

EDUCATIONAL TECHNOLOGY AND ICT

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Week-04

Lecture-16

Module-16: Communication: Concept, Nature, Process, Modes

Hello dear learners, welcome to the SWAYAM and NPTEL course on Educational Technology and ICT. I am Dr. Sarita Anand from the Department of Education, Vinaya Bhavana, Visva-Bharati, Santiniketan, West Bengal, India, and the course coordinator for this course. Today, we are going to deal with Module 16: Communication, its concept, nature, process, and modes. This is Lecture 16. Before going to the topic, we will review the concepts covered-

These include hardware and software instructional aids, a list of hardware instructional aids and their educational uses, a list of software educational aids and their educational uses, and the importance of these instructional aids in daily teaching and training, which we have already discussed in the previous Lecture 15.

Now, today's topic, the concept of communication: Communication is a vital process in human interaction, forming the foundation of social, professional, and cultural exchanges. It is an indispensable skill for individuals and organizations, enabling the transmission of ideas, emotions, and information effectively. Communication, in its literal sense, stands for the act of communicating.

One can communicate his ideas, thoughts, feelings, etc., or transfer any type of information or knowledge to others through this act. For this purpose, he or she may also take the help of some instruments, appliances, or devices like telephone, teleprinter, telegram, fax, email, radio, broadcasting, telecasting, or today's. In this sense, communication may be taken as a one-sided transaction of a piece of information, knowledge, ideas, thoughts, or feelings from a person, the source of transmission, to another person, the person at the receiving end.

However, its meaning cannot be limited to such a one-way transmission. It is always a two-sided affair. The source of transmission and its receiver equally share and participate in the communication process. Now, the definition of communication. The English word '*communication*' has been derived from the Latin word '*communicare*,' which means to impart, participate, or to transmit.

The word '*communicare*' is derived from the root term '*communis*,' which means to make common or to share. In this sense, the verb stands for an act of sharing, commonness, or common understanding and experiences with others. According to Barlow in 1960, communication is the process of transmitting ideas, information, and emotions from one individual or group to another. It is a dynamic, reciprocal process emphasizing interaction and mutual understanding among people.

Edgar Dale in 1961 defined communication as the sharing of ideas and feelings in a mood of mutuality. It involves the exchange of thoughts, ideas, emotions, and information through verbal, non-verbal, or written mediums of instruction. Very precisely, Mangal in 2018 defined communication as a process of sharing or exchanging experiences, information, ideas, opinions, sentiments, thoughts, and feelings, between the source of communication and the receiver through some mutual, agreeable, known media whether verbal or non-verbal.

The nature of the communication. Communication is to be taken as a sharing process. What we know or have in ourselves in the shape of ideas or thoughts or the feeling is shared with the others through the process of communication. It is done through the help of some of the media transmission, preferably in a way being well received by the receiving person or the person. The process or the person on the receiving end try to receive and respond to it for the necessary interaction with the source of transmission.

Thus, a chain of process or cycle involving the cooperation of the sources it's receiving comes into the operation for effective realization of the fruits of the communication. This is the process of the communication cycle. Basically, any kind of communication is a two-way process. Either it is in the classroom or outside the classroom.

Involving interaction between the two or more people or the person on giving and receiving hints. is carried out in a cycle illustrated here in this picture. You can see that there is a sender and a receiver and in between them there is a communication media. The general, generally six main components or elements are there in the process of

communication. The first one is the sender or the communicator of the message, the source of communication or the information, the person or entirely initiated by the message.

The message, the content of the communication, is the second element of this communication process. The information, the idea, or the emotion being conveyed is the message. The third one is the media or the channel of communication the medium through which the message is transmitted, either spoken words, text, or visuals. Like right now, I am communicating through verbal communication. The fourth one is the receiver of the communication. The individual or the group for whom the message is intended to communicate those are the receivers. Like right now, the listeners of this course are the receivers in this communication process. The fifth one is feedback, the response material.

