronological sequence, is

- Newspaper
- Film
- Radio
- Television
- Internet

83) Poor listening by the audience leads to Inaccurate Inferences.

84)

Authors

- Aristotle
- Shannon & Weaver
- Wilbur Schramm
- David Berlo

Commⁿ concepts

Speaker-centered Commⁿ
 Top-down, Linear Commⁿ
 Circular Commⁿ
 SMCR - Sender, Message, Channel-receiver Model

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85) Correct sequence of mass media functions:

- Information
- Education
- Entertainment
- Transmission of culture
- Social Integration.

86) Cognitive dissonance in classroom commⁿ is the result of Chaotic conditions.

87) Stage of development of values

Outcomes

Stage I

Stage II

Stage III

Stage IV

Value collection through imitation

Inner evaluation

Value Clarification

Value Consolidation

88) Announcement of arrival and departure of trains at railway station is Public Communication

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89) Modes of Commⁿ

- Publicity
- Propaganda
- Advertising
- Public Relations

Description

Non-commercial promotion
Commⁿ with motives
Paid Message
Reputation Management.

90) Mode of Commⁿ

- One-to-one
- One-to-many
- Many-to-many
- One-to-none

Type of Commⁿ

Inter-personal
Mass commⁿ especially print
Network (transactional)
Intra-personal

91) Types of Media

- Synchronous media
- Asynchronous media
- Rich Media
- Hyper Media

Example

Telephone
E-mail
Interactive multi-media
Application of multi-media

Hyper media is an extension is the ability to open new web pages by clicking text links on a web browser.

- 92) Distance in Inter-personal Commⁿ is indicative of one's culture.
- 93) The concept of entropy as used in commⁿ is related to Order.
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- 94) Structured classroom commⁿ can be categorized as Group Commⁿ.
- 95) When the classroom commⁿ is circular, the teacher-encoder will be an Active decoder.
- 96) Commⁿ begins usually with Pictures in the mind.
- 97) Semantic noise in classroom commⁿ can be limited by avoiding the use of Clichéd Jargon.
- 98) The key to effective listening by students in a classroom is Empathetic learning.
- 97) A good written commⁿ will have an intended purpose.
- 98) It is preferable to start the classroom commⁿ with Anecdotes — [Meaning - a short amusing or interesting story about a real incident or person]

- 99) The impact of classroom commⁿ should be so regulated that it should result in exchange of ideas & information @ugonet-notes
- 100) Instructional Commⁿ is the distance education mode is structured and interactive.
- 101) Mini-summaries at the end of each class is called verbal signposting.
- 102) Pitch of the teacher's voice in the classroom is described as Paralinguistic.
- 103) Commⁿ in the classroom takes place in which of the following levels?
 Superficial meaning
- 104) In the linear mode of commⁿ, the expected result is Semantic Accuracy.
- 105) Components of paralanguage Commⁿ -
 Voice, Emphasis and Impression.
- 106) Term used to describe body language -
 Kinesics.

107) Effective educational commⁿ is Continuous.

108) The sequential order of elements in classroom commⁿ is—

awareness, interest, evaluation, knowledge.

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109) In a classroom, content produced for a specific user will lead to personalisation.

110) Connotative commⁿ inside the classroom is Implicit.

111) In a classroom, delayed feedback can happen due to Semantic noise.

112) In analog commⁿ, contents are considered to be Static.

113) Local and face-to-face commⁿ is referred to as—
Social Integration.

114) Semantic barrier of commⁿ is implied when the receiver does not understand the meaning of the message.

- 115) In both mass commⁿ and classroom commⁿ, filtering of information and contents is referred to as Gatekeeping.
→ Gatekeeping is the process through which information is filtered for dissemination, whether for publication, broadcasting or some other mode of commⁿ @ugcnet-notes
- This theory was first instituted by Kurt Lewin
- 116) The cognitive domain of commⁿ involves matters related to knowledge.
- 117) A commⁿ process can be considered complete when the receiver understands the message.
- 118) Non-verbal commⁿ is mostly Unstructured.
- 119) The word 'haptics' denotes - Tactile Commⁿ
- 120) In verbal commⁿ, words act as Symbols.

