

Unit – I

Chapter- 2: Communication Skills: Meaning, Types and Process

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Objectives: The Objectives of this chapter are to make the students aware of:

- The concept and importance of Communication;
- Process of Communication;
- Mode/Methods/Types of Communication;
- Channels/Flow of Communication;
- Communication Skills
- Barriers to Effective Communication; and
- Measure to Improve the Effectiveness of Communication

Example: Cyber Laws - Communication

Government/Leaders/Officials periodically communicate with state governments/offices to inform them about policies, programmes and directions. This communication is through official channels as well as the electronic media.

In the age of the internet, government institutions and other organisations like banks and business houses provide online services wherein digital payments are also undertaken. Large-scale provision of services has also led to an increase in cybercrime. So the government, with the intention to curb cybercrime and provide cybersecurity, brought the Information Technology Act 2000.

The government disseminated/communicated information to the state government, business houses, banks and the general public through their website, policies and official letters.

Communication through the right medium is a precursor to the effective implementation of the laws.

The Information Technology Act 2000 was amended in 2008. More offences were included, and the punishment was enhanced.

In this chapter, we will discuss the example of Cyber Laws in detail (in boxes) besides the other examples.

Introduction

Communication, its channels, process and skills are an important part of both the public or the private sector organisations. Let us now discuss the concepts of Communication, its types and channels and communication skills.

Communication: Meaning

Man is a social being, so his need to communicate with other social beings is paramount to any human/social/organisational situation. If people in organisations share their feelings and thoughts and have a shared understanding of the total work situation, then the productivity of the organisation also increases. The term Communication is derived from the Latin word “Communis” which means

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'common'. People in organisations need to have a shared understanding of situations to achieve shared purposes for which they have come together.

Definitions - Communication

The term 'Communication' is defined as the use of words, letters and symbols or some other means to have 'common' information about any object under consideration. Following are some definitions of 'Communication':

- **J. D. Millet:** "Communication means a shared understanding of a shared purpose".
- **Herbert Simon:** "Communication is the process through which decisions are transmitted from one person to another in an organisation".
- **Keith Devis:** "Communication is a process of passing information from one person to another".
- **Ordway Tead:** "Communication is the process whereby one person makes ideas and feelings known to another. The underlying aim of communication is a meeting of minds on common issues".

An analysis of the definitions of communication reveals it is a means by which people connect with each other in an organisation to achieve a desired common purpose. Communication is fundamental to a shared understanding and effective functioning of the organisation.

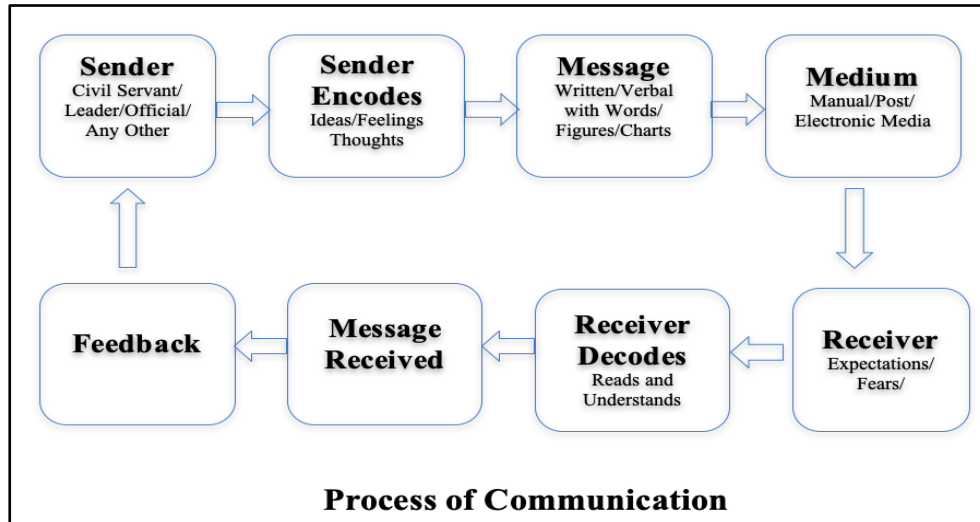
Importance of Communication

Communication is a means through which different functionaries of an organisation share their knowledge and ideas to achieve their common purpose/objectives. It helps in the planning, decision-making and other processes of the organisation. Chester I Barnard believes that communication is a means by which different people of the organisation are unified as a whole to attain its objectives. The importance of communication is as follows:

