



COURSE CODE: MAMCD 101

COURSE NAME: INTRODUCTION TO
COMMUNICATION AND MEDIA

**CENTRE FOR DISTANCE AND
ONLINE EDUCATION
TEZPUR UNIVERSITY**

MASTER OF ARTS

**MASS COMMUNICATION
AND JOURNALISM**

BLOCK I



Vision

To grow to be a leading centre for human resource development through distance, open and universal learning system.

Mission

To provide quality higher education at door step through barrier-less, flexible and open learning mode in conformity with national priority and societal need.

Objective

- **To offer degree, diploma, certificate level programme of study through distance learning in various emerging subjects across the disciplines.**
- **To offer job oriented and vocational programmes in flexible terms in the line of the national and regional level demand of manpower.**
- **To offer various programmes under lifelong learning contributing to the local and regional level requirements and as per the need of the society at large.**
- **To undertake various research and academic activities for furtherance of distance education in the region.**
- **To contribute to conserve and promote cultural heritage, literature, traditional knowledge and environment conducting short programmes, workshops, seminars and research in interdisciplinary field.**

MMC-101: INTRODUCTION TO COMMUNICATION AND MEDIA

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COURSE INTRODUCTION

This course, **Introduction to Communication and Media** is the first paper of your MA in Mass Communication programme. The course has been designed to give you the foundational knowledge on Communication and Media by discussing the communication process, models, theories, media types and evolution.

The course is divided into four Modules, each consisting of multiple units. This has been done to discuss the prime issues more elaborately and to ensure learner friendliness.

Module I of this course is named **Introduction to Communication**. In this module, you shall learn the basics of **Communication** in the first unit, its **Verbal and Non-verbal** forms in the second unit, followed by **Levels of Communication** in the third unit. The fourth unit of this module shall explain **Mass Communication** in detail.

The second Module, **Communication Theories** has been divided into three units. The first unit, **Communication Process** shall discuss feedbacks and effects and their importance. The second unit, **Models of Communication** shall explain the different models proposed by communication experts. In the third unit, **Introduction to Communication Theory**, you will learn about the early as well as modern mass communication theories.

Module III, **Press In India**, deals with the history of press in India and its current status. The first unit of this module, **Print Media Evolution and Growth** shall guide you through the history of print. In the second unit, **Press During Freedom Struggle** you will come to know about the condition and contribution of press in India's struggle for Independence. The third unit of this module, **Press in Contemporary Times** discusses the present status of press in the country. In the final unit of this module, **Broadcasting in India**, you will come to know about the history and development of television and radio in India.

The fourth module of this course, **Media and Technology** is divided into three units. **Satellite Broadcasting, Private Radio and TV and New Media**. These units shall discuss on the evolution and development of the respective mass media tools.

For the convenience of the learners, this course has been divided into two blocks.
Block I consists of **Module I & II** and **Block II** consists of **Module III & IV**.

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MODULE I: INTRODUCTION TO COMMUNICATION

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UNIT 1: COMMUNICATION

UNIT STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Definition of Communication
- 1.4 Meaning of Communication
- 1.5 Elements and Nature of Communication
- 1.6 Types of Communication
 - 1.6.1 Based on the Number of Persons Involved
 - 1.6.2 Based on the Medium
 - 1.6.3 Based on the Approaches to Communication Studies
- 1.7 Summing Up
- 1.8 Questions
- 1.9 Recommended Readings

1.1 INTRODUCTION

Here we start with the meaning of communication and how it is explained by various communication scholars from their own perspectives. The term has acquired lot of importance and re-examination with coming of modern mass media in a big way preceded by advancement in technology. The newer mass media and technological innovations has led to interpretations of the definitions and concepts of communication. This unit shall help you in understanding communication, its nature, elements and types.

1.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Define communication and explain its meaning
- Understand the characteristics of communication
- Explain the elements and nature of communication
- To understand the different types of communication

1.3 DEFINITION OF COMMUNICATION

There is no single universally accepted definition of communication. Communication varies according to the theoretical frames of reference and stress placed upon some aspects of the total process.

We can take into account some of the commonly quoted definitions:

- a. Keith Davis: "Communication is a process of passing information and understanding from one person to another."
- b. Colin Cherry: "Communication is essentially a social affair."
- c. John Adair: "Communication is essentially the ability of one person to make contact with another and make himself or herself understood."
- d. Wilbur Schramm: "The mechanism through which relations exists and develop or sharing of experience on the basis of commonness."
- e. Charles Osgood: "One system influences another."

1.4 MEANING OF COMMUNICATION

Communication is a human skill. From the moment we arise in the morning to the time we go back to the bed at night, our days are filled with communication. Unlike some of the other subjects you study, communication is applicable to every aspect of life.

We communicate with ourselves and also with others in order to build relationships, express our views, perform our jobs, advance in our career and to participate in various social and civic activities.

Exchanging our thoughts, ideas and emotions with someone or other to satisfy our physical, emotional or other needs or to get work done is communication. Communication is an integral part of social living. Society cannot survive without communication.

The term communication comes from Latin words 'communico' which means common or commonness and 'communicare' which means to share.

Communication therefore has a wider meaning than transmitting information from one person to another. In simple terms communication means transfer or conveying of meaning, however since the term encompasses wide range of human, animal, living and non-living elements and activities, various scholars have defined the term differently.

Colin Cherry said, “Communication is transmission of stimuli”, while Charles E. Osgood defines it as “one system influencing another.” In the same vein Claude Shannon defined it as ‘One mind affecting another’. Wilbur Schramm, the communication scholar who advocated it as a tool for development says, “it is the mechanism through which human relations exist and develop or it is the sharing of experiences on the basis of commonness”.

Raymond Williams defines communication as “institutions and forms in which ideas, information and attitudes are transmitted and received’.

Cultural theories look at communication as ‘a symbolic process whereby meaning is produced, transferred, maintained and universalised!’.

We may sum up some of these definitions by pointing out that communication is simply the process of sharing or exchanging of ideas, information, knowledge, attitude or feeling among two or more persons through certain signs and symbols.

Over the years the concept of communication has been subjected to numerous and diverse perspectives. Aristotle argued that communication is better understood as a perspective or context from which any act may be examined and understood. Therefore one communicates not only by speaking, writing or doing something, whatever one does not do also becomes a kind of communication. Sleeping in a meeting, walking away during a scuffle, keeping mum in an argument sometimes convey more powerful messages than the act of speaking. Thus whatever one does or does not do can be looked at from communication perspective.

Human communication consists of verbal-both spoken and written, non-verbal involving gestures, and other body language. Any message is

interpreted on the basis of previous experience and knowledge. That is why we say communication is cumulative without any perceivable beginning and end.

1.5 ELEMENTS AND NATURE OF COMMUNICATION

Sender: The sender is the one who compose and send the message. Sender is the chief initiator of any communication process. The sender can be an individual or a group of persons.

Message: When the source of the communication i.e the sender decides to communicate, he/she sends the feelings in the form of words/gestures or in any other form. This encoded form is known as the message. The message can be either in verbal or non-verbal form.

Channel: After the creation of the message, it enters the channel. The channel can be any form of media. The channel in the communication process carries the message to its desired destination.

Receiver: The receiver is the one for whom the message is created. He/she is the target of the message. The dimension of the receiver is very wide. It can vary to a single individual to an army to soldiers. It depends on the nature and content of the message.

Interpreter: In most cases the receiver is the interpreter only. But in special cases where the receiver is not in the state to decode the message or the language is unknown to him, an interpreter is there to decode the message to the receiver.

Feedback: Sending and receiving of messages is a continuous process in which the receiver simultaneously sends back its approval or disapproval after interpreting the message. This process is known as feedback. Feedback is compulsory in the communication process, as it indicates whether the receiver has received the message or not or to know whether the message has been distorted on the way.

Communication, in itself has many forms (we will discuss that later). Based on the studies, the following are the characteristics/nature of communication:

- a. Communication is a process
- b. It is dynamic
- c. It is social process
- d. It uses signs and symbols
- e. It is more than transmission of information
- f. It is capable of using a medium
- g. It is cumulative

Communication involves multiple factors like spatial location, a particular time in history and individuals with particular social and cultural setting. The use of signs and symbols make this process a social and also complex. There are several variables even in the simplest of acts of communication which can yield volumes of meaning when we start interpreting them.

ASSESS YOUR PROGRESS

1. What do you mean by feedback?

2. What are the characteristics of communication?

1.6 TYPES OF COMMUNICATION

Communication can be divided into a number of types on the basis of various factors such as number of persons involved, medium of communication, intimacy level and approaches to communication studies.

1.6.1 BASED ON THE NUMBER OF PERSONS INVOLVED

- a) Intrapersonal communication
- b) Interpersonal communication
- c) Group communication
- d) Mass communication

We shall discuss these types of communication in a little detail later in unit three.

1.6.2 BASED ON THE MEDIUM

Verbal: It can be further divided into oral and written communication. Verbal communication uses languages either in oral or written form for communication. Only human beings have learnt the skill of developing verbal language for communication, some of them with intricate grammar, syntax and classical works. However, there are a number of ethnic communities who have only oral form of communication without any alphabet, written grammar and written texts. Some categorize them as dialect though the term dialect refers to different varieties or forms of the same language.

Verbal communication can have factual writing like journalism, or fictional writing like novels, poems or interpretative writing where different individuals or institutions interpret ideas and thoughts and events and history.

Nonverbal: Nonverbal communication is not exclusive to human beings. A lot of studies have been done on the way animals, birds and fishes communicate among themselves and with other species for their survival and supremacy.

Among human beings nonverbal communication forms a crucial component of effective communication. Understanding gestures and body language has become important in managing interpersonal conflicts, marketing, social engineering and behavioural change communication.

Visual communication: it is the use of photograph, video, art, painting, graphs, maps and other images in communication. The modern society has become a visual-dominated society. No wonder *You Tube* and *Facebook* are common terms everyone understands. Even before the arrival of internet and dominance of photographs, graphics and cinema had become the marvel of

the 20th century. The icons of Indian history who have wax statues in London are film personalities.

As mentioned earlier, verbal and nonverbal communication are related to language usage. The evolution of symbolic communication called language consists of words, gestures, grunts, body movements and positions, visuals, written and printed words. Various arts have grown out of the essential desire of human beings to express oneself to others.

In the ancient times people communicated with stone engravings, cave paintings and gradually grew to more complex forms of communication systems.

In interpersonal relations predominantly we still have verbal and non-verbal communication. It is only the human beings who have developed spoken language. However, the sign language or nonverbal form of communication exists not only among human society but also with animals, birds, fishes. If we stretch this argument further, we can also say it exists among plants and trees, e.g., the flowers open when the sun rises, trees shed leaves during autumn, spreading their seeds through different techniques. All these are part of communication.

1.6.3 BASED ON THE APPROACHES TO COMMUNICATION STUDIES

Transmission model approach: This approach explores communication from transfer of message by one person or group of persons to others. It is linear in nature where the roles of the sender and receiver are fixed.

Ritualistic model approach: Ritualistic approach to communication interprets communication as social action where communication does not have any perceivable goal. Instead, communication is used more as a socialization context and not as an instrument.

Persuasive model approach: Persuasive approach studies communication as action oriented function, where campaigns for creating a favourable opinion towards persons or objects or issues are carried out for commercial or social

objectives. Advertisements, public relations, public service messages, political campaigns, social marketing etc. are part of persuasive communication

Expressive model approach: What is called as performing arts, such as dance, drama, theatre and singing or the earlier traditional art forms are part of this approach of communication.

1.7 SUMMING UP

Communication is the process of transmitting information and common understanding from one person to another. The elements of the communication process are the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback and noise. To improve the effectiveness of communication, institutions must develop an awareness of the importance of sender's and receiver's responsibilities and adhere to active listening, reading, encoding and decoding skills.

1.8 QUESTIONS

1. What are the classifications of communication based approaches to communication studies?
2. What are the elements of communication?
3. Write down the characteristics of communication.
4. Explain the types of communication based on the number of persons involved.

1.9 RECOMMENDED READINGS

1. Banan, Stanley J. (1999). *Introduction to Mass Communication*, Mayfield Publishing Company
2. McQuail, Denis. (2006). *Mass Communication (Four volume set)*. Sage publication
3. Price, Stuart. (1998). *Communication Studies*, Longman.

UNIT 2: VERBAL AND NON VERBAL COMMUNICATION

UNIT STRUCTURE

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Verbal and Non-Verbal Communication
- 2.4 Meaning of Verbal and Non-Verbal Communication
- 2.5 Body Language and Proxemics
- 2.6 Summing Up
- 2.7 Questions
- 2.8 Recommended Readings

2.1 INTRODUCTION

The study of communication is important, because every administrative function and activity involves some form of direct or indirect communication. Whether it be planning an event or any activity or monitoring, communication is a must in every aspect of life.