- 121) Teleology is a characteristic of open system that indicates the purposefulness of the system and works according to its objectives.
- 122) Paraphrasing means stating in your own words, your understanding of what has just been said.
@ugnet_notes
- 123) Convergence is the combination of computing, telecommunications and media in a digital environment.
- 124) Self-image or self-concept is closely related to frame of reference.
- 125) Cognitive dissonance means conflict in thinking
- 126) Semantic barriers occur when there is disagreement about the words being used.
- 127) Channel noise is a technical term used for such mechanical barriers that includes any disturbance in physical transmission of a message.
- 128) Pseudo-listening - Pretending to listen when we're not really listening at all.

COMMUNICATION

Date

No.

1. Berlo's Linear Model of Communication - S-M-C-R
2. One's own description as a person is Self-concept.
3. The communication between two people that involves sending and receiving of messages - Dyadic.
4. Three components parts of Human commⁿ process - Message, Noise and Feedback.
5. Words are Symbols.
6. Cybernetics is closely related to feedback.
7. The objective definition of a word is its Denotative Meaning.
8. The subjective meaning of a word is its Connotative Meaning.
9. 'Chronemics' is used for interpretation of messages - Time.
10. A classification of body movements is called Kinesics.
11. Media that exists in an interconnected series of commⁿ points are referred to as Networked Media.
12. Mass Commⁿ is also termed as mediated commⁿ.
13. Interpersonal Commⁿ is also known as Dyadic Commⁿ.
14. The information function of mass commⁿ is described as Surveillance.
15. Level C of the effectiveness of commⁿ is defined as Channel noise.

- Date _____ No. _____
16. A Speaker using complex terms is an example of Semantic Noise.
17. The main assumption of 'primacy effect' is ^{Tendency to remember the first piece of info we encounter} The most information is always that comes first.
18. Constituents of paralanguage -
Tone, Pitch, Quality of Voice, Rate of Speaking.
19. Paraphrasing is a skill that is absolutely necessary to effective listening.
20. The transmission of culture from one generation to another is called Enculturation.
21. A sender in commⁿ process has very good grammar. The competence is basically Syntactic.
22. Asynchronous medium - Newspaper
23. In Commⁿ, connotative words are Cultural.
Connotation is the use of a word to suggest a diff association than its literal meaning, which is known as denotation.
eg: Blue is a color, but it is also a word used to describe a feeling of sadness, as in: "She's feeling blue."
Connotations can be either positive, negative or neutral.
24. The sequential order of elements in classroom commⁿ is Awareness, interest, evaluation, knowledge.
25. Function of Mass media To transmit culture.
26. Semantic barrier of Commⁿ is implied when the Receiver does not understand the message.

Unit 4- Communication

1. When communication for educational purpose takes place, the sequence of elements is -
Source - Encoder - Message → Decoder - Feedback

2. Communication barrier

Physical
Psychological
Language
Culture

Description

Inaudible Voice
Predisposed Notion
Different Understanding
Stereotype

3. In communication process, when the sender and the receiver interchange their roles in respect of sending and receiving the message, it is called Transactional model.

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4. Stages of Value Development | Exemplification of value formation

Stage 1- Value Collection

Observing and imitating the adult.

Stage 2- Value assessment

Choosing and imbibing the values

Stage 3- Value Clarification

Finding out gaps in values preached and practise

Stage 4- Value Consolidation

Predictability of human behaviour is assured.

5. Types of Communication

- A. Intra- personal
- B. Inter- personal
- C. Group Communication
- D. Mass Communication

Characteristics

Within oneself
Between people
Within a small organization
Large number of
Unknown audience

6) Signs and symbols have internal relations to produce meanings - This is possible because of a network of signs through such relations.

7) It is the responsibility of the teacher to make students active listeners with the help of different interactive techniques.

In teacher-centric commⁿ, students tend to become passive listeners.

8) The domain of media appeal addresses the issues related to emotions.

9) List I

- A. Poor Listeners
- B. Aggressive Listeners
- C. Positive Listener
- D. Pseudo-intellectual listeners

List II.