1. It helps the functionaries in ascertaining and propagating the objectives of the organisation.
2. It helps in the decision-making process of the organisation by providing information.
3. It enables the functionaries to share thoughts with their superiors methodically, thereby improving the effectiveness of the organisation.
4. It plays an important role in the formation of highly productive and successful teams due to their shared understanding of the issues or problems confronting the organisation.
5. It helps in bringing the functionaries closer to each other, wherein they discuss plans, policies, goals and procedures.
6. It also enables the employees to train and learn from each other, thereby increasing the efficiency of their team.
7. A shared understanding of the goals and objectives by all involved inspires the team to excel.
8. Shared understanding and effective communication also help in raising their level of motivation and morale.
9. It is an important tool not only for planning and coordination but also for supervision.
10. It helps in fostering good interpersonal relations between the members of the organisation.

Process of Communication

Communication involves at least two people, though nowadays the number of people receiving communication can be very large due to the use of Information and Communication Technologies. Communication as a process is as shown in the diagram.



1. **Sender:** The Sender is the person who has to send an important message to the receiver. He has certain ideas, feelings, emotions and information that he intends to share with one or more persons. The Sender can be the government/leader/official/senior/general public/anyone who is the affected party. The Receiver can be the government/leader/official/senior/general public/anyone who is the affected party.

Example:

- A Deputy Commissioner wants to send directions/command/information to the Superintendent of Police regarding the maintenance law and order of his district.
- A senior wants to send directions to his subordinates to perform a specific assignment.

Example: ICTs & Cyber Laws (Government/Officials as Sender)

Use of the Internet and Communication Technologies in various fields has also led to an increase in cyber crimes. The Government of India felt the need to bring a law/laws to combat cybercrime and regulate cyber activities and electronic commerce in the country. It also wanted to send/give this information to the people to safeguard themselves and to criminals to warn them of the consequences of cybercrime.

2. **Encoding:** The sender encodes the message and formalises it by including the right words/figures/images. He then sends this encoded message to the receiver.

Example:

- Office of Advisor to the Administrator, UT-Cum-Chairperson, State Executive Committee of State Disaster Management, UT, Chandigarh encodes directions/command/information to the people about the imposition of curfew due to corona in the district by an office order. While encoding he makes sure to include all the relevant information.

**OFFICE OF ADVISER TO THE ADMINISTRATOR, UT-CUM-
CHAIRPERSON, STATE EXECUTIVE COMMITTEE OF STATE
DISASTER MANAGEMENT AUTHORITY, UT, CHANDIGARH**

ORDER

No. 13180-HIII(5)/2022/2410
Chandigarh, dated the 10/02/2022

Further to order No. 13180-HIII(5)/2022/71 dated 03/01/2022, order No. 13180-HIII(5)/2022/295 dated 06/01/2022, order No. 13180-HIII(5)/2022/1509 dated 27/01/2022 and order No. 13180-HIII(5)/2022/2064 dated 03/02/2022, it is hereby ordered as under:-

- i) The restrictions on movement of individuals from 12:30 A.M. to 5.00 A.M. for all the non-essential activities are removed.
- ii) Schools and coaching institutions will be allowed to start functioning with full capacity in hybrid (offline/online mode) for all classes w.e.f. 14.02.2022. However, the detailed order in this regard will be issued by the Secretary Education, Chandigarh Administration, separately.

Source: <https://www.india.com/news/chandigarh/chandigarh-lockdown-latest-news-unlock-guidelines-chandigarh-relaxes-covid-curbs-lifts-night-curfew-reopens-schools-5232970/>

Example: Cyber Crime & Cyber Laws (Government/Officials as Encoder)

The Ministry of Home Affairs, Government of India, is the nodal agency to combat cybercrime. The Information Technology Act 2000 was brought by the government to regulate cyber activities and electronic commerce in the country. After the Act was passed by the Parliament of India, the Government and other officials communicated the provisions of the Act to the people.

Information Technology Act 2000

Source: <https://www.meity.gov.in/writereaddata/files/itbill2000.pdf>

रजिस्ट्री सं. डीएल-33004 / 2000

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भारत का राजपत्र
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EXTRAORDINARY

भाग II — खण्ड 1

PART II — Section 1

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इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।

Separate paging is given to this Part in order that it may be filed as a separate compilation.

