PG JMC S1 01
(DSC)

TWO YEAR MASTER'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER - I

CONCEPT OF COMMUNICATION

JOURNALISM AND MASS COMMUNICATION

Bhupen Hazarika School of Mass Communication

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION

The Master of Arts in Journalism and Mass Communication aimed at equipping learners with a good knowledge in various areas of Mass Communication. These programmes would form the basis for any one who wants to make a career in the media industry. MAJMC will cover every aspect of Mass Communication, which includes print media, electronic media, advertising, public relations etc. Concept of Communication is the first course of the post graduate level programmes in Journalism and Mass communication. This course will introduce you to the concept of communication and mass communication and the related themes and sub-themes of the field of communication.

The course has been divided into two blocks consisting of fifteen units.

While going through this paper, you will notice that some boxes are put in the left hand or right hand side of the text. These boxes are meant to serve the purpose of in-text glossary for you. Again, you may find some boxes marked with: “LET US KNOW”. These boxes will provide you with some additional interesting and relevant information. The boxes marked with “ACTIVITY” will help you in making your learning more active and efficient. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PROGRESS” given at the end of each unit.

UNIT- 1: CONCEPT OF COMMUNICATION

UNIT STRUCTURE

1.1. Learning Objectives

1.2. Introduction

1.3. Communication

- 1.3.1. Definition
- 1.3.2 How communication takes place
- 1.3.3 Need for communication
- 1.3.4 Human communication

1.4 7 C's of Communication

1.5 Let us Sum Up

1.6 Further Reading

1.7 Answers to Check Your Progress

1.8 Model Questions

1.1. LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the term communication
- outline the process of communication
- explain the 7 C's of communication

1.2. INTRODUCTION

This is the first unit of the course on Concept of Communication. In this unit we will introduce you to the basic concept of 'communication'.

Here we will discuss how the activity of communication takes place among human beings. We will also discuss the different stages of the communication process with all its characteristics and aspects. After a thorough study of this unit you will have developed an adequate understanding of the concept of communication and this will be your base for understanding the history and development of communication which will be studied in the Unit 2 of this course.

We hope that this unit will open up to you the exciting world of communication in a completely new light. So let us begin our journey into this world by understanding the meaning of the word 'communication' from the point of view of a professional communicator.

1.3 COMMUNICATION

Communication is quite a simple term that transcends each and every walk of human life which actually makes it so important for us. It influences the way we live and has an impact on our day to day life.

This term is derived from the Latin roots 'communis' and 'communicare' both of which imply sharing and mutual understanding. It is something through which we share knowledge, feelings, ideas, information etc.

In face-to-face communication, it is not merely an exchange of information, but also something more which include passing of gestures, expression, language, tones etc. All these aspects combined together create a sort of impact on both the partners. It goes on to affect some kind of changes in the behaviour or personality of all those persons involved in the communication process.

1.3.1 Definition

Communication is an all-encompassing activity or process that has far-reaching utility and influence over humanity. In one way, it is the driving force of humankind anywhere in the world.

It is the activity of sharing or exchanging information between two or more persons. It is a basic and universal tool for making others know about our views, feelings, interests etc. In other words, it implies notifying others (whoever might be interested) about our attitudes, status of our minds etc.

This happens in two ways. First, we might wish to know the mental status of somebody else and second, we might be interested in getting across our status of mind to someone who might have some interest in it. Sometimes we start the communication process ourselves to which others respond. And at other times we respond to someone else's queries or communication initiative when he or she

might have wanted to know something about us – maybe out of personal interest or professional interest.

Here are a few definitions of the term communication which will help you in understanding the subject better:

"Communication is sharing of experiences on the basis of commonness." — Willbur Schram,

"One mind affecting the other." — Claude Shannon,

Communications expert Leagans, way back in 1961, described communication as **"a process by which two or more people exchange ideas, facts, feelings or impression in such ways that each gains a common understanding of meaning, intent and the use of messages."**

In other words, it will not be wrong to say that communication is the 'mother of existence.'

1.3.2 How communication takes place

Though the communication process looks simple enough yet it has to go through several steps before it reaches the person for whom it is aimed. Let us go into this process for your understanding.

For completing the communication process there is a need of at least one (communication can be done within our own self also) or more persons.

Here, the person who would like to start the proceedings is called the **'Sender'** of messages. And the one or ones who receives what is being said or written is termed as the **'Receiver'**, because he or she receives the communication message.

The Sender (for example Mr A) wakes up in the morning in his house and wants his mother to give him a glass of water. He would form a suitable sentence in this regard in his mind and speak to his mother or anybody else in the house. This is the **'Message'**.

His mother or anyone who may have heard this sentence will at first listen to what has been said and then try to understand the meaning of the sentence. Following this, the Receiver of the communication message will simply bring a glass of water to Mr A. Or maybe that he or she does not bring the glass of water as the latter may not be free at that time or due to any other factor. Here, in

return to Mr A's sentence or message, the Receiver may or may not speak anything but may simply do the job being asked to carry out.

When something is said or communicated to the other person, in reply the Receiver of the messages also goes through the same process. Such as – at first he or she decides what is to be said in reply to the first communication and then formulates a suitable sentence or message to be passed on. This is called **'Feedback'** in communication. It is the response of the receiving parties of a communication process.

Then, we come to the aspect of **'Channel'** which is the carrier of the information or messages which we want the other party to know or receive. There may be many forms of a channel such as language, body language etc.

Here are a few other terms involved with the communication process with which also you should become familiar :

Encoding – It is the process of forming a meaningful sentence or message to inform somebody about something. Say, for example, the writer of this study material wants to inform you all about Mass Communication. He or she prepares a structure about how to do it, then decides what is to be said, forms the exact sentences etc. This is Encoding.

Decoding – It is the opposite of the process of encoding. It is the process of understanding of the message by the receiver of the message. What you are trying to do right now while reading the study material is decoding.

Significantly enough, the word **'Noise'** is used here with a different meaning. In communication studies, it refers to various types of disturbances that the communication process has to face many a time.

These disturbances may even cause distortions in a smooth flow of the communication process as they may hamper the proper understanding of the messages or information being exchanged between the communicators.

1.3.3 Need for communication

Communication is very necessary for the existence of the

human beings. It is a basic need for human beings as the need for food and shelter. Communication involves interaction with our environments- physical, biological and social. It is important that stakeholders communicate with each other, about their concerns, needs and plans. This can help to minimise or mitigate conflicts or avoid them altogether. Communication among stakeholders can lead to new opportunities. The basic need for communication can perhaps be traced to the process of man's evolution. Communication facilitates the flow of information and understanding between different people or groups. Communication thus helps understand people better removing misunderstanding and creating clarity of thoughts and expression. It also educates people. The sharing of knowledge and information process cannot function with communication. Communication is the foundation of all human relationship. Communication helps people to express emotion or ideas and helps to understand the emotion and thoughts of others. As a result, one develops affection or hatred towards the other, subsequently creating negative or positive relationships. Communication acts as a base for any action. Starting of any activity begins with communication which brings information necessary to begin with.

1.3.4 Human communication

Communication has been an important part of our lives since time immemorial. Communication enables humans and other life forms to interact with each other with each other and share information. Over the years, communication has taken many forms. Human beings communicate in a rich and sophisticated way that sets us apart from all other species on the planet. No other animal can communicate like we can. Human beings communicate using language through the communication channels. Human communication takes place through the use of sound, vision, physical contact. Sound includes speech and language, vocalisations like clapping hands, foot-tapping, etc. Vision includes reading signals such as facial expressions, eye contacts, gestures, body language, etc. Physical contact comprises of handshakes, hugs, pats, kissing, etc.

Human communication is the product of a combination of

numerous physiological, psychological, and environmental influences. The development of language is the most important difference between the way of human communication from that of the animals. We also use a great deal of visual information through facial expressions, eye contacts, body postures, gestures and physical proximity between the communicators. The extent to which people use physical contact communication depends on a range of factors. An important factor is the nature of relationship among them and how well they know each other. Another important factor is the culture. There exists differences in physical contact communication between people of different cultures. For instance, in the Indian and British societies or cultures, the touch communication is not used so frequently or intensively as in the American society. However, it is perceived that a warm, loving physical contact is absolutely critical to the overall development and wellbeing of babies.



ACTIVITY 1.1

Have a conversation with your friend on any topic of your choice. Notice the types of words used, facial and body language expressed and gestures shown. Prepare a note on all these aspects of communication which contributed towards the entire communication process that took place between you and your friend.



CHECK YOUR PROGRESS

Q.1 What is communication?

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.....

Q.2 What are the elements of communication?

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.....

Q.3 Define the terms:

a. Sender

b. Receiver

c. Message

d. Channel

e. Feedback

f. Encoding

g. Decoding

Q.4 What is human communication?

.....

.....

1.4 7 C'S OF COMMUNICATION

For transmitting an effective oral or written message certain principles needs to be followed. Francis J. Bergin provides guidelines for choice of content and style of presentation adapted to the purpose of the receiver of the message. These principles tell us how the message can become effective for the target group. These principles also tell about style and importance of the message. These principles are commonly known as 7 C's of communication and also known as the seven principles of communication.

They are:

1. **Credibility:** Communication starts with a climate of belief. This climate is built by performance on the part of the communicator. If the sender can establish one's credibility, the receiver would have no problem in accepting the statement of the sender. Credibility of the sender is very important for the success of the communication process. If the source of the message is credible and receivers have full trust in the sender, the message will easily be accepted. The receiver must have confidence in the sender. He/she must have a high regard for the source's competence on the subject.
2. **Context:** Context means the environment in which the communicator is sending one's message. If the message contradicts with the context, it is likely to be failed. Context is the setting in which communication

takes place. The context must confirm, not contradict the message. It must provide for participation and playback.

3. **Content:** it is a very important element of communication. It is the subject matter of the communication. Content of the message needs to have some meaning for the receiver. If it is not so, receiver will not receive the message with full zeal. The content determines the audience. Hence, the message must have meaning for the receiver, and it must be compatible with his/her value system. It must have relevance for the receiver.
4. **Clarity:** Clarity means getting your message across so the receiver will understand what you are trying to convey. Since you would like that person to interpret your words with the same meaning that you have in your mind. Accomplishing that task is difficult, as individual experiences are never identical and words have different meanings to different persons. Do not try to communicate too many things in one message. This will dilute the attention of the receiver. The element of clarity indicates that the message should be simple and clear. It should be easy to understand and should be free from ambiguity. In order to make your messages clear choose short, familiar and conversational words, construct effective sentences and paragraphs, include examples, illustrations and other visual aids when desirable.
5. **Continuity and Consistency:** Communication is an unending process. It requires repetition to achieve penetration. The story must be consistent. There should be continuity in the message. If the sender will repeatedly send the message at the receiver, the later will be deeply affected.
6. **Channels:** Channel means the medium or media through which people communicate. The choice of suitable channel for the receiver is always a benefit for the sender. The selection of the channel that receiver is more likely to use will ensure the success of communication. Only the established channels of communication should be used – channels that the receiver uses and respects, creating new ones is difficult. Different channels have different effects and serve effectively in different stages of the diffusion process.
7. **Capacity of the audience:** Capacity means the ability to receive and absorb. Whenever the sender crafts a message, he needs to keep in

mind the capacity of the receiver. Communicator should craft a message which the receiver can easily understand. He/she should keep in mind the abilities and habits of the receiver.

Communication must take into account the capability of the audience. Communications are most effective when they require the least effort on the part of the recipient. This includes factors of availability, habit reading ability and receiver's knowledge.



CHECK YOUR PROGRESS

Q.5 Mention the he seven C's of communication?

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Q.6 What is Clarity in communication?

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1.5 LET US SUM UP

- Communication is the mutually understandable activity of exchanging information with one's own self or with fellow human beings, using different methods.
- A person communicates with his or her own self for a major part of the time. Even when one is communicating with someone, prior to everything being said, he communicates with his own self to decide what to say, how to say, whether to carry on the process or not etc.
- It is an endless process starting with the conceiving of lives in our mothers' wombs and continuing on and on.
- The process essentially involves these elements or components – a sender, a receiver, a channel or vehicle for movement of the messages or information, feedback – the responses to the communication, noise or disturbances which mean interferences from technical or human problems resulting in misunderstanding or inadequate understanding of the meaning of the messages creating a wastage of the communication efforts.

- It is a human phenomenon that under normal circumstances we would like to expose ourselves only to those aspects and things in life with which we are familiar and feel comfortable with,
- Similarly, we would also like to perceive something only with those aspects with which we feel comfortable and are familiar,
- We actually communicate something even by not responding to the senders' messages.
- Human beings communicate in a rich and sophisticated way that sets us apart from all other species on the planet.
- There are the seven C's of communication, which are the essential elements for the successful communication process.



1.6 FURTHER READINGS

- Handbook of Journalism and Mass Communication — VB Agarwal & VS Gupta, Concept Publishing Company, New Delhi
- Mass Communication in India — KJ Kumar, Jaico Books, Mumbai
- Understanding Human Communication — Ronald B Adler & George Rodman, Harcourt Brace College publishers
- Mass Communication in India, JV Vilanilam, Sage Publications, New Delhi
- Mass Communication, Theory and Practice, Uma Narula, Harchand Publication, New Delhi



1.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: Communication is the activity of sharing or exchanging information between two or more persons. It is a basic and universal tool for making others known to our views, feelings, interests etc.

Ans to Q. No. 2: The different elements of communication are – sender, receiver, channel, message and feedback.

Ans to Q. No. 3:

a. Sender: Sender is the person who initiates the communication

process. He is the one who sends a message to the receiver

b. Receiver: Receiver is the person at whom the sender directs the message and who receives the message sent by the sender.

c. Message: Message is the information that the sender conveys to the receiver. It may be in the verbal or non-verbal form or could be a combination of both.

d. Channel: It is the vehicle which carries the information from the sender to the receiver or both. It can be made of a variety of materials. In oral communication it consists of air, in written communication of paper or other writing materials.

e. Feedback: It is the response of the receiver to the message sent by the sender.

f. Encoding: It is the process of forming a meaningful sentence or message to inform somebody about something.

g. Decoding: It is the opposite of the process of encoding. It is the process of understanding of the message by the receiver of the message.

Ans to Q. No. 4: Human Communication is the communication process that takes place between human beings, and understanding the way people communicate.

Ans to Q. No. 5: Credibility, Context, Content, Clarity, Continuity and Consistency, Channels, and Capacity of the audience.

.Ans to Q. No. 6: Clarity means getting your message across so the receiver will understand what you are trying to convey. Since you would like that person to interpret your words with the same meaning that you have in your mind. The element of clarity indicates that the message should be simple and clear. It should be easy to understand and should be free from ambiguity.



1.8 MODEL QUESTIONS

A. Short questions (answer in around 150 words)

Q.1. Write short note on human communication.

Q.2. Explain how communication takes place.

Q.3. Discuss any one of the seven C's of communication.

B. Long questions (answer in around 300-500 words)

Q.1. What are Fundamental Rights? Write a note briefly on the origin of Fundamental Rights?

Q.2. What are the Fundamental Rights guaranteed under the Constitution of India? Explain.

Q.3. Explain the Constitutional guarantees and limitations (Reasonable restrictions) on the Freedom of Speech and Expression?

Q.4. Explain the Directive Principles of State Policy which are enumerated under the *Constitution of India*?

Q.5. What are the differences between Fundamental Rights and Directive Principles of State Policy?

UNIT-2: BRIEF HISTORY AND DEVELOPMENT OF COMMUNICATION

UNIT STRUCTURE

2.1. Learning Objectives
2.2. Introduction
2.3 From stone age to digital era
2.4 Early communication systems in India
2.5 Present status of mass media in India
2.6 Timeline of human communication
2.7 Let us Sum up
2.8 Answers to Check Your Progress
2.9 Further Reading
2.10 Model Question

2.1. LEARNING OBJECTIVES

After going through this unit you will be able to:

- trace the origin and development of communication through the ages
- discuss the early communication systems in India
- describe the present status of Mass Media in India

2.2. INTRODUCTION

Today we live in the Information age. Communication and Information technologies pervade every aspect of our existence in such a way that these communication technologies no longer surprise us or even give a thought about how they operate or how had they originated. And yet the Information age has a history which is both fascinating and awe-inspiring. Now, in this unit we will delve into this very history and discuss the evolution of communication. We will trace the origin and growth of communication through the ages. Then we discuss the growth of communication in India and attempt an analysis of the present status of Mass Communication in India.

2.3 FROM STONE AGE TO DIGITAL ERA

The history of communication can be traced back to the very beginning of life itself. Before the development of speech, the prehistoric man used to communicate by using signs and symbols.

The origin of speech about 200,000 years ago completely revolutionized communication marking the beginning of a new age. Gradually speech became more complex and different languages were born. It completely changed life and became the carrier of history. But it was only some 30,000 yrs ago that the imperfections and limitations of speech gave way to a newer form of communication – written symbols. The oldest known instances of the use of symbols are cave paintings. As time passed, the cave paintings gave way to petroglyphs, pictograms and then ideograms before writing could finally take shape about 7,000 years back. The earliest instances of writing could be found on rocks and stone pillars. This made it possible to store information in writing for posterity. It was a very good system that could communicate across time but it proved inefficient for communicating across space as it could not be carried across information to long distances.

Gradually, more portable media like clay and stone tablets developed. Much later, around 170 BC, writing materials like papyrus, parchment etc came into use. This gave permanence to the written language. The development of writing was rather slow. This happened because the clergy, who were at the helm of authority, having understood the significance of this powerful tool, wanted it to remain their exclusive privilege.

However, after the invention of paper in China in the 1st Century AD, things began to change dramatically and once the Arabians began manufacturing paper in the 8th Century, the development of writing could not be confined any more. But, what probably was the most important event in the history of communication that actually ushered in a new era, was the invention of the printing press by Johann Guttenberg in the 15th Century. He also discovered how to make good ink for this printing. Earlier printing could only be done using wood blocks but now information could be copied much faster with the printing press. This resulted in the rapid spread of information

which could not be restricted to the Roman Church any more and information became readily available to a wide section of European audiences.

The Bible is the first book which was printed using Guttenberg's press. Very soon lots of other books were published, then news pamphlets and then came the newspapers. The coming of newspapers in the 17th Century marked the beginning of a new age. Infact, the concept of newspaper had its origin in Renaissance Europe where handwritten newsletters were privately circulated among merchants. These newsletters carried all kinds of information including news of wars, economic conditions, social issues and even 'human interest' features.

But it was only in the 17th Century that it took a concrete form. The predecessor of the printed newspaper was the news pamphlet or the 'corantos' which were published only when some newsworthy event occurred. The first news pamphlet to start regular publication was The Weekly News of 1622. Within two decades many other titles followed, and gained momentum in the 1640's and 1650's. The first - ever 'real' newspaper in English was the London Gazette which was published in the year 1666. For a long time it remained the only officially sanctioned newspaper, in spite of the fact that many other periodicals also came into being by the end of the 17th Century. The first newspaper to come up in America was the **Publick Occurrences** which appeared in 1690, but, it could not survive for long. The first successful newspaper was the Boston News-Letter which began in 1704.

By the beginning of the 19th Century, print media had two more allies – the telegraph and the telephone, which helped the newspapers grow and thrive. And in the 20th century, two more very important media emerged – radio and television - which in the true sense ushered in the era of Mass Communication.

The era that we are living in today is the era of Information Technology. New technologies are emerging everyday. The World Wide Web has made the world a very small place and digital technology is the new mantra which is changing the very nature of communication.



LET US KNOW

Petroglyphs, pictograms and ideograms

Petroglyphs are images created by incising, pecking or carving on a rock surface. It is the next step in the history of communication after cave paintings. The term derives from the Greek words petros meaning "stone" and glyphein meaning "to carve" .

After Petroglyphs, **Pictographs** were the next step in the evolution of communication A pictogram or a pictograph is a symbol representing a concept, an object, an activity, a place or an event by way of illustration. Here ideas are transmitted through drawing. While petroglyphs simply show an event, pictograms tell a story about the event.

