LEARNING MATERIALS

ON

COMMUNICATIVE ENGLISH TH 1A

COMMON TO ALL BRANCHES

This is an effort to support the teaching-learning system in addition to classroom teaching and dictating lecture notes. It aims at guiding a student to develop skill of representation of knowledge gained. All the areas are not discussed here with a view to avoid spoon feeding. This may be treated as a sample.

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UNIT-1 A

READING COMPREHENSION

In our everyday life, if we talk of life in its most standardized form, we have a lot of reading to do. This includes reading from newspaper, text books, books, articles, journals, notes and so many. Reading does not mean reading words and sentences simply for the purpose of identifying them. Understanding comprehending and remembering are some of the features without which reading keeps no meaning. In this reading section we will, therefore go through a couple of passages which have been carefully framed to make a student well acquainted with the skills of reading.

Skimming and Scanning:

Skimming is a task of finding out the important details of a written text without giving a close reading to it. The word 'skimming' is derived from 'skum' implying the thick layer floating on liquid. Similarly by skimming a text we take out all the key points out of it in one look. But **scanning** is not overlooking - it searches for those details which are not apparent on the surface. Scanning skill operates in the manner a scanner takes the photos of what is not seen on the ground.

Inference and Evaluation:

Inferencial and evaluative analysis of the text relates more to close reading. A reader, here, examines the text to find out what the written text conveys and how it can be accessed. This is some kind of an analytical task done by the reader.

Note-making:

Note-making means converting an extensive text into a brief form that can be easily digested, remembered and reproduced. **Brevity** and **clarity** are two important features of a note.

When we read or listen to something, we may not remember each and every bit of it. Many relevant details may slip away from our memory. Such a slip of

memory facilitates the need to make of what we read or listen. Making a note of a speech is something like jotting down important points quickly while listening and later on making a fare copy of it. But making a note of a reading comprehension observes a more detail and systematic procedure.

Making a Note:

Always a close reading is demanded before making a note. By skimming and scanning we get all the important points of it. In a simpler way if one desire to attempt on note- making, the steps below would be of much help.

- Read the passage closely without missing a single detail.
- Make a list of important words with their meanings.
- Make a list of relevant details that you have picked up by skimming and scanning briefly.
- Trace out them or the key point. This would provide you with the main idea of the text. The point that you have picked up by the task of skimming and scanning would serve as supporting points to this main idea better known as **topic statement**.

Now go through the following passage.

> Religion to Gandhiji was a living force, and for years in his youth he spent much time in studying comparative religions from the standpoint of one seeking for the correct mode of approach. His mean was singularly original, prepared to take imprints yet clear as to what he strove to find. This knowledge of the various faiths had the effect of creating within him a curiously open mind, free from narrow-mindedness or orthodoxy. He was prepared to concede much to any believer; he was only intolerant of those who deride God. To him religion was the crux of all matters, and success or failure could only be dependent upon how living and

active was one's faith. One's professional conductor and public life should be guided by well defined principles. He did not reject asceticism but in working out one's life according to the needs of the moment in service to one's fellow creature he found equal merit and fulfillment. His own life was thus directed and devoted; without discussing his achievement, it is certainly true that he has model his own conductor upon consistent basic ideas inspired by his deep belief in religion. It is this faith in religious principles which helped him to promulgate the Gandhian way. "Means" became religions although "ends" might be necessary and practical. Because he essentially believed in truth as part of religion, it was possible for him to frankly admit his own mistakes and faults.

Notes on words:

Singularly – Remarkably , exceptionally.
Imprints – Impressions.
Strove – Tried hard, made great efforts.
Faiths – Religions.
Curiously - Unusually, strangely.
Orthodoxy - Conformism.
Concede - Grant, surrender.
Deride - Ridicule, make fun of.
Crux - Problem that is the most difficult to solve.
Asceticism - Living a simple life without ordinary pleasure.
Consistent - Regular.
Promulgate - Make public, announce officially.

Points:

1. Religion – a living force for Gandhiji
   (a) Studied comparative religions with original mind.

(b) Open mind free from narrow-mindedness.
(c) Respect for all believers.
(d) Intolerant of those who ridiculed God.

2. Religion – the crux of all matters.
   (a) Success or failure depends on active faith.
   (b) Personal and public life guided by well defined principle.
   (c) Accepted asceticism – equal merit in service to fellow creatures.
3. Deep faith in religion.
   (a) His own conduct and public life modelled on basic ideas inspire by deep faith in religion.
   (b) Promulgated the Gandhian way.
   (c) "means" more important than "ends".
4. Truth - a part of religion
   (a) Frankly admitted own faults and mistakes

The above notes on words and points (in short cut) prepare the skeletal work for the final note. The final note or note simply would be appeared in a point-wise structure as below.