**MINISTRY OF LAW, JUSTICE AND COMPANY
AFFAIRS (Legislative Department)**

New Delhi, the 9th June, 2000/Jyaistha 19, 1922 (Saka)

The following Act of Parliament received the assent of the President on the 9th June, 2000, and is hereby published for general information:—

THE INFORMATION TECHNOLOGY ACT, 2000
(No. 21 OF 2000)

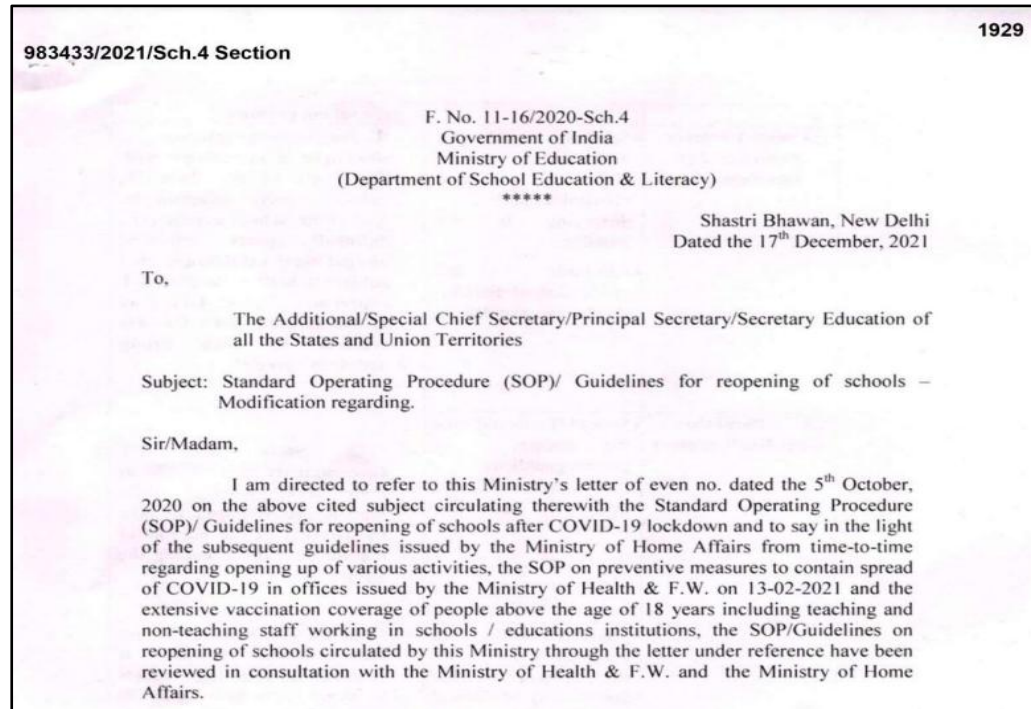
[9th June, 2000]

An Act to provide legal recognition for transactions carried out by means of electronic data interchange and other means of electronic communication, commonly referred to as "electronic commerce", which involve the use of alternatives to paper-based methods of communication and storage of information, to facilitate electronic filing of documents with the Government agencies and further to amend the Indian Penal Code, the Indian Evidence Act, 1872, the Bankers' Books Evidence Act, 1891 and the Reserve Bank of India Act, 1934 and for matters connected therewith or incidental thereto.

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3. **Message:** Once encoded the feelings/emotions/ideas become a message. A message may be verbal or non-verbal. In the case of formal organisations, messages giving directions/orders are in written form. After the message is encoded, then an appropriate medium is selected to send it to the receiver.