- Fidget Compulsively
 - Scold others
 - Easily agree with speaker
 - Listen to ideas not understanding emotions
- @dugnet-notes

10) The chronological sequence in the development of communication system is -

- Cave Paintings
- Emergence of language
- Interpersonal communication (verbal)
- Appearance of printing technology
- Telecommunication system.

11) The sequence of cultural institution in commⁿ is -

- A. Family
- B. School
- C. Religion
- D. Mass media.

12)

List I.

List II

- A. Prayer in Silence
- B. Teacher talking to students outside the classroom
- C. The CEO of a company issues a circular to his subordinates
- D. Rumour mongering among employees of an org.

- Inter-personal Commⁿ
- Group Commⁿ
- Vertical Commⁿ
- Grapevine.

13)

Reframing in communication means-
Employment of new metaphors.
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14)

The consequences of effective classroom commⁿ are-
- Learning as satisfying pursuit.
- Enabling students to achieve goals.
- Positive learning outcomes.

15)

List I

List II.

- A. Unclear printing in newspaper
- B. Different understanding of the audience
- C. Passive audience reception
- D. Prejudice against certain ethnic

- Physical noise message
- Semantic noise groups
- Psychological noise
- Cultural stereotyping message.

16)

Factors that contribute for effective classroom commⁿ are:-

- Balanced flow of words
- Circular flow of messages
- Mechanism to assess the feedback.

UNIT 4 - COMMUNICATION

1. A Speaker using complex terms is an example of Semantic noise.
2. The main assumption of 'primacy effect' -
The most information is always that comes first
What is Primacy effect?
Tendency to remember the first piece of information we encounter.
3. Constituents of Paralanguage → non-verbal elements of communication
Tone, Pitch, Quality of Voice, Rate of Speaking
4. Paraphrasing is a skill that is absolutely necessary to effective listening.
5. In communication, connotative words are Cultural
→ Connotation is the use of a word to suggest a different association than its literal meaning,
eg: Blue is a color, but is also a word used to describe a feeling of sadness - as in
"She is feeling blue."
- Connotations can be either positive, negative or neutral
6. The sequential order of elements in classroom Communication is -
Awareness - interest - evaluation - knowledge
7. Function of mass media is to transmit culture
8. Semantic barrier of Communication is implied
Imp: when the receiver does not understand the message.

- 1) Paralanguage is an example of Non-verbal cue that includes the pitch, rate, volume and use of pauses.
- 2) Multicultural Values are promoted by Globalisation among the societies.
- 3) In the context of communication, the perceptual process creates, semantic-noise also called word-noise.
The various meanings either connotative or denotative are sources of semantic noise.
Semantic noise in commⁿ is a type of disturbance in the transmission of a message that interferes with the interpretation of the message due to ambiguity in words, sentences or symbols used in the transmission of the message.

4) <u>Types of Commⁿ</u>	Features
(A) Downward Communication	It is the most common communication system in an organization
(B) Upward Comm ⁿ	Provides management with feedback about current issues and problems.
(C) Horizontal Comm ⁿ	It forms a useful link in decision making for task coordination
(D) Grapevine Comm	Grows primarily to meet org./ members' need for comm ⁿ

- 5) Appropriate word choice is an essential of effective oral communication.
- 6) Facial expression and postures fall under visual communication.

7) The least contributor to noise in commⁿ system by the audience is Selective Intention.

8) More effective communication occurs when source and receiver are homophilous.

Source and receiver use same language and words to stimulate similar meaning.

9) Communication is the process of transmitting a message from a source to an audience via a channel.

10) Physical barriers to commⁿ are rapidly disappearing, but psychological obstacles remain, owing to -

- By formal language
- By emotional appeal
- By cultural attitude.

<u>11) Elements of Commⁿ</u>	<u>Feature</u>
(A) Source	A person or an event which provides verbal/non-verbal cues.
(B) Receiver	A person who interprets the message
(C) Message	Set of verbal and non-verbal cues from a source
(D) Channel	Means to convey the message

14) Mass Communication is most difficult in gearing message to an audience.

15) When the attitude of the commⁿ towards self is positive but towards others it is negative, the communicator is said to be Self-conceited.