Pictograms evolved into **Ideograms**. They are graphical symbols that represent an idea. While Pictograms could represent only something resembling their form but not concepts, ideograms could convey abstract concepts as well. For instance, a pictogram of a circle could only represent a sun, but not concepts like 'heat', 'light', 'day' etc. But the ideogram of two sticks could mean not only 'legs' but also ‘walking’.



CHECK YOUR PROGRESS

Q.1. The origin of speech can be traced back to _____ years ago.

Q.2. The oldest known instances of the use of symbols are _____.

Q.3. Why was the development of writing rather slow?

.....

.....

.....

Q.4. Paper was invented in _____ in the 1st Century AD.

Q.5. The printing press was invented by _____ in the 15th Century.

Q.6. _____ is the first book which was printed using Guttenberg’s press.

Q.7. The first news pamphlet to start regular publication was _____ of 1622.

Q.8. _____ was the first newspaper to come up in America.

2.4 EARLY COMMUNICATION SYSTEMS IN INDIA

The communication systems found in ancient India are replete with romanticism. During the era when images and symbolic representations were the foremost means of communication, messages were written on leaves and stones. Music was a most remarkable and emotive way to communicate. The rendering of the flute or the melody and pitch of a song carried deep meaning and could very effectively transmit news instantly across the village. When information had to be transmitted across rivers and valleys, drum beatings and bushfires were used.

Later on when oral communication developed, oral narratives which were passed down from one generation to the other became a most important means of communication. These narratives are imbued with regional flavor and musical overtones and form an integral part of the cultural and social fabric of the country till date. It is through these narratives that we can trace the history of the country to a large extent.

Necessity is the mother of invention. As the ancient Indian's necessities increased, so did a new method of communication emerged. References to 'carriers of message' can be found in the Hindu scriptures like Vedas. The 'Rig-Veda' mentions a dog called 'Sarama' which was used to carry message. Again, in the 'Atharvaveda' we find reference to couriers called 'Palagala'. Devarishi Narada was perhaps a yellow journalist in his own right by dint of his ability to deliver every news in a sensational manner.

In Indian mythology and ancient history too, we find mention of traditional emissaries conveying messages in an unconventional manner. In the 'Ramayan', Hanuman carried messages for Ram. In 'Mahabharata' there is a romantic legend in which a swan is used to convey the message of love from prince Nal to princess Damayanti. Chanakya's 'Arthashaastra' on the other hand, talks of the effective manner of collecting information and revenue data using doots, who also spied for the king.

Homing pigeons were used as message carriers from the earliest times in India. Interestingly, these 'pigeon carriers' are still officially in use by government departments in remote areas, like in the State of Orissa. Camels were used in areas like Rajasthan, Orissa, like etc., particularly by Emperor Ashoka in the 4th century B.C. For military purposes, mostly horses were used for carrying mail. There was also the legendary mail runner, or Harkara or Dak runner who ran through rain and storm, to deliver his messages packed together on a bundle hanging from his stick. Initially, the Dak runner was used only for military purposes. Then its use was extended beyond the military to the governance and administrative purpose. Eventually, they came to be used by merchants for business and trading. During his reign, Emperor Ashoka devised a very efficient means of communication combining the use of mail runners, horse couriers, pigeon carriers and camels for official communication.



CHECK YOUR PROGRESS

Q.9. In ancient India during the era when images and symbolic representations were the foremost means of communication, what materials were used for writing messages?

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.....

Q.10. For what purpose was drum beatings and bushfires used?

.....

.....

Q.11. Which ancient Indian scripture mentions a dog called 'Sarama' which was used to carry message?

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.....

Q.12. How does Devarshi Narada qualify as a yellow journalist?

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.....

.....

.....

Q.13 'Pigeon carriers' are still officially in use by government departments in remote areas in the State of_____.

Q.14. What consisted of the communication system developed by Emperor Ashoka?

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.....

.....

2.5 PRESENT STATUS OF MASS MEDIA IN INDIA

The birth of Mass Media in India took place at the hands of the British when Augustus Hickey started the Bengal Gazette or the Calcutta General Advertiser in Bengal in the year 1780. It was a two-sheet newspaper which carried gossip about the private lives of the East India Company officials. Since then, Mass Communication in India has come a long way. Not only has print media spread its wing immensely, electronic media too, which has a relatively recent history, has a huge presence today.

The latest statistics available in the records of the Registrar of Newspapers in India shows that as on 31st march, 2008, there are as many as 69, 323 newspapers in circulation in the country with a total circulation of 20, 71,08,115. In the year 2007-2008 itself, some 4332 new newspapers were registered which amounts to a growth of about 6.7%. This speaks volumes about the growth of newspapers in the country.

Of the total number of newspapers, Hindi language newspapers have the highest number, an amazing 27,527. The language to bag second position is the English language which has about 10,000 newspapers. 10, 779 newspapers are published from Uttar Pradesh alone which has the highest number of newspapers to be published from a single state. Delhi produces the second highest number of newspapers numbering 9483.

The English daily Hindu published from Chennai is the largest circulated daily in the country with a circulation of 12, 75, 553. It followed close behind by the Bengali daily Ananda Bazar Patrika published from Kolkata. The multi-

edition daily which has the highest circulation is The Times of India, published in 5 editions and having a circulation of 23, 35, 991.

The combined reach of the print media including newspaper and magazine according to the Indian Readership Survey 2006, is 222 million. The reach of the press in urban India is 45%, while in rural India it is 19%.

Taking its lead over the readers are the Satellite TV viewers. TV now reaches 112 million Indian homes of which 64 million are colour TVs. About 68 million homes have access to Cable and Satellite Television. The penetration of TV is particularly high in Southern states. Tamil Nadu, Karnataka and Andhra Pradesh have a TV reach of 76.2%, 76.2% and 78% respectively. These States also have high penetration of Cable & Satellite i.e. 60%, 53% and 59% respectively. There are presently over 400 Satellite TV channels which are broadcast in India.

Over the past few years radio has grown considerably as a medium. All India Radio has over 97% penetration into the country's population while listenership of radio in general covering all other stations is about 119 million. This amounts to about 27% of the population listening to any station in the average week. This growth can be mainly attributed to the growth of FM radio in the country.

Cinema on the other hand has somehow declined if we consider theatre-goers from both urban as well as rural areas. From 51 million individuals going to the movies at least once a month, the figure has come down to 39 million. However, if we consider the urban population alone, we find that there has been an increase and around 25 million individuals go to the theatre at least once a month.

With the coming of the internet to India, the country is now thronged with cyber users. Internet reach now exceeds 12 million and about 9.4 million users log on to the internet at least once a week. While around 10 million users are from urban areas, the remaining are from rural India.



CHECK YOUR PROGRESS

Q.15. _____ started the Bengal Gazette or the Calcutta General Advertiser in Bengal in the year 1780.

Q.16. Write a short note on the status of the print media in the country.

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.....

.....

Q.17. TV reaches _____ million Indian homes.

.....

.....

Q.18 There are presently over _____ Satellite TV channels which are broadcast in India.

Q.19 Internet reach now exceeds _____ million Indians.

Evolution of human communication took a pretty long time. The birth of human speech is usually dated as an incident that happened two hundred thousand years ago.

Two points may be noted here. First, apart from human, most of the other animal species do have communication among themselves. Second, body language is older than verbal language among species.

If we analyze the traditions of human communication from time immemorial, we see that there are clearly several traditions that came into being and dominated different ages. These are oral tradition to begin with, followed by visual and writing. With the invention of modern press, human communication entered into its modern age where we see the emergence and growth of mass media.

Evolution of human communication in its early phase took much longer time than the speed of its evolution in modern times, courtesy modern

technology of communication. Modern press coupled with telegraph had opened up new vistas of human communication just as radio, television and internet did in relatively later stages. The complex nature of medium in modern ages has prompted a communication theorist to write: 'Medium is the message'.

Following is a brief timeline of different milestones of the development of Human Communication:

2.6 TIMELINE OF HUMAN COMMUNICATION

The Oral Tradition

˜ 200,000 BC: Birth of human speech.

The Visual / Symbolic Tradition

˜ 30,000 BC: Oldest surviving cave paintings.

4000 BC: The Sumerians developed cuneiform writing - pictographs of accounts written on clay tablets.

3500 BC to 2900 BC: The Egyptians developed hieroglyphic writing.

2500 BC: Papyrus replaced clay tablets in Egypt.

The Written Tradition

1050 BC: Phoenicians developed the alphabet based on sound (phonetic alphabet).

900 BC: The very first postal service - for governmental use in China.

776 BC: First recorded use of homing pigeons used to send messages about the winners of the Olympic Games to the Athenians.

300 BC: Phoenicians brought Phonetic alphabet to Greece.

100 BC :Roman alphabet developed from the Greek model.

AD 100: Paper making invented in China.

305: First wooden printing presses invented in China - symbols carved on a wooden block.

1049: First movable type of clay invented in China by Pi Sheng.

1450: Newspapers appeared in Europe.

1455: Johannes Gutenberg invented a printing press with metal movable type.

The Mass Media Tradition (Combining More Than One Tradition Of The Above)

1814: Joseph Nicéphore Niépce produced the first photographic image.

1876: Alexander Graham Bell patented the electric telephone.

1877: Thomas Edison patented the phonograph - with a wax cylinder as recording medium.

1920's & 30's: Rise of radio and film.

1950's: Rise of TV.

THE DIGITAL AGE

1994: The American government released the control of the Internet and WWW was born -making communication at lightning speed.



LET US KNOW

ome Interesting Definitions and Quotes

- Human communication is the basis of human society and thus of modern civilization.
- A species' survival critically depends upon its ability to communicate effectively, and the quality of its social life is determined in large measure by how and what it can communicate.



ACTIVITY 2.1

1) Think of the human communication procedures during the Stone Age and note them down.
2) Think of 3 important instances of communication through time before the discovery of modern press from your own reading of history. Note down how differently messages were communicated through different media (plural of medium).

2.7 LET US SUM UP

- The history of communication can be traced back to the very beginning of life itself. Before the development of speech, the prehistoric man used to communicate by using signs and symbols.
- The origin of speech about 200,000 years ago completely revolutionized communication, marking the beginning of a new age.
- The oldest known instances of the use of symbols are cave paintings. Actual writing could finally take shape only about 7,000 years back.
- The earliest instances of writing could be found on rocks and stone pillars. Around 170 BC, writing materials like papyrus, parchment etc come into use.
- Paper was invented in China in the 1st Century AD,
- The printing press was invented by Johann Guttenberg in the 15th Century. The Bible is the first book to be printed using Guttenberg's press.
- The coming of newspapers in the 17th Century marked the beginning of a new age. The concept of newspaper had its origin in Renaissance Europe.
- The predecessor of the printed newspaper was the news pamphlet or the 'corantos'.
- The first news pamphlet to start regular publication was The Weekly News of 1622.
- The first ever real newspaper in English was the London Gazette which was published in the year 1666. The first newspaper to come up in America was the Publick Occurrences which appeared in 1690.
- In the 20th century two more very important media emerged – radio and television which in the true sense ushered in the era of Mass Communication.
- In ancient India during the era when images and symbolic representations were the foremost means of communication, messages were written on leaves and stones.
- Music was a most remarkable and emotive way to communicate. When information had to be transmitted across rivers and valleys, drum beatings and bushfires were used.

- Oral narratives which were passed down from one generation to the other became a most important means of communication.
- References to 'carriers of message' can be found in the Hindu scriptures like Vedas.
- Homing pigeons were used as message carriers from the earliest times in India.
- Camels were used in areas like Rajasthan, Orissa, etc. For military purposes, mostly horses were used for carrying mail.
- There was also the legendary mail runner, or Harkara or Dak runner who ran through rain and storm, to deliver his messages.
- Emperor Ashoka devised a very efficient means of communication combining the use of mail runners, horse couriers, pigeon carriers and camels for official communication.
- The birth of Mass Media in India took place at the hands of the British when Augustus Hickey started the Bengal Gazette or the Calcutta General Advertiser in Bengal in the year 1780.
- Presently there are as many as 69, 323 newspapers in circulation in the country with a total circulation of 20, 71,08,115.
- The combined reach of the print media including newspaper and magazine according to the Indian Readership Survey 2006 is 222 million.
- TV now reaches 112 million Indian homes. About 68 million homes have access to Cable and Satellite Television.
- There are presently over 400 Satellite TV channels which are broadcast in India.
- 27% of the Indian population listens to any radio station in an average week.
- 39 million individuals go to the movies at least once a month.
- Internet reach now exceeds 12 million and about 9.4 million users log on to the internet at least once a week.



2.8 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q.No. 1: 200, 000

Answer to Q.No. 2: cave paintings

Answer to Q.No. 3: The development of writing was rather slow because the clergy, who were at the helm of authority, having understood the significance of this powerful tool, wanted it to remain their exclusive privilege.

Answer to Q.No. 4: China

Answer to Q.No. 5: Johann Guttenberg

Answer to Q.No. 6: The Bible

Answer to Q.No. 7: The Weekly News

Answer to Q.No. 8: Publick Occurrences

Answer to Q.No. 9: Leaves and stones.

Answer to Q.No. 10: When information had to be transmitted across rivers and valleys, drum beatings and bushfires were used.

Answer to Q.No. 11: The RigVeda

Answer to Q.No. 12: Devarishi Narada qualifies as a yellow journalist by dint of his ability to deliver every news in a sensational manner.

Answer to Q.No. 13: Orissa

Answer to Q.No. 14: The communication system developed by Emperor Ashoka combined the use of mail runners, horse couriers, pigeon carriers and camels for official communication.

Answer to Q.No. 15: James Augustus Hickey

Answer to Q.No. 16: The latest statistics available in the records of the Registrar of Newspapers in India shows that, as on 31st march, 2008, there are as many as 69, 323 newspapers in circulation in the country with a total circulation of 20, 71,08,115. Of the total number of newspapers, Hindi language newspapers have the highest number, an amazing 27,527. The language to bag second position is the English language which has about 10,000 newspapers

. The combined reach of the print media including newspaper and magazine according to the Indian Readership Survey 2006 is 222 million. The reach of the press in urban India is 45%, while in rural India it is 19%.

Answer to Q.No. 17: 112

Answer to Q.No. 18: 400

Answer to Q.No. 19: 12



2.9 FURTHER READINGS

- India's Communication Revolution by Arvind Singhal
- Handbook of Journalism & Mass Communication by V B Aggarwal & VS Gupta



2.8. MODEL QUESTIONS

A. Short questions (answer in around 150 words)

Q.1: Trace the history of communication from the stone age to the present times.

Q.2: What were the communication systems used in ancient India?

Q.3: Write a note on the present status of Mass media in India.

B. Long questions (answer in around 300-500 words)

Q.1: Trace the timeline of the development of human communication.

Q.2: Discuss the development of communication from the stone age to the digital era.

UNIT 3: JOURNALISM IN INDIA

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 History of the press in India

3.4 Early efforts in publishing newspapers in India

3.4.1 The Early Stages and the English East India Company

3.5 Role of media in freedom struggle

3.5.1 The Anti-British Sentiment and the Media

3.5.2 The English Press: Nationalist and Pro-British

3.6 Let us Sum up

3.7 Answers to Check Your Progress

3.8 Further Reading

3.9 Model Questions

3.1. LEARNING OBJECTIVES

After going through this unit you will be able to:

- have a clear understanding about the history of the press in India.
- locate the specific context in which the press arrived in India.
- discuss the role and the influence that the national struggle for freedom had on the making of the press in India.

3.2. INTRODUCTION

In the previous unit you have come across the general history and development of communication. This unit will introduce you to the field of journalism in India. There are several phases in the development of the press and in the evolution of the print media, and in this unit you will find out about them. This unit will also give you an insight into the various angles of this concept before Indian independence.

Before understanding any further let us discuss the history of the press in the Indian context and its evolution and growth.

3.3 HISTORY OF THE PRESS IN INDIA

The history of the press in India, unlike in the other parts of the world, cannot be treated as one entity. The reason being that unlike in England (and other various countries where English colonies were established) or France (countries that were colonised by the French), India happened to be a nation where the people spoke different languages. In that sense, apart from the English language press, which emerged in the early stages of British colonialism in India, there emerged the press in the different Indian languages. Thus, we will find the history of the press in India as one involving the advent and the growth of the English language press as well as the press in Hindi, Urdu, Bengali, Tamil, Malayalam, Marathi, Gujarati, Assamese and many such languages. However, we find a common thread uniting all these and that was provided by the concrete condition of colonialism and the anti-colonial sentiment determining the history of the press in India. It is important, in this context, to suggest that the missionaries played an important role in the emergence and the spread of the printing technology over the times. It is also necessary to note that the colonial-anticolonial binary that marked the character of the press in India was a development that evolved a little later than the arrival of the first newspaper in India.

It is also important to note here that there were news reporters even before the British came to India. It is recorded that the Moghul Emperor, Aurangazeb had engaged reporters in the various provinces and their brief was to keep the Emperor informed of the various happenings in the provinces. This, incidentally, was a practice that prevailed as early as in the times of Julius Ceaser. It is also recorded that there were instances when the reporters engaged by the Emperor were paid off by the provincial governors to NOT report a certain development and that Aurangezeb lost the Deccan due to one such instance of corruption. The practice of engaging reporters to inform the Emperor is certainly not an instance of journalism as we understand the term now. And that is also not the press as we will be discussed in this unit.

However, the arrival of the first modern newspaper in India, so to say, happened in a similar context and the idea of having a free press in India was to be found in a context not very different from that as it was found in the Roman era and in Aurangezeb's times. In short, those who were at the

helm in Britain and commanded the operations of the English East India Company were guided by similar concerns, i.e., that the officers of the company did not indulge in unpopular acts that will render the company rule unpopular among the people of India. They were keen that the long term interests of the empire were not jeopardised by unpopular and self-serving acts by the company's officers. And it was in that context that the rulers relied upon the works of James Augustus Hickey, who was dismissed from his job in the East India Company in Calcutta. Hickey's Bengal Gazette (also called Calcutta General Advertiser), first published on January 29, 1780, thus can be called the first newspaper in India. Thus the Indian Press was the by-product of the British rule in India.

From such a beginning, the press in India is indeed now a major player determining all the walks of our life in India today. Apart from the newspapers and the magazines, whose number is huge, we now live in a society where the various other forms of media such as the TV, the Radio and the Web as well as news on mobile telephones have arrived on the scene and the expansion has indeed made life so different. In this unit, we will look into the early history of the press in India and also discuss the contribution of individuals who shaped its scope in their own times. This will help understand the scope of the media, in present times and thus come to some conclusions on the state of the press in India in our times.

3.4 EARLY EFFORTS IN PUBLISHING NEWSPAPERS IN INDIA

The year 1780 also saw the advent of India Gazette, by Messink and Reed. They were inspired by James Augustus Hickey and this publication was brought out after obtaining the Governor General's consent too. The publishers of the India Gazette gave an undertaking to the company that they shall abide by any regulation that the company decided to impose from time to time. It is a different matter that no such regulations were imposed but the fact is that India Gazette belonged to a category of newspapers that worked as a collaborator rather than as an adversary of the East India Company in India. This was followed by the Calcutta Gazette in 1784 and this was directly patronised by the East India Company. The decade saw the arrival of such other papers as the Bengal Journal (1785), the Calcutta Chronicle (1786)

and the Oriental Magazine of Calcutta Amusement (1785)(a monthly publication) and all these had stayed away from playing an adversarial role in any sense of the term. It is also important to note that these publications folded up soon. It may be added that all these were printed in English and the editorial contents were more in the nature of bulletins that were intended to be read by the officers of the East India Company in Calcutta.

Richard Johnson, meanwhile started the Madras Courier in Madras and this publication, started in 1785, was recognised by the Company. The paper was sustained heavily from funds from the Company's and the Government's advertisements. It is interesting to note here that Boyd, who was editor of this paper, resigned in 1791 to start his own paper, Harkaru in that year. This paper, however, folded up with the death of its founder editor in 1792. Madras Gazette was another paper founded in the Southern city in the year 1795 and when the paper caught the company officers on the wrong side, it's facility for free postage was withdrawn by the Company-led government of Madras.