Example: A typical order - message - by the Government of India

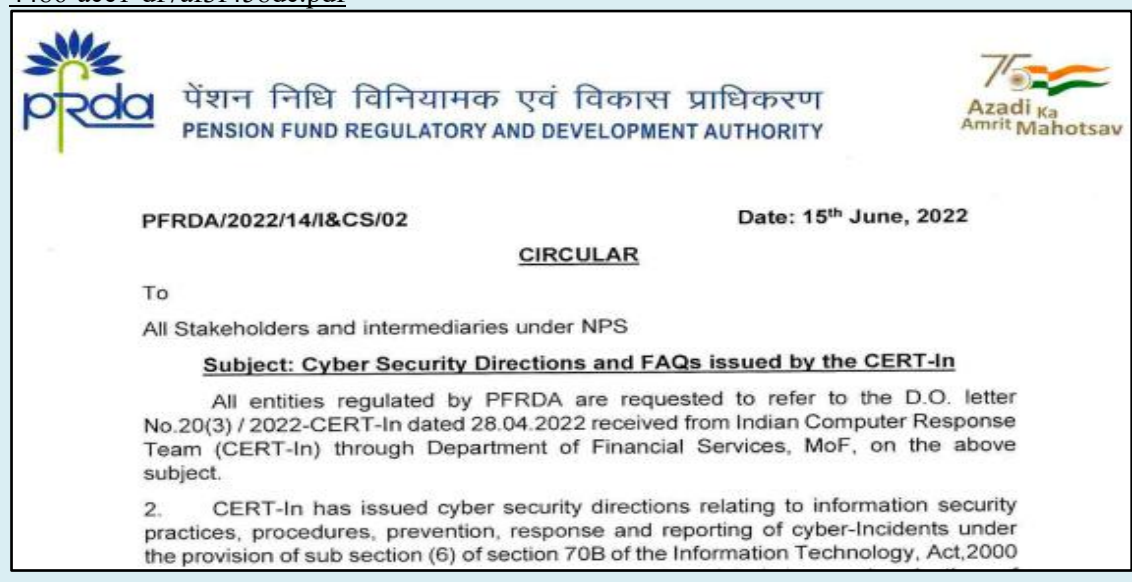


Source: https://www.education.gov.in/sites/upload_files/mhrd/files/Modifications_SoP.pdf

Example: Cyber Crime - Information Technology Act 2000

Order/Message related to Cyber Security

Source: <https://www.pfrda.org.in/writereaddata/links/cert%201-2%20pages8112e879-dd34-4486-ace1-df7af3f458dc.pdf>



4. **Medium:** An appropriate medium is selected by the sender to send the encoded message to the receiver at the right time. In case a wrong medium is selected then either the information may not reach or may reach late. Medium to send a message may be a meeting, telephone, electronic device, e-mail or video conferencing.

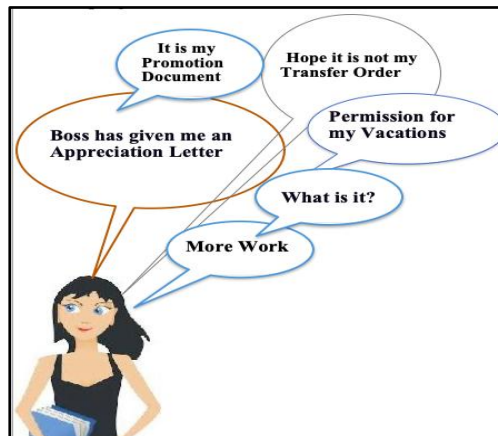
Examples:

- Meetings conducted at the higher levels to decide on policies and programmes.
- Message given on telephone, mobile and video-conferencing.
- Website, E-Mail and other forms of electronic communication.



4. **Receiver:** The medium delivers the message to the receiver. The receiver receives the encoded message with certain expectations, values and fears.

Examples: After receiving message from the superior/leader/government the receiver has expectations, fears, anxiety and other feelings.



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5. **Decoding:** Generally, after receiving the message, the receiver at first glances through it. Later on, he reads the message in detail i.e. he decodes the message. While decoding the message, the receiver interprets its objectives and intent.



6. **Message Received:** After decoding the message, he goes through it again to understand the real intent of the message.

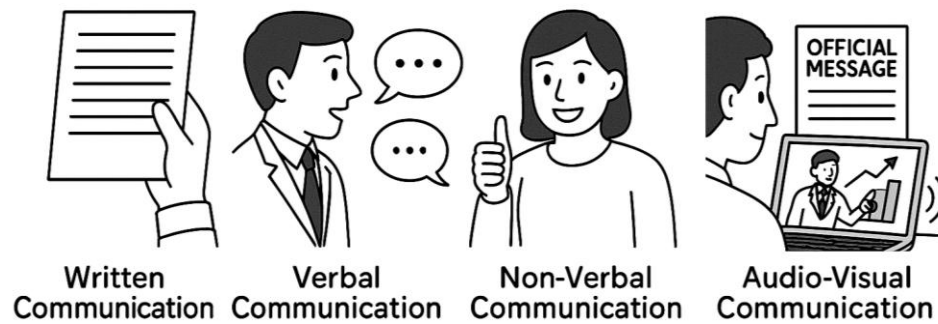


7. **Feedback:** The receiver's response to the message after understanding its intent constitutes its feedback and also communicates to the sender whether the receiver has understood the message or not. Feedback enables the sender to take the required action to improve the efficiency of the organisation.



Modes/Methods/Types of Communication

There are various modes of organisational communication which help in conveying policies, plans, ideas, directions and decisions to the functionaries located at different levels. Following are the different modes/methods/types of communication:



1. **Written Communication:** Written Communication includes policies, plans, decisions, rules and regulations, orders and instructions that are in written or electronic form. Benefits of written communication:

- i It constitutes the memory of the organisation.
- ii Is a source of reference for not only the current but also future functionaries, as functionaries may change in due course and hence oral communication may not stand the test of time.
- iii It is accurate, precise, clear and reliable.