The response or reaction of the receivers to the message, or completing the communication loop, is the feedback. Whether they received the message or not that is the feedback and the sixth one is the barriers of communication. Every communication has many kinds of barriers. We will discuss these in a separate lecture regarding the barriers of communication.

This is the classroom communication cycle, where the teacher is the sender. Normally, the teacher is the sender. Sometimes, students are also the senders. They formulate, code, and transmit the message. That message is in the form of content to be taught in the class, and the medium is the signs, symbols, etc. and the verbal communication written on the blackboard or whiteboard and communicated by the teacher and the receivers are the learners.

The students of the class are the receivers and they listen to their teacher, they read out on the writing on the blackboard and the message communicates, transmit, they decode it, interpret it and try to understand that message communicated by the teacher. And then again, the message via medium like when students are nodding like yes. Then definitely feedback is received by the sender, the teacher that yes, my students are getting my point whatever he or she is teaching in the class. That is the whole process of classroom communication.

Now the next detail of these six components. The first one is the sender, the communicator. Communication essentially starts with the source of communication. There may be somebody to initiate the process. This source whether in the form of some objects or the person must be in a position to transmit information. Ideas, thoughts,

opinions, feelings etcetera known or possessed by it with the other person or persons on the receiving end in the communication. If there is generally a term is sender, so we have to understand that sender in the language of communication technology is the teacher in the class.

In the teaching learning process going on inside the classroom, the teacher is regarded as the sender of the message, where in any other communication or communication situation, a sender of knowledge like man or the material can be regarded as the source of communication. The second component is message, the content of the communication.

When we are talking about the communication, right now we are talking about the communication in the classroom. So, what is intended to be communicated or transmitted by the source is the sender from his own stock of the knowledge, information, thoughts, opinion, feeling, experiences to the other person's. The receiver is known as the content of communication. These may be well organized and structured or unstructured or spontaneous depending on the nature of the communication and the media chosen or situation prevalent at the time of communication. It depends on the type of communication that what message they will deliver to the receiver.

The third one is the media or the channel of the communication. This is the most important component of the communication. The message one wishes to communicate is always transmitted through a media or a channel. This is the channel not the TV channel but the channel or the source to communicate any message. Generally, media exists in two distinct forms.

The verbal and spoken or written words and the non-verbal, the gestures, sign language, body language and the other generated codes etc. In the common communication process, both the sender and the receiver must utilize a mutually acceptable and effective media or the channel. It refers to the tool, platform, methods used to convey message from a sender to receiver. Media broadly made up of the means of communication such as print media like newspaper, magazines, broadcast like radio, television and digital media like social media and different websites and face-to-face interactions like in our classes.

For instance, a speech delivered through a public address system uses verbal and auditory channels, while an email relies on written and electronic channels. So, the choice of media channels depends on factors such as the nature of the message, the target audience, and the context of the communication. At the beginning of any communication, the

sender is motivated to share the information, ideas, or emotions, organizes the message, and selects an appropriate medium, either verbal or non-verbal, to do this.

The sender uses a process called encoding. When he or she is writing the message or talking about it, that is called encoding at the time of preparation, which involves transmitting thoughts and feelings into commonly understood verbal or non-verbal symbols. For example, to express dissatisfaction, the sender might say or use gestures to indicate displeasure- *Acha nahi*. So, these kinds of gestures are the message which is going to be conveyed via some media, maybe non-verbal; the facial expression shows the disliking of that thing or component.

To transmit this symbolic message physically, the sender uses sensory channels like sight, hearing, touch, taste, or smell, depending on the situation and the effectiveness of the communication. The encoded message is then conveyed through the chosen sensory channel to the receiver.

Since it is encoded in a symbolic language, the receiver must decode it to understand the message as intended by the sender. We have to understand the language of the sender should be knowing by the receiver. Otherwise, he will not be able to understand by decoding it. He will not be able to decode it. Upon receiving the message, the receiver responds by initiating the communication channel with the sender.