16) Society plays a key part in shaping of commⁿ process. Commⁿ is concerned with the production, distribution and formation of public knowledge in society.

17) If the action desired in the message is satisfactorily performed or the information is faithfully received. It is said that Communication loop has been closed.

18) 'Many Voice. one world: Communication and Society: Today and Tomorrow' (UNESCO), Known as the

MacBride commission, is about:

The needs of developing countries

Balance information flows

International understanding.

• MacBride Commission - International Commission for the study of Communication problems.

19) Those who receive the message and get themselves influenced by them in the process are designated as audience.

20) Ill health is an example of physical barrier to commⁿ

21) Types of Commⁿ

Function Served

(A) Mass Communication

For mechanical message transmission

(B) Intrapersonal Commⁿ

For commⁿ with oneself

(C) Group Commⁿ

Classroom teaching

(D) Interpersonal Commⁿ

Corridor discussion

22) When in a classroom communication, a teacher shows ability of creativity, correlation and analysis, it belongs to Thinking Skills.

23) List I.	List II.
Elements of Effective Comm ⁿ	Description
(A) Common Frame of reference	Compatibility between the receiver and the sender
(B) Congruence	Messages of common interest between encoder and decoder
(C) Language relevance	Use of understandable language
(D) Compatible environment	Communication with people of similar background.

24) According to Robbins et al., the sequence of barriers to effective commⁿ in an organisation is

Filtering → Selective perception → Information load → Emotions → Language.

25) List I - Thinking Hat System	Concepts and Ideas
A. White Hat	Data gathering - facts, figures, information needs and gaps.
B. Red Hat	Intuition and emotions
C. Black Hat	Judgement and caution - the logical negative
D. Green Hat	Provocations, alternatives and creativity - proposals

The six thinking hats is a method used to simplify creative conversations, by making sure that a broad variety of viewpoints and thinking styles are represented. It allows teams to more easily structure abstract thinking for productive results.

The six hats are:

1) The white hat: Focus on facts and logic

- 2) The Red Hat: Focus on emotion and instinct
- 3) The Black Hat: Focus on to predict negative outcomes
- 4) The Yellow Hat: Focus on positive outcomes
- 5) The Green Hat: Focus on creative ideas & less criticism
- 6) The Blue Hat: Focus on control: management & organization

26) Sequence of elements of effective communication as listed by Cutlip et.al.

Climate of belief → Participatory context → Promise of reward
→ Message clarity → Consistency.

27) Modern mass communication has the characteristic of being Continuous, Based on a schedule, Dependent on the use of media.

28) The 4R's approach to conflict resolution comprises:
• Reading, Writing, Respect, Resolution

29) The Gandhian method of commⁿ is known as Massline.

30) List I - Comm ⁿ function/Issue	Area of Operation
A. Gatekeeping	News
B. Persuasion	Advertising
C. Entropy	Chaos in communication
D. Memory	Time-binding capacity

31) The power which comes through connectedness of one's words matching one's feelings, body and facial expression in communication process is known as Congruence.

32) Feedback reflects the reactions of the audience when:
 One knows the effects of comm"
 One knows the quality of content of the message
 One knows the future prospect of the object of comm"

33) In describing elements of comm", a person or an event which provides verbal or non-verbal use to which someone can respond is known as Source.

34) Agenda building is a collective communication process in which media, government and the citizenry reciprocally influence one another.

35) Type of Communication	Features
A. Network Comm"	Inter-dependent relations
B. Mass Comm"	Anonymous audience
C. Public Comm"	Formal and planned
D. Small group Comm"	Creates identity & unique dynamics

36) Perspective taking in communication supports -
 • Openness , • Sharing of information , • Trust

37) Sequence of stages in comm" process is:
 • Transmission of cognitive data
 • Message Reception
 • Understanding
 • Level of acceptance
 • Reaction

38) One of the contributive factors for a better euphonia in a cross-cultural classroom is Gatekeeping of stereotypes.

39) Name of creativity Block	Action
A) Perceptual block	Difficulty in isolating the problem
B) Emotional block	Lack of access to areas of imagination
C) Intellectual block	Lack of, or incorrect information
D) Cultural Block	Playfulness is for children only.

