

TEACHER'S HANDBOOK  
SS101-NQ2012

# Communication at Workplace



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## PREFACE

The Teacher's Handbook on "Communication at Workplace" is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector)". The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

## ACKNOWLEDGEMENTS

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We express our sincere gratitude and thanks to Kunwar Vikram Singh, Chairman, Security Knowledge and Skill Development Council (SKSDC), Lt. General S.S. Chahal (Retd.), Chief Executive Officer, SKSDC, and Major General Bhupinder Singh Ghotra (Retd.), Chief Operating Officer, SKSDC, for their guidance and help.

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## ABOUT HANDBOOK

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for “**Unarmed Security Guard (Private Security Sector)** set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on “Communication at Workplace” covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

<b>Unit Code</b>	<b>SKS/N 0001</b>
<b>Unit Title</b>	<b>Security Tasks in Accordance with Basic Security Practices</b>
<b>Element</b>	<b>Carry out assigned security tasks</b>
<b>Performance Criteria</b>	PC 03: Respond and report about hazards and emergencies
<b>Core/ Generic Skills</b>	SA1: Record and report incidents SA2: Communication skills

<b>Unit Code</b>	<b>SKS/N 0003</b>
<b>Unit Title</b>	<b>Provide Private Guarding Service to People, Property and Premises</b>
<b>Element</b>	<b>Carry out search of designated premises</b>
<b>Performance Criteria</b>	PC14: Maintain communication during search
<b>Knowledge and Understanding (K)</b>	
<b>Organisational Context</b>	KA3: Means of available communication
<b>Technical/Domain Knowledge</b>	KB4: Use of communication equipment
<b>Skills (S)</b>	
<b>Core/Generic Skills</b>	SA3: Communicate effectively
<b>Professional Skills</b>	SB2: Report and record incidents accurately

<b>Unit Code</b>	<b>SKS/N 0004</b>
<b>Unit Title</b>	<b>Control Access to the Assigned Premises</b>
<b>Element</b>	<b>Control entry and exit from premises</b>
<b>Performance Criteria</b>	PC 1: Comply with organizational procedures related to access control in the premises with or without use of equipment
<b>Knowledge and Understanding (K)</b>	
<b>Technical/Domain Knowledge</b>	KB6: How to read and write
<b>Skills (S)</b>	
<b>Professional Skills</b>	SB1: Recognize and read different kinds of identification papers
	SB4: Basic communication skills and courtesy

<b>Unit Code</b>	<b>SKS/N 0006</b>
<b>Unit Title</b>	<b>Control Parking in Designated Areas</b>
<b>Element</b>	<b>Conduct parking in designated areas</b>
<b>Performance Criteria</b>	PC4: Guide drivers to the available parking areas
<b>Knowledge and Understanding (K)</b>	
<b>Technical/ Domain knowledge</b>	KB8: Use of communication equipment
<b>Skills (S)</b>	
<b>Core/ Generic Skills</b>	SA3: Communicate effectively

<b>Unit Code</b>	<b>SKS/N 0007</b>
<b>Unit Title</b>	<b>Security Escort</b>
<b>Element</b>	<b>E1: Carry out security escort duty E2: Respond to incidents affecting security and safety</b>
<b>Performance Criteria</b>	PC4: Maintain communication as per instruction PC7: Communicate and seek assistance
<b>Knowledge and Understanding (K)</b>	
<b>Technical/Domain Knowledge</b>	KB4: Means of communication
<b>Skills (S)</b>	
<b>Core/Generic Skills</b>	SA2: Use of communication equipment

<b>Unit Code</b>	<b>SKS/N 0008</b>
<b>Unit Title</b>	<b>Health and Safety</b>
<b>Element</b>	<b>Respond to fire accidents</b>
<b>Performance Criteria</b>	PC13: Report fire incidents to superiors and emergency service organizations
<b>Knowledge and Understanding (K)</b>	
<b>Technical/Domain Knowledge</b>	KB14: Communicate effectively
<b>Skills (S)</b>	
<b>Core/Generic Skills</b>	SA5: Respond to fire incidents SA7: Communicate effectively

<b>Unit Code</b>	<b>SKS/N 0009</b>
<b>Unit Title</b>	<b>Security in Commercial Deployments</b>
<b>Element</b>	<b>Carry out security tasks in commercial domains</b>
<b>Performance Criteria</b>	PC4: Communicate effectively with concerned stakeholders
<b>Knowledge and Understanding (K)</b>	
<b>Technical/Domain Knowledge</b>	KB3: Communication methods and equipment used
<b>Skills (S)</b>	
<b>Core/Generic Skills</b>	SA2: Be courteous and helpful to customers/stakeholders SA3: Communicate effectively with customers/stakeholders
<b>Professional Skills</b>	SB2: Communicate and report SB4: Use security and communication equipment in

	the prescribed manner
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<b>Unit Code</b>	<b>SKS/N 0010</b>
<b>Unit Title</b>	<b>Security in Industrial Deployments</b>
<b>Element</b>	<b>Carry out security tasks in industrial domains</b>
<b>Performance Criteria</b>	PC4. Communicate
<b>Knowledge and Understanding (K)</b>	
<b>Technical/Domain Knowledge</b>	KB3: Communication methods and equipment used
<b>Skills (S)</b>	
<b>Professional Skills</b>	SB2: Communicate with the equipment provided

<b>Unit Code</b>	<b>SKS/N 0011</b>
<b>Unit Title</b>	<b>Positive Projection of Self and the Organisation</b>
<b>Element</b>	<b>Conform to the organization's standards of grooming and behaviour</b>
<b>Performance Criteria</b>	PC7: Observe organization's 'Meet and Greet Procedure'
<b>Knowledge and Understanding (K)</b>	
<b>Technical/Domain Knowledge</b>	KB1: Use of communication equipment

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

<b>Performance standards</b>	<b>Yes</b>	<b>No</b>
Identify elements of communication cycle		
Draw a diagram of communication cycle		
Construct a sentence for providing descriptive feedback		
Construct a sentence for providing specific feedback		
Compile a list of barriers in communication at workplace		
Demonstrate knowledge to select strategies to overcome barriers in communication		
Construct a sentence that convey all facts required by the receiver		
Construct a sentence with a specific message		
Express in a manner that shows respect to the receiver of the message		
Identify methods of verbal communication		
Identify methods of non-verbal communication		
Deliver a speech with variations in tone and pitch		
Greet politely and appropriately, keeping in view the time of the day		
List the static features of non-verbal communication		
List the dynamic features of non-verbal communication		
Apply telephone etiquette		
Identify logbooks used in security industry		
Recognise reports common to security industry		
Fill in the requisite information in the format of the logbook		
Communicate effectively with words that are appropriate for a particular situation in the security industry		
Operate basic security equipment for communication		

## GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.



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## SESSION 1: IDENTIFYING ELEMENTS OF COMMUNICATION CYCLE

### RELEVANT KNOWLEDGE



**Communication** is the ability to express and interpret thoughts, feelings and facts in oral and written form. It is also a means of interacting linguistically in an appropriate way in a range of societal, cultural and work context. It is the use of messages to produce meaning within and across a variety of contexts, cultures, methods and media. It is an important way through which facts, ideas, experiences and feelings are shared and exchanged. Humans communicate both **verbally and non-verbally**. Verbal communication includes written and oral communication, whereas non-verbal communication includes body language, facial expression and pictures.

**Effective communication** occurs only if the receiver understands the exact information or idea that the sender intended to transmit. It involves the use of proper equipment, providing information to the appropriate people and carrying out communication effectively. Breakdown in communication is either due to lack of skills in communicating or lack of coherent thought process. It can also happen due to the breakdown of the communication network. Communication has three important parts - **transmitting, listening and feedback**.

### Elements of Communication

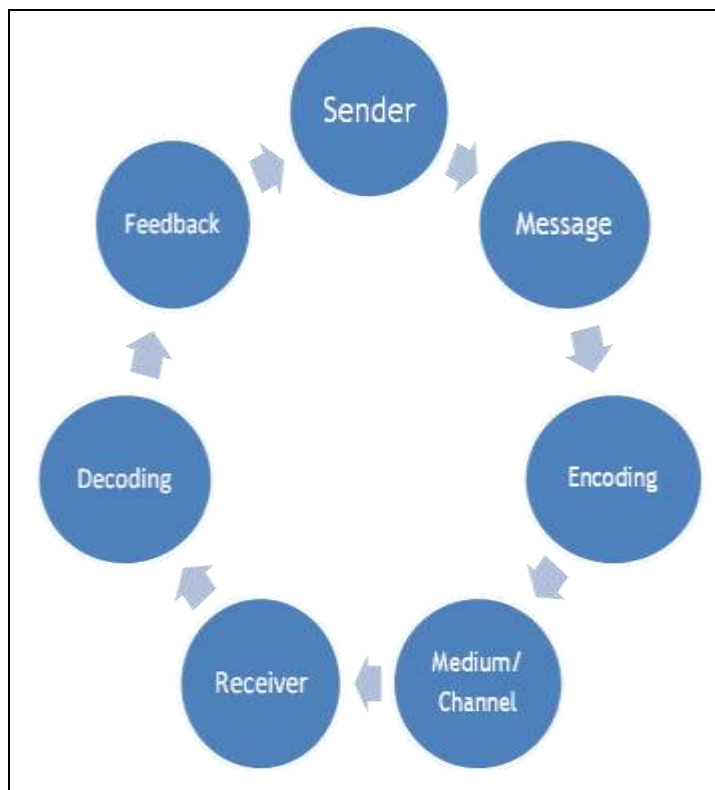
The various elements of a communication cycle are as follows:

- **Sender:** The sender gives or **encodes** the message, for example the sender greets a visitor or a client by saying “Good morning Sir/Madam”.

- **Message:** The message in this case is “Good morning Sir/Madam”, which is also known as the content of the communication.
- **Medium:** It is the **channel** used for communication. It may-be in any of the following forms - **verbal, non-verbal, pictorial, symbolic or written.**
- **Receiver:** The receiver **decodes** the incoming message, or expression, translates and presents an output in the form of a response or reaction.
- **Feedback:** How the receiver responds or reacts is known as feedback. It is the effect, reply or reaction to the information being transmitted.

### Communication Cycle

The communication cycle in essence is the process of communication.

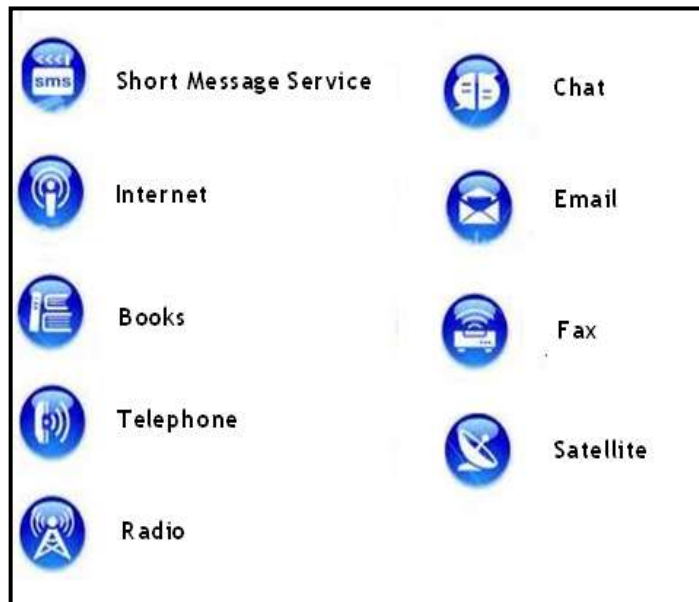


Slide 1: Elements of Communication Cycle



The “sender” “encodes” the message into words and sent the coded message as he/she speaks or writes the “message” out. Message is conveyed through channels including telephone, video-conferencing, letters, emails, meetings, memos, records and reports. It is then “decoded” by the “receiver” by hearing or reading the message in order to understand what the sender wants to convey.

In an effective communication cycle, the receiver understands the language and the message in the same way that the sender meant it to be. The words, tonal quality, body language, etc., all convey the same message and nothing gets distorted or lost in the process of sending it and the receiver is able to relay back exactly what was intended to be conveyed to him/her.



## SESSION PLAN 1

### 1. SESSION TOPIC:

Identifying Elements of Communication Cycle

2. **OBJECTIVE:** To develop student's knowledge, skills and abilities for identifying elements of communication cycle.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.

### 4. PREPARATIONS

- Read the glossary given at the end of this handbook.
- Arrange all the materials well in advance

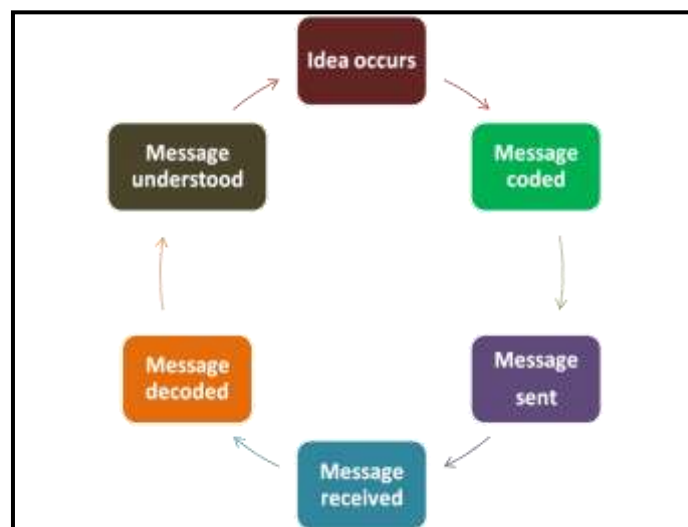
### 5. TEACHING/TRAINING METHODOLOGY:

## T1: Interactive Lecture

**DURATION:** 1 hr.

### PROCESS

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Draw the communication cycle on the blackboard/whiteboard and explain each element to the students/Make a slide presentation on communication cycle and explain the same to the students.
6. Relate the topic to the situation and ask questions.
7. Provide specific examples.
8. Involve students by giving them the opportunity to ask questions related to the topic.
9. Clarify any questions students may have.
10. Summarize the topic and emphasize on the key points.



## T2: Role Play

Conduct “Role Plays” to make your students understand the various elements of the communication cycle. Ask your students to remember the six essential principles of an effective communication, which are as follows:

1. The information should be delivered in a clear message.
2. Message should be delivered timely.
3. Message should be complete.
4. Message should be concise.
5. Message should be factual.
6. Message should be accurate.

You may use the following scenario to conduct the role play

### Scenario

The Security Officer at the entrance of ABC Company stopped a vehicle and asked, ‘Good morning Sir! may I help you?’ Mr. Vikram in the driver’s seat replied, ‘Oh yes! I have an appointment with the Vice President of the Marketing Department’. The Security Officer politely replies, ‘Alright Sir, please park your vehicle in the parking lot on your left and in the meantime, I will check up the availability of the Vice President’. Mr. Vikram replied ‘Thank you Officer’.

## T3: Practice session

Ask your students to draw the communication cycle and submit the same as part of their student portfolio.

## WRAP UP (20 min.)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions, such as
  - (i) What is communication cycle?
  - (ii) What are the different elements of communication cycle?
  - (iii) Why understanding communication cycle is important in effective communication?

## CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

### Part A

---

Students could differentiate between

- (a) Sender and receiver
- (b) Idea and message

### Part B

---

Students could answer the following questions:

- (a) What is communication cycle?
- (b) What are the different elements of communication cycle?
- (c) Why understanding communication cycle is important for effective communication?

### Part C

---

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. Performance standards may include, but not limited to:

Performance standards	Yes	No
Identify elements of communication cycle		
Draw a diagram of communication cycle		

## SESSION 2: PROVIDING FEEDBACK

### RELEVANT KNOWLEDGE

Feedback conveys to the sender, the effectiveness of his/her communication. For individuals who are not trained in communication skills, providing feedback is unconscious. However, when individuals are trained in communication, feedback is a tool for both the listener and the sender to make the communication effective. Giving and receiving feedback are skills that can be learnt. Let us now look at the characteristics of feedback. Some of the characteristics of feedback are as follows:

- **It is descriptive, rather than evaluative:** Descriptive feedback mentions the behaviour that needs to change, whereas evaluative feedback makes judgments which do not help in changing behaviour.
- **It is specific, rather than general:** The feedback should be specific as the receiver should know specifically the area that needs to be handled.
- **It is directed to changeable behaviour:** Feedback that suggests alternative ways of behaving allows individuals to choose and own the changed behaviour. This ensures that the behaviour change is permanent.
- **It is solicited, rather than imposed:** Feedback is most useful when the receiver himself/herself has formulated the kind of questions, which those observing him/her can answer.
- **It is well-timed:** In general, feedback is most useful if it is timely or given at the earliest opportunity.



- It is checked to ensure clear communication: In order to check whether the receiver has been conveyed the message clearly, the receiver can be asked to rephrase the feedback he/she has received to see if it corresponds to what the sender has in mind.

You need to convey to the students that the three aspects that they should always keep in mind while **giving a constructive feedback** are

- (i) Give neutral and honest (stick to facts) observations.
- (ii) Propose an alternative or give examples to prove your point.
- (iii) Show the benefits of the alternative.

Similarly, you also need to emphasize that the three aspects of feedback that they should always consider **while receiving feedback** are

- (i) Listen carefully what the other person has to say.
- (ii) Ask questions, if you need any clarifications.
- (iii) Do not become defensive or emotional.

## SESSION PLAN 2

**SESSION TOPIC:** Providing Feedback

1. **OBJECTIVE:** To develop students' knowledge, skills and abilities in providing feedback.
2. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector, Chairs.
4. **PREPARATIONS**
  - Read the glossary given at the end of the handbook.
  - Prepare points for the interactive lecture
  - Prepare the figures for the game, well in advance
5. **TEACHING/TRAINING METHODOLOGY:**

## T1: Interactive Lecture

**DURATION:** 2 hrs.

### PROCESS

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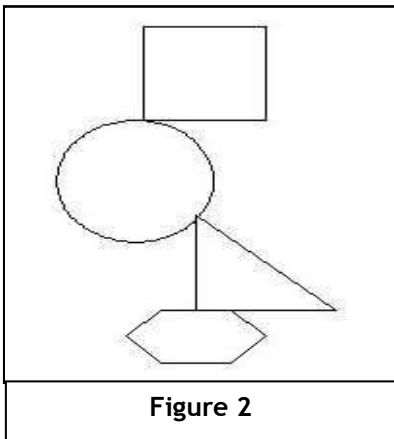
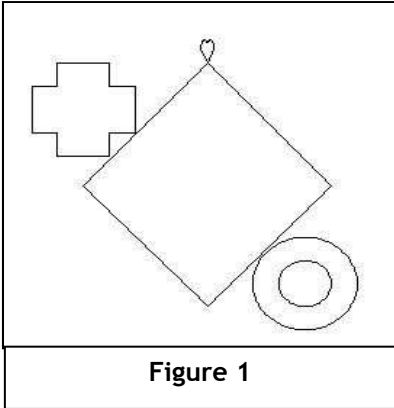
1. Introduce the topic.
2. Make an opening by telling the student's, the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain to the student's the characteristics of feedback.
5. Give examples of aspects that need to be considered while **giving** feedback.
6. Give examples of aspects that need to be considered while **receiving** feedback.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of feedback.
9. Provide specific examples.
10. Involve students' by giving them the opportunity to ask questions related to the topic.
11. You may ask questions, such as
  - (a) What is feedback?
  - (b) Why feedback is important in communication?

## T2: Game

**DURATION:** 2 hrs

Ask your students to play this game.

### PROCESS



Speak clearly and not too quickly

Repeat the information in a slightly different way

1. This game is played in pairs. It is played in two rounds. The seating for this game are pairs of chairs are placed in the room, giving the participants the room to spread out. The chairs have their back to each other, so that when the participants are seated they will have their backs to each other.
2. In the pairs, one of the participants is assigned the letter name A and the other is assigned the letter name B. All the 'A's in this training game are given **figure1** on a paper. The figure can also be modified as per the requirement. The 'B's in this game are given an empty sheet of paper and a pen or a pencil.
3. In the first round, the 'A's are expected to communicate to 'B' the figure in their hands so that the 'B's are able to draw an exact replica on the sheet given to them. In this round a constraint is introduced.
4. The 'B's are told not to speak while playing this round. They have just to listen and draw according to the instructions by 'A'.
5. After everybody has finished playing the round, the 'B's share their version of the figure with the 'A's. Very rarely does anybody get the figure right. There's quite a bit of laughter at the figures that the 'B's have drawn. In the second round of the game, the 'A's are given **figure 2**.
6. This time, the 'B's are given the opportunity to speak and check with the 'A's about any instructions that they did not understand. After, they have finished, the 'B' show their figures.

## WRAP UP

1. Using the questions (i) What constraints or barriers did you face?, and (ii) Could you communicate better when you sought clarification from the partner?, clarify the various concepts and principles of communication.
2. Ask the group to reflect on how their 'listening skill' was improved when they sought feedback from the partners.
3. Drive home the fact that in order to communicate effectively, listening skills and feedback are important.

## T 3: Role Play

Conduct “Role Plays” to make you student understand the various aspects of giving and receiving feedback. You may utilize the following scenario for the role play.

### Scenario

---

The Security Supervisor overheard a conversation of the Security Guard (S) with a Visitor (V) which went as follows:

**S:** Yes.

**V:** I would like to meet my friend who is a receptionist.

**S:** What is his name?

**V:** His name is Mahesh.

The Security Guard dials the number on the telephone and enquires about the availability of Mr. Mahesh.

**S:** Yes, you can go in.

## CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

### Part A

---

Students could differentiate between

- (a) Characteristics of feedback.

### Part B

---

Students could answer the following questions:

- (a) What is feedback?
- (b) Why feedback is important in communication?

### Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence for providing descriptive feedback		
Construct a sentence for providing specific feedback		

## SESSION 3: OVERCOMING BARRIERS IN COMMUNICATION

### RELEVANT KNOWLEDGE

- Environmental
- Attitudinal
- System design
- Individual's linguistic ability
- Poor retention
- Inattention
- Emotional state

Slide 1: Factors affecting communication



The various factors that not only influence communication, but may also act as barriers or deterrent to an effective communication can be broadly categorized as environmental, attitudinal, system design, individual linguistic ability, poor retention, inattention and emotional state. You need to teach your students about these factors and also expose them to the possible measures that they may adopt as solution(s) to overcome the barriers.

#### A. Environmental Factors:

Environmental factors that affect communication include noise and physical obstacles like distance and lack of proper instruments for communication.

(i) **Noise:** Noise causes stress. Background noise and excessive echo are great distracters to listening, especially for the persons with poor concentration. Similarly use of loud speakers, noise from generators or other machinery interferes with communication.

*Tips: Explain your students how removing noise elements or sound proofing the area of verbal communication will improve communication.*

You may take your students to a studio and show how sound proofing is done for sound isolation and noise blocking.

You may ask a student to deliver a lecture, while other students are talking to each other in loud voice to demonstrate why it is important to maintain silence when a teacher is delivering a lecture in a class.

You may mention specific advantages of maintaining silence, for example it helps in effective listening, concentration, etc.

(ii) **Physical Obstacles:** Physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication. Poor lighting, uncomfortable seating arrangements and unhygienic room also affect communication.



**Tips:** Explain your students why it is important to develop expertise in using instruments like telephone, fax machine and computers to overcome the barriers. You may also highlight that checking the instrument before using it for communication is useful in avoiding unpleasant situation.

You may demonstrate how poor lighting in the classroom affects visibility and concentration and show the importance of proper lighting. You may also switch off some of the lights. You may demonstrate the checking of proper functioning of the microphone before actually using the same for addressing the audience during the assembly.

## **B. Attitudinal Factors**

Attitudinal factors that affect communication include cultural compulsions, fear of upsetting others, fear of rejection or ridicule like “***Don’t speak unless you are asked to***”, feeling responsible for the other person, circle of musts (ought to, must, have to), and low self image.



**Tips:** You may explain your students how personality development training sessions can help them to develop abilities for removing

*attitudinal barriers and to make communication effective.*

### **C. System design**

**(i) Time:** Some functions are time sensitive and cannot be delayed. They however, may cause other procedures to be completed in haste and as a result communication could be hampered. Time pressures affect the ability to communicate.



**Tips:** *You may explain your students how to manage time and pace of communication to ensure effectiveness.*

You may ask your students to prepare a speech of 5 minutes for a specific occasion, for example Teacher's Day. Ask the students to deliver the speech one by one and suggest how they should manage time. Demonstrate how to effectively deliver a speech within the allotted time.

**(ii) Information overload:** Overloading a person with a pool of information may result in confusion, misinterpretation and loss of information.

### **Tips**



You may tell your students how to manage information flow and document the information. You may explain your students that if the flow of information is not controlled, then it may result in misinterpretation and loss of information. Give them the tips for effectively filing papers and organizing the files for easy retrieval of documents. Give example of the procedure adopted by the computer in storing the information in files and directories.





**3. Complexity in Organisational Structure:** Greater the hierarchy in an organisation (i.e., more the number of managerial levels), more are the chances of communication getting misinterpreted or destroyed.

#### Tips

Explain your students about the hierarchy in an organization and how communication takes place between the people working in administration, accounts, academics, etc. Take your students to the various departments in your school or nearby institution and ask them to interact with the officers and staff and understand the issues with regard to communication. Explain your students how systematic flow of information will reduce the problem of distortion in communication or communication breakdown.

#### **D. Individual linguistic ability**

**(i) Individual characteristics -** Individual characteristics include biological factors like lisp (a speech disorder characterized by the inability to correctly pronounce the sounds of 's' for 'z', known as sibilant consonants), and educational factors, like proficiency in language. Individual differences in terms of the knowledge of vocabulary, grammar, etc. affect communication effectiveness.

**(ii) Perceptual and language differences:** Perception is generally how each individual interprets the world around him. Communication distortion occurs if there is wrong perception about the message. Rephrasing communication and checking for understanding helps in reducing barrier due to perceptual differences.



### Tips

You may tell your students why it is important to know different languages and what they can do for learning different languages.

### E. Poor retention

Human memory cannot function beyond a limit. One cannot always retain what is being told, especially if he/she is not interested or not attentive. This leads to communication breakdown.

### Tips

Explain your students the importance of keeping or maintaining records. Use of notes, written messages, e-mails, etc. should be made to avoid communication breakdown. Explain how emailing not only makes communication fast, but also helps in saving paper and time. Demonstrate the use of email in communicating and maintaining e-files for future reference.



### F. Inattention

At times we do not listen, but only hear, especially when there are more important things to be taken care of. For instance, if a visitor comes to you at the same instance when you are answering the phone, then it is important to excuse yourself from the person on the phone so that exclusive attention can be given to the visitor or you may request the visitor to wait for some time.

### G. Emotional State

Emotional state at a particular point of time also affects communication. For example, if you are shocked for whatever reasons, you may not be able to express yourself as you are in an unstable state of mind.

## SESSION PLAN 3

**1. SESSION TOPIC:**  
Overcoming Barriers in Communication

**2. SESSION OBJECTIVES:** To develop students' knowledge, skills and abilities in overcoming barriers in communication.

**3. MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

### 4. PREPARATIONS

- Read the glossary given at the end of this handbook.

**5. TEACHING/TRAINING METHODOLOGY:**

## T1: Interactive Lecture

**DURATION:** 2 hrs.

### PROCESS

---

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling the student's the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Explain to the students the various types of barriers in communication.
6. Give examples of barriers in communication.
7. Give examples of strategies to be adopted for overcoming barriers in communication.
8. Summarize the topic and emphasize on the key points.

## T2: Discussion

**DURATION:** 1 hrs.

### PROCESS

---

1. Discuss how noise becomes a barrier to effective communication in places like playgrounds, workstations, front office area, cafeteria, etc.
2. Discuss how physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication.
3. Discuss how statements like "Don't speak unless you are asked to" and fear of upsetting others or rejection or ridicule act as barriers in communication.



4. Discuss how individual characteristics and mental state affect communication.
5. Discuss the various solutions to the barriers in communication. For example, asking the audience to put the mobile in silent/ meeting mode during the meeting.
6. Share with the students lots of real life case studies so that the students are able to relate themselves with the situation.

#### **Tips**

You may ask your students to write a short note (not more than 25 words) on how the various types of barriers affect effective communication.

#### **CHECKLIST FOR ASSESSMENT ACTIVITY**

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### **Part A**

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Students could differentiate between

- (a) Types of barrier.

#### **Part B**

---

Students could answer the following questions:

- (a) How one can overcome the various types of barriers in effective communication?

#### **Part C**

---

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

<b>Performance standards</b>	<b>Yes</b>	<b>No</b>
Compile a list of barriers in communication at workplace		

## SESSION 4: APPLYING PRINCIPLES OF COMMUNICATION

### RELEVANT KNOWLEDGE

The principles of effective communication can be categorized as 7 C's, which are applicable to both written as well as oral communication. These are as follows:

1. **Completeness** - The communication must be complete. It should convey all facts required by the receiver. A complete communication has the following features:

- No crucial information is missing from the message.
- It gives additional information, wherever required.
- It leaves no questions in the mind of the receiver.
- It persuades the receiver.

2. **Conciseness** - Conciseness or shortness means that minimum words without forgoing the other C's of communication should be used to communicate. It is time-saving as well as cost-saving.

- It underlines the main message.
- It is more appealing to the receiver.

3. **Consideration** - Consideration implies that the audience's view point, background, mind-set, education level, their specific requirements, emotions, etc. are considered while communicating with them.

4. **Clarity** - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clear message makes use of exact, appropriate and concrete words. Clarity ensures that communication is simple and intelligible.

Avoid words with masculine origin	
Sexist	Non-Sexist
Chairman	Chairperson
Cameraman	Camera operator
Congressman	Member of Congress
Businessman	Business Executive
Policeman	Police Officer
Manpower	Personnel

5. **Concreteness** - Concrete communication implies being particular than general. Concrete message has the following features:

- It is supported with specific facts and figures.
- It makes use of words that are clear and that build the authenticity.

6. **Courtesy** - Courtesy in message implies that the message should show the sender's expression as well as respect to the receiver. Courteous message has the following features:

- It uses terms and feelings of the receiver of the message.
- It is positive and focused on the audience.
- It is not biased.

7. **Correctness** - Correctness in communication implies that there are no grammatical errors in the communication. Correct communication has the following features:

- The message is exact, correct and well-timed.
- It makes use of appropriate and correct language.

## SESSION PLAN 4

1. **SESSION TOPIC:** Applying Principles of Communication.

2. **SESSION OBJECTIVES:** To develop students' knowledge, skills and abilities in applying principles of communication.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

### 4. PREPARATIONS

- Read the glossary given at the end of this handbook.
- Make necessary arrangements well in advance to play the game

### 5. TEACHING/TRAINING METHODOLOGY:

#### T1: Role Play

Conduct role plays to teach application of principles of communication in different scenarios related to security. The sentences may include the following:

- (i) The function is at 6.30 PM on Monday, 16<sup>th</sup> December, 2013.
- (ii) I will not do a job against my conscience.
- (iii) We expect every man/woman to do his/her best.
- (iv) You must reach the office on time.
- (v) Complete the work and report to the Supervisor.
- (vi) I will write the report and submit it you.

#### T2: Game

##### PREPARATIONS (20 min.)

This game is played in pairs, with a student as an observer. Divide the class into groups of 2 students each. Designate a student as an observer for each group. The observer will take note of the answers given by the students in the group.

##### PROCESS (1hr. 10 min.)

1. Ask the students from each group to make a group chart of their school premises. They have to especially represent the entry and exit points of the school .The task should be done in a group.
2. The observers will write down their observations.
3. At the end of half-an hour, the chart drawing stops.

The observers are expected to report their observations of their group to the whole class. The group provides feedback to the observer on his/her report, based on the principles of communication.

## CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

### Part A

---

Student could differentiate between

- (a) Principles of effective communication.

### Part B

---

Students could answer the following questions:

- (a) How to apply various principles for making communication effective?
- (b) What is the difference between clarity and concreteness?

### Part C

---

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence that convey all facts required by the receiver		
Construct a sentence with a specific message		
Express in a manner that shows respect to the receiver of the message		



## SESSION 5: APPLYING ELEMENTS OF VERBAL AND NON VERBAL COMMUNICATION

### RELEVANT KNOWLEDGE

#### VERBAL COMMUNICATION

Language should be clear, specific, accurate and appropriate to the audience and purpose.

The medium of communication determines the type of communication. Based on the medium used for communicating, the process of communication can be broadly classified as **verbal communication** and **non-verbal communication**.

**Verbal communication** includes **written** and **oral communication**, whereas **non-verbal communication** includes **body language, facial expressions and pictures**. Thus, the two methods of communication are verbal communication (oral and written), and non-verbal communication (body language, pictorial communication, symbolic communication).

**Verbal communication** uses words as the medium of communication. An effective verbal communication is a two-way process; speaking and listening must occur. Usually verbal communication is in the one-to-one mode or one-to-one interaction. It is very important to maintain **accuracy, brevity and clarity** in verbal communication. The sender should also ensure that he speaks clearly into the instrument (channel) and also conveys respect through his choice of words. The acronym RSTP<sup>1</sup> is a useful guide for speaking clearly.

**R - Rhythm** - Maintaining rhythm while speaking is important for communicating effectively. Pauses in speech allow the speaker the time to think of his/her next thought, and also provide the listener enough time to process the information.

<sup>1</sup> [http://www.ehow.com/info\\_8594284\\_elements-rhythm-speech.html#ixzz1oWhLze9L](http://www.ehow.com/info_8594284_elements-rhythm-speech.html#ixzz1oWhLze9L)

**S - Speech** - It is the act of delivering a formal spoken communication to an audience.

**T - Tone** - Tone is the quality of sound that portrays feelings or changes in meaning. A monotone delivery could indicate that a speaker is fed up.

**P - Pitch** - Pitch occurs because of the vibration of the human vocal cords. Changes in the tension of the vocal cords cause differences in pitch. Usually, the pitch of women's voices is higher than that of men.