Note

Gandhiji and Religion

1. Gandhiji studied comparative literature with an open mind and original approach.
2. He had respect for all religions.
3. Religion was the crux of all matter, he opinioned.
4. Success and failure depend upon our active faith, argued Gandhiji.
5. He found equal fulfillment in service to fellow creatures.
6. His personal life was modelled upon his basic idea of religion.
7. To him, means were more important than ends.
8. Truth was religion to Gandhiji and he admitted his faults frankly.

UNIT-2

VOCABULARY BUILDING

In this chapter we will be discussing English vocabulary with respect to some specialized section on it. They are the studies of

- Synonyms or the study of words having same meaning
- Antonyms or the study of words with an opposite meaning
- Single word substitution

Synonyms

Synonyms are different words having identical meaning.

Synonym List

Abandon	:	leave, forsake, relinquish, surrender
Abhor	:	hate, despise abominate, scorn
Brilliant	:	luminous, glowing effulgent
Callous	:	unfeeling, indiggerent, insensible
Delusion	:	illusion, fallacy, error, specter
Ebb	:	recede, wane, lessen, sink
Erotic	:	amorous, amatory, lustful
Eternal	:	everlasting, endless, perpetual
Indolent	:	idle, sluggish, slothful
Noisy	:	booming, chaotic, loud
Officious	:	meddling, obtrusive

Antonyms

An antonym is just the opposite of synonym. It conveys a word that has a meaning contrary to the given word.

Antonym List

Amplify	:	attenuate
Base	:	noble
Benevolent	:	malevolent
Deductive	:	inductive
Ebb	:	tide
Epilogue	:	prologue
Hyperbole	:	understatement
Oblate	:	prolate
Port	:	starboard
Ventral	:	dorsal

Single word substitute

Abnormal fear of being at high place	:	Acrophobia
Morbid desire for some particular food	:	Opsomania
Practice of marrying one person	:	Monogamy
Excessive acidity in stomach	:	Hyperacidity
Preliminary statement or event	:	Preamble
Beyond the jurisdiction of law	:	Extralegal

Between regions	:	Interregional
Elevation to Godhood	:	Apotheosis
Pertaining to marriage	:	Conjugal
Extremely small	:	Minuscule

UNIT-3

APPLICATION OF COMMUNICATIVE ENGLISH GRAMMAR

ARTICLES AND DETERMINERS

(DEFINITE AND INDEFINITE)

Determiners are words that determine the **number**, **quantity** and definiteness of the noun phrase. There are five different kinds of determiners.

1. Articles : a, an, the
2. Demonstrative : this, that, these, those
3. Possessive : my, your, his, her, their, Ram's etc.
4. Numerals : one, two, first, second, etc.
5. Quantifiers : many, much, less, few, both, either etc.

ARTICLES:

Articles ***a/an*** and ***the*** are the commonest determiners.

*I. The Indefinite Article **a** and **an***

1. We use **a** before a consonant sound and **an** before a vowel sound.

Example: **a** pen **an** inkpot

a dog **an** elephant

2. We use **a/an** before a verb when that is used as a noun.

   Example : Have **a** look at the book.

3. We use **a/an** to describe and classify.

   Example: It is **an** excellent morning.

   My husband is **a** seller.

4. We use **a/an** for generalization.

   Example: **a** parrot will speak only what it is trained.

5. We use **an** before silent 'h'.

   Example: **An** heir (a holiday)

   An hour (a hint)

*II. The definite article **the***

1. We use **the** before a consonant sound.

   Example: **The** chair

   The board

2. We use **the** with singular and plural countable nouns.

   Example: **The** letter

   The letters

3. We use **the** with uncountable nouns.

   Example: **The** water

   The fun

4. We use **the** before common places.

Example: She is at **the** bus stop.

My friend is going to **the** library.

5. We use **the** before nouns of directions.

   Example: **The** East **The** North

   The West **The** South

6. We use **the** before objects of nature.

   Example: **The** Himalayas **The** Deccan Plateau

   The Ganges **The** Alps

7. We use **the** before sacred books, famous newspapers and magazines.

   Examples: **The** Gita **The** Hindustan Times

   The Bible **The** Weekly

   The Koran

8. We use **the** before superlative degree.

   Example: He is **the** richest man in the town.

   Which is **the** longest river in Odisha?

9. We use **the** before adjective used as noun.

   Example: **The** rich are not always happy.

*III. Omission of **the***

1. We do not use **the** before phrases and idioms.

   Example: Christians go to Church on Sundays.

   People love to travel by air.

2. We do not use **the** before names of games and languages.

Example: My brother plays cricket.