In this unit, we will be discussing about two more classifications of communication and how body language plays an important role in communication process.

2.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Understand verbal and nonverbal forms of communication
- Explain the meaning of body language and proxemics

2.3 VERBAL AND NON-VERBAL COMMUNICATION

It is said when people communicate they use less of verbal cues and more of nonverbal cues to convey the message in most of face to face communication. In this light, the importance of knowing the techniques of nonverbal communication is important.

Paul Ekman and Wallace V. Friesen (1969) give five categories of nonverbal communication: emblem, illustrators, affect displays, regulators and adaptors.

Emblems are those whose signs directly suggest words or phrases usually accompanied by vocal expressions or words. Thus beckoning by the hand is the emblem for 'come here', or showing two fingers in a 'v' shape indicates victory. Emblems are short-cut communication signals.

Illustrators accompany and reinforce verbal messages: the nod of the head, a supportive smile, leaning forward to show interest, sketching something in air with a finger or a hand, to point fingers etc.

Affect displays are movements of the face and body which hold emotional meaning, anger, disappointment, happiness, joy, shock, fear etc. Indeed, the whole lot of body language constitutes affect displays.

Regulators, according to Ekman and Friesen, are nonverbal actions which monitor and control the communication of another individual. This can take the form of getting feedback cues on one's conversation. We use nods, smiles, grunts, grimaces, ah-ha's, we shake our heads, we glance away, blink, pucker lips etc.

Adaptors are habitual behaviours used to make other person feel at ease during interactions: twisting a lock of hair, scratching, stroking the chin, wringing hands, fiddling with pen or jewellery.

Michael Argyle (1972) lists 10 codes of nonverbal communication: bodily contact, proximity, orientation (how we angle ourselves to others), appearance, head nods, facial expressions, gestures, posture, eye movements or contact, and para-linguistics.

Thus nonverbal communication conveys much of what we wish to say and much of what we would wish to withhold.

Affiliation, sexual attraction, rejection, aggression, dominance, submission, appeasement, fear, grief, joy are often best expressed through nonverbal communication. However, when we study nonverbal signs we must exercise

caution in interpreting them universally because different individuals, people and cultures vary in the range of use of nonverbal communication.

ASSESS YOUR PROGRESS

1. What are the disadvantages of written communication?

2. What are the constituents of nonverbal communication?

2.4 MEANING OF VERBAL AND NON-VERBAL COMMUNICATION

2.4.1 VERBAL COMMUNICATION

Verbal Communication can be further divided into oral and written communication. It uses languages either in oral or written form for communication. Only human beings have learnt the skill of developing verbal language for communication, some of them with intricate grammar, syntax and classical works.

2.4.1.1 ORAL COMMUNICATION

Oral Communication happens when we communicate with the help of spoken words. Conferences, meetings, spoken conversations, lectures, public speaking, radio advertisements, television broadcasts, speeches are all forms of oral communication.

Advantages of oral communication:

- a) Oral Communication is time saving.
- b) Immediate feedback
- c) It is cost-efficient.

Disadvantages of oral communication:

- a) It can be easily misunderstood. While communicating orally, one should keep in mind the tone, pace, sentiments of the opposite side in order not to hurt the feelings of the other party or person.
- b) From the legal point of view, oral communication has little or no importance as there is no permanent evidence or proof of what has been said.
- c) Oral communication needs a good speaker, otherwise it will not be meaningful or the message will get distorted.

2.4.1.2 WRITTEN COMMUNICATION

Another type of verbal communication is written communication. In written communication, human language is expressed by means of visual signs and symbols. In the early days of communication, letter writing has been considered as the only reliable means of communication. Apart from the fact that this form of communication provides permanency, for the long time it was considered as the only proper way for the businessmen to communicate.

Advantages of written communication:

- a) Unlike oral communication, written form of communication is less likely to be misunderstood.
- b) It is the best form of communication for official and legal matters as it acts as a proof.
- c) Written form of communication has provided a permanent record.

Disadvantages of written communication:

- a) It is slow and time consuming.
- b) There is no immediate feedback in written communication.
- c) It is limited to literate people only.

2.4.2 NON-VERBAL COMMUNICATION

Non-verbal communication is not exclusive to human beings. Among human beings, non-verbal communication forms a crucial component of effective

communication. Understanding gestures and body languages has become important in managing interpersonal conflicts, marketing, social engineering and behavioural change communication.

Non-verbal communication can be communicated through gestures and touch (which is known as Haptic Communication), body languages, facial expression, eye contacts.

The different types of non-verbal communication are:

- a) Proxemics- the use of physical space between the individuals during communication.
- b) Facial Expressions.
- c) Haptic Communication.
- d) Eye Contact
- e) Paralanguage- nonverbal cues of the voice.

2.5 BODY LANGUAGE AND PROXEMICS

Body language is a form of nonverbal communication that involves body movement. Gesturing, eye movement, facial expressions are some examples of body movement. Even without uttering a single word, an individual can convey a great deal of information through body movement. Body language may provide clues as to the attitude or to the state of mind of the individuals.

Proxemics is a form of nonverbal communication that explains how people perceive and use space to achieve communication goals. This concept was introduced by anthropologist Edward T. Hall in the 1960s. This theory emerged from studies of animal behaviour conducted in the 19th and early 20th centuries. Humans use personal space and concrete objects to establish their territory just like animals use urine and physical posture.

Edward Hall in his book *The Silent Language*, outlined the following ideas behind the theory of proxemics:

- a) There are four types of distances people keep: Intimate (0-18 inches), Personal (18 inches-4 feet), Social (4 feet- 10 feet), Public (over 10 feet).

- b) The distance outlines are those deliberately chosen by individuals. Forces closeness does not factor in proxemics.
- c) Proxemic behaviour is learned mostly from observing others rather than from explicit instruction, which is why personal distance and physical work varies by culture.
- d) The physical distance between communicators and communicatees indicates the type of relationship they share. Body angles, touch and eye contact further reveal the familiarity between people.

Edward Hall also believes that proxemics could not only help identify relationship between individuals but also explain other cultural and anthropological phenomena, such as organization of towns, living spaces, etc. Even colour is used to identify certain kinds of territories and the behaviour that can be expected from the individual who owns them. Example: a bright yellow sofa in a small apartment indicates fun, carefree attitude while a pristine white sofa in the same apartment will signify formality and restraint.

There are total of four main kinds of territories in proxemics:

- Body Territory
- Primary Territory
- Secondary Territory
- Public Territory

Body Territory: It refers to the personal space or the bubble that one maintains around his/her body.

Primary Territory: one's home, vehicle or other living space.

Secondary Territory: a structured place where entry is reserved for particular individuals.

Public Territory: an open space where anyone can come and go.

2.6 SUMMING UP

It is said when people communicate they use less of verbal cues and more of nonverbal cues to convey the message in most of face to face communication. Verbal Communication can be further divided into oral and written communication. It uses languages either in oral or written form for communication. Non-verbal communication forms a crucial component of effective communication. Understanding gestures and body languages has become important in managing interpersonal conflicts, marketing, social engineering and behavioural change communication. In order to carry out a successful communication, apart from the elements of communication, body language and proxemics plays an important role.

2.7 QUESTIONS

1. Distinguish the difference between verbal and non-verbal communication?
2. What are the different types of verbal communication?
3. Define Proxemics. How it plays an important role in communication process?

2.8 RECOMMENDED READINGS

Price, Stuart. (1998). *Communication Studies*, Longman.

Hans, Anjali, Emmanuel. (2001). *Kinesics, Haptics and Proxemics: Aspects of Non-Verbal Communication*, IOSR Journal of Humanities and Social Science.

UNIT 3: LEVELS OF COMMUNICATION

UNIT STRUCTURE

3.1 Introduction

3.2 Objectives

3.3 Levels of Communication

3.3.1 Intrapersonal and Interpersonal Communication

3.3.2 Group and Public Communication

3.4 Summing Up

3.5 Questions

3.6 Recommended Readings

3.1 INTRODUCTION

In this unit we will be discussing about the different levels of communication. In communication, levels are different from those of types. This unit will help you to understand how one should communicate differently based on the number of communicatees.

3.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Understand the different levels of communication
- Explain what is intrapersonal and interpersonal communication
- Understand group and public communication

3.3 LEVELS OF COMMUNICATION

Communication between members of a society can be divided into following types:

- a. Intrapersonal communication
- b. Interpersonal communication

- c. Small group communication
- d. Group communication
- e. Public Communication
- f. Community communication
- g. Institutional communication
- h. Mass communication

Intrapersonal communication means all the activities of mental and physical nature carried out voluntarily or involuntarily within an individual. Mental activities like thinking; reflecting, introspecting are intrapersonal communications. There are also numbers of involuntary activities which go on both at physical and mental levels. For example, a person dreaming or aimlessly pondering are part of intrapersonal communication. It is the source of all other forms of communication like interpersonal and mass communication.

Interpersonal communication is interaction between two persons. This is the starting point of all social communication and human relationships. This is basic to all human beings like all basic needs of food, clothing and shelter. Human relationship and communication go side by side. Socialization is a social process of learning to become a member of society. Each child born into a socio-cultural system acquires the values, beliefs, and attitudes through the process of socialization as a member of a family, neighbourhood, school, and other larger communities.

An important feature of interpersonal communication is feedback which is immediate because of proximity and has emotional appeal which is effective for motivation. In critical crisis situations like disasters, tragedy, success, depression the best form to empathize with the affected persons is interpersonal communication.

Besides, as in this form of communication they share the same space and time, the emotional and physical contact is high while the use of nonverbal communication as the primary mode of communication becomes possible here.

Interpersonal communication in a face to face situation continues to be the most important of all communication in spite of all the hi-tech medium used these days.

Small group communication is interaction among a number of people having come together in an informal or formal composition to pursue a goal. Examples of such communication are family, hockey team, students in a class, workers in a section or self-help groups which are formal. Informal groups can be a group of hostages held, music troupes and others.

Group communication is essentially an extension of interpersonal communication where more than two individuals are involved. It provides opportunity for people to come together and discuss issues of common interest. Group communication, whether small or big, serves many goals including collective decision making, and self-expression. Direct interaction within groups enables participation of each member and helps in bringing about changes in attitudes and beliefs.

Community communication can be called inter group communication whose workings are similar to group communication. However, they have structures of hierarchy and communication chain is formed informally or formally. Examples of intergroup communication are: village *panchayats*, political parties, ethnic communities, etc. These kinds of set up have become important and powerful in modern day socio economic and political systems where they function as centres of lobbying and bargaining power.

Institutional communication or organizational communication is the way communication system is followed in institutions like colleges, universities, industries, governments, courts, companies, etc. A more detailed look at organizational communication is given at the end of this unit.

Mass communication involves communication with a large audience. The channels through which mass communication takes place are called mass media. Any mechanical device that multiplies messages and takes it to a mass audience is called a mass medium and the process is called mass

communication. These media include radio, TV, film and newspapers. Mass media require a large organization and electronic devices to put across messages.

Audience of mass communication is whosoever the recipient of mass media content is. Here the audience is large, heterogeneous, anonymous and physically separated from the communicator.

ASSESS YOUR PROGRESS

1. Site two examples of group communication.

2. What do you mean by community communication?

3.3.1 INTRAPERSONAL AND INTERPERSONAL COMMUNICATION

Interpersonal communication: Intrapersonal communication is the kind of communication that occurs within oneself. This kind of communication involves feelings, thoughts, the way we think about ourselves and others. Even the early men used his senses to understand the environment around him and thus to perceive, to judge and to act accordingly.

Because intrapersonal communication is centred on oneself, you act as both the sender and the receiver as well. The message is made up of your thoughts and feelings. The brain is the medium here which processes the messages. Just because intrapersonal communication occurs within you does not mean that there is no feedback here. There is feedback in the sense that you talk to yourself or discard certain ideas and replace them with others.

Intrapersonal communication is the basis of all other forms of human communication. In the absence of an effective system of an interpersonal communication, an individual is unable to function in its environment.

Ideally this communication system allows one to make decisions based on information perceived through the senses.

Interpersonal communication: Face-to-face communication between two individuals is called as interpersonal communication. In simpler words, interpersonal communication is the conversation between two individuals without the interruption or intervention of any external forces. It is personal, direct and intimate in nature and allows for maximum interaction and exchange in word and gesture. It is persuasive and influential than any other type of communication such as group communication or mass communication, for it involves the interplay of words and gestures, the warmth of human closeness and in fact all the five senses.