The Bombay Herald was founded in 1789 and The Courier began publication in the Western city in 1790. Bombay Gazette that began in 1791 and the Bombay Herald, that existed since 1789 was subsequently merged into the Bombay Herald. This publication enjoyed recognition from the Government and thus enjoyed the facility of free postage as well as preference for official advertisements too. In this sense, we find the principle of papers sustained by official advertisements - a revenue model that is central to the media industry in our own times - emerging and establishing itself in those times. It is also interesting to note here that the publications from Bombay and Madras were, by and large, pro-British and thus enjoyed the Company's patronage.

The following decade, however, witnessed the emergence of an adversarial press and this development was most pronounced in Bengal. The Bengal Journal, now under William Duane along with some others, published a report that Lord Cornwallis was dead in the midst of the Mahratta war. This was in 1791. William Duane lost his job as editor on that account and the Bengal Journal, he started soon, was caught in enough troubles in the three years it existed. Duane was arrested, deported and his wealth, which added up to a tidy sum even in those days was confiscated. The decade saw many more of such incidents but then there was nothing in the realm of laws to restrict the freedom of the press in specific terms. The point

is that the last decade of the 18th century was when the press as an adversary was emerging across the three provincial capitals - Calcutta, Bombay and Madras - and the atmosphere in England and the rest of Europe, where free speech was still a prevalent doctrine, prevented any law as such being enacted. It must be remembered that those were times in the immediate aftermath of the French Revolution!

3.4.1 The Early Stages and the English East India Company and the Press

After the Battle of Plassey (in 1757) and the terms that made the English East India Company gain political control over the affairs of India, there were a number of battles that the British fought against the various rulers across India. The five decades since Plassey were a time when the British consolidated their hold over the rest of India and there were several instances during this phase when theywere at war with the French, Dutch and Portugese forces who had taken sides with petty rulers in different parts at that time. It must be remembered that all these European powers were engaged in capturing colonies in India at that time and in that sense, none were fighting for the Indian people. It is also a fact that while the British succeeded in colonising most parts of India, by way of war or through friendly treaties with the native rulers, the French succeeded in the same way in Northern Africa and the Dutch and the Portugese established colonialism in the Latin America.

As for the concerns of this unit, the Company and the Governor General were determined to ensure that bad news about their activities, particularly reports about the war and the setbacks in that front were not reported in the press. And this they ensured by wielding the threat of deportation of editors who carried such reports in the press and to that extent the idea of free speech that ruled the scene in England was not practiced by the English rulers in India.

Thus, in May 1799, the Governor General issued the first press regulations. These regulations simply laid down that every newspaper carry in its pages such details as the name of the printer, the editor and the owner of the paper. The regulations also made it necessary that the material, meant to be published, are sent across to the

Secretary to Government, before publication. In other words, the very first regulation of 1799 imposed a pre-publication censorship in India. And in the event of a newspaper publishing something without approval warranted deportation of the editor. Interestingly, those were still the times when newspapers were owned and edited by Englishmen and Indians had not entered the realm of the press yet.

The regulations of 1799 specified the following as areas that were not to be published and the Secretary to the Government was the final authority to impose ban on such news. The areas were:

- Movement of ships and embarkation of troops;
- Speculations on relationship between the Company and any of the Indian rulers;
- Information likely to be used by the enemy or comments that were likely to cause excitement or alarm;
- Statements of public credit or the financial transactions of the Company;
- Comments on the life of the Company's officers.

Interestingly, all the newspapers that came out from Calcutta at that time agreed to comply with the regulations but did not submit their reports for pre-publication censorship on many instances. The papers were: Bengal Harkaru, Morning Post, Telegraph, Calcutta Courier, Oriental Star, India Gazette and Asiatic Mirror. It is important to note here that the editors of all these were Englishmen. Lord Wellesley, the Governor General at that time, however, could not achieve much against those who defied and particularly because he did not find support to his anti-press attitude from his masters in London. Moreover, the attempt to gag the press led to the emergence of an underground press with pamphlets appearing every now and then without leaving any trace as to where they were printed. Some of these, interestingly, were from the Baptist Missionary press in Serampore, now in West Bengal.

Wellesley responded to the pamphleteering by issuing an order that all printed matter must carry the name of the printing press where printed. Wellesley's concerns now were not merely that of the war and such reports. Such pamphlets were also ones that attacked some of the cultural beliefs of the Indian people and were thus

evangelical. The company was worried about the consequences by way of hurting sentiments and the impact of that on the Company's rule in India. Finally, after some serious attempts and after the arrival of Lord Warren Hastings issued fresh regulations, in 1818, by which the pre-publication censorship was abolished and the rest of the regulations of 1799 remained. The British rulers also began to realise, by this time that the threat of deportation was not going to be effective against editors. The reason was simple. We now find Indians arriving as editors and they could not have been sent to England as was possible with the Englishmen.



CHECK YOUR PROGRESS

Q.1. Who was James Augustus Hickey?

……

Q.2. Who started the Madras Courier?

……

Q.3. When was the Bombay Herald founded?

……

3.5 ROLE OF MEDIA IN FREEDOM STRUGGLE

3.5.1 The Anti-British Sentiment and the Media

James Silk Buckingam, an Englishman, was perhaps the one who could be described as having sown the seeds of anti-British sentiment in a sense. Although his writings in the Calcutta Journal were primarily against the East India Company and had advocated the direct take-over of the administration in India by the Crown, his systematic attack on the activities of the Company can be held as the earliest such writings published in newspapers that struck against the insensitive nature of the British rule in India. Buckingham was deported to England in 1823. But he continued his journalism through the Oriental Herald, published from England and his writings were in the nature of exposing the bad acts of the company officials and the

Governor General before British Parliament. In the 1850s, Buckingham rode the scene with well argued articles seeking the abolition of the Court of Directors who had exerted a lot of influence on the administration in India. It may be noted that India was brought under the Crown by way of Queen Victoria's proclamation in 1858. Buckingham also advocated an elected legislature in India and the idea of the Indian Civil Service and he used his newspapers in this campaign.

This was also the time when Raja Rammohun Roy started the Sambad Kaumudi (there is a dispute as to the exact year; but it was either 1819 or 1820). But this newspaper was known for its campaign for social reforms rather than anti-British. In the same year, Bhowani Charan Banerjee founded the Samachar Chandrika, which in every sense represented the counter-view to Sambad Kaumudi. The point to be noted here is that the idea of anti-British sentiment, from where Indian nationalism took shape, was emerging in this crucible. In other words, a critique of the British administration from a point of view of defending the tradition and beliefs that existed in India happened to be the early stirrings of Indian nationalism because the seeds of anti-British sentiments were sown that way. Banerjee's Samachar Chandrika was perhaps the first of this genre of newspapers and it survived until about 1855. It may be stressed here that we now see the arrival of newspapers in Indian languages. Yet another newspaper of this kind was the Mumbai-Na-Samachar, started by Fardoozji Mazban in Bombay. This newspaper was in Gujarati and it survives to this day under a changed name; Bombay Samachar.

The earliest expression of anti-British sentiments in a direct manner was on the issue of Indigo cultivation and the travails of the farmers in the Champaran district in Bihar. Nil Darpan, a play portraying the plight of the Indigo farmers and that they were forced into cultivating the plant for use in the textile industry in Britain, was printed in the form of a pamphlet in 1861. The Hindu Patriot, edited then by Harishchandra Mukherjee, was a prominent newspaper in Bengal and it was seen as a terror to the bureaucrats, the planters and the colonial rulers as such. Shom Prakash, another paper in

Bengal played a major role in propagating the problems of the Indigo farmers. The Bengalee, founded in 1868 was another vocal campaigner on the Indigo issue. This paper was purchased, subsequently by Surendranath Banerjee and under him it emerged into a leading voice of early Indian nationalism. Sisir Kumar Ghose, from Amrit Bazar, a village in the Jessore district, started the Amrita Bazar Patrika, a Bengali daily newspaper in 1868.

A remarkable feature of the Amrita Bazar Patrika is that though it was started as a Bengali language newspaper, Sisir Kumar Ghose turned it into an English language paper in the wake of the Vernacular Press Act, 1878. It may be noted here that the 1878 act was intended to deal with the rising tide of anti-British opinion in the Indian language newspapers. It may be added here that the law was criticised by a cross section of the English language newspapers too and this clearly was a reflection of the emerging patriotic sentiments in India. Surendranath Banerjee will be remembered for his forthright attack on the law and he carried outwas sentenced to imprisonment for two months for his article that attacked the British Judges.

The Vernacular Press Act, 1878, was soon repealed (in 1881) after the Liberal Party wrested power in England and Gladstone, who had opposed its passage was Prime Minister of England in 1880. The rising tide of anti-British sentiment, during this period, would express itself in two distinct ways: One being the foundation of the Indian National Congress in 1885 and the other being the several acts of violence involving angry young patriots killing or attempting to kill Englishmen across the country. Bengal happened to witness these in a big way. For the concerns of our unit, this also reflected in the emergence of a press that was nationalist in its core commitment and alongside that were such newspapers that were openly pro-British in their approach to news.

3.5.2 The English Press: Nationalist and Pro-British

It was not a mere coincidence that almost all those who had founded and edited some of the leading newspapers of the time were delegates to the first session of the Indian National Congress in December 1885 in Bombay. Dadabhai Naoroji, considered the father

of Indian Nationalism was there as editor of Rast Goftar; M.G.Ranade was there and he was the founder of Indu Prakash; Narendra Sen was editor of the Indian Mirror; G.Subramania Iyer was the editor of The Hindu; W.S.Apte was editor of Mahratta; G.G.Agarkar was editor of Kesri; B.M.Malabari was editor of the Spectator; the list is not complete and among the delegates were many editors of newspapers in English and Indian languages.

Among the leading lights present at the first session, special mention is to be made of G.Subramania Iyer, whose newspaper, The Hindu (apart from the Amrit Bazar Patrika) deserves a prime place in the newspaper history and the freedom struggle in India. Founded in 1878 by a group of 6 young patriots, The Hindu emerged as the nerve centre of nationalist political activity soon. So much so that the third session of the Indian National Congress in Madras (in 1887) happened to be conducted, virtually, from the auspices of the newspaper. The paper, meanwhile, was mired in legal cases for its crusade against the British rulers in the couple of decade after it was founded and the founders left it to be run by Kasturi Ranga Iyengar, in 1905. Iyengar himself did not dilute the nationalist commitment and steered the paper with further vigour in the years to come. Subramania Iyer, meanwhile, left The Hindu to edit Swadesamitran, a Tamil daily, known again for its nationalist commitment. The great poet, Subramania Bharathi too had edited the Swadesamitran later on. The Madras Standard was another nationalist paper from Madras at that time and it flourished as a nationalist newspaper under the editorship of G.Parameswaran Pillai. The Madras Standard, interestingly was earlier a pro-British newspaper and it was Pillai who steered it into a nationalist weapon.

It is not as if that the press in India was completely anti-British. There were many that were pro-British and came to be known as Anglo-Indian. This was more the reality in the case of the English language newspapers that were published in those times.

In 1861, the Bombay Times, The Courier, the Standard and the Telegraph, all of them published since various length of time, were amalgamated to make the Times of India. And the new paper, published from Bombay, remained a pro-British paper until its English owners transferred its shares to the Indians after independence. The newspaper was sold out by its original English owners to the Dalmias, a leading industrial group at the time of independence. The actual transfer took place in 1950. As for the concerns of this unit, the Times

of India (since 1861) and its earlier versions were consistently pro-British. The Pioneer from Allahabad, the Civil and Military Gazette from Lahore, the Madras Mail from Madras and The Statesman from Calcutta were the other pro-British newspapersthat were established around the same time. And all of them changed track after independence in the same way as did the Times of India.



CHECK YOUR PROGRESS

Q.4. Who founded Samachar Chandrika?

……..

Q.5. Who is considered as the father of Indian nationalism?

……..

3.6 LET US SUM UP

- It has been seen that the press emerged in India as an instrument in the hands of some Englishmen, who were employed in the East India Company for a time and sent out for reasons best known to them and the company officials at that time. The pioneer, in fact, was one who had his own agenda against officers of the company and the then Governor General, Lord Warren Hastings and thus set out to expose them as well as scandals in their private life. This brand of journalism, however, did not last long and it died with Hickey.
- Social Reforms was central to the newspapers that came up in the last part of the 18th century. Pioneered by Rammohan Roy, the newspapers did have trouble with the British administrators at times because the rulers were not keen on disturbing the equilibrium. But then, in their hey days, the agenda of social reforms was not only central to the newspapers but also played a crucial role in the changes that were brought about. It will not be an exaggeration to say that Rammohun Roy's columns in the Sambad Kaumudi played a major role in the making of the law against sati.

- The next important phase in the history of newspapers in India happened to be the shift from social reforms to political independence. This phase was started by Sisir Kumar Ghose, taken forward by Bal Gangadhar Tilak and reached its peak with Mahatma Gandhi's Young India.
- There were the newspapers, that were guided by a combination of interests; both socio-political and commercial. In other words, the newspapers of the present times that are run with an agenda as well as a commercial enterprise also came into existence in India towards the end of the 19th century. They were The Hindu, The Times of India, the Pioneer and the Statesman, to name a few. In political terms, they were either anti-British and nationalist or pro-British and called Anglo-Indian..



3.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: James Augustus Hickey was an official of the East India Company, who was later released from the Company and started the Bengal Gazzette, which is considered as the first newspaper of India.

Ans to Q no 2: Messink and Reed

Ans to Q no 3: 1789

Ans to Q no 4: Bhowani Charan Banerjee

Ans to Q no 5: Dadabhai Naoroji



3.8 FURTHER READING

1) The Press, M.Chalapathi Rau, NBT, Delhi, 1974
2) The Indian Media Business, Vanita Kohli-Khandekar, Sage, 2010 (3rd edition)
3) The Press in Assam, S.P. Baruah, Lawyars' Book stall



3.9 MODEL QUESTIONS

A. Short questions (answer in around 150 words)

Q.1: Discuss the History and evolution of Print media in India.

Q.2: Describe media's role in the Anti-British movement.

Q.3: Write a note on any one eminent journalist of your choice.

B. Long questions (answer in around 300-500 words)

Q.1: Discuss the role of Mahatma Gandhi as a journalist.

Q.2: Enumerate the role of Orunudoi in Assamese journalism.

Q.3: Discuss the nationalist as well as the pro-British English press.

UNIT– 4: FUNCTIONS OF COMMUNICATION

UNIT STRUCTURE

4.1. Learning Objectives
4.2. Introduction
4.3 Functions of Communication
    4.3.1 Functions of Communication in Different Contexts
4.4 Functions of Communication according to Lasswell
4.5 Functions of Communication according to McQuail
4.6 Theory of communication by Marshall McLuhan
4.7 Other Functions of Communication
4.8 Let Us Sum Up
4.9 Further Reading
4.10 Answers to Check Your Progress
4.11 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- express the meaning of Communication
- name the functions of Communication and how communications function in different contexts.
- explain the functions of Communication according to Lasswell
- explain the functions of Communication according to McQuail

4.2 INTRODUCTION

In the previous unit (unit 2), we have learnt the history of Communication, how the entire Communication process has developed and the role of media as a communicative process in reaching out to the masses. In this unit we are going to discuss the basic functions of Communication and how communication actually functions in different contexts.

Communication is a very general term for all of us. We all know that it is a process by which messages travel from the sender to the receiver. But how communication actually functions should be understood first to get a

more clear picture. There are various functions of communication which we will be discussing in this unit.

Communication entails the process of social interaction where two or more individuals interact for various purposes. There are four basic functions of communication. They are related to information, command or instruction, being persuasive and integrative. Further, these functions can be called informing functions, directing function, influencing function, etc. This unit proposes to discuss all the important functions of communication.

4.3 FUNCTIONS OF COMMUNICATION

Communication is a very familiar term in our day to day life. In simple terms it signifies the process of exchanging information between two or more people. Social interactions through messages that are statements on events, ideas, issues, personalities and groups relevant to the dominant groups in the society is communication. These statements are exchanged between and among the persons, groups and institutions through the different mass media channels.

Now the entire communication system seems to be very simple. But the entire system will turn into success also if it functions in the right manner. There are some specific functions of communication and it should work accordingly. For a society's existence certain norms and needs should be met. This phenomenon is nothing new in the social system. As we now know that the process of communication existed since the primitive time. In the earlier times the mode and nature of communication were different from today's hi-tech methods of communication.

In ancient times the society was much less complex. The chiefs of the primitive tribes had sentinels who scanned the environment and reported the happenings to them. But today the society is much larger and more complex in nature as well as in structure. The Communication system has also undergone great changes. With the advent of technology the development of communication has become more and more sophisticated. Consequently, it has brought a sea change in the entire scenario of the media world. But the basic functions of communication have remained unchanged since communication deals with people living in society and their constant interaction as social beings.

4.3.1 Functions of Communication in different context

The range of the functions of Communication is very wide, depending on the context in which it is applied. The functions of Communication as applied in different contexts are as follows;

1. **Individual Context :** At the individual level Communication's role is to;
   - To give knowledge
   - Help one in achieving commercial success
   - Help an individual in adjusting to changing behavioural patterns
   - Help one in socializing
2. **Social Context :** At the social context Communication;
   - Helps in educating people
   - Persuades the targeted subjects to buy products
   - Provides information
   - Helps people to get as well as modify their views regarding certain issues
   - Builds social revolution
   - Helps in bringing transformation of the society in different directions.
3. **Organisational Context :** In this context Communication has the following functions;
   - It is an essential tool for direction
   - It helps in decision making
   - It is used to inform the employees
   - It helps in building good employer – employee relation
   - It helps in the interaction with the members of external circle
   - It helps in getting the right feedback

At different times different scholars have forwarded different opinions regarding the functions of communication. Among them Harold Lasswell's and Dennis McQuail's views on the functions of communication are most widely accepted.



CHECK YOUR PROGRESS

Q.1. What are the functions of communication?

……...

……...

Q.2. What are the different contexts of communication?

……...

……...

4.4 FUNCTIONS OF COMMUNICATION BY LASSWELL

In the year 1948, Harold Lasswell, an American political scientist, named three basic functions of communication. These are;

1. Surveillance of the Environment.
2. Correlation of the parts of the society in response to its environment.
3. Transmission of cultural heritage.

Along with these functions, Wright in the year 1960 added a fourth function to this that is **entertainment**.

For the existence of a society, communication process plays a very significant role. The above mentioned functions refer to the availability of information, giving comments and interpreting it accordingly. This helps in forming opinions regarding the various happenings in our day to day life.

Lasswell has given three functions of communication. Each of these functions has its own importance and uniqueness.

(a) The first function he has mentioned is the **Surveillance of the environment**. Among all the functions surveillance is considered the most vital. But now the question arises as to what surveillance actually means. Surveillance is nothing but giving news and information by the media to the audience. The spread of the media today is really vast. It comprises both the advanced electronic media and the growing print media. Earlier, the responsibility of catering information to the general people used to lie with the local village heads and sentinels. But today they are replaced by a vastly sophisticated process of media that has a far deeper impact on the public mind.

(b) The second function of communication, according to Lasswell, is that of effecting a **correlation** among the parts of the society in relation to its environment. For imparting any kind of information it is very important on the part of the media to keep in mind the environment in which they are working. While imparting any kind of information the surroundings as well the target audiences should be taken into account.

(c) Thirdly, Lasswell has mentioned **transmission of cultural heritage** as one of the functions of communication. Mass media has always played its role in focusing on the society and people. Each social stratum has its own culture and values. Transmission of values is a vital function of communication, through which people learn about the different positive values prevailing in the society and being carried on generations after generations.