I am learning French.

3. We do not use **the** before plural nouns with general meaning.

   Example: Cows eat grass.

4. We do not use the before uncountable nouns.

   Example: I drink milk.

Practice:

Correction of Errors:

Incorrect	Correct
1. Don't tell lie.	Don't tell **a** lie.
2. I have got headache.	I have got **a** headache.
3. He knows much about politics.	He knows **a** lot about politics.
4. I have mind to do it.	I have **a** mind to do it.
5. I wish you **a** success.	I wish you success.
6. Kabi is a M.A.	Kabi is **an** M.A.
7. This is a X-ray machine.	This is **an** X-ray machine.
8. H.B. pencil is used for drawing.	**An** H.B. pencil is used for drawing.
9. He is sitting in dark.	He is sitting in **the** dark.

Demonstratives:

Demonstratives are used before nouns and point to the objects / places/ persons denoted by the nouns.

Singular	Plural
This	These (point to the nearer one/ones)
That	Those (point to the distant one/ones)

Example: **This** house is very big.
These flowers are not fresh.
I study in **that** college.
Those are my books.

Possessive:

Possessive determiners are used before nouns to indicate possession.

Example: **My** father is a teacher.

Our house is a two-storied one.

His bike is stolen.

Their meeting was cancelled.

Numerals:

The determiners denoting **numbers** are called as numerals.

They are of three kinds.

A. Definite numerals
B. Indefinite numerals
C. Distributive numerals

A. **Definite numerals**:

Definite numerals are used for a particular number of persons or things.

Example: There are **five** apples in the basket.

Please, get me **two** tickets to Hyderabad.

The **first** chapter of English book is a poem.

He stood **third** in the examination.

B. **Indefinite Numerals**:

Indefinite numerals indicate to an **indefinite number** or quantity.

Example: I had **a lot of** fun in the picnic.

She drank **all** the milk.

I read the **whole** book.

C. **Distributive numerals**:

Distributive numerals refer to **each** of a group.

Example: *Each* (one among two or many): **Each** boy has a bicycle of his own.

Every (more than two): I play chess **every**day.

Either (one of the two): **Either** dress will suit the occasion.

Neither (no one of the two): **Neither** answer is correct.

Quantifiers:

Quantifiers are those determiners which indicate to **some number** or quantity. Following are the examples of some such quantifiers whose meaning are stated within the brackets as per necessity.

Example: *Some* (Positive meaning) : They want **some** paper.

Put **some** salt in my curry, please.

(Negative meaning) : I don't like **some** music.

Some mangoes are not ripe.

Any (Negative meaning) : They haven't received **any** letter.

There is hardly **any** water in the jug.

Many (Plural countable noun) : How **many** colour pencils you want?

I haven't seen **many** places outside the state.

Much (Uncountable noun) : We have **much** milk in our refrigerator.

He has not **much** interest in study.

A few (Small number) : Only **a few** candidates got first class.

I have **a few** friends.

Few (Mot many, almost none) : **Few** people live to be hundred.

He is a man of **few** words.

A little(Some quantity) : We have still **a little** time left. There is no need to hurry.

I have **a little** money in my bank.

Little(Almost nothing) : I have **little** time to talk to you now.

There is **little** water in the bottle.

ACTIVITY SET

Fill-in the blank with appropriate determiners wherever necessary. A blank space which does not need a determiner, put a cross (X) over there.

1. It is great fun being _____ actor.

2. The labourers go to work in ____ morning.
3. He is _____ one eyed man.
4. She needs____ rest.
5. Mr. Mohanty is _____ MLA.
6. _____ night fell.
7. _____ man knows this.
8. You should do _____ work or the other.
9. I spent _____ money I had.
10. We do not have ____ rice in our store.

SECONDARY AUXILIARIES / MODALS

Secondary auxiliaries are also called ***modals***. They cannot be used independently like primary auxiliaries. They are 13(thirteen) in numbers: will, would, shall, should, may, might, can, could, must, need, used to, ought to, dare. In this chapter we will discuss them under different points with reference to their logical meaning.

i. Will, Would, Shall

(Expressing requests, offers, willingness and suggestions)

Use:

(a) **Expressing Requests**.

Will/ Would you please open the door?

Would you mind lending me your book, please?

(b) **Expressing attitude, willingness/ unwillingness**.

She ***will*** pay back you soon.

He ***won't*** listen to anyone.

They ***wouldn't*** stop making noise.

(c) **Giving Consent**.

I ***will*** do shopping for you.

She ***won't*** do the mistake again.

(d) **Offering Service**.

Shall I get you a pen?

Shall I arrange a taxi for you?

(e) **Asking for suggestions**.