There are three stages of interpersonal communication

- a) The Phatic Stage
- b) The Personal Stage
- c) The Intimate Stage

The Phatic Stage: The term phatic from the Greek word 'phases' which means utterance. This is the initial stage of interpersonal communication and it determines the course of conversation will take place. The phatic stage starts with a simple 'Hi!' or "How are you?" accompanied by gestures like eye movement, a smile, etc.

The phatic stage is the warming up stage. The words exchanged in this stage are to make each other comfortable both verbally and non-verbally. The questions asked are not meant to be taken seriously. They are only a formalised way of showing interest in each other so that the individuals can step into the next stage.

The Personal Stage: In this stage conversation becomes more personal in nature. The individuals put down their social guard, thus exposing themselves and their feelings. Having moved on to this stage, individuals are likely to talk about personal matter such as one's health, family issues. On the other hand, if the individuals were not ready to enter this stage, they

would have broken off the conversation in the phatic stage or continue the conversation in the formal way.

The Intimate Stage: Friends, family members, loved ones fall into this stage. Individuals' social guard is at point zero and they open out their heartiest feelings without any fear of the social restrictions. This is the highest form of social interaction. To quote Robert Shuter, "In this period, communicators reveal their innermost thoughts and feelings – their fears and joys, weaknesses and strengths. Marked by intimate revelations, this stage is reserved for individuals who have established a deep union, one based on love, respect and understanding."

3.3.2 GROUP AND PUBLIC COMMUNICATION

Group Communication: Although group communication share most of the characteristics of interpersonal communication but it is more intentional and formal in nature than interpersonal communication. In group communication more than two individuals are involved. Unlike interpersonal relationships, which are voluntary, individuals in a group are often assigned to their position within the group. Additionally, group communications are often task-focused, that means individuals work together towards the achievement of a particular goal or to get a work done.

In group communication, the larger the group the less personal and intimate is the possibility of exchange. In fact as the group grows in size, the chances of each candidate to put forward his/her views are less. Communication tends to become more and more of a monologue, for participation becomes problematic. Therefore in group communication, the degree of directness and intimacy between the individuals depends upon the size of the group, the nature of the relationships between the individuals and also the place and time where the communication take place.

Another important element of group communication is feedback. As compared to group communication, feedback is instant in interpersonal

communication. In group communication, feedback is difficult to measure because it takes time before meanings are clarified and responses assessed.

Public Communication: When compared to interpersonal and group communication, public communication is the most consistently intentional, formal and goal oriented in nature. Public communication is a sender-focused form of communication where one individual is responsible of conveying the message or information to the public or audience.

Public communication, at least in Western societies, is also more sender focused than interpersonal or group communication. It is precisely this formality and focus on the sender that makes many new and experienced public speakers anxious at the thought of facing an audience. One way to begin to manage anxiety toward public speaking is to begin to see connections between public speaking and other forms of communication with which we are more familiar and comfortable. Despite being formal, public speaking is very similar to the conversations that we have in our daily interactions. For example, although public speakers don't necessarily develop individual relationships with audience members, they still have the benefit of being face-to-face with them so they can receive verbal and nonverbal feedback.

3.4 SUMMING UP

We can see here that communication not only requires words. It is more about the way how you present the appropriate words at the correct time and place and with the suitable tone. When we see the complexities inherent in human communication, we can be made more patient in our speech and more compassionate towards others and ourselves.

3.5 QUESTIONS

1. Explain the difference between intrapersonal and interpersonal communication.

2. What is Group communication? How is it different from other forms of communication?

3.6 RECOMMENDED READINGS

Hartley, Peter. (1997). *Group Communication*. Routledge.

Hartley, Peter. (1999). *Interpersonal Communication*. Routledge

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UNIT 4: MASS COMMUNICATION

UNIT STRUCTURE

4.1 Introduction

4.2 Objectives

4.3 Mass Communication

4.3.1 Concept of “Mass” and Mass Media

4.4 Mass Audience

4.4.1 Typologies of Audiences

4.5 Summing Up

4.6 Questions

4.7 Recommended Readings

4.1 INTRODUCTION

In this unit we will discuss in depth about mass communication and the concept of mass media. In communication, audience is an important element. So here we will discuss about the concept of audience and the different types of audiences.

4.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Understand the meaning of mass
- Explain what is mass audience
- To understand the different types of mass audience

4.3 MASS COMMUNICATION

As we have seen the meaning of mass communication above, here we shall discuss some of the important characteristics of this type of communication. Generally mass communication refers to mass media but one must know it is not limited to that. Even before the arrival of mechanical means of media the traditional methods reached out to a large audience in propagating

religious teachings and mythologies effectively. Folk media like dramas, *jatras*, plays and other performances using narratives of epics like The Ramayana and The Mahabharata were popular in Indian culture.

Today mass communication implies institutionalized forms of public message production and distribution, operating on a large scale involving considerable division of labour in their production, process and functioning through complex mediations of print, film, photography, radio, television and new media.

John B Thomson defines mass communication as a range of phenomenon that emerged historically through the development of institutions seeking to exploit new opportunities for gathering and recording information for producing and reproducing symbolic forms for transmitting information and symbolic content to a plurality of recipients in return for some kind of financial remuneration.

Let us discuss the modern usage of the term mass communication starting with 'mass' below:

4.3.1 THE CONCEPT OF MASS AND MASS MEDIA

The concept of mass media can be understood by the following terms:

Large aggregate

Undifferentiated

Mainly negative image

Lacking order or organization

Reflective of a mass society

Therefore mass audience for mass media is -

- In large numbers
- Widely dispersed
- Non-interactive and anonymous
- Heterogeneous

- Not organized or self-acting
- An object of management and manipulation
- Seen as mass markets, or in the context of mass behaviour and encourages mass research

The negative and positive associations of the influence of mass media are related to the understanding of the concept of 'mass'. Early uses of the term usually carried negative associations: It referred to the 'multitude' or 'the common people' usually seen as uneducated, ignorant, irrational, unruly and violent. The term mass when applied to a set of people has unflattering implications. It suggests an amorphous collection of individuals without much individuality, also seen as an undifferentiated audience for the popular media, lacking order or organization, reflective of a mass society. However, it can also be seen in a positive way as in the socialist tradition which saw mass as connoting strength and solidarity of ordinary working people when organized for collective purposes or against oppression. It uses terms like mass support, mass action and mass movements.

Raymond Williams says "There are no masses, only ways of looking at people as masses".

Mass communication involves indefinite number of people as audience who are heterogeneous in nature consisting of different socio-economic, age, gender, rural and urban groups. Geographically, they are distributed in a wide area sometimes cutting across national boundaries. They are unknown to each other and a certain amount of anonymity exists in this type of communication. Participation in mass communication is assumed to be voluntary and not forced. However, in the modern day society mass media wields enormous influence in our day-to-day lives to the extent that it leads some to question whether it is a boon or a bane.

Therefore the characteristics of mass communication can be summarized as:

- A technical means of production in terms of gathering, producing, storage, circulation and reproduction of information / messages.

- It is an institutionalized form of production and distribution system where their operations, ownership and control are governed by established laws and the state.
- In mass communication the media content becomes commodities of exchange where it can be bought and sold for a price in an open market.
- Mass media has extended the availability of media production by overcoming time and space constraints. In other words, in order to consume a media product one need not be present in a specific location at a specified time. The use of satellite communication for direct telecast of matches and events cuts across space and all re-telecast of the events cut across time barriers.

Mass communication produces programmes designed for many which are criticized for being calculative and manipulative to attract the largest audience. The relationship between sender and receiver is unequal and the message flow is one directional and impersonal.

ASSESS YOUR PROGRESS

1. What is mass communication?

2. What do you mean by mass media?

4.4 MASS AUDIENCE

In order to understand media, we need audience. It is the audience in whose name programs are made, scripts and essays are written and laws are passed. It is the commodity that supports commercial broadcasting. In short, audience is the root or foundation of media's economic and cultural power. Without audience, the entire media has very little purpose.

The concept of audience is relevant to both industry practice and academic theory. As McQuail (1994) noted, “it is one of the few terms which can be shared without difficulty by media practitioners and theorists alike” (p. 283). Audience is generally defined as a large, loosely connected mass on the other receiving end of the media. The concept of audience is not natural, it’s human conception and perception. Especially in the case of television production, a good deal goes into the making. But have we ever wondered from where this concept came from?

In English, during the 14th century the term *audience* first appeared. Its original usage implied a hearing, as in “giving an audience”. Eventually that expanded to include an “assembly of listeners”. Not until the mid-19th century, however did the word take on a more modern meaning by denoting the readers of a particular author or publication. With the advent of electronic media in the early 20th century, the word was easily adapted to include the far-flung listeners of radio and viewers of television (*Oxford English Dictionary*, 1989).

This practice of assembling together to witness an event is as old as the civilisation itself. Even the earliest audiences reflected an idea of the social structure and technologies of their day. Unlike media audiences, the first audiences gathered at specific times and places and could be seen in their totality by the performers. Just as importantly, the spectators could see and hear one another. Those in attendance were undoubtedly aware of their membership in a larger audience and would act accordingly (*The Mass Audience*, 1997, p.19). As Brockett (1968) noted of early Greek theatre, “the audience expressed its opinions noisily and at times hissed actors off the stage. Tradition has it that Aeschylus once had to take refuge on the altar to escape the wrath of the spectators”.

Unlike the previous audience, the existence of a media audience is less self-evident, mainly because our knowledge of that audience is less immediate. It is unseen; its members are largely unknown to one another. At times, the broadcast audience seems to be immaterial. In fact, the idea of a mass

audience is so potent that it has come to dominate other ways of seeing the audience (*The Mass Audience, 1997, p19*).

4.4.1 TYPOLOGIES OF AUDIENCES

Media Audiences can be categorized as follows:

- a) Elite Audience
- b) Mass Audience
- c) Specialized Audience
- d) Interactive Audience

Elite Audience: This category comprises of highly educated and supposedly influential people and their numbers are relatively small in number.

Mass Audience: It represents the dominant majority in the society. They are relatively average in the society. Mass audience represent almost all the segments of the society.

Specialized Audience: It refers to the special interest groups in the society.

Interactive Audience: It consists of those who have control over the communication processes in a society. They are journalists, reporters, radio or TV broadcasters.

4.5 SUMMING UP

Audience is the important part of communication process. If there is no audience to purchase movie tickets and recording, subscribe to newspapers and magazines and attend to radio and TV programmes, no mass medium could stay in business. The messages of TV newspapers and film, etc., are determined according to the nature and behaviour of the target audience.

4.6 QUESTIONS

1. Explain about the concept of mass and mass media.
2. What are the different types of audiences?

4.7 RECOMMENDED READINGS

1. Blau, H. (1990). *The Audience* (Baltimore ed., Md). John Hopkins University Press.
2. Willaims, J., & Wollen, T. (1990). *The neglected Audience*. London: British Film Institute.

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MODULE II: COMMUNICATION THEORIES

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UNIT 5: COMMUNICATION PROCESS

UNIT STRUCTURE

5.1 Introduction

5.2 Objectives

5.3 Communication Process

5.3.1 Communication as an “Act” and as a “Process”

5.4 Feedbacks and Effects

5.5 Functions of Communication

5.6 Summing Up

5.7 Questions

5.8 Recommended Readings

5.1 INTRODUCTION

In this unit we will discuss about communication in depth. This unit shall give you a detailed idea about the communication process, the importance of feedback and various effects in communication.

5.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Know in detail about the communication process
- Understand communication as an ‘act’ and a ‘process’
- Explain about feedback and effects
- Understand the different types of functions of communication

5.3 COMMUNICATION PROCESS

The process of communication includes five fundamental factors: an initiator, a recipient, a mode or vehicle, a message, and an effect. In other words, communication process begins when a message is conceived by the sender. It is then encoded - translated into a signal or sequence of signals and transmitted through a particular medium or channel to a receiver. The

receiver then decodes it and interprets the message, returning the signal in some way that the message has been understood.

During the communication process, sender, message and receiver are affected by a number of factors- both internal and external -which influence the message such as a person's appearance, his or her status, the expression on the face as the message is communicated and responded to.

Diagrammatically the process of communication looks as seen below;



Diagram shows the process and structure of communication

The diagram shows that there are five basic components in communication, the sender, message, channel, receiver and feedback. It has a flow and they are all interdependent that is one cannot do without the other. This basic form of human components of communication seen in interpersonal communication can be applied to many other forms of communication too. However, in intrapersonal/ interpersonal communication the roles of sender and receiver are interchangeable but in mass communication it is not so.