Limitations of written communication include:

- i Is a time-consuming and expensive activity.
- ii It leads to an enormous amount of files that require storage over a period of time.
- iii The language of the people writing may not be refined leading to ambiguous and vague information

2. **Verbal or Oral Communication:** Verbal/Oral Communication is the face-to-face exchange in a meeting, video-conferencing or telephone.

Benefits of verbal communication:

- i It saves time, provides a personal touch and gives immediate feedback.
- ii It is more effective as there is a free exchange of ideas, questions, fears and apprehensions which can help in removing bottlenecks in the functioning of the organisation. If the functionaries can express themselves clearly and accurately then it helps in promoting a better understanding of ideas and objectives.
- iii It also helps in the participation of the functionaries in the decision-making process.

Oral/Verbal Communication has some limitations including:

- i It is not a record for the future as it is not in written form;
- ii It may not be able to give an accurate picture of the total situation and people may not express freely and clearly; and
- iii It may be difficult to assemble the required functionaries to discuss the issues at hand.

3. **Non-Verbal Communication:** Non-verbal communication is an important part of the day to day interaction of the superiors and the subordinates. Feelings and ideas are sometimes better conveyed through gestures or other non-verbal actions. Non-verbal communication includes gestures involving hands, eyes, speed of speaking, and pitch of the voice as well as posture. The subordinates

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need to understand the written, oral as well as accompanying gestures to understand what the superior is trying to convey.

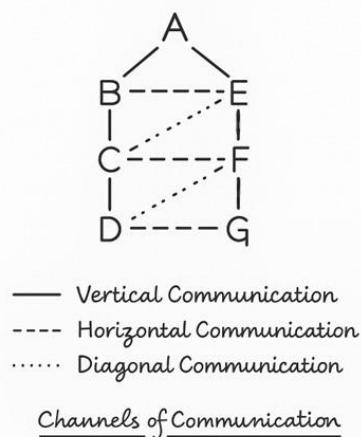
4. **Audio-Visual Communication:** Audio, visual and/or audio-visual communication, popularly known as A/V methods, has become an important mode of communication in the present era of ICTs. This type of communication is suitable while presenting reports, training and addressing a large number of employees as well as publicising the work of the organisation. Understanding is considered to be enhanced as A/V communication leaves a lasting imprint on the minds of the receivers.

Channels/Flow of Communication

Every organisation provides for channels or paths through which organisational communication flows and reaches its members in different departments. There are two types or channels of communication in organisations – formal and informal channels of communication. The formal channels of communication act as linkages among the employees and flow along the scalar chain of command. They aim at facilitating the effective performance of work in a coordinated manner. Following are the different channels/types/flow of communication:

Formal Communication and Informal Communication

Formal channels of communication are official channels that are made use of by the officials to communicate with members of different departments at various levels. Informal channels of communication are through the informal relations between the functionaries of the organisation. Following are the different types of formal and informal channels of communication:



1. **Vertical Communication:** Vertical Communication is a formal channel of communication that includes both the Downward Communication, that is from the top to the bottom of the organisation and Upward Communication, that is, from the bottom to the top of the organisation. Following is a brief description of Vertical Communication:
 - i. **Downward Communication:** Downward communication is the organisational communication that flows from the top of the organisation to the lower levels. It is a means through which the senior functionaries of the organisation inform/communicate the organisational objectives, including policies, plans, directions and procedures to the functionaries situated at different levels in the organisation.

Downward Communication helps the top-level functionaries in influencing the behaviour of the lower-level personnel and inspiring them to achieve organisational objectives. It also helps in administering rewards, reprimands, approval and punishment.

- ii. Upward Communication: Organisational communication that flows from the bottom to the top of the organisation is Upward Communication. Both Upward and Downward Communication are important for the effective functioning of the organisation. Upward communication is a means through which the top-level functionaries come to know about the effective/ineffective implementation of the decisions made at the senior levels, the performance of the subordinates, as well as employees' attitudes towards organisational decisions. Upward communication provides information to the top-level functionaries to enable them to make decisions. It also enables the senior functionaries to take timely corrective measures in case required.

Upward Communication may be distorted due to a more hierarchical levels, as every level may tend to weigh information and may end up deleting important information. Sometimes, seniors may ignore timely information given by the lower-level functionaries. Sometimes, lower-level functionaries do not transmit unfavourable information to the seniors.