What ***shall*** we do about this barren land?

Where ***shall*** I spend my night?

ii. Should, Ought to.

(Expressing advice and probability)

Use:

(a) Advice

We ***should / ought to*** help the one in need.

We ***should not*** tell unpleasant truth.

We ***ought to*** serve our motherland.

(b) **Necessary to observe, perform and obey**.

I ***should*** do as my mother says.

I think, you ***should*** meet the doctor.

She ***should*** inform the police about the theft.

(c) Probability

They ***ought to*** have arrived by lunch time, but the train was late.

Prashanti Express ***should*** reach at 5 pm.

iii. May, Might, Can, Could

(Expressing ability, possibility, probability)

(a) Ability

Birds ***can*** fly, but animals ***can't***.

My grandfather ***can't*** walk firmly.

I ***could*** swim fast while I was in school.

(b) Possibility

I ***could*** come back this evening.

He ***may not*** agree to my proposal.

It ***may*** rain tonight.

She ***might*** accept the offer.

(c) Probability

The keys ***may*** be in the drawer.

The pain ***might*** belong to Goldie.

The bridge could be blocked.

(d) Asking and Giving permission

Can/could/may/might I ask you a question?

Can/may I go out, sir?

Could I talk to you over the issue?

iv. Must, Mustn't, Need, Needn't

(Expressing necessity, obligation)

(a) Necessity

We ***must*** obey the traffic rules.

We ***mustn't*** play with fire.

You ***mustn't*** work hard.

I ***need*** wearing glasses.

I can see better now. I ***needn't*** wear glasses.

(b) Obligations

I ***must*** leave for the station at once.

One ***mustn't*** misbehave others.

We ***need*** to be honest.

v. **Used to**:

Used to *is used to denote simple past only.*

We ***used to*** live in Cuttack during my father's service period.

There ***used to*** be a house near the temple a couple of years back.

vi. **Dare**:

Auxiliary ***dare*** *is used in sense of making a challenging effort. It does not take an _s in third person singular number.*

How ***dare*** you talk to me in my face?

He ***darenot*** go outside in the dark.

ACTIVITY SET

Fill-in the blanks with appropriate modals.

1. They _____ stop making nuisance. (shouldn't, wouldn't)
2. The old man is honest. He _____ pay you back. (could, will)
3. _____ I do this for you? (shall, will)
4. We _____ obey our parents. (should, ought to)
5. Fish _____ swim. (can, could)
6. The sky is stormy. It ____ rain to night. (may, might)
7. I ___ be back by 7 pm. (will, Would)
8. _____ I go to the field, sir? (can, may)
9. It stopped raining. You _____ carry an umbrella. (must, need(-ve))

UNIT-4

WRITING SKILL

PARAGRAPH WRITING

A paragraph is a group of sentences written in order to convey a concept. Look at the following two groups of sentences in A & B.

A : All soils have different water holding capacities/some soils hold a lot of water/some soils hold a little water/sandy soils do not hold water/water passes through sandy soils quickly/clay soils do not absorb water/water runs off clay soils…..

B: All types of soils possess water holding capacities. Infact, some soils hold more water in comparison to some other types. For example, sandy soils do not retain water as it passes through too quickly. It is also observed that clay soils do not absorb water and it runs off.

Observation:

In group-A the sentences are completed and correct but set loosely. Group-B has an orderly lay out and present an idea in a clear way.

Paragraphs are basic unit of organization in written language. They follow certain basic structural rules and regulations known as feature of paragraph writing.

Technical feature of paragraph writing

Topic Statement:

A paragraph develops on one idea and it is conveyed through the title or subject or topic. The entire subject matter of the paragraph revolves around this given idea. It introduces the paragraph and therefore is called as title or topic statement. The following is a paragraph. It is followed by three possible topic statements or topic sentences. Let us see which one best introduces the passage.

Straw, which can absorb upto four times its weight in oil, can be thrown on the spill and then be burned. Oil can be taken up and sunk by sand, talcum powder or chalk. Under experimentation, some chemical have been shown to disperse the spill into droplets which microbes can destroy them.

i. There are many ways in which oil spills in the sea can be dealt with.
ii. Contamination of the sea by oil spills is a critical problem.
iii. Wind and wave action can carry oil spills a great distance across the sea.

Observation

The paragraph gives an idea about the different method of absorbing oil spills. Therefore, the first statement can provide a suitable topic for the paragraph, but in a brief manner such as dealing oil spills in the sea.