5.3.1 COMMUNICATION AS AN “ACT” AND AS A “PROCESS”

Act: Communication is an ‘Act’ in the sense that in communication, participants not only exchange ideas, feelings and information but also create and share meaning for reaching mutual understanding. It is the exchange of ideas, thoughts, messages or the like, speech, signals or writing. It is to express oneself in such a way that one is readily and clearly understood.

Process: Communication is a process, which means that it is ongoing and dynamic. It is hard to tell when communication starts and stops, because what happens before we talk with someone may influence our interaction, and what occurs in a particular encounter may affect the future. That communication is a process means it is always in motion, moving forward and changing continually.

How does communication actually occur? If it can be simply defined, can it be just as simply achieved? It seems that the process by which

communication occurs is very simple in concept, but can become extremely complex if it is inspected closely. The simple version goes something like this. The sender, who has a message, somehow puts it in a form which can be sent, and somehow sends it in the direction of the receiver. The receiver then somehow receives it, somehow gets it into their brain, and somehow attributes meaning to it. This version includes a great deal of ‘somehow’, but no ‘how’ at all! The complex version of the communication process is either utterly fascinating, or incredibly boring, depending on your point of view. Many thousands of pages have been written about it, and agreement between the authors of those pages is far from complete.

5.4 FEEDBACKS AND EFFECTS

Feedback: Feedback plays an important role in communication because it is the return message or reaction to the received stimuli by the receiver. Without feedback, communication would be one-sided and for a successful communication we need two parties in the first place. One way communication can also be effective, but this kind of communication can be slower and time consuming than two-way communication. This kind of delay obviously has a big influence in the process of effective communication.

The first thing we need to understand that in the communication cycle, there is no failure, only feedback. If there is no success for a certain amount of times, we learn how to avoid those mistakes again. We understand whether communication was successful or not from the feedback that will be obtained. And, if communication was not successful for the first time, the second time we might consider a different approach. It is considered that the person with the most flexible behaviour has the greatest influence on others. If we keep repeating the same thing that does not work, we will be no closer to success than we were when we started. The feedback is a reaction, that thing helps us to understand if the communicated message has been understood. In our everyday life, we are unconsciously looking for the ‘return’ message in all our actions. The feedback is the response that should

be delivered right away. The NLP Master Trainer Wyatt Woodsmall came to the conclusion that if feedback comes late, the effectiveness can be radically reduced, and this is because the feedback is more effective when it is directed at the unconscious mind, and the link between behaviour and unconscious mind is active in the first minutes. Woodsmall is the creator of the Feedback Sandwich, which in original is a three step technique:

1. Compliment the recipients for the elements of their behaviour or the active that has worked well.
2. Deliver the feedback stated in a positive way.
3. End the feedback with an overall positive statement.

This model of feedback allows people to easily change their behaviour. At first, it may not seem to be honest, but the result of the research and experience revealed the contrary.

This is why feedback is so powerful.

In our everyday life, feedback is present in every communication that occurs between two or more individuals. It helps to understand their possible impact on the group. It is not only expressing people's opinion, but it is a process of comparison between how we see ourselves and how others see us.

Effects: Communication, especially mass communication, has a great deal to fulfil a variety of purposes. The strong effects of striving to achieve purposes of human communications are visible and helped bring harmony of living in a number of ways. Here we will see to what effect the communication stands for:

The immediate effect of communication is to discover something- from an individual to an idea to physical exploration- as a consequence of generating a message. For hundreds of centuries humans have explored the world around them. Nothing more has helped them in this quest than communication. It is usually the answer to a particular question which brings in certain effects of discovery.

Next to discovering, the most important effect of communications is to create relationship with people and things around. A piece of communication is always targeted towards other people with whom you want to have a relationship, or with whom a relationship- of friendship or enmity- already exists.

Stimulation, in other words persuasion, is another effect caused by communication. An advice from a teacher may affect the students to engage more into work seriously. At mass level, an appeal from a renowned leader may encourage audience to go for more active participation in nation building.

ASSESS YOUR PROGRESS

1. What do you mean by effects in communication?

2. What is persuasion?

5.5 FUNCTIONS OF COMMUNICATION

The communication involves a mutual exchange of understanding. Communication is necessary for the effective functioning of both internal and external activities of the organization.

1. Information function: The basic requirement of adjusting oneself to the environment is the information. There must be some information about what is going on in the environment which concerns the people. The direct or indirect receiving or giving of information underlines all communication functions.

2. Command or Instructive function: The command or instructive function is the purpose of instructing their subordinates about what to do, how to do

and when to do. The command and instructive functions of communication are more effective and observable in formal organizations than in informal organizations.

3. Interaction function: Communication is essential for employees who work together on a project during the training process. Communication helps the employees to interact with the customers and each other. Interaction is necessary for all the employees. A customer service department communicates with customers to help them resolve issues.

4. Influence or persuasive function: The purpose of communication is to influence people and lead them in the desirable direction. The persuasive function of communication helps to direct and motivate the employees in their respective fields.

5. Integrative function: A major function of communication is to integrate any disintegrations or disorientations at the interpersonal and at the organizational level. This helps in maintaining the individual, societal and organizational stability. It also helps to establish identity of the organization.

6. Motivational function: Managers use communication to motivate workers and to achieve optimal performance. The communication can help companies to reach the specific goals.

5.6 SUMMING UP

In this unit we got to know we need five main elements i.e. a sender, a message, a medium, a receiver and feedback to complete a communication cycle. Like many other concepts, communication has its own functions and effects.

5.7 QUESTIONS

1. Explain the communication process with a neat diagram.
2. Explain in brief communication as an “act” and a “process”.
3. What are the functions of communication?

5.8 RECOMMENDED READINGS

Banan, Stanley J. (1999). *Introduction to Mass Communication*, Mayfield Publishing Company.

Emery E. et al., (1994). *Introduction to Mass Communication*, Harper Collins College.

Hartley, Peter. (1997). *Group Communication*. Routledge.

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UNIT 6: MODELS OF COMMUNICATION

UNIT STRUCTURE

6.1 Introduction

6.2 Objectives

6.3 What Is a Model of Communication

6.3.1 The Importance of Models of Communication

6.3.2 Building the Models of Communication

6.4 Types of Communication Models

6.4.1 Linear, Transactional And Circular Models

6.4.2 Rhetoric Model

6.4.3 Harold Lasswell's Model

6.4.4 Shanon And Weaver's Mathematical Model Of Communication

6.4.5 Newcomb's Abx Model

6.4.6 Berlo's S-M-C-R Model

6.4.7 Osgood And Schramm's Model

6.4.8 George Gerbner's Model

6.4.9 Kincaid's Convergence Model

6.5 Summing Up

6.6 Questions

6.7 Recommended Readings

6.1 INTRODUCTION

Communication models have been crucial in defining the communication process and the various elements that are associated in the process. This unit talks about the importance of communication models and their various types. Over the course of time different scholars have put forward different models as a way how communication is done. In this unit we will study about nine basic communication models.

6.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Describe different models of communication
- Get familiar with different types of communication models.
- Understand how different models can shape communication

6.3 WHAT IS A MODEL OF COMMUNICATION

Communication being an abstract phenomenon, the scientific attempts at systematically studying this phenomenon tried to break the process of communication into smaller units and constructed pictorial models. There was a sudden spurt of activities connected with unravelling the complex structure and function of communication after the world wars as it was felt that communication played a crucial role in winning or losing war as battles are not only fought in the field but more than that it is fought in the minds of the people. Because of this fact, the initial interest in model building during this period started with the effects or effectiveness of communication.

Thus the decades of the 1950s proved to be a fertile period for model building activity and other critical developments to the understanding of communication process.

A model tries to show the main elements of any structure or process or relationship between these elements. Communication model in simple terms is a mechanistic perspective of human communication that tells us at a glance how communication works. A model therefore is a pictorial representation to show the structure of the communication, to show how various elements are interlinked to create a whole and also to show how the communication flows. Models emphasize the physical elements of communication, the transmission and reception of messages flowing in a conveyor belt fashion.

A model represents or replicates in abstract terms the essential features and eliminates the unnecessary details of communication in real world. But it must be borne in mind that communication model or any model is an

abstraction of reality – it comes close to reality as possible but it is not reality in itself.

6.3.1 THE IMPORTANCE OF MODELS OF COMMUNICATION

Indeed scientific knowledge of communication and mass communication has moved a long way since the beginning of building of the early models, but models continue to be relevant even today to explain the communication process and the evolution of the understanding the phenomenon over the years. Models are extremely useful to clarify ideas and for raising questions for further research.

The communication models

- Provide images of the whole that one may not otherwise be able to visualise
- Provide a general picture of otherwise diverse situations
- Help in organizing, ordering and relating systems
- Helps in explaining information in a simplified way which would be otherwise complicated and ambiguous.
- Models help us to predict outcomes or the course of events, assign probability of outcome.
- They provide us with a historical review of the progress in human understanding of how communication works

Thus communication models have been important in unravelling the process of communication from the simplistic version to a very intricate complex process of mass communication.

6.3.2 BUILDING THE MODELS OF COMMUNICATION

A number of scholars have come out with various types of communication models over the years. They all begin building a model based on assumptions about how communication works and what effect it has on an individual or on society. A variety of models exist all of which strive to explain different components of the communication and the role each part plays in the total process. Models started with simple source-message-channel-receiver model

consistent with the stimulus response model of behaviour control and learning which was fundamental to psychology at that time but gradually more complex components were continuously added. Therefore no model is universal and cannot be said to be valid for all times to come.

We can distinguish different types of models created and the starting point of their exploration of the phenomena on the basis of

- Aim
- A theoretical position
- Existing methods and tools
- Existing knowledge
- Looking at Communication as a process
- Study of models, moving from communication to mass communication

6.4 GANDHI AND INDIAN JOURNALISM

TYPES OF COMMUNICATION MODELS

As mentioned above communication models began with simple and basic elements and gradually grew more and more complex. A large number of communication models created by different theorists from different disciplinary backgrounds on the basis of the progression in the understanding of communication can be categorized on following basis:

a) **Verbal:** Verbal model or symbolic model is simply the system stated in words. Harold Lasswell's model, David Berlo's SMCR model, and George Gerbner's 'general model' of communication fall into this category.

b) **Physical:** Physical models are diagrammatic or graphic. They are either iconic or analog. Iconic models look like what they represent but the scale differs (model of a car or an architectural model). Analog models, on the other hand, bear a structural relationship to the subject they represent but do not look like them e.g. computer can be regarded as the analog part of the

brain. Diagrammatic models are said to be better than any other as they are able to show the relationship between the parts based on the flow of direction e.g., linear, circular, spiral, triangular models.

Though the field of communication has changed considerably over the last thirty years, the models used in the introductory chapters of communication textbooks are the same models that were used forty years ago. This is, in some sense, a testament to their enduring value. They have become a sort of classical models in communication. Here is a brief look at nine of the basic models in communication.

6.4.1 LINEAR, TRANSACTIONAL AND CIRCULAR MODELS

Linear: There's a bit of a debate about the Linear Communication model and how it recognizes (or doesn't recognize) the concept of feedback. The linear model's behaviour can be understood by its name, where a sender encodes a message via a channel and the message is decoded by the receiver. It is straight-line communication found typically in mass communication; through television, radio, newspapers, etc. According to this model, there is no means for immediate feedback.

Transactional: The Transactional Model is a little more sophisticated than the linear model as in model, there is the scope of simultaneous feedback. This model depicts face-to-face interaction, or "trans-action" as a dynamic and changeable process that is not limited to simple definition. In the Transactional Model, receiver and sender can play the same roles simultaneously, and messages can be sent back and forth simultaneously. The model also takes into consideration the environment and context surrounding the message and includes noise and other communication barriers. This model also involves nonverbal cues like facial expressions, body language and gestures. It appears chaotic and ineffective, but sometimes communication is just that. In this mode the communicator and communicatee instantly switch roles.