2. Lateral/Horizontal Communication: Lateral/Horizontal Communication is a formal channel of communication that takes place between the functionaries at the same hierarchical levels. Classical theorist Henri Fayol supported this form of communication while discussing 'gangplank' and recommended allowing functionaries at the same level of hierarchy to communicate with each other directly. He stated that the functionaries should have the required permission from their respective superiors to do so, and also keep them informed about their communication. 'Gangplank' does not undermine or violate hierarchy but helps reduce the time taken in the decision-making process.
3. Diagonal Communication: Diagonal Communication is the formal channel of communication between functionaries located at two different levels of hierarchy or functionaries from different organisational units located at different levels. It helps in coordinating and integrating as well as bypassing the chain of command. Communication between the Line and Staff agencies is diagonal communication. There is a possibility of confusion as it bypasses the scalar chain of command. Timely information to the superior is instrumental in removing confusion.
4. Unofficial Communication: Unofficial Communication is a communication between the superior and the subordinate wherein the superior informs his subordinates about a forthcoming change in the rules and regulations, plans and policies of the organisations. A superior may also inform the subordinate about his expected promotion or increase in remuneration before it is transmitted to him by the authorities. Unlike informal communication which may or may not be true, unofficial communication is true but not formally announced though a decision has been taken. It helps in preparing the subordinates for the changes in advance as well as earning their goodwill.
5. Grapevine/Informal Communication: Informal communication is an intrinsic part of the informal relations between the functionaries of the formal organisation. It is also called 'grapevine'. It is the informal workplace dialogue that is characterized by an exchange of information between different employees and does not follow any formal channels or rules. Communication, both accurate as well as inaccurate, travels with a great speed between members of the informal groups. In informal communication the source of the information may be unknown or unidentifiable. It provides the subordinates with an informal means of expressing their views, attitudes, feelings etc. about the functioning of the organisation.

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Communication Skills

Effective Communication Skills are very important to convey ideas, emotions and information to functionaries working at different levels of the organisations. Communication skills include listening skills, clear and simple language and the right medium to convey the message/information. Key elements of communication skills include:

- 1. Listening Skills:** Active listening skills mean that the functionary listens to his subordinates/fellow workers/clients by paying close attention to the verbal and non-verbal communication. A good listener maintains eye contact, shows interest in the information provided, engages with the speaker and responds thoughtfully. Reflective listening skills provide him the required feedback for effective functioning.
- 2. Written Communication Skills:** Good writing skills wherein there is clarity, conciseness, simple language as per the target audience are extremely essential for effective organisational communication. The written communication must be free of spelling and grammar mistakes. The communication must be organised and formatted in a manner that appeals to the target audience.
- 3. Confidence and Body Language:** Functionaries must have confidence and body language that shows that he is in control of the situation. The confidence of the boss/superior inspires trust amongst the followers/subordinates and other functionaries.
- 4. Interpersonal Communication Skills:** Effective interpersonal communication wherein the superior/boss/leader is able to have a shared understanding of the objectives/other issues with the functionaries. Interpersonal communication also helps in addressing and resolving conflicts in a constructive manner. A shared understanding through interpersonal relations helps in receiving and providing feedback on policies/plans/directions.
- 5. Verbal Communication:** Clear and simple language spoken clearly with right pronunciation by a confident communicator is an essential communication skill. Suitable tone and pitch of the voice help in conveying emotions and intentions effectively. A two-way verbal communication leads to a shared understanding of the goals and objectives of the organisation.
- 6. Non-Verbal Communication:** Gestures, posture, facial expression and movements of the hands and body are part of non-verbal communication that convey appropriate/necessary messages to the audience. Maintaining eye-contact with the subordinates also shows the self-confidence of the communicator. A successful official is able to use non-verbal communication effectively and motivate/inspire his target group/subordinates.
- 7. Information & Communication Technology:** A communicator must be aware of and use information and communication technologies in communicating with his audience. His use of audio-visual tools like charts, slides and graphics to provide information makes communication appealing and eye-catching.
- 8. Adaptability:** A communicator must have the skills to adapt his communication style/skills as per the changing environmental situation and audience/target group. In the global village the communicator must be respectful to the diversity within the organisation.
- 9. Timely Response:** Responding to a communication by the higher ups/management on time with all the required details is a skill that makes the whole process of communication more effective.