(d) Besides these functions of communication mentioned by Lasswell, there is another important function as forwarded by **Wright**, which is **entertainment**. Entertainment is undoubtedly a vital part of the communication process. All kinds of media use entertainment in various forms. Television and radio, the most important electronic media, consider entertainment as one of their prime objectives. Even in the print media like the newspaper, entertainment is stressed. For mass media, therefore, providing entertainment and information is the most important function. Entertainment has assumed considerable importance in view of the increasing leisure for people as a result of technological development. Today communication has become synonymous with the mass media which can reach every section of the society. Along with this the scenario of entertainment has changed with every passing day. Initially entertainment was confined to the traditional forms of story telling, folk songs, folk dances, theatres etc. Today entertainment has reached an altogether new perspective and dimension. It is no longer confined to the traditional forms only and even the traditional forms of entertainment have got a new sheen as it works together with the new technologies. Another feature of entertainment is that it makes the message easily understandable to the masses. Everyone needs recreation in one form or the other. Hence, Wright has included entertainment as one of the functions of communication.

To some critics, by including entertainment media has lowered the standard of the values and culture of the society. India is a culturally rich country. The media in India has the responsibility of both entertainment and enlightening the masses.



CHECK YOUR PROGRESS

Q.3. In the year ---------- an American political scientist named three basic functions of communication.

Q.4. The name of the Political scientist was ----------.

Q.5. Name the functions of communication named by Lasswell?

……...

……...

……...

Q.6. Who introduced the 'entertainment' function of communication?

……...

……...

……...

4.5 FUNCTIONS OF COMMUNICATION BY MCQUAIL

In the year 1987, Denis McQuail added another function to communication. The function included by McQuail in addition to all the functions mentioned above is the mobilization function of the media. Later in his book 'Mass Communication Theory' he summarized the functions of communication which are the most widely used and accepted functions of communication today.

So, the functions of communication, according to Mcquail, are as follows:-

(a) Information

- Providing information about events and conditions in the society and the world.
- Indicating relations of power.
- Facilitating innovation, adaptation, and progress.

(b) Correlation

- Explaining, interpreting and commenting on the meaning of events and information.
- Providing support for established authority and norms.
- Socializing.
- Co- ordinating separate activities.
- Consensus building.
- Setting orders of priority and signaling relative status.

(c) Continuity

- Expressing the dominant culture and recognizing sub- cultures and new cultural developments.
- Forging and maintaining commonality of values.

(d) Entertainment

- Providing amusement, diversion, and the means of relaxation.

(e) Mobilization

- Campaigning for social objectives in the sphere of politics, war, economic development, work and sometimes religion.

McQuail has mentioned several different functions of communication as given below:

(a) Information: The basic function of communication is to provide information to the masses. The term 'Communication' itself means to provide information. If giving information is a primary task of communication the question arises as to information about what. The answer to this question is that communication can provide information for anything, be it an event or a happening, or anything else.

Many events can happen in any corner of the world, but it is through communication that people will get to know about those events taking place in any nook and corner of the world. It is not necessary that the people have to be physically present to know about such happenings McQuail has mentioned another aspect of communication. It helps in bringing innovation, which will ultimately result in development and progress. With the changing time the society is also progressing and it is the responsibility of communication to make the people aware of the changes and help in adapting themselves to these changes. Thus, one of the important functions

of communication is giving information.

(b) Correlation: Correlation is another function of communication. Explaining, interpreting and commenting on the meaning of events and information through correlation is what communication does for its masses. Communication also provides support for the established authority and norms. It helps in socializing as well as coordinating separate activities, consensus building, and setting up orders of priorities.

(c) Continuity: Another function of communication is Continuity. It helps in expressing the dominant culture and recognizing sub- cultures and new cultural developments of the society and helps in forging and maintaining commonality of values. Thus, adapting to a new cultural development by the people becomes easier with the help of communication.

(d) Entertainment: Entertainment is another important function of communication as it provides amusement, and diversion. It is a means of relaxation. In this busy world people strive to get a moment of relaxation and this is possible only with the help of communication.

(e) Mobilization: The last function of communication as given by McQuail is Mobilization. Communication can also help in creating awareness by campaigning for social objectives in the sphere of politics, war, economic development, work, health and even religion.

There is no general ranking or order among these above functions. All the functions aim to make the communication process an effective means of transmission from the sender to receiver. Besides, in the world of media one function can overlap the other and hence the same content can serve different purposes. So, the functions mentioned in the order by Mcquail do not mean that they are to be followed in the same sequence. The main communicative aim should be to serve the society and help towards its well being.

4.6 THEORY OF COMMUNICATION BY MARSHALL MCLUHAN

Marshall McLuhan challenged the conventional definitions of communication when he said that the medium is the message. With this

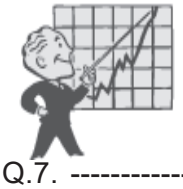
claim he challenged how channels differ, not only in terms of their content but also in regard to how they awaken and alter thoughts and senses. In medium theory, the medium is not simply a newspaper, the internet, a digital camera, and so forth. Rather, it is the symbolic environment of any communicative act. Media, apart from whatever content is transmitted, influence/impact the individuals and society. McLuhan's conception of the media in general emphasizes four different aspects of the media:

i) Media are not neutral tools, but they have considerable psychic and social consequences, without regards to their content: Media can have considerable effects upon individuals. This perspective offers a good perspective to study the new technologies.

ii) Media are extensions of the men's and women's senses: media are the sensorial extensions of the individuals. This principle can be discussed in the context of many gadgets that have become a part of our everyday life.

iii) Each medium is in constant interplay with other media: Media do not act alone, but are a part of a large system encompassing all of the media. When a new media is introduced, all the other media are affected and the existing media affects the new media. This effect is called hybridization by McLuhan. He also claims that the content of a medium is another medium, this helps us in explaining the nature of the computer. The computer is a sort of "meta medium", capable to simulate the interfaces of other media.

iv) Media manipulates our perception of the space and time: we can explore the implications of new technologies in shaping interpersonal relationships. What new media do is to establish new communicational contexts like virtual spaces, communities, etc. in which individuals can interact and exchange information.



CHECK YOUR PROGRESS

Q.7. ---------- functions of communication is widely used and accepted.

Q.8. The function added by McQuail is ----------.

Q.9. The new function of communication was mentioned in the book ----------

Q.10. Name the functions of communication forwarded by McQuail.

……...

……...

……...

4.7 OTHER FUNCTIONS OF COMMUNICATION

Both Lasswell and McQuail have dealt with the basic functions of communication and these functions are accepted as such.

But different scholars have also dealt with the issue and have mentioned different functions of communications. Some of them are mentioned below:

In the year 1990, Dominick mentioned in his book 'The Dynamics of Mass Communication' several functions of communication in connection with media. He mentioned five functions:

(a) Surveillance,

(b) Interpretation,

(c) Linkage,

(d) Transmission of values and

(e) Entertainment

These functions are not exclusive and will vary according to whose purpose is served by them. Let us discuss them in greater detail.

(a) Surveillance: Dominick has mentioned the surveillance as a function of communication. We have seen that this function is also given by Lasswell which has been discussed in the section 3.4. But Dominick has divided the function of surveillance into two parts: (i) warning surveillance and (ii) instrumental surveillance. Let us now know about these two types of surveillance.

(i) Warning or beware surveillance: This type of surveillance occurs when the media has to inform the general masses about any kind of threats. These treats can be both natural as well as

man made ones, like, flood, earthquake, drought, terrorist attacks, inflation, etc. These kinds of information will be more of warnings and can be about some immediate threats or long term threats. For example, in case of flash floods or earthquake warning any television can interrupt any ongoing programme to inform the people about their likely occurrence. Again, long term threats can be anything existing for a long period of time, for example pollution, unemployment, etc.

(ii) ***Instrumental Surveillance:*** This is a kind of information which is for the day to day life and requirement such as the news about new products, new films, actors, share prices, etc. Both the traditional media like newspapers and magazines and the new electronic media give information on such items as we require in our day to day life.

(b) Interpretation: It is through communication that interpretation is possible. When a news story is done and it reaches the masses the target consumers can very well interpret it. For example, when there is inflation and the prices of the commodities are rising by leaps and bounds, a layman can easily form his own interpretation as to why the prices are rising. Again, interpretation can be made for the people as well. How is it done? It is done by the people who are specifically employed by the media organization. Hence, this is another function of communication and an important one.

(c) Linkage: Linkage very closely follows surveillance. For instance, when an advertisement is made it is done keeping the buyers in mind. The product is highlighted in such a manner that the buyers can easily relate to it.

(d) Transmission of values: Communication has an important role to play in the transmission of values in society. In a country like India there is a huge diversity of cultures and values. It is through media that people of one group can know the culture and values of the other groups. When the people expose themselves to media they are also exposing themselves to various social norms and values. They can very well accept these values and, thus, a social value is transmitted from one group/generation to another.

(e) Entertainment: Entertainment is another most obvious function of communication. This function is discussed above as well. By and large, all the scholars have agreed that providing entertainment is one of the important functions of communication. Media can be used to provide entertainment as a means for relaxation to the masses. Though the forms of entertainment have changed a lot with the change of time, entertaining the masses remains a basic function of communication at all times.

From the above discussion we have come to know about the different functions of communication. Let us now discuss how these functions of communication can vary according to the situation and changing circumstances. Accordingly we can divide them into the following categories:

- **Informing functions:** This function is very important for communication and it is required for any kind of society, organization, management, etc.
- **Controlling Functions:** For the smooth running of any organization or management house a planned organizational order is to be followed. For this communication is necessary between the top management and managers to the lowest level. The communication process involves both giving and receiving orders.
- **Persuading Function:** Communication has a persuading function in the sense that in case of the launching of a new product in the market the target groups need to be convinced about it through persuasive words.
- **Co-ordination Function:** Lack of co-ordination in any work will only lead to a messy work. So, a good co-ordination between the employer, employee and the outside environment is very important. Communication is used as a means to achieve this coordination. So this is also considered an important function of communication.

Some other functions of communication:

Some of the other functions of communication are;

- Data transmission, that is, transmission through media like television, radio,etc.
- For management purpose: personal as well as professional communication, can help us in getting rid of confusion so that we can receive clear meassages.
- For displaying information: Communication is used for displaying information in screens, boards, etc. This function has assumed increasing importance in today's consumer society dominated by advertisement.
- Brain storming sessions are held for communicating various ideas among group of people who can share their ideas and thoughts on a common topic.
- For monitoring temperature, floods, winds, natural disasters, etc.

In these days of globalization communication has come a long way to become an inseparable part of our daily life and it is still moving forward. From entertainment to space exploration there is a continuous march towards progress and developments are taking place so speedily that there will be many more new and upcoming functions of communication.



CHECK YOUR PROGRESS

Q.11. Name the functions of Communication mentioned by Dominick.

……...

……...

Q.12. How many types of surveillance functions are there? Name them.

……...

……...

Q.13. Fill in the blank with appropriate word/words:

(a) Social value is transmitted from _____

(b) Linkage is one of the functions of Communication as mentioned by _____

4.8 LET US SUM UP

In this unit you have been introduced to the various functions of communication. Let us go over to what we have learnt.

- The process of Communication takes place through various functions. Several scholars have mentioned different functions of communication.
- In different contexts the functions of communication are different. The three different contexts are; Individual, Social and Organizational Context.
- Lasswell named some functions of Communication, which are Surveillance of the Environment, Correlation of the parts of the society in response to its environment, and Transmission of cultural heritage.
- Wright has introduced 'entertainment' as a new function of communication to the functions given by Lasswell.
- McQuail added 'mobilization function of the media' as another function to the other functions of communication.
- Communication is such a wide phenomenon that there are various other functions of it as well.



4.9 FURTHER READINGS

1. **Understanding Media –** Marshall McLuhan, McGraw-Hill, Canada
2. **Handbook of Journalism and Mass Communication –** VB Aggarwal & VS Gupta, Concept Publishing Company, New Delhi
3. **Mass Communication in India –** KJ Kumar, Jaico Books, Mumbai
4. **Mass Communication in India –** JV Vilanilam, Sage Publications, New Delhi

4.10 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q.No.1: The function of communication is the various ways by which communication takes place. Several scholars have put forward different functions of communication.

Ans. to Q.No.2: Individual, social, and organizational contexts.

Ans. to Q.No.3: 1948

Ans. to Q.No.4: Harold Lasswell

Ans. to Q.No.5: (a) Surveillance of Environment
(b) Correlation of the parts of the society in response to the environment.
(c) Transmission of cultural heritage.

Ans. to Q.No.6: Wright

Ans. to Q.No.7: McQuail

Ans. to Q.No.8: Mobilization function of the media

Ans. to Q.No.9: Mass Communication Theory

Ans. to Q.No.10: (a) Information
(b) Correlation
(c) Continuity
(d) Entertainment
(e) Mobilization

Ans. to Q.No.11: (a) Surveillance
(b) Interpretation
(c) Linkage
(d) Transmission of values
(e) Entertainment

Ans. to Q.No.12: There are two types of, Surveillance functions:
(a) Warning or beware surveillance and
(b) Instrumental Surveillance.

Ans. to Q.No.13: (a) Communication (b) Dominick



4.10 MODEL QUESTIONS

A. Short questions (answer in around 150 words)

Q.1. Write a note on communication's function of surveillance of environment.

Q.2. Why is media considered to be the extensions of men's semses?

B. Long questions (answer in around 300-500 words)

Q.1: What is the basic function of communication? Mention the context on which the functions of communication might vary.

Q.2: Who is Harold Lasswell? What are the functions of communication mentioned by him?

Q.3: Who is McQuail? Name the functions of communication as mentioned by him.

Q.4: Apart from McQuail's and Lasswell's functions of communication what are the other communication functions?

Q.5: Discuss Marshall McLuhan's idea when he said "medium is the message"?

UNIT 5: TYPES OF COMMUNICATION

UNIT STRUCTURE

5.1. Learning Objectives
5.2. Introduction
5.3 What is Communication?
5.4 Types of Communication
5.5 Levels of Communication
5.6 Classroom Communication
5.7 Let us Sum up
5.8 Further Reading
5.9 Answers to Check Your Progress
5.10 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- explain what is meant by the word “communication”,
- understand the meaning of barriers to classroom communication,
- differentiate between different types of communication;

5.2 INTRODUCTION

In the previous unit we learned the various functions of communication, as forwarded by some of the communication experts like Lasswell, McQuail and McLuhan.

This unit would give you an overview of the concept of communication and help you understand the various types and levels of communication. You will also learn about some of the common factors which may impede the effectiveness of any communication process.

5.3 WHAT IS COMMUNICATION?

Communication is a Latin originated word, meaning of which is sharing. Communication means sharing or exchanging information, news, ideas, etc. with someone. The most common medium of communication is language. Besides, there are other several means of communication

available to us. We use non-linguistic symbols such as traffic lights, road signs, railway signals to convey information relating to the movements of vehicles and trains. We also use telegraphic code for quick transmission of messages and secret codes for communication defence and other highly confidential information. Communication is established not only between human beings but also between non-human beings. Today we find the most advanced and civilized way of communication, but it was available even during the primitive age of civilization.

Meaning of Communication:

It is very difficult to define the term 'Communication` in a simple way. Different scholars defined communication in different ways. The simplest definition of communication is "a process of sending and receiving a message between two parties." In the most clear from, communication means interaction between two parties.

According to Megginson, "Communication is the process of transmitting meanings, ideas and understanding of a person or a group to another person or group."

According to Newstrom & Keith Davis, "Communication is the transfer of information from one person to another. It is a way of reaching others by transmitting ideas, feelings, thoughts, facts and values."

According to Theo Haiman, "Communication means the process of passing information and understanding from one person to another."

5.4 TYPES OF COMMUNICATION

Communication can be categorized into three basic types: (1) verbal communication, in which you listen to a person to understand their meaning; (2) written communication, in which you read their meaning; and (3) nonverbal communication, in which you observe a person and infer meaning. Each has its own advantages, disadvantages, and even pitfalls.

Verbal Communication

Verbal communication entails the use of words in delivering the intended message. The two major forms of verbal communication include written and oral communication.

Written communication

A communication happens through any word written or often written sign which refers the languages uses in any medium and it is called written communication. Example: any hand written, typed, Newspaper, printed word documents, letters, books and magazines.

Oral Communication:

A communication which happens through word of mouth, spoken words, conversations and also any messages or information are shared or exchanged between one another through speech or word of mouth is called oral communication. Example: Public speech, News reading, Television, Radio, telephone and mobile conversations.

In contrast to oral communications, written communications are printed messages. Examples of written communications include memos, proposals, e-mails, letters, training manuals etc. They may be printed on paper, handwritten, or appear on the screen. Normally, a verbal communication takes place in real time. Written communication, by contrast, can be constructed over a longer period of time. Written communication is often asynchronous (occurring at different times). That is, the Sender can write a Message that the Receiver can read at any time, unlike a conversation that is carried on in real time. A written communication can also be read by many people. It's a "one-to-many" communication, as opposed to a one-to-one verbal conversation. There are exceptions, of course: a voicemail is an oral Message that is asynchronous. Conference calls and speeches are oral one-to-many communications, and e-mails may have only one recipient or many.

Nonverbal Communication

What we say is a vital part of any communication process. But what we don't say can be even more important. Research also shows that 55% of in-person communication comes from nonverbal cues like facial expressions, body stance, and tone of voice. According to one study, only 7% of a Receiver's comprehension of a Message is based on the Sender's actual words; 38% is based on paralanguage (the tone, pace, and volume of speech), and 55% is based on nonverbal cues (body language). The muscles of our faces convey our emotions. We can send a silent message without saying a word. A change in facial expression can change our emotional state. Before an interview, for example, if we focus on feeling

confident, our face will convey that confidence to an interviewer. Adopting a smile (even if we're feeling stressed) can reduce the body's stress levels.

To be effective communicators, we need to align our body language, appearance, and tone with the words we are trying to convey. Research shows that when individuals are lying, they are likely to blink more frequently, shift their weight, and shrug.

Here are a few examples of nonverbal cues that can support or detract from a sender's message.

Body Language

A simple rule of thumb is that simplicity, directness, and warmth convey sincerity. And sincerity is key to effective communication. A firm handshake given with a warm, dry hand, is a great way to establish trust. A weak, clammy handshake conveys a lack of trustworthiness. Gnawing one's lip conveys uncertainty. A direct smile conveys confidence.

Eye Contact

In human beings, eye contact is a form of nonverbal communication and is thought to have a large influence on social behaviour. Coined in the early to mid-1960s, the term came from the West to often define the act as a meaningful and important sign of confidence, respect, and social communication. The style and duration of eye contact considered appropriate vary greatly across cultures. In the United States, looking someone in the eye (for about a second) is considered a sign of trustworthiness.

Facial Expressions

The human face can produce thousands of different expressions. These expressions have been decoded by experts as corresponding to hundreds of different emotional states. Our faces convey basic information to the outside world. Happiness is associated with an upturned mouth and slightly closed eyes; fear with an open mouth and wide-eyed stare. Flitting ("shifty") eyes and pursed lips convey a lack of trustworthiness. The effect of facial expressions in conversation is instantaneous. Our brains may register them as "a feeling" about someone's character.

Posture

The position of our body relative to a chair or another person is another powerful silent messenger that conveys interest, aloofness, professionalism—or lack thereof. Head up, back straight (but not rigid) implies an upright character. In interview situations, experts advise mirroring an interviewer's tendency to lean in and settle back in her seat. The subtle repetition of the other person's posture conveys that we are listening and responding.

Touch

The meaning of a simple touch differs between individuals, genders, and cultures. In Mexico, when doing business, men may find themselves being grasped on the arm by another man. To pull away is seen as rude. In Indonesia, to touch anyone on the head or touch anything with one's foot is considered highly offensive. In the Far East, according to business etiquette writer Nazir Daud says, "it is considered impolite for a woman to shake a man's hand". Americans, as we have noted, place great value in a firm handshake. But handshaking as a competitive sport ("the bone-crusher") can come off as needlessly aggressive, at home and abroad.