Materials:

Stuffs of a paragraph are known as material. Materials of a paragraph are to be selected carefully in relation to the main idea or the topic statement. Unwanted details are not to be allowed into the arena of the paragraph writing. A topic sentence like recently discovered tracks provide information about Dinosaurs can have the following materials for growth and development of a paragraph on it.

i. Important dinosaur tracks have been found in the same old place.
ii. Previous finding was near the ancient sea.
iii. Tracks are informative; they appear to be combination of young and the old ones.
iv. Adult dinosaurs may weigh as much as 10,000 pounds and be 2.3 ft tall.
v. The dinosaur tracks are in sequence of 8 to 10 paces.

The above points are directly related to given topic and the serve as material for paragraph writing.

Supporting points:

Materials when arranged into well developed points, we call them supporting points. Let us see how the above supplied materials are put as supporting points.

i. Important dinosaur tracks have been found near the ancient sea.
ii. These recently discovered track supply important information about dinosaurs.
iii. There appear to be tracks of young dinosaurs near the older ones.
iv. Dinosaurs may weigh as much as 10,000 pounds and be 2.3 ft tall.
v. The tracks are in sequence of 8 to 10 paces.

Unity of thought:

The writer should take enough care to maintain unity of thought while writing the paragraph. In order to achieve the purpose,

- The topic statement should convey the theme of the paragraph;
- The supporting points should be linked directly to the theme; and
- No unwanted details are to be entertained into the plot of the paragraph.

Coherence:

The orderly arrangement or a set pattern of the supporting points provides coherence to the paragraph. It guards against any jerks in the flow of ideas and the reader enjoys a smooth ride.

The example below would better represent the type.

Paragraph

The Evil of Tobacco

The evil of tobacco in its myriad form has gripped our society. There are 25 tobacco related diseases including cancer, lung,

and heart diseases that play havoc with their deadly effects. As per the data there are 1.84 crore smokers in India. No one is spared. This evil not only affects this 1.84 crore active smokers, but also leaves its marks on the passive smokers who never touched a cigarette in its life. It seems, the recent ban on smoking and tobacco related advertisements is of little use as the number of tobacco smokers is growing daily. About 2200 people die daily in tobacco related diseases. There is an urgent need to close down the tobacco industries if we want to eliminate this evil from its root. At the same time an awareness campaign needs to be launched nationwide in order to save precious and innocent lives. It is quite alarming to know that 19% smoke cigarettes, 54% smoke bids and 27% chew tobacco. Anyone found buying or selling tobacco and its products should be severely punished. Only then can we rid our country of this fatal scourge.

UNIT-5

INTRODUCTION TO COMMUNICATION

MEANING OF COMMUNICATION

Communication is a purposeful activity of exchanging information and meaning across space and time using various technical or natural means, whichever is available or preferred.

DEFINITION OF COMMUNICATION

Communication is defined as the process of giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions.

Communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver

CONCEPT OF COMMUNICATION

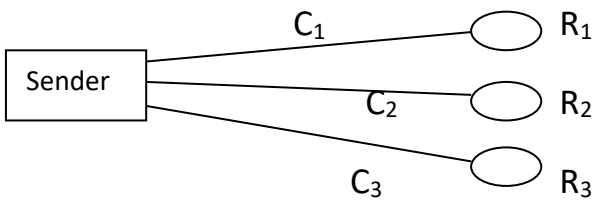
Communication requires a sender, a message, a medium and a recipient, although the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver understands the sender's message.

COMMUNICATION MODEL

The sender and receiver are two minimum factors responsible for communication; but, their degree of operational significance is decided by the model of communication. Two basic models of communication are seen in hierarchical structures: one-way communication and two-way communication.

One way Communication Model

One-way communication model facilitates flow of information from the sender’s side only. The receiver is not allowed for any interaction or to give feedback on the information sent. Such a model keeps the sender aloof from knowing what has happened to the message sent. Such a situation normally occurs in our traditional pattern class room teaching method, where a teacher is a speaker who hardly bothers for audience purpose and response. One-way communication is an example of bad communication.



(One-way Communication)

(FIG.1)

Two-way Communication Model

Communication is believed to be effective if both the ends participate equally in the process. Two-way communication model facilitates for this in an organization. The sending of message and a reversal process take place which results in submission of feedback and suggestions on the encoded message. The constructive feature of this model makes communication highly effective. (FIG.2)

PROCESS OF COMMUNICATION AND FACTORS RESPONSIBLE FOR COMMUNICATION

Communication is a two-end process. The process of communication from sender to receiver and back to the sender follows a sequence:

- Encoding by the sender
- The message or the encoded message
- Transmission of message through an effectively supportive channel
- Decoding of the message by the receiver; and
- Feedback on the decoded message.

Each step is important for an effective communication. In case a single step invites mistakes, it would lead to chaos in communication, which includes physical disturbances like noise, ambiguity in language, mismatch between the intellectual capabilities of the sender and the receiver etc.