The receiver encodes their feedback using verbal or non-verbal symbols which is then transmitted through the sensory channels and decoded by the sender to complete the communication loop and ensures its continuity. Effective selection of the appropriate media and the channel ensures the clarity and reach of the message, minimizing the potential barriers and fostering better understanding of the communication. The fourth element of the communication process is the receiver of the communication. Definitely it is the also a very important aspect of the whole communication process where the receiver is the individual at the receiving end of the communication. Their role involves accepting the sender's encoded message, decoding it for accurate interpretation and providing an appropriate response for feedback to the sender.

Much like the far end of a circuit that receives is equally crucial in maintaining the flow of communication between them and the sender. Communication can only function effectively if the receiver is engaged, has the necessary skill to decode and comprehend the message and can respond appropriately. For example, if in a class teacher is teaching, communicating the message, the content, but the receiver is not ready to receive the

message, then he or she will not be able to decode or understand the content, whatever is being taught in the class. So, the readiness of the receiver is very important in the whole communication process.

The fifth one is feedback or response material. Feedback or the response material can be described as the response or reaction signals encoded and sent back by the receiver. It means feedback is the responsibility of the receiver to indicate whether he got the point of the communicated message after it has been decoded, interpreted, and understood. It plays a crucial role in maintaining the flow of communication, as the effectiveness of this flow largely depends on the quality and clarity of the feedback content. Feedback allows the sender to evaluate the outcomes of their communication.

Such as whether the intended messages were successfully conveyed, if there were any gaps in the communication process, or if any issues, problems, or misunderstandings arose during the interpretation, the sender will be able to know that. Therefore, maintaining effective two-way communication relies on receiving proper feedback from the receivers, and ensuring appropriate follow-up by the sender. The last component is the barrier component. Barriers of communication are obstacles that interfere with the effective exchange of information between a sender and a receiver.

These barriers can take various forms, such as physical barriers like noise, distance, or malfunctioning equipment that disrupts the transmission of messages. Language barriers occur when there is a lack of clarity, the use of jargon, or unfamiliarity with the language being used, which may be a barrier. Psychological barriers, including emotional issues, personal biases, or lack of interest in the class, can impact both the senders' and receivers' ability to communicate effectively and cultural barriers also emerge when differences in norms, values, and practices lead to misunderstandings.

So, now the next topic is the mode of communication. Communication can be categorized into various modes based on the mode of transmission and the context in which it occurs. There are two types of modes basically. The verbal communication and non-verbal communication are well known.

Verbal communication is the exchange of information using spoken or written words. It includes face-to-face conversations, phone calls, emails, and text messages. Non-verbal communication is conveyed through body language, facial expressions, gestures, postures, tone of voice, and other visual cues in the classes mostly. In visual

communication, there is the use of images, charts, graphs, and symbols to convey the message.

The fourth one is formal and informal communication. Right now, I am communicating with you all, which is formal communication. While formal communication follows established protocols, like business meetings, official letters, official meetings in universities and schools, informal communication occurs in casual or personal settings like friendly chats, etc. And most of the time, out-of-class talks also come under informal communication, where students meet with the teacher and ask their queries.

So, the verbal communication Verbal communication refers to the use of words and language to convey messages, whether spoken or written; both can be treated as verbal communication. It is one of the most direct and widely used forms of communication, and it can take place in both formal and informal contexts. Verbal communication can be categorized into two types: oral and written communication. Oral communication includes face-to-face conversations, telephone calls, mobile calls, video conferences, or any situation where speech is used.

It means the language; knowing the language is important here for oral communication. Oral communication allows for immediate feedback, making it highly interactive. It is particularly used in situations where quick responses or discussions are necessary. Effective oral communication involves clear articulation, proper tone, and active listening. Active listening is also important; without it, communication will not be complete.