Space

Anthropologist Edward T. Hall coined the term proxemics to denote the different kinds of distance that occur between people. These distances vary between cultures. The figure below outlines the basic proxemics of everyday life and their meaning :

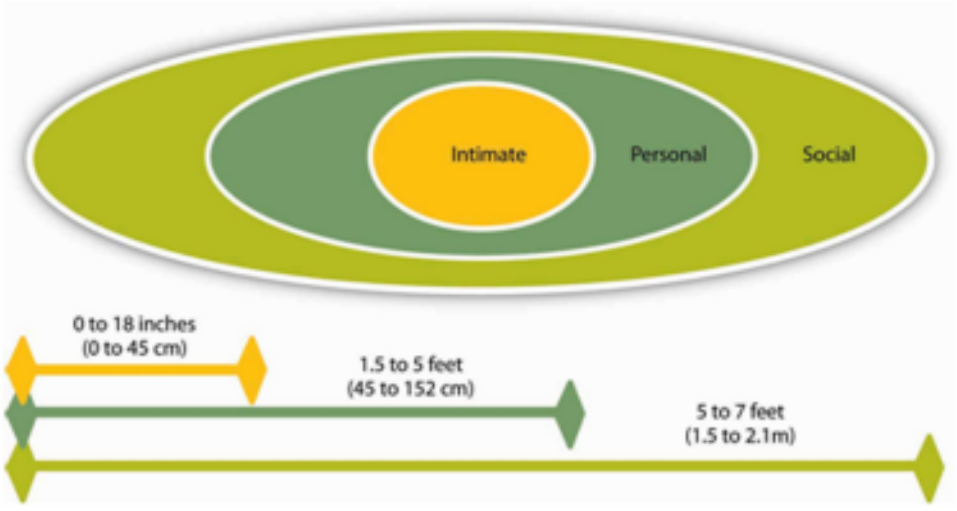


Figure 5.2: Interpersonal Distances

Standing too far away from a colleague (such as a public speaking distance of more than seven feet) or too close to a colleague (intimate distance for embracing) can thwart an effective verbal communication in business.



CHECK YOUR PROGRESS

Q.1. Give the definition of communication as suggested by Meningson.

.....

Q.2. What is written communication?

.....

5.5 LEVELS OF COMMUNICATION

People are engaged in different kinds of communication acts, these are:

- Intrapersonal Communication;
- Interpersonal Communication
- Group Communication;
- Public Communication and
- Mass Communication

Although each type appears to have distinctive features, they are all much alike in the sense that one enters into a meaningful relationship with one or more persons by means of signs and symbols. The following discussion on types of communication will provide us with the understanding of different communication situations in which people interact with each other or disseminate information.

Intrapersonal Communication

It refers to communication that transpires inside a person; and this happens all the time. It is like talking to oneself, listening to oneself and relating one to oneself. Intrapersonal or auto-communication, therefore, is important in contemplating, conceptualizing and formulating our thoughts or ideas before we actually indulge in overt communication. Just think about your daily activities and involvement with others in the form of a dialogue, etc. Every time you do something or speak you rehearse it first within yourself.

Interpersonal Communication

This is the universal form of communication that takes place between two individuals. Since it is person-to-person contact, it includes everyday exchanges that may be formal or informal and can take place anywhere by means of words, sounds, facial expression, gestures and postures. In interpersonal communication, there is face-to-face interaction between two persons, that is, both are sending and receiving messages. This is an ideal and to be effective communication situation because you can get immediate feedback. You can clarify and emphasize many points through your expressions, gestures and voice. In interpersonal communication, therefore, it is possible to influence the other person and persuade him or her to accept your point of view. Since there is proximity between sender and receiver, interpersonal communication has emotional appeal too; it can motivate, encourage, and coordinate work more effectively than any other form of communication. Also, in a crisis, through interpersonal channel, flow of information is tremendous e.g. news of violence, famine or disaster.

Group Communication

Group communication is an extension of interpersonal communication where more than two individuals are involved in exchange of ideas, skills, and interests. Groups provide an opportunity for people to come together to discuss and exchange views of common interest. There could be many different groups for as many different reasons. For instance, casually formed groups with friends over a drink, coffee break, games, dances or religious gatherings have a different purpose than that of groups attending a meeting or seminar to help fight AIDS or interacting with committee members to draft a proposal. Communication in Receivers of the messages tend to be strangers to one another and to the source of those messages. So with respect to the communicator, the message is addressed "to whom it may concern". Also the audience tends to, be heterogeneous rather than homogeneous in the sense that messages are sent to people in all walks of life each person with unique characteristics.

Public Communication

Public communication happens when individuals and groups engage in dialogue in the public sphere in order to deliver a message to a specific audience. Public speaking events, newspaper editorials and billboard

advertisements are a few forms of public communication.

Speech delivery:

In the context of public speaking, delivery refers to the presentation of the speech you have researched, organized, outlined, and practiced. Delivery is important, of course, because it is what is most immediate to the audience. Delivery relies on both verbal communication and nonverbal communication. While some rhetoricians separate style from delivery, we have found it useful to discuss the two together, as the style of the speech should be connected to its presentation.

Mass Communication

Mass communication is the study of how people exchange information through mass media to large segments of the population at the same time. In other words, mass communication refers to the imparting and exchanging of information on a large scale to a wide range of people. It is usually understood to relate newspaper, magazine, and book publishing, as well as radio, television and film, even via internet as these mediums are used for disseminating information, news and advertising. Mass communication differs from the studies of other forms of communication, such as interpersonal communication or organizational communication, in that it focuses on a single source transmitting information to a large number of receivers. The study of mass communication is chiefly concerned with how the content of mass communication persuades or otherwise affects the behaviour, attitude, opinion, or emotion of the person or people receiving the information.

5.6 CLASSROOM COMMUNICATION

Communication is an integral part of the teaching-learning process. Teaching is a social activity that involves both the teacher and the learners. Classroom is an excellent example of a place of communication group situations where teachers spend hours communicating with students to share information and knowledge. In this part we will be studying the nature and planning of classroom communication and also the various measures adopted for creating a conducive learning environment will be discussed. It is therefore important, that two way communication exists between them in

order to trigger learning. Moreover, direct communication between a teacher and learners allows the teacher to get immediate feedback that can help him or her gauge learners' understanding of what has been taught. Based on such feedback the teacher can improve his or her communication. Due to rapid changes taking place in our social system; teaching-learning environment is also changing at a fast pace. The information explosion due to increased access to different mass communication media has increased the awareness level of learners. As a result they have higher expectations from their teachers than ever before. The role and profile of a teacher is also changing and she has to undertake varied roles. While on the one hand the teacher has to fulfill the task of being the source of information on the other hand, she has to act as a counselor, mentor and guide. The teacher has to coordinate assignments and fulfill many managerial functions and also use technology for educational purposes. Thus pedagogy, social interaction, management and technology comprise crucial activities of a teacher and the role of communication is paramount in all these activities.

Classroom communication is purposive, positive and pragmatic in nature. It takes place between teacher and learners and among learners both in formal as well as informal situations. It involves speaking, lecturing, describing, explaining, illustrating on the part of the teacher and engaging the students in debate, dialogue and discussion. Learners raise questions, doubts and queries to make their difficulties explicit which need to be effectively responded to and addressed by the teacher. The strength of this approach lies in facilitating maximum feedback, warmth and interaction. However, the limitation is that it is a teacher-centered approach based on the principle of 'teaching by telling' and 'learning by listening' in which the onus of ' teaching lies on the teacher. It 'may be noted that despite the presence of a teacher, learners may remain passive recipients of information. If they express their disinterest or passivity, an alert teacher can still control it by using various interactive techniques in arousing and sustaining the interest of the students. However, the problem may become acute when despite a student’s apparent interest in the lecture/lesson through appropriate facial expressions and body language, his/her mind may wander elsewhere

without following what is being discussed in the class. Speaking and listening start in the early stages of our lives and continue even when basic speech and language skills have been developed. We are constantly updating our vocabulary, which improves expressions and refining our thinking processes. Speaking as well as listening are two very important skills required in the classroom. A teacher has to be a good speaker and at the same time has to be a patient and attentive listener for his/ her learners. Active listening is different from just hearing and requires activities such as hearing, understanding i.e. attaching meaning to what is heard and judging and thinking about it.

Effective Classroom Communication:

When you communicate with pupils, you are sharing information with them. This information can be facts, feelings, opinions or instructions. These are ideas in your mind which you encode into a message made up of signs so that your pupils can receive it.

The way you transmit this message is by means of some medium. The spoken and written word are only two of very many media. One must be aware of the fact that we communicate not only with words, but through our apparent attitudes and actions.

Communication encompasses all human behaviour that results in an exchange of meaning. Communication can, in fact, involve all five senses.

Depending on the situation, some media are more effective than others. If the message is a fairly simple one which the pupils need to continually remember, a picture poster will probably convey it more effectively than a notice on the bulletin board.

Most often in the classroom the spoken word is the most effective medium of communication because it enables you to use voice inflection and tone to underline and emphasize the meaning of your message. Voice communication also enables the teacher to make use of direct feedback from the pupils, so that the teacher can know what the pupils are hearing and what they are failing to hear.

Overcoming communication barriers in the classroom

- *Listening.*

To improve your abilities as a classroom communicator, you must first understand your pupils. In other words, seek not only to be understood, but to understand. This can best be done by listening actively to what the pupils have to say. Then you must cultivate the ability to think on your feet and form accurate sentences while speaking.

The guiding rule for effective classroom communication is: Know your pupils and suit your expression to them.

- *Simplicity.*

1 Prefer words whose meanings are familiar to the pupils.

2 Make special meanings of familiar words clear the first time you use them.

3 If you use a word likely to be unfamiliar to the pupils, define that word.

A teacher needs to have:

a) A fairly accurate impression of the vocabulary of the pupils.

b) An accurate knowledge of the accepted meanings of words.

- *Introduce a proper amount of redundancy.*

Redundancy in communication roughly means the amount of repetition a message contains. Teachers should ensure that they include an appropriate amount of redundancy in their instructions to pupils. Then, if any phrase is misunderstood, other elements of the communication will carry the point.

- *Feedback.*

The importance of paying attention to feedback in the classroom cannot be over-emphasized. Two-way communication has the advantage of bringing from the listener an immediate response which we call "feedback". Often this is not verbal in nature, so the teacher should note facial expressions, observe actions, and finally ask questions to see whether the instruction has been understood. Do not assume that every "message" you send will be received by the pupils in the form you intend. The teacher should also make use of feedback to adjust the pace of the instruction to suit the

pupils, and repeat or explain any parts indicated as confusing by feedback signals.

- *Empathy.*

Teachers who enjoy a good relationship with their pupils have much less difficulty in communicating with them. If you can remember what it was like to be a pupil at the levels you are teaching, and to understand their interests, it will be much

easier for you to communicate with your class. Take every opportunity that arises to convey something of help or value to individual pupils. Let your pupils know that you enjoy teaching not only your subject but also that particular class.

- *Timing.*

Time the giving of instructions so that the best conditions are present. Do not talk over noise or permit pupils to call out or talk while you are speaking. Do not overload the pupils, but give sufficient information to ensure adequate understanding.

- *Consistency of actions.*

It is poor communication to say one thing and to contradict it by your actions. If a teacher is "sloppy" in setting out and writing on the blackboard, that teacher can hardly expect his pupils to keep their exercise books neat and tidy merely because he tells them to do so. A teacher's actions are under constant scrutiny and criticism by pupils.



CHECK YOUR PROGRESS

Q.3. What are the key elements of communication?

……...

……...

Q.4. What is Non-Verbal Communication? Give examples.

……...

……...

Q.5. What are the different levels of communication?

……...

……...



ACTIVITY 5.1

Get together with your classmates for a fun activity on non-verbal communication. You may show different facial expressions and gestures to convey different emotions. Ask your friends to guess the message conveyed.

5.7 LET US SUM UP

Let us summarise some of the important points of this Unit in the following manner:

- Communication is a Latin originated word, meaning of which is sharing. Communication means sharing or exchanging information, news, ideas, etc. with someone.
- Every communication process has certain elements in it. These are: Sender, Message, Channel, Receiver, Feedback, Noise, and Context
- Communication can be categorized into three basic types: (1) verbal communication, (2) written communication, in which you read their meaning; and (3) nonverbal communication, in which you observe a person and infer meaning.
- People are engaged in different kinds of communication acts, these are: Intrapersonal Communication; Interpersonal Communication; Group Communication; Public Communication and Mass Communication
- Classroom communication is purposive, positive and pragmatic in nature. It takes place between teacher and learners and among learners both in formal as well as informal situations



5.8 FURTHER READING

1. Adair, John (2003). Effective Communication. London: Pan Macmillan Ltd.
2. Mehrabian, A. (1981). Silent messages. New York: Wadsworth.
3. Moore, Ninja-Jo, et al (2010). Nonverbal Communication: Studies and Applications. New York: Oxford University Press.
4. Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). Crucial conversations: Tools for talking when stakes are high. New York: McGraw-Hill.
5. Pease, Allan (1998). Body Language. Delhi: Sudha Publications
6. Siegman, A. W. (1985). Multichannel integrations of nonverbal behavior. Hillsdale, NJ: Lawrence Erlbaum.



5.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. no. 1: According to Megginson said, “Communication is the process of transmitting meanings, ideas and understanding of a person or a group to another person or group.”

Ans to Q. no.2: A communication happens through any word written or often written sign which refers the languages uses in any medium is called written communication.

Ans to Q. no.3: Key elements of communication are: Sender, Message, Channel, Reciver, Feedback, Context and Noise.

Ans to Q. no. 4: Cues like facial expressions, body stance, and tone of voice which we use to convey messages to others in a communication process and not explicit words, is known as non-verbal communication.

Ans to Q. no. 5: The different levels of communication are: intrapersonal, interperson, group, public and mass communication.



5.10 MODEL QUESTIONS

A. Short questions (answer in around 150 words)

Q.1: What is classroom communication?

Q.2: Mention the different types of communication.

Q.3: Write a note on Interpersonal distances.

B. Long questions (answer in around 300-500 words)

Q.1: Prepare a list of situations where we use non-verbal cues of communication.

Q.2: "Non-verbal communication is almost always culture specific". Explain the statement citing appropriate examples.

Q.3: Discuss the different levels of communication with suitable examples for each.

Q.4: How can one overcome the communication barriers arising in a classroom?

UNIT-6: COMMUNICATION METHODS

UNIT STRUCTURE

6.1. Learning Objectives
6.2. Introduction
6.3 Process of Communication
6.4 Methods of Communication
6.5 Oral Communication
6.6 Data Communication
6.7 Concept of Networking
6.8 Intra-Management Communication
6.9 Organisational Communication
6.10 Vertical communication
6.11 Horizontal Communication
6.12 Symmetrical Communication and Complementary Communication
6.13 Let's Sum up
6.14 Further Reading
6.15 Answers to Check Your Progress
6.16 Model Questions

6.1. LEARNING OBJECTIVES

After going through this unit you will be able to:

- understand the basic process of communication
- know the various methods of communication

6.2. INTRODUCTION

Communication is the process of sharing our ideas, thoughts, and feelings with other people and having those ideas, thoughts, and feelings understood by the people we are talking with. When we communicate we speak, listen, and observe.

The way we communicate is a learned style. As children we learn from watching our parents and other adults communicate. As an adult we can learn to improve the way we communicate by observing others who communicate effectively, learning new skills, and practicing those skills.

The ability to effectively communicate at work, home, and in life is probably one of the most important sets of skills a person needs. What would our life and world be like without communication? We cannot get along without it. It is also not easy, and we all have probably had experiences where our communication failed or ran into a barrier. So, if we can understand the communication process better and improve it, we will become a more effective and successful communicator.

6.3 PROCESS OF COMMUNICATION

The process of communication implies the existence of a sender, a receiver, a message and a motivating climate in it. The process includes the following steps:

- Participation of others involved: The next step is to secure the participation of other persons in the decision to communicate a message. This may be helpful in clarifying the ideas through interaction with others, gathering new ideas and suggestions, and in creating a motivating climate for securing positive response to the message.
- Transmission of the message: What to communicate, to whom, when and how are expected to be decided before actual transmission of the message. Actual transmission involves preparing the matter and the form of communication (known as 'encoding' the message) and selecting the medium or means of communication (oral or written) keeping in view the nature of person or group to be addressed.
- Motivating the receiver of the message: The communicator cannot depend on the message alone to get an appropriate response from the receiver. He must ensure that the receiver of the message is not only able to interpret the message correctly but is also prepared to act according to it. Thus, apart from the clarity of the message, it must inspire the receiver to do or behave as desired by the sender of the message.
- Evaluation of the effectiveness of communication: After the message has been transmitted and accepted by the receiver, it remains for the communicator to ascertain and evaluate the nature of impact of the communication. This determines whether and to what extent the receiver has positively responded to the message.

6.4 METHODS OF COMMUNICATION

The standard methods of communication are speaking or writing by a sender and listening or reading the receiver. Most communication is oral, with one party speaking and others listening. However, some forms of communication do not directly involve spoken or written language. Nonverbal communication (body language) consists of actions, gestures, and other aspects of physical appearance that, combined with facial expressions (such as smiling or frowning), can be powerful means of transmitting messages. At times, a person's body may be “talking” even as he or she maintains silence. And when people do speak, their bodies may sometimes say different things than their words convey. A mixed message occurs when a person's words communicate one message, while nonverbally, he or she is communicating something else. Although technology such as e-mail has lessened the importance of nonverbal communication, the majority of organizational communication still takes place through face-to-face interaction. Every verbal message comes with a nonverbal component. Receivers interpret messages by taking in meaning from everything available. When nonverbal cues are consistent with verbal messages, they act to reinforce the messages. But when these verbal and nonverbal messages are inconsistent, they create confusion for the receiver.

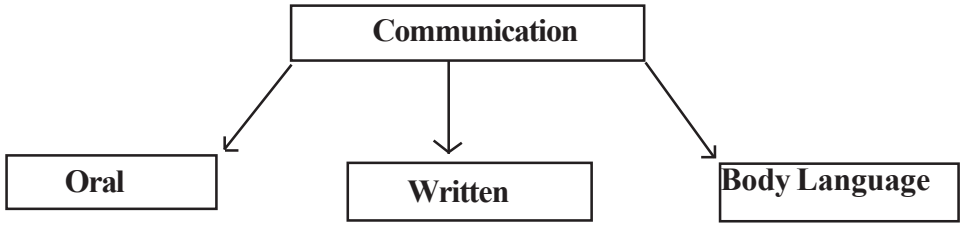


Figure 6a: Types of Communication

6.5 ORAL COMMUNICATION

Oral communication is the process of expressing information or ideas by word of mouth. Learn more about the types and benefits of oral communication, and find out how you can improve your own oral communication abilities.Oral communication implies communication through

mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

Advantages of Oral Communication

- There is high level of understanding and transparency in oral communication as it is interpersonal.
- There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.
- The feedback is spontaneous in case of oral communication. Thus, decisions can be made quickly without any delay.
- Oral communication is not only time saving, but it also saves upon money and efforts.
- Oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over.
- Oral communication is an essential for teamwork and group energy.
- Oral communication promotes a receptive and encouraging morale among organizational employees.
- Oral communication can be best used to transfer private and confidential information/matter.

Limitations of Oral Communication

- Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
- Oral communication is time-saving as far as daily interactions are concerned, but in case of meetings, long speeches consume lot of time and are unproductive at times.
- Oral communications are not easy to maintain and thus they are unsteady.
- There may be misunderstandings as the information is not complete and may lack essentials.

- It requires attentiveness and great receptivity on part of the receivers/ audience.
- Oral communication (such as speeches) is not frequently used as legal records except in investigation work.

6.6 DATA COMMUNICATION

Data communication is the active process of transporting data from one point to another. Networks are communication system designed to convey information from a point of origin to a point of destination. Note that they are communication system, not computer system. The operative word is communication, the transfer of information from one device to another.