**Written communication** skill is the ability of an individual to communicate in writing. Important skills in effective written communication are:

- Write clearly and legibly, giving all the essential information needed.
- Use approved styles and formats for written communication.

Effective writing involves careful choice of words, their organization in correct order in sentences and preparing a comprehensive composition of sentences.

**Non-verbal communication:** It is the communication that uses physical parts of the body. It includes facial expressions, tone of voice, sense of touch, sense of smell, and body movements. By understanding the important aspects of non-verbal communication or body language, you can learn to read people more easily. Argyle<sup>2</sup> and his associates have been studying the features of non-verbal communication that convey information.

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<sup>2</sup> Argyle, Michael; Salter, Veronica; Nicholson, Hilary; Williams, Marilyn; and Burgess, Philip (1970). The communication of inferior and superior attitudes by verbal and non-verbal signals. *British Journal of Social and Clinical Psychology* (9): 222-231

Body Language
<p>Different aspects of body language and behaviour may include the following:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Facial expression</li> <li>• Whole body posture</li> <li>• Hand gestures</li> <li>• Fiddling with things</li> <li>• Looking around as if searching</li> <li>• Walking with/without purpose</li> <li>• Actions that demonstrate anger</li> <li>• Actions that demonstrate confusion.</li> <li>• A person is relaxed or comfortable.</li> </ul>

The following summarizes their findings:

**(a) Static Features**

1. **Distance:** The distance one stands from another frequently conveys a non-verbal message. In some cultures it is a sign of attraction, while in others it may reflect status or the intensity of the warmth or feeling. In India, a foot away from another person is considered as a respectful distance while communicating.
  
2. **Orientation:** People may present themselves in various ways: face-to-face, side-to-side, or even back-to-back. For example, cooperating people are likely to sit side-by-side while competitors frequently face one another. In the security sector, face-to-face orientation is common.
  
3. **Posture:** Your posture conveys message. For example if you are sitting on a chair with your legs crossed or our arms folded, then such postures convey a degree of relaxation in the communication exchange. For a security officer on duty, there are only two acceptable postures - attention and stand-at-ease.
  
4. **Gestures with hands and arms:** Shaking hands, touching, holding, embracing or patting on the back, all convey messages. They all reflect an element of intimacy. For instance, in case of people who have to be escorted out of the premises, physical contact can involve touching the hand or the shoulder to emphasize the message of moving from that area.

### ***(b) Dynamic Features***

- 1. Facial expressions:** A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are observed constantly by the recipient. Smiling is considered to be pleasant and helpful. A frown conveys confusion and at times anger. Raised eyebrows, yawn, a sneer are all unacceptable body language, as they reflect anger or ignorance.
- 2. Gestures:** One of the most frequently observed, but least understood cues is a hand movement. Most people use hand movements regularly when talking.
- 3. Looking:** A major feature of social communication is eye contact. The frequency of contact may suggest either interest or boredom. For example, a Security Officer should look straight into the eyes of the person, although pleasantly and affably.

**Pictorial Communication** includes communicating with signs like traffic signals, the 21-gun salute, horns, sirens, etc. For example the sign of U-turn tells you to take a U turn, and the sign of a person crossing the road indicates the place where you can cross the road.

**Symbolic Communication** uses symbols that signify religion, school, status, affiliation, communication devices, etc.

## SESSION PLAN 5

1. **SESSION TOPIC:**  
Applying Elements of Verbal and Non-Verbal Communication.

2. **OBJECTIVES:** To develop students' knowledge, skills and abilities in application of various elements of verbal and non-verbal communication.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

### 4. PREPARATIONS

- Read the glossary given at the end of this handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

## T1: Activity

**DURATION:**

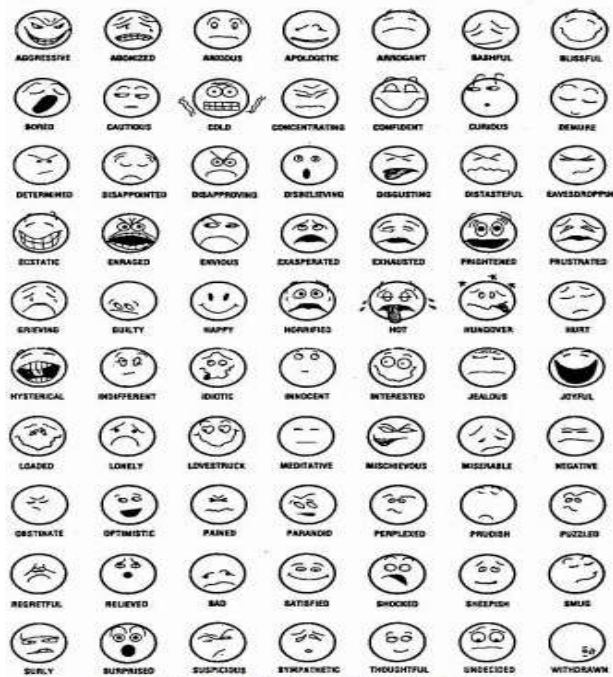
### PROCESS

Arrange the students in pairs and demonstrate how to use various communication equipment. In the first round, one of the pair instructs the other, while the other follows the instructions. In the second round the roles are reversed. Ask the students to read the operating manual of the communication equipment in pairs. While one of the pairs reads out the manual, the other gives a physical demonstration of what his/her partner just read.

## T2: Game

### Fish Bowl Activity

- Select a group of volunteers from the class (10 in number);
- This group will sit in the centre in a circle;
- The rest of the class will form an outer circle;
- The inner circle is the fish bowl and is asked to discuss a topic of interest - like a cricket game (for 10 minutes).
- The outer circle is given a copy of a set of emoticons. The copy of the sheet of emoticons is pasted below for your reference. They have to use this sheet, to identify the expressions of their friends (each one should be asked to observe not more than two people) as they discuss the topic.
- At the end of ten minutes the discussion stops and the outer circle reports the various emoticons that was close to the expressions on their friends' faces.



### T3: Role Play

Conduct “Role Plays” to make you student understand the various aspects of giving and receiving feedback. The following expression generally used in various situations may be used for communicating feelings.

- **Greeting visitors:** *good morning, good afternoon, good evening.*
- **Expressing gratitude:** *thank you, I sincerely thank you for the favour, I am grateful to you, etc.*
- **Responding to questions:** *“Yes, Mr./Ms X is available in his/her room” or “No, Mr./Ms X is not available in his/her room”.*
- **Dealing with security related problems and complaints:** *“What is your problem Sir/Madam?” or “Is there anything that I need to do to solve your problem”*

In pairs, students may be asked to try out different ways to say the same sentence by changing the tone and the emphasis on different words.

## CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

### Part A

Student could differentiate between

- (a) Forms of communication.

### Part B

Student could answer the following questions:

- (a) What are the important aspects that need to be kept in mind while communicating verbally?
- (b) What are the important aspects that need to be kept in mind while communicating non-verbally?

### Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:



Performance standards	Yes	No
Identify methods of verbal communication		
Identify methods of non-verbal communication		
Deliver a speech with variations in <b>tone</b> and pitch.		
Greet politely and appropriately, keeping in view the <b>time</b> of the day.		
Enlist the <b>static features</b> of non-verbal communication.		
Enlist the <b>dynamic features</b> of non-verbal communication.		

## SESSION 6: USING COMMUNICATION EQUIPMENT AND CHANNELS

### RELEVANT KNOWLEDGE

A range of electronic devices exist to help people overcome the constraint in communication due to distance. These include telephone, mobile, wireless set, walkie-talkie, etc., which are used to send and receive messages.

**(i) Telephone:** The telephone is a telecommunication device that transmits and receives sounds. All modern telephones have a microphone to speak into, an earphone which reproduces the voice of the other person, a ringer which makes a sound to alert the owner when a call is coming in, and a keypad to enter the telephone number.

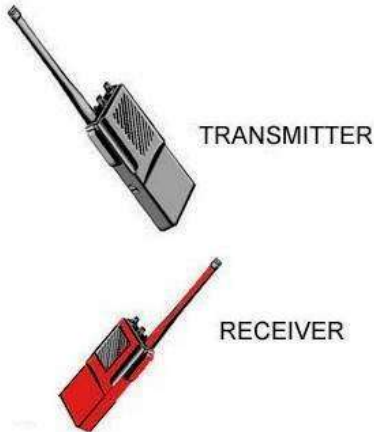
**(ii) Mobile Phone:** The mobile phone (also known as a cell phone) is a device that can make and receive telephone calls over a radio link whilst moving around a wide geographical area. Mobile phones also support a wide variety of other services which include text messaging, popularly known as Short Message Service (SMS), electronic mail (e-mail), and short-range wireless communications (infrared, blue-tooth).

**(iii) Electronic Private Automatic Branch Exchange (EPABX) system:** It is an instrument used to place telephonic calls to various people in the premises which could be an organization or a residential colony to check on the availability of the residents/officials and also to confirm the authenticity of the visitor's claims. EPABX also allows access to external telephone lines.



#### (iv) Walkie-Talkie

A walkie-talkie is a hand-held, portable two-way radio transceiver. Typical walkie-talkies resemble a telephone handset, with an antenna sticking out of the top. A walkie-talkie has the following parts:



- **Transmitter** - Sends your voice to another walkie-talkie after turning it into radio waves.
- **Receiver** - Receives the radio waves sent out by the transmitter.
- **Speaker** - Amplifies the sound received by the receiver.
- **Microphone** - This part attunes your voice and converts it into an electric signal.
- **Crystal** - The crystal is also known as a channel. It sets the frequency used for communication.
- **Batteries** - The power supply is usually from the batteries.

Walkie-talkies are widely used in any setting where portable radio communications are necessary, including security sector, business, public safety, airport and military.

#### (v) Fax Machine

Fax (short for facsimile) is the telephonic transmission of scanned printed material (both text and images) from a fax machine to another fax machine through a telephone line. The original document is scanned with a fax machine, which processes the contents (text or images) as a single fixed graphic image, converting it into a bitmap image. The information is then transmitted as electrical signals through the telephone system. The receiving fax machine reconverts the coded image, printing a paper copy.

**(vi) Global Positioning System Navigation Device:** It is any device that receives Global Positioning System (GPS) signals for the purpose of determining the device's current location on Earth. GPS devices are used in military, aviation, marine transport and consumer product applications. It is now being extensively used for regulating the movement of taxis.

**(vii) Computers:** A computer is a programmable machine designed to perform arithmetic and logical operations to produce meaningful results in desired format. A computer system includes hardware and software. Computer has now become an important and rapidly expanding medium of communication, as it offers the possibility of rapid communication, through e-mails, e-forums blogs, social sites, access to educational materials on websites, searchable databases, and e-commerce.

### **Dedicated Channels for Emergencies of Communication Breakdown**

At times, there could be an excessive traffic load on network or breakdown in communication due to technical problems at the sender's or receiver's end. Some of the dedicated channels of communication are as follows:

**(i) Radio Communication:** Wireless communication based on radio waves can be used for short distance communication as well as long distance communication. Radio communications are most widely used during war and war like situations. People can communicate across hundreds of kilometers using High Frequency (HF) radio communication. Examples of instruments that work on this principle are walkie-talkie or hand held wireless transreceiver sets.



### **(ii) Satellite Based Communication Systems**

It is a form of radio communication where the radio waves from earth are sent to a communication satellite, which relays the message back to the receiver. International Maritime Satellite Organisation (INMARSAT) is a common satellite communication network that is used on the high seas and in emergencies and disasters because they do not require any earth based systems like towers or cables.

### **(iii) Amateur (Ham) Radio**

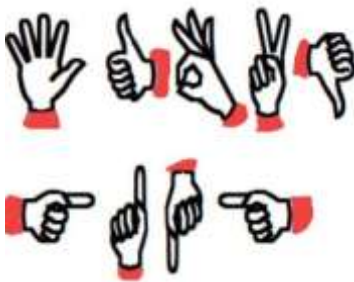
Amateur or ham radio refers to hobbyists who communicate on radio and are able to communicate across thousands of kilometers. Amateur radio operators use various modes of transmission to communicate. The two most common modes for voice transmissions are frequency modulation (FM) and single side band (SSB). The operation is coordinated by the International Telecommunication Unit (ITU) and licensed by the individual national governments that regulate technical and operational characteristics of transmissions and issue individual stations with an identifying call sign. Their communications have been extremely useful in contacting isolated communities during calamities like tsunamis and earthquakes.

### **(iv) Dedicated Short Range Communications**

DSRC combines high reliability wireless connectivity, accurate positioning (via global positioning satellites and vehicle dead-reckoning) and an on-board computer to allow vehicles to communicate directly to each other (vehicle-to-vehicle, or V2V links), and to road-side units (vehicle-to-infrastructure or V2I).

The word “**Dedicated**” means that DSRC operates in its own protected frequency band at 5.9 GHz (Giga Hertz). This ensures that the system does not suffer from interference from other wireless technologies. This band has already been allocated in the United States and Europe.

**Communication channels:** There are two general ways of delivering the information: **informal and formal communication.**



(i) **Informal Communication** occurs on a person-to-person basis, in a face-to-face manner, without formalities, ceremony or fanfare. Informal ways to communicate include texting, post-it notes, personal email letters, instant messaging, emoticons, online chat rooms and cyberspace bulletin boards, an informal drop in visit to another person’s house or office, or a quick and spontaneous meeting. Informal communication also may take a non-verbal form as facial expressions, sign language, or manner of dress.

(ii) **Formal Communication** is organized and managed information that is shared with relevant individuals in an organization or between organizations. Formal communication channels are based on an individual’s role in the organization and distributed in an organized way according to the established norms in an organization. Formal communication generally flows “downward” from executives to directors to managers to staff regarding company direction and instruction and “upward” from staff to managers to directors to executives in the form of data and reports. The communication flowing through these channels is specific to the jobs and departments.

Security personnel have to track information of people movement, material movement, and telephone calls. They have to maintain records and generate reports in electronic and printed formats which are then forwarded to concerned officials in the electronic form or in the printed form.

Documentation is done to plan, execute and monitor activities and programmes. It also serves as a useful tool for information sharing, advocacy, ensuring accountability and providing evidence. Documents are used to record, report and file information. Common records pertaining to security duties include opening and closing of premises, presence or absence, penalties, beat patrolling, search procedures, etc. Examples of documents used in security sector are logbooks, registers, report books, incident reports, etc. Records or reports thus generated are maintained by the supervisor in a form that is easily accessible. The categorization is usually time wise, alphabet wise and function wise. The functions of the security will depend on the nature of the organization or industry (hospital, defense forces, airport, manufacturing units, hazardous industry, retail industry, etc.).

The data or records available in a security control room are several and can be classified as: unclassified, confidential, secret and top secret. These levels are in order of the increasing confidentiality. The reports that are generated in security services include the following:

(i) **Duty log:** It is a record of personnel who are expected to report at a location on a certain time. It provides attendance details of security personnel at various points. Absence is recorded and reported to the appropriate authority.

(ii) **Incident report:** It is a report of an abnormal incident. The details of date, time and people involved, the specification of vehicles or materials involved, and the geographical location of the incident are included in the incident report.

(iii) **Action report:** It is the report which provides the details of action taken vis-à-vis an incident as reported in the incident log. The details of date, time, action taken, the person taking the action, procedures executed, and any pending action to be undertaken are recorded.

(iv) **Movement log:** These are logs that record movement of people, material, and vehicle through a check point.

Date	Time in	Name of the visitor	Official/residential address	Purpose of visit	Pass Yes/No	Time out

(v) **Back-up and stand-by logs:** These are records and reports of the back-up or stand-by procedures that were executed as a result of equipment breakdown or emergencies that have occurred.

(vi) **Contingency log:** These are records and reports of contingency procedures that have been executed in case of incidents or emergencies.

## SESSION PLAN 6

1. **SESSION TOPIC:** Using Communication Equipment and Channels.

2. **SESSION OBJECTIVES:** To familiarize students with the various types of documents maintained in Private Security Services

3. **MATERIALS/ EQUIPMENT REQUIRED:** Duty log, incident report/log, action report, movement log, back-up and stand-by log, contingency log, compliance report.

### 4. PREPARATIONS

- Read the glossary given at the end of this handbook.

### 5. TEACHING/TRAINING METHODOLOGY:

(vii) **Compliance report:** It is a checklist of standard procedures relating to opening, closing, beat patrolling, absence, etc., that have to be executed everyday and the items in it are ticked off as and when they are completed. In case any item on the checklist has not been completed, the reason for it is specified.

### T1: Role Play

**DURATION:** 2 hrs.

### PROCESS

---

Make a simulated telephone conversation based on given scenario and improve the responses of the caller and the receiver.

- Ask two students to come forward.
- Place to chair back to back and ask them to sit on it. This helps them not to see each other
- Tell them the scenario and the role (*caller* and the *receiver*) that they will play.
- Ask other students to watch as they go through a role play.
- The caller should introduce himself/herself after the greeting the receiver.
- He/she should tell why is he/she calling.
- After the conversation, the students can be asked to provide feedback.
- Provide your feedback in line with the content.
- Ask other students to come forwards and repeat the exercise. Observe whether there is any improvement based on feedback.

Teach your students about the following telephone etiquettes:

- Pick up or answer the telephone before the third ring.
- Some words that you should use in your conversations on telephone are **“Hello! Good Morning/Good Afternoon/Good Evening”**.
- Speak clearly and identify yourself.
- If the caller does not introduce himself/herself, say, **“May I know who is speaking?”**
- In case the caller does not tell to whom he/she wants to talk to, then you may ask questions like **“May I know to whom you want to talk to?”**
- In case you have to take a message then you may say **“I’m sorry, he’s busy at the moment. May I take a message?”** or May I take your name and number and have him/her call you back? (Be sure to write down the name, phone number, time the caller had called and the message).
- Ask the caller to wait while you acquire the information required.
- Don’t make the caller wait for more than 02 minutes. It is better to return a call than to keep someone on hold too long. Do not forget to return the call.
- At the end of the waiting period, please express your gratitude for caller’s patience.
- Keep your conversation to the point.
- End the conversation with gratitude.
- Always use a pleasant and friendly tone.
- Before placing a caller on hold, ask his/her permission first. For example, **“could you please hold the line, while I call the person”**.
- Avoid leaving long messages.



- Do not interrupt the person while he/she is talking to you.
- Do not answer the phone if you are eating. You should mention that you are having your meal and you will call back after you have finished.
- When hanging up the phone, make sure the caller hangs up first.

Remind students about the difference between formal and informal language, and of the occasions when they are likely to use each type of language.

## T2: Assignments

1. Log books are used to record movements of people who enter the premises. Ask the students to use the table given below for conducting a practical exercise and filling the information collected at school events, such as annual day, parent's day, children's day, senior citizen day, to record the details of the visitor's and submit the filled in table as an assignment.

Date	Time in	Name of the visitor	Official/ residential address	Purpose of visit	Pass Yes/No	Time out

2. You may ask your students to maintain logbook of the telephone calls that they receive at home in the format given below and submit the same as an assignment.

Name of the Caller	Telephone number	Purpose of call	Time

**CHECKLIST FOR ASSESSMENT ACTIVITY**

Use the following checklist to check whether your students could meet all the requirements for assessment.

**Part A**

Students could differentiate between

- (a) Different communication equipment.
- (b) Informal and formal communication.

**Part B**

Students could answer the following:

- (a) What are the uses of logbooks and reports in security?

**Part C**

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Apply telephone etiquette		
Identify logbooks used in security industry		
Recognise sample reports common to security industry		
Fill in the requisite information in the format of the logbook		
Operate equipment for communication.		

1. **Active listening:** It is a process of analyzing and evaluating what another person is saying in an effort to understand the true meaning of the message.
2. **Alarm Test Register:** It is used to record all incidents where alarms have been tested on the premises. Details include the date, time, name of the person carrying out the test and the results including any faults detected.
3. **Attitude:** It is the transference of a value into action that is consistent over a period of time.
4. **Clause:** A clause is a sentence that forms part of a larger sentence.
5. **Communication:** The process by which a person, group, organization (the sender) transmits some type of information (the message) to another person, group, organization (the receiver). It is derived from the Latin word 'communis' meaning to share.
6. **Community:** A society where peoples relations with each other are direct and personal and in mutual bonds of emotion and obligation.
7. **Courtesy** - is the name of a social behavior that extends respect to another human being, by giving him/her the right to act first.
8. **Descriptive feedback** - when feedback describes the effect of a communication in words, it is called 'descriptive feedback'.
9. **Evaluative feedback** - when feedback judges the effect of a communication in terms like 'good', 'bad', 'average', 'correct', 'right', 'wrong', it is called 'evaluative feedback'.

10. **Feedback** - is an element of communication which indicates the completion and the extent of completion of the communication cycle. It provides information to the sender on the receipt of his message. It could be in the form of another message that conveys to the sender that his message has been received and understood, or it could be in the form an action by the receiver, which informs the sender that the message has been received and acted upon.
11. **Formal Communication** - It is that which is connected with the formal organizational arrangement and the official status or the place of the communicator and the receiver. Formal communication is mostly recorded in some form for future reference.
12. **Gesture** - is a hand movement that communicates a message. For example, a salute or a handshake is a gesture of greeting.
13. **Informal Communication** - It arises out of all those channels that fall outside the formal channels. It is established around the societal affiliation of members of the organization. Informal communication does not follow authority lines, as in the case of formal communication.
14. **Key Register:** It is used for recording all keys in the custody of the security department. It includes date and time of issue and return of keys to personnel, the signature of the person receiving them, the signature of the security guard who issued them, the date and time they are returned and the signature of the security guard to whom they are returned.

15. **Lost and Found Register:** It is used to record details of all reported property lost or found on the premises.
16. **Message** - generally speaking, 'message' is the object of communication.
17. **Organization:** Hierarchically organized group of people so large that personal relationships with every member of the group are impossible.
18. **Organizational communication:** Communication between and among the individuals and groups which make up an organization.
19. **Organizational structure:** The formal configuration between individuals and groups with respect to the allocation of tasks, responsibilities, and authorities within organizations.
20. **Phrase** - A phrase is a group of words which does not make a complete sentence.
21. **Register of Personnel Passes:** It is used to keep an account of employees leaving the premises outside the normal starting or finishing times. It gives permission to the person to leave the premises for personal reasons.
22. **Rhythm** - is the sequence that is repeated in a period of time.
23. **Search Register:** It is used to record date, time, name of the person searched, address, signature of person searched and the signature of the searcher.
24. **Sentence** - A sentence is a group of words which makes a complete sense.

25. **Sexism:** Actions or attitudes that discriminate against people based solely on their gender.
26. **Sexist language:** Language that creates sexual stereo-types or implies that one gender is superior to another.
27. **Sign:** Something that stands for or represents something else and bears a natural, nonarbitrary relationship to it.
28. **Solicited feedback** - when feedback is requested by sender on the effect of a communication, it is called 'solicited feedback'
29. **Symbol:** Representation of an idea.
30. **Team:** A group whose members has complementary skills and is committed to a common purpose or set of performance goals for which they hold themselves mutually accountable.
31. **Telephone Message Book:** It is used to record accurately messages and information received on telephone.
32. **Vehicle Register:** It includes the number of the vehicle entering the premises
33. **Visitors Register:** It includes the name of visitor, date and time of visit and the signature of the visitor.

## SUGGESTED READINGS

### BOOKS

- ❑ Developing Communication Skills - Krishna Mohan and Meera Banerji, MacMillan India Limited, Delhi.
- ❑ More than Words: A Handbook for Writers and Editors- Chitta R. Samant, DIPS Communication Centre, Bhubaneswar.
- ❑ Messages: The Communication Skills - Matthew McKay.
- ❑ Communication: Principles for a Lifetime (4th Edition) - Steven A. Beebe and Susan J. Beebe.
- ❑ Communication: Making Connections (8th Edition) - William J. Seiler
- ❑ My Fair Lady - G.B.Shaw & J Lerner

### WEBSITES

- ❑ <http://en.wikipedia.org/wiki/Communication>

## Class IX UNIT V

### UNIT - 5

### FAM TOUR

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#### **Contents:**

- 5.0 Unit overview and description.
- 5.1 Visit/meeting with a local/ASI/Ministry of Tourism approved guide.
- 5.2 Report the importance of the meet as well as role play.
- 5.3 Visit/overnight journey to a destination/site of importance.
- 5.4 Report on the visit/ overnight journey to a destination / site of importance and role play.

#### **5.0 Unit Overview & Description**

This unit will introduce students to the concept of Tourism guides and tourism products through meeting with guides and visit to a tourist destination/site. Student will get acquainted with some of the terminologies frequently associated with tourism and tourism industry and will get a firsthand experience through meeting and visit. It will help students to:

- Understand the concept of tourism, role and importance of guides as tourism ambassadors.
- Develop awareness about the destination/ site they visit.
- Understand basic intricacies involved in a tour.
- Learn about the elements and components of tourism through practical field visit
- Get acquainted with travel reporting and writing travelogue.

#### **Resource Material:**

Activity Sheet, Resource for Role Plays, Chart paper, Colour pencils, Sketch pens, Cardboards, Paper cutter, Adhesives, Pen, Projector and Computer

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**Duration: Unspecified hours all practical**

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#### **Assessment Plan:**

Exercise: Questions& Answers, Role Plays and Group Discussions

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### **5.1 Visit/meeting with a local / ASI/Ministry of Tourism approved guide**

The students shall be visiting / meeting a professionally trained tourist guide duly approved by the ASI/Ministry of Tourism or State / local authority. Through question- answers and interactive sessions the students are expected to gain a firsthand practical exposure to the intricacies of the tourism business and the role and duties of the tourist guide – who act as the true ambassadors of tourism industry of a country. The students shall be learning about the role of guides, steps in becoming a guide, how to present oneself, tour commentary and basic tricks of the trade.

### **5.2 Report the importance of the meet as well as role play**

The students shall be preparing a brief report on the meeting with the guide and the things learned thereof. A role play should also be done showcasing tourist-guide interaction, commentary and interpretation etc.

### **5.3 Visit/overnight journey to a destination / site of importance**

The students shall be required to visit / have an overnight journey to a destination or site of touristic importance. This trip may be a family trip or may be organized by the school. The students are expected to learn the logistics of tourist itinerary, how a trip is planned, how an itinerary is planned, train bookings, hotel bookings, sightseeing, use of local conveyance for transfers and sightseeing etc. Overall the students shall have a practical exposure to the overall management of the trip and how arrangements are done. To an extent this will help them in understanding the problems faced by tourists at a destination as well as how a tour is executed.

### **5.4 Report on the visit/ overnight journey to a destination / site of importance and role play**

The students shall be preparing a travelogue/ travel report on the visit. The report shall typically consist of tourism trends in the place visited, main tourist attractions and components of tourism in the place visited, description of the arrangements made including logistics and bookings etc made and how they were planned, itinerary of the trip with map and drawings explaining distances, directions, places along the way etc., description of the place visited including its history, geography, demography, tourism infrastructure, attractions, activities etc., and the personal experiences. The students will be expected to prepare promotion and advertising material on the place of their visit.

A role play on the same shall also be conducted under the supervision of instructor.



The web addresses for access the following materials:

- 1) For curriculum and syllabus softcopy of 9<sup>th</sup> class(Level-1) will be available at [www.psscive.nic.in](http://www.psscive.nic.in) , [www.himachal.nic.in/higher education/](http://www.himachal.nic.in/higher education/) recourse centre/NVEQF & [www.cive.org](http://www.cive.org)
- 2) For National occupational standard of concerned sector are available at: [www.nsd.org](http://www.nsd.org) at NOS

For reporting at District and State:

- 3) You will report to your following official from Govt side at your district and state:
  - 1) School coordinator and Principal of concerned school.
  - 2) District Project officer cum Principal DIET
  - 3) District Coordinator Vocational Education (RMSA) at DIET.
  - 4) Dr. G.N. Chauhan, State Nodal officer Shimla
  - 5) Sh. Ghanshyam Chand, State Project Director RMSA.
- 4) For Vocational Trainer Providers (VTP)side:
  - 1) State coordinator
  - 2) State Project Manager
  - 3) Company heads

# INTRODUCTION TO SOFT SKILLS FOR TOURISM & TRAVEL INDUSTRY

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## Contents:

- 1.0 Unit Overview & Description
- 1.1 Introduction
- 1.2 Defining Hard Skills & Soft Skills
- 1.3 Importance of Soft Skills in Tourism & Travel Industry
- 1.4 Communication Skills – A Key to Soft Skills
- 1.5 Communication –The Concept
- 1.6 Process of Communication
- 1.7 Types of Communication - Verbal Communication
- 1.8 Elements of Verbal Communication
- 1.9 Non –Verbal Communication
- 1.10 Types of Non-Verbal Communication
- 1.11 Barriers to Communication
- 1.12 Effective Communication
- 1.13 Listening
- 1.14 Summary

## 1.0 Unit Overview & Description

This unit will introduce students to the subject of Soft Skills. This unit will help students to:

- Define Soft and Hard skills
- Understand importance of soft skills in tourism and travel industry
- Understand communication and its importance
- Learn process, types and how to minimise barriers of communication to have effective communication
- To know how to have good verbal and non-verbal communication and listening skills for Tourism and Travel Industry.

## Resource Material:

1. Klaus, Peggy (2009). The Hard Truth About Soft Skills: Soft Skills for Succeeding in a Hard World. Harper Collins.
2. Gopaldaswamy, Ramesh and Ramesh , Mahadevan (2010). The Ace of Soft Skills: Attitude, Communication and Etiquette for Success. Pearson Education India.
3. Knapp, Donna (2010). A Guide to Customer Service Skills for the Service Desk Professionals. Cengage Learning.
4. Barker. A (2006). Improve your communication skills. New Delhi: Kogan Page India Pvt Ltd.

5. Seely, John (2004) The Oxford guide to writing and speaking. New Delhi, Oxford University Press.
6. Mandal S.K. (2007), Effective Communication and Public Speaking, Jaico, Mumbai.
7. Bovee, Thill & Schatzman (2003), Business Communication Today, Pearson, New Delhi.

**Assessment Plan:**

Exercise: Question & Answer, Role Play and Group Discussion.

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**1.1 INTRODUCTION:**

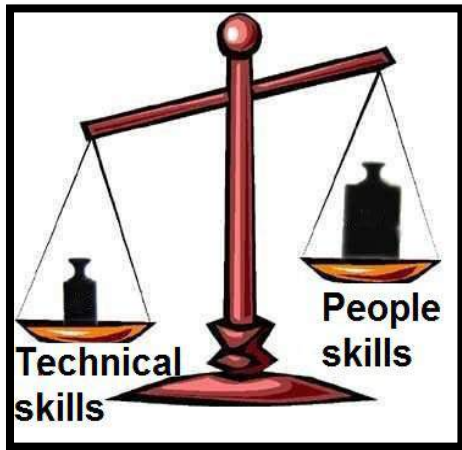


Before discussing the core topic let's have a trip down the memory lane. Ask yourself to recall some people whom you have met in the course of your life. For example a doctor who has been very good at curing your fever but who has treated you like a number in a long line of numbered patients and on other hand a doctor who has been equally good at curing your fever and at the same time who has been pleasant, caring and answered your questions.

This is one example but there can be a number of such people whom you meet in your life .Which ones do you still remember - the ones whose attitude was positive and upbeat, and who were always willing to help; or the ones who were inflexible and had a hard time admitting mistakes?

In the above example both doctors are very good in their basic education and experience but there are some other skills which are creating the difference. What are these skills and how these are important for you are described in detail in this unit.

**1.2 DEFINING HARD SKILLS & SOFT SKILLS**



In today's competitive environment in order to become successful a student needs to learn a right balance of two set of skills. These two skills are – Hard skills and Soft skills.

**Hard Skills:** "Hard" skills are also called **Technical skills** .These skills help us to perform well in the job. Schools do a good job of teaching, reading, writing subjects like science, math and other "hard" skills.

In the world of work, “hard skills” are that basic technical or administrative procedures which are prerequisite to perform a job. We can learn these from



books or from hands-on experience. For example hard skill for a teacher is comprehensive knowledge of his/her subject. These skills are typically easy to observe, quantify and measure. They are also easy to learn, because most of the time the skill sets are brand new to the learner and no unlearning is involved.

*According to Dennis Coates* “Hard skills ...are typically easy to observe, quantify and measure. They are also easy to train, because most of the time the skill sets are brand new to the learner and no unlearning is involved.”

In the example discussed earlier both doctors were very good in their hard skills or technical skills i.e. diagnosing fever and curing it.

### **Soft Skills:**

Soft skills are also called People Skills. These are desirable qualities for certain forms of employment that do not depend on acquired knowledge, rather they include common sense, the ability to deal with people, and a positive flexible attitude .

*According to Wikipedia* “Soft skills refer to the cluster of personality traits, social graces, and facility with language, personal habits, friendliness, and optimism that mark people to

varying degrees. Soft skills complement hard skills, which are the technical requirements of a job.”

Refer to the example discussed in the beginning what differentiates the two doctors is their competency in soft skills. The doctor who was positive, caring and friendly was remembered by you as compared to the other doctor.

### Examples of soft skills

- Communication skills
- Problem solving skills
- Teamwork capability
- Negotiating skills
- Self-management
- Time management
- Conflict management
- Cultural awareness
- Responsibility
- Etiquette and good manners
- Courtesy
- Self-esteem
- Sociability
- Integrity / Honesty
- Empathy
- Work ethic

Soft skills differ from context to context and vary from individual to individual perception.

Also the problem with soft skills is that there is a basic assumption that they are inborn skills.

But a closer examination of these skills would suggest otherwise. While some individuals exhibit these skills naturally, some learn these skills on their own through experience but for a majority of individuals these can also be acquired and nurtured over time. That's why it's so important to focus as much on soft skills training and development as you do on traditional hard skills. Soft skills help you to gain an edge in your personal life, social life as well as in your job. Many researches have proved that individuals with good soft skills are preferred more for a job than the one who lacks in soft skills.