Barriers to Effective Communication

Communication travels through different channels within the formal organisation from the top to bottom or bottom to top, laterally as well as diagonally. There is a possibility of distortion in communication as people at different levels of hierarchy may have different perceptions. Following are some barriers to effective communication:

1. **Language Barriers:** Language used may be too complex and technical for functionaries at all levels to understand;
2. **Information Overload:** A human mind cannot register all the incoming information and tends to filter out some information which he may consider to be unnecessary and irrelevant. At times some essential information may be left out while communication travels through different levels;
3. **Lack of Interest of the Receiver:** If a receiver has no interest in the message he receives, then it is very difficult to get the message across to him;
4. **Credibility of the Sender:** A person tends to evaluate the credibility of the sender. If in the opinion of the receiver the sender doesn't have much credibility then the receiver may reject that message/information/communication;
5. **Delayed Communication:** If communication doesn't reach the receiver on time, then it may not be of any relevance to him or may even harm the interests of the organisation;
6. **Size and Distance:** If the number of personnel in an organisation is large and it is spread over a large geographical area then sending timely information to all becomes difficult if done so manually;
7. **Different Perceptions:** Different perceptions of the people due to their educational qualifications, socio-economic backgrounds and levels within the organisation is very difficult to overcome;
8. **Medium:** Selection of a wrong and unsuitable medium is a barrier to effective communication;
9. **Cultural Barriers:** Organisations have people from different social and cultural backgrounds that may have an impact on the way they receive and interpret information; and
10. **Interpersonal Relations:** If an organisation does not have good interpersonal relations then chances of distorted communication are more.

Measures to Improve the Effectiveness of Communication

Barriers to effective communication exist in almost all organisations to some extent. The need is to overcome these barriers to ensure effective communication. Following are some such measures:

1. **Clarity of Purpose:** The purpose of communication must be comprehensible to both the sender and the receiver;
2. **Clear and Simple Language:** The language of the communication must be understandable and uncomplicated rather than full of technical jargon. Communication needs to be in the language of the target group to enable them to fully comprehend;
3. **Timely:** Communication can be made effective if all concerned to adhere to the given timelines;
4. **Length of the Communication:** The communication should neither be too much nor too less. It should be adequate to retain the attention of the employee/functionary. If the amount of

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information given is more than it can be given concise titles and subtitles along with a summary at the end of the communication. There is a need to avoid repetition in communication;

5. **Appropriate Medium:** Communication can be made effective by selecting the most appropriate medium to deliver it;
6. **Feedback:** Feedback received by the functionary about the communication should be utilized for future communication; and
7. **Channels of Communication:** Communication should be sent through well thought out channels so that it reaches the right person at the right time.

Conclusions

Communication is thus a process which enables a person to send a message to another person. It is also a process through which officials send and receive messages through the scalar chain of command in the organisations. Communication has to be timely to be effective, so the right mode of communication needs to be selected.

There is a range of communication skills that are essential for effectively running organisations. Written and verbal communication skills help conveying messages/information/orders clearly, resolving conflicts to achieve the desired goals. Employees can be trained in improving communication skills.

Activities to understand Communication & Communication Skills

(The teacher can do some or all these activities/any other activities in the class to provide the required skill set to the students)

1. **Breaking the Ice:** In the first round, ask the students to form groups of two students and ask them to discuss about themselves for one minute each. In the second round, ask students to form groups of four students and ask them to talk to each other, taking one minute each.

At the end, have a healthy discussion on the issues/matters discussed by them. This activity will lead to better interpersonal relations.

2. **Good Orator:** Discuss the communication skills of a successful political leader/civil servant. The students can themselves select such a leader/civil servant/employee and discuss their various communication skills.

OR/AND

Discuss how a person who is not a good communicator can improve his communication skills

3. **Communication Skills:** Write out all the communication skills you have. Demonstrate and discuss in class.
4. **Written Communication Skills:** Write an official order to your subordinate and ask him/her to complete a project. Discuss in class.
5. **Informal Communication:** Discuss any informal communication you came across recently. Discuss - Did you believe it? Did you come to know the source of communication and the speed at which it was spread and any other issue that comes to your mind?
6. **Verbal Communication and Listening Skills:** This exercise demonstrates the process of verbal communication and its distortion in a typical organisation. Make a group of 5 students who have to communicate the given verbal information one by one (First student will give the information to the second one, and the second one will give to the third one, and so on. Other students will stay outside the classroom till their turn comes). The activity proceeds in the following manner:
 - a. Ask the group to make a group leader and give a sequence of who will come first, and second and so on.
 - b. Send all the students except the one who has to come first out of the class. Give him/her a written communication of 3-4 long sentences like the given example. (Written/Typed on A4 sheet in large bold font)
 - c. Ask the first student to read out the sentences loudly in front of the whole class and memorise and go out and convey to the second student.
 - d. The second student will come and give the information to the class and also convey it to the third student outside and so on.
 - e. In the end, when all the students have communicated the information to the class, let them discuss amongst themselves and give the final version.
 - f. Ask one of the students in the class to keep the written information and check the deviation from the original sentences.