Circular: The basic idea in what is here called the circular or dialogic model is that for communication to take place, it is not sufficient that a sender

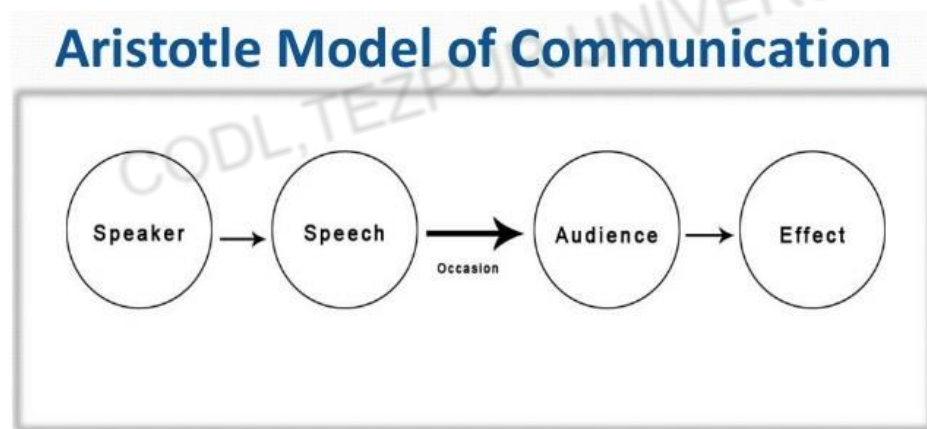
manifests his intention in a message which results in an effect in the addressee. It is also necessary to give the receiver a more active role in communication.

First, this active part is the more or less conscious interpretation that the receiver must be involved in for the intended message to get through. Secondly, a more or less expressed manifestation of the intended effect in the form of a response, answer, action, etc. from the receiver is necessary for the sender to understand that his message has been received. Without the feedback of any sort, the sender would be confused. In this way, communication can be seen as a system of questions and answers, or as a sort of communication where the communicators are actively organized in the construction of message.

What is retained in this model from the linear communication model is the notion of intention. For dialogue to take place, it is necessary that the communicators intent to take part in the conversation, that they accept some sort of honesty principle, etc.

6.4.2 RHETORIC MODEL

While exploring the human nature scientifically, Aristotle developed a **linear model of communication** for oral communication known as Aristotle's Model of Communication. This is considered as the first model of communication and was proposed before 300 B.C. It is also the is most widely accepted among all communication models.



Aristotle Model is mainly focused on speaker and speech. It can be broadly divided into 5 primary elements:

- **Speaker**
- **Speech**
- **Occasion**
- **Audience**
- **Effect.**

The Aristotle's communication model is a **speaker centred model** as the speaker has the most important role in it and is the only one active. It is the speaker's role to deliver a speech to the audience. The role of the **audience** is passive, **influenced** by the speech. This makes the communication process **one way**, from speaker to receiver.

The speaker must organize the speech beforehand, according to the **target audience** and situation/**occasion**. The speech must be prepared so that the audience be persuaded or influenced from the speech.

He believed "**Rhetoric**" is the study of communication and persuasion and different message or speech should be made for different audiences at different situations to get desired effects or to establish a propaganda. This model was highly used to develop **public speaking** skills and create a **propaganda** at that time so, it is less focused on intrapersonal or interpersonal communication.

6.4.3 HAROLD LASSWELL'S MODEL

Lasswell's model is the basic and most widely quoted of all models of the communication process. This is a symbolic and verbal model. The verbal model is simply a model stated in words. The model introduces several fundamental elements of communication process forming the starting point of understanding any communication.

The model is represented as:

Who says –what - in which channel - to whom - with what effect

- a) Identification of the source
- b) What- the message content

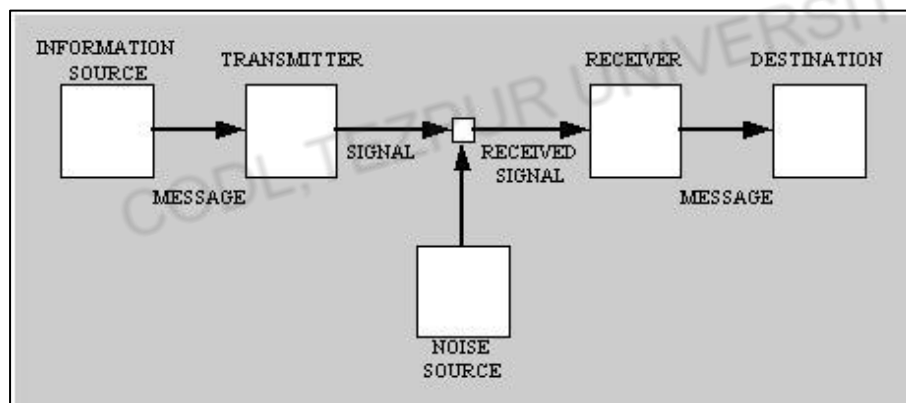
- c) Channel - choice of channel (which channel, e.g., face to face, electronic, print etc.)
- d) To whom- characteristics of the audience
- e) What effect -evaluation of its effects.

These are the five basic components of the communication process.

This model lays the greatest emphasis on the 'effect'. Effect means an observable and measurable change in the receiver that is caused by identifiable elements in the process. The model implies that any variation in one of the elements will alter the change in effect.

6.4.4 SHANON AND WEAVER'S MATHEMATICAL MODEL OF COMMUNICATION

Shannon and Weaver in their *The Mathematical Theory of Communication* presented a schematic diagram of communication which became a landmark in communication studies and resulted in many other models of the communication process and research. Shannon and Weaver were the first to develop an engineering model of human communication. They were engineers working in Bell's telephone factory and focused on the technical efficiency of the channel by asking questions such as which kind of channel can bring through the maximum amount of signals? How much of transmitted signals will be lost by noise on its way from the transmitter to the receiver?



Shannon & Weaver's Model

In this model communication is described as a linear, one way process. The model shows five functional elements of the process and one dysfunctional factor.

The model begins with an information source producing a message out of a set of possible messages. The transmitter converts the message to a signal suitable for the channel to be used. The channel is the medium that transmits the signal (air or some mechanical device).

The importance of Weaver and Shannon's model is that it is also linked to the introduction of the concept of noise. Noise in this model refers to disturbance in the channel that may interfere with the signals transmitted. The signal may be distorted by noise (too many signals in the same channel at the same time). The result may be a difference between transmitted and received signals resulting in distortion in the reception of the message. Noise is spurious (false, not what it appears to be) information. This creates uncertainty but it is easy to find traces of Shannon and Weaver's model in a number of later models. Later information Theory was based on the principle of Shannon's model.

ASSESS YOUR PROGRESS

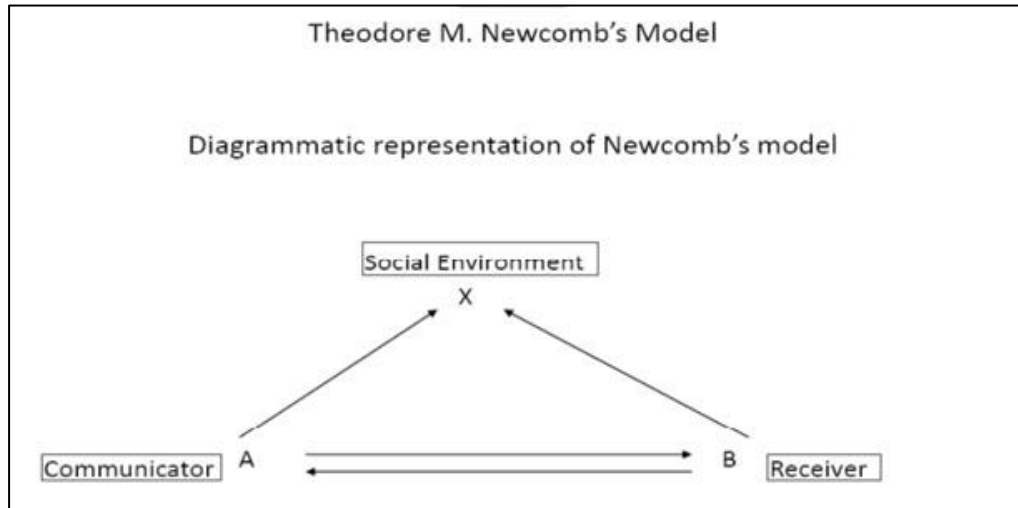
1. What are the five primary elements of the Aristotle Model of communication?

2. Who proposed the mathematical model of communication?

6.4.5 NEWCOMB'S ABX MODEL

Theodore Newcomb's approach to communication is that of a social psychologist. Newcomb model is also called ABX model or triangular model because unlike other models it takes the shape of a triangle and its main

significance is that it tries to explain the role of communication in society or in a social relationship. According to this model communication maintains equilibrium within a social system.



Here A and B are communicator and receiver. They may be individuals or groups, organizations or government, while X is part of the social environment about which they want to communicate. ABX is a system, which means that their relations are interdependent, that if A changes, B and X will change as well or if A changes his relationship to X, B will have to change his relationship either with X or with A.

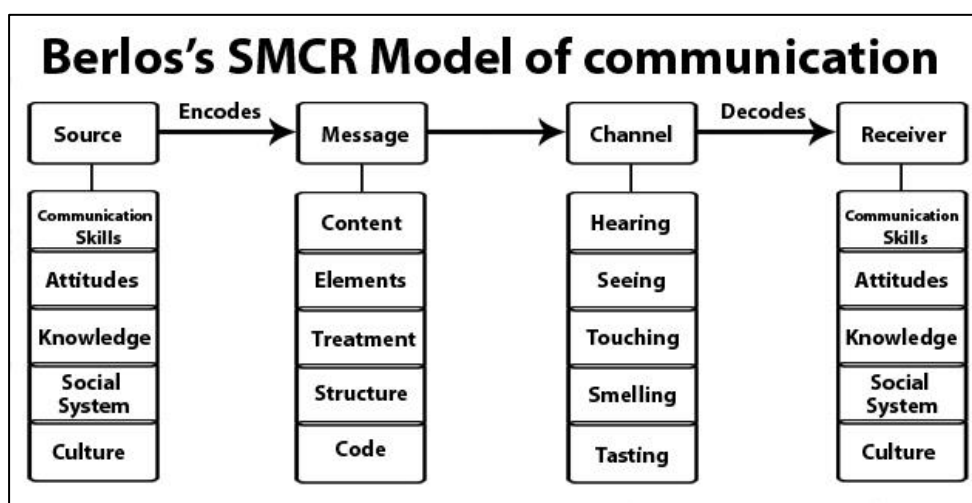
The ABX system will be in equilibrium only if A and B have a similar attitudes to X. To explain further Newcomb talks about positive and negative attraction towards A and B as persons and a favourable or unfavourable attitude towards X.

Newcomb's model implies that any given system may be characterized by a balance of forces. Any change in any part of the system will lead to a strain toward balance and symmetry because imbalance is psychologically uncomfortable and generates internal pressure to restore balance.

Balance or symmetry enables a person to (A) be able to calculate the behaviour of another person, (B) which means we have social and psychological support for the orientation we hold.

6.4.6 BERLO'S S-M-C-R MODEL

Berlo's verbal and linear model is another basic model of human communication with emphasis on message that is the content and mainly in the context of interpersonal communication. The simplest and most influential message-centered model of our time came from David K. Berlo's work *The Process of Communication* (1960). Drawing from Shannon and Weaver's model of flow of message from source to receiver and Osgood's linguist model that introduced the concepts of encoding and decoding Berlo qualifies each element in the communication process.

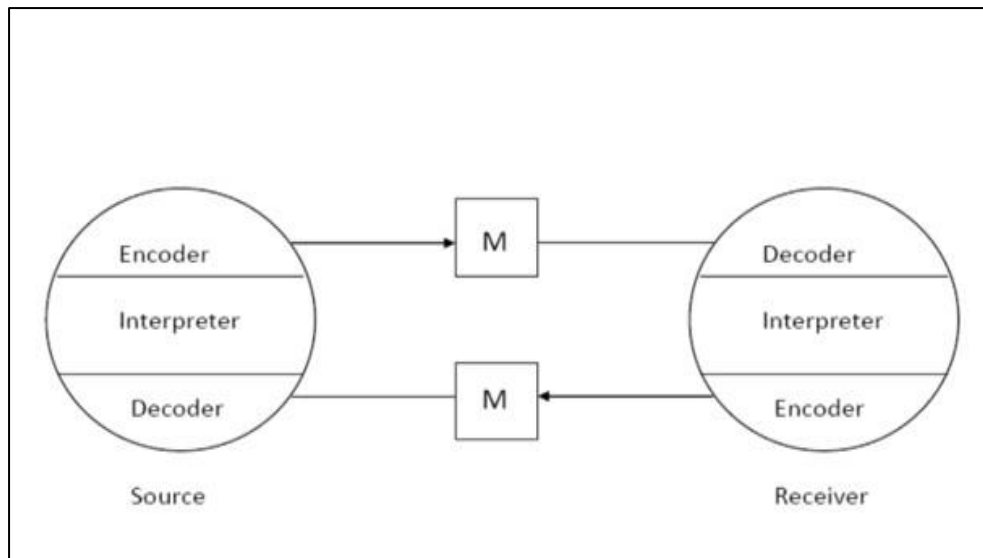


The idea of “source” includes oral, written, electronic, or any other kind of “symbolic” generator-of-messages. “Message” is made the key element in this model with stress on the transmission of ideas. The idea of “encoding” and “decoding” emphasize how we all (psycho-linguistically) translate our thoughts into words or other symbols and in deciphering the words or symbols of others into terms we ourselves can understand. This model also qualifies the receivers on certain criteria so as to understand the effectiveness of communication.