Networks come in two flavours – local as in local area network, which cover a small area and have a finite, relatively small, number of users and global or long-haul, which cover long distance and have an unlimited number of users. Telephone networks are long network. It refers to the transmission of the digital signals over a communication channel between the transmitter and receiver computers. Communication is possible only with wired and wireless connectivity of the computers with each other.

The effectiveness of a data communication system depends on three fundamental characteristics:

- Delivery: The system must deliver data to the correct destination. Data must be received by the intended device or user and only by that device or user.
- Accuracy: The system must deliver data accurately. Data that have been altered in transmission and left uncorrected are unusable.
- Timeliness: The system must deliver data in a timely manner. Data delivered late are useless. In the case of video, audio and voice data, timely delivery means delivering data as they are produced, in the same order that they are produced, and without significant delay. This kind of delivery is called real-time transmission.

The following are the basic components for working of a communication system.

1. Transmitter
2. Receiver
3. Medium

4. Message

5. Protocol

The transmitter sends the message and the receiver receives the message. The medium is the channel over which the message is sent and the protocol is the set of rules that guides how the data is transmitted from encoding to decoding. The message of course is central to all the components. The message is the data that is being communicated.

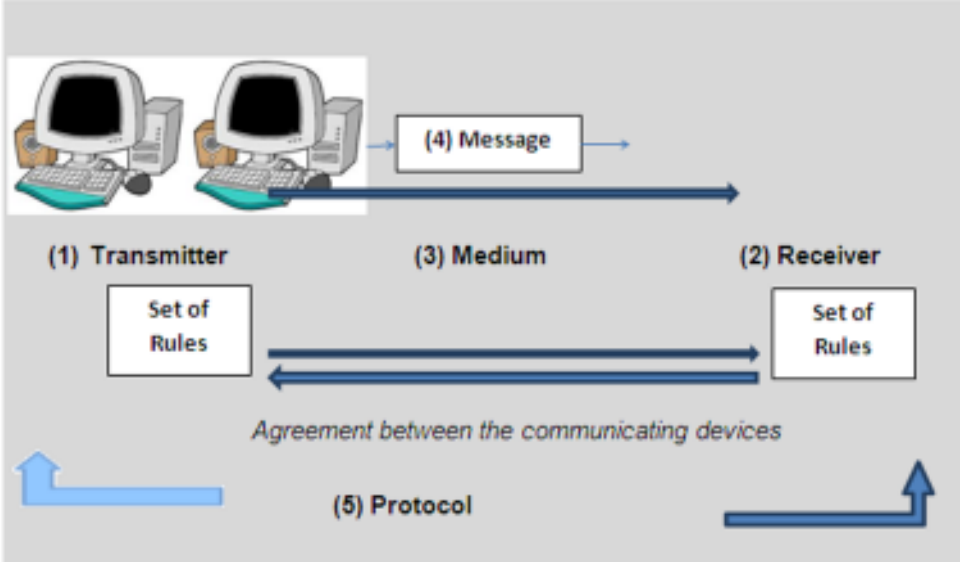


Figure 6b: Relationship between the Five Components of Data Communication

*Transmitter:*The transmitter is the device that sends themessage. It can be a computer, workstation, telephone handset,video camera, and so on.

Receiver: The receiver is the device that receives the message.It can be a computer, workstation, telephone handset,television, and so on.

*Medium:*The transmission medium is the physical path by which a message travels from sender to receiver. It can consist of twisted pair wire, coaxial cable, fiber-optic cable, laser or radio waves (terrestrial or satellite microwave).

*Message:*The message is the transmission (data) to be communicated. It can consist of text, number, pictures, sound,or video or any combination of these.

*Protocol:*A protocol is a set of rules that governs data communication. It represents an agreement between thecommunicating devices. Without a

protocol, two devices maybe connected but not communicating, just as a person speakingGerman cannot be understood by a person who speaks onlyJapanese.

BANDWIDTH

A term used to describe the data-handling capacity of acommunication service is bandwidth. Bandwidth is the rangeof frequencies that is available for the transmission of data. Anarrow range of frequencies in a communication system is

analogous to a garden hose with a small diameter. The flow ofinformation in such a system is restricted, just as is the flow ofwater in the narrow hose. Wider bandwidthpermit more rapidinformation flow. The communication data transfer rate ismeasured in a unit called baud. Baud is identical to bits persecond. Therefore, a rate of 300 baud is 300 bits per second.

Communication companies such as Airtel and BSNL are called commoncarriers, and they provide three general classes of service forboth voice and data communication:

Narrowband handles low data volumes. Data transmissionrates are from 45 to 300 baud. The low-speed devices might use narrow band communications.

Voiceband handles moderate data transmission volumes between 300 and 9600 baud. They are used for applicationsranging from operating a CRT to running a line printer.Their major application is for telephone voicecommunication hence, the term voiceband.

Broadband handles very large volumes of data. These systems provide data transmission rates of 1 million baud or more. High-speed data analysis and satellite communications are examples of broadband communication systems.

6.7 CONCEPT OF NETWORKING

A computer network, often simply referred to as a network, is a collection of hardware components and computers interconnected by communication channels that allow sharing of resources and information. Networks may be classified according to a wide variety of characteristics such as the medium used to transport the data, communications protocol used, scale, topology, and organizational scope. The rules and data formats for exchanging information in a computer network are defined by communications protocols.

Properties of Network

1. *Facilitate communications:* Using a network, people can communicate efficiently and easily via email, instant messaging, chat rooms, telephone, video telephone calls, and video conferencing.
2. *Permit sharing of files, data, and other types of information:* In a network environment, authorized users may access data and information stored on other computers on the network. The capability of providing access to data and information on shared storage devices is an important
3. *Share network and computing resources:* In a networked environment, each computer on a network may access and use resources provided by devices on the network, such as printing a document on a shared network printer.

Benefits of Network:

- File sharing: Network file sharing between computers gives you more flexibity than using floppy drives or Zip drives. Not only can you share photos, music files, and documents, you can also use a home network to save copies of all of your important data on a different computer. Backups are one of the most critical yet overlooked tasks in home networking.
- Printer / peripheral sharing: Once a home network is in place, it's then easy to set up all of the computers to share a single printer. No longer will you need to bounce from one system or another just to print out an email message. Other computer peripherals can be shared similarly such as network scanners, Web cams, and CD burners.
- Internet connection sharing: Using a home network, multiple family

members can access the Internet simultaneously without having to pay an ISP for multiple accounts. You will notice the Internet connection slows down when several people share it, but broadband Internet can handle the extra load with little trouble.

- Multi-player games: Many popular home computer games support LAN mode where friends and family can play together, if they have their computers networked.
- Internet telephone service: Voice over IP (VoIP) services allows you to make and receive phone calls through your home network across the Internet.
- Home entertainment: Newer home entertainment products such as digital video recorders (DVRs) and video game consoles now support either wired or wireless home networking. Having these products integrated into your network enables online Internet gaming, video sharing and other advanced features.



CHECK YOUR PROGRESS

Q.1. What are the different types of communication?

……...

……...

Q.2. What is Oral Communication? Give three limitations of oral communication.

……...

……...

Q.3. What are the different components of data communication?

……...

……...

6.8 INTRA-MANAGEMENT COMMUNICATION

“Management communication" is the interaction between management groups. The roles of management are different in different levels, which affect the communication patterns. As the middle management is responsible to interpret the organization's policies, practices, works to the different level of employs personnel, who supposed to have themselves knowledge about it.

Whenever we talk of communication, we have generally been referred to employee communication, interpersonal communication and assume it is outside the management. However, both should be given equal importance, because both are equally important for better productivity in the benefits of organization.

Communication within the management group is known as management communication or intra-management communication. This aspect of communication is equally important because, if managers at different level are deprived to get proper information, they cannot be in a position to explain the policies and practices of organization to his subordinates.

Why management communication is important for an organization?

To achieve the objectives of Organization, the managers determine the policies and like to apply them. So, it is extremely important for them that, they have to inform their subordinates about the policies of the organization clearly. Management emphasizes on communication for the following reasons:

A) Communicating is employee prerequisite:

In any organization communication with active personnel and employee is prerequisite. In organization, at each management level the managers and supervisors have the responsibility to communicate the employees and subordinates to give them corresponding managerial messages. And messages should be clearer that the concerned person can be understood easily himself. The top management expects the supervisors, the policies and plans, etc. that can explain the subordinates well but if they fail to clearly spell out policies themselves, the supervisors will also fail to interpret it correctly. It may be that enough documents available about to explain some

facts, despite, lack of appropriate communication system, plan are not implemented or implemented badly.

b) Necessary to Meaningful and sound decisions:

One of the major functions of management is decision making. However, it is put aside some of their performance, they are able to arrange as a competent decision centers, provide services in the development of information channels. Many of these channels must be within management group. Sound decisions can only be expected by appropriate management communication channels.

c) Maximize chances of effective management:

Management Communication is an important factor it affects a wide range than that of the workers. Enough information to managers affects a wide area of the performance because it affects many individuals and their activities in the organization.

d) Links in the chain of communication within the management groups:

In general, upward and downward communications are five links. Four of the five links that occur between management group, and the link between a supervisor and active workers is the only link is outside the management group. Each link to equally affect the ability to communicate and that it may be caused for distorted, disorganized, dull, and ineffective or could create delays. Thus, if the communication range is long, the kinds of problems are in the large proportion of intra-management. So, effective and impressive management communication is necessary for upward and downward communication.

e) Communication for self / selves:

Communications is itself important for managers. Because they are also an employee in any organization, so they also require get and send the information. So we can say that the importance of communication is also personally for all.

6.9 ORGANISATIONAL COMMUNICATION

An organization's structure influences the communication patterns within the organization. The structure of an organization should provide for

communication in three distinct directions: downward, upward, and horizontal. These three directions establish the framework within which communication in an organization takes place. Examining each one will enable us to better appreciate the barriers to effective organizational communication and the means to overcome these barriers.

The term organizational structure refers to the formally prescribed pattern of relationships existing between various units of an organization. An organization's structure typically is described using a diagram, known as an organizational chart. Such diagrams provide graphic representations of the formal pattern of communication in an organization. An organization chart may be likened to an X-ray showing the organization's skeleton, an outline of the planned, formal connections between individuals in various departments or units.

An organizational chart consists of various boxes and the lines connecting them. The lines connecting the boxes in the organizational chart are lines of authority showing who must answer to whom – that is, reporting relationships. Each person is responsible to (or answers to) the person at the next higher level to which he or she is connected. At the same time, people are also responsible for (or give orders to) those who are immediately below them. The boxes and lines form a blueprint of an organization showing not only what people have to do (jobs performed including appropriate job titles), but with whom they have to communicate for the organization to operate properly.

The structure of an organization should provide for communication in three distinct directions: downward, upward, and horizontal. These three directions establish the framework within which communication in an organization takes place.

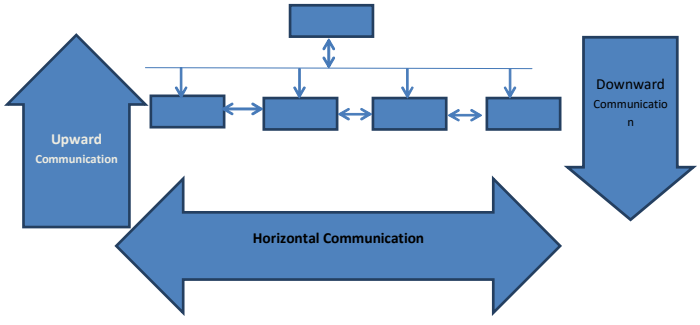


Figure 6c : Downward, upward and horizontal communication

6.10 VERTICAL COMMUNICATION

Within an organization when communication occurs among persons of different positions it is called vertical communication. It is a kind of internal communication. When information moves all the way through or from superiors to subordinates, it really is known as downward communication. On the other hand, when information flow form bottom to top or form subordinates to superiors, stage system upward communication. Here information may be transmitted through formal or informal channels.

In the following, we are quoting some definitions of vertical communication;

L. C. Bovee and his associates opined, “Vertical communication is a flow of information up and down the organizations hierarchy.”

According to Stoner and Freeman, “Vertical communication consists of communication up and down the organization’s chain of command.”

Ricky and W. Griffin defined, “Vertical communication is communication

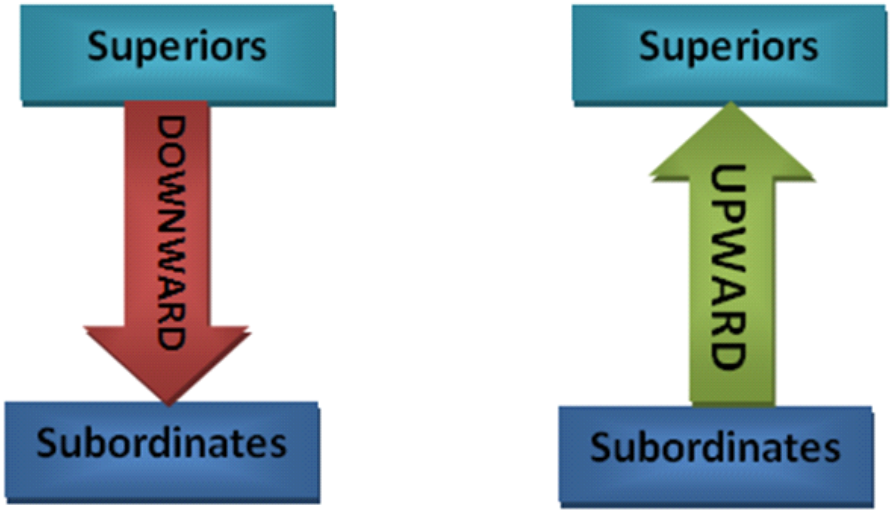


Figure 6.d: Types of vertical communication

When information flows from superiors to subordinates or from subordinates to superiors, method Vertical communication. In accordance with its nature, vertical communication is especially classified inside the following 2 types:

Downward communication andUpward communication. These two types of communication are explained below:

Downward communication

Downward communication occurs information flows much better than subordinates. Superiors send information, orders, instructions, decisions etc. for their subordinates through downward communication. Downward communication could possibly be of written or oral. Written forms of downward communication are manuals, handbook, notices, electronic news displays etc. whereas, face-to-face conversation, telephonic conversation, speeches, meetings etc. include the oral media of downward communication.

Upward communication

Upward communication occurs when information flows from subordinates to superiors in the organization hierarchy. The aim of upward communication is usually to provide information for the managers from subordinates. Generally, subordinates convey their failings, attitudes, opinions, suggestions, complaints etc. making use of their superiors through this communication. Upward communication is initiated with the lower to the next stage the organization and reaches the content up management hierarchy.

6.11 HORIZONTAL COMMUNICATION

Horizontal communication is the transmission of information between people, divisions, departments or units within the same level of organizational hierarchy. You can distinguish it from vertical communication, which is the transmission of information between different levels of the organizational hierarchy. Horizontal communication is essential for smooth functioning of organizational activities and for interdepartmental coordination. Upward and downward communication flows generally follow the formal hierarchy within the organization. However, greater size and complexity of organizations increase the need for communication laterally or diagonally across the lines of the formal chain of command. These communications are informational too, but in a different way than downward and upward communication. Here information is basically for coordination — to tie together activities within or across departments on a single school campus or within divisions in a

school-wide organizational system. Horizontal communication falls into one of three categories:

1. *Intradepartmental problem solving.* These messages take place between members of the same department in a school or division in a school-wide organizational system and concern task accomplishment.
2. Interdepartmental coordination. Interdepartmental messages facilitate the accomplishment of joint projects or tasks in a school or divisions in a school-wide organizational system.
3. *Staff advice to line departments.* These messages often go from specialists in academic areas, finance, or computer service to campus-level administrators seeking help in these areas.

In brief, horizontal communication flows exist to enhance coordination. This horizontal channel permits a lateral or diagonal flow of messages, enabling units to work with other units without having to follow rigidly up and down channels.

Disadvantages of Horizontal Communication

Though horizontal communication is essential for smooth functioning of an organization, it is not completely free form defects or flaws. Followings are the possible drawbacks of horizontal communication.

- *Rivaling attitude:* Horizontal communication occurs between the people at the same rank and position. If there exists any hostility or rivalry between them, they will not exchange information spontaneously. Moreover, they will conceal their information intentionally to deprive someone from the real news.
- *Interdepartmental conflict:* The success of horizontal communication depends on good relationship between sender and receiver. If there is any conflict, distrust or suspicion between them, horizontal communication will be ineffective.
- *Discouraging attitude of top management:* In some cases, top managers discourage horizontal communication thinking that workers may become friendly with one another and may create threat for the management.
- *Ignoring vertical communication:* More concentration on horizontal communication may work as substitute of upward and downward

communication. In that case upward and downward communications are ignored.

At last, we can conclude that the above stated factors can diminish the utility of horizontal communication. So the persons concerned should be well aware of those factors when they communicate horizontally.

6.12 SYMMETRICAL AND COMPLEMENTARY INTERPERSONAL COMMUNICATION

Communication is a very big part of our daily lives, and different styles of communication can have different impacts. In this part of the unit, we will explore symmetrical and complementary interpersonal communication.
Communication is one of the fundamental aspects of our lives, our societies, and really our entire species. We like to talk. We like to communicate, whether verbally or nonverbally, and so there has been quite a bit of study that's gone into our communication. But, communication can happen at various levels.

One of the most common throughout our daily lives is interpersonal communication, or the sharing of information between two or more people. This is a personal form of communication, one that requires individuals directly engaging each other, as opposed to, say, watching the nightly news. So, interpersonal communication is a very important part of our lives. But, just because two people are communicating, doesn't mean they communicate the same way. And, just like that, interpersonal communication becomes a bit trickier.

Symmetrical Communication

When we are studying interpersonal communication, one effective way to categorize major patterns is through the relationships between people, or simply relational patterns. The question is how do different relationships define the way people interact while communicating? Well, let's look at some common examples, starting with the communication patterns between people who communicate in the same way.

This is called symmetrical communication because each person responds just like the other, so it's a continual back and forth. Thus, symmetrical communication tends to be very forward, direct, and well understood by

both parties. After all, when someone communicates in the same manner as you, it's pretty easy to understand where they're coming from.

Does this mean that symmetrical communication never leads to conflict? I'm sorry - have you met people? We can always find conflict! Especially if both people have communication styles that are high-conflict, then a symmetrical relationship is not going to decrease that. In fact, most power struggles in conversations are between people with symmetrical relationships. With each person responding in the same way, this sort of communication can escalate quickly unless one person chooses to give in. Despite this, symmetrical communication still tends to be very efficient, since there is little time or effort that has to go into understanding why the other person is acting the way they are, or what exactly they are trying to communicate.

Complementary Communication

According to Watzlawick, all communication is symmetrical meaning "based on equal power" or complementary which is "based on differences in power". In a symmetrical interchange, one individual does not have more dominance than the other. Often times the two individuals excel in different areas and therefore there isn't strong competition against the other. However in complementary interchanges, one person has more control than the other, and the difference in power is accepted and acknowledged. This is the case with parent-child relationships or relationships that are dominant-submissive. These types of relationships that have an unequal distribution of power are sometimes extremely harmful. This can be seen with "toxic friendships"

According to relationship experts, having a deep knowledge and understanding of the characteristics of your relationship type can add value to you and your relationships. Such understanding can help to bridging the bond between you and your friends, family, colleagues etc. Now, what type of relationship do you and your friend share? Is it a symmetrical relationship or is it a complementary relationship?

If you and your friend share a symmetrical type of relationship, it means that both of you possess similar traits, characteristics, backgrounds, hobbies and other factors that are similar. Both of you will feel very comfortable being with one another as you perceive your friend in the same way you perceive

yourself. Both of you are just the mirror of each other. Normally, when this happens, such similarities factors are vital in the process of developing mutuality.

On the other hand, if you and your friend have very different traits, characteristics, backgrounds, hobbies and other factors that are mostly opposite then you will beo have a complementary relationship. Couples usually develop this type of relationship because they felt that they provide balance to the other. For example, suppose, a husbandis very good in planning, but the wife is not good in organizing and executing plans. In a situation where the family is organizing a get-together, the husband provides a supplement or balance to the wife's weakness. He may plan and execute whatever was planned and the wife simply supports him.