### **1.3 IMPORTANCE OF SOFT SKILLS IN TOURISM AND TRAVEL INDUSTRY :**



In Tourism and Travel Industry soft skills have special relevance. Rather we can say that expertise in soft skills is a basic requirement to become a part of this industry. This is mainly due to some special characteristics of this industry:

- Tourism industry is a people based industry. Different people like Hoteliers, Transporters, Travel Agents, Tour Guide and many more jointly play a very key role in making the final product and delivering it to customer. Here soft skills facilitate them to work together and serve the customer happily.

- Also Tourism is an activity that people undertake during leisure and happy time .To make it more happier you need a person who has knack in soft skills .



**For example** – If you want to see the beautiful Taj Mahal, you will book a taxi. But the taxi driver comes two hours late, drives very rashly and speaks rudely with you, and then your whole experience of visit to the Taj will be not as good as if you have travelled with a taxi driver who is well-timed, wellmannered, caring and soft spoken.It means soft skills of people working in tourism industry contribute towards happiness and satisfaction of tourists more than the tourist destination - asin example Taj Mahal.

**Thus it can be said that in tourism industry soft skills excel hard skills inimportance. How you can do this will be clear from further reading.**

### **STUDENTS SELF –ACTIVITY -1**

Think of persons around you in school or social circle. Readers would always be able to spot some persons who have some special skills – some might be very good in speaking and can have an attitude to make everyone his/her friends. They often exhibit a sign of confidence within and outside their circle of friends. They project an image and are liked better by friends / relatives who appreciate their accomplishment.

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 .....

Think objectively about them. They are liked by their classmates and peers. They are the ones who are appointed as captains, prefects and leaders although they may not be more intelligent that many others around.

### **ASSESSMENT 1. - SHORT ANSWER QUESTIONS:**

1. Define Technical Skills and People Skills? Which are the different types of soft skills?

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2. Soft skills are natural or we can learn them .Which one is easy to learn - hard skills or soft skills?

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## **1.4 COMMUNICATION SKILLS – A KEY TO SOFT SKILLS**

Among all the soft skills mentioned above the most important is Communication Skills as adequate communication skills are a prerequisite for a range of other soft skills. Communication is a basic activity of human beings which is undertaken by us every moment apart from the time when we are sleeping. Even now while reading these lines you are indulged in communication. It is so important that we can say that the foundation of our society, family, relationships and organisation is communication. Do you think we should study, learn and be trained in an activity which is so natural and obvious to us. The answer of this question is yes. In support of this answer let's discuss the story of Robinson Crusoe – a traveller who got trapped in a lonely island for 30 years. There was not a single human being with whom he could talk and when he came back to his country he was not able to speak as he forgot how to speak.

Thus, in order to become masters in soft skills first we have to get expertise in communication skills. Especially in tourism and travel industry where you have to continuously communicate effectively with different type of people viz. tourist, airlines people, hotel staff, guide, visa officer, taxi drivers, transporters etc.



## **1.5 COMMUNICATION – THE CONCEPT**

The best way to understand any concept is to refer to dictionary for its meaning. The English word 'communication' is derived from the Latin noun '**Communis**' and the Latin verb '**Communicare**' that means 'to make common, to transmit, or to impart'.

In simple words, communication is the activity in which we share any idea, feeling, opinion and information between two or more persons in a way that both parties have common ground of understanding. Thus in communication three aspects are of utmost importance – transmission of message, listening/receiving of message and common understanding of message among parties involved. The transmission can be done in many manners like by words -spoken or written, by body language or signs. And understanding means that both parties receive same meaning of the desired message in their mind and that can be confirmed with the help of feedback. When understanding is achieved only then communication is complete.

**Communication has been defined by many theorists:**

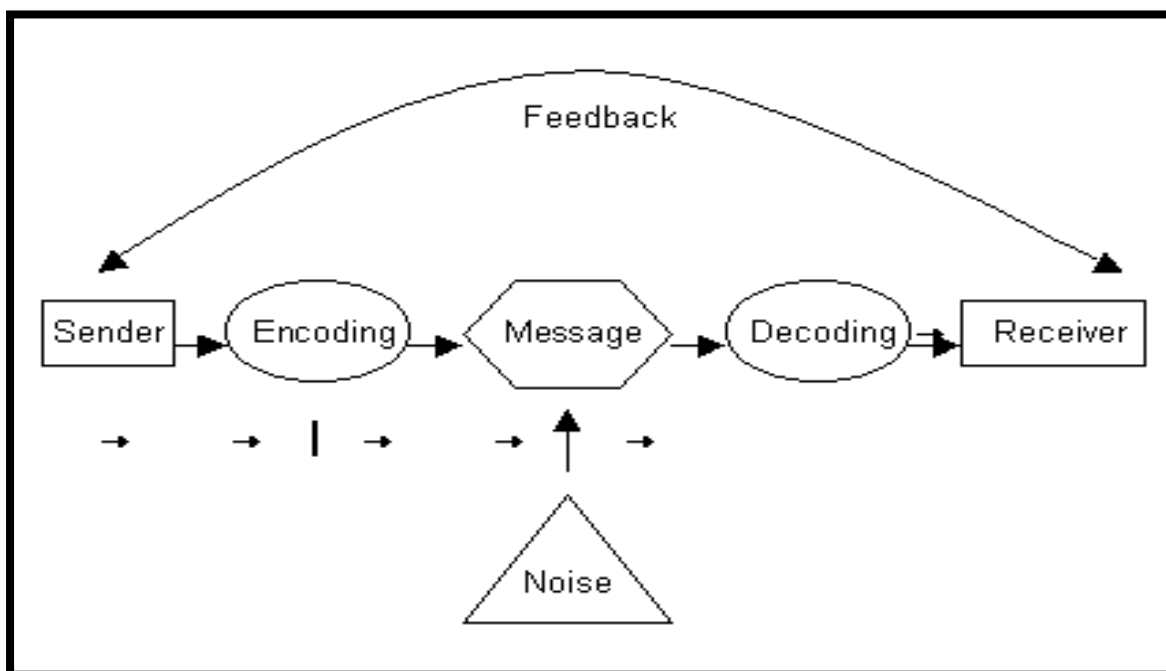
**W.H.Newman defined, "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons."**

**Allen Louis defined "Communication is the sum of all the things one person does when he wants to create an understanding in the mind of another it involves a systematic and continuous process."**

## **1.6 PROCESS OF COMMUNICATION :**

As discussed in the above lines Communication is a systematic and continuous process. To understand these steps we can take help of a generic model of communication process. The model is always useful to understand how something happens actually step by step i.e. the operational procedure of the process.

**The Communication Process Model:**



(Source: Kumar, S. and Singh, Pushplata .*COMMUNICATION SKILLS*. 2011)

#### MODEL DESCRIPTION:

The above diagram explains the basic elements of communication process .A brief description of each element with an example from tourism industry is given in the subsequent lines:

- **Sender**

The sender of communication is the originator who sets the model into action. It can be an individual or group that has a specific reason to begin the communication process. That is, there is an idea, information, feeling etc. that they wish another to receive. For example: Rahul is working as a Travel Counsellor in ABC Travel Company. A tourist walks in his office. Now it is his duty to ask tourist his purpose of visit. It means Rahul has a specific reason to begin the communication process with the tourist.

- **Encoding**

Now when reason to begin communication has been decided, there must be a specified

format in which the ideas in mind of sender (in our example Rahul) can be expressed and take form of a message. This is the next step in communication process and called Encoding. Encoding means converting the idea into a suitable format using verbal as well as non-verbal methods so that the idea which is in the mind of sender can be expressed. Encoding is always done keeping your audience i.e. who will receive your message. In the example Rahul greets the tourist with a smile on his face –“Good Morning Sir! Welcome to ABC Travel Company. I am Rahul. How can I assist you?” Rahul has used Verbal (the spoken line) and non-verbal (a smile on his face) both ways while encoding.

- **Message**

The information, idea, or concept that is being communicated from sender to the other person is the message. In the example the above line uttered by Rahul and his facial expression.

- **Channel**

The way or the medium of sending the message is called channel. Medium or channel can be oral, written or it can be non-verbal. Like Rahul used oral and non-verbal channel. While reading this book you are using written channel of communication.

- **Receiver**

Before studying decoding you need to understand receiver. For communication to be executed, there must be someone to receive the message the sender has sent. The person who receives the message is called the receiver. In our example the Tourist who has entered ABC Company is receiver of message sent by Rahul.

- **Decoding**

When the message reaches the receiver, the receiver interprets it from its original form into one that he/she can understand. This is decoding that is the process where the received message is being understood by the receiver. This is essentially the same

interaction as that of sender and encoding only in a reversed sequence. In the example, the tourist will interpret the line spoken by Rahul and the smile given by Rahul.

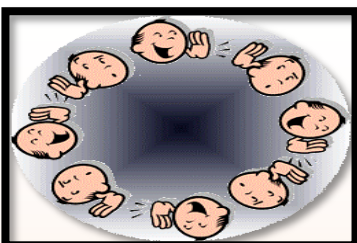
- **Feedback**

Feedback is the response or reply of the receiver towards sender after receiving the message. The response will convey whether the message has been understood perfectly as desired or the message has been misunderstood or misinterpreted. Without feedback, the source would never know if the communication was successful. Feedback has its own importance as the success or failure of communication is decided by the feedback only. In the example, the feedback from Tourist can be that he smiles back and says “Good Morning Rahul, I am Amit and I want a three day tour package to Goa.” This feedback signifies that the communication from Rahul towards the Tourist is successful.

- **Noise**

Noise is another important element in the communication process and has direct impact on the success of communication. Noise is interference or distortion that changes the initial message. It always comes into play during the communication process. It is also called barriers of communication. It can be physical, like any other sound that subdues the message when it is being said, or it can be related with language like if the vocabulary used within the message is beyond the knowledge range of its recipient. To make communication effective one should try to reduce noise. For instance when Rahul was talking with the tourist and at the same moment tourist’s phone rang up then that is called a become a physical noise or barrier.

**Thus process of communication is a continuous, creative and two-way process where sender and receiver keep changing their roles.**



### **CLASSROOM ACTIVITY: 1 PASS THE MESSAGE GAME**

The Teacher should divide the whole class in two large groups and remind each individual that

**Assessment -1**

**ASSESSMENT 2. - SHORT ANSWER QUESTIONS:**

1. Define Communication. Why is it important to have good communication skills for Tourism industry?-

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2. Is there any need to learn how to communicate? What are the three basic aspects to have a successful communication?

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3. Draw and describe communication cycle.-

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## **ROLE – PLAY ACTIVITY: 1 – IDENTIFY & COMPLETE THE COMMUNICATION PROCESS**

This activity should be done by students under the supervision of the Class Teacher. The Class teacher should make a group of 04 students (teacher please take care while forming groups that students who are already good friends in class and sit together should not be in the same group) and call each group one by one .The group will complete the communication cycle we have explained in the example while describing communication process between Rahul (The Travel Counsellor) and Amit (The tourist). One student will play role of Rahul and one will play role of Amit. Ask two more students to join the communication cycle in whatever role they want and complete the conversation related with booking of Goa Tour Package. Identify the elements i.e. Sender, Encoding, Message, Medium, Receiver, Decoding, Feedback and Noise in the communication that happens among the four in the group. Ask other students who are watching this role-play to identify whether the communication was successful or not. After the role play Teacher should explain to them what was right and what was wrong in their communication cycle. This role – play can be repeated with all students of class by dividing them in a group of four students.

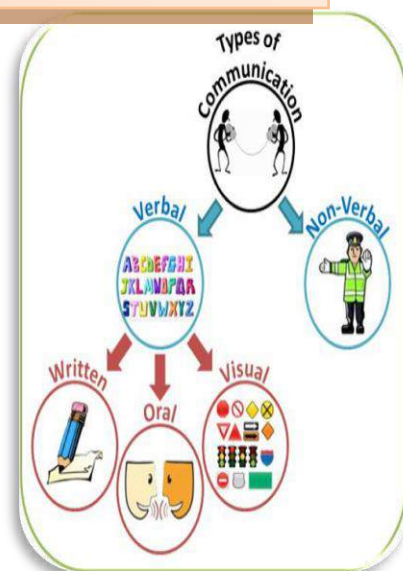
### **1.7 Types of Communication:**

Now when we have understood communication and how it takes place, we will study different types of communication. Communication can be defined on different bases .On the basis of medium of expression different types of communication are:

- 1. Verbal Communication**
- 2. Non –Verbal Communication**

#### **(1) Verbal communication**

In Verbal communication the communicator uses words as the medium of communication. Communicator uses language that has been designed, developed and propagated by humans. An effective verbal communication is a two way process that means speaking and listening both are done at the same time. Further verbal communication can be divided into two groups:



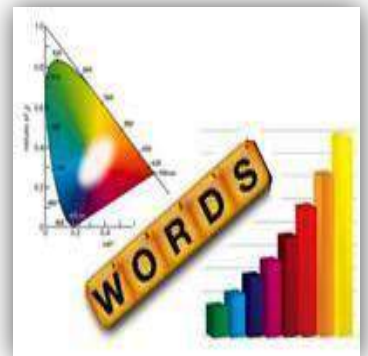
### (i) Oral Communication



Oral communications are the messages that come through words from the mouth of the speaker. It is a very convenient form of expression and presentation. It is almost instantaneous, quick and least expensive. Example of oral communication is – face to face communication, speech, meeting, telephonic conversation etc. In tourism and travel industry face to face and telephonic conversation are frequently used.

### (ii) Written Communication

The communication which we do by means of written symbols or words is called written communication. This requires preparation and one has to plan it properly before writing for technical, legal and most diplomatic communications.



In tourism industry communicating in writing is also popular form of communication. It can take various forms such as letters, circulars, office memorandums, fax messages, newsletter, brochures, bulletins, reports, manuals, reports, house journals, magazines, etc. Also in this age of technology new types of written messages like emails, short messaging service (SMS) on mobile phones, instant messaging etc. have become very common and popular.

### **1.8 Elements of Verbal Communication:**

When we communicate verbally not only the words which we used are listened but also vocal elements of speech play very important role. These vocal elements are voice inflections, rate of speech, volume, and tone. These add interest and meaning to our messages. For example the





line “See you later” said respectfully has a different meaning and same line said in anger has totally different meaning. We can use these vocal elements to make our verbal communication more effective. These are:

**1. Change the speed of your voice:** A consistent pace of voice can make your speech dull and ineffective. Thus we should vary our speed of voice depending upon the audience and purpose of our communication. When you have to gain attention and excite your audience speak quickly and enthusiastically. When you want that audience pay attention to your words speak slowly.

**2. Shift the pitch of your voice:** Frequency of speech is called pitch of voice. Again depending upon the aim of the speech you can use high and low pitches at times. Using extremes can tarnish the success of your verbal communication.

**3. Control the volume of your voice:** Volume of voice creates a direct impact on the audience. One should use an average volume in general. But again depending upon the aim of your communication you can be loud or soft. When you use a combination of loudness and softness in your communication it adds special effect to your communication.

**4. Punctuate with pauses:** It is important in your communication to break the flow of information so that listeners can comprehend what they have listened. Generally pause in communication is taken when you have conveyed an important point or you want that now listeners should anticipate.

**5. Articulate clearly:** It is very important that what you communicate is clear to the audience. For this you should have expertise in pronunciation and articulate each word clearly. When you speak in such a manner you gain more confidence and clarity.

### **1.9 NON-VERBAL COMMUNICATION :**

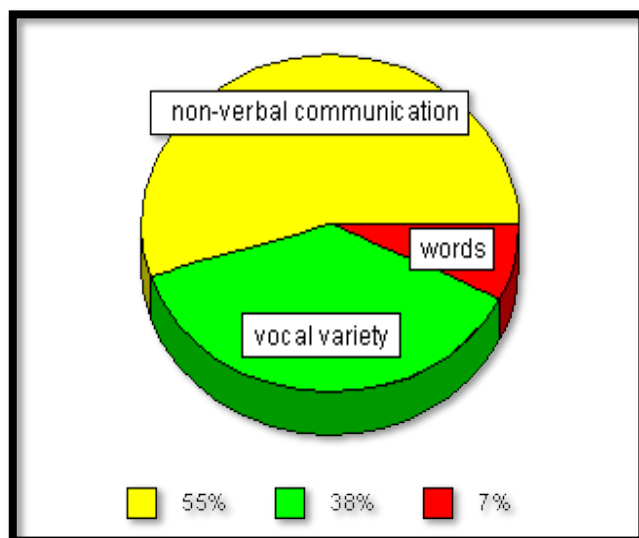
Till now we have studied that we should be very effective in our verbal communication. But you will be surprised to know that the first four minutes of interaction with others creates our first impression in their mind. And it may be possible that in these four minutes we do not utter a single word.



According to Professor Albert Mehrabian, body language accounts for 55% of the first impression; 38% comes from tone of voice; 7% comes from our actual words. Thus it is very important that we should learn about that communication which is not verbal rather Non – Verbal.

**Nonverbal communication is the act of giving or exchanging information without using any spoken words.** If we are not using word than what will we use? You will know this when you study different types of non-verbal communication. It is also called sign language. For example the nodding of the head from side to side to say 'no' or up and down to convey 'yes'.

Non-verbal communication is very important because not only it adds meaning to our verbal communication but also:



1. Non-verbal signals are powerful: non-verbal cues primarily express inner feelings (verbal messages deal basically with outside world).
2. Words have limitations: there are numerous areas where nonverbal communication is more effective than verbal.
3. Non-verbal message are likely to be more genuine: because nonverbal behaviours cannot be controlled as easily as spoken words.
4. When your verbal and non-verbal communications are incongruent, people will believe the non-verbal more than the verbal.

The non-verbal communication has changed the way we look at the subject of communication. We seem to be communicating all the time non-verbally through our gestures, expressions, sounds, signs and signals.

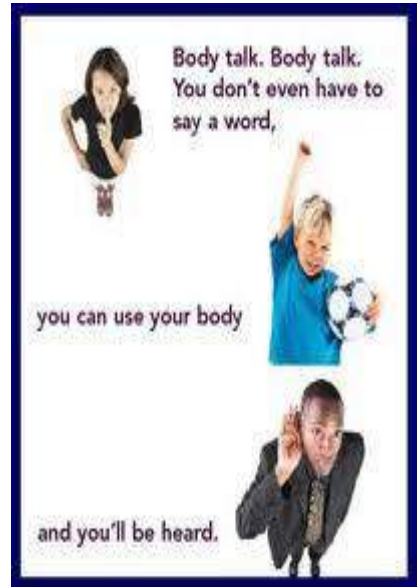
### **1.10 TYPES OF NON – VERBAL COMMUNICATION :**

Non-verbal communication has different types. A brief description of these is given below:

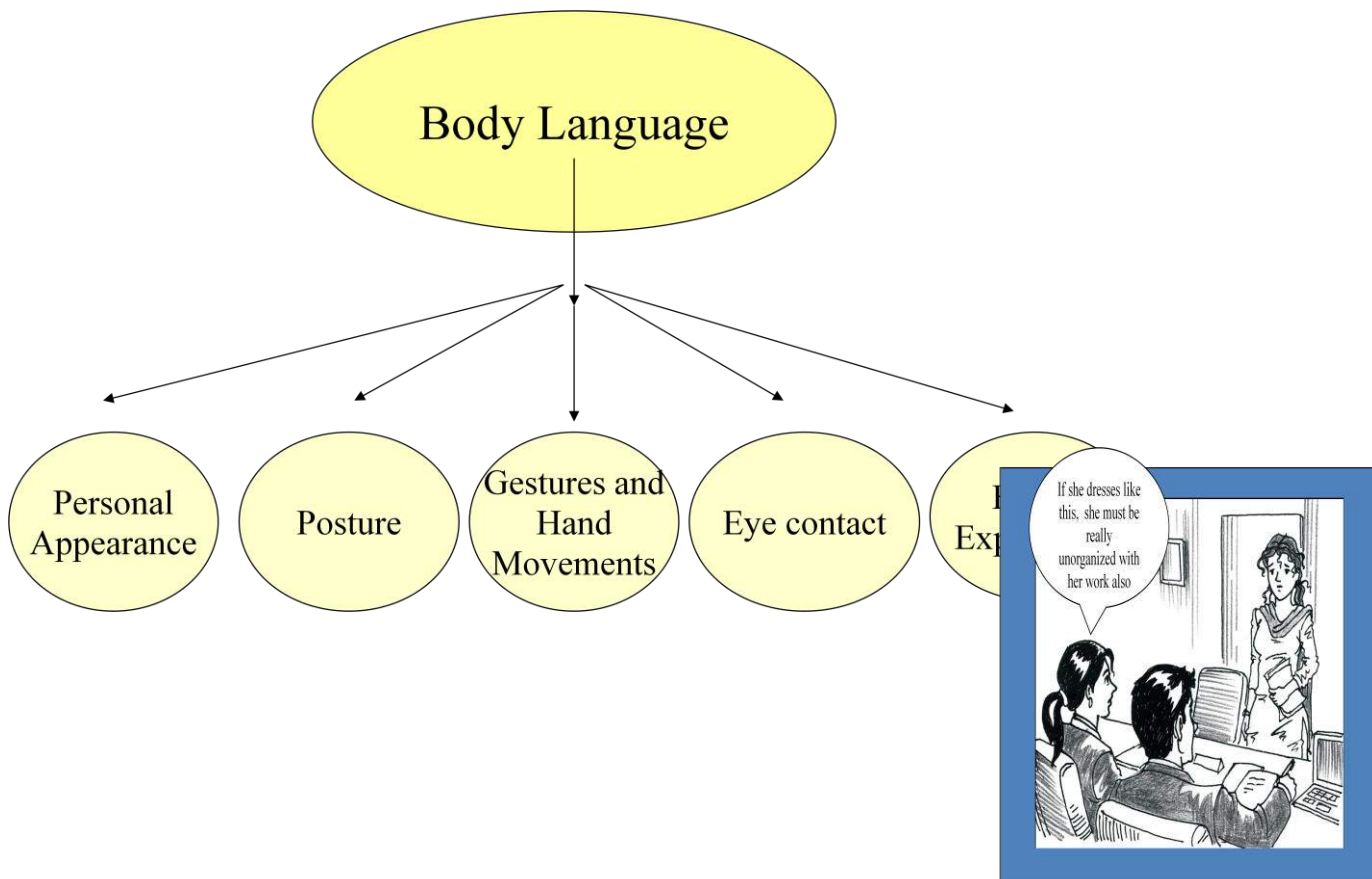
1. **Body Language**
2. **Language of Distance**
3. **Language of Time**

**1. Body Language:**As the name suggests the study of movements of our body parts like eyes, head, hands, legs, sitting style, walking style etc. is called body language. **It is also called Gestural communication or Kinesics.** It truly depicts the inner feeling going in our mind. We can fake our words to conceal our true inner feeling but our body movements convey it. For example, if your mother is angry with you on something then without uttering a single word she can convey this feeling to you.

As a rule, it does not lie or mislead unless someone has mastered the art of deceit or camouflaging. And also it is not manmade language. We can just study it, interpret it and that too one can do after studying this language for many years.

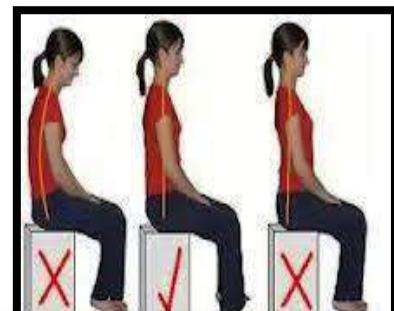


Following are the different types of Body Language:



**i.) Personal Appearance:** Personal appearance means the way we dress, groom ourselves and use accessories. It helps us to project an image of us on other. Our first impression creates an image thus it is important to manage our personal appearance crucially. The estimates about ones status, personality, credibility and capability are made according to our personal appearance. Thus it is important to pay attention to our personal appearance and one should be well dressed and well groomed to convey a good impression on other.

**ii.) Posture:** Posture signifies the way we sit, stand, and carry ourselves. A student has to cultivate and maintain elegance in his or her sitting standing and walking postures as it conveys message about your personality. For example if you are slouching in the chair it suggests you are not interested.



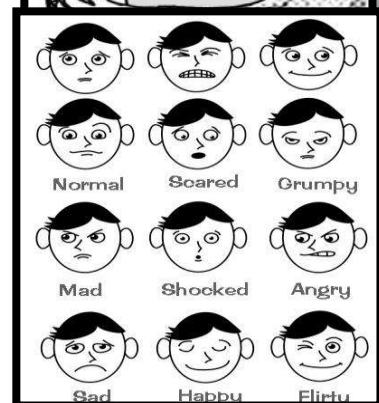
**iii.) Gestures with hands and arms:** A gesture can communicate all that the speaker feels, consciously or unconsciously. Shaking hands, touching, holding, embracing or patting on the back, all convey messages.



**iv.) Eye Contact: Eye never lies.** Eye contact is significant for effective communication. The frequency of contact may suggest either interest or boredom. For example, a travel counsellor should look straight into the eyes of the person, although pleasantly and affably to show confidence and interest.



**v.) Facial Expression: It is truly said that face is index to mind.** Facial expressions like a smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions are most natural and unconscious. Facial expressions continually change during interaction and are observed



constantly by the recipient. Smiling is considered to be pleasant and helpful. A frown conveys confusion and at times anger.

## 2.) Language of Distance:

The study of how people recognize and value the physical spaces around them is known as language of distance or proxemics. Language of distance takes into account body spacing between two individuals. The physical distance between two people can be correlated to the relationship they share be it personal or social. These are of four types:

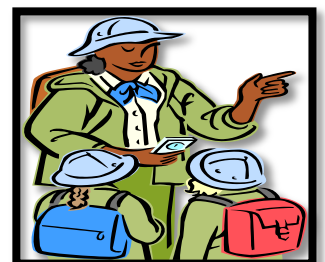
**1. Intimate Zone:** Distance shared by Spouses, children, parents, very close relatives and friends. It ranges from 15-46 cm.



**2. Personal Zone:** Distance between individuals during business gatherings, social functions and get-togethers. It ranges from 1.2- 3.6m.



**3. Social Zone:** Distance shared by strangers or occasional visitors. It ranges over 3.6m.



**4. PublicZone:** Distance shared between speaker and Audience.It ranges from 15-46 cm.

Language of distance teaches us to first determine what the relationship between us and other person is and accordingly we should manage the distance. For example when talking to your customer you should know that you are in public zone and should not enter in intimate zone.

**3. Language of Time:** Language of Time or Chronemics is the study of the use of time in nonverbal communication. The way that an individual would perceive and value time, structure time and react to time is a powerful communication tool, and also convey about our personality. Time perceptions include punctuality, willingness to wait, and interactions. Remember the example of taxi driver discussed in the beginning of the unit who was two hours late it conveys that the taxi driver do not value his time as well as time of his tourist.



In order to have effective communication one should pay due attention to both verbal and non-verbal communication.

**STUDENTS SELF ACTIVITY -2**

In order to understand non-verbal signals received by others the readers must think of a time when they wanted to seek a personal favour from dad or mom or teacher and decided to do that on a particular morning. However, when they went to see him / her, they came back without asking for the favour.

.....  
.....Think what happened and why they changed their mind for seeking favour.



## **CLASSROOM ACTIVITY -2 PLAY SILENT MOVIE**

Divide students into two or more groups. For the first half of class, some students will be screenwriters and other students will be actors. Roles will switch for the second half. The screenwriter students will write a silent movie scene, with the following tips in mind:

1. Silent movies tell a story without words. It is important to start the scene with a person doing an obvious task, like cleaning the house or rowing a boat.
2. This scene is interrupted when a second actor (or several actors) enters the scene. The appearance of the new actor/s has a big impact. Remember that the new characters could be animals, burglars, children, salesmen, etc.
3. A physical commotion takes place.
4. The problem is resolved.

The acting groups will perform the script(s). Everyone sits back to enjoy the show! Popcorn is a good addition. This exercise gives students a great opportunity to act out and read nonverbal messages.

## **ASSESSMENT 3. - SHORT ANSWER QUESTIONS:**

### **A. Short Answer Questions**

1. Write short note (50 words) on the following topics:

- (i) Verbal communication
- (ii) Non-verbal communication

### **B. State whether the statement is True or False**

- (i) Oral communication is a form of non-verbal communication – \_\_\_\_\_
- (ii) Written communication is a form of verbal communication – \_\_\_\_\_
- (iii) Body language is a form of non-verbal communication — \_\_\_\_\_
- (v) Pointing fingers while talking is a good gesture of communication- \_\_\_\_\_
- (vi) Maintaining eye contact while talking or giving speech is a means of effective communication – \_\_\_\_\_.

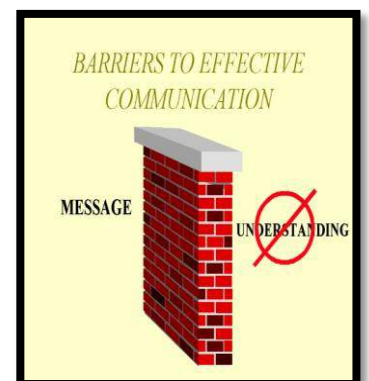
### **C. Multiple Choice Answers –Questions:**

1. Which one of the following is *not* a vocal element?

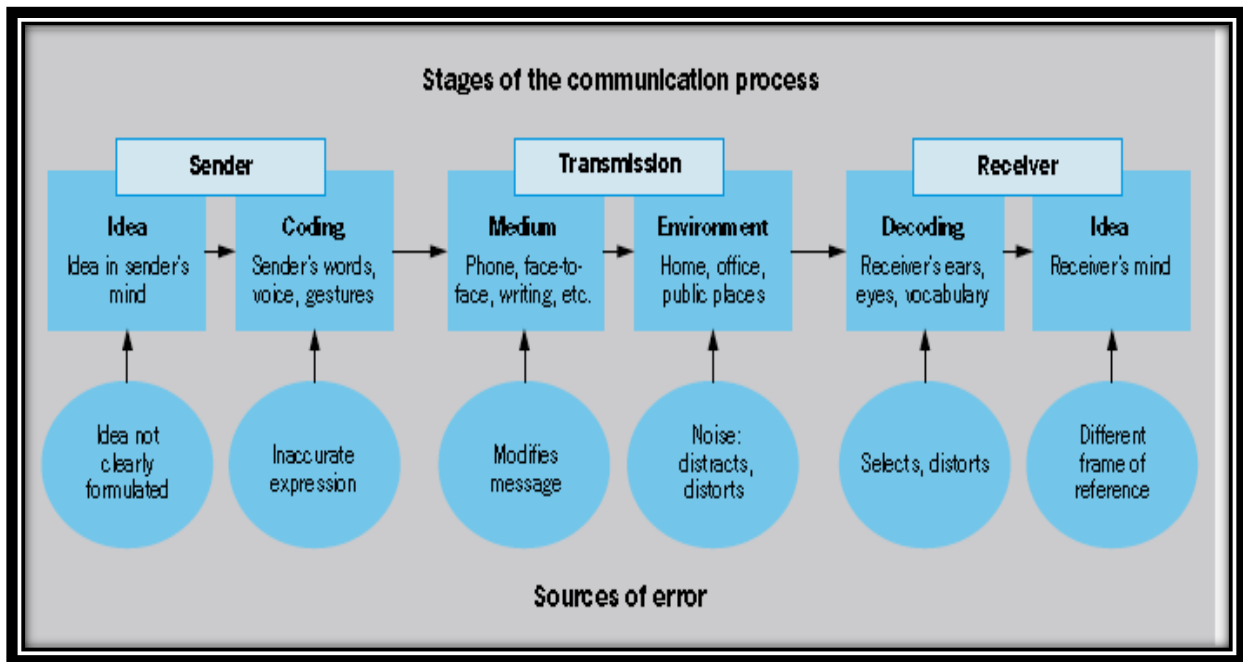
- a. Gesture c. Pace

### **1.11 BARRIERS TO COMMUNICATION:**

Without studying the barriers to communication the study of communication is incomplete .Barriers to communication happen when you convey your message to someone or a group of people and the message is not received clearly and unambiguously. Thus, the message received is not as the message sent. This can happen at various stages of the communication process. The following diagramm explain this:







(Source- Guirdham ,1995 Adapted from *EffectiveCommunication,Elesvier,2007*)

The above discussed barriers at different stage of communication can be studied under three main headings:

1. Language (Semantic Barriers)
2. Cultural Barriers
3. Psychological Barriers (Difference in Perception)

**1.Language / Semantic Barrier:** Language is the main medium of communication .It can become a barrier when we either use a language which others do not know or when we use language in a wrong way .It can happen in three ways :



**i.) Using Jargons:** Jargons are which are related to a particular profession like doctors, lawyers. In tourism we also have jargons like PAX(means passengers)et. Many professions rely heavily on jargon and have their own 'language' that is not known to outsiders. It acts as a barrier.

**ii.) Acronyms and abbreviations:** These are short forms .They eliminate receivers who are not familiar with their meaning.

**iii.) English Language:**English has been the dominant business language. For non-native speakers even if they know English some time it act as barrier.Speaking too fast and speaking slangs can make communication even in English difficult.

**2.) Cultural Barrier:**Culture means an accumulation of values, forms of expression, beliefs, and language .It shapes one's interpretations of different events of life. But communication problems can be caused by conflicting cultural assumptions. These can be:

- i. **Ethnocentrism** - Ethnocentrism is judging another's culture solely by the values and standards of one's own culture and not to like others' culture.The ethnocentric individual will judge other groups relative to his or her own particular ethnic group or culture, especially with concern to language, behaviour, customs, and religion.
- ii. **Non-Verbal Differences due toCulture:**Cultures have different standards for many aspects of life like how fast you should talk,how much you should talk, how far you should stand etc. If you do not pay attention to it,it can act as barrier to your verbal communication .For example:Physical distance during social interactions varies by culture. In areas of the Middle East and South America, people stand very close when talking but European Americans like to have more distance between them. You can create great discomfort by standing too close to another person which can further lead to barrier in to communication.