- 40) In constructive context of effective listening behaviour, Classroom comm is characterized by -
- Identification of the common ground
 - Finding out the areas of mutual agreement
 - Seeing the real issues.

- 41) The sequence of individual differences in commⁿ is -
- Beliefs → Opinion → Values → Needs

42) Barriers in Communication	Description
A) Channel noise	Interference with the medium
B) Semantic noise	Language disorder
C) Psychological noise	Difference in perception
D) Entropy	State of disorder.

- 43) Which characteristics indicates warmth in communication.
- Ans: Natural eye contact, Kinetics, Innocent smile.

- 44) Source credibility in commⁿ enables: Message acceptance

45) Type of Communication	Example
(A) Phatic	Small talk
B) Grapevine	Informal, sometimes rumour mongering
C) Tactile	Touch
D) Feedback	Decoder becomes encoder

- 46) The sequence of barriers to reception classroom communication is:
→ Needs → Anxieties → Expectations → Attitudes
- 47) Being judgemental on the part of a teacher is a barrier to communication.
- 48) In pull technology, types of communication, the client initiates a transaction by requesting information from a server.
Pull coding or client pull is a style of network commⁿ, where the initial request for data originates from the client, and then is responded to by the server.
The reverse is known as push technology, where the server pushes data to clients.
- 49) A leave application from a clerk to the principle of the institution, is an example of Upward Communication.
- 50) In commⁿ, semantic barrier refers to Varied connotations.
- 51) In non-verbal commⁿ, 'Chronemics' refers to Time.
- 52) Correct sequence for successful communication:
→ Sender → Encode message → Channel → Decode message
→ Audience → Feedback.
- 53) Websites delivered to browser on search is an example of 'Pull Technology' form of communication.
- 54) Non-verbal communication is Sub-conscious.

55) Barriers to understand the communicated message:
Pre-judgement, Length of Communication, Existing knowledge of the receiver.

56) The sequence of communication zones based on individual distances is -

Intimate zone → Personal zone → Social zone → Public zone

57) Type of Information	Description of Characteristic
(A) Content information	Factual
(B) Relational information	Communicators feelings
(C) Social meaning	Shared
(D) Subjective meaning	Personal

58) The sequence of steps in organizing written material for commⁿ is:

jot down points → Read over → Evaluate → Construct an outline → Describe

59) Models of Comm ⁿ	Features
(A) Mathematical model	Linear
(B) Circular model	Decoder becomes encoder
(C) Medium-centric model	Global village concept
(D) Selectivity model	Perceiving

60) A persuasion plan of an educational communicator involves

- Sequencing of ideas
- Choice of words
- Reference line

61) Communication competence is related to the power of knowledge in a classroom. Commⁿ competence permits choices of communicating as required in the classroom context.

62) Scholar

Communication variable

A) Adi Shankara

Intra personal communication

B) Bharatha Muni

Concept of 'rasa'

C) Panini

Importance of grammar

D) Ramanuja

Use of native language

63) 'This is me' aspect of communication reflects the speaker's personality.

64) The principle "Students learn together, but perform alone" is an example of Individual accountability.

65) Types of Speech

Objective

A) After dinner speech

To amuse not necessarily informative

B) Academic speech

To inform

C) Marketing speech

To impress

D) Political speech

To motivate or persuade

66) The sequence of stages of active listening is:

Receiving → Understanding → Evaluating → Remembering
→ Responding

67) Every year Press Council of India celebrates the National Press-day on November 16.

68) Times of India logo bears "Let Truth prevail".

69) Colour, as a means of communication, has meanings that mostly emanate from one's own Culture.