These steps can be represented by the following model.

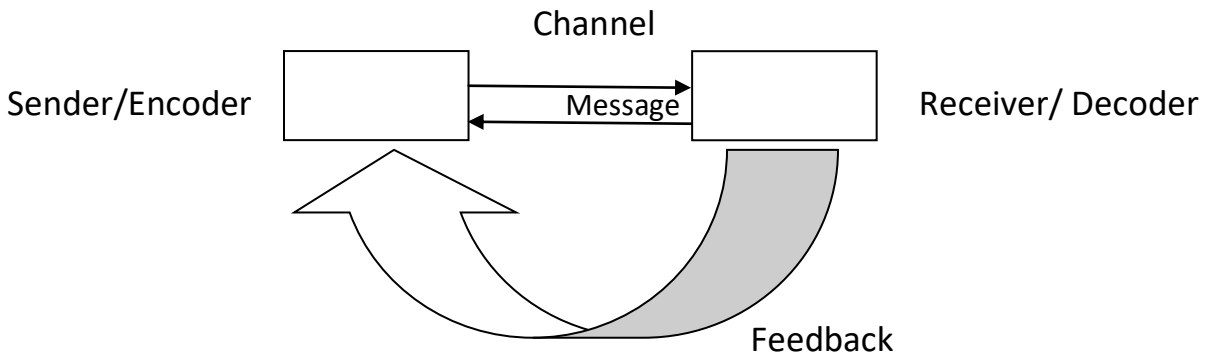


FIG. 2

The above model has eight essential components. They are (1) The sender, (2) Encoding, (3) The message, (4) The channel, (5) Decoding, (6) The receiver, (7) Feedback, and (8) Noise.

The Sender:

The sender may be an individual or a group acting as a single unit. It originates the process. The sender has an idea, an experience, a piece of information to be shared with one or more people. His/her job is to formulate the message into a conveyable mode so that the recipient is able to interpret it properly. An oral message can be conveyed over telephone giving emphasis on choice of suitable vocabulary, proper pronunciation, courteous tone and style (formal or informal) of speaking. If it is to extend a written message, the format (latter/notice/order/memo/circular/report) it is to be decided and designed as per situational need. The sender's task is crucial as he/she has to understand and formulate the message, decide the channel and encode the message keeping sense with the receiver.

Encoding:

Formulation of message into a conveyable mode with respect to context by the sender is known as encoding. In the process of encoding, the sender translates

ideas or information in to a series of words, pictures, graphs, symbols, to communicate to the receiver. Encoding is conditioned by four different factors namely: attitude, skill, knowledge and situation.

- The sender should have the attitude to understand the purpose and content of the message to be sent.
- Skill is highly essential to encode the message. Over telephone, encoding would attend upon factors like vocabulary, orality, brevity, pronunciation, etc. A written piece is to be formatted properly with a suitable layout. If it is to offer software services, the message would be encoded by means of appropriate programming.
- Knowledge is the core of anything as well as everything. Knowledge of the subject matter of the message helps the sender or the encoder in appropriate coding.
- Content or situation influences the process of encoding most. Who is sending the message, to whom it is sent, the cult-history of the recipient and under what circumstances the message is conveyed together creates the situation and the encoder should be well-aware of it while encoding.

The message:

The term message refers to the form in which information is sent or received in communication both verbal and non-verbal. While taking of verbal communication, a message can be a single word, a group of words, a sentence or a bunch of sentences. The message should be well-formulated, faultless in thought, language and structure with much clarity for the recipient to understand it fully and clearly. The term signal sometimes used to refer to non-verbal messages like pictures, gestures, expressions and alike. Each signal communicates a particular meaning and has a fixed dimension.

The channel:

The term channel refers to the medium through which the message from sender to the receiver. It can be verbal and non-verbal, spoken or written. In oral communication, information is carried out through air or auditory channel. This can be either face-to-face conversation or telephone interactions. The choice of the channel or the medium depends upon the availability and need. For an immediate contact we choose to telephone where as for a recorded or field purpose we opt for sending a letter. Successful operation of channel is required for effective communication.

Decoding:

Decoding is the process by which the receiver completely understands the message as it was encoded by the sender. Decoding requires:

- Recognition of the symbols both verbal and non-verbal as encoded by the sender.
- Understanding the ideas as formulated by the sender; and
- Successful operation of the channel overcoming technical and physical hazards if any.

Decoding is an intelligent exercise. It needs proficiency of language and friendliness with symbols and signs.