**3. Psychological Barriers:** These are barriers on part on each individual .No two personalities are same. They vary in their knowledge, experience, attitude, emotion, belief, values etc, and thus it happens that they do not tune at the same wavelength while communicating which cause barriers to communication. Different reasons which causes psychological barrier are discussed below:

- i. **Emotions:** These are powerful communication filter. When you send message receivers may think with their emotions which are called seeing the world with colouredglasses. Strong emotions can prevent reception, or distort the strength of a message. For example if you have a fight with your brother or sister at breakfast table the whole day you will have poor communication due to disturbed emotions.

- ii. **Attitude:** These are also barriers to effective communication like emotions. Negative and positive attitudes can create resistance or bias to a message.
- iii. **Inattention:** At times we do not listen, but only hear, especially when there are more important things to be taken care of. For instance, if a visitor comes to you at the same instance when you are answering the phone, then it is important to excuse yourself from the person on the phone so that exclusive attention can be given to the visitor or you may request the visitor to wait for some time.

### **1.12 EFFECTIVE COMMUNICATION:**

The understanding of the various barriers to communication helps us to find out ways and means of overcoming these barriers.

American Management Association has formulated the following commandments for effective communication:

- i. Clarifying ideas before communication
- ii. Know purpose of your communication
- iii. Understand physical and human environments of communication
- iv. Consult others in planning communication
- v. Take care of contents and overtones of communication
- vi. Convey value of communication to the receiver
- vii. Do follow up action
- viii. Understand the importance of communication
- ix. Your actions should be congruent with communication
- x. Practice good listening – Good Listening is the basic pre- requisite for effective communication. This we will discuss further.

### **1.13 LISTENING:**

A close synonym of listening is hearing; hearing is any sound that goes through the auditory nerves or sound waves as they enter the ears. But hearing with understanding is listening. We should listen to understand and respond. Listening is a trait of powerful personality because this trait requires many other traits to be part of your personality like patience,

calmness and openness. Good listening is a sure short solution of barriers to communication. By following the ten golden rules of listening we can adapt good listening :

**Ten Rules for Good Listening:**

<b>Rule Listening</b>	<b>Reasoning Behind the Rule</b>
<b>1. Stop talking</b>	<b>You cannot listen if you are talking.</b>
<b>2. Put the person at ease</b>	<b>Help a person feel free to talk; create a permissive environment.</b>
<b>3. Show the person you want to listen</b>	<b>Look and act interested; listen to understand, not to oppose.</b>
<b>4. Remove distractions</b>	<b>Don't doodle, tap, or shuffle papers; shut the door if necessary to achieve quiet.</b>
<b>5. Empathize</b>	<b>Try to see the other person's point of view.</b>
<b>6. Be patient</b>	<b>Allow plenty of time; do not interrupt; don't start for the door or walk away.</b>
<b>7. Hold your temper</b>	<b>An angry person takes the wrong meaning from words</b>

**STUDENT SELF ACTIVITY: 3 GOOD LISTENING SKIL QUIZ**

- 1.) A good listener talks while you are talking. T F
- 2.) It is OK to keep watching TV while someone is talking to you. T F
- 3.) A good listener will jump up and down while you are talking. T F
- 4.) If your teacher is talking, you should stop what you are doing and look at him/her. T F
- 5.) A good listener puts down what he/she is doing if you are talking. T F

#### **ASSESSMENT 4. - SHORT ANSWER QUESTIONS:**

1. Define barriers to communication and why these happen during different stages of communication process.
2. Write the solutions that you would like to adopt to overcome the barriers.
3. Write down the golden rules of listening.

**1**

This unit has introduced the concept of soft skills and hard skills to you. You have come to know that to become successful in tourism industry you need expertise in soft skills. Also the unit highlights that among all soft skills communication skills are pre-requisite to gain edge in tourism industry .You have learned the process of communication which is a step by step process of getting yourself understood to others .The types of communication teaches

you that while communicating we should take care of our verbal as well as non-verbal communication .In order to communicate effectively you should try to minimise the barriers to communication which can happen at any stage of communication process. Also by becoming a good listener you can be able to achieve up to a limit the skills required for becoming good communicator. This unit is just a first steps towards the massive area of soft skills. In next class you will study other soft skills which are also required to have a well developed personality for service industries like Tourism.



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**Contents:**

- 1.0 Unit Overview & Description
- 1.1 Introduction
- 1.2 Defining Tourism
- 1.3 Tourist Typology
- 1.4 Purpose of Tourism
- 1.5 Components of Tourism
- 1.6 Forms of Tourism
- 1. Summary

**1.0 Unit Overview & Description**

This unit will introduce students to the subject of Tourism. This unit will help students to:

- define tourism
- be aware of the difference between a tourist and a traveller
- learn what comprises the tourism industry
- differentiate between the common forms of tourism

**Resource Material:**

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2. Bhatia, A. K., **Tourism development: Principles, Practices and Philosophies**, Sterling Publishers, New Delhi
3. Goeldner, Charles & Brent Ritchie, J.R., 2006 **Tourism: Principles, Practices, Philosophies**, Wiley India
4. Holloway, J. C. (1994), *The Business of Tourism*, Pitman Publishing, London.
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**Assessment Plan:**

Exercise: Question & Answer, Role Play and Group Discussion

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## 1.1 Introduction

Tourism is one such activity in which all of us have participated, at some point of time. The school trip to the local museum or the day picnic to the important monument or water fall /park near your city, or trip to a place of religious importance; all these are part of the bigger spectrum of tourism. You might also remember the annual trip back to your grandparents living in another city or the family vacations to new destinations or maybe just exploring new places of interest in cities or places near your hometown. The pleasure and excitement of experiencing a new destination is what makes tourism activity such a popular activity.



Going on a vacation



Pyramids, Taj Mahal, Opera House,  
Eiffel Tower and Statue of Liberty



Vacation on a Beach

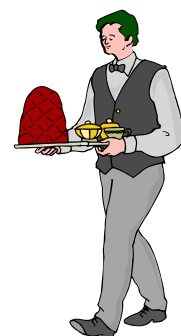
Although tourism activity is commonly referred to as “the activity of visiting places for pleasure”; it also involves the travel undertaken for the purpose of trade or business. It is an activity which is under taken by individuals or group of individuals which involves displacement from their usual environment i.e. residence or residential region. This movement of people for the purpose of recreation or business forms the base of the tourism sector or the business of tourism. Many personnel from various industry such as airline, railways, accommodation and others come together to make our tour a relaxed and memorable affair.



Travelling Businesswoman



Travel Facilitator



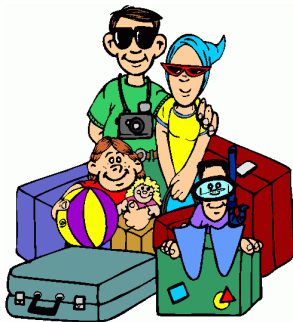
Room Service in a Hotel

This unit will introduce you to this largest employment generating, vast and fast growing industry of tourism; an industry that thrives on the people who form the core of the industry.

## 1.2 Defining Tourism

It is a well documented fact that humans have always been travelling, either in search of food, shelter, safety or for trade. Over the centuries the activity of travel has changed to the act of tourism; and thus led the urge to define tourism. One might ask the question – why do we need to define tourism? Don't we all understand tourism activity? Why does everyone feel the need to define everything and fill up books upon books with definitions?

Well, to answer these questions we have to understand the complex nature of tourism activity. As observed by Lett, J. In 1989, "Tourism accounts for the single largest peaceful movement of people across cultural boundaries of the world". This means tourism involves a lot of movement of people both within and across international boundaries. As you are aware, these movement or travelling leads to economic benefits, to all concerned. To analysis and maintain records of these benefits of tourism, it becomes important to identify and define tourism as well as the participants of the activity i.e. tourists.



Let us start by defining Tourism. One interesting fact about the word 'Tourism' – the origin of this word itself is in research. According to a tourism researcher Theobald, "Etymologically, the word tour is derived from the Latin word TORNARE/ TORNUS and the Greek word TORNOS, meaning, in modern English to represent 'one's turn'.

It has been observed that the definition of tourism varies from source to source. There is no clear consensus regarding the definition of tourism, only a few commonly referred definitions are mentioned in this unit.

Tourism is defined as "the sum of the phenomenon and relationships arising from the travel and stay of non residents in so far as they do not lead to permanent residence and are not connected with any earning activity". This definition formulated by Swiss Professors Hunziker and Krapf in 1939 was accepted by the International Association of Scientific Experts in Tourism (WEST); and it is, by far, the most popular definition among all the definitions of tourism.



Mathieson and Wall (1982) created a good working definition of tourism as "the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destinations, and the facilities created to cater to their needs."

United Nations World Tourism Organisation (UN - WTO) has defined tourism as "It comprises the activities of persons traveling to and staying in places outside their usual

environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited”.



Eiffel Tower, Paris

UNWTO further states that *Tourism is different from travel*. In order for tourism to happen, there must be a displacement: an individual has to travel, using any type of means of transportation (he/ she might even travel on foot; nowadays, it is often the case for poorer societies, and happens even in more developed ones, and concerns pilgrims, hikers), but all travel is not tourism.

Three criteria are used simultaneously in order to characterize a trip as belonging to tourism. The three criteria are that the displacement must be such that:

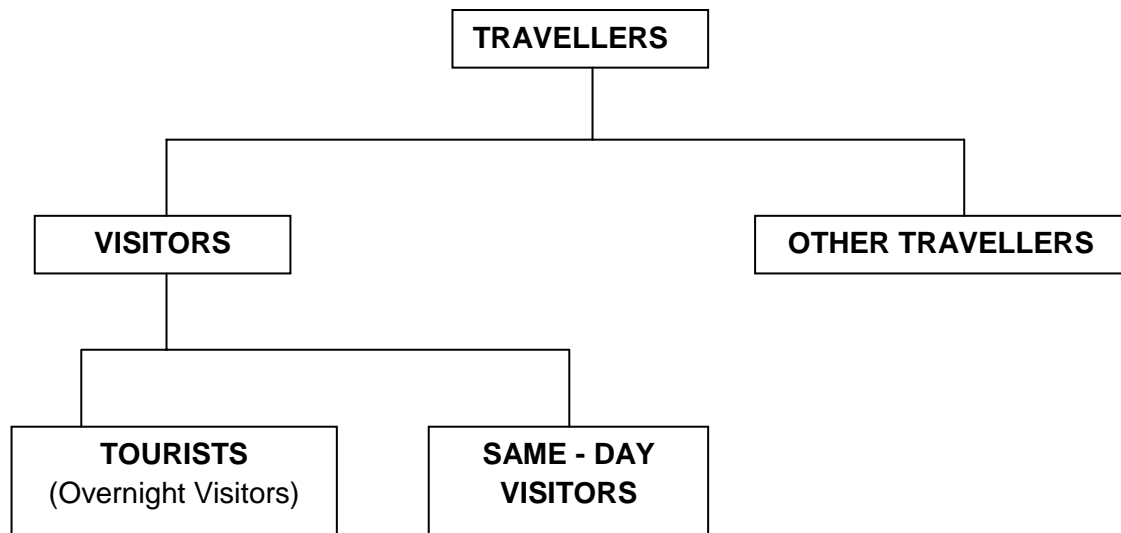
- i. It involves a displacement outside the usual environment: this term is of utmost importance and will be discussed later on;
- ii. Type of purpose: the travel must occur for any purpose different from being remunerated from within the place visited: the previous limits, where tourism was restricted to recreation and visiting family and friends are now expanded to include a vast array of purposes;
- iii. Duration: only a maximal duration is mentioned, not a minimal. Tourism displacement can be with or without an overnight stay.

Thus, we now know that all tourism activity involves travel but all travel do not mean tourism.

### **1.3 Tourist Typology**

Tourism, as stated earlier in the chapter is a socio – economic phenomenon; and it is important to identify tourist for the purpose of understanding and studying their economic contribution and social impact.

As we have read in the previous section, all travel is not tourism although all tourism activity involves travel. A similar type of co- relation also exists between travellers and tourists. A figure given below in illustration 1.1 will help you understand this better co relationship better.



Source: Travel and Tourism Research Association

**Illustration 1.1 Traveller Typology**

The illustration above clearly shows that every tourist is essentially a traveller and the length of stay and purpose decides whether the traveller is a tourist or an excursionist i.e. same day visitor.



- (i) Tourists, i.e. temporary visitors staying at least twenty four hours but not more than one year in the country visited and the purpose of whose journey can be classified under one of the following headings:
  - a. Leisure (recreation, holiday, health, study, religion and sport);
  - b. Business, family, mission, meeting.
- (ii) Same – day Visitors / Excursionists, i.e., temporary visitors staying less than twenty four hours in the country visited (including travellers or cruises).

The illustration also introduces to us “other travellers”. Other traveller consists of travellers such as the transit, immigrants, cruise ship traveller, asylum seekers, armed personal from other countries and so on. Although ‘other travellers’ might be staying over for a period longer than 24 hrs, they are not considered as tourists due to their purpose of travel. Now that we can identify tourists, let us discuss how one becomes a tourist.

**Exercise - 1:**

1. What do you understand by Tourism?

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2. What is the difference between a tourist and an excursionist?

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### 1.4 Purpose of Tourism

We have read in history that humans have been travelling since the ancient times in search of food, shelter, safety and then for trade. The urge to travel and discover new places has stayed with us, though the purpose of these journeys has changed. Purpose of tourism here means that primary reason due to which a tourist has gone on a trip; in the absence of this purpose, tourist would not have taken the tour. In the modern times, the purpose of travel can be classified under one of the following headings:

1. Leisure - recreation, holiday, health, study, religion, sport and so on;
2. Business, family, mission, meeting.

Let us explore these purposes of travel and understand their role as purpose of tourism.

1. **Leisure:** It is the free time one has after all the daily scheduled activities have been taken care of. Some people like to read as a leisure activity while some take up dancing and there people who go hiking as a leisure activity. People also save free time to take tours or go on vacations. The purpose of these trips vary and can be categorised as per the destination or activity involved. Only a few such purpose for tourism are listed below:

- i. Recreation – The annual vacation or the weekend getaway for some relaxation and fun activity is one of the primary purposes for tourism. It could be a long break away or a small trip to a nearby destination.



Recreation Destination



Holiday Photography

- ii. Holiday – A special destination or site attracts us to visit that destination for a holiday. It is also possible that the destination might be giving us an opportunity to participate in an activity that is unique to that destination such as snorkelling in the coral reefs, monument of importance or

even an animal or plant species unique to a destination gives holiday makers a purpose for visiting one particular destination over others.

- iii. Health – A change of climate often recommended by doctors for the recuperation of health, leads to a trip outside the usual place of residence. Lately it has also been observed that one travels not only to a different city but also to other country for the purpose of medical treatment. These all add up as a purpose for tourism.
- iv. Education – Education, especially higher education is reason for travelling out of the city of residence to another. Although, at times, for a student the period of stay in the new city exceeds one year still it is considered as Educational Tourism; as long as it is not related to the exercise of an activity remunerated from within the place visited i.e place of education.
- v. Religion – Tourism for the purpose of religious belief is the one of the oldest known purposes of tourism. People travel for the purpose of Pilgrimage, for example Haj, Char Dham Yatra; fulfilling certain promises to deities as well as for some special religious function or event such as Kumbh Mela, and so on.



Haj – Religious



Educational Tourism



Sports Tourism

- vi. Sports – Sporting events attract fans and spectators from across the globe, especially international sporting events that occur after interval like Cricket World Cup or the Olympic Games and so on. Sporting events always see a lot of tourists, both in the form of spectators as well as participants and their families. No wonder, there is a rush to host such international sporting events.

2. **Business, meeting, etc:** It is not only for the purpose of leisure that one participates in tourism activities. At times one participates in tourism activities out of necessity. Few such purposes are given below:





- i. Business – A business will have to go on a tour out of necessity; whether to buy or sell the product.
- ii. Meeting – An out – station meeting with clients will necessitate one to travel to another city or country.
- iii. Family – A birth, wedding or even a funeral in the family and extended family means going on trip. The commonly used terminology here is VFR i.e. Visiting Friend and Relatives

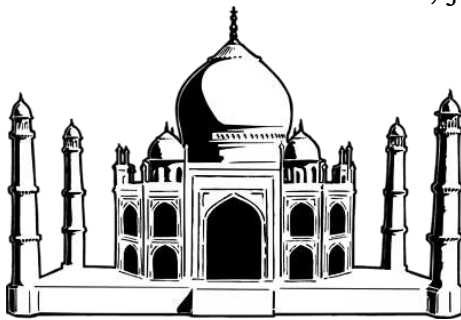
Now that you are familiar with the importance of purpose in tourism; let us discuss what else comprises and promotes tourism.

## 1.5 Components of Tourism

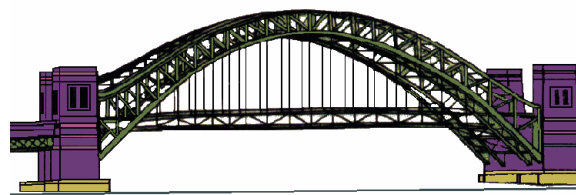
Tourism components are what make the tourism industry function the way it does; and without these components tourism industry will cease to exist or fail. Components in laymen's term refer to the mechanism with the help of which the machinery of tourism works. These components of Tourism are commonly referred to as the A's of tourism, at times 4 A's of tourism.

### 1. Attraction

It refers to the features of a destination that pulls or attracts tourists to a destination and is commonly known as Tourist Attractions. These attractions can be nature based such as a National Park, a Historical Monument, Theme park, Climate and location of the destination such as a Hill station or even an event such as Cannes film Festival. The attractions of a destination, justifies its popularity among tourists.



Taj Mahal – Attraction



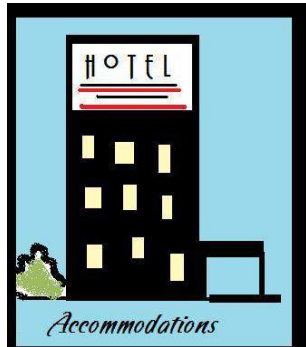
Bridge – Accessibility

### 2. Accessibility

A destination can be on the top of a hill, pleasant climate with Ancient monuments and ruins. The destination might even boast of some beautiful waterfalls and yet remain unpopular among the tourists as there are no roads or rail or airport. This means that even if a destination has attractions to pull tourists it might still be unpopular as it is not connected, in terms of transportation. In other words the destination is not accessible. Accessibility to a destination or tourist attraction will ascertain its popularity among the tourists.

### 3. **Accommodation**

This refers to the place of stay and rest for the tourists. Accommodation is another important component of tourism business, since tourists require boarding and lodging at their place of tour. A tourist destination must provide boarding and lodging to boost tourism. A destination with attraction and accessibility will bring in tourists, but tourists need to a place to eat, shop and stay overnight, to contribute to the economy of the destination.



Hotel – Accommodation



Medical Services – Amenities

### 4. **Amenities**

These are basic facilities provided to the tourists such as medical aid, foreign currency exchange, safety and security, communication facilities and so on. The amenities provided make the things easier for the tourist in his/ her new environment. Thus, the amenities available to a tourist that will help maintain the popularity of a destination among tourists.

The above mentioned components form the Tourism Industry. These components will be dealt in greater details in senior classes.

## 1.7 **Forms of Tourism**

You have read in the earlier section that Tourism is one activity where peaceful movement of large number of people can be seen. This large scale movement of people involves movement within national boundaries as well as across the international borders. In the International Recommendations for Tourism Statistics 2008 (IRTS 2008) drafted by UNWTO, three basic forms of tourism were revised from earlier and updated as:

- 1. Domestic Tourism:** comprises the activities of a resident visitor within the country of reference.
- 2. Inbound Tourism:** comprises the activities of a non - resident visitor within the country of reference.
- 3. Outbound tourism:** comprises the activities of a resident visitor outside the country of reference.



The above clearly mentions that when as Indians we visit cities and states within India for a vacation or trip; we are taking part in Domestic Tourism activities. For example, a resident of Cuttak who visits Goa is a domestic tourist, popularly known as domestic tourist.

As an Indian if one travels abroad to another country than he/ she is a part of outbound tourism activity. For example, a resident of Mumbai who visits New York is participating in outbound tourism of India, popularly known as outbound tourist.

While, a tourist from another country visiting India is participating in the inbound tourism activity of India. For example, a resident of Melbourne who visits Bangalore is participating in inbound tourism of India, popularly known as inbound tourist.

Similarly, we must see here that an 'Inbound Tourist of India' is also an outbound tourist of his / her country of origin while an 'Outbound Tourist of India' is also an inbound tourist to his/ her destination country.

### **Exercise - 2:**

1. What do you understand by VFR?

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2. What are the A's of Tourism?

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3. Differentiate between inbound and outbound tourist.

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### **1.8 Summary**

This unit has introduced Tourism industry to you. You have learned to define tourism as well as tourist and excursionist. This unit helps you to differentiate between a traveller and a tourist as well as other travellers. An introduction to the components of tourism, popularly known as A's of tourism was offered for your information. It has introduced you to the forms of tourism as well as given you an opportunity to learn about the popular terms associated with them such as domestic, inbound and outbound tourist. This unit only gives you a glimpse of the vast world of tourism which will help you form the base of your further study in the field of tourism.

**le; 3-00 ?kUVs**  
**dqyvad 35**

NOTE:--

(i) All questions are compulsory.

**IHkh ç'u vfuok;Z gSa A**

(ii) Answer should be brief and to the point.

**mÜkj laf{klr o lkFkdZ gksus pkfg, A**

(iii) Answer to question of 1 mark in one word or in a line, 2 marks in 20 to 40 words, of 3 marks in 40 to 60 words and 5 marks in 60 to 90 words.

**,d vad okys ç'uksa ds mÜkj ,d 'kCn ;k ,d iafDr esa gksa]**  
**2 vad okys ç'uksa ds mÜkj 20 ls 40 'kCnksa esa] 3 vad okys**  
**ç'uksa ds mÜkj 40 ls 60 'kCnksa esa vkSj 5 vad okys ç'uksa**  
**ds mÜkj 60 ls 90 'kCnksa esa gksus pkfg, \**

Q.1 Answer the following questions.

(5X1=5)

**fuEufyf[kr ç'uksa dk mÜkj nsa A**

(a) What is the mode of Tourism?

**lk;ZVu ds D;k lk/ku gSaA**

(b) Define tourism?

**lk;ZVu dh ifjHkkÔk nhft, A**

(c) Define tourism product?

**lk;ZVu mRikn dh O;k[k djsa A**

(d) What is non-verbal communication?

**xSj ekSf[kd lapkj D;k gS \**

(e) What is Tourism component ?

**lk;ZVu /kVd D;k gSaA**

Q.2 Answer the following questions in brief

(2X3=6)

**fuEufyf[kr ç'uksa ds mÜkj laf{klr esa nsa A**

(a) Explain the Rail tourism?

**?kjsyw lk;ZVu dh O;k[k djsa A**

(b) What is the Tourism Product?

**HkO; ;k=k dk o.kZu djsa A**

(c) Explain the characteristics of tourism product?

**Ik;ZVu mRikn dh fo'ksÔrkvksa dks o.kZu djsa A**

Q.3 Answer any three questions. (3X3=9)

**fdUgha rhu ç'uksa ds mÛkj nhft, a**

(a) Define Inbound, outbound and domestic tourism?

**buokamM] vkmVokamM rFkm ?kjsyw ç;ZVu dk o.kZu djsa A**

(b) What is Barriers to communication? Name the barriers to communication?

**Lakpkj esa ck/kk ls vkidk D;k vfHkçk; gS A fofHkUu ck/kd rRoksa dks o.kZu djsa A**

(c) Explain the evaluating tourism industry?

**Ik;ZVu m+|ksx dh mRifr dk o.kZu djsa A**

(d) Describe the nature of the tourism industry?

**Ik;ZVu m+|ksx dh çfdz;k dk o.kZu djsa A**

Q.4 Attempt any three questions. (3X5=15)

**fdUgha rhu ç'uksa dks o.kZu djsa A**

(a) Define communication and types of communication?

**Lakpkj dk vFkZ crk,a o blds fofHkUu çdkjksa dk o.kZu djsa A**

(b) What is the process of communication? Explain briefly?

**Lakpkj dh D;k izfdz;k gSA foLrkj iwoZd foospuk fdft,A**

(c) What are the Tourism products? Classify and explain?

**Ik;ZVu mRikn D;k gSaA bUgsa oxhZd`r djds o.kZu djsaA**

(d) What is the purpose of tourism?

**Ik;ZVu dk mís'; D;k gS foLrkjiwoZd o.kZu djsa A**

TRAVEL AND TOURISM (PRACTICAL)

9th

Time: 3:00 Hours

MM: 50

**le; 3-00 ?kUVs**

**dqyvad**

**50**

NOTE: The candidates are required to perform any two practicals.

**uksV%& ijh{kkfFkZ;ksa ds fy, nks ç;ksxkRed ç'uksa dks gy**

**djsa A**

Marks Distribution

**Vad fooj.k**

(a) Objective	<b>oLrqfu" B</b>	01
(b) Circuit diagram/Figure 03	<b>lfdZV @ vkjs[k @ fp=</b>	
(c) Theory and procedure	<b>fl)kUr o çfØ;k</b>	03
(d) Performance 10	<b>çn'kZu</b>	
(e) Practical copy and Charts 03	<b>çSfDVdy dkih ,oa pkVZ</b>	
(f) Viva and Project 05	<b>ekSf[kd ijh{kk o ifj;kstuk</b>	

Q.No.1 Explain the tourist destination you visit?

**fdlh lk;ZVu LFky dh ;k=k dk o.kZu djsa tgka vki ?kweus  
x;s gks A**

Q.No.2 Explain any one pilgrimage tourist destination?

**fdlh /kkfeZd LFky dh ;k=k dk o.kZu djsa A**

Q.No.3 Explain the tourist destinations of Himachal Pardesh ?

**fgekpy çns'k ds foHkUu lk;ZVu LFkyksa dk o.kZu djsa A**

(2X25=50)

## **TOURIM PRODUCT- I**

- 1.0 Unit Overview
- 1.1 Introduction
- 1.2 Tourism resources
- 1.3 Types of tourism resource
- 1.4 Tourism product
- 1.5 Characteristics of tourism product
- 1.6 Tourism resource to tourism product
- 1.7 Classification of tourism product
- 1.8 Protection of tourism products
- 1.9 Summary

### **1.0 Unit Overview**

This unit will introduce students to the subject of tourism resources and tourism products. This unit will help students to:

- Understand tourism resource and tourism product
- How can a tourism resource be converted to tourism product
- How can tourism products be classified
- Understand the importance of protection of tourism product

### **Resource Material:**

- Dixit, Manoj and Yadav, Charu Sheela (2006): Tourism Products of India, Lucknow: Royal Publishers
- Tour Brochures etc.
- Lonely Planet – India
- Kumar, Ravi Bhushan: Coastal Tourism & Environment, AOH Publishing Corporation, New Delhi
- Pilgrimage in India, R.N.Pillai
- S.P. Gupta, Krishna Lal and Mahua Bhattacharya: Cultural Tourism in India
- S. Jagannathan : India – Plan your own holiday
- Stephen Ball (2007), Encyclopedea of Tourism Resources in India,B/H.

### **1.1 Introduction**

Throughout the globe one will find distinctive characteristics in form of physical or cultural features. These characteristics give a unique character to the place. It also helps distinguish one place from other. The physical characteristics are formed by landforms, water bodies, climate, soils, natural vegetation and animal life. Cultural features are formed by the composition of human population, customs and traditions, economic and recreation activities, transportation, communication networks, language, art and architecture, religion and economic, social and political set up.

India as a country is different from other countries in the world on these parameters i.e. physical and cultural features.

### **Exercise 1**

Q1 Give five important physical features of India.

Q2 Name five states of India and the languages spoken in those states.

Q3 Name five festivals of India.

Q4 Discuss in class how India as a country is different from other country considering physical and cultural features.

### **1.2 Tourism resources**

The physical and cultural features are the real wealth of a place. This wealth can be used by the inhabitants of the place in various ways when needed. These physical and cultural features of a place are resources of a place.

These resources form base for tourism. People travel to appreciate and experience the unique resources possessed by a place. Tourism is dependent upon the attractive power of these resources. The resources used in tourism industry are called tourism resources. Tourism resources form the most essential element of the tourism product. Tourism resources are present at tourist destination. Tourism resource should reflect the destination's uniqueness. The destination should be developed keeping the authenticity of the area intact.

*Tourist Destination: It is the place (city, state, country, region) which offers tourism products to the tourists.*

### **1.3 Types of tourist resources**

**Natural resources** –These are the resources which occur naturally within environments that exist relatively undisturbed by mankind, in a natural form. It includes:

**Climate:** Climate is the average state or condition over a long period of time in an area. Climate is quite predictable. Climate is an attraction in tourism. Locations with warm and sunny winters are in high demand by people from cold, snowy locations. For example climate of upper Himalayas make it attractive for snow based adventure sports. People travel to hill stations during summers as the climate is cool.

**Scenic beauty:** The overall pleasing and beautiful view of the natural area. It can be view of the snow capped mountains, agricultural landscapes.

**Landforms:** It includes mountains (areas of elevated, rugged terrain) more gently sloping hill lands, elevated plateaus, lowland plains.

**Beaches and Marine areas:** A beach is a landform along the shoreline of an ocean, sea, lake, or river. It usually consists of loose particles, which are often composed of rock, such as sand, gravel, shingle, pebbles, or cobblestones.

**Flora and Fauna:** Flora and fauna refer to plant and animal wildlife, respectively. The term is often used to refer to the indigenous plant and animal wildlife of a geographical region.

**Special Environmental features:** Special environmental features such as high mountains, unusual geological formation, caves, geysers, hot springs and mild forms of volcanic activity etc.

**Parks and Conservation Areas:** National parks, Wild life sanctuaries.

### **Cultural resources**



Archaeological, Historical and Cultural Sites: An archaeological site is a place or group of physical sites in which evidence of past activity is preserved (either prehistoric or historic or contemporary).

A historic site is an official location where pieces of political, military or social history have been preserved.. A historic site is any building, landscape, site or structure that is of local, regional, or national significance.

Cultural sites are the sites where cultural events can be organized. Pragati Maidan in New Delhi.

Arts: It includes the performing art forms like dance, music and drama and the fine arts of painting and sculpting. It also includes handicrafts which are objects and articles for daily use or decoration crafted by skilled hands.

Customs and traditions: A custom (also called tradition) is any thing which lots of people do, and have done for a long time. A custom is more about practices involved in day to day life of people. The customs and traditions of India are very rich. Some popular customs and traditions of India are taking off shoes before entering the temple; greeting and bidding farewell with folded hands that is doing namaskar ; putting bindi by the young girls and married women in the middle of the eyebrow on the forehead.

Interesting Economic Activities: There can be some interesting economic activities of an area like tea and rubber plantations, use of working elephants in forests, agricultural techniques, shipping etc.

Interesting Urban Areas: An urban area is the region surrounding a city. Most inhabitants of urban areas have nonagricultural jobs. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. "Urban area" can refer to towns, cities, and suburbs. Shopping Malls, Metro Rail are interesting features of urban set up.

## **1.4 Tourism Product**

Tourism product is something that can be offered to tourists to visit a tourist destination. The products which satisfy the leisure, pleasure, religious or business needs at places other than the normal place of residence are known as tourism products. Tourism products are offered in the market with a cost. Tourism product are the prime reason for tourist to choose a destination. Tourism product helps in fetching revenue for the destination. So they should be properly marketed and preserved.

According to Kotler ( 1984) “A Product is defined as anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a want or need. It includes physical objects, services, persons, places organizations and ideas”. This product has to be purchased from the market. For example biscuits, mobile phones, a car etc are available in the market satisfying different needs and wants of the buyer.

Tourism product can also be described as a service that can be enjoyed by tourists starting from the place of origin, while in a tourist destination and until returning back home. It is supported by natural and cultural attractions; facilities and services like hotel, transportation; product price, food, entertainment etc.

When we have to plan a trip during vacations, then we have to choose a place where we can spend our vacation. The selection of the place will depend upon the attraction that the place possesses; how to reach there ;where to stay and any other activities apart from sightseeing available. A cost is attached to every component of the trip. Like transportation, accommodation, entry ticket to monument, shopping.

Thus the components of tourism product includes:

1. Attractions – Taj Mahal, Kovalam Beach, Holi of Mathura etc
2. Services and facilities- Hotels, restaurants, taxi service, metro rail etc
3. Activities- Shopping, Trekking etc

### **1.5 Characteristics of Tourism Product**

1. Tourism products are available at the destination. They cannot be moved outside the destination. So the tourist has to be present at the destination for consumption of tourism products.

2. Tourism products cannot be brought back with the tourist to his/her home. Only memories of the tourism products in form of photographs, videos can be with the tourist.
3. Tourism products cannot be stored. Out of 100 seats there are 80 seats occupied in an airplane from New Delhi to Mumbai , then there is loss of revenue for 20 seats for that flight. And this loss can never be recovered.
5. Tourism products cannot be owned by the tourist. If you visit Taj Mahal by purchasing the entry ticket, it does not mean you own Taj Mahal.
6. Tourism products have to be purchased and then consumed by the buyer at the destination. If one has to enjoy beaches of Goa, then one has to make booking for hotel, transportation etc by making payment. Then has to go to Goa and enjoy the beaches. It cannot be like you can test drive various cars before purchasing one.
7. Tourism products are made available by people. So they are highly dependent on people who are providing it. If a guide is unable to give you good commentary on Red Fort then your visit to Red Fort will not be successful.
8. Tourism products are highly dependent upon the experience of the tourist. So it becomes difficult to measure the level of product quality.

### **1.6 Tourism Resource to Tourism Product**

An area may have tourism resources like favourable climate, beautiful scenery, monuments, hospitable people. Tourism resources of a place can be converted to tourism product. Every resource of a place cannot be converted to tourism product. Resources to tourism can encompass a wide variety but this variety can only be converted to tourism product depending on the following :

1. The interest of the tourist
2. Geographic location of a destination
3. Historical and cultural development of a destination
4. Conservation and Preservation of the attraction
5. Addition of support facilities

6. It has to be offered to the tourist
7. A cost is attached to the tourism product

India possess the magnificent Taj Mahal as a beautiful monumental resource. It is a very popular tourism product. Let us taking example of Taj Mahal understand how a tourism resource can be converted to tourism product.