70) Correct sequence of visual communication-

Objects → Models → Graphs → Maps → Photographs

- 71) A two-way communication takes place when the encoding and decoding are in operation with equal frequency by two or more individuals.
- 72) Human communication involves-
- Patterned social interactions
 - Neural activities of the brain
 - Psychological activities
- 73) Non-verbal communication makes use of
- Behaviour to generate meanings
 - Emotional meanings
 - A non-clear system of rules
- 74) "Contagious" spreading of behaviours through imitation, is known as Ripple effect.
- 75) A competent communicator is Culturally sensitive, Totally ethical, an effective listener.
- 76) Information provided before sending the primary message is known as Feed forward.
- 77) In a classroom context, when innumerable meaningful messages emanate from a finite number of linguistic signals, it is called Productivity.
- 78) Sequence of cultural barriers in communication as listed by experts-
- Semantic
 - Word Connotation
 - Tone difference
 - Difference in tolerance of conflicts
 - Methods of conflict resolution

79) List I- Comm ⁿ paradigms	Description
A. Encoding-decoding	Conceiving comm ⁿ as a process that uses language
B. Intentionalist	Purposeful use of language
C. Perspective taking	Realistic imagination of others' views
D. Dialogism	Participants are autonomous information processors

80) Active listening is the process in which the listener provides feedback to the speaker about the message heard and the emotion conveyed and lets the speaker realize how he or she is being understood & respected.

81) Sequence of categories of grapevine communication-

- Single strand chain
- Gossip chain
- Probability chain
- Cluster chain

82) The communication among persons working at different levels who have no direct reporting relationship is called Diagonal Communication.

83) Marshall McLuhan's name is associated with the assertion: The medium is the message.

84) Low bandwidth of internet is an example of a technological barrier in communication.

85) Keeping quiet because of fear of punishment in communication is an Individual barrier.

- 86) A general code of conduct circulated among the employees of an institution is an example of Downward Communication.
- 87) In commⁿ, entropy refers to Unpredictable message
- 88) Sequence of human communication skills-
 Self-presentation → Relationship → Group Interaction
 → Public Speaking → Feed forward
- | List I: Communication barriers | List II: Examples |
|--------------------------------|--------------------------------|
| A) Psychological | Poor retention |
| B) Organisational | Functional Specialisation |
| C) Personal | Fear of challenge to authority |
| D) Semantic | Use of technical language |
- 90) In communication, a major barrier to reception of a message is Attitude of listeners.
- 91) A notice about the auction of a car in a newspaper is an example of Mass Communication.
- 92) In commⁿ, connotative words have Cultural meaning
- 93) Ambiguity makes communication ineffective
 doubtfulness or uncertainty
- 94) In Push technology type of communication, the data is pushed from a server to a client without client request.
- 95) A commⁿ scenario in which two teachers are debating about the curriculum for the 21st century, is an instance of Interpersonal Communication.

96) Peer-to-peer communication is Horizontal

97) The main challenges of grapevine communication are: Distortion, Misunderstanding, Source anonymity.

98) List I: Types of noise in Communication	Features
A. Physical	Mechanical distortion
B. Physiological	Barriers within the sender or receiver
C. Psychological	Wandering thoughts
D. Semantic	Use of Jargon.

99) The commⁿ between two persons through letters is an instance of Interpersonal verbal communication

100) In commⁿ, a shrug of shoulders indicates Indifference

101) The commⁿ which happens outside the realm of Interpersonal commⁿ is called Mass Communication.

102) The commⁿ between two or more persons who are subordinates working under the same person is an example of Lateral Communication.

103) In commⁿ, cross-cultural barrier refers to perceptions of people.

104) A class conducted on Google meet in which students and teachers are engaged in discussion is an instance of Group Communication.

105) The Latin words "Communis" or "Communicare" from which the term "Communication" is derived, means Make common information available.

106) Power and status are said to cause Semantic barriers in communication.

107) Mind-mapping is the name for the technique which uses images that are often more evocative than words, and more precise and potent in triggering a wide range of associations and thinking.

108) The general purposes of communication listed by Rubin et al in sequence are:

To learn → To relate → To help → To influence → To play.

109) Diagonal communication is Cross-functional.

Example	Communication
A. Rehearsing the messages to send to others	Intrapersonal Communication
B. Writing a letter to a friend	Interpersonal Communication
C. Talking to a team of 5 to 10 persons	Group Communication
D. Message from one source to many anonymous receivers	Mass Communication

11) Traits of a competent communicator -
Mindfulness, Receptive to new information, Thinking before acting.