6.4.7 OSGOOD AND SCHRAMM'S MODEL

Charles Osgood's model of communication is different from earlier attempts to explain the communication process. It does not follow the conventional pattern of communication from source to channel to receiver.

Osgood's model is developed from his theory of meaning and from the understanding of the psycholinguistic processes. Osgood looks at both the sending and receiving functions within one individual. He takes into account the meaning of symbols. While Shannon and Weaver's model implies separate sources, destinations, transmitters and receivers which may be true for a mechanical system it is not true of human communication systems. It is circular and communication takes places in a continuous chain. Individuals function both as source and destination, both as transmitters and receivers. By decoding and encoding, a person converts thoughts and feeling into signs and symbols as a member of a particular communication system.



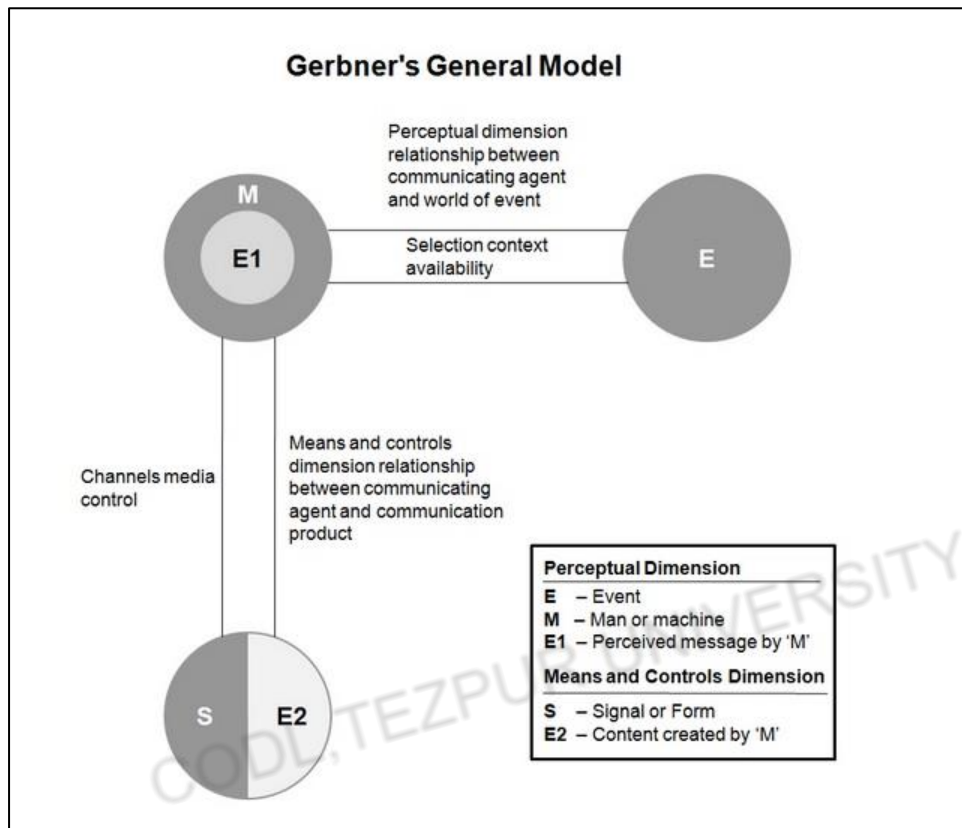
Osgood and Schramm Model

In this model the 'input' is some form of physical energy or 'stimulus' coded in form that is converted (decoded) to sensory impulses. Each person is a 'speech community' viewed as a complete communication system. Osgood stresses the social nature of communication. "Postures, gestures, facial expressions and even manipulation with objects.... may all be part of the message, as of course are (sounds)..... These...message events (reaction of one individual that produce stimuli for another) may be either immediate or mediate" (to talk to two separate people or groups involved in a disagreement to try to find a solution to their problems)

He emphasized the point that each participant in the communication process sends as well as receives messages and as such encodes, decodes and interprets messages. So a person may be a source one moment, a receiver the next and again a source the following moment. This model is particularly useful to explain interpersonal communication.

6.4.8 GEORGE GERBNER'S MODEL

George Gerbner is one of the pioneers in the field of communication research. His works are descriptive as well as very easy to understand. In 1956, Gerbner attempted the general purpose of communication models. He stressed on the dynamic nature of communication in his work and also the factor which is affecting the reliability and validity of communication.



(Note: This model can be best understood when read along with the diagram beginning at E)

- (i) *Perceptual Dimension:* 'E' is an event that is happening in the real life. The event content or the message is then perceived by

‘M’ (Man or machine). After perceiving, the message from ‘E’ by ‘M’ becomes E1. Keep in mind ‘E’ and ‘E1’ are not same, they are different. This is because any man or machine can not perceive the message entirely and they perceive only a part of the message ‘E1’. This is “Perceptual Dimension”.

These three factors are involved between ‘E’ and ‘M’:

- Selection
- Context
- Availability

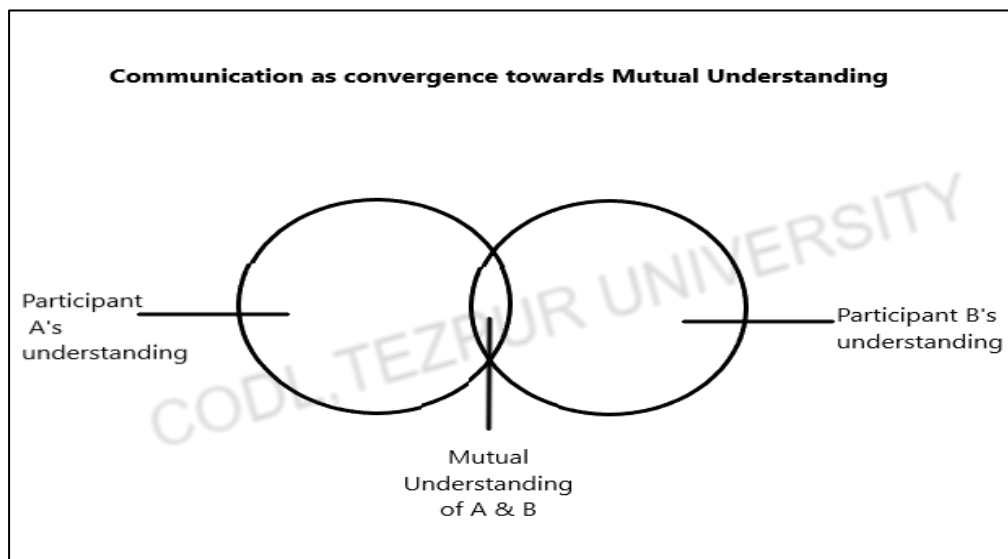
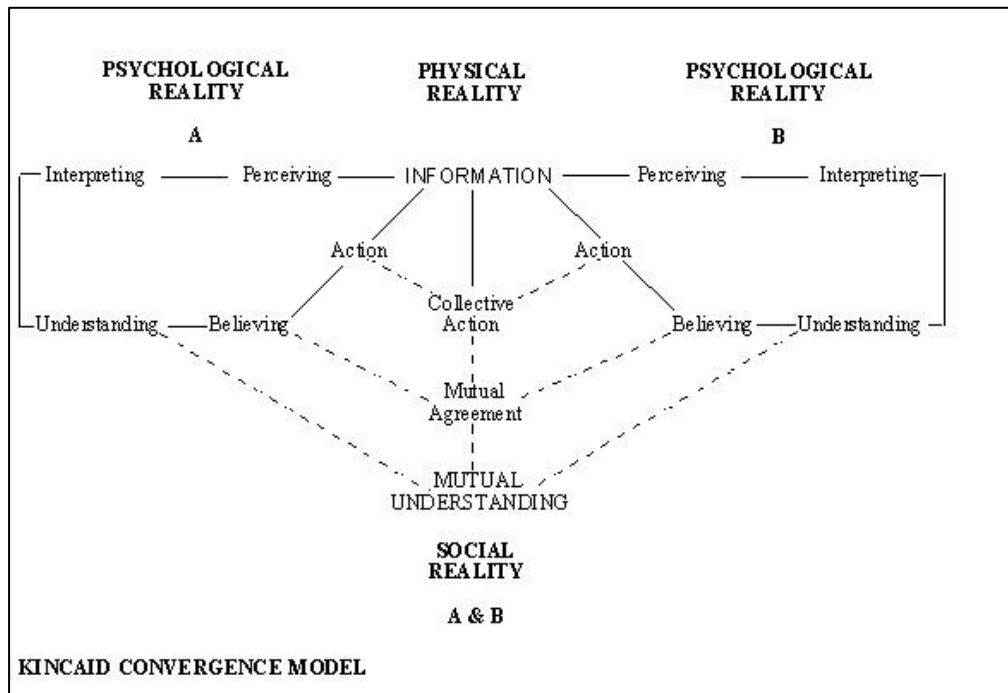
M (Man or Machine) cannot perceive the entire content of the event ‘E’. So M **selects** the interesting or the needed content from E thus filtering the rest of the content. The **context** occurs in the event. The **availability** is based on M’s attitude mood, personality, culture, etc.

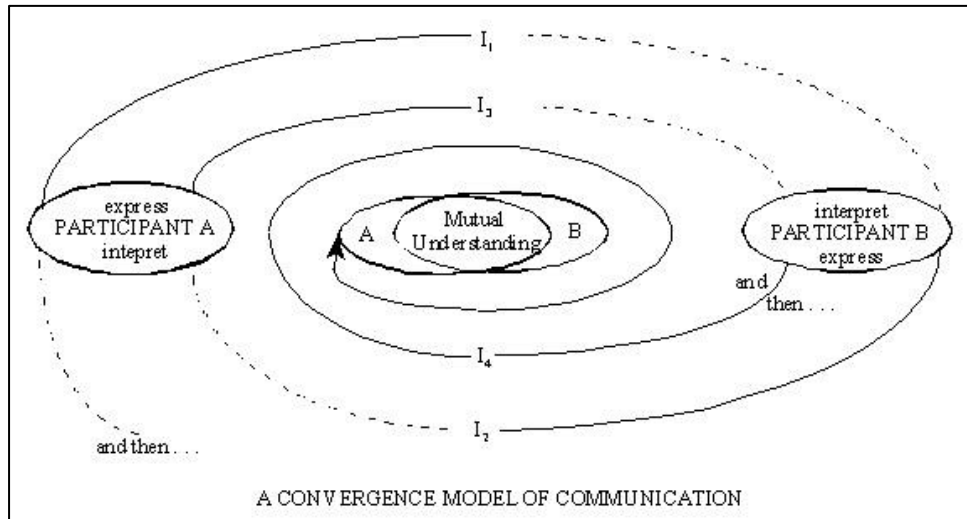
- (ii) *Means and Controls Dimension*: E2 is the event content which is drawn or ratified by M. Here, M becomes the source of a message about E for someone else. M creates a statement or signals about the message which is ‘SE2’. S (signal) it takes and E2 (Man’s content). Here Content (S) is structured or formed by M and it can communicate in different ways or based on the structured ways.

M has to use channels or media over to send the message content in which he has a greater or lesser degree of control. The question of ‘control’ relates to M’s degree of skill in using communication channels.

6.4.9 KINCAID’S CONVERGENCE MODEL

In the book ‘Communication Networks’, Everett Rogers and Lawrence Kincaid present the above model of communication. The Kincaid’s Convergence model is a combination of Shannon’s model with the cybernetic model of Wiener.





The purpose of these diagrams was to deal with the objection that was raised to the Shannon model that it was too linear and did not reflect the interdependent nature of communication. Thus many researchers following the Shannon model did research around the question of what kind of message got what kind of response. In other words, it was easily absorbed into the psychological stimulus-response model.

One of the immediate problems about the Kincaid model is that it has an obvious error. It looks at Information as a physical reality. Information is not a physical reality. It exists in the form of physical reality. But the information is found in the difference between X and $\sim X$, in the boundary between them. It is immaterial. It has no material reality.