1. Parking area for tourist vehicles
2. Ticket counter
3. Tourist Guides
4. Safety and Security arrangements
5. Cafeteria
6. Wash rooms
7. Souvenir shops
8. Light and Sound Programme
9. Sign boards
10. Lighting facility
11. Printed material/brochure
12. Dustbins
13. Walking path
14. Facilities for disabled person
15. Cleanliness and conservation
16. Greenery/Gardens

### **1.7 Classification of Tourism Product**

**Natural tourism products-** Beaches, islands, mountains, hills, desert, wildlife (flora and fauna), caves, glaciers, lakes, waterfalls, rivers.

Examples: palm fringed beaches of Goa, snow capped ountains in Kashmir, the flora and fauna of Kaziranga National Park in Assam, Dudhsagar fall in Goa, Thar Desert in Jaisalmer etc.



Beach in Goa



Kaziranga National Park

**Man made tourism products-** The manmade tourism products are those which are built by humans. There can be manmade tourism products which are purposely built for tourists. They can be museums, casinos, theme parks. There are manmade attractions which are not originally designed to attract tourists. They are forts, palaces, temples etc.

The manmade attractions also include customs and traditions of a destination. Folk dance, classical dance, music, handicrafts, fairs and festivals etc are other manmade attractions.

Examples: Taj Mahal, Red Fort, India Gate, Lothal in Gujarat is an important archaeological Indus Valley Site; National Museum in New Delhi, Bhangra of Punjab, Madhubani paintings of Bihar, Brass work of Muradabad etc.



Taj Mahal



Folk Dance of Punjab Bhangra

**Site based tourism products-** When attraction is a place or site then it is site based tourism product. Site of Taj Mahal, sunset at Kanyakumari etc.



Sunset at Kanyakumari

**Event based tourism product**-Events attract tourists as spectator and also as participants in the events, sometimes both. Kite flying in Ahmadabad attracts tourist both as spectators and participants. Tourists can be spectators for events like Olympics, Khajuraho dance festival.



Holi festival

### 1.8 Protection of tourism products

Tourist visit a destination to see unique tourism products. These tourism products have to be maintained and preserved so that the tourists and locals both can enjoy them. Tourism products are very precious as they are the major attractions why tourist is coming for. They help in generating revenue for that place. They are to be transferred from one generation to the next. So this becomes the moral responsibility of the locals to protect tourism products. The locals should take pride in their products. Both the tourists and the locals should act responsibly while visiting any monument or national park. Following can be adopted to protect our monuments or national parks:

- a. One should not scribble, deface or encroach any monuments
- b. One should not litter and make use of dustbins
- c. There should be correct information available about the product

- d. Say no to polythene bags
- e. Do not smoke
- f. Do not make noise
- g. Respect the local customs and traditions.

## 1.9 Summary

Every country possess physical and cultural resources. These resources are an important base for tourism products. Though every resource cannot be product. Tourist visits different destinations to experience the different tourism products. A tourist satisfy his leisure, pleasure, religious and business needs by experiencing different tourism products offered by destinations. The tourism products are the major attractions for the tourist and thus help in generating revenue so efforts must be made by both tourists and locals to protect them.

### Exercise

Q1 What do you understand by natural tourism products?

Q2 Match the following:

- |                              |                             |
|------------------------------|-----------------------------|
| a. Taj Mahal                 | Natural Tourism Product     |
| b. Jim Corbett National Park | Manmade Tourism Product     |
| c. Holi of Mathura           | Site based Tourism Product  |
| d. Sunset at Kanyakumari     | Event based Tourism Product |

Q3 If we have to convert a monument in your city into a tourism product, then enlist five basic elements required to convert that resource into a tourism product.

Q4 Write true/false for the following:

- |  |        |
|--|--------|
| a. Mountains are natural resources to tourism            | Yes/No |
| b. Kite festival of Ahmadabad is a tourism products      | Yes/No |
| c. Tourism products are available in the home of tourist | Yes/No |
| d. Tourism Product can be owned by the tourist           | Yes/No |
| e. All resources of a country can be tourism product     | Yes/No |

Q5 Name any five monuments which are important tourism products of India.



## Distribution of marks

<b>TOURISM NVEQF (Level I)</b>			
S N	Unit Title	Contents	Distribution of Marks
1	Soft Skill.	Hard & Soft skill,Importance,Communication- Process,Types,Elements,Barrier.Effective communication. Listening.	01+03+05=9
2	Introduction to Tourism.	Tourism- Purpose, Nature,Tourist typology. Components of Tourism & Forms.	1+2+5=8
3	Tourism Business	Evolution of Tourism Business, Silk rout, Grand tour, Rail tourism. Tourism intermediates & Linkage.	1+2+3+3=9
4	Tourism Product	Tourism Resources, Tourism product. Classification & Protection.	1+1+2+5=9

**Contents:**

- 3.0 Unit Overview & Description
- 3.1 Introduction
- 3.2 Evolution of the Business of Tourism
  - 3.2.1 The Silk Route
  - 3.2.2 The Grand Tour
  - 3.2.3 Advent of Modern Tourism
- 3.3 Tourism Intermediaries and linkages
- 3.4 Tourism in Modern India
  - 3.4.1 Tours on Indian Railways
- 3.5 Summary

**3.0 Unit Overview & Description**

You have been introduced to the Tourism industry in the previous unit. You are now familiar with the concept of tourism and few terms commonly associated with tourism industry such as leisure, tourist, visitor, and so on. This unit discusses the growth and evolution of the business of tourism industry in India as well as globally. This unit will help you to:

- understand the business of tourism and its growth globally
- learn about major tourism related activities like Grand Tour
- learn about the silk route and the silk route tour
- identify the industries that act as intermediaries of tourism industry
- acquaint yourself with the tourism activities in India
- learn about the tour packages available on Indian railways

**Resource Material:**

1. Chand, M. (2002), Travel Agency Management: An Introductory Text, Anmol Publications Pvt. Ltd., New Delhi.
2. Negi, J (2005), Travel Agency Operations: Concepts and Principles, Kanishka, New Delhi.  
Holloway, J.C. (2002), The Business of Tourism, Prentice Hall, London, pp.220-279.
3. Roday, S, Biwal, A & Joshi, V. (2009), Tourism Operations and Management, Oxford University Press, New Delhi, pp-164-296.
4. Goeldner, R & Ritchie, B (2010), Tourism, Principles, Practices and Philosophies, John Wiley & Sons, London.

**Assessment Plan:**

Exercise: Question & Answer, Debate and Group Discussion.

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### 3.1 Introduction

The business of tourism is constantly changing and evolving. It keeps on reinventing itself as per the needs and desires of the tourists. A number of reasons have been contributed to the evolving nature of tourism; such as our curiosity as human beings to explore the unexplored, our thirst for knowledge, taste and need for thrill and excitement. Along with the human nature, the changes in the technology, leading to new inventions and discoveries have both facilitated as well as influenced the decisions of tourists. For example, till a few years ago space travel was considered to be the forte of scientists and astronauts but now it has become the new frontier for modern tourists. Many private operators have also started offering the experience of space tourism. Future plans include visit to Moon and planet Mars as tourists. Tourism business is no longer restricted to only to the exotic locations on planet Earth, it has now moved on to include the destinations beyond our planet. Given below are the logos of only two among many organisations that are offering tourists a chance to become a space tourist.



Source: [www.spaceadventures.com](http://www.spaceadventures.com)



Source: [www.virgingalactic.com](http://www.virgingalactic.com)

This unit introduces us to the business of tourism, from its initial days to the subsequent growth over the decades. The changing face of tourism business along with the few important tourism events that have influenced modern tourism business and have helped the tourism industry to evolve over the years will also be discussed. In this unit, along with the global tourism business, you will also be introduced to the tourism business scenario in India.

### 3.2 Evolution of the Business of Tourism

It is often said that human beings were always wanderers. Our history books have acquainted us with the nomadic lifestyle of our predecessors in the ancient times, constantly in search for means to fulfil their basic requirement of food and shelter. With the passage of time we learned to fulfil our basic needs from one place, thus leading to a change in the travel pattern. Historical accounts show that the reasons for travelling changed from exploring new lands to exploring new lands for - trade, spreading religion, to satisfy religious faith, escape famine or drought at their own country, and also for military activity to acquire new lands i.e. kingdoms. Still, it is not possible to put an exact date and time when people started travelling or started to participate in tourism activities or tourism industry as we know today was set up.

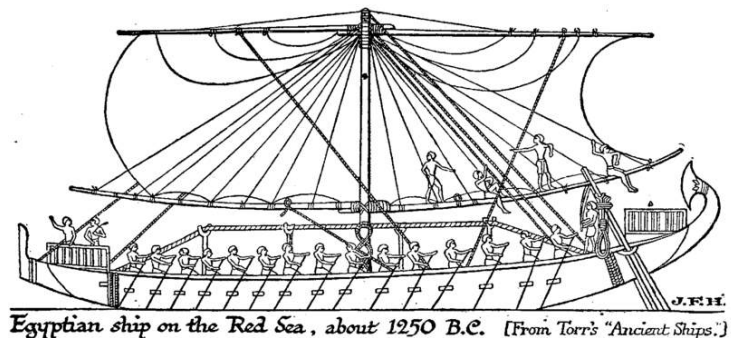
To understand the evolution of the tourism as the industry that we know today, let us start from the very beginning. The travel accounts of travellers are one very authentic way of learning about their historical, epic journey across

countries as well as to understand the social and cultural conditions of that time. For example, the travel account as given by “Megasthenese” the Greek ambassador to the court of Mauryan Emperor Chandragupta Maurya tells us about his life in the Mauryan Court. Written accounts were also given by “Fahien” a Chinese traveler to India in the 5<sup>th</sup> century AD and “Hsuang Tsang”, a celebrated Buddhist scholar-pilgrim from China who spent 14 years of his life, from 630 to 644 A.D. in India. These written accounts confirm the existence of travel across different countries.



Hsuang Tsang

Source:Wikipedia



Egyptian ship on the Red Sea , about 1250 B.C. [From Torr's "Ancient Ships."]

Source:Wikipedia

Along with these written accounts we also have evidences of travel and interaction between nations, as ships were sailing across oceans and seas and docking at ports of different countries for the purpose of trade. We also have account of early empires such as Egyptian, Greek, Roman and Sumerian who promoted travel not only for business but also for leisure. Each one of these countries had some reason that facilitated and helped in promoting leisure travel. For example, Egypt had river Nile, a connecting factor for the entire country. Ships could travel down this river and patron/ travellers could travel in relatively more comfort than travelling on road. Similarly, the expansion of the Roman Empire meant that the travellers had the benefit of common legal system as well as the benefit of proper well laid roads and other modes of connectivity. Mediterranean Region was not the only region in ancient time that promoted travel activities; historical references reflecting on trade activities in Asia, Middle East and Europe are also readily available. The most popular travel and trade route of this time was in Asia, commonly known as the Silk Route.

### 3.2.1 The Silk Route

Silk Route, one of the greatest trade routes of the world was given the name “Silk Route” by a German geographer, Ferdinand van Richthofen. He was the first one to coin the term in German language “Seidenstrasse” or Silk Road in 1870. The name of this trade route comes from the most precious commodity that was traded on this route –Silk.

Although, it is commonly believed that Silk Route was a single well travelled trade route, in reality it was a complex network of land and sea trade routes across the Afro-Eurasian landmass that connected East, South and Western Asia with the Mediterranean and European world, as well as parts

of North and East Africa. It was not a well mapped path but was a culturally diverse route spanning across 12,000 kilometres of ancient routes.

Silk, both Chinese and Indian was one of the most precious commodities of the traders along with the Indian spices and condiments, precious metals, and gems. Other items such as ceramics, glass, ivory, medical herbs, exotic animals, and livestock were also traded on this route. Yet we can say that this route was not just used for the trading of commodities as it also introduced Eastern Culture, Philosophies, Religious beliefs such as Buddhism to the Western world. We can say that this Silk route was the first to bring East and West closer.



**SILK ROUTE**

Source: UNWTO Silk Road Marketing Initiative

The importance of this Silk Route in the global history is well recognised by the United Nations World Tourism Organisation (UNWTO) and therefore, UNWTO has launched a SILK ROAD ACTION PLAN in 2010 wherein 24 member countries are coming together to develop this route for the purpose of Tourism activity in modern times. An action plan is decided every year so as to promote the Silk Route Tourism as well as to promote the cities near the silk route.



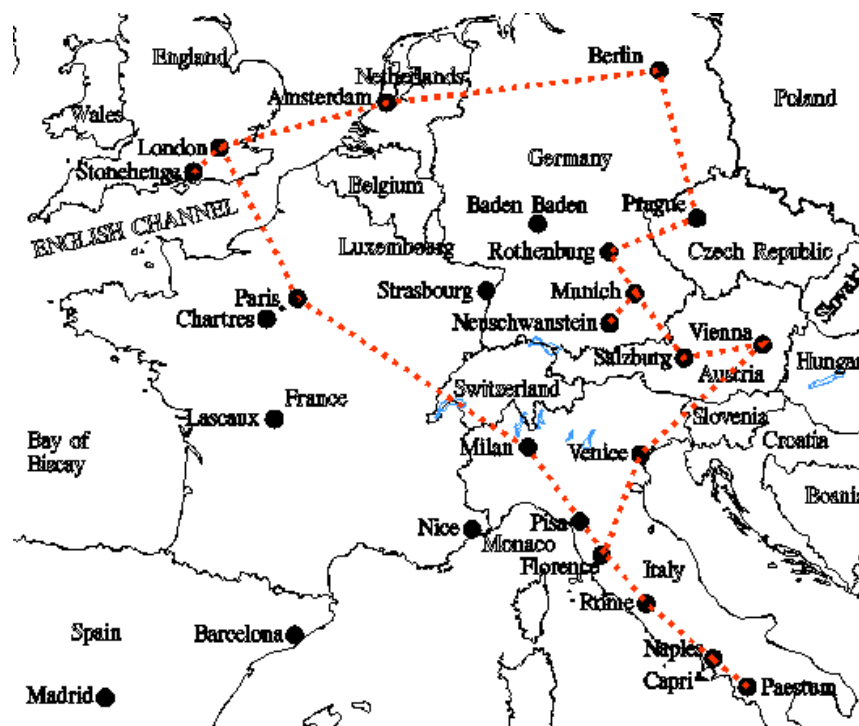
The silk route was one aspect of travel in the ancient times which included only a small part of Europe. The collapse of the Roman Empire and the dark middle ages saw Europe go through a period of turmoil, popularly referred to as the dark ages, till the age of Renaissance or the age of new beginning.

### **3.2.2 The Grand Tour**



Renaissance or the age of new beginning in Europe brought with it an era of cultural revival. This period saw an increasing interest of general population in the art and culture specially since royalty, nobles and aristocrats were patronising arts. Europe. This period, the seventeenth and eighteenth century, also saw wealthy young men from Northern Europe mainly England going on tours of European cities. This was the advent of what came to be known as the ‘Grand Tour’.

The Grand Tour was taken by wealthy young men belonging to the noble, aristocrat family who could take this tour as an opportunity to educate themselves, perfect their language skills, gain new cultural experience, and in the process also elevate their social status. The tour was usually taken in the company of a tutor as well as servants and could last for several months, depending upon one’s wealth and inclination to continue with the tour. This grand tour would involve travelling primarily through France and Italy with visits to cities like Paris, Florence, Venice and Rome. The Italian peninsula was very popular due to its cultural treasures and warm climatic conditions. The objective of this tour was to educate and provide knowledge and cultural experience from the “civilised world” to the young men and women of “good birth and fortune” and thus prepare them for important positions and jobs in the government and politics.



Cities Usually Travelled as a part of Grand Tour

Source: <http://www.texaschapbookpress.com/magellanslog15/grandtourmap.htm>

With the passage of time Grand Tour was no longer a tour for cultural experience and education, rather this tour became a status symbol, a symbol of wealth. This tour gave the participants an opportunity for adventure and also gave them the chance to procure things not available at home. On their return from the Grand Tour, the Grand Tourists would have special cabinets to display items such as books, arts, pictures, and so on that were purchased during their tour. This would give the Grand Tourists an elevated status in their society.

### 3.2.3 Business of Tourism

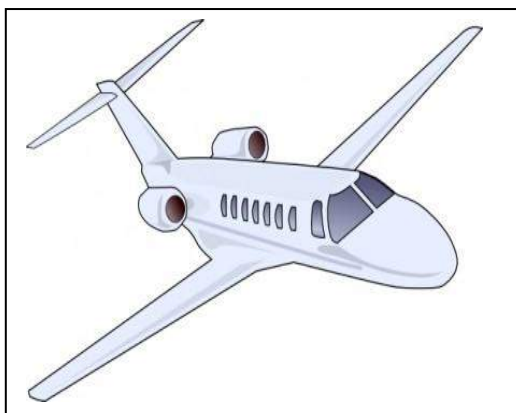
The Grand Tour saw a great movement of people across Europe. This was just the beginning of travel for reasons other than war, trade, and natural calamity. Eighteenth century also saw wealthy, upper class people travelling for health reasons and thus the popularity of places like Bath and sea resorts. Industrial Revolution soon followed Renaissance and along with it came less expensive mode of transportation such as Railways, steam boats and ships; thus paving the path for the growth of tourism business.

The credit for initiating Tourism business as we know it today goes to Mr. Thomas Cook; popularly referred to as father of Tourism Industry.. He organised an excursion trip from Leicester to Loughborough, England on 5<sup>th</sup> July 1841 with 570 passengers where each passenger paid a shilling each for the excursion tour. The group travelled on the chartered train complete with picnic lunch and brass band. The tour was so popular that Thomas Cook took up arranging for travel services and in 1843 nearly 3000 students took a trip from Leicester to Derby. Cook conducted circular tours to Scotland between 1848 and 1863 and approximately 5000 tourists took these tours in one season. Thomas Cook is also credited with coming up with the first hotel voucher in 1867 and adding the Foreign Currency Exchange to the travel business. It is the ingenuity of Mr. Thomas Cook that shaped the Tourism business.



Thomas Cook  
Source: Wikipedia

Tourism Business like any other business needs to constantly reinvent itself to fulfill the demands of the consumers and to meet the challenges of competition within the tourism business as well as from other entertainment sectors. Over the years we have seen that the mode of transportation have played a major role in shaping the tourism business. Air travel, in particular, has made a major impact on the Tourism business.



The Modern Tourism Business period is considered to have started from Second World War onwards. The growth in the tourism industry was directly linked with the development of the jet aircraft in the 1950's and the creation of the commercial airline industry. As travel time got reduced with improved, less expensive mode of transportation; people started to travel for leisure. Tour packages that were once about travelling in Rail, now speaks of tour packages abroad with air travel.

Attractions, accommodation, and the infrastructure available in the destination play an important role in the tourism business. You will read more about that in higher classes.

### **Exercise – 3.1:**

1. Discuss any three new types of tourism.

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2. What is the UNWTO Silk Road Action Plan?

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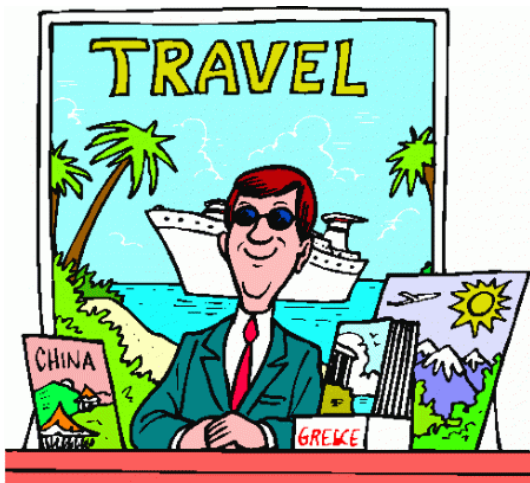
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### 3.3 Tourism Intermediaries and linkages

Tourism business to a large extent is about meeting and satisfying tourist needs with regard to accommodation, transportation facilities – surface, air and water, food and beverages services, well managed attractions, souvenir shopping and other special requests. Usually a tourist avails all these facilities through travel intermediaries.

The term intermediaries refer to the mediator who acts as a link between the producer and the customer. Intermediaries, also at times referred to as distributors, typically add some value to the transaction which was not possible through direct trading. Keeping in view the definition of intermediary, we can say that General Sales Agent of Airlines, Travel Agents and Tour Operators are the tourism intermediaries. They form the distribution channel of the tourism business and bring the tourism services to the customer and consumer. Considering the above definition, Thomas Cook was the first tourism intermediary as he combined tourist services like railway travel and food (picnic lunch) to provide a tour experience to his guests.

In tourism, the distribution channel and intermediaries play a very important role. Their main job is to ensure that the services provided to the customer i.e. tourist meets and satisfies the customer expectation. At the same time the intermediary ensures that the seller such as hotels or guides understands the buyer needs.



Travel Agent



Tourist



To meet the demand of this job, a travel intermediary needs to have linkages with the transportation providers, hotels and other accommodation providers such as motels, inns, guest houses etc, cruise liners, guides and escorts, foreign exchange handler, souvenir sellers as well as be aware of the attractions and their peculiarities such as best time to visit, entrance fees and so on. The value addition to any and every tourist related transaction comes from how well the intermediary handles the tourist query and what additional service is being provided to the tourist. This becomes even more important in this age of internet marketing, as now the buyer and the seller can interact directly without any intermediary. For example, booking a hotel room on the website of the hotel or booking flight tickets directly with the airline and so on. Nevertheless, travel intermediaries are beneficial for tourism business as it allows:

- i. the producer to sell in bulk (for example: hotels, flight tickets) to one intermediary
- ii. the promotion costs of the producer to be cut down as the intermediaries help them reach the buyer.
- iii. the consumer to save time from searching for the services
- iv. the consumer to gain in terms of special prices and discounts
- v. the consumer access to the knowledge and information available with the travel intermediary

### **3.4 Tourism in Modern India**

Tourism business as we know today was developed late in India as compared to the rest of the world. Yet travel and tourism in some form or other have always existed in India. We have read about seers and saints travelling across the Indian subcontinent giving discourses and propagating their philosophy of life and religion; such as Gautam Buddha, Adi Shankaracharya and so on. People from different parts of the subcontinent have travelled to:

- i. listen to the discourses given by saints and seers,
- ii. the places of religious importance for the purpose of pilgrimage,
- iii. attend religious gatherings and events, such as Kumbh mela, Ardh Kumbh, so on,
- iv. be a part of fair or cultural event
- v. participate in family functions and gatherings ; and
- vi. do business across the land

Times have changed since then, as leisure tourism is very much a part of the tourism activities of the country now. Facilitation in the form of accessibility through road, rail, air and water has made tourism activities easier. Air travel was made easy by the Air Corporations Act on 1st August 1963, when the entire air transport industry in India was nationalized and subsequently the opening of the Indian Sky to private player in 1993; has helped people with means to travel in short time. With the introduction of Low Cost Carrier (LCC), air travel is coming within the reach of the large section of the middle class society; thus saving on the time of travel. Many private players in the hospitality industry has

also facilitated tourists as accommodation is now available in various category such as budget/ economy, business, luxury and so on.

### 3.4.1 Tours on Indian Railways

Indian Railways, the fourth largest railway network in the world and second largest in terms of passenger aboard, have played a prominent role in the growth of tourism in the country. The large network of Indian railways means that people, irrespective of their economical means can travel in relative comfort. The extensive railways network, spanning over 63,000kms route and 6,909 stations, allows a person to travel to the remote corners of the country in relative ease and at the same time a person from the remote corner of the country can visit tourist places across the country.

Indian Railways have many enticing Rail Tour packages on offer. This includes the special ticketing facilities on offer such as the circular ticket, with flexibility. The circular ticket starts and ends at the same station, with eight break journeys. This gives one an easy way of touring India or going for pilgrimage at one's own leisure. Special Indian railways Train like the Hill Trains operating in Shimla and Ooty as well as the World Heritage Train of Darjeeling – Himalayan Railways, are a great way to explore the hilly terrain. Luxury Trains like the Maharaja Express, palace on Wheels, Golden Chariot offer a chance to travel to various destinations in the lap of royal luxury and grandeur.



Itinerary of Maharaja Express Train  
Source: [www.royalindiantrains.com](http://www.royalindiantrains.com)



Restaurant in Maharaja Express Train  
Source: [www.royalindiantrains.com](http://www.royalindiantrains.com)



Indian Railway Catering and Tourism Corporation (IRCTC), a subsidiary of the Indian Railways is actively involved in the development of budget and deluxe tour packages for both domestic and International tourists. Tour packages include conventional packages like Pilgrimage Tour as well as Adventure Tour and customized tour packages. Special Trains like Buddhist Circuit Trains are also being operated by IRCTC.

In all Indian railways offer not only accessibility to reach destinations but it is also actively involved in the promotion of tourism in the country.

**Exercise – 3.2:**

1. What do you understand by travel intermediaries?

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2. What is the role of Indian Railways in Indian Tourism?

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**3.5 Summary**

This unit has introduced you to the evolution of tourism over the years. You have read about the important role played by Silk Route in the development of relationship between the eastern and the western world. You have also learned about the role of Grand Tour in the Tourism history. This unit has given you an insight about travel intermediaries and the benefits of the same for the tourist. Finally, you are familiar with the growth of tourism in India and the role of Indian Railways in the modern day Indian Tourism Industry.

**Class IX: Travel and Tourism**  
**NSQF**

**Introduction to Tourism-I**

**Soft Skills-I**

- Defining Hard Skills & Soft Skills
- Importance of Soft Skills in Tourism & Travel Industry
- Communication Skills – A Key to Soft Skills
- Communication –The Concept
- Process of Communication
- Types of Communication - Verbal Communication
- Elements of Verbal Communication
- Non –Verbal Communication
- Types of Non-Verbal Communication
- Barriers to Communication
- Effective Communication
- Listening

**Introduction to Tourism –I**

- Defining Tourism
- Purpose of Tourism
- Tourist typology
- Nature of Tourism
- Components of Tourism
- Forms of Tourism- Inbound, Outbound, Domestic

**Tourism Business- I**

- Evolution of Tourism Business (Thomas Cook till date)
- Silk Route & Tour
- Grand Tour
- Modern Tourism in India(**Rail Tourism**)
- Tourism Intermediaries and Linkage (an Intro)

**Tourism Product –I**

- Understanding Tourism Resource
- Types of Resources
- Tourism Product
- Characteristics of Tourism Product
- Tourism resource to tourism product
- Classification of tourism product
- Protection of tourism products.

**FAM Tour and Visit and Report**

- Visit / Meeting with **approved Guide**
- Report and importance of the meet as well as role play.
- Visit/Overnight journey to a destination / site of importance. Report on the same.
- **Dos and Donts in Crisis situation**

राष्ट्रीय व्यावसायिक शिक्षा योग्यता रूपरेखा  
क्षेत्र: निजी सुरक्षा  
एनवीईक्यूएफ स्तर 1 (कक्षा 9)  
एसएस 101-एनक्यू 2012-कार्यस्थल में संचार

अध्यापक हस्तपुस्तिका



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यह प्रकाशन कॉपीराइट द्वारा सुरक्षित है। कॉपीराइट अधिनियम द्वारा अनुमत प्रयोजनों के अलावा जनता द्वारा पूर्व लिखित अनुमति के बिना इसका पुनः उत्पादन, अंगीकार, इलेक्ट्रॉनिक भण्डार और सम्प्रेषण निषिद्ध है।

## प्रस्तावना

“कार्यस्थल में संचार” पर यह अध्यापक हस्तपुस्तिका “शस्त्र रहित सुरक्षा गार्ड (निजी सुरक्षा क्षेत्र)” की राष्ट्रीय व्यावसायिक शिक्षा योग्यता हेतु सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी) द्वारा विकसित योग्यता पैकेज का एक भाग है। राष्ट्रीय व्यावसायिक शिक्षा योग्यता रूपरेखा (एनवीईक्यूएफ) मानव संसाधन विकास मंत्रालय (एमएचआरडी), भारत सरकार का एक प्रयास है जो विद्यालयों, व्यावसायिक शिक्षा और प्रशिक्षण संस्थानों, तकनीकी शिक्षा संस्थानों, महाविद्यालयों और विश्वविद्यालयों में अपनाई जाने वाली राष्ट्रीय स्तर पर मान्यता प्राप्त अर्हता प्रणाली के लिए सामान्य सिद्धांत और दिशा निर्देश तय करता है। यह संकल्पना की गई है कि एनवीईक्यूएफ से अर्हताओं की पारदर्शिता, विषम क्षेत्रीय अधिगम, छात्र केंद्रित अधिगम और छात्र को विभिन्न अर्हताओं के बीच चलनशीलता की सुविधा को बढ़ावा मिलेगा और इस प्रकार जीवन भर अधिगम को प्रोत्साहन मिलता रहेगा।

निजी सुरक्षा उद्योग में वे एजेंसियां या लोग शामिल हैं जो संविदा के अधीन लोगों तथा संबंधी एवं लाभ के लिए सुरक्षा प्रदान करते हैं। शस्त्र रहित सुरक्षा गार्ड को अवलोकन, रोक कर रखने, दर्ज और रिपोर्ट करने का कार्य करना होता है। सरकारी और निजी सुरक्षा के बीच मूलभूत अंतर यह है कि सरकारी सुरक्षा कार्मिकों को कानून के प्रवर्तन के लिए विधान द्वारा अधिकार प्राप्त है, किन्तु निजी सुरक्षा में ऐसा नहीं होता है।

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 में सिफारिश की गई है कि विद्यालयों में विद्यार्थियों के जीवन को विद्यालय के बाहरी जीवन के साथ जोड़ना अनिवार्य है। इस सिद्धांत के अनुसार किताबी अध्ययन की परंपरा छोड़ देनी चाहिए जो हमारे तंत्र को लगातार एक आकार देती आई है और विद्यालय, घर, समुदाय और कार्यस्थल के बीच अंतराल लाती है। प्रायोगिक अधिगम, जो एक ऐसी चक्रीय प्रक्रिया है जिसमें अवलोकन, प्रतिक्रिया और कार्य को अध्यापन – अधिगम प्रक्रिया का अनिवार्य हिस्सा बनाया जाना चाहिए। छात्रों द्वारा समस्याओं को सुलझाने, अध्यापकों या अनुदेशकों द्वारा मार्गदर्शित होने के प्रयास से वे नए ज्ञान का अन्वेषण और खोज कर सकेंगे तथा उनमें समस्या को सुलझाने का कौशल विकसित होगा। अंतःक्रियात्मक व्याख्यान, भूमिका अभिनय, प्रकरण आधारित अध्ययनों, कार्यों, परियोजनाओं एवं कार्य के दौरान की जाने वाली गतिविधियों सहित शिक्षा विज्ञान की एक परास जो छात्रों को व्यापक, तकनीकी और व्यावसायिक ज्ञान प्रदान करेंगी तथा छात्र केन्द्रित अधिगम को पोषण देने के लिए अध्यापकों तथा अनुदेशकों द्वारा इन कौशलों को अपनाया जाना चाहिए।

इस प्रयास की सफलता उन कदमों पर निर्भर करती है जो विद्यालयों के अध्यापक अपने अधिगम को दर्शाने तथा काल्पनिक और कार्य के दौरान की जाने वाली गतिविधियों तथा प्रश्नों को आगे बढ़ाने के लिए अपने बच्चों को प्रोत्साहन देने के लिए उठाएंगे। कौशल विकास अभ्यासों और मान्यताओं एवं रचनात्मकता के पोषण में छात्रों की भागीदारी तभी संभव है यदि हम अधिगम में बच्चों को भागीदार के रूप में शामिल करें और वे मात्र सूचना के ग्राही नहीं बनें। ये लक्ष्य विद्यालय की दैनिक दिनचर्या तथा कार्यशैली में पर्याप्त बदलाव लाते हैं। प्रतिदिन की समय तालिका में नम्यता गतिविधियों के कार्यान्वयन में सक्रियता बनाए रखने के लिए अनिवार्य होगी और अध्यापन और प्रशिक्षण के लिए अध्ययन दिवसों की आवश्यक संख्या को बढ़ाया जाएगा।

शिक्षा और प्रशिक्षण के क्षेत्र में अध्यापकों और अन्य पणधारियों द्वारा दिए गए सुझाव हमारे लिए अत्यंत महत्वपूर्ण होंगे जो अध्यापक हस्तपुस्तिका में गुणात्मक सुधार लाने में सहायता देंगे।

## आभार

हम प्रो. परवीन सिंक्लेयर, निदेशक, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी), प्रो. आर. बी., शिवगुंडे, संयुक्त निदेशक, पं. सुं. श. केंद्रीय व्यावसायिक शिक्षा संस्थान (पीएसएससीआईवीई), श्री बसाब बनर्जी, प्रमुख, मानक और गुणवत्ता आश्वासन, राष्ट्रीय कौशल विकास निगम को उनके द्वारा प्रदान किए गए मार्गदर्शन के लिए धन्यवाद देते हैं।

हम कुंवर विक्रम सिंह, अध्यक्ष, सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी), लेफ्टिनेंट जनरल एस. एस. चहल (सेवानिवृत्त), उप अधिशासी अधिकारी, एसकेएसडीसी, और मेजर जनरल भूपेन्द्र सिंह घोत्रा (सेवानिवृत्त), मुख्य प्रचालन अधिकारी, एसकेएसडीसी को उनके द्वारा दिए गए मार्गदर्शन और सहायता के लिए हार्दिक आभार और धन्यवाद देते हैं।

श्रीमती लीना कपूर, यूनिफायर्स सोशल वेंचर्स प्रा. लि., डी-253, सर्वोदय एन्क्लेव, नई दिल्ली – 110017 द्वारा इस इकाई के विकास में उनके कठोर प्रयासों और प्रतिबद्धता हेतु धन्यवाद की पात्र हैं।