Code:

A code can be defined as a set of symbols used for the purpose of communicating messages. A symbol is an object standing for a particular meaning. The process of communication begins with the sender's ideation of the message for transmission. Ideation or selection or formulation of an idea relates to an intellectual state and cannot be transmitted directly as it is an abstract component. These ideas therefore, need to be converted into symbols, each of which bears a particular meaning, before they can be set for transmission. This set of symbols is called a code.

The receiver:

The receiving end that decodes the message is called the receiver or the decoder. The effectiveness of communication depends upon the receiver's ability to

decode the message as per the sender's intended information. So, decoding is affected by the receiver's skills, knowledge and experience.

Feedback:

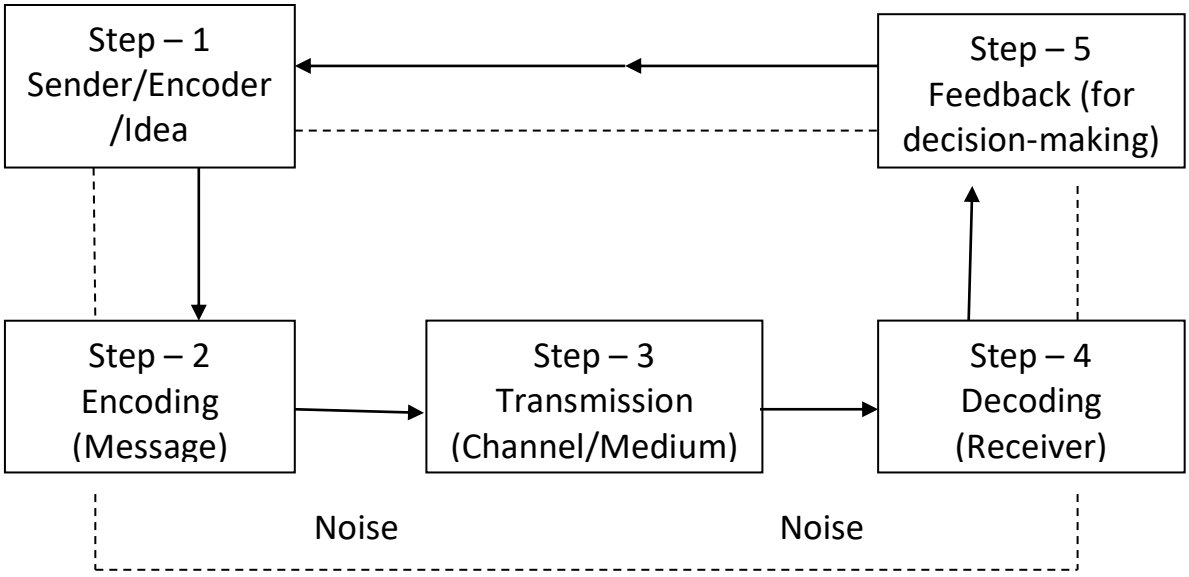
After the receiver has received the sender's message, he/she lets the sender know what has been interpreted and how is the impact. This is known as feedback. It is the response generated by decoding. When both encoding and decoding appropriately match each other and the medium of transmission is perfectly flawless, communication proves effective and successful. Feedback helps in decision-making and further progress.

Noise:

Noise is the disturbance of any kind that affects communication at any stage. It is responsible for collapsing the process. Noise is over powering:

- If the sender's idea is weakly formed because of fault ideation, noise spoils the purpose of communication at an outset.;
- If message is not encoded properly owing to poor language skill and lack of clarity, noise disrupts communication.
- If the channel opted by the sender does not fit into the purpose, noise obstructs communication.

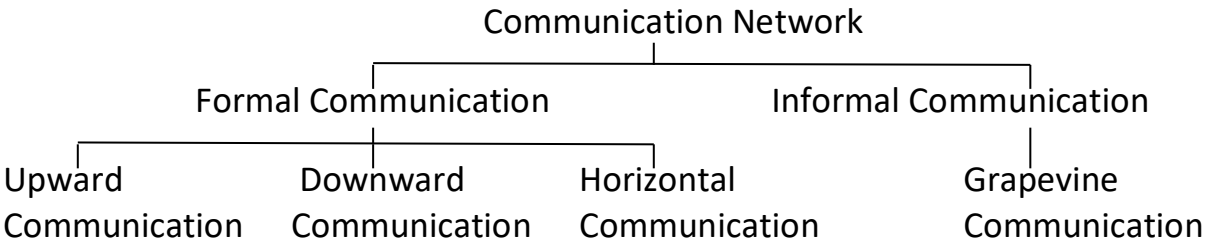
'Poor encoding', 'defective encoding', choice of wrong channel and offering misleading feedback are results of the negative operational factors of the communication called noise. The following diagram shows the factors and process of communication.