For Rogers and Kincaid the problem was the problem of agreement. They wanted to show that communication was interactive and cooperative. But the same model can be used to develop divergence. In families the first born and the second born will strive to differentiate themselves. Whatever the first born is, the second born will be the opposite. Bateson observed this process of differentiation going on in South Sea Island communities and he called it "schismogenesis." If we go back to our basic Venn diagram, X or $\sim X$, then we can see that the communication may not lead to convergence, but to the development of distinctions, differences, boundaries. A core distinction: American or Canadian, will lead to a set of sub-distinctions: Americans are

greedy, crude, cruel, arrogant, etc. versus Canadians are generous, sophisticated, kind, humble, etc.

If we look closely at the Kincaid convergence model we see that it does not lead to convergence, but to the third way. Communication systems tend to create triads. We can see this in politics. During much of the 20th Century the battle was between communism and capitalism. Most governments settled on the middle ground, social democracy or a mixed economy. With the collapse of Communism in the Soviet Union the battle is now between capitalism and social democracy.

The middle ground is some rather vague alternative called "the third way." As I understand it, it entails the privatization of some government services, and the elimination or reduction of some social programs.

6.5 SUMMING UP

One needs to keep in mind that the complexities that accompany the communication models may only make understanding the communication much harder. Models, they are the fundamental building block of theory. And also the fundamental tool of instruction. Each of the models has allowed scholars to decompose the process of communication into discrete structural elements. Each provides the basis for considerable bodies of communication theory and research.

6.6 QUESTIONS

1. How does the concept of communication contribute to personal and social development?
2. How can you distinguish the different types of models?
3. Explain Newcomb's ABX Model.
4. Explain Kincaid's convergence model of communication.

6.7 RECOMMENDED READINGS

1. Chandler, D. (2003, December 10). Transmission Model of Communication. (Web Page)
2. Griffin, E. (1997). *A first look at communication theory* (3rd ed.). New York: McGraw-Hill.
3. Griffin, E., & Langan, E. (2006) *A first look at communication theory*. (6th ed.)New York: McGraw-Hill

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UNIT 7: INTRODUCTION TO COMMUNICATION THEORY

UNIT STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Introduction to Communication Theories

7.4 Early Communication Theories

7.4.1 Hypodermic Needle or Bullet Theory

7.4.2 Psychological Theories or Individual Difference Theory

7.4.3 Two-Step Flow Theory of Communication

7.4.4 Sociological Theories of Mass Communication

7.4.4.1 Cultivation Theory

7.4.4.2 Agenda Setting Theory

7.4.4.3 Dependency Theory (Melvin De Fleur and Sandra Ball Rokeach)

7.4.4.4 Uses and Gratification Theory (Elihu Katz Et Al 1959)

7.4.4.5 Albert Bandura's Social Learning Theory

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7.8.1 Changing Perspectives

7.8.2 Mass Society and Cultural Approaches to Communication Theories

7.9 Summing Up

7.10 Questions

7.11 Recommended Readings

7.1 INTRODUCTION

In this unit we will be discussing about the different communication theories put forward by various scholars. These theories explain how communication works in different ways.

7.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Understand the different types of communication theories.
- A thorough study of the different theories.
- Explain the cultural approaches to communication theories.

7.3 INTRODUCTION TO COMMUNICATION THEORIES

To quote Robert T Craig, from his landmark article, 'Communication Theory as a Field in 1999,' "Although there exist many theories of communication, there is no consensus on communication theory as a field'. Craig proposes a vision for communication theory that takes a huge step toward unifying this rather disparate field and addressing its complexities. He focussed on communication theory as a practical discipline and shows how "various traditions of communication theory can be engaged in dialogue on the practice of communication".

7.4 EARLY COMMUNICATION THEORIES

The present era is described as the information age. It is seen both with awe and suspicion by different individuals and society as rapid changes in information processing has been taking place faster than one can grasp. This gives rise to several questions about media and society. What do mass media do for society? Are mass media an outcome of changes in society? Or are they simply a response to certain demands? Are media merely reflectors or are they moulders of society?

Going further into the role of media in society, other questions that are raised are a) how powerful is the media, b) whether it is doing public good and c) do media increase in integration or disintegration of larger human societies?

Answers to these questions and more came in the form of various communication theories that have been coming up since the beginning of media and communication studies.

Early theories were primarily based on the interest to find the effects of mass communication on society and individuals. How the influence of the mass media was to be interpreted was often a matter of the observer's personal attitude to modern society and the degree of optimism or pessimism in their social outlook. They were based on the assumption that mass media have an enormous and direct influence upon society. But later researches questioned this premise. Later researches went against any direct cause and effect relationship between mass communication and society. They focused on the importance of individual differences, personal influences on the transmission, acceptance and retention of messages. While sociological theories looked at mass media as an outcome of changes in society. Other theories showed how media ought or expected to behave under prevailing political and economic conditions. Most theories tried to give insights into the role of mass media in society and the way in which audience utilize different mass media.

7.4.1 HYPODERMIC NEEDLE OR BULLET THEORY

The Hypodermic Needle Theory, also known as the 'magic bullet' theory, says the media has a powerful and direct effect on audiences by 'injecting' them with messages. These theories reflect how the powerful mass media was used for massive propaganda during the World War II. Media was seen as being able to manipulate its audiences at will. This theory looks at media as bullets shot at defenceless and passive receivers. Audiences were seen as passive recipients of media messages. Media were seen as extremely powerful institutions and media consumers were naïve and malleable. It saw audiences as an enormous undifferentiated mass of humanity. And each

member of the audience would respond identically to mass mediated messages. Later researches did not support such a view of audience.

7.4.2 PSYCHOLOGICAL THEORIES OR INDIVIDUAL DIFFERENCE THEORY

Individual difference theories focused on different personality variables that resulted in different reactions to the same stimuli. Reactions to different media content differ according to motivation of the members of the audience and their predispositions to accept or reject media messages. Factors such as intelligence, beliefs, opinions, values, needs, moods, prejudices, perceptibility all contributed to the way individuals responded to media messages. As a result, selective exposure and selective perception limit the scope of direct impact of media messages.

Selective Exposure

The meaning of selective exposure is that people tend to expose themselves to media messages selectively, more so to the messages that are in accordance with their established beliefs. They generally avoid those that question or challenge their beliefs. If by chance they are exposed to contrary opinions they selectively invest these hostile arguments with acceptable meanings, narrowing the gap between what they already believe and what they are invited to believe.

Selective Perception

Related to selective exposure is selective perception. Individuals tend to 'read into' the message whatever suits their needs. They attend to, interpret and retain messages that are related to their interests, consistent with their attitudes, congruent with their beliefs and supportive of their values.

7.4.3 TWO-STEP FLOW THEORY OF COMMUNICATION

The two- step flow theory of communication is Personal Influence Theory. Lazarsfeld in his concept of 'People's Choice', revealed how people are not directly influenced by mass media in making political choices, how other people, particularly political 'opinion leaders', had a greater influence on

people's decision making than mass media. Informal communication networks, and people talking to each other were seen to play a significant role. Thus emerged the Two-Step Flow theory of communication. Opinion leaders who had first hand access to mass media information passed it down, thus providing an important link in a two step flow of information.

Opinion leaders were more knowledgeable, educated, influential both socially and economically and more modern in their outlook. They were held in high esteem, and people relied on them for ideas and guidance

Multi-Step flow

Further studies led to the modification and re-conceptualization of the two-step flow theory because of the multi-directional influence of opinion leaders. Both the two-step theory and the multi-step theory discredited the belief of the direct influence of the mass media. Extraneous and interpersonal channels and social relations of audiences, which were often complex, multi-directional and multi-dimensional, proved more important

7.4.4 SOCIOLOGICAL THEORIES OF MASS COMMUNICATION

Sociological theories of mass communication are based on the assumption that there is a definite relationship between mass media and social change. Such theories address such questions as : Do mass media cultivate common beliefs about the world? Does the mass media set agendas for people? How do people use the media and why? Do media have control over the audience?

7.4.4.1 CULTIVATION THEORY (GEORGE GERBNER 1967)

Cultivation Theory argues that media shapes a person's sense of reality. Because many acquire information through mediated sources rather than direct experience, their world view becomes influenced by these sources. For example, Cultivation Theory suggests that people who would be defined as heavy television viewers see the world as more violent than it actually is. It is assumed that mass media had subtle influence on audiences who in turn unknowingly absorb the dominant symbols, images, and messages of the media This results in the cultivation of a 'dominant image pattern.' Long

persistent exposure to TV is capable of cultivating common beliefs about the world. Messages of TV do not portray reality in society. Repeated exposure to such distortion leads to a particular view of the world which gets reinforced once it is developed.

Gerbner also strongly suggests that the powerful effect of mass media acts cumulatively as moulders of society.

7.4.4.2 AGENDA SETTING THEORY (MAXWELL MCCOMB AND DONALD SHAW (1967)

Agenda setting theory maintains that the media sets an agenda for people telling people ‘what to think about’ rather than telling them ‘what to think’. However many media thinkers felt the evidence was insufficient to show such a causal connection.

7.4.4.3 DEPENDENCY THEORY (MELVIN DE FLEUR AND SANDRA BALL ROKEACH)

De Fleur and Rokeach proposed an integrated theory of mass communication recognizing both psychological and sociological factors that prevent the media from exercising arbitrary control on its audience. Mass media not only lack arbitrary influence or powers but also lack the personal freedom to engage in arbitrary communication behaviour. Both the media and its audience are integral part of society. Surrounding socio-cultural contexts provide controls and constraints. This control is evident not only on media messages but also in the effects on the audience. Communication has an important role in holding society together. Individuals, the audience need to belong to the society

The need to understand the society and to keep up with society has increased the dependency on the media

7.4.4.4 USES AND GRATIFICATION THEORY (ELIHU KATZ ET AL 1959)

The Uses and Gratifications Theory assumes that the audience actively seek out media to satisfy individual needs. With this assumption, the Uses and

Gratifications Theory looks to answer three questions: what do people do with the media, what are their underlying motives for using the said media, and what are the pros and cons of this individual media use.

Since audiences are active and willingly expose themselves to the media, the content cannot influence an individual who has no 'use' for it in the environment in which he or she lives. The uses of the mass media are dependent on the perception, selectivity and previously held beliefs, values and interest of the people.

There is an underlying idea of function: For what purpose do people use the media?

In his study of soaps Bereleson (1948) revealed that people use it for emotional release and treat it as a school of life.

Gratification refers to the rewards or satisfaction people derive after media use. According to this theory communication effects can be more meaningfully explained in terms of enabling people to have more meaningful relations between themselves and the world around them.

Three groups of Gratification theories can be distinguished:

- 1 Those who conduct inquiries into a range of satisfaction derived from mass media material.
- 2 Those that look at the social environmental circumstances those are responsible for people turning to the media.
- 3 Lastly the needs the members of the audience are trying to satisfy.

7.4.4.5 ALBERT BANDURA'S SOCIAL LEARNING THEORY

Albert Bandura's Social Learning theory is based on the concept of reinforcement. Individual is seen as making choices about behaviour and seeks reinforcement from the environment. This is also called the 'Modeling theory' because it presumes that people adopt certain behaviour by watching other people's behaviour and its consequences. If the consequence is positive then there is a positive reinforcement of that behaviour and the viewer will

tend to copy/use it as a model for his or her own behaviour. So people set goals that give positive rewards and adopt behaviour which has the potential to achieve those goals. People interpret behaviour and its consequences in terms of reward and punishment. Choices are made by perceived success or failure of the past as well as by anticipated consequences.

ASSESS YOUR PROGRESS

1. What is two-step flow of communication?

2. Who proposed Used and Gratification Theory and when?

7.5 LIMITED EFFECTS THEORY

Mass Media is a primary dispenser of Propaganda and has an important role in influencing the public opinion. However, media researchers have varied and contrasting opinions on the extent and type of such influence and whether mass media has the power to sway public discourse.

Limited effects theory, proposed by Paul Lazarsfeld, which states that media effect on people's deep set opinions and thoughts is limited or even minimal. Paul Lazarsfeld research findings were methodological in nature, based on statistical survey analysis and empirical media measurement. He conducted a survey on thousands of voters, before the US Presidential elections of 1940. He classified around 3000 voters, basing on their voting patterns into early deciders, wavers, converts and crystallizers.

Lazarsfeld noted that wavers and converts were comparatively more influenced by interpersonal communication than by mass media. These people followed influencers and their opinions rather than what was

broadcast by mass media. Lazarsfeld hence, classified voters into the following categories

- Opinion Followers
- Gatekeepers
- Media
- Opinion Leaders

This model stipulates that the mass media content is first filtered by gatekeepers, whose personal bias affects the interpretation. Thereafter, it reaches opinion leaders i.e. people who are active media users. The filtered version is then diffused to the less active media consumers. Lazarsfeld's theory can be termed as a classist theory as it assumes that media influence is subject to interpretation by the elite and the educated. It also implies that interpersonal communication has a greater role to play in shaping opinions than mass media. Another insight it provides is on the prominent role of influencers and gatekeepers in mass media.