हम डॉक्टर विनय स्वरूप मेहरोत्रा, एसो. प्रोफेसर और प्रमुख, पाठ्यचर्या विकास और मूल्यांकन केन्द्र, पी.एस. एस.सी.आई.वी.ई. और कर्नल (सेवानिवृत्त) तपेश चंद्र सेन, उप निदेशक, एसकेएसडीसी, के प्रति आभारी हैं जिन्होंने सामग्री को अंतिम रूप देने तथा हस्तपुस्तिका के संपादन में पर्याप्त योगदान दिया है।



## हस्तपुस्तिका क बारे में

यह हस्तपुस्तिका अध्यापकों को भारत की सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी) द्वारा निर्दिष्ट "शस्त्र रहित सुरक्षा गार्ड" (निजी सुरक्षा क्षेत्र) के लिए व्यावसायिक मानक पूरे करने हेतु छात्रों के अध्यापन और प्रशिक्षण में सहायता देने के लिए है। व्यावसायिक मानकों में बताया गया है कि व्यक्तियों को क्या जानने, समझने और इस प्रकार अपनी विशेष कार्य भूमिका या कार्यों को पूरा करने की जरूरत होती है। ये ऐसे मानक हैं जिन्हें व्यक्तियों को कार्य स्थल पर विभिन्न कार्य करने के दौरान अवश्य पूरा करना चाहिए। "कार्यस्थल में संचार" पर मॉड्यूल में निम्नलिखित शस्त्र रहित सुरक्षा गार्ड (निजी सुरक्षा क्षेत्र) में तत्वों, निष्पादन मानदण्डों, ज्ञान और कौशल को शामिल किया गया है।

इकाई कोड	एसकेएस / एन 001
इकाई शीर्षक	बुनियादी सुरक्षा प्रथाओं के अनुसार सुरक्षा कार्य
तत्व	निर्धारित सुरक्षा कार्य पूरे करना
निष्पादन मानदण्ड	पीसी 03 : खतरों और आपातकालीन स्थितियों के बारे में प्रतिक्रिया और रिपोर्ट करना
कोर / सामान्य कौशल	एसए 1 : घटनाएं रिकॉर्ड और रिपोर्ट करना एसए 2 : संचार कौशल

इकाई कोड	एसकेएस / एन 0003
इकाई शीर्षक	लोगों, संपत्ति और परिसरों की निजी रखवाली सेवा प्रदान करना
तत्व	नामित परिसरों की खोज करना
निष्पादन मानदण्ड	पीसी 14 : खोज के दौरान संचार बनाए रखना
ज्ञान और समझ (के)	
संगठनात्मक संदर्भ	केए 3 : संचार के उपलब्ध साधन
तकनीकी / प्रक्षेत्र ज्ञान	केबी 4 : संचार उपकरणों का उपयोग
कौशल	
कोर / सामान्य कौशल	एसए 3 : प्रभावी रूप से संचार करना
व्यावसायिक कौशल	एसबी 2 : घटनाएं सही रूप में रिपोर्ट और रिकॉर्ड करना

इकाई कोड	एसकेएस / एन 0004
इकाई शीर्षक (कार्य)	निर्दिष्ट परिसरों में नियंत्रित पहुंच
तत्व	परिसरों में नियंत्रित प्रवेश और निर्गत
निष्पादन मानदण्ड	पीसी 1 : उपकरण के उपयोग के साथ और इसके बिना परिसरों में पहुंच पर नियंत्रण से संबंधित संगठनात्मक प्रक्रियाओं का पालन करना।
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 6 : कैसे पढ़ें और लिखें
कौशल	
व्यावसायिक कौशल	एसबी 1 : विभिन्न प्रकार के पहचान पत्रों को पहचानना और पढ़ना

	एसबी 4 : बुनियादी संचार कौशल और शिष्टाचार
इकाई कोड	एसकेएस / एन 0006
इकाई शीर्षक	निर्दिष्ट क्षेत्रों में नियंत्रित पार्किंग
तत्व	निर्दिष्ट क्षेत्रों में पार्किंग करना
निष्पादन मानदण्ड	पीसी 4 : उपलब्ध पार्किंग क्षेत्रों में वाहन चालकों का मार्गदर्शन
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 8 : संचार उपकरण का उपयोग
कौशल	
कोर / सामान्य कौशल	एसए 3 : प्रभावी संचार

इकाई कोड	एसकेएस / एन 007
इकाई शीर्षक	सुरक्षा एस्कॉर्ट्स
तत्व	ई 1 : सुरक्षा एस्कॉर्ट ड्यूटी निभाना ई 2 : सुरक्षा और निरापदता को प्रभावित करने वाली घटनाओं पर प्रतिक्रिया देना
निष्पादन मानदण्ड	पीसी 4 : अनुदेश के अनुसार संचार का रखरखाव पीसी 7 : संचार और सहायता की तलाश
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 4 : संचार के साधन
कौशल	
कोर / सामान्य कौशल	एसए 2 : संचार उपकरण का उपयोग

इकाई कोड	एसकेएस / एन 008
इकाई शीर्षक	स्वास्थ्य और सुरक्षा
तत्व	आग दुर्घटनाओं के लिए प्रतिक्रिया
निष्पादन मानदण्ड	पीसी 13 : वरिष्ठ अधिकारियों और आपातकालीन सेवा संगठनों को आग की दुर्घटनाओं की रिपोर्ट देना
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 14 : प्रभावी रूप से संचार
कौशल	
कोर / सामान्य कौशल	एसए 5 : आग दुर्घटना पर प्रतिक्रिया एसए 7 : प्रभावी संचार

इकाई कोड	एसकेएस / एन 009
इकाई शीर्षक (कार्य)	वाणिज्यिक तैनातियों में सुरक्षा
तत्व	वाणिज्यिक प्रक्षेत्रों में सुरक्षा के कार्य करना
निष्पादन मानदण्ड	पीसी 4 : संबंधित पणधारियों के साथ प्रभावी संचार

ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 3 : संचार की विधियां और प्रयुक्त उपकरण
कौशल	
कोर / सामान्य कौशल	एसए 2 : ग्राहकों / पणधारियों के प्रति विनम्र और सहायक बनें एसए 3 : ग्राहकों / पणधारियों के साथ प्रभावी संचार
व्यावसायिक कौशल	एसबी 2 : संचार और रिपोर्ट एसबी 4 : सुरक्षा और संचार उपकरण का उपयोग निर्दिष्ट विधि से करें।

इकाई कोड	एसकेएस / एन 0010
इकाई शीर्षक	औद्योगिक तैनातियों में सुरक्षा
तत्व	औद्योगिक प्रक्षेत्रों में सुरक्षा के कार्य करना
निष्पादन मानदण्ड	पीसी 4 : संचार
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 3 : संचार विधियां और उपकरणों का उपयोग
कौशल	
व्यावसायिक कौशल	एसबी 2 : प्रदान किए गए उपकरण के साथ संचार

इकाई कोड	एसकेएस / एन 0011
इकाई शीर्षक	स्वयं तथा संगठन की सकारात्मक प्रस्तुति
तत्व	संगठन की तैयारी और व्यवहार के मानकों का पालन करना
निष्पादन मानदण्ड	पीसी 7 : संगठन की "मिलें और अभिवादन करें" प्रक्रिया का पालन करना
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 1 : संचार उपकरण का उपयोग

आपको यह सुनिश्चित करना होगा कि मॉड्यूल में दिए गए सत्र पूरे होने पर प्रत्येक छात्र निम्नलिखित निष्पादन मानक पूरे करता है :

निष्पादन मानक	हां	नहीं
संचार चक्र के तत्वों पहचान करना		
संचार चक्र का चित्र बनाना		
वर्णनात्मक प्रतिक्रिया प्रदान करने के लिए एक वाक्य निर्माण करना		
विशिष्ट प्रतिक्रिया प्रदान करने के लिए एक वाक्य निर्माण करना		
कार्यस्थल पर संचार में बाधाओं की एक सूची संकलित करना		
संचार में बाधाओं को दूर करने के लिए कार्यनीतियों के चयन के लिए ज्ञान का प्रदर्शन		
ग्राही द्वारा आवश्यक सभी तथ्यों को प्रेषित करने वाले एक वाक्य का निर्माण करना		
विशिष्ट संदेश के साथ वाक्य निर्माण करना		
ग्राही को संदेश प्राप्त होने पर उसके प्रति आदर दर्शाने का व्यवहार		
मौखिक संचार की विधियों की पहचान		

अमौखिक संचार की विधियों की पहचान		
स्वर और पिच में बदलाव के साथ एक भाषण देना		
दिन के समय को ध्यान में रखते हुए विनम्रता और उचित अभिवादन		
अमौखिक संचार की स्थायी विशेषताओं की सूची		
अमौखिक संचार की गतिशील विशेषताओं की सूची		
टेलीफोन से संबंधित शिष्टाचार अपनाएं		
सुरक्षा उद्योग में इस्तेमाल लॉग बुक की पहचान करना		
सुरक्षा उद्योग के लिए आम रिपोर्टों को पहचानना		
लॉग बुक के प्रारूप में अपेक्षित जानकारी भरें		
सुरक्षा उद्योग में एक विशेष स्थिति के लिए उपयुक्त शब्दों के साथ प्रभावी संचार करें		
संचार के लिए बुनियादी सुरक्षा उपकरणों का संचालन करें		

## अध्यापकों के लिए सामान्य निर्देश

- प्रशिक्षण आयोजित करने से पहले अध्यापक हस्तपुस्तिका को ध्यान से पढ़ें।
- सत्र योजना का कठोरतापूर्वक पालन करें।
- संगत ज्ञान और किए जाने वाले कौशलों के साथ अच्छी तरह से परिचय प्राप्त करें।
- सुनिश्चित करें कि शिक्षण और प्रशिक्षण के लिए सभी सामग्रियां / सहायक सामग्रियों / आवश्यक उपकरण उपलब्ध हैं।
- प्रयोजन को समझा कर कौशल का परिचय दें।
- विवरण में प्रतिभागियों को प्रत्येक चरण विस्तार से समझाते हुए कौशलों का प्रदर्शन करें।
- छात्रों को प्रश्न पूछने का आमंत्रण दें।
- छात्रों से स्वयं कौशलों का अभ्यास करने के लिए कहें और उनके कार्य निष्पादन का अवकलोकन करें।
- छात्रों को रचनात्मक प्रतिक्रिया दें।
- कक्षा में कार्य निष्पादन के दौरान छात्रों के सामने आने वाली समस्याओं पर चर्चा करें।
- मुख्य अधिगम का सारांश करें।
- सुनिश्चित करें कि प्रत्येक सत्र के अंत में मुख्य अधिगम ग्रहण किया गया है और निष्पादन मानक पूरे किए गए हैं।
- यह सुनिश्चित करने के लिए छात्रों की कार्य पुस्तिका की नियमित जांच करें कि सभी अभ्यास समय पर पूरे किए जा रहे हैं।
- सुनिश्चित करें कि सभी प्रतिभागी छात्र कार्य पुस्तिका में दिए गए आवश्यक आकलन पूरे करते हैं।
- हमेशा प्रतिभागियों को प्रोत्साहन दें। उन्हें चर्चा, प्रश्न – उत्तर सत्र और कार्य उन्मुख गतिविधियों में सक्रिय रूप से संलग्न होने से कभी निरुत्साहित नहीं करें।

विषय वस्तु	पृष्ठ संख्या
प्रस्तावना	3
आभार	4
हस्तपुस्तिका के बारे में	5
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## सत्र 1 : संचार चक्र के तत्वों की पहचान करना

### संगत ज्ञान



संचार यह मौखिक और लिखित रूप में विचारों, भावनाओं और तथ्यों की अभिव्यक्ति और व्याख्या करने की क्षमता है। यह भाषा की दृष्टि से सामाजिक, सांस्कृतिक और कार्य संदर्भ की रेंज में उपयुक्त तरीके से अंतःक्रिया का साधन भी है। यह संदर्भों, संस्कृतियों, विधियों और मीडिया की विविधताओं के अंदर और इनके बीच अर्थ उत्पन्न करने में संदेश का उपयोग है। यह महत्वपूर्ण तरीका है जिसके जरिए तथ्यों, विचारों, अनुभवों और अनुभूतियों को आपस में बांटा और आदान प्रदान किया जाता है। मानव संचार मौखिक और अमौखिक दोनों है। मौखिक संचार में लिखित और मौखिक दोनों संचार शामिल हैं जबकि अमौखिक संचार में शारीरिक हाव भाव, चेहरे की अभिव्यक्ति और तस्वीरें शामिल हैं।

प्रभावी संचार केवल तभी होता है यदि ग्राही उसी सूचना या विचार को ठीक ठीक समझ जाता है जिसे प्रेषक भेजने का इच्छुक है। इसमें उचित उपकरण का उपयोग, उपयुक्त व्यक्ति को जानकारी देना और प्रभावी रूप से संचार शामिल है। संचार में रुकावट या तो संचार के कौशलों में कमी या एक निरंतर विचार प्रक्रिया में कमी के कारण आती है। यह संचार नेटवर्क में रुकावट के कारण भी हो सकता है। संचार के तीन महत्वपूर्ण भाग हैं – संप्रेषण, सुनना और प्रतिक्रिया।

संचार के तत्व

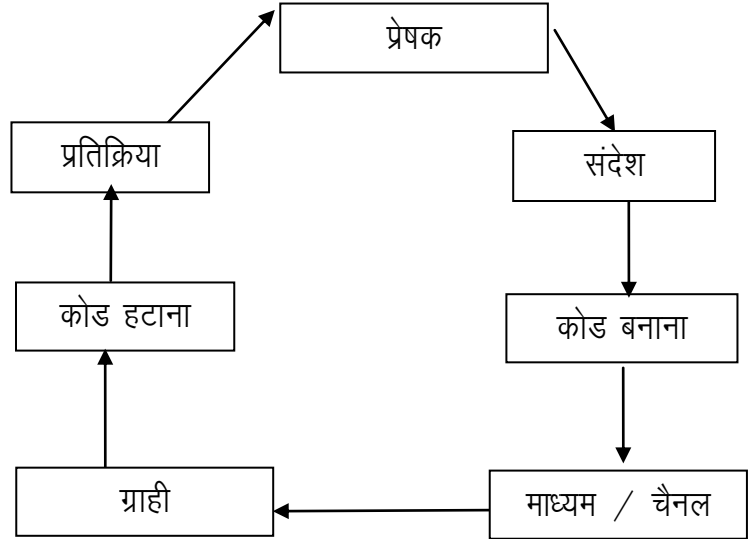
एक संचार चक्र के विभिन्न तत्व इस प्रकार हैं :

- प्रेषक : प्रेषक संदेश देता है या कोड करता है, उदाहरण के लिए या “नमस्कार महोदय / महोदया” कहकर अतिथि या ग्राहक का अभिवादन करता है।
- संदेश : इस मामले में संदेश “नमस्कार महोदय / महोदया” है, जिसे संचार की सामग्री के रूप में जाना जाता है।

- माध्यम : इस चैनल को संचार के लिए उपयोग किया जाता है। यह निम्नलिखित में से किसी भी रूप में हो सकता है – मौखिक, अमौखिक, सचित्र, प्रतीकात्मक या लिखित।
- ग्राही : ग्राही आने वाले संदेश या भाव को डिकोड करता है, इसका अनुवाद और प्रस्तुति करता है जो उत्तर या प्रतिक्रिया के रूप में बाहर आता है।
- प्रतिक्रिया : ग्राही किस प्रकार इस पर प्रतिक्रिया या अनुक्रिया देता है, इसे प्रतिक्रिया कहते हैं। यह प्रेषित की जाने वाली सूचना का प्रभाव, उत्तर या प्रतिक्रिया है।

संचार चक्र

संचार चक्र संक्षेप में संचार की प्रक्रिया है।



स्लाइड 1 : संचार चक्र के तत्व





पत्र

ई-मेल

रिकॉर्ड्स/  
रिपोर्ट्स

टेलीफोन

मोबाइल  
फोन

ईपीएबीएक्स  
प्रणाली

वीडियो  
कॉन्फ्रेंस

“प्रेषक” अपने संदेश को शब्दों में “इनकोड” करता है और कोड के रूप में संदेश को बोलता या लिखता है और तब “संदेश” भेजा जाता है यह संदेश टेलीफोन, वीडियो कॉन्फ्रेंसिंग, पत्रों, ई-मेल, बैठकों, ज्ञापनों, रिकॉर्ड्स और रिपोर्ट जैसे माध्यमों से भेजा जाता है। तब इस संदेश को “ग्राही” द्वारा “डिकोड” करते हुए सुना या पढ़ा जाता है ताकि पता लगाया जा सके कि प्रेषक क्या कहना चाहता है।

एक प्रभावी संचार चक्र में, ग्राही भाषा और संदेश को उसी प्रकार समझता है जिस प्रकार प्रेषक इसे बताना चाहता है। शब्द, टोन की गुणवत्ता, शारीरिक हाव भाव आदि उसी संदेश को प्रेषित करते हैं और भेजने की प्रक्रिया में कोई विकृति या हानि नहीं होती और प्रेषक उसी प्रकार वापस उत्तर देता है, जिस प्रकार उसे यह संदेश प्राप्त हुआ था।



अल्प संदेश सेवा

इंटरनेट

पुस्तकें

टेलीफोन

रेडियो

चैट

ई-मेल

फैक्स

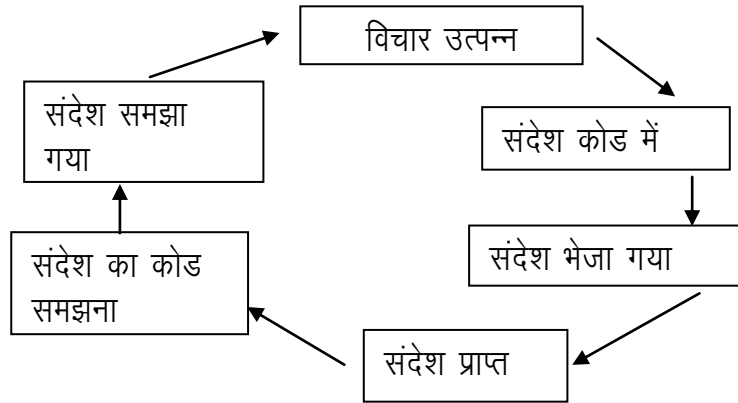
सेटलाइट

1. सत्र विषय : संचार चक्र के तत्वों की पहचान
2. उद्देश्य : संचार चक्र के तत्वों की पहचान के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. सामग्री / उपकरण  
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां
  - इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
  - सभी सामग्रियों को पहले से व्यवस्थित करें
5. शिक्षण/प्रशिक्षण विधि :

अवधि : 1 घंटे

प्रक्रिया

1. व्याख्यान के लिए बिंदुओं की तैयारी करें।
2. विषय का परिचय दें।
3. छात्रों को व्याख्यान या प्रस्तुति का उद्देश्य बताकर एक शुरुआत करें।
4. कक्षा में विषय का परिचय दें और छात्रों को संगत ज्ञान प्रदान करें।
5. ब्लैकबोर्ड/व्हाइटबोर्ड पर संचार चक्र बनाएं और छात्रों को प्रत्येक तत्व के बारे में बताएं/संचार चक्र पर एक स्लाइड बनाकर प्रस्तुत करें और छात्रों को यह समझाएं।
6. विषय का स्थिति से संबंध बनाएं और प्रश्न पूछें
7. विशिष्ट उदाहरण प्रस्तुत करें।
8. विषय से संबंधित प्रश्नों को पूछ कर छात्रों को अवसर देते हुए इसमें शामिल करें।
9. छात्रों के प्रश्नों का स्पष्टीकरण करें।
10. विषय का सारांश और मुख्य बिंदुओं के महत्व को समझाएं।



## टी 2 : भूमिका निभाना

एक "रोल प्ले करें" अपने छात्रों को संचार चक्र के विभिन्न तत्वों के बारे में समझाएं। अपने छात्रों से प्रभावी संचार के छः महत्वपूर्ण सिद्धांतों के बारे में पूछें। जो निम्नलिखित हैं :

1. सूचना स्पष्ट संदेश के रूप में भेजनी चाहिए।
2. संदेश समय पर भेजना चाहिए।
3. संदेश पूरा होना चाहिए।
4. संदेश संक्षिप्त होना चाहिए।
5. संदेश तथ्यात्मक होना चाहिए।
6. संदेश शुद्ध होना चाहिए।

आप भूमिका निभाने का संचालन करने के लिए इस परिदृश्य का उपयोग कर सकते हैं

### परिदृश्य

एबीसी कंपनी के सुरक्षा अधिकारी ने प्रवेश द्वार पर वाहन को रोककर पूछा, नमस्कार महोदय! क्या मैं आपकी मदद कर सकता हूँ?" श्री विक्रम के चालक ने उत्तर दिया, जी हां! विपणन विभाग के उपाध्यक्ष के साथ हमारी बैठक है"। सुरक्षा अधिकारी ने नम्रतापूर्वक उत्तर दिया, "कोई बात नहीं महोदय, कृपया कुछ समय के लिए अपना वाहन पार्किंग के बाईं ओर खड़ा करें और मैं देख लेता हूँ कि उपाध्यक्ष महोदय उपलब्ध हैं। श्री विक्रम ने उत्तर दिया, "धन्यवाद महोदय"।

## टी 3 : अभ्यास सत्र

अपने छात्रों को संचार चक्र बनाने के लिए कहें और वे अपने छात्र पोर्टफोलियो के भाग के रूप में इसे जमा करें। छात्रों

संक्षेप प्रस्तुति (20 मिनट)

1. कक्षा में चर्चा करें कि गतिविधियों से छात्र क्या सीख रहे हैं।
2. आप इस तरह के प्रश्न पूछ सकते हैं जैसे
  - (i) संचार चक्र क्या है?
  - (ii) संचार चक्र के विभिन्न तत्व क्या हैं?
  - (iii) संचार चक्र को समझने में प्रभावी संचार क्यों महत्वपूर्ण है?

### आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

- (क) प्रेषक और प्राप्तिकर्ता
- (ख) विचार और संदेश

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

- (क) संचार चक्र क्या है?
- (ख) संचार चक्र के विभिन्न तत्व क्या हैं?
- (ग) प्रभावी संचार में संचार चक्र को समझना महत्वपूर्ण क्यों है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
संचार तत्व के चक्रों की पहचान करें।		
संचार चक्र का चित्र बनाएं।		

## सत्र 2 : प्रतिक्रिया प्रदान करना

### संगत ज्ञान

प्रतिक्रिया से प्रेषक को उसके संचार की प्रभावशीलता का पता लगता है। जो व्यक्ति संचार कौशल में प्रशिक्षित नहीं हैं, वे बिना किसी अभिप्राय के प्रतिक्रिया देते हैं। जबकि, जो व्यक्ति संचार में प्रशिक्षित हैं, उनके लिए प्रतिक्रिया एक ऐसा साधन है जो सुनने और भेजने वाले के बीच संचार को प्रभावी बनाता है। प्रतिक्रिया देना और लेना ऐसे कौशल हैं जिन्हें सीखा जा सकता है। आइए प्रतिक्रिया की विशेषताओं पर विचार करें। प्रतिक्रिया की कुछ विशेषताएं इस प्रकार हैं :

- मूल्यांकन के स्थान पर वर्णनात्मक है : वर्णनात्मक प्रतिक्रिया व्यवहार बदलने की जरूरत का उल्लेख होता है, जबकि मूल्यांकन प्रतिक्रिया निर्णय लेती हैं, जो व्यवहार बदलने में मदद नहीं करती है।
- यह सामान्य के स्थान पर विशेष है : प्रतिक्रिया विशिष्ट रूप में होनी चाहिए जिससे ग्राही को उस क्षेत्र को पता लग सके जिसे संभालने की जरूरत है।
- यह बदलने योग्य व्यवहार की ओर निर्देशित है : व्यवहार के वैकल्पिक तरीकों को बताने वाली प्रतिक्रिया जो व्यक्तियों को चुनने और अपने व्यवहार में परिवर्तन लाने की सुविधा देती है। यह सुनिश्चित करती है कि व्यवहार हमेशा के लिए बदल गया है।
- यह अधिरोपित करने के स्थान पर मांगी जाती है : यह प्रतिक्रिया तब बहुत महत्वपूर्ण है जब ग्राही ने अपने आप प्रश्नों की तैयारी की है, जिनके उत्तर उसे देखने वाले लोग दे सकते हैं।
- यह सही समय पर दी जाती है : सामान्यतः, प्रतिक्रिया बहुत महत्वपूर्ण होती है यदि यह समय पर दी जाती है या सबसे पहले अवसर पर दी जाती है।
- स्पष्ट संचार सुनिश्चित करने के लिए जांच की जाती

हैं : यह जांचने के लिए कि ग्राही ने संदेश को स्पष्ट रूप से प्राप्त किया है, ग्राही से उस प्रतिक्रिया को दोबारा बोलने के लिए कहा जाता है जो उसे प्राप्त हुई है और देखा जाता है कि यह प्रेषक के मन की बात के संगत हैं।

छात्रों को आपको तीन पहलुओं को बताने की आवश्यकता है जो वे हमेशा रचनात्मक प्रतिक्रिया देने से पहले ध्यान में रखें।

- (i) तटस्थ और ईमानदार (तथ्यों पर कायम रहें) अवलोकन।
- (ii) वैकल्पिक प्रस्ताव या उदाहरण के साथ अपनी बात साबित करें।
- (iii) विकल्प से लाभ दर्शाएं।

इसी तरह, इसके अलावा आपको जोर देना चाहिए कि उन्हें प्रतिक्रिया प्राप्त करते समय उस प्रतिक्रिया के तीन पक्षों पर हमेशा विचार करना चाहिए।

- (i) ध्यानपूर्वक सुनें कि अन्य व्यक्ति क्या कह रहा है।
- (ii) यदि स्पष्टीकरण की आवश्यकता है तो प्रश्न पूछें।
- (iii) रक्षात्मक या भावनात्मक ना बनें।

1. सत्र विषय : प्रतिक्रिया देना
2. उद्देश्य : प्रतिक्रिया देने में छात्रों के ज्ञान, कौशल और क्षमताओं का विकास करना।
3. समग्री / उपकरण  
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर, कुर्सी।
4. तैयारियां
  - इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
  - पारस्परिक व्याख्यान के बिंदु तैयार करें।
  - खेल के लिए पहले से आकृतियां तैयार करें।
5. शिक्षण/प्रशिक्षण विधि :

अवधि : 2 घण्टे

प्रक्रिया

1. विषय का परिचय।
2. छात्रों को व्याख्यान या प्रस्तुति का उद्देश्य बताकर एक शुरुआत करें।
3. कक्षा में विषय का परिचय दें और छात्रों को संगत ज्ञान प्रदान करें।
4. छात्रों को प्रतिक्रिया की विशेषताएं समझाएं।
5. प्रतिक्रिया देते समय विचार में लेने वाले पक्षों के उदाहरण दें।
6. प्रतिक्रिया लेते समय विचार में लेने वाले पक्षों के उदाहरण दें।
7. विषय का सारांश और मुख्य बिंदुओं के महत्व को समझाएं।
8. यह सुनिश्चित करें कि प्रत्येक छात्र प्रतिक्रिया का अर्थ समझता है।
9. विशिष्ट उदाहरण प्रस्तुत करें।
10. छात्रों को विषय से संबंधित प्रश्न पूछकर उन्हें शामिल होने का अवसर दें।
11. आप इस प्रकार के प्रश्न पूछ सकते हैं

(क) प्रतिक्रिया क्या है?

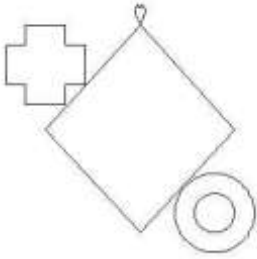
(ख) संचार में प्रतिक्रिया महत्वपूर्ण क्यों है?

## टी 2 : खेल

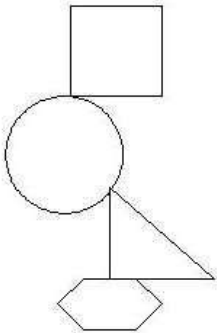
अवधि : 2 घण्टे

इस खेल को खेलने के लिए अपने छात्रों से कहें।

प्रक्रिया



चित्र 1



चित्र 2

स्पष्ट रूप से बोलें और बहुत जल्दी नहीं बोलें।

कुछ दूसरे तरीके से जानकारी दोहराएं

1. यह खेल जोड़े में खेला जाएगा। यह दो चक्रों में खेला जाएगा। इस खेल के लिए कमरे में रखी कुर्सियों को जोड़े में रखा जाएगा, प्रतिभागियों से कमरे में फैल कर खड़े होने के लिए कहा जाएगा। कुर्सियों को एक दूसरे के पीछे लगाएं, ताकि जब प्रतिभागी बैठें तो एक दूसरे के पीछे उनकी पीठ होगी।
2. जोड़े में, एक प्रतिभागी का नाम ए और दूसरे का बी अक्षर से रखा जाएगा। इस प्रशिक्षण खेल में सभी 'ए' वाले लोगों को कागज पर आकृति 1 दी जाती है। इस आकृति को आवश्यकता के अनुसार बदला जा सकता है। इस खेल में सभी 'बी' वाले लोगों को एक खाली कागज और पेन या पेंसिल दिए जाते हैं।
3. पहले दौर में 'ए' समूह से उम्मीद की जाती है कि वे अपने हाथों से इशारा करके 'बी' को बताएं ताकि वे उन्हें दिए गए कागज पर इसकी प्रति बना सकें। इस दौर में एक बाधा डाली जाती है।
4. 'बी' से कहा जाता है कि इस दौर को खेलते समय वह आपस में बात नहीं करें। उन्हें केवल सुनना और 'ए' द्वारा दिए गए अनुदेशों के अनुसार चित्र बनाना है।
5. सभी लोगों के दौर पूरे हो जाने पर 'बी' अपनी बनाई गई आकृति 'ए' को दिखाते हैं। ऐसा बहुत कम होता है कि आकृति सही बनाई जाए। 'बी' द्वारा बनाई गई तस्वीर पर थोड़ा हंसी मजाक होता है। खेल के दूसरे दौर में 'ए' को आकृति 2 बनाने के लिए दी जाती है।
6. इस बार 'बी' को बोलने का मौका दिया जाता है और 'ए' से पूछा जाता है कि क्या उन्हें कोई बात समझ में नहीं आई। अब वे अपना चित्र बनाकर 'बी' को दिखाते हैं।



### संक्षेप प्रस्तुति

1. प्रश्नों का उपयोग करें (1) आपने किसी कमी या बाधाओं का सामना किया? और (2) क्या आप भागीदार से स्पष्टीकरण लेने के बाद बेहतर संचार कर पाए? संचार की विभिन्न संकल्पनाओं और सिद्धांतों को स्पष्ट कर पाए।
2. समूह से कहें कि जब वे भागीदारों से प्रतिक्रिया ले रहे थे तो उनके 'सुनने के कौशलों' में किस प्रकार सुधार दर्शाया गया।
3. इस तथ्य पर विचार करें कि प्रभावी संचार के लिए सुनने के कौशल और प्रतिक्रिया महत्वपूर्ण हैं।

### टी 3 : भूमिका निभाना

अपने छात्रों को प्रतिक्रिया देने और लेने के विभिन्न पक्ष समझाने के लिए "भूमिका अभिनय" आयोजित करें। आप भूमिका निभाने के लिए निम्नलिखित परिदृश्य का उपयोग कर सकते हैं।

#### परिदृश्य

सुरक्षा पर्यवेक्षक ने सुरक्षा गार्ड (एस) द्वारा एक आगंतुक (वी) के साथ हुई बातचीत सुन ली थी जो इस प्रकार हुई :

एस : हां

वी : मुझे अपने दोस्त से मिलना है वे एक रिसेप्शनिस्ट हैं।

एस : उनका नाम क्या है?

वी : उनका नाम महेश है।

सुरक्षा गार्ड ने श्री महेश के उपलब्धता के बारे में जानने के लिए टेलीफोन पर नंबर लगाया।

एस : हां, आप जा सकते हैं।

## आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) प्रतिक्रिया की विशेषताएं

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) प्रतिक्रिया क्या है?