(Process of Communication)

TYPES OF COMMUNICATION

Any organization that stands upon a team effort affords for two-way communication model in spite of whatever hierarchical line of polices it might be observing. The hierarchical policy of a company regulates the flow of communication both internal and external. They involve certain code of conduct that enables all the employees to operate the functional activities within the prescribed channel. Such a systematic approach to communication through the hierarchical line is known as formal communication. A communication network has two operational directions: formal communication and informal communication. The management is responsible for designing communication network to control the flow of communication in an organization.



(Communication Network)

INFORMATION FLOW AND ORGANIZATIONAL STRUCTURE

Almost all organizations follow hierarchical structure. The two levels in this structure are the decision making body and the executives. This is a type of single authoritarian chains where executives are meant to carry out the decisions taken by top level authority without any positive participation in decision making. But the contemporary organizational structure replaces such pattern by participatory decision-making which is more flexible and democratic. This facilitates consultations across levels of hierarchy through many directions of the communication within an organization. They are categorized as downward, upward, horizontal, and grapevine communications.

TYPES OF INFORMATION FLOW

The Downward Communication

The downward flow of communication facilitates flow of information from top level of hierarchy to the bottom level that consists of executives/employees/workers. Boss talking to the subordinate over phone or the Director writing a formal letter to the executive of production cell are but a few instances of the type. Downstream communication has its own merits and demerits.

Advantages of Downward Communication:

- If offers centralized control overflow of communication in an organization.
- It paves a platform for formal sharing of work, and easy decision making process within the hierarchy.

- Its direct approach better streamlines unwilling workers in the organization.

Disadvantages of Downward Communication:

- The apprehension cannot be denied that downward communication would result in over centralization and authoritarianism.
- Its lack of transparency factor may lead to dissatisfaction and non-cooperation among workers.
- Downward flow of message is prone to create filtering and in the process middle agents may play mischief with important information which would be a barrier to the goodwill of the organization.

The Upward Communication

The communication that facilitates lower level in the hierarchy to communicate to the top level is called as upward communication. Skillful management prefers the best exploitation of this type. Employees/subordinates/workers find their best opportunity to share in the decision making process through furnishing reports on projects and problems, submitting detail plans with suggestions on production and marketing strategies and keeping managers aware of the day-to-day affair in the organization. Periodical proposals, appraisals and reports are some forms of upward flow of communication.

Advantages of Upward Communication:

- Upward communication fosters a sense of belonging among the employees in an organization by participatory decentralization of work structure.
- Team work, corporate functioning and speedier redress of grievances are some of the positive attributes of upward communication.

- An open door policy, which is the functional child of upward communication, encourages rewarding and worthy workers to come up with their best of performances.

Disadvantages of Upward Communication:

- Upward communication may slacken the chain of control in subordinate level.
- The danger of bypassing the departmental heads by the workers cannot be denied.
- Management may lack initiative if the upstream flow of communication is fairly active in an organization.

The Horizontal Communication

Communication by two workers or officers at the same level is designated as horizontal or lateral or parallel communication. Mutual consultation and sharing of information both in inter- and intra- department level among officers of same rank become possible in horizontal stream of communication.

Advantages of Horizontal Communication:

- It provides opportunity for face-to-face conversations and telephonic communication at the time of need.
- Horizontal communication facilitates coordination of work among different departments that smoothens the responsibilities during crisis period.

Disadvantages of horizontal Communication:

- Horizontal stream of communication may give rise to interpersonal problems among equals in relation to their skill and reward.
- The possibility of consultation not resulting in any decision cannot be ignored.

Grapevine Communication

In organizational spheres, it is observed that communication sometimes flows spontaneously though there are formal streams of communication. They are neither pre-planned nor deliberately initiated by the management and therefore credited as informal communication. Informal stream of communication neglects all ethics of formal communication and functions alongside the prescribed network of communication. Since it is not guided by any principle and the information can flow in any direction, it is justly called grapevine communication.

Advantages of Grapevine Communication

- The psychological need of an individual to talk freely gives rise to grapevine communication. It provides flexibility in communication that enables employees of different level to have willful communication, emotional relict and multidirectional approach.
- It is a cementing force in an organization on base level and maintains unity and coordination among employees.
- Speedier business transaction is possible by this stream of communication.

Disadvantages of Grapevine Communication:

- Grapevine communication keeps no accountability of the information shared unlike formal communication networks.
- It has the disadvantage of slackening control over employees and originating personal biased misleading information in the organization that may encourage adverse grapevine.

No modern organization or company can solely depend upon any one of these four types of communication flows to serve its purposes. Within the organizational structure they develop their genuine communication network by taking all the four types together in relation to the functional harmony and dynamism in growth and development.