Both symmetrical and complementary relationships however have both pros and cons. By maximizing the positive aspects, one can help to maintain one's relationships. For example, if you know that you and your friend shared a symmetrical type of relationship, then use the natural similarities between you and her to strengthen the relationship. On the other hand, if both you and your friend share complementary relationship, then focus on the differences between both you and her to maintain the relationship.

6.13 LET US SUM UP

- The process of communication implies the existence of a sender, a receiver, a message and a motivating climate in it
- Communication may be written, oral or by body language.
  Data communication is the active process of transporting data from one point to another. Networks are communication system designed to convey information from a point of origin to a point of destination.
- The following are the basic components for working of a communication system. They are : Transmitter, Receiver, Medium, Message and Protocol
- A computer network, often simply referred to as a network, is a collection of hardware components and computers interconnected by communication channels that allow sharing of resources and information.
- Communication within the management group is known as management communication or intra-management communication.

- The structure of an organization should provide for communication in three distinct directions: downward, upward, and horizontal
- Within an organization when communication occurs among persons of different positions it is called vertical communication.
- Horizontal communication is the transmission of information between people, divisions, departments or units within the same level of organizational hierarchy.
- Interpersonal communication is simply the exchange of information between two or more people. When people with the same communication style interact, we call it symmetrical communication. However, when people with opposing communication styles interact, it becomes complementary communication.



6.14 FURTHER READING

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6.15 ANSWERS TO CHECK YOUR PROGRESS

Answer 1: The three types of communication are: oral, written and body language.

Answer 2: Limitations of Oral Communication are :

- Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
- Oral communication is time-saving as far as daily interactions are concerned, but in case of meetings, long speeches consume lot of time and are unproductive at times.
- Oral communications are not easy to maintain and thus they are unsteady.

Answer 3: The five basic components of data communication are:

1. Transmitter, 2. Receiver, 3. Medium, 4. Message and 5. Protocol

6.16. MODEL QUESTIONS

A. Short questions (answer in around 150 words)

Q.1: Write a short note on the different methods of communication

Q.2: What is symmetrical communication?

B. Long questions (answer in around 300-500 words)

Q.1: What is data communication? Explain the different components of data communication with the help of a diagram.

Q.2: Distinguish between vertical and horizontal communication.

Q.3: “Symmetrical and Complementary communication are both necessary in our relationships”. Explain by citing examples.

UNIT– 7: COMMUNICATION BARRIERS

UNIT STRUCTURE

7.1. Learning Objectives

7.2. Introduction

7.3 Barriers of Communication

7.4 Types of communication barriers

7.5 Concept of noise

7.6 Types of noise

7.7 Let us Sum up

7.8 Further Reading

7.9 Answers to Check Your Progress

7.10 Model Questions

7.1. LEARNING OBJECTIVES

After going through this unit you will be able to:

- define Communication Barriers
- name the barriers to communication
- describe the different types of Communication Barriers
- define noise
- describe the different types of noise

7.2. INTRODUCTION

This is the seventh unit of the course on Concept of Communication. In the previous units we have introduced you to the concept, history, development, functions and types of Communication. In this unit we will introduce you to the basic concept of Communication Barriers.

Here we will discuss how the different barriers of communication take place. We will also discuss the concept and types of Noise. After a thorough study of this unit you will develop an adequate understanding of the concept of communication barriers and this will be your base for understanding the

concept of Mass Communication which will be studied in next unit of this course.

We hope that this unit will help you to understand the different barriers to communication and subsequently ways to avoid them. So let us first understand the meaning of communication barriers.

7.3 BARRIERS OF COMUNICATION

In common parlance, “Barriers” are any obstacles or difficulties that come in the way of communication. Barriers may be physical, mechanical, psychological, semantic, cultural or linguistic in nature. Communication barrier is faced by many people while communicating. Many a times meaning is lost while conveying the messages from a sender to a receiver

In communication process, sender encodes the message and passes it through some channel to the receiver who then decodes it. Communication is said to be complete if the messages sent by the sender are interpreted correctly by the receiver. However sometimes certain ‘factors does’ not allow the messages to be interpreted properly. Such kind of disturbance which impedes the proper transmission and interpretation of messages are known as Communication Barriers. Howsoever effective a communicator might be, he or she does face certain barriers from time to time.

In business communication the major obstacles arise because of the set –up of organization- organizational barriers. The size of an organization, the physical distance between employees of an organization, the specialization of jobs and activities, and the power and status relationships, are the main organizational barriers. Besides, there are the barriers, raised by interpersonal relationships between individual and group, the prejudices of both individuals and groups, and the channels they use to communicate.



CHECK YOUR PROGRESS

Q.1. What do you mean by barriers of communication?

……

……

7.4 TYPES OF COMMUNICATION BARRIERS

In the last section you have understood the meaning of communication barriers. Here you will learn about the different barriers of communication process.

The important communication barriers are summarized below:

(i) Physical barriers

Four main kinds of distractions act as 'physical barriers' to the communication process. They are –

- **The Completing Stimulus** in the form of another conversation going on within hearing distance, or loud music or traffic noise in the background. The cawing of crows or a plane passing overhead can for example, drown out messages altogether.
- **Environmental Stress:** A high temperature and humidity, poor ventilation, vibrations felt, a strong glare – all can contribute to distortions in the sending and receiving of messages.
- **Subjective Stress :** Sleeplessness, ill health, the effects of drugs and mood variations give rise to forms of subjective stress that often lead to great difficulties in listening and interpretation.
- **Ignorance of the Medium :** The various media for communication are: oral, written, audio, visual and audiovisual. The use of a medium with which the communicators are not familiar would turn the medium itself into a barrier. For instance the use of visual media like maps and charts to instruct workers who have not been taught to read maps and charts would alienate the workers immediately; they would "switch off"

for lack of knowledge of the medium.

(ii) Psychological barriers

Each of us has a certain 'frame of reference', a kind of window through which we look out at the world, at people, and events and situations. A frame of reference is a system of standards and values, usually implicit, underlying and to some extent controlling an action, or the expression of any belief, attitude or idea. Even if two individuals are identical to each other, they do not possess exactly similar frames of reference. To a large extent our frames of reference are influenced by our experiences, particularly our childhood experiences, and the cultural environment in which we have grown up. Heredity too has a great influence.

These 'mental sets' are modified by learning and deeper experiences as we grow and mature, and develop diverse frames of reference to meet different needs – our own and that of the group we identify ourselves with. This is the 'Reference group' whose attitudes towards religion, politics, and education and so on we adopt as our own – without being fully aware that we are doing so.

(iii) Semantic Barriers :

Semantics is the science of meanings. A word can carry as many as five hundred meanings. Such barriers arise due to differences in meanings, which people attach to the different words. The meanings of the words are not in the words: they are with us. A poor choice of symbols or their confused meanings could distort communication. Semantic barriers can be subdivided into:

1 Word interpretations
2 Gestures (handshakes and frowns)
3 Language translations
4 Signs and symbols
5 Cue meaning

Language facilitates understanding, but there are times when it can be a

barrier to communication. In the first place, a language (whether verbal or non-verbal) is ambiguous by nature. The words of language, for instance, are mere symbols, and by themselves rarely represent only one meaning. Further, these symbols are understood differently by participants in communication. And words (or symbols) process objective and subjective meanings. While objective (or denotative or dictionary) meanings point to objects, people and events, subjective (or connotative) meanings point to emotional and evaluational responses. The favourable and unfavourable associations of a word depend upon the cultural context in which it is used.

If everyone used symbols the same way, language would be much easier to manage and understand. However, your own experience shows that this isn't always the case. Messages that seem perfectly clear to you prove confusing or misleading to others. You tell the hair stylist to "take a little off the top" and then are stunned to discover that her definition of "a little" was equivalent to your definition of "a lot". You have a heated argument about the merits of feminism without realizing that you and the other person have been using the word to represent entirely different ideas. Misunderstandings like these serve to remind us that meanings are in people, not in words.

In Washington, D.C, an uproar developed when the city's ombudsman, David Howard, used the word ***niggardly*** to describe an approach to budgeting. Howard, who is white, was accused by some African American critics of uttering an unforgivable racial slur. His defenders pointed out that the word, which means 'miserly' is derived from Scandinavian languages, and has no link to the racial slur it resembles. Even though the criticisms eventually died away, they illustrate that, correct or not the meanings that people associate with words have far more significance than do their dictionary definitions.

Apart from the above mentioned barriers, there are also other barriers. These are given below;

Personal Barriers: No two people are alike. People differ from one another because of different geographical, economic, social, educational or occupational backgrounds. Some characteristics are inherited by them due

to their birth, family backgrounds, upbringing or social events that are unique to them. These include –

1 Personal Emotions
2 Biases
3 Perceptual Variations
4 Competencies
5 Mental Faculties
6 Five Senses
7 Psychological Problems

Technical Barriers : Technical barriers arise due to:

1 Space or geographical distance
2 Mechanical failures
3 Physical obstructions (too much emphasis on the organization structure
4 Technological malfunctions (like bad telephone lines, poor printouts from the printer etc)
5 Improper timing of communication
6 Wrong timing of communication

Linguistic and cultural barriers : A language is the expression of the thoughts and experiences of a people in terms of their cultural environment. When the same language is made use of in a different culture, it takes on another colour, another meaning. When for instance, English is employed in India, it comes under the influence not only of the accent of the local language, but also of the meanings and connotations of words, phrases and idioms of that language, and of the culture that has given rise to it.

Each language shapes the reasoning of its speakers. Thus English enforces 'either/or' thinking and reasoning, which Chinese does not. Indeed no human is free to describe nature with strict objectivity; he is a prisoner of his language and even the same language has to cross not only cultural and generation gaps, but political and social gaps.

What is more, in our own familiar environment we switch our type of language fairly frequently, probably quite unconsciously ; we modify it according to whom we are talking to, where we are, and according to what we talk about; there is a different language for discussing profits margins and for talking

about the merits of the domestic help…….. we are aware of the situational differences. This is equally true of on-verbal language: a nod of the head does not mean assent in all cultures; the 'thumbs up' gesture has different associations for urban and rural groups in India; the touching of an elder's feet is a mark of respect in North India, but a mark of humiliation in other cultures.

Barriers arising from the organization climate: These are the barriers that are created due to problems in the culture of the organization and also, due to lack of proper directions of the managers or top brass. These are as follows –

(i) Fears

Fear includes:

- Fear of being misinterpreted
- Fear of distortion by grapevine
- Fear of exposing oneself to criticism
- Fear of getting fired

In the words of Izard and Tomkins, 'Fear is an affect of great potency in determining what the individual will perceive, think and do'. Indeed together with the allied emotions of nervousness, anxiety and tension, fear is the most constricting of all the effects, resulting often in 'tunnel vision' (near-blindness to a great part of the communication). It also gives rise to slow and narrow thinking which selects and distorts communication.

During an interview, a candidate's fear, tension and anxiety tells on his performance: he fumbles for words, misinterprets questions and in general gives a poor show of himself. During a written examination, nervous candidates misread the instructions, misunderstand the questions asked. Some psychologists, however, are of the view that a little anxiety is good, for it brings into use brain-cells otherwise inactive, and heightens attention, improves performance, releases certain hormones, and facilitates learning by a greater spread of nerve messages in the brain. In other words, fear and anxiety can be turned into a source of energy and confidence.

(ii) Poor or Ego-centred Supervision : Poor supervision may create

obstacles in the communication process. Typically, the person may think that he is being ignored or dominated.

(iii) Insincerity and lack of confidence: Insincerity means that communication is superficial. Lack of confidence means that the message or the communicator of the message is not trustworthy.

Organization structure barriers:

When the organization structure is not properly defined, the responsibility and authority are not assigned and channels are not clear. Thus, communication is likely to be ineffective and even harmful. These barriers are as follows:

1 Lack of chain of command
2 Bureaucratic delay
3 Political manipulations
4 Class conflicts



CHECK YOUR PROGRESS

Q.2. What are the different types of barriers to communication?

……

……

7.5 CONCEPT OF NOISE

In common parlance, the word noise means unwanted sound or noise pollution in both analog and digital electronics, noise or signal noise is an unwanted random addition to a wanted signal; it is called noise as a generalization of the audible noise heard when listening to a weak radio transmission. As far as communication is concerned, noise refers to influences on effective communication that influence the interpretation of conversations. Communication noise can have a deep impact on our perception of interaction with others and our analysis of our own communication proficiency.

Main forms of communication noise are **psychological noise, physical noise, physiological noise and semantic noise**. All these forms of noise greatly influence our communication with others.

7.6 TYPES OF NOISE

In the last section, you have understood the meaning of noise. Here you will learn about the different types of noise. These have been summarized below -

(I) Physical Noise

This kind of noise is produced by any external element that hinders the process of communication. Communication is affected by physical noise, which is any external element that hinders the process of communication. A noisy or confined environment may hinder the development of clear thoughts. Encoding could be faulty. Transmission could be interrupted by disturbances of the telephone line. Inaccurate reception of the message could be caused by lack of attention. Decoding could also be faulty, or the receiver could be interrupted by disturbances of the telephone line. Inaccurate reception of the message could be caused by lack of attention. Decoding could also be faulty, or the receiver could be prejudiced against the sender.

Examples of physical noise include: people talking in the background, background noise, a startling noise and acknowledging someone outside of the conversation.

(ii) Mental Noise

Mental noise could be present due to a state of mental instability of the receiver. This could happen due to social, economic, personal or psychological problems being faced by the receiver.

(iii) Psychological noise

Such noise results from preconceived notions we bring to conversations, such as racial stereotypes, reputations, biases and assumptions. When we think about what the other person is going to say and why during any conversation, we can get carried away by their original message. It is quite difficult to free ourselves from psychological noise. So, we must take it into our stride that it exists and to take into account those

distractions during our conversation.

(iii) Semantic noise

This noise is generally caused by the sender, i.e., the encoder. It takes place when the grammar as spoken by the sender cannot be decoded. Such type of noise also occurs when we keep technical language



CHECK YOUR PROGRESS

Q.3. What do you mean by noise? What are the different types of noise? Name them.

……

……

……

7.7 LET US SUM UP

In this unit you have been introduced to the concept of barriers to communication and noise. Let us go over what we have learnt

- Communication barriers are any obstacles or difficulties that come in the way of communication.
- There are mainly three types of barriers- physical barriers, psychological barriers and semantic barriers
- Noise means unwanted sound or noise pollution.
- There are mainly four kinds of noise-physical, mental, psychological and semantic noise



7.8. FURTHER READINGS

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7.9 ANSWERS TO CHECK YOUR PROGRESS

1. Barriers to communications are certain disturbances that occur during a communication process. Communication barriers may be due to lack of communication environment or a common frame of reference, noise, badly coded messages, disturbance in the transmission channels, mistrust between the sender and the receiver, different perception of reality and vagueness about the objectives achieved.
2. The different types of barriers to communication are physical barriers, psychological barriers, and semantic barriers. Apart from these three types of barriers there are also organization structure barriers, linguistic and cultural barriers, technical barriers and personal barriers.
3. Noise means unwanted sound which tends to break down communication process or causes disturbances in the environment leading to noise pollution.
4. The main forms of noise are psychological noise, physical noise, physiological noise and semantic noise.

7.10 MODEL QUESTIONS

A. Short questions (answer in around 150 words)

Q.1: What is the difference between mental noise and psychological noise?

Q.2: What communication barriers are generally encountered in an organization?

B. Long questions (answer in around 300-500 words)

Q.1: Discuss the different types of barriers to communication.

Q.2: How are physical barriers different from semantic barriers?

Q.3: Discuss the different types of noise.

** *** **

UNIT- 8 : MASS COMMUNICATION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Mass Communication,

8.3.1 Definition

8.3.2 Characteristics of Mass Communication

8.3.2 Types of Mass Communication

8.4 Functions of Mass Communication

8.5 Evolution of Mass Communication

8.6 Mass Media

8.7. Let Us Sum Up

8.8. Further Reading

8.9. Answers To Check Your Progress

8.10. Model Questions

8.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define Mass Communication and Mass Media
- explain the characteristics of Mass Communication
- name and explain the types of Mass Communication
- enumerate the functions of Mass Communication
- delineate the evolution of Mass Communication

8.2 INTRODUCTION

In the previous units, we have learnt the basic concepts of communication, its process, functions, barriers etc. In this unit we are going to discuss one of the most important forms of communication - Mass Communication - that has a very deep influence on the lives of all human beings across the world, an influence which is increasing every passing day.

Mass Communication is an activity that has been encompassing each and every sphere of our life. So, a detailed study of this system will help us in communicating better with our surroundings and the society. We will be discussing various aspects of the wider concept of Mass Communication here in this unit.

After you go through this unit, you will know what Mass Communication means, how it works, its characteristics, growth and development. So, let us first understand what Mass Communication means.

8.3 MASS COMMUNICATION

Mass Communication is the activity or process of communicating with an innumerable number of receivers or audiences who might be scattered all over the world.

Over the decades a rapid advancement in science and technology has facilitated the system of communicating with people anywhere in the world and it has become a simple enough function today.

Sending across our messages to the audiences or receivers has been rendered quite simple nowadays and everyday it is improving at a faster pace.

Because of this, the world today has become a smaller place as any person can communicate with anyone across the globe in a few seconds any moment of the day or night. Geographical or physical barriers are coming down very fast.

Mass Communication helps us in socialization among the people irrespective of any border – whether geographical, political, economical or otherwise. Nowadays, like human beings, the nations of the world have also become dependent upon each other for so many things including their growth and development. So, an acute need to address the people worldwide has arisen over the decades reaching the peak today. Thus, Mass Communication has assumed an ever more significant role today and an almost inseparable part of our life.

To communicate with an audience spread all over the world is definitely

a tough task as all of them differ in culture, civilization etc. Being a system of communicating with such a large number of people with hardly any similarity among them, it is definitely a difficult task, totally different from personal level communication.

Mass communication is a 'mediated' communication because, to communicate with such a huge number of people all over the world, we must take the help of a mechanical medium without which it will be impossible to carry out the task.

This is also a highly impersonal form of communication. There is no direct personal touch between the communicators and audiences or readership at all.

It has to be simultaneous which means that the messages must be available to the interested people at the same instant, except in case of newspapers. Even for newspapers and magazines, though the time of delivery may not be exactly the same, yet a fair amount of simultaneousness is maintained.

It is a 'magic multiplier' or 'force multiplier' which means that a single message broadcast by the media or printed in a newspaper or magazine is available in the air which can be downloaded virtually any number of times any moment with the help of receiver sets.

Mass Communication is an important discipline for every section of our lives – science & technology, environment, political system etc.

A profession in the media is a high pressure job because 'the switch is in our hands'. That is – if we don't like a certain programme we simply switch it off rather than watching bad programmes. So, the media persons must be good enough to keep the audiences glued to the media any time of the day or night.

8.3.1 Definition

Different communication experts have defined Mass Communication in different ways. However, if we want to quote a generalized definition of Mass Communication which reflects all the characteristics of Mass Communication, we can put it this way:

'Mass Communication occurs when a small number of people send messages to a large, anonymous and usually heterogeneous audience through the use of a specialized mechanical communication device.'

So, Mass Communication represents the creation and sending of a homogenous message to a large heterogeneous audience through the media.

Communication expert Mr JV Vilanilam defines Mass Communication as "a communication of mass-produced messages to mass audiences consisting of millions of people who do not gather at any particular place but individually receive the messages sitting in their homes or their offices. The messages are produced by trained professionals in organizations specially formed by private entrepreneurs or public / government / autonomous bodies which invest millions of dollars for the production and dissemination of those messages."

Here, we come across the concept of 'professional communicators' who are nothing but trained personnel engaged in broadcasting or publishing messages from the original sources. For example – if the Prime Minister of the country would like to send across a message to the people, the people employed by the media organizations like newspapers / TV / Radio, edit the messages and broadcast / publish it in a suitable manner for the benefit of the public. So this breed of personnel is called the professional communicators.