(ख) संचार में प्रतिक्रिया क्यों महत्वपूर्ण है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
वर्णनात्मक प्रतिक्रिया प्रदान करने के लिए एक वाक्य रचना करें।		
विशिष्ट प्रतिक्रिया प्रदान करने के लिए एक वाक्य रचना करें।		

## सत्र 3 : संचार की बाधाओं से उबरना

### संगत ज्ञान

- पर्यावरण
- व्यवहार
- प्रणाली संकल्पना
- व्यक्तिगत भाषाई क्षमता
- दुर्बल प्रतिधारण
- ध्यान न देना
- भावनात्मक स्थिति

स्लाइड 1 : संचार को प्रभावित करने वाले कारक



संचार को प्रभावित करने वाले विभिन्न कारक जो न केवल प्रभावी संचार के लिए बाधाओं या निवारक के रूप में कार्य करते हैं बल्कि इन्हें व्यापक तौर पर पर्यावरण, व्यवहार, प्रणाली संकल्पना, व्यक्तिगत भाषाई क्षमता, दुर्बल प्रतिधारण, ध्यान न देने और भावनात्मक स्थिति के रूप में वर्गीकृत किया जा सकता है। आपको अपने छात्रों को उन कारकों के बारे में पढ़ाने की जरूरत है और उन्हें इन संभावित उपायों से परिचित कराना होगा जिन्हें वे इन बाधाओं से उबरने के लिए समाधानों के तौर पर अपना सकते हैं।

क. पर्यावरणीय कारक :

संचार को प्रभावित करने वाले पर्यावरणीय कारकों में शोर और दूरी जैसी भौतिक बाधाएं और संचार के उपकरणों की कमी शामिल हैं।

(i) शोर : शोर के कारण तनाव होता है, विशेषकर पृष्ठ भूमि में होने वाले शोर और बहुत अधिक प्रतिध्वनि सुनने की क्रिया में बहुत बाधक बनते हैं, खासतौर पर एकाग्रता की कमी वाले लोगों में। इसी प्रकार लाउड स्पीकर का उपयोग, जनरेटर या मशीनरी से उत्पन्न होने वाले शोर संचार में बाधा डालता है।

सुझाव : अपने विद्यार्थियों को समझाएं कि किसी प्रकार मौखिक संरचना वाले क्षेत्र में शोर को हटाने या साउंड प्रूफिंग से किस प्रकार संचार में सुधार आएगा।

आप विद्यार्थियों को स्टूडियो ले जा सकते हैं जहां दिखाया जा सकता है कि साउंड प्रूफिंग द्वारा किस प्रकार ध्वनि को अलग किया जाता है और शोर को रोका जाता है।

आप एक छात्र से व्याख्यान देने के लिए कहें और बाकी छात्रों से तेज आवाज में एक दूसरे से बात करने के लिए कहें। इसके दौरान आप प्रदर्शित करें कि जब अध्यापक कक्षा में व्याख्यान देते हैं तो शांति बनाए रखना कितना महत्वपूर्ण है।

आप शांति बनाए रखने के विशेष लाभ बता सकते हैं, उदाहरण के लिए इससे प्रभावी रूप से सुनने, ध्यान केंद्रित करने आदि में सहायता मिलती है।

(ii) **भौतिक रुकावटें** : भौतिक बाधाएं जैसे दूरी और संचार के लिए दोषपूर्ण उपकरणों का उपयोग संचार की प्रभावशीलता को प्रभावित करता है। खराब रोशनी, असुविधाजनक बैठने की जगह और अस्वच्छ कमरे भी संचार को प्रभावित करते हैं।



सुझाव : अपने विधार्थियों को समझाएं कि बाधाओं से उबरने के लिए टेलीफोन, फ़ैक्स मशीन और कंप्यूटर जैसे उपकरणों के उपयोग की विशेषज्ञता क्यों महत्वपूर्ण है। आप इस प्रकार भी प्रकाश डाल सकते हैं कि संचार में उपयोग से पहले उपकरण की जांच करनी चाहिए, ताकि अप्रिय स्थिति से बचा जा सके।

आप दर्शा सकते हैं कि कक्षा में कम रोशनी होने से देखने तथा ध्यान केंद्रित करने पर प्रभाव पड़ता है। आप अच्छी रोशनी का महत्व समझा सकते हैं। इसके लिए आप कुछ लाइटें बंद कर सकते हैं। आप असेंबली के दौरान श्रोताओं को संबोधित करने के लिए माइक्रो फोन के सही इस्तेमाल की जांच का प्रदर्शन भी कर सकते हैं।

ख. मनोवृत्ति संबंधी कारक

संचार को प्रभावित करने वाले मनोवृत्ति संबंधी कारकों में सांस्कृतिक बाध्यताएं, दूसरों की परेशानी के कारण डर, अस्वीकृति या उपहास जैसे कि “जब तक आप से बोलने के लिए नहीं कहा जाता तब तक नहीं बोलें”, अन्य व्यक्ति के प्रति जिम्मेदारी का एहसास, अनिवार्यताओं का दायरा (होना चाहिए) और अपनी छवि में गिरावट शामिल हैं।



सुझाव : अपने छात्रों को आप यह भी समझा सकते हैं कि व्यक्तित्व विकास प्रशिक्षण के सत्रों से उन्हें अपनी मनोवृत्ति संबंधी बाधाओं को दूर करने और संचार को प्रभावी बनाने वाली क्षमताओं

के विकास में किस प्रकार सहायता मिलती है।

ग. प्रणाली डिजाइन

(i) समय : कुछ कार्यों में समय संवेदनशील होता है और इसे टाला नहीं जा सकता। हालांकि इसके कारण कुछ अन्य प्रक्रियाओं को जल्दबाजी में पूरा किया जाता है और परिणामस्वरूप संचार में बाधा उत्पन्न हो सकती है। समय का दबाव संवाद करने की क्षमता को प्रभावित करता है।



सुझाव : अपने छात्रों को आप यह समझा सकते हैं कि संचार की प्रभावशीलता सुनिश्चित करने के लिए आप समय और गति का प्रबंधन किस प्रकार करें।

आप छात्रों से एक विशेष अवसर पर 5 मिनट का भाषण तैयार करने के लिए कहें, उदाहरण के लिए शिक्षक दिवस। छात्रों से एक के बाद एक भाषण देने के लिए कहें और सुझाएं कि उन्हें समय का प्रबंधन कैसे करना चाहिए। समझाएं कि दिए गए समय के अंदर प्रभावी रूप से किस प्रकार भाषण देना है।

(ii) सूचना अधिभार : एक व्यक्ति को बहुत सारी जानकारियां देने से उसे भ्रम, गलत व्याख्या या जानकारी के उपयोग न होने की स्थिति होती है।



सुझाव : अपने छात्रों को आप यह समझा सकते हैं कि सूचना के प्रवाह और दस्तावेज की सूचना का प्रबंधन किस प्रकार करना चाहिए। आप छात्रों को समझा सकते हैं कि यदि सूचना के प्रवाह को नियंत्रित नहीं किया जाता तो इसकी व्याख्या गलत हो सकती है और जानकारी खो सकती है। उन्हें प्रभावी फाइलिंग के कागज जमाने के सुझाव दें और फाइलों को आसानी से दस्तावेज दोबारा प्राप्त करने के लिए व्यवस्थित करना सिखाएं। कंप्यूटर में सूचना को फाइलों और डायरेक्टरी में भंडारित करने के लिए अपनाई गई प्रक्रिया का उदाहरण दें।



3. संगठनात्मक संरचना की जटिलताएं : संगठन में अधिक से अधिक पदानुक्रम (उदाहरण प्रबंधकीय स्तर की अधिक संख्या), होने से संचार की गलत व्याख्या या नष्ट हो जाने की अधिक संभावना होती है।

सुझाव : अपने छात्रों को आप यह समझा सकते हैं कि एक संगठन में पदानुक्रम क्या है और प्रशासन, लेखा, शिक्षा विभाग आदि में कार्यरत लोगों के बीच संचार किस प्रकार होता है। अपने छात्रों को अपने स्कूल के विभिन्न विभागों या आस पास के संस्थानों में ले जाएं और वहां अधिकारियों तथा कर्मचारियों से बातचीत करने के लिए कहें। वे संचार के मुद्दों के विषय में समझ सकेंगे। अपने छात्रों को समझाएं कि सूचना के व्यवस्थित रूप से चलने पर संचार में खराबी या संचार टूटने की समस्या में कमी आएगी।

#### घ. व्यक्तिगत भाषाई योग्यता

- (i) व्यक्तिगत विशेषताएं – व्यक्तिगत विशेषताओं में जैविक कारक शामिल हैं (बोलने का एक विकार जिसमें व्यक्ति ज के स्थान पर स की आवाज़ निकालता है जिसे सिबिलैंट व्यंजन कहते हैं) और भाषा में प्रवीणता जैसे शैक्षिक कारक। शब्दावली, व्याकरण आदि के ज्ञान के मामले में व्यक्तिगत मतभेद संचार प्रभावशीलता को प्रभावित करते हैं।
- (ii) अवधारणात्मक और भाषा के मतभेद : अवधारणा आमतौर पर प्रत्येक व्यक्ति के आसपास की दुनिया के बारे में उसकी व्याख्या का तरीका है। यदि संदेश के बारे में गलत धारणा होती है तो वहां संचार विकृति उत्पन्न होती है। अवधारणात्मक मतभेदों के कारण आने वाली बाधाओं को कम करने में मदद देकर संचार दोहराया और समझ को जांचा जा सकता है।



सुझाव :

अपने छात्रों को यह बताएं कि उनके लिए विभिन्न भाषाओं को पढ़ना क्यों आवश्यक है और वे विभिन्न भाषाएं कैसे सीख सकते हैं।

#### ड. गलत प्रतिधारणा

मानव स्मृति एक सीमा से बाहर काम नहीं कर सकती है। एक व्यक्ति हमेशा कही गई बातों को याद नहीं रख सकता है, खास तौर पर यदि उसकी दिलचस्पी नहीं है या उसका ध्यान नहीं है। इससे संचार में रुकावट आती है।

सुझाव : अपने विद्यार्थियों को आप यह समझा सकते हैं कि रिकॉर्ड रखने या उनके रखरखाव का क्या महत्व है। टिप्पणियों, लिखित संदेशों, ई-मेलों आदि का उपयोग करते हुए संचार की रुकावट से बचा जा सकता है। समझाएं कि किस प्रकार ई-मेल से तेजी से संचार होता है बल्कि इससे कागज और समय की बचत भी होती है। प्रदर्शित करें कि संचार में ई-मेल का उपयोग और भविष्य के संदर्भ के लिए ई-फाइल का रखरखाव कैसे किया जाए।

#### च. ध्यान नहीं देना

कई बार हम मन से सुनते नहीं हैं, बल्कि केवल ऊपरी तौर पर सुन लेते हैं, खास तौर पर अनेक महत्वपूर्ण चीजों का ख्याल रहता है। उदाहरण के लिए, यदि एक आगंतुक आपके पास आता है जब आप फोन पर बात कर रहे हैं, तो यह महत्वपूर्ण है कि आप फोन पर मौजूद व्यक्ति से क्षमा मांग लें, ताकि आप आगंतुक पर खासतौर से ध्यान दे सकें या आप आगंतुक से कुछ समय प्रतीक्षा करने का अनुरोध कर सकते हैं।

#### छ. भावनात्मक अवस्था

समय के एक विशेष बिंदु पर भावनात्मक अवस्था संचार को भी प्रभावित करती है। उदाहरण के लिए, यदि आप किसी भी कारण से परेशान हैं तो आप अपने आप को सही तरीके से व्यक्त नहीं कर पाएंगे, क्योंकि आपके मन की अवस्था स्थिर नहीं है।

### सत्र योजना 3

1. सत्र विषय : संचार की बाधाओं से उबरना
2. सत्र उद्देश्य : संचार की बाधाओं से उबरने के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. समग्री / उपकरण  
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां  
○ इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
5. शिक्षण/प्रशिक्षण विधि :

### टी 1 : पारस्परिक व्याख्यान

अवधि : 2 घंटे

प्रक्रिया

1. व्याख्यान के लिए बिंदुओं की तैयारी करें।
2. विषय का परिचय दें।
3. छात्रों को व्याख्यान या प्रस्तुति का उद्देश्य बताकर एक शुरुआत करें।
4. कक्षा में विषय का परिचय दें और छात्रों को संगत ज्ञान प्रदान करें।
5. छात्रों को संचार में विभिन्न प्रकार की बाधाओं के बारे में समझाएं।
6. संचार में बाधाओं के उदाहरण दें।
7. संचार में आने वाली बाधाओं से उबरने के लिए अपनाई जाने वाली कार्यनीतियों के उदाहरण दें।
8. विषय का सारांश और मुख्य बिंदुओं के महत्व को समझाएं।

### टी2 : चर्चा

अवधि : 1 घंटे

प्रक्रिया

1. चर्चा करें कि खेल के मैदान, कार्य स्टेशन, कार्यालय के सामने वाले हिस्से, कैफेटेरिया आदि जैसे स्थानों पर प्रभावी संचार में शोर किस प्रकार बाधा उत्पन्न करता है।
2. चर्चा करें कि संचार की भौतिक रुकावटों जैसे दूरी और दोषपूर्ण उपकरणों का उपयोग करने से संचार की प्रभावशीलता पर किस प्रकार असर पड़ता है।
3. चर्चा करें कि "जब तक आपसे कहा न जाए तब तक नहीं बोलें" जैसे वक्तव्य और अन्य लोगों को नाराज कर देने, अस्वीकार या उपहास का डर संचार में बाधा के रूप में कार्य करते हैं।
4. चर्चा करें कि व्यक्ति की विशेषताएं और मानसिक अवस्था संचार पर किस प्रकार प्रभाव डालते हैं।
5. संचार की बाधाओं के विभिन्न समाधानों पर चर्चा करें। उदाहरण के लिए बैठक के दौरान श्रोताओं से अपने मोबाइल





फोन साइलेंट / मीटिंग मोड में रखने के लिए कहें।

6. छात्रों को वास्तविक जीवन के अनेक प्रकरण अध्ययन बताएं ताकि छात्र अपने आप को परिस्थिति से जोड़ सकें।

सुझाव : अपने छात्रों को आप यह कह सकते हैं कि वे प्रभावी संचार को प्रभावित करने वाली विभिन्न प्रकार की बाधाओं पर एक संक्षिप्त टिप्पणी (अधिक से अधिक 25 शब्द) लिखें

### आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) बाधाओं के प्रकार

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) प्रभावी संचार में विभिन्न प्रकार की बाधाओं को कैसे दूर किया जा सकता है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
कार्यस्थल में संचार की विभिन्न बाधाओं की सूची को संकलित करना।		

## सत्र 4 : संचार के सिद्धांत लागू करना

### संगत ज्ञान

प्रभावी संचार के सिद्धांतों को 7 श्रेणियों में बांटा जा सकता है, जो लिखित और मौखिक दोनों प्रकार के संचार पर लागू होते हैं। ये इस प्रकार हैं :

1. पूर्णता— संचार पूरा होना चाहिए। ग्राही को सभी तथ्यों की जानकारी देनी चाहिए। एक संपूर्ण संचार की निम्नलिखित विशेषताएं हैं :
  - संदेश में से कोई महत्वपूर्ण जानकारी अनुपस्थित नहीं है।
  - इससे अतिरिक्त सूचना दी जाती है, जहां आवश्यक हों।
  - इससे ग्राही के दिमाग में कोई प्रश्न शेष नहीं होना चाहिए।
  - यह ग्राही को विश्वास दिलाती है।
2. संक्षिप्तता – संक्षिप्तता या छोटे रूप में बनाने का अर्थ है कि संचार की अन्य श्रेणियों को जाने बिना न्यूनतम शब्दों द्वारा संचार किया जाना चाहिए। इससे समय और लागत की बचत होती है।
  - यह मुख्य संदेश को उभार कर सामने लाता है।
  - यह ग्राही को अधिक प्रभावित करता है।
3. ध्यान देना – ध्यान देने का अर्थ है श्रोत के विचार बिंदु, पृष्ठ भूमि, सोच, शिक्षा के स्तर, उनकी विशिष्ट आवश्यकताओं, भावनाओं आदि को ध्यान में रखकर उनके साथ संचार करना।
4. स्पष्टता – स्पष्टता का अर्थ है एक विशेष संदेश या लक्ष्य पर एक बार में बल देना, बजाए इसके कि एक ही बार में कार्य पूरा किया जाए। स्पष्ट संदेश में शुद्ध, उपयुक्त और ठोस शब्दों का उपयोग किया जाता है। स्पष्टता से सुनिश्चित होता है कि संचार सरल और सुगम है।

पुरुष मूल के शब्दों का उपयोग नहीं करें	
लिंग वादी	अलिंग वादी
अध्यक्ष	सभापति
कैमरामैन	कैमरा ऑपरेटर
कॉन्ग्रेसी	कॉन्ग्रेस के सदस्य
व्यवसायी	व्यावसायिक कार्यकारी
पुलिसकर्मी	पुलिस अधिकारी
जनशक्ति	कार्मिक

5. ठोस – ठोस संचार का अर्थ है सामान्य के स्थान पर विशेष रूप से बताना। ठोस संदेश की निम्नलिखित विशेषताएं हैं :
  - यह विशिष्ट तथ्यों और आंकड़ों के साथ समर्थन करता है।
  - इसमें स्पष्ट शब्दों का उपयोग किया जाता है जो प्रामाणिकता रखते हैं।
6. शिष्टाचार – संदेश में शिष्टाचार होने का अर्थ है कि संदेश में प्रेषक की ओर से अभिव्यक्ति और ग्राही के प्रति आदर दर्शाया जाना चाहिए। शिष्ट संदेश की निम्नलिखित विशेषताएं हैं :
  - इसमें संदेश के ग्राही के शब्दों और अनुभूतियों का उपयोग किया जाता है।
  - यह सकारात्मक और श्रोताओं पर केंद्रित होता है।
  - इसमें किसी के प्रति झुकाव नहीं होता।
7. शुद्धता – संचार में शुद्धता का अर्थ है कि संचार में व्याकरण की कोई गलती नहीं होनी चाहिए। शुद्ध संचार की निम्नलिखित विशेषताएं हैं :
  - संदेश उपयुक्त, शुद्ध और सही समय पर दिया गया है।
  - इसमें उपयुक्त और सही भाषा का उपयोग किया गया है।

## सत्र योजना 4

1. सत्र विषय : संचार के सिद्धांतों को लागू करना
2. सत्र उद्देश्य : संचार के सिद्धांतों को लागू करने के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. समग्री / उपकरण  
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां
  - इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
  - खेल खेलने के लिए अनिवार्य व्यवस्थाएं पहले से करें।
5. शिक्षण / प्रशिक्षण विधि :

## टी 1 : भूमिका निभाना

सुरक्षा से संबंधित विभिन्न परिदृश्यों में संचार के सिद्धांतों का अनुप्रयोग समझाने के लिए भूमिका अभिनय आयोजित करें। इसके वाक्यों में निम्नलिखित शामिल हो सकते हैं :

- (i) यह कार्यक्रम 16 दिसंबर, 2013 को सोमवार 6.30 बजे है।
- (ii) मैं अपने अंतःकरण के खिलाफ कार्य नहीं कर सकता।
- (iii) मैं हर स्त्री/पुरुष से बहुत अच्छा करने की उम्मीद करता हूँ।
- (iv) आपका कार्यालय समय पर पहुंचना अति आवश्यक है
- (v) कार्य पूरा करें और पर्यवेक्षक को रिपोर्ट करें
- (vi) मैं रिपोर्ट लिखूंगा और आपके पास जमा करूंगा।

## टी 2 : खेल

तैयारियां (20 मिनट)

यह खेल जोड़ों में खेला जाता है, जिसमें एक विधार्थी प्रेक्षक है। कक्षा को दो-दो विधार्थियों के समूहों में बांटें। प्रत्येक समूह में एक विधार्थी को प्रेक्षक बनाएं। प्रेक्षक समूह के विधार्थियों द्वारा दिए गए उत्तर दर्ज करेगा।

प्रक्रिया (1 घंटे 10 मिनट)

1. विधार्थियों के प्रत्येक समूह से अपने स्कूल के परिसर का समूह चार्ट बनाने के लिए कहें। उन्हें खास तौर पर स्कूल के प्रवेश और निर्गत बिंदु दर्शाने होंगे। यह कार्य समूह में किया जाए।
2. प्रेक्षक अपने अवलोकन दर्ज करेगा।
3. आधा घंटा पूरा होने पर चार्ट बनाना रोक दिया जाए।

प्रेक्षक से उम्मीद की जाती है कि वह पूरी कक्षा पर उनके समूह के अवलोकनों की रिपोर्ट दें। समूह प्रेक्षक से संचार के सिद्धांतों के आधार पर अपनी रिपोर्ट पर प्रतिक्रिया प्राप्त करें।

## आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) प्रभावी संचार के सिद्धांत

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) संचार को प्रभावी बनाने वाले विभिन्न सिद्धांतों को कैसे लागू करें?

(ख) शुद्धता और स्पष्टता के बीच क्या अंतर है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
एक ऐसा वाक्य बनाएं जिससे ग्राही के लिए आवश्यक सभी तथ्य बताए जा सकें।		
एक ऐसा वाक्य बनाएं जिससे एक विशिष्ट संदेश मिले।		
ऐसे तरीके से अभिव्यक्त करें जिससे संदेश पाने वाले के प्रति आदर दर्शाया जाए।		

## सत्र 5 : मौखिक और गैर मौखिक संचार के तत्व लागू करना

### संगत ज्ञान

#### मौखिक संचार

भाषा स्पष्ट, विशिष्ट, शुद्ध तथा श्रोताओं से उपयुक्त तथा प्रयोजन के अनुकूल होनी चाहिए।

संचार के माध्यम से संचार का प्रकार तय होता है। संचार में प्रयुक्त माध्यम के आधार पर संचार के प्रक्रिया मोटे तौर पर मौखिक संचार और अमौखिक संचार में बांटी जा सकती है।

मौखिक संचार में लिखना और मौखिक संचार शामिल है, जबकि गैर-मौखिक संचार में शारीरिक भाषा, चेहरे के हाव भाव और तस्वीरें शामिल हैं। इस प्रकार, इस प्रकार संचार की दो विधियां हैं मौखिक संचार (बोलकर और लिखित) और अमौखिक संचार (शारीरिक भाषा, चेहरे के हाव भाव और तस्वीरों द्वारा, सांकेतिक संचार)।

मौखिक संचार इसमें संचार के माध्यम के रूप में शब्दों का उपयोग किया जाता है। एक प्रभावी मौखिक संचार द्वि मार्गी प्रक्रिया है जिसमें बोलना और सुनना होना चाहिए। आमतौर पर मौखिक संचार एक से दूसरे की विधि या एक से दूसरे के मेलजोल में किया जाता है। मौखिक संचार में शुद्धता, संक्षिप्तता और स्पष्टता बनाए रखना बहुत महत्वपूर्ण है। प्रेषक को यह भी सुनिश्चित करना चाहिए कि वह उपकरण (चैनल) में स्पष्ट रूप से बोलता है और अपने शब्दों के चयन के माध्यम से आदर प्रेषित करता है। आरएसटीपी<sup>1</sup>; त्ज्द्ध स्पष्ट रूप से बोलने के लिए एक उपयोगी मार्गदर्शिका है।

**आर R (Rhythm)** – तालमेल – बोलते समय तालमेल बनाए रखना प्रभावी संचार के लिए महत्वपूर्ण है। बोलने में रुकावट होने से वक्ता को अपने अगले विचार के बारे में सोचने का अवसर मिलता है और साथ ही श्रोता को जानकारी समझने के लिए पर्याप्त समय मिल जाता है।

**एस S (Speech)** – वाणी – यह श्रोताओं के सामने औपचारिक रूप से संचार बोलने का औपचारिक तरीका है।

<sup>1</sup> [http://www.ehow.com/info\\_8594284\\_elements-rhythmspeech.html#ixzz1oWhLze9L](http://www.ehow.com/info_8594284_elements-rhythmspeech.html#ixzz1oWhLze9L)

टी **T (Tone)** – टोन – यह आवाज़ की गुणवत्ता है जो अनुभूति या अर्थ में बदलाव प्रदर्शित करती है। एक समान टोन में बोलने से संकेत मिलता है कि वक्ता निराश हो चुका है।

पी च ;च्यजबीद्ध – पिच – पिच मानव के गले के स्वर यंत्र में कंपनों के कारण उत्पन्न होता है। स्वर यंत्र के तनाव में होने वाले बदलाव से पिच में अंतर हो सकता है। आमतौर पर, पुरुष की तुलना में महिलाओं की आवाज़ का पिच ऊंचा होता है।

लिखित संचार कौशल यह लिखित विधि द्वारा व्यक्त करने की व्यक्ति की संचार है। प्रभावी लिखित संचार के महत्वपूर्ण कौशल हैं :

- शुद्ध और स्पष्ट लिखें, सभी आवश्यक जानकारियां दी जाएं।
- लिखित संचार की अनुमोदित शैलियों और प्रारूपों का उपयोग करें।

प्रभावी लेखन में शब्दों का सावधानी से चयन, वाक्यों में इनका सही क्रम में विन्यास और वाक्यों की एक व्यापक संरचना तैयार करना शामिल है।

अमौखिक संचार : यह ऐसा संचार है जिसमें शरीर के अंगों का इस्तेमाल होता है। इसमें चेहरे के भाव, आवाज़ की टोन, स्पर्श की अनुभूति, गंध की अनुभूति और शारीरिक हाव भाव शामिल हैं। अमौखिक संचार या शारीरिक हाव भाव के महत्वपूर्ण पक्षों को समझकर आप लोगों को अच्छी तरह समझना सीख सकते हैं। आरगाइल और उनके सहयोगियों ने सूचना प्रेषित करने वाले अमौखिक संचार की विशेषताओं का अध्ययन किया है।

#### शारीरिक हाव भाव

शारीरिक हाव भाव और व्यवहार में निम्नलिखित विभिन्न पक्ष शामिल हैं :

- आंखों से संपर्क
- चेहरे के हाव भाव
- पूरे शरीर की मुद्रा
- हाथ की मुद्रा
- चीजों से खेलना
- चारों ओर इस प्रकार देखना कि कोई चीज टूटना है
- उद्देश्य के साथ / बिना चलना
- क्रोध का प्रदर्शन करने वाले कार्य
- भ्रम का प्रदर्शन करने वाले कार्य
- एक व्यक्ति को आराम या आरामदायक महसूस होना।

उनकी प्राप्तियों का सारांश निम्नानुसार है :

#### (क) स्थिर विशेषताएं

1. दूरी : दूरी अमौखिक संदेशों को संप्रेषित करने का एक तरीका है। कुछ संस्कृतियों में यह आकर्षण का संकेत है, जबकि अन्य में यह दर्जा या गर्म जोशी या एहसास की गहराई दर्शाता है। भारत में सामने वाले व्यक्ति से संचार करते समय एक फुट की दूरी बनाए रखना आदर सूचक है।
2. अभिविन्यास : लोग अपने आप को विभिन्न तरीकों से दर्शाते हैं : आमने सामने, अगल बगल, या एक दूसरे की पीठ की ओर। उदाहरण के लिए, आपस में सहयोग करने वाले लोग अगल बगल होते हैं जबकि प्रतियोगी आमतौर पर एक दूसरे के सामने होते हैं। सुरक्षा के क्षेत्र में आमने सामने का अभिविन्यास सामान्य है।
3. मुद्रा : आपकी मुद्रा संदेश देती है। उदाहरण के लिए यदि आप एक कुर्सी पर पैर एक दूसरे पर रखकर या हाथ मोड़कर बैठते हैं तो यह संचार के आदान प्रदान में आपके विश्राम को दर्शाने वाली मुद्रा है। ड्यूटी पर तैनात एक सुरक्षा अधिकारी के लिए दो स्वीकृति मुद्राएं हैं – सावधान और विश्राम।
4. हाथों या भुजाओं से इशारा : हाथ मिलना, छूना, पकड़ना, गले लगाना या पीठ थपथपाना, ये सभी संदेश देते हैं। ये सभी आत्मीयता के तत्व दर्शाते हैं। उदाहरण के लिए यदि लोगों को परिसर से बाहर छोड़ने जाते हैं तो उनके शारीरिक संपर्क में उस क्षेत्र से बाहर जाने के संदेश को प्रबलित करने के लिए हाथ या कंधे को स्पर्श करना शामिल है।

#### (ख) गतिशील विशेषताएं

1. चेहरे के हाव भाव : एक मुस्कराहट, त्योंरी चढ़ाना, आंखों की



भंवें उठाना, उबासी लेना और मजाक उड़ाना, ये सभी सूचना प्रेषित करते हैं। मेलजोल के दौरान चेहरे की अभिव्यक्तियां निरंतर की जाती हैं और इन्हें सामने वाला व्यक्ति निरंतर देखता रहता है। इसी प्रकार मुस्कुराने को आनंद दायक और मददगार माना जाता है। तयौरी चढ़ाने का अर्थ है भ्रम और कई बार गुस्सा। उठी हुई भंवों, उबासी और मजाक उड़ाने को पूरी तरह अस्वीकृत शारीरिक हाव भाव माना जाता है, क्योंकि ये गुस्सा या उपेक्षा दर्शाते हैं।

2. हाव भाव : इसे सबसे अधिक संख्या में देख जाता है, किंतु सबसे कम समझा गया संकेत हाथों की गति है। अधिकांश लोग बात करते समय हाथों को हिलाते हैं।
3. देखना : सामाजिक संचार की एक प्रमुख विशेषता आंखों का संपर्क है। संपर्क की संख्या से दिलचस्पी या नीरसता का पता चलता है। उदाहरण के लिए सुरक्षा अधिकारी को आने वाले व्यक्ति की आंखों में सीधे देखना चाहिए, जबकि यह मित्रता पूर्वक और मीठे तरीके से होना चाहिए।

चित्रात्मक संचार इसमें संकेतों से संचार करना शामिल है जैसे यातायात के संकेत, 21 तोपों की सलामी, होर्न, साइरन आदि। उदाहरण के लिए यू-टर्न का संकेत आपको यू के आकार में घूमने के लिए कहता है और सड़क पार करने वाले व्यक्ति के संकेत से पता लगता है कि आप यहां से सड़क पार कर सकते हैं।

प्रतीकात्मक संचार इसका उपयोग संकेतों द्वारा धार्मिक स्थल, स्कूल, स्थिति, जुड़ाव, संचार युक्तियों आदि को दर्शाने में किया जाता है।

## सत्र योजना 5

1. सत्र विषय : मौखिक और गैर मौखिक संचार के तत्वों को लागू करना
2. सत्र उद्देश्य : मौखिक और गैर मौखिक संचार के तत्वों को लागू करने के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. समग्री / उपकरण  
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां  
○ इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
5. शिक्षण/प्रशिक्षण विधि :

## टी 1 : गतिविधि

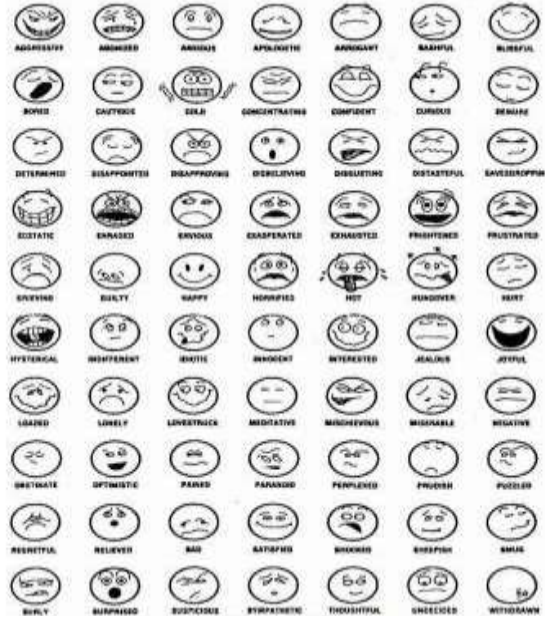
अवधि  
प्रक्रिया

छात्रों को जोड़ों में व्यवस्थित करें और प्रदर्शित करें कि संचार के विभिन्न उपकरण का उपयोग कैसे करना है। पहले दौर में जोड़े में से एक व्यक्ति दूसरे को अनुदेश देता है जबकि दूसरा व्यक्ति अनुदेशों का पालन करता है। दूसरे दौर में भूमिकाएं बदल जाती हैं। छात्रों से संचार उपकरण के प्रचालन मैनुअल को अपने भागीदार से साथ मिलकर पढ़ने के लिए कहें। जबकि जोड़े में से एक व्यक्ति मैनुअल को पढ़े तथा दूसरा जोड़ा अभी पढ़ी गई बात का भौतिक प्रदर्शन करे।

## टी 2 : खेल

फिश बाउल गतिविधि

- (i) कक्षा से 10 लोगों को चुनें।
- (ii) यह समूह मध्य में एक गोला बनाकर बैठेगा।
- (iii) कक्षा के बाकी लोग बाहरी गोला बनाएंगे।
- (iv) अंदरूनी गोला फिश बाउल है और उन्हें एक दिलचस्प विषय पर चर्चा करने के लिए कहा जाएगा – जैसे क्रिकेट का खेल (10 मिनट के लिए)।
- (v) बाहरी गोले को इमोटिकॉन के एक सेट की प्रति दें। इमोटिकॉन की शीट की एक प्रति यहां आपके संदर्भ हेतु दी गई है। उन्हें विषय की चर्चा के दौरान अपने मित्र के चेहरे के भावों को पहचानने के लिए इस शीट का उपयोग करना है (एक व्यक्ति से अधिक से अधिक दो लोगों को देखने के लिए कहा जाए)।
- (vi) 10 मिनट के अंत में चर्चा रोक दी जाए और बाहरी गोले के लोग अपने दोस्तों के चेहरों की रिपोर्ट दें जो उनके चेहरे के भाव से सबसे नजदीक थीं।



### टी 3 : भूमिका निभाना

अपने छात्रों को प्रतिक्रिया देने और पाने के विभिन्न पक्ष समझाने के लिए “भूमिका निभाने” का आयोजन करें। आमतौर पर निम्नलिखित अभिव्यक्ति विभिन्न परिस्थिति में इस्तेमाल की जाती है जिसे अहसासों के संचार में इस्तेमाल किया जा सकता है।

- अतिथियों का स्वागत : नमस्कार, नमस्ते।
- आभार अभिव्यक्ति करना : धन्यवाद, मैं आप द्वारा की गई सहायता के लिए हृदय से धन्यवाद देता हूँ, मैं आपके प्रति आभारी हूँ।
- प्रश्नों के उत्तर : “हां श्री / सुश्री ..... अपने कमरे में हैं या नहीं श्री / सुश्री ..... अपने कमरे में नहीं हैं।”
- सुरक्षा संबंधित समस्याओं और शिकायतों से निपटाना : सर / मैडम आपकी क्या समस्या है? या क्या मैं आपकी समस्या सुलझाने के लिए कुछ कर सकता हूँ।

जोड़ों में छात्र कुछ अलग तरह से बात करते हुए टोन को बदलकर वाक्य बना सकते हैं और भिन्न शब्दों पर जो दे सकते हैं।

## आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) संचार के रूप

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) मौखिक संचार करते समय किन महत्वपूर्ण पक्षों को ध्यान में रखने की आवश्यकता है?