112) Concept of Power comm"Features

- A. Legitimate power
- B. Referent power
- C. Reward power
- D. Expert power

By virtue of position
 When others feel to be like you
 Control over what others seek
 Specialised knowledge

113) Greeting a person with 'How do you do?' before the actual conversation begins is called Phatic Communication

114) More and more informal exchanges within a group to resolve conflicts is an example of Horizontal Comm".

115) Categories of Comm"Features

- A. Lateral
- B. Haptics
- C. Semantics
- D. Semiotics

Between equals
 Touch communication
 Concerned with meanings
 Interpretation of signs

116) Acc. to Stephen P. Robbins et.al. sequence of barriers to effective comm" in an organisation is -

Filtering, Selective perception, information overload, emotional disconnects, lack of source familiarity or credibility, workplace gossip, semantics, gender differences, differences in meaning between sender and receiver and biased language.



Theory of Communication

It is helpful to examine communication and communication theory through one of the following viewpoints:

1. **Mechanistic:** The perfect transaction of a message from the sender to the receiver.
2. **Psychological:** The sending of a message to a receiver and emotions of the receiver upon interpreting the message.
3. **Social constructionist (Symbolic interactionist):** It sees the product of the interactants sharing and creating of meaning of message, while 'transmission model' sees communication as robotic and computer-like situation.
4. **Systemic:** The new messages created via 'through-put', or what happens as the message is being interpreted and reinterpreted as it travels through people.
5. **Critical:** A source of power and oppression of individuals and social groups. Inspection of a particular theory on this level will provide a framework on the nature of communication as seen within the confines of that theory.

MODELS OF COMMUNICATION

There have been dozens of models of communication. Though no direct question has been asked from them, but sometimes references have been found in the form of questions.

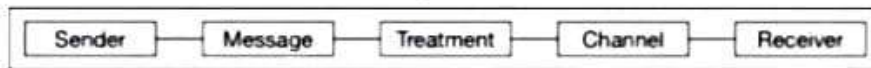


Figure 4.1 General Communication Model

Aristotle Model of Communication includes three communication elements, such as the speaker, subject and audience. According to him, persuasion was a result of the influence that a speaker makes, he used 'discovery

of the available means of persuasion' for defining the whole art of persuasive communication.

Schramm (1964) talked about the role of 'Field of Experience' (type of orientation or attitudes) in his communication model.

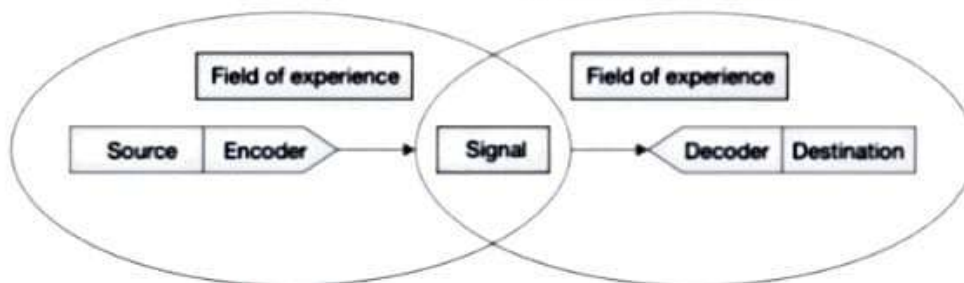


Figure 4.2 Schramm Communication Model

Katz's (1957) in his 'Intermediary Model of Communication' in 'speaker, gatekeeper and audience' talks about the role of 'gatekeepers / intermediaries', also called about censor groups.

Shannon and Weaver (1949) provided a visual mode of communication system in relation to electronic media popularly referred to as 'Mathematical model of communication'.

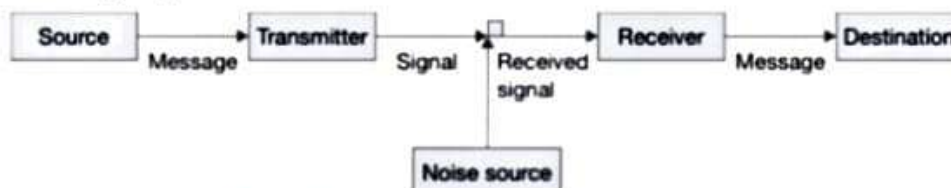


Figure 4.3 Shannon-weaver Information Model

Shannon and Weaver talked about the three levels of problems in the communication of information. The three levels are technical (signals), semantic (interpretation of meaning) and influential (effectiveness). Though the model attempts to explain the process of communication further, it is a linear, one-way communication model without any emphasis on feedback. Shannon and Weaver talked about the following concepts as well.