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This exercise will give the students an idea of how communication is distorted when it goes from one level to the other. The teacher will then debrief the students, and they will discuss the entire activity. (If distortion the reasons there of, if no why not; if no distortion, then skills involved to convey the undistorted message)

Example (Written communication to be given to the first member of the group) Ask the peon wearing the blue uniform to go to the red room and inform the officials wearing white shirts to go to the third floor of the black building and bring gray files and give them to the official sitting on the ground floor in the pink room on the orange sofa and green table. Please change the sentences so that the students don't cram beforehand)

Important Terms/Terms/Information

1. **Sender:** The Sender is the person who has to send an important message to the receiver. He has certain ideas, feelings, emotions and information that he intends to share with one or more persons.
2. **Encoding:** The sender encodes the message and formalises it by including the right words/figures/images. He then sends this encoded message to the receiver.
3. **Message:** Once encoded the feelings/emotions/ideas become a message.
4. **Medium:** An appropriate medium is selected by the sender to send the encoded message to the receiver at the right time.
5. **Receiver:** The medium delivers the message to the receiver. The receiver receives the encoded message with certain expectations, values and fears.
6. **Written Communication:** Written Communication includes policies, plans, decisions, rules and regulations, orders and instructions that are in written or electronic form. Benefits of written communication.
7. **Verbal or Oral Communication:** Verbal/Oral Communication is the face-to-face exchange in a meeting, video-conferencing or telephone.
8. **Non-Verbal Communication:** Non-verbal communication includes gestures involving hands, eyes, speed of speaking, and pitch of the voice as well as posture. The subordinates need to understand the written, oral as well as accompanying gestures to understand what the superior is trying to convey.
9. **Audio-Visual Communication:** Audio, visual and/or audio-visual communication, popularly known as A/V methods, has become an important mode of communication in the present era of ICTs.
10. **Formal Communication and Informal Communication:** Formal channels of communication are official channels that are made use of by the officials to communicate with members of different departments at various levels. Informal channels of communication are through the informal relations between the functionaries of the organisation.
11. **Vertical Communication:** Vertical Communication is a formal channel of communication that includes both the Downward Communication and Upward Communication.
12. **Grapevine/Informal Communication:** Informal communication is an intrinsic part of the informal relations between the functionaries of the formal organisation. It is also called 'grapevine'.

Short and Long Questions

Short Answer Type Questions

1. Write one definition of Communication.
2. Write a note on the importance of Communication.

Skill Enhancement Course in Public Administration
Semester I PUB-SEC-1-101
Basic Administrative Skills (3 Credits)

3. Write one note on the barriers of Communication.
4. Write three measures to improve Communication.
5. Give three means of non-verbal Communication.
6. Write a note on any three Communication Skills.
7. What do you understand Formal/Informal Communication.
8. Explain Grapevine.

Long Question

1. Define Communication. Give its Importance and Process of Communication.
2. Define Communication. Mention Communication Skills. Give barriers to effective Communication.
3. Define Communication. Give its process. Discuss the hindrances to effective Communication.

Additional Resources/Suggested Readings

1. **NCERT:** <https://ncert.nic.in/vocational/pdf/kees101.pdf>
2. Sharma, Vibha. Fundamentals of Public Administration for Semester – I, Jalandhar: New Academic Publishing Co, 2024
3. Avasthi, Amreshwar and Shriram Maheshwari. Public Administration. Agra: Lakshmi Narian Agarwal, 2016-2017.
4. Avasthi, Amreshwar and Anand Prakash Avasthi. Public Administration in India. Agra: Lakshmi Narian Agarwal, 2001.
5. Basu, Rumki. Public Administration Concepts and Theories. New Delhi: Sterling Publishers Private Limited, 1998.
6. Bhagwan, Vishnoolal and Vidya Bhushan. Public Administration. New Delhi: S. Chand, 2005.
7. Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers & Distributors, 2016.
8. Fadia, B.L. and Kuldeep Fadia. Public Administration - Administrative Theories. Thirteenth Revised Edition. Agra: Sahitya Bhawan, 2017.
9. Naidu, S. P. Public Administration. New Delhi: New Age International, 2006.
10. Sharma, M. P., B. L. Sadana and Harpreet Kaur. Public Administration in Theory and Practice. Allahabad: Kitab Mahal, 2015.
11. Relevant reading material from e gyankosh - <http://egyankosh.ac.in/>
12. Relevant reading material from e PG Pathshala - <https://epgp.inflibnet.ac.in/>