Misunderstandings can occur if there is a lack of clarity or misinterpretation of the speaker's words. Written communication involves the use of written symbols, letters, words, and sentences to transmit information. For example, it includes emails, reports, memos, letters, and text messages. Normally, these days we use WhatsApp and Telegram for text messages. Written communication is typically more formal and is used when documentation of the communication is needed.

It allows for careful thought and revision, but it lacks the immediacy and personal interaction of oral communication. Written messages, however, can be referred back to for clarification, making them a reliable record of communication. Because communication Written communications provide evidence in black and white in most cases. Verbal communication is characterized by the words chosen, the structure of sentences, and the tone or pitch used.

Certainly, oral or verbal communication has its importance regarding the speech or the tone used in sentences. The clarity of the message often depends on the vocabulary, grammar, and coherence of the language used. Moreover, effective verbal communication requires the ability to listen actively and interpret messages accurately. Misinterpretations in verbal exchanges can lead to confusion and conflict. Nonverbal communication refers to the transmission of messages or information without the use of words.

This form of communication involves the use of body language, facial expressions, gestures, posture, tone of voice, eye contact, and even the physical distance between communicators. Nonverbal communication is often referred to as the silent form of communication, but it can be incredibly powerful in conveying feelings, attitudes, and emotions. When a teacher enters the class, students interpret the teacher's mood by observing his or her body language and facial expressions. That is nonverbal communication. When students are asked a question and they do not know the answer, a confusing environment arises, and the teacher understands that the student does not know the answer based on the student's body language.

So, this kind of nonverbal communication is a daily part of the teaching-learning process. The main aspect of nonverbal communication includes facial expressions mostly. The face is often the most expressive part of the body and can convey a wide range of emotions such as happiness, sadness, anger, surprise, or disgust. People can often interpret someone's emotional state just by observing their facial expressions. Which can sometimes be more telling than words.

Especially in kindergarten or small classes, the body language of teachers is very important. Gestures, hand movements, nods, nodding your head as a gesture, and other body language movements can indicate agreement, disagreement, emphasis, or other responses. For instance, waving a hand is a gesture that typically signifies a greeting. While crossing arms might indicate defensiveness or discomfort.

So, these kinds of gestures are also a way of communication, posture and body orientation, the way a person sits, stands, or moves their body can convey openness, confidence, or discomfort. For example, standing upright with an open posture suggests confidence and attentiveness, while slouching or crossing arms may indicate defensiveness or disengagement. Especially in class, students listening to lectures while posing like this or closing their eyes are also ways of communication. Eye contact plays a

crucial role in the communication. Especially at the time of teaching in a large class, teacher must try to make the eye contact with the other students. It signals attention, interest and sincerity. And students also take interest in the classroom teaching learning process. Too little eye contact can be interpreted as a lack of engagement or avoidance.

While too much can be seen as intimidating. So, the right eye contact is also very important. The right amount of eye contact fosters trust and understanding. The next one is the tone of voice. While the words spoken are important, how something is said, the tone, the pitch and the volume can greatly alter the meaning of the message.

A warm, friendly tone conveys the comfort while a harsh and sarcastic tone can indicate the aggression or frustration. Physical space, proximities, the amount of physical space between the communicators can also communicate a great deal. Different cultures have different norms regarding the personal space and the violating these norms can cause the discomfort. Standing too close to someone can be perceived as invasive while maintaining a comfortable distance signals respect.

So, we have to maintain those rules as per the communities or the societies. This is the forms of communication, oral, symbolic and graphic. And oral is having Spoken and Heard. The Symbolic is having Signs and Pantomime and Gesture. And the Graphic is having Written and art forms of the communication.

Now the Touch. The use of touch in communication such as handshake, pat on the back, *shabas*, *bahut acha*. Or hug can convey warmth or affection or the support. How you are meeting with someone, that touch tells many things about the person. However, touch can also be perceived as inappropriate or uncomfortable depending on the context and relationship between the individuals involved.