1. **Entropy:** The information can be measured by entropy, i.e., one's 'degree of freedom of choice' to select a message. The ratio of the actual to the maximum entropy is called relative entropy.
2. **Redundancy:** The amount of information that can be eliminated or added **Communication** in a noiseless channel, so that the message would still have meaning.
3. **Channel capacity:** The amount of information that can be transmitted per unit of time. Beyond optimum level of information would lead to errors.

There are certain limitations of this model, it is usually applied more for interpersonal communication than group communication and mass communication. Here, sender plays the primary role that sends messages and receiver plays the passive part. Feedback is taken as less important in comparison to the messages sent by the sender.

Berlo's Model of Communication

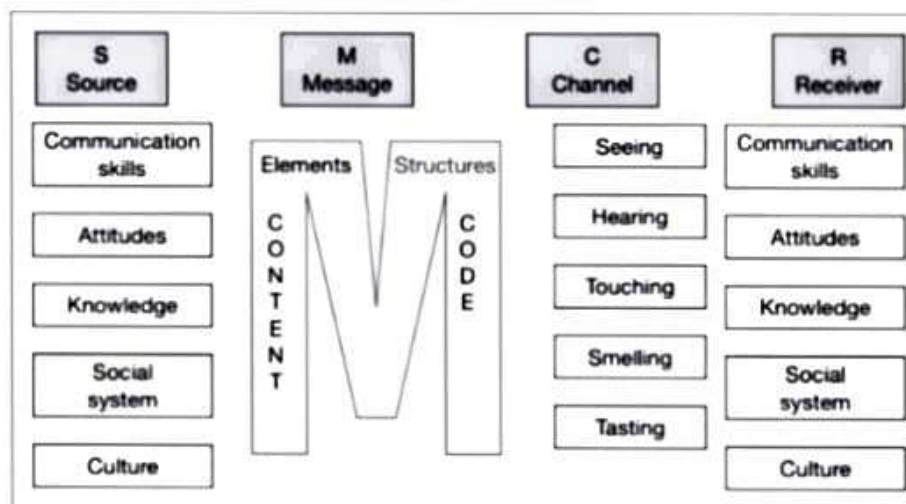


Figure 4.4 S-M-C-R Model

Berlo tried to explain communication as **S-R Model** or **sender-receiver model**, where sender stands for stimulus and receiver stands for response.

Leagan's model (1961) focused upon communicator, message or content, channels of communication, treatment of message, audience and audience response/feedback.

Helical Model of Communication

Frank Dance proposed a communication model inspired by a helix in 1967, known as helical model of communication. A helix is a three-dimensional spring like curve in the shape of a cylinder or a cone. The model is linear as well as circular combined and disagrees the concept of linearity and circularity individually.

Constitutive Metamodel

This is another way of dividing up the communication field. Craig proposes seven different traditions as listed below.

1. **Rhetorical:** The practical art of discourse.
2. **Semiotic:** The mediation by signs.
3. **Phenomenological:** The experience of dialogue with others.
4. **Cybernetic:** The main flow of information.
5. **Socio-psychological:** The interaction of individuals.
6. **Socio-cultural:** The production and reproduction of the social order.
7. **Critical:** As a process in which all assumptions can be challenged.

This was later extended to **S-M-C-R Model** that stands for Sender-Message-Channel-Receiver.

The 7 C's of Effective Communication

C

Clear

Be clear about the goal and purpose of your message

C

Coherent

Make sure your message flows well and laid out logically

C

Concise

Keep to the point and keep your message short and simple

C

Complete

Ensure the recipient has everything they need to understand

C

Concrete

Be clear, not fuzzy! Provide detail, but not too much to confuse

C

Courteous

Your message should be polite, friendly, professional and open

C

Correct

Make sure your message is accurate and grammatically correct



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