(ख) अमौखिक संचार करते समय किन महत्वपूर्ण पक्षों को ध्यान में रखने की आवश्यकता है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
मौखिक संचार की विधियां पहचानें		
अमौखिक संचार की विधियां पहचानें		
टोन और पिच में विभिन्नता के साथ भाषण दें।		
दिन के समय को ध्यान में रखते हुए विनम्रता सहित और उपयुक्त तरीके से अभिवादन करें।		
अमौखिक संचार की स्थिर विशेषताओं की सूची बनाएं।		
अमौखिक संचार की गतिशील विशेषताओं की सूची बनाएं।		



आराम हंसी और खुशी हंसना



गुस्सा नफरत तेवर



उदासीन उदास कोमल

## सत्र 6 : संचार उपकरण और चैनलों का उपयोग

### संगत ज्ञान

दूरी के कारण संचार की बाधाओं से उबरने में लोगों को सहायता देने के लिए अनेक प्रकार की इलेक्ट्रॉनिक युक्तियां उपलब्ध हैं। इनमें टेलीफोन, मोबाइल, बेतार सेट, वॉकी टॉकी आदि शामिल हैं, जिनका उपयोग संदेश भेजने और प्राप्त करने में किया जाता है।

- (i) टेलीफोन : टेलीफोन दूर संचार की युक्ति है जो ध्वनि भेजती और प्राप्त करती है। सभी आधुनिक टेलीफोनों में बोलने के लिए एक माइक्रोफोन, दूरी पर बैठे व्यक्ति को यह आवाज़ पुनः सुनाने के लिए एक इयर फोन, कॉल आने पर व्यक्ति को सचेत करने के लिए रिंगर की ध्वनि तथा टेलीफोन नंबर डायल करने के लिए एक की-पैड होते हैं।
- (ii) मोबाइल फोन : मोबाइल फोन (जिसे सैल फोन भी कहते हैं) एक ऐसा साधन है जिससे किसी भी भौगोलिक क्षेत्र में रहते हुए एक रेडियो संपर्क के माध्यम से की और प्राप्त की जा सकती है। मोबाइल फोन में अनेक प्रकार की अन्य सेवाएं भी प्रदान की जाती हैं, जिसमें पाठ संदेश, जिसे संक्षिप्त संदेश सेवा (एसएमएस), इलेक्ट्रॉनिक मेल (ई-मेल), और शॉर्टरेंज बेतार संचार (इंफ्रारेड, ब्लूटूथ) शामिल हैं।
- (iii) इलेक्ट्रॉनिक निजी स्वचालित शाखा केंद्र (ईपीएबीएक्स) प्रणाली : यह एक परिसर में आस पास रहने वाले विभिन्न व्यक्तियों को टेलीफोन कॉल से जोड़ने में प्रयुक्त होने वाला उपकरण है, जो एक संगठन या एक आवासीय कॉलोनी का हो सकता है, इसमें कॉल करने वाले व्यक्ति के दावों की प्रामाणिकता की पुष्टि और निवासियों / अधिकारियों की उपलब्धता जांचने की सुविधा होती है। ईपीएबीएक्स द्वारा बाहरी टेलीफोन लाइन से भी संपर्क किया जा सकता है।



ट्रांसमीटर

प्राप्त करने वाला

#### (iv) वॉकी-टॉकी

वॉकी-टॉकी हाथ में पकड़ने योग्य, लाने-ले जाने योग्य द्विमार्गी रेडियो ट्रांसमीटर है। प्रारूपिक वॉकी-टॉकी टेलीफोन हैंडसेट के समान होता है, जिसमें ऊपर एक एंटीना लगा होता है। एक वॉकी टॉकी में निम्नलिखित भाग होते हैं :

- ट्रांसमीटर – यह आपकी आवाज़ को रेडियो तरंगों में बदलने के बाद अन्य वॉकी-टॉकी उपकरणों में भेजता है।
- रिसीवर – यह ट्रांसमीटर द्वारा भेजी गई रेडियो तरंगों प्राप्त करता है।
- स्पीकर – यह रिसीवर में प्राप्त ध्वनि को प्रवर्धित करता है।
- माइक्रोफोन – इस भाग से आपकी आवाज़ प्राप्त की जाती है और इसे विद्युत संकेतों में बदला जाता है।
- क्रिस्टल – क्रिस्टल को चैनल भी कहते हैं। यह संचार में प्रयुक्त आवृत्ति तय करता है।
- बैटरियां – आमतौर पर बिजली की आपूर्ति बैटरी से की जाती है

वॉकी-टॉकी सुरक्षा क्षेत्र, व्यापार, जन सुरक्षा, हवाई अड्डा और सेनाओं सहित किसी ऐसी व्यवस्था में व्यापक तौर पर इस्तेमाल की जाती है जहां चलते फिरते रेडियो संचार अनिवार्य हैं।

#### (v) फ़ैक्स मशीन

फ़ैक्स (फ़ेसिमाइल के लिए संक्षिप्त शब्द) एक फ़ैक्स मशीन से दूसरी फ़ैक्स मशीन से टेलीफोन लाइन के माध्यम से स्कैन किए गए मुद्रित कागजों (पाठ और चित्र दोनों) को टेलीफोन संप्रेषण द्वारा भेजना है। मूल दस्तावेज को फ़ैक्स मशीन द्वारा स्कैन किया जाता है, जो सामग्री (पाठ और चित्र दोनों) को ग्रहण करता है और इसे एकल नियत ग्राफीय चित्र के रूप में एक बिट मैप इमेज में बदल देता है। तब इसे टेलीफोन प्रणाली के माध्यम से विद्युत संकेत के रूप में भेजा जाता है। प्राप्त करने वाली फ़ैक्स मशीन इस कोड वाली इमेज को कागज की प्रति के रूप में प्रिंट कर देती है।

(vi) ग्लोबल पोजिशनिंग नेविगेशन युक्ति प्रणाली – ऐसी कोई मशीन जो पृथ्वी पर मशीन की स्थिति तय करने के लिए ग्लोबल पोजिशनिंग प्रणाली (जीपीएस) के संकेत प्राप्त करती है। जीपीसी मशीनों का उपयोग सेना, उड्डयन, समुद्री परिवहन और उपभोक्ता उत्पाद अनुप्रयोगों में किया जाता है। अब इसे टैक्सी

के आवागमन का नियमन करने में बड़े पैमाने पर इस्तेमाल किया जा रहा है।

(vii) कंप्यूटर : कंप्यूटर प्रोग्राम करने योग्य एक मशीन है जो वांछित प्रारूप में सार्थक परिणाम पाने के लिए गणित और तर्क के प्रचालनों का उपयोग करती है। एक कंप्यूटर प्रणाली में हार्ड वेयर और सॉफ्ट वेयर शामिल होते हैं। कंप्यूटर अब महत्वपूर्ण बन गया है और यह संचार के माध्यम के रूप में तेजी से विस्तार कर रहा है, क्योंकि इसमें ई-मेल, ई-फोरम ब्लॉग, सोशल साइट, वेबसाइटों पर शैक्षिक सामग्रियों तक पहुंच, खोज करने योग्य डेटाबेस, और ई-वाणिज्य की अपार संभाव्यता है।

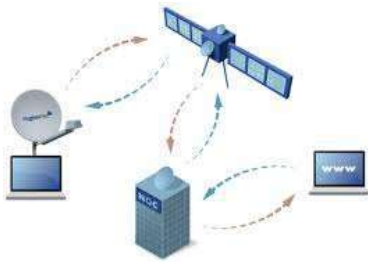
संचार की रुकावट में आपातकालीन स्थिति के लिए समर्पित चैनल्स

कई बार, नेटवर्क में बहुत अधिक आवागमन का भार हो सकता है या तकनीकी समस्या के कारण प्रेषक या ग्राही के स्थान पर संचार में बाधा आ सकती है। संचार के लिए समर्पित कुछ चैनलों की जानकारी इस प्रकार है :

(i) रेडियो संचार : बेतार संचार रेडियो तरंगों पर आधारित है, जिसे कम दूरी के संचार और लंबी दूरी के संचार, दोनों में इस्तेमाल किया जा सकता है। रेडियो संचार युद्ध और युद्ध जैसी परिस्थितियों में व्यापक रूप से इस्तेमाल होता है। लोग उच्च आवृत्ति (एचएफ) का उपयोग करते हुए कई सौ किलोमीटरों की दूरी से संचार कर सकते हैं। इस सिद्धांत पर कार्य करने वाले उपकरण के उदाहरण हैं वॉकी-टॉकी या हाथ में पकड़ने वाला बेतार ट्रांससीवर सेट।

(ii) उपग्रह आधारित संचार प्रणाली : यह रेडियो संचार का एक रूप है जहां पृथ्वी से रेडियो तरंगें संचार उपग्रह में भेजी जाती हैं, जो संदेश को वापस ग्राही के पास भेज देती है। अंतरराष्ट्रीय मैरी टाइम सेटलाइट ऑर्गनाइजेशन (आईएनएमएआरएसएटी) एक सामान्य उपग्रह संचार नेटवर्क है जिसे समुद्र में ऊंचे स्थान पर आपातकाल तथा विपदाओं के समय उपयोग किया जाता है क्योंकि इनके लिए किसी पृथ्वी आधारित प्रणाली जैसे टावर या केबल की जरूरत नहीं होती।

(iii) एमेच्योर (हैम) रेडियो : एमेच्योर या रेडियो का अर्थ है



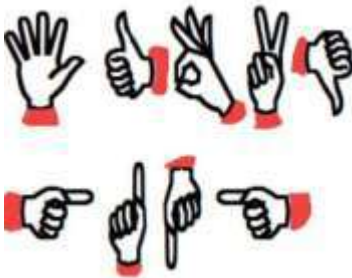
शौकीन लोगों द्वारा रेडियो पर संचार में इस्तेमाल की जाने वाली मशीन और ये कई हजार किलोमीटर की दूरी से संपर्क कर सकते हैं। एमेच्योर रेडियो ऑपरेटर द्वारा संचार के लिए संप्रेषण की विभिन्न विधियां उपयोग की जाती हैं। आवाज़ के संप्रेषण के लिए इस्तेमाल होने वाली दो सबसे सामान्य विधियां हैं फ्रीक्वेंसी मॉड्यूलेशन (एफएम) और सिंगल साइड बैंड (एसएसबी)। इस प्रचालन का समन्वय अंतरराष्ट्रीय दूर संचार इकाई (आईटीयू) द्वारा किया जाता है और इसे अलग अलग देशों की सरकारें लाइसेंस देती हैं जो प्रेषण की तकनीकी और प्रचालन संबंधी विशेषताओं का नियमन करता है और कॉल संकेत पहचानने सहित अलग अलग स्टेशन जारी करता है। इनके संचार सुनामी और भूकंप जैसी आपदाओं के दौरान अलग पड़े समुदायों से संपर्क में बहुत अधिक उपयोगी हैं।

- (iv) समर्पित अल्प रेंज संचार (डीएसआरसी) : डीएसआरसी में उच्च विश्वसनीयता वाली बेतार संयोजकता, शुद्ध स्थिति (ग्लोबल पोजिशनिंग उपग्रह और वाहन डैड – रिफॉनिंग) तथा ऑन बोर्ड कंप्यूटर को जोड़ा जाता है ताकि वाहनों को आपस में (वाहन से वाहन या वी2वी लिंक) और सड़क पर मौजूद इकाइयों (वाहन से मूल संरचना या वी2आई) जोड़ा जा सके।

शब्द “समर्पित” का अर्थ है डीएसआरसी 5.9 गीगा हर्ट्ज पर अपनी सुरक्षित आवृत्ति बैंड पर प्रचालन करता है। इससे सुनिश्चित किया जाता है कि अन्य बेतार तकनीकों की बाधा से इस प्रणाली पर कोई रुकावट नहीं आती। यह बैंड अमेरिका और यूरोप में पहले ही आबंटित किया गया है।

संचार चैनल : सूचना प्रदान करने के दो तरीके हैं : औपचारिक और अनौपचारिक संचार चैनल।

- (i) अनौपचारिक संचार : यह संचार व्यक्ति से व्यक्ति के बीच, आमने सामने किसी औपचारिकता, समारोह या तड़क भड़क के बिना होता है। अनौपचारिक रूप से संचार में पाठ संदेश, पोस्ट-इट नोट, व्यक्ति ई-मेल पत्र, तत्काल संदेश, इमोटिकॉंस, ऑनलाइन चैट रूम तथा साइबर स्पेस बुलेटिन बोर्ड तथा किसी व्यक्ति के घर या कार्यालय में अनौपचारिक रूप से जाना या जल्दी और अचानक बैठक शामिल हैं। अनौपचारिक बातचीत में लोग सहज रहते हैं और आमतौर पर किसी भी वेशभूषा में हो सकते हैं।





अनौपचारिक संचार में अमौखिक रूप भी हो सकते हैं जैसे चेहरे की अभिव्यक्ति, सांकेतिक भाषा या वेशभूषा का तरीका।

- (ii) औपचारिक संचार यह इस प्रकार व्यवस्थित और प्रबंधित सूचना है जिसे एक संगठन के संबंधित व्यक्तियों या संगठनों के बीच बांटा जाता है। औपचारिक संचार के चैनल संगठन में एक व्यक्ति की भूमिका पर आधारित है और इन्हें एक संगठन में स्थापित मानकों के अनुसार संगठित रूप से बांटा जाता है। औपचारिक संचार आमतौर पर कार्यपालकों से निदेशकों और उनसे प्रबंधकों तथा कर्मचारियों तक "नीचे की दिशा में" चलता है जिसमें कंपनी के निर्देश और अनुदेश होते हैं तथा डेटा और रिपोर्ट के रूप में यह "ऊपर की दिशा में" कर्मचारियों से प्रबंधकों और फिर निदेशकों से होकर कार्यपालकों तक पहुंचता है। इन चैनलों से आने वाले संचार कार्यों और विभागों के लिए विशिष्ट होते हैं।

सुरक्षा कार्मिकों को लोगों के आवागमन, रसद के आवागमन और टेलीफोन कॉल की जानकारी रखनी होती है। उन्हें इलेक्ट्रॉनिक और मुद्रित रूप में रिकॉर्ड रखने और रिपोर्ट तैयार करनी होती है, जिसे इलेक्ट्रॉनिक या मुद्रित रूप में संबंधित अधिकारियों के पास भेजा जाता है।

गतिविधियों और कार्यक्रमों की योजना, निष्पादन और निगरानी के लिए दस्तावेज बनाए जाते हैं। यह सूचना के आदान प्रदान, समर्थन, जवाबदेही सुनिश्चित करें और साक्ष्य प्रदान करने के लिए उपयोगी साधन के रूप में भी कार्य करते हैं। दस्तावेजों का उपयोग सूचना को रिकॉर्ड करने, रिपोर्ट और फाइल बनाने में किया जाता है। सुरक्षा कर्तव्यों से संबंधित सामान्य रिकॉर्डों में परिसर खोलना और बंद करना, उपस्थिति या अनुपस्थिति, दण्ड, गश्त लगाना, खोज की प्रक्रिया आदि शामिल है। सुरक्षा के क्षेत्र में इस्तेमाल होने वाले दस्तावेजों के उदाहरण हैं लॉगबुक, रजिस्टर, रिपोर्ट बही, घटना की रिपोर्ट आदि। इस प्रकार तैयार रिकॉर्ड या रिपोर्ट का रखखाव सुपरवाइजर द्वारा इस प्रकार किया जाता है जिसे आसानी से देखा जा सके। इसका श्रेणीकरण आमतौर पर समय के अनुसार, अक्षरों के अनुसार और कार्य के अनुसार किया जाता है। सुरक्षा के कार्य संगठन या उद्योग (अस्पताल, रक्षा बल, हवाई अड्डा, निर्माण इकाई, जोखिम वाले उद्योग, रिटेल उद्योग आदि) के प्रकार पर निर्भर करेंगे।

एक सुरक्षा नियंत्रण कक्ष में उपलब्ध डेटा या रिकॉर्ड की संख्या अधिक होती है और इन्हें अवर्गीकृत, गोपनीय, गुप्त और अत्यधिक गुप्त के रूप में वर्गीकृत किया जा सकता है। ये स्तर बढ़ती हुई गोपनीयता के क्रम में हैं। सुरक्षा सेवाओं में तैयार होने वाली रिपोर्टों में निम्नलिखित शामिल हैं :

- (i) ड्यूटी लॉग : यह कार्मिकों का रिकॉर्ड है जो एक निश्चित समय पर एक स्थान पर आकर रिपोर्ट करते हैं। इससे विभिन्न बिंदुओं पर सुरक्षा कार्मिकों की उपस्थिति के विवरण मिलते हैं। अनुपस्थिति दर्ज की जाती है और उचित प्राधिकारी को इसकी रिपोर्ट दी जाती है।
- (ii) घटना रिपोर्ट : यह असामान्य घटना की रिपोर्ट है। इसमें घटना की तिथि, समय और शामिल लोगों, वाहनों की विशिष्टि या शामिल सामग्री और घटना के भौगोलिक स्थान की जानकारी दर्ज की जाती है।
- (iii) कार्यवाही रिपोर्ट : इस रिपोर्ट से की गई कार्यवाही के विवरण के साथ घटना के लॉग में बताई गई घटना की जानकारी मिलती है। इसमें घटना की तिथि, समय की कार्यवाही, कार्यवाही करने वाले लोगों, प्रक्रिया और की जाने वाली लंबित कार्यवाही की जानकारी दर्ज की जाती है।
- (iv) आवागमन लॉग : ये लॉग लोगों, रसद और वाहनों के जांच बिंदु से आने जाने का रिकॉर्ड हैं।

दिनांक	समय	आगंतुक का नाम	कार्यालय / निवास का पता	आने का उद्देश्य	पास हां / नहीं	समय समाप्त

- (v) बैक-अप और स्टैण्ड बाई लॉग : ये बैक-अप और स्टैण्ड बाई प्रक्रियाओं के रिकॉर्ड और रिपोर्ट हैं जिन्हें उपकरण में खराबी या किसी आपातकालीन स्थिति के परिणाम स्वरूप निष्पादित किया गया था।
- (vi) आकस्मिकता लॉग : ये किसी आपातकालीन स्थिति या घटना के परिणाम स्वरूप निष्पादित आकस्मिक प्रक्रियाओं के रिकॉर्ड और रिपोर्ट हैं।

## सत्र योजना 6

1. सत्र विषय : संचार के उपकरण और चैनलों का उपयोग
2. सत्र उद्देश्य : छात्रों को निजी सुरक्षा सेवाओं में रखे जाने वाले विभिन्न प्रकार के दस्तावेजों से परिचित कराना।
3. सामग्री / उपकरण  
आवश्यकताएं : ड्यूटी लॉग, घटना रिपोर्ट, आने जाने का लॉग, बैक अप और स्टैंड बाई लॉग, आकस्मिकता लॉग, पालन रिपोर्ट।
4. तैयारियां
  - इस हस्तपुस्तिका के अंत में दी गई शब्दावली पढ़ें।
5. शिक्षण/प्रशिक्षण विधि :

(vii) अनुपालन रिपोर्ट : यह परिसर खोलने, बंद करने, गश्त लगाने, अनुपस्थिति आदि से संबंधित मानक प्रक्रियाओं की जांच सूची है, जिसका निष्पादन हर दिन किया जाता है और इसके मदों पर पूरा होने के बाद निशान लगाए जाते हैं। यदि जांच सूची के किसी मद को पूरा नहीं किया जाता है तो इसका कारण बताया जाता है।

## टी1 : भूमिका निभाना

अवधि : 2 घंटे

प्रक्रिया

एक दिए गए परिदृश्य के आधार पर टेलीफोन की बातचीत का अनुकरण करें और कॉल करने वाले तथा प्राप्त करने वाले की बात में सुधार करें।

- दो छात्रों से आगे आने के लिए कहें।
- एक के पीछे एक कुर्सी रखे और उन्हें इन पर बैठने के लिए कहें। इससे वे एक दूसरे को नहीं देख पाएंगे
- उन्हें परिदृश्य और भूमिका बताएं (प्रेषक और ग्राही) जिसे वे निभाएंगे
- जब भूमिका निभाई जा रही है अन्य छात्रों से इन्हें देखने के लिए कहें।
- कॉल करने वाला व्यक्ति ग्राही का अभिवादन करने के बाद अपना परिचय देगा / देगी।
- उसे बताना होगा कि उसने क्यों कॉल किया है।
- बातचीत के बाद छात्रों से प्रतिक्रिया देने के लिए कहा जाए।
- अपनी प्रतिक्रिया सामग्री के अनुसार दें।
- किसी अन्य छात्र को आगे आने और अभ्यास दोहराने के लिए कहें। ध्यान दें कि क्या प्रतिक्रिया में कोई सुधार है।

अपने विधार्थियों को निम्नलिखित टेलीफोन शिष्टाचार के बारे में पढ़ाएं :

- तीसरी रिंग के पहले टेलीफोन उठाएं या उत्तर दें
- टेलीफोन पर बात करते समय आप कुछ शब्द इस्तेमाल कर सकते हैं "हैलो! ळववक **Morning/Good Afternoon/ Good Evening** / नमस्ते "।
- स्पष्ट बोलें और अपना परिचय दें।
- यदि कॉल करने वाला अपना परिचय नहीं देता है, तो कहें, "क्या मैं जान सकता हूं कि आप कौन बोल रहे हैं?"
- इस मामले में यदि कॉलर यह नहीं बताता कि वह किससे बात करना चाहता है, तो आप उससे एक प्रश्न पूछ सकते हैं जैसे "क्या मैं जान सकती हूं कि आप किससे बात करना चाहते हैं?"
- यदि आप संदेश प्राप्त करते हैं तो आप कहें 'माफ करें, वे इस समय व्यस्त हैं। मैं आपका संदेश ले सकता हूं?' या मैं आपका नाम और नंबर ले सकता हूं वे आपको फोन कर लेंगे? (नाम, फोन नंबर, समय और ग्राही का संदेश लिखना सुनिश्चित करें)
- जब आप आवश्यक जानकारी प्राप्त कर लें तो ग्राही को प्रतीक्षा करने के लिए कहें।
- ग्राही को 02 मिनट से अधिक तक प्रतीक्षा न कराएं। इससे अच्छा है कि किसी को लंबे समय तक प्रतीक्षा में रखने के स्थान पर आप वापस कॉल करें। दोबारा कॉल करना ना भूलें।
- प्रतीक्षा अवधि समाप्त होने पर, कृपया कॉल करने वाले के धैर्य के लिए आभार व्यक्त करें।
- बातचीत को बिंदु तक सीमित रखें।
- आभार के साथ बातचीत समाप्त करें।
- हमेशा सुखद और दोस्ताना स्वर में बोलें।
- कॉल को प्रतीक्षा में रखने से पहले उससे पूछ लें। उदाहरण के लिए, 'कृपया आपका कॉल मिलाने तक लाइन पर रहें'।
- लंबे संदेश नहीं छोड़ें।
- जब व्यक्ति बात करें तो बीच में बाधा ना डालें।

- यदि आप भोजन कर रहे हैं तो फोन पर उत्तर ना दें। आप यह बता दें कि आप भोजन कर रहे हैं और भोजन समाप्त होने पर आप कॉल करेंगे।
- फोन रखने से पहले यह सुनिश्चित कर लें कि कॉलर ने पहले फोन रख दिया है।

औपचारिक और गैर औपचारिक भाषाओं के बीच अंतर के बारे में छात्र को याद दिलाएं, और उन अवसरों के बारे में बताएं जब वे अलग अलग प्रकार की भाषा उपयोग कर सकते हैं।

## टी 2 : कार्य

1. लॉग बुक का उपयोग परिसर में आने और जाने वाले लोगों के आवागमन का रिकॉर्ड रखने के लिए किया जाता है। छात्रों से कहें कि वे नीचे दी गई तालिका का उपयोग करते हुए एक व्यावहारिक अभ्यास आयोजित करें और स्कूल के कार्यक्रमों जैसे वार्षिक दिवस, अभिभावक बैठक, बाल दिवस, वरिष्ठ नागरिक दिवस के अवसर पर आगंतुक के विवरण दर्ज करने के लिए इसे भरें। एक कार्य के रूप में इस तालिका को भरकर जमा करें।

दिनांक	समय	आगंतुक का नाम	कार्यालय / निवास का पता	आने का उद्देश्य	पास हां / नहीं	समय समाप्त

2. आप अपने छात्रों से कहें कि वे घर पर टेलीफोन कॉल सुनने की लॉगबुक नीचे दिए गए फॉर्मेट के अनुसार बनाएं और एक कार्य के रूप में इस तालिका को भरकर जमा करें।

कॉलर का नाम	टेलीफोन नंबर	कॉल का उद्देश्य	समय

### आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

- (क) संचार उपकरण का अंतर।
- (ख) अनौपचारिक और औपचारिक संचार।

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

- (क) लॉगबुक और रिपोर्ट की सुरक्षा का क्या उपयोग है?

भाग ग

छात्रों को सामान्य, तकनीकी, व्यावसायिक प्रदर्शन करना होगा और संगठित ज्ञान और आवश्यक मानकों के लिए आदेश प्रदर्शन। निष्पादन में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है।

निष्पादन मानक	हां	नहीं
टेलीफोन पर अपनाए जाने वाले शिष्टाचार		
सुरक्षा उद्योग में उपयोगी लॉगबुक की पहचान		
सुरक्षा उद्योग में सामान्य नमूना रिपोर्ट की पहचान		
लॉगबुक के प्रारूप में अपेक्षित जानकारी भरें		
संचार के लिए उपकरणों का संचालन		

1. सक्रिय होकर सुनना : यह संदेश का वास्तविक अर्थ समझने के लिए एक अन्य व्यक्ति द्वारा कही गई बात के विश्लेषण और मूल्यांकन की प्रक्रिया है।
2. अलार्म जांच रजिस्टर : इसे उन सभी घटनाओं को दर्ज करने में इस्तेमाल किया जाता है, जहां परिसर में अलार्म की जांच की जाती है। इसके विवरणों में तिथि, समय, जांच करने वाले व्यक्ति का नाम और परिणाम सहित किसी खराबी का विवरण होता है।
3. मनोवृत्ति : यह मान्यता को कार्य में बदलने की प्रक्रिया है जो एक समय अवधि में बनी रहती है।
4. खण्ड : खण्ड एक वाक्य का भाग है जो मिलकर बड़े वाक्य बनाता है।
5. संचार : वह प्रक्रिया जिससे एक व्यक्ति, समूह, संगठन (प्रेषक) किसी प्रकार की सूचना (संदेश) एक अन्य व्यक्ति, समूह, संगठन (ग्राही) को भेजता है। इसका अंग्रेजी शब्द कम्युनिकेशन लैटिन भाषा के शब्द कम्युनिस से बना है, जिसका अर्थ है बांटना।
6. समुदाय : एक समाज जहां लोग भावना और दायित्वों के आपसी बंधन में एक दूसरे के साथ सीधे और व्यक्तिगत रूप से संपर्क में आते हैं।
7. शिष्टाचार : यह सामाजिक व्यवहार का एक तरीका है जो अन्य लोगों के साथ सम्मान दर्शाते हुए उन्हें पहले कार्य करने का अवसर देता है।
8. वर्णनात्मक प्रतिक्रिया : जब प्रतिक्रिया से शब्दों में संचार के प्रभाव का विवरण दिया जाता है तो इसे वर्णनात्मक प्रतिक्रिया कहते हैं।
9. मूल्यांकन प्रतिक्रिया : जब संचार में "अच्छा", "बुरा", "औसत", "सही" "गलत" जैसे पदों के प्रभाव को परख कर प्रतिक्रिया दी जाती है तो इसे मूल्यांकन प्रतिक्रिया कहते हैं।

10. **प्रतिक्रिया** : संचार का एक तत्व है जो संचार चक्र के पूरा और पूरा होने के विस्तार का संकेत है। यह भेजने वाले का संदेश प्राप्त होने पर उसे सूचित करती है। यह एक अन्य संदेश के रूप में हो सकती है जो प्रेषक को यह बताती है कि उसका संदेश प्राप्त हो गया है और समझ लिया गया है, या यह ग्राही द्वारा किसी अन्य कार्य के रूप में हो सकती है कि संदेश प्राप्त हो गया है और इस पर कार्य किया गया है।
11. **औपचारिक संचार** : यह औपचारिक संगठनात्मक व्यवस्था के संबंध में और अधिकारिक स्थिति या संचारकर्ता और ग्राही के स्थान पर हो सकता है। औपचारिक संचार अधिकांशतः प्रभावी संदर्भ के लिए किसी रूप में दर्ज किया जाता है।
12. **मुद्रा** : यह संदेश के संचार के लिए हाथों का हिलाना है। उदाहरण के लिए सलामी या हाथ मिलाना अभिवादन की एक मुद्रा है।
13. **अनौपचारिक संचार** : यह उन सभी चैनलों से उत्पन्न होता है जो औपचारिक चैनल के बाहर आते हैं। यह संगठन के सदस्यों की सामाजिक संबद्धता के आस पास बनता है। अनौपचारिक संचार प्राधिकार की सीमाओं का पालन नहीं करता, जैसा कि औपचारिक संचार के मामले में होता है।
14. **चाबी का रजिस्टर** : इसे सुरक्षा विभाग के पास मौजूद सभी चाबियों को दर्ज करने में उपयोग किया जाता है। इसमें कार्मिकों द्वारा चाबी देने और उसे लौटाने की तिथि और समय, इन्हें लेने वाले व्यक्ति का हस्ताक्षर, देने वाले सुरक्षा गार्ड का हस्ताक्षर, उनके द्वारा वापस करने की तिथि और समय और वापस लेने वाले सुरक्षा गार्ड का हस्ताक्षर होता है।
15. **खोई और पाई वस्तुओं का रजिस्टर** : इसमें परिसर में खोई या पाई गई सभी चीजों का विवरण दर्ज होता है।
16. **संदेश** : आमतौर पर संचार की वस्तु "संदेश" है।
17. **संगठन** : पदानुक्रम के अनुसार लोगों का व्यवस्थित समूह जो



इतना बड़ा है कि समूह के सभी सदस्यों के साथ व्यक्तिगत संबंध असंभव है।

18. संगठनात्मक संचार : व्यक्तियों और लोगों के बीच संचार, जो संगठन का निर्माण करते हैं।
19. संगठनात्मक संरचना : व्यक्तियों और समूहों के बीच कार्यों, जिम्मेदारियों तथा संगठन के अंदर प्राधिकारों के आबंटन के संदर्भ में औपचारिक विन्यास।
20. वाक्यांश : एक वाक्यांश या शब्दों का समूह जिससे पूरा अर्थ नहीं निकलता।
21. कार्मिक पास का रजिस्टर : यह कार्य आरंभ होने या समाप्त होने के समय परिसर से बाहर जाने पर कर्मचारियों का लेखा जोखा रखने के लिए इस्तेमाल किया जाता है। यह व्यक्तियों को व्यक्तिगत कारण से परिसर से बाहर जाने के लिए अनुमति देता है।
22. तालमेल : एक समय अवधि में दोहराई गई घटना का क्रम है।
23. खोज रजिस्टर : इसे तिथि, समय, खोजे गए व्यक्ति का नाम, पता, खोजे गए व्यक्ति के हस्ताक्षर और खोजने वाले के हस्ताक्षर दर्ज करने में उपयोग किया जाता है।
24. वाक्य : शब्दों का समूह एक वाक्य है जिसका पूरा अर्थ निकलता है।
25. लिंगवाद : ऐसे कार्य या मनोवृत्ति जिससे व्यक्तियों में केवल उनके लिंग के आधार पर भेदभाव किया जाता है।
26. लिंग संबंधी भाषा : ऐसी भाषा जो रूढ़िवादी लिंग की छवि बनाती है कि एक लिंग दूसरे से बेहतर है।
27. संकेत : ऐसा संकेत जो किसी अन्य के लिए बनाया गया है या कुछ और दर्शाता है तथा इसके साथ एक प्राकृतिक, गैर विवाचक संबंध जुड़ा है।

28. प्रतिक्रिया मांगना : जब प्रेषक द्वारा संचार के बाद प्रतिक्रिया का अनुरोध किया जाता है तो इसे “प्रतिक्रिया मांगना” कहते हैं।
29. प्रतीक : एक विचार का प्रतिनिधित्व।
30. दल : एक समूह जिसके सदस्यों में पूरक कौशल हैं और वे निष्पादन लक्ष्यों के एक सेट या सामान्य प्रयोजन हेतु प्रतिबद्ध हैं, जिसके लिए उन्हें आपसी तौर पर जवाबदेह ठहराया जाता है।
31. टेलीफोन संदेश पुस्तिका : इसे टेलीफोन पर प्राप्त सूचना और सही संदेश दर्ज करने में इस्तेमाल किया जाता है।
32. वाहन रजिस्टर : इसमें परिसर में आने वाले वाहनों की संख्या लिखी होती है।
33. आगंतुक रजिस्टर : इसमें आगंतुक का नाम, आने की तिथि और समय तथा आगंतुक के हस्ताक्षर होते हैं।

## पढ़ने के लिए सुझाव

### पुस्तकें

- डेवलपिंग कम्युनिकेशन स्किल्स कृष्णा मोहन और मीरा बैनर्जी, मैक मिलान इण्डिया लिमिटेड, दिल्ली द्वारा।
- मोर दैन वर्ड्स : ए ह्यैण्ड बुक फॉर राइटर्स एण्ड एडिटर्स, चित्रा आर. समंत, डीआईपीएस, कम्युनिकेशन सेंटर, भुवनेश्वर द्वारा
- मैसेज : द कम्युनिकेशन स्किल्स, मैथ्यू मैकी
- कम्युनिकेशन : प्रिंसिपल्स फॉर ए लाइफटाइम स्टेवन ए. बीबी और सुसान जे. बीबी द्वारा (4वां संस्करण)
- कम्युनिकेशन : मेकिंग कनेक्शंस विलियम जे. शैलर द्वारा (8वां संस्करण)
- माई फेयर लेडी जी.बी. शॉ और जे लर्नर

### वेबसाइट

- <http://en.wikipedia.org/wiki/Communication>