During the 2015 Bihar Assembly elections, political strategist Prashant Kishore employed the old fashioned door to door campaigning as a part of JDU's outreach initiative. "Har Ghar Dastak" helped the party to connect with grassroots and build local support. Volunteers were roped in to campaign for the party on cycles and cover remote areas.

In a way, limited effects theory questioned the paradigm of direct media influence, a notion that prevailed till late 1930's. Mc Quail recognises four stages of research in media effects. The first stage, dominated by the experience of propaganda during World War one, recognised media's role as decisive, opinion shaping and with the capability to change attitude and lifestyle. This gave emergence to the "Hypodermic needle" model. The second stage, which extends from 1940s to late 1960s, questioned the paradigm of direct media and was called the theory of "Limited Effects". This theory established that an individual is selective in terms of his

exposure, perception and retention. The theory concluded that rather than influencing opinions, media merely “reinforced” existing opinions.

7.6 DOMINANT PARADIGM

The western model for development predominated in 1950s and 1960s. The modernization paradigm arose soon after World War II, in 1949. It envisioned development as a challenge to bring the "underdeveloped countries" out of their conditions of poverty by modernizing them and by free-market approaches.

The origin, principles, and applications of this paradigm should be considered within the historical context of the postwar years, also known as the Cold War period. During that time when world influence was polarized by two superpowers: the United States and the Soviet Union, their influence reached every sphere of the international scenario, including development. In this context, the modernization paradigm promoted by political scientists and scholars of Western countries became so strong and so pervasive in every dimension of social life that it became also known as the ‘dominant paradigm’.

Rogers (1960) called this the “dominant paradigm” of development as it exercised a dominant influence in the field of development. The emphasis of this model was that development could be achieved by increased productivity, economic growth and industrialization, through heavy industries, capital intensive technologies, urbanization, centralized planning. Development was measured by gross national product (GNP), total or per capita income. There was a shift from a static, agricultural, primitive and rigid society to a dynamic, industrialized, urbanized and socially mobile nation.

Daniel Lerner and Wilbur Schramm (1964) supported the dominant paradigm and

advocated automation and technology for development and change. They made significant contributions in identifying the role of communication for

technological development. The development community argued that the case of underdevelopment in the developing countries was not due to external causes but due to internal causes present within the nation and the individual as well as within the social structure.

7.7 MODERN MASS COMMUNICATION THEORIES

The world today is so much different than what it was 60 years back when scientific attempts at unravelling the mass communication as an institution began. The changes have come in all spheres, science, education, world politics, international order, trade and commerce, technology, social institutions, and global interconnectedness. In all of these media has been part and parcel of continuity and change. Various newer perspectives have emerged since the early interpretations of media had come up. Let us look at some of the key modern mass communication theories.

7.7.1 NORMATIVE THEORIES

American media analysts Siebert, Peterson and Schramm (1956) in their *Four Theories of the*

Press, later modified by McQuail (1983) list the following:

- a. Authoritarian theory
- b. Free press theory/ Libertarian theory
- c. Social responsibility theory
- d. Soviet Media theory
- e. Development theory
- f. Democratic-Participant theory

Normative means how the media should be, or what it is expected from them rather than what is actually practiced by them. Normative principles arise in the background of political, social, economic and cultural conditions of a place and these are determined mainly by the system of the State.

The Authoritarian theory helps to understand media in a State where dictators and military powers rule. Here the media freedom does not exist but is controlled by those in power or those who support them. Their aim is

ensure that media does nothing to undermine the authority and must respect the majority and dominant values. Under this theory censorship is a norm.

Libertarian theory or Free Press theory is part of liberal democracies. According to this theory free and public expression is the best way to arrive at truth and expose lies. The flaw with this system is that notions of freedom goes with private and profit oriented media ownership as seen in the west.

The Social Responsibility theory believes in freedom so long as it is used for public good. Freedom is desirable so long as it is obliged to the society. Here media are considered the watchdog of the society against the abuse by private or government powers. The emphasis here is on media accountability.

Soviet Media theory derives from the Marxian principles. Here the media should serve the interest of the socialist state, where the state consists of the aspirations of classless society. The task of the media is to educate, inform, motivate, and mobilize in the principles of socialist society.

Development Media theory rose in the context of post-colonial independent states which were in the path of socioeconomic and political development. It supports media content towards self - reliance, autonomy and cultural identity. Here freedom should be allowed within the limits of nation's economic and cultural priorities of development needs.

The recent addition to the normative theory is **Democratic-Participant Media theory** whose tenets are mix of other theories mentioned above. The underpinnings of this theory include libertarianism, socialism, egalitarianism, and localism. Individual rights to information and minority rights are important in this theory. Media should be answerable, free of government or big business intervention and participatory.

7.7.2 SEMIOTIC THEORY

Semiotics means systematic study of signs. Since human communication consists of language, which is made up of signs and symbols, semiotics looks at the way of making and deriving meanings from signs. Ferdinand de

Saussure, a linguist and Charles Pierce, a philosopher's proposals on understanding signs have been used to study the complex communication system embedded in socio-cultural environment.

Saussure says that a language is a system of signs, which signify objects. He views all these signs as abstract and arbitrary without any direct relation between the signs used and the objects they refer to. It is because of this arbitrary relation that the meanings are not fixed; rather they are highly fluctuating and signs take on newer meanings with changing context and users. Saussure conceives the system of language including written and spoken words, sentence and grammar etc., as 'langue' and the practice of the language by the speakers or writers as 'parole'.

He also breaks a *sign* into *signifier* and the *signified* which means that while the signifier in the sign is the reference or like names to any object or idea, the signified is the way it evokes number of associations of ideas of that signifier in the minds of the users.

For example, if the signifier "God" is used, everyone in a culture will recognize this word as part of their language. However, the signified applied to "God" by someone who is a Hindu will be different than someone who is a Muslim or a Jain. Further, even among Hindus there will be no uniformity as to what "God" means. The degree of "sharedness" reflects the full potential for communication while the degree of "difference" represents the degree of potential for misunderstanding.

Pierce's theory is similar to Saussure but more applicable to visual language.

7.7.3 FRAMING

Framing theory of media looks at content presented in "Frames", which means the way in which we interpret media content presented to us. These frames function as a way to generate and organize social meanings. Since the media decides what we view and how we view it, they also influence the way in which we interpret information. In a sense, they tell us what to think about, and how to think about it.

The concept of framing is related to the concept of agenda-setting theory but goes much further by focusing on the presentation of the issues. The basis of framing theory is that the media focuses attention on certain events and then places them within a field of meaning.

Frames are abstract notions that serve to organize or structure social meanings. Framing is a quality of communication that leads others to accept one meaning over another. It is a skill with profound effects on how organizational members understand and respond to the world in which they live. It is a skill that most successful leaders possess, yet one that is not often taught.

Fairhurst and Sarr (1996) describe a lot of possibilities to frame situations:

- a) Metaphor:** To give an idea or program a new meaning by comparing it to something else;
- b) Stories (myths and legends):** To frame a subject by anecdote in a vivid and memorable way;
- c) Traditions (rites, rituals and ceremonies):** To pattern and define an organization at regular time intervals to confirm to and reproduce organizational values;
- d) Slogans, jargons and catchphrases:** To frame a subject in a memorable and familiar fashion;
- e) Artefacts:** To illuminate corporate values through physical vestiges (sometimes in a way language cannot);
- f) Contrast:** To describe a subject in terms of what it is not; and
- g) Spin:** to talk about a concept so as to give it a positive or negative connotation (Deetz, Tracy & Simpson, 2000).

Examples of much-used frames include the ‘war on drugs’, or a person’s ‘battle with cancer’, or phrases that elicit widely shared images and meanings.

7.7.4 SPIRAL OF SILENCE

The Spiral of Silence theory states that people are less likely to express their opinions if they are in the minority. This happens because they fear that they will be isolated by the majority and suffer social rejection.

Noelle-Neumann (1974) introduced the “spiral of silence” as an attempt to explain in part how public opinion is formed. She wondered why the Germans supported wrong political positions that led to national defeat, humiliation and ruin in the 1930s-1940s.

The phrase "spiral of silence" actually refers to how people tend to remain silent when they feel that their views are in the minority. The model is based on three premises: **1)** people have a "quasi-statistical organ," a sixth-sense if you will, which allows them to know the prevailing public opinion, even without access to polls, **2)** people have a fear of isolation and know what behaviours will increase their likelihood of being socially isolated, and **3)** people are reticent to express their minority views, primarily out of fear of being isolated

7.7.5 GATE KEEPING THEORY

Kurt Lewin used the term "gate keeping" by an analogy of the wife or mother as the person who decides which food ends up on the family's dinner table (Lewin, 1947). The gatekeeper is the person who decides what shall pass through each gate section, of which, in any process, there are several. He added the gating process to news item winding through communication channels in a group. This is the point from which most gatekeeper studies in communication are launched. White (1961) was the person who seized upon Lewin's comments and turned it solidly toward journalism in 1950. In the 1970s McCombs and Shaw took a different direction when they looked at the effects of gatekeepers' decisions. They found that the audience learns how much importance to attach to a news item from the emphasis the media place on it. McCombs and Shaw pointed out that the gate keeping concept is related to the newer concept, agenda-setting (McCombs et al, 1976).

Gatekeepers are able to control the public's knowledge of the actual events by letting some stories pass through the system but keeping others out. Gatekeepers can also be seen as institutions or organizations. In a political system there are gatekeepers, individuals or institutions which control access to positions of power and regulate the flow of information and political influence.

Media gate keeping showed that decision making is based on principles of news values, organizational routines, input structure and common sense. Gate keeping is vital in communication planning and almost all communication planning roles include some aspect of gate keeping.

In the mass media the focus is on the organizational structure of newsrooms and events.

A wire service editor decides alone what news audiences will receive from another continent. The idea is that if the gatekeeper's selections are biased, the readers' understanding will also be a little biased.

7.8 THEORIES OF COMMUNICATION

7.8.1 CHANGING PERSPECTIVES

Modernization theories explain the changing ways of communication and media in traditional and (post) modern societies. Modernization process on human communication means the appearance of 'modes of social life or organization which emerged in Europe from about the seventeenth century onwards and which subsequently became more or less worldwide in their influence' (Giddens, 1991).

One made the attempt to explain the diffusion of Western styles of living, technological and individualist types of communication (highly selective, addressing only particular persons) as the superiority of secular, materialist, western, individualist culture.

The second wave of modernization theory is a part of the critical theory that was popular in the 1970s and 1980s. It does not support but criticizes the influence of Western modernization (Schiller, 1976).

The third wave of modernization theory rising in the 1990s is the theory of late or post modernity. It tries to be more neutral, being not in favour or against Western modernization. Rather it attempts to unearth the contradictions in the modernization process and to explain the consequences of modernity for individuals in contemporary society (Giddens, 1991).

Traditional society is based on direct interaction between people living close to each other while modern society is characterized by time-space distantiation and disembedding (Giddens 1991). Modern societies stretch further and further across space and time using mass media and interactive media.

7.8.2 MASS SOCIETY AND CULTURAL APPROACHES TO COMMUNICATION THEORIES

Critical discourse studies are emerging as the most suitable methods of enquiry in the present context. They study communication as a theory, practice, technology, and discipline of power. Scholars apply critical inquiry that cuts across academic boundaries to focus on social, political, and cultural practices from the standpoint of communication. It promotes critical reflection on the requirements of a more democratic culture by paying attention to subjects such as, but not limited to, class, race, ethnicity, gender, ability, sexuality, polity, public sphere, nation, environment, and globalization.

Collectively, they analyze historical contexts, material and economic conditions, institutional settings, political initiatives, practices of resistance, and/or the theoretical significance of discursive formations in everyday life.

7.9 SUMMING UP

While theories serve many useful functions, these functions do not really matter if we do not have well-developed theories that provide a good

representation of how our world works. Littlejohn considers a communication theory to be "any conceptual representation or explanation of the communication process.

7.10 QUESTIONS

1. Trace the evolution of major theories of communication.
2. What and how do you focus on the early communication theories? Distinguish between the Normative theories and Gatekeeping theory.

7.11 RECOMMENDED READINGS

Dance Frank (1967). *Human Communication Theory: Original Essays*, US: Rinerhart & Winston.

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