Like in higher education, we are the teacher where we cannot hug the student but definitely, we can pat on their back. So, appearance is also very important in the process of the non-verbal communication, the clothing, the grooming and the other visual cues or the parts of non-verbal communication. People often form impression based on the how others present themselves visually, which can influence perception of professionalism, credibility and integrity. trustworthiness like right now I am sitting in front of you in trying as a professional attire. So, the non-verbal communication can sometimes be more revealing than the verbal communication, as it can convey true feelings that may not be expressed in the written words.

However, non-verbal cues can also be misinterpreted depending on cultural differences, context, or personal perception. Therefore, it is essential to be aware of how one's non-verbal behaviors are perceived and ensure they align with the intended message. Now, the principles of communication. Effective communication depends on several key principles. Clarity is key, ensuring the message is easily understood by the recipient.

Conciseness is also essential, avoiding unnecessary words or jargon that might confuse or distract. Respect for the audience is crucial, demonstrated through considerate language and a focus on their needs and perspectives. Active listening is vital, paying attention to both verbal and non-verbal cues to ensure understanding. The following are the major principles of communication.

The first one is the principle of readiness and motivation. Both the communicator and receiver should remain motivated and ready throughout the communication process. Lack of interest or enthusiasm from either party can negatively affect the communication outcome. The second principle of communication is the principle of competency and worth. The communicator and receiver must possess the necessary skills and efficiency to convey and receive the message effectively.

The communicator, particularly a teacher, should have adequate knowledge and practical skills to ensure a natural and persuasive flow of communication. The third one is the principle of sharing and interaction. Communication thrives on the mutual sharing of ideas and active interaction between the communicator, the teacher, and the receiver, the student. Greater interaction fosters more engagement and participation, resulting in better outcomes.

So, the fourth principle of communication is the suitability of the communication content. Definitely, suitable content at the time of communication is important. The content being communicated should be appropriate for both the communicator and the receiver. In the teaching-learning process, the teacher should deliver material that aligns with the receiver's ability to grasp and respond, ensuring it is purposeful, cohesive, and suitable for the set of objectives and contexts.

The fifth principle is appropriate media and channel. At the time of communication, the effectiveness of communication depends on the appropriate selection of media or channel. A combination of verbal, non-verbal, and multimedia tools should be preferred for better outcomes compared to using a single medium.

Another principle is appropriate feedback. Definitely, communication is most effective when the receiver provides proper feedback, allowing the communicator to adjust their efforts. For example, in a classroom, students' feedback on the teacher's effort helps improve the teaching-learning process.

And the seventh principle is the facilitators and barriers of communication. variables that impact communication between the sender and the receivers must be managed. Positive factors should be enhanced while barriers should be minimized to ensure the successful communication. So, the importance of the communication is the communication plays crucial role in the personal, social, professional and observed in the following areas. The first one is personal relationships.

Effective communication foster understanding, trust and emotional connection between the individual. Education, teachers and the educators rely on the communication to deliver knowledge, clarity or clarify the concept and engage students in meaningful dialogue. Workplace dynamics, in organizations, clear communication enhance the collaboration, minimize misunderstanding and boost the productivity. Leadership and management, leaders are using the communication to inspire, guide and motivate their teams and the cultural exchange, communication promotes the cultural understanding and cooperation in globalized world.

So, in the last conclusion, we can say that the communication is more than just the transfer of information. It is the lifeblood of human interaction and progress. After understanding its elements, types and the barriers, individuals can enhance their communication skills, ensuring clarity, fostering meaningful connections. Verbal and nonverbal communication work together to create complete and effective exchange of information. While nonverbal communication focuses on the words and language, nonverbal communication provides additional layers of meaning that enrich the clarity of the message.

Both forms are critical in conveying accurate and meaningful messages in interpersonal interactions. As an ever-evolving process, effective communication demands continuous effort, adaptation, and empathy to bridge gaps and build a more connected world. So, these are the references for your further reading. You can go through the references and read ahead.

Thank you.