8.3.2 Characteristics of Mass Communication

Here, we will discuss a few of the important characteristics of Mass Communication that will make it convenient for you to understand the concept better.

- The number of receivers or audiences is innumerable. It includes anyone living anywhere in the world without any consideration for gender, religion, country, state etc.
- The messages must be available to anyone who might like to

enjoy it. There must not be absolutely any deprivation or discrimination based on any criteria in this regard.

- The feedback is the most delayed in this type of communication. This is so because even if a receiver would like to express as well as register his or her reaction about anything broadcast or published in the media it would still take some time before it can be properly acknowledged in the media.
- The message delivery has to be synchronous or in other words happening at the same moment everywhere, wherever it is available. For example - whenever we listen to radio or watch TV programmes it is available at the same time for all the receiver sets across the globe without any exception.
- The process of Mass Communication is rather a complex one with several steps, from encoding to finally delivering it to the receivers. This is very much comparable to the process of communication in the basic sense.
- Here, you will be introduced to an important concept called the 'gatekeeping' process. This concept means that out of so many things happening all around us and so many messages coming to us from all sides, we do not pay attention to all of them. We are attracted by only a few of these events and activities on which we do concentrate our attention. Gatekeeping is also done on macro as well as on micro level by the organisation depending upon the importance of the message.
- The audience of Mass Communication is spread anywhere in the world with no homogeneity at all. They are highly scattered, disorganized and shapeless as a whole and are anonymous to the source.

8.3.3 Types of Mass Communication

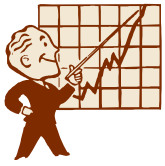
Mass Communication is a vast field and has several types classified upon different parameters. There are basically three types of Mass Communication. Here we will give you just a very short

introduction to the different types as each of these types will be discussed in detail in subsequent study materials. These are -

Journalism: It is the business of presenting news to the masses. It brings the whole world into our drawing rooms in the form of news items from across the globe from thousands of miles away. Even though the news items served in the newspaper or news channels seem to be simple enough, yet, one can hardly imagine the efforts, time, resources (financial and otherwise) needed to carry out the whole task.

Public Relations: It is that type of Mass Communication which tries to create as well as boost the pubic image of an organization among the masses. As the present age is an age of tremendous competition among the business corporations, the ones which will enjoy the maximum support of the audiences or publics will be the most successful ones in the long run. So PR is important for industry today.

Advertising: It is the paid form of publicity used for creating awareness about a product or service among the masses. For publication of an advertisement the manufacturers or service providers of the products or services have to pay a certain amount of money to the media house. It is interesting to note that most of the mass media organizations actually survive and thrive on the collection of advertising revenues which is generated by selling its space for publishing or broadcasting messages in return for a fee so that people can come to know about that product.



CHECK YOUR PROGRESS

Q.1. Define Mass Communication.

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Q.2. What are the different types of Mass Communication?

……...

……...

8.4 FUNCTIONS OF MASS COMMUNICATION

Communication and Mass Communication are integral aspects of our life and thereby the society at large. That is why they have to perform certain functions which are expected of them by the society. This is obvious because only through communication we can transform the world, by allowing people to know about our revolutionary ideas, feelings, cooperation etc.

A few of the functions of Mass Communication are -

Information: We are essentially social beings and so we have to live in the company of other people in close proximity. Thus, to keep in touch with other fellow human beings we have to exchange our feelings, attitudes etc. From a technical point of view these are simply bits of information in themselves which carry and connote certain meanings to the receivers. The initiator or sender of the messages encodes those messages and the receiver decodes or accords certain meanings to them.

Instruction: Mass Communication has developed into a broad platform with lot of opportunities for presenting diverse views, solutions, models for various problems, issues and developmental initiatives from which the masses can pick up the one most suitable for them. Besides, being serious analyzers of such issues and problems, day in and day out the mass media agencies develop certain expertise in such matters. And thereby instruct people about what course of action is to be taken at times of crisis.

Entertainment: Entertainment is a major function of Mass Communication along with others. Actually, for most of the audiences and readership of mass media, the term generally conjures up an image of entertainment programmes and messages at the first instance, while other facets come only later on.

Even when someone reads a news item in a newspaper it also brings to

him or her a sense of entertainment besides fulfilling other necessities.

Persuasion: Mass Communication persuades the masses into believing in a certain issue or ideology by plainly offering all the sides of the issue or the problem in front of the people so that they can make a conscious and wise decision. We have already mentioned that it is a very effective platform for discussion of such issues.

Debates and discussions / agenda setting: It is a normal feature that every society has a number of problems and issues confronting it at any given time. For example, in Assam we had the immigrants' issue resulting in the Assam Accord of 1985, besides the problems of unemployment, secessionist violence and floods etc.

Similarly, at the national level the issue was whether India should produce nuclear weapons or not etc. Now, it is the media which keeps a hawk's eye on these issues and puts them in front of the public in order of a certain priority.

Cultural promotion: Mass media promotes cultural aspects of a society / community, a nation or a country by focusing it amongst a global audience. Otherwise, how could we, the people of India, more so Assam in general come to know about the socio-cultural ethos of, say, the Red Indians in the USA, or nearer home, about the culture of the South Indian people. Similarly, the culture of Assam and the communities of the North-East region have been introduced to the world audience by mass media. This activity very effectively works as a convenient cultural exchange programme in today's age of increasing dependence upon one another amongst the nations and societies of the world.

Integration: Mass media creates a strong unifying sense amongst the masses. It can be mentioned here that English was introduced as a common medium of instruction in the schools and higher institutions across the country in the early quarter of the 19th century by the British government. This has contributed immensely towards the integration of the country during those days.

This was so because India is a country of continental proportions with hundreds of ethnic communities and tribes and other racial groups co-existing with distinct cultural identities. But English language has solved this problem to a great extent and the success of the freedom movement had a lot to do with this phenomenon

Socialization: Mass media is a wonderful instrument for introducing ourselves to the outside world, right from our childhood. For a child, the first ever introduction to the world is facilitated by his or her parents or the immediate family followed by friends, society, school etc. However, the influence of mass media in making the children aware of the world and its treasure of knowledge is quite overwhelming and more than anything else.

Further, it also has to perform the function of improving the taste and of enlarging the sense of life's worthwhileness among the masses.

The modern communication media allow individuals to be linked, for the first time, directly to a national community without any mediating influence of regional and local affiliations.



CHECK YOUR PROGRESS

Q.3. What are the functions of Mass Communication?

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Q.4. Who invented the printing press?

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Q.5. Why is Gutenberg's printing press considered to be a turning point in the history of mankind?

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Q.6. Who invented the telegraph and when?

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8.6 MASS MEDIA

As we have already discussed, media are the tools and instruments for carrying a message of information to the audiences As such, mass media means the tools for facilitating Mass Communication. In simple terms, it is the carriers of messages of Mass Communication to an innumerable audience which may be scattered anywhere around the world in an uneven way.

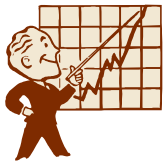
As a communicator has to address so many people at the same instant all over the world, it is virtually impossible to do so without the help of a powerful instrument. Hence we have to use the services of mass media – Radio, TV, Films, Newspapers, Magazines, and Books etc. They act as the bridge between the communicator and the people for whom the communicator is saying something.

In the entire process, two types of mediators are involved – first the human mediator or professional communicator who is responsible for collecting, editing or brushing up the messages for making them suitable for broadcasting or printing. Reproducing the messages of the main source communicator without any distortion is a challenging job. At the same time, while editing or brushing up the messages for human consumption, professional communicators also have to keep in their minds that the messages must be prepared in a manner easily understandable to the masses. Otherwise, it will lose its appeal and attraction.

Secondly, side by side with the professional or human mediators or communicators, the mechanical devices or mass media instruments must also be in a good state so that presentation to the masses is smooth and free of any technical difficulty. Else, even a very nicely-produced and attractive programme may become worthless if the TV or Radio broadcasting becomes problematic with disturbances from sound or other sources.

We can say that if a person is interested in making a career in this field – Mass Communication – it would be a good idea to have at least a fair knowledge of the general way of functioning of mass media instruments.

The growth and development of mass media has actually revolutionized the world by helping in carrying information to the peoples' doorsteps, round-the-clock, 365 days a year.



CHECK YOUR PROGRESS

Q.7. What do you mean by mass media?

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Q.8. Name five important mass media.

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8.7 LET US SUM UP

In this unit you have been introduced to the concept of Mass Communication. Let us go over what we have learnt.

- Mass Communication is the process of communicating with innumerable audiences at the same time with the help of mechanical devices.
- The audiences are mostly unknown to each other, separated by geographical and political barriers and do not enjoy any closeness amongst themselves. The feedback or the reaction or response to a message from the communicators is delayed due to several factors.
- There are different types of Mass Communication – Journalism, Advertising and Public Relations.
- On the other hand, mass media means the devices through which communication with the masses takes place, for example – Radio, TV, Films.



8.8 FURTHER READINGS

1. **Handbook of Journalism and Mass Communication —** VB Aggarwal & VS Gupta, Concept Publishing Company, New Delhi
2. **Mass Communication in India —** KJ Kumar, Jaico Books, Mumbai
3. **Understanding Human Communication —** Ronald B Adler & George Rodman, Harcourt Brace College publishers
4. **Mass Communication in India,** JV Vilanilam, Sage Publications, New Delhi.

8.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q no. 1: Mass Communication is the process of communicating with an immeasurable audience or readership who may be spread across the world. Mass Communication occurs when a small number of people send messages to a large, anonymous and usually heterogeneous audience through the use of a specialized mechanical communication device.

Ans to Q no. 2: Journalism, Advertising, Public Relations

Ans to Q no. 3: a) Information
b) Instruction
c) Entertainment
d) Persuasion
e) Cultural promotion
f) Integration
g) Socialization

Ans to Q no. 4: a) Gutenberg

Ans to Q no. 5: Gutenberg's invention of the printing press in the 16th century was a revolutionary turning point in the history of mankind as it became the starting point of the development of the concept of Mass Communication as production of books in large numbers became possible and knowledge or information could be made public at a minimum cost and labour.

Ans to Q no. 6: Guglielmo Marconi, 1873.

Ans to Q no. 7: Mass media are the tools for facilitating Mass Communication. They are the carriers of messages of Mass Communication to an innumerable audience which may be scattered anywhere around the world in an uneven way.

Ans to Q no. 8: Newspaper, radio, television, internet, magazines.



8.10. MODEL QUESTIONS

Q.1: What is Mass Communication? What are its different types? Write with suitable examples.

Q.2: What are the characteristics of Mass Communication?

Q.3: Write on the growth of Mass Communication.

Q.4: What is mass media? What are its types? Write with examples.

Q.5: How does Mass Communication differ from mass media?

UNIT– 9: PROCESS OF COMMUNICATION

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 How Communication takes place

9.4 The elements of communication

9.4.1 Sender

9.4.2 Receiver

9.4.3 Message

9.4.4 Channel

9.4.5 Feedback

9.5 Let us Sum up

9.6 Further Reading

9.7 Answers to Check Your Progress

9.8 Model Questions

9.1. LEARNING OBJECTIVES

After going through this unit you will be able to:

- outline the process of Communication.
- explain how the Communication process actually takes place.
- name the different elements of communication.
- explain the functions of these elements.

9.2. INTRODUCTION

By now, after going through the previous units, you have already got the idea about what communication actually is. You have come across various segments of communication. In this unit we are going to discuss the process of communication, what exactly the entire process is and what are the elements involved in the process.

What the term ‘Communication’ actually means and how it is defined is clear to you by now. In the previous units we have discussed the concept, functions, barriers and types of communication. As you read this unit you

will learn that the process of communication is very interesting. The entire process of communication takes place with the help of various elements. These elements have a very important role to play. Their role and function will also be discussed in this unit.

Communication is a very common term and it also seems to be very simple. It is a term which is directly or indirectly used in our day to day life. Now, the communication process has got many elements which help in making the entire process successful. So let us understand the process of communication.



CHECK YOUR PROGRESS

Q.1. What is Communication?

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Q.2. Fill up the gap;

Communication process has many ----------

(i) elements (ii) aspects (iii) functions.

9.3 HOW COMMUNICATION TAKES PLACE



Communication is the process when any kind of information is passed by an individual (the sender) to another individual or individuals (the receiver) with the help of any kind of medium. Communication can be spoken in words or in can be non – spoken also. It is a continuous process which is going on all the time. The necessity of communication can be regarded as one of the basic needs of any living being. If the communication process stops then the life processes will wither away. The need of communication is same for both at the individual as well as in the social level.

For successfully completing the communication process there is a need of at least one (communication can be done within our own self also) or more persons.

Here, the person who would like to start the proceedings is called is called the 'Sender' of messages. The person who receives what the sender has said is termed as the 'Receiver'. He is called the receiver because he receives the communicated message.

Now, to give a more clear picture we are citing an example. For instance, Mr. X wants a pen from his friend Mr. Y. He would therefore form a suitable sentence in this regard in his mind and speak to his friend or somebody else present there. The suitable sentence which he will form is the 'Message'.

Now, if Mr.Y or anyone who has heard the sentence will first listen to what has been said. Then he will try to understand the meaning of the sentence. Following this, the Receiver of the communication message will simply give Mr. X a pen. Or it might also happen that the receiver does not give him a pen as the latter may not be free at that time or due to any other factor. Here, in return to Mr. X's sentence or message, the Receiver may or may not speak anything but may simply do the job that is asked to carry out.

When something is said or communicated to the other person (the sender) or while replying, the Receiver of the messages also goes through the same process. At first he or she decides what is to be said in the reply to the first communication and then formulates a suitable sentence or message, which is later on passed on. This is called 'Feedback' in communication. It is nothing but the response of the Receiver.

Now, the next aspect that comes to this process is the 'Channel' which is the carrier of the information or messages which an individual wants the other person to know or receive. Channel can be of many forms. It can be language, gestures, etc.

Ten Commandmants of Good Communication

Some essential points of good communication have been given by the American Management Association, which are popularly known as the ***Ten***

commandments of good communication. These commandments are mentioned below;

1. Clarification of ideas before communicating.
2. To examine the actual purpose of communication.
3. Taking the entire environment, i.e., both human and physical, into consideration.
4. While planning the communication, valuable advice should be taken and implemented as and when required.
5. The basic content of the message should be clear and suitable for the listeners.
6. Useful information should be conveyed whenever possible.
7. Feedbacks of the subordinates should be ascertained for communicating successfully.
8. Communication should be designed keeping in mind the present as well as future prospects.
9. Support words with deeds.
10. Be a good listener.

The above mentioned essential points of communication are specially mentioned keeping in mind any management organization. But every communication process needs to follow these essential points in order to make any kind of communication process a success. The ten commandments are discussed below;

- Before preparing a message, the sender has to clarify the message considering the receiver of the message. If the message is analyzed in a systematic manner it will be communicated in a more clear way.
- The objective of the message has to be determined beforehand so that the actual message can be designed in a proper way.
- The entire physical surrounding, the social atmosphere as well as the past communication practices should be taken into account so that it becomes easier for the receiver to accept the designed message.
- For any kind of communication there should be proper planning.

Valuable advice from experts should be welcomed whenever necessary and applicable.

- In order to disseminate the message many factors should be kept in mind such as, language, voice and facial expressions which should be considered.
- Important and valuable information should be given whenever necessary.
- In any kind of communication, feedback is very necessary. Through the feedback it is possible to know what the effect of the message is, whether the main aim of the message has been fulfilled or not.
- The process of communication should be designed keeping in mind the future as well as the present.
- It is very important to support the words with action. All communication messages are prepared with some aim. It is very important to support one's words with action.
- For understanding the actual meaning of the message in any kind of communication, the role of the listener is very important. With the help of a good listener, the understanding of any message becomes easy and simple.

The seven C's of Communication

1. Credibility: Communication always starts with trust. The receiver should have confidence in the sender. This will only lead to a successful communication.
2. Context: A communication must be designed according to the environment. The context should always confirm and not contradict the message.
3. Content: The message should have meaning for the receiver. It should be understandable to him. The content of the message always determines the audience.
4. Clarity: The message should be very simple and easily understandable. The meaning should remain same to the receiver as it is to the sender. Words used in the message should be very simple while any kind of complicated terms, phrases, themes, etc should be avoided.

5. Continuity and Consistency: Repetition is a very essential in the process of communication as it is a continuous process. Uniformity should be maintained in the entire process.
6. Channels: The channels that the receiver is comfortable with should be used and it should also be an established one.
7. Capability: The capability of the audience should be considered so that the message can act effectively. It should be such that less effort is required on the part of the recipient.



CHECK YOUR PROGRESS

Q.3. What are the main ingredients in the process of communication?

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Q.4. What are the ten Commandments of Good communication?

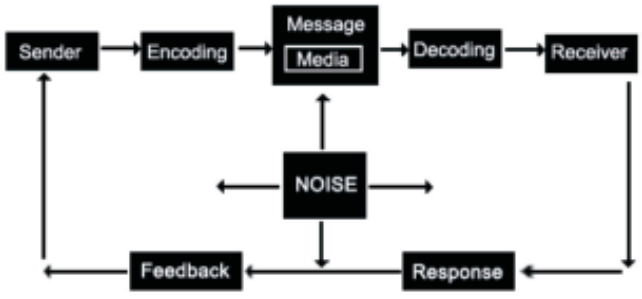
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9.4 ELEMENTS OF COMMUNICATION

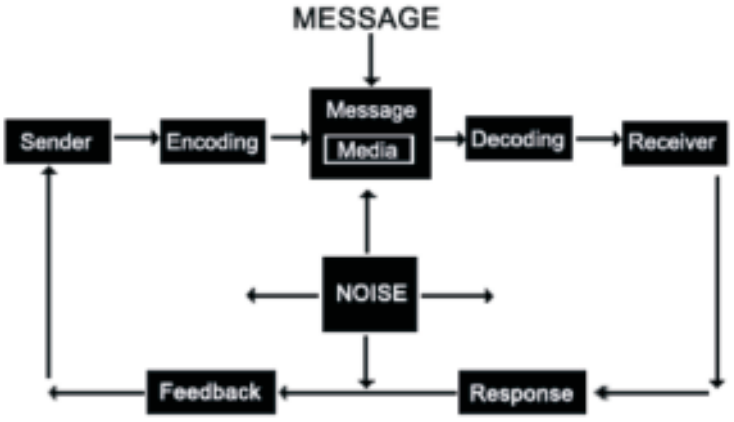
The process of communication is a continuous process. It has several aims. The main aims of communication are human relations, dialogue, empathy, persuasion, influencing, information, and understanding. The process of communication involves many elements as shown below.



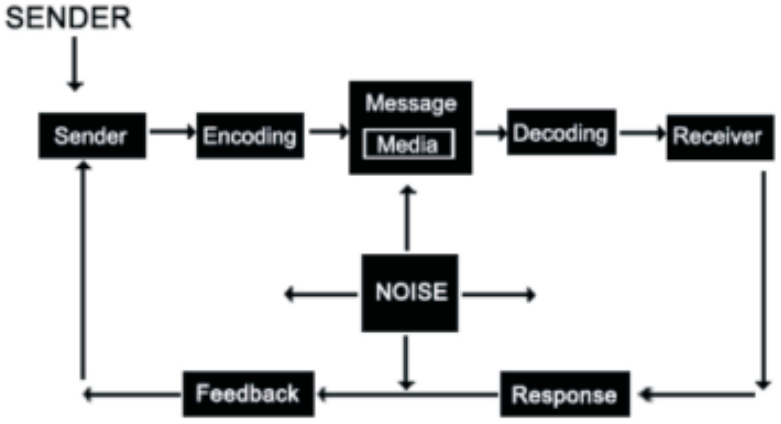
Source: www.learnmanagement2.com

A brief description of the various elements of communication is given below:-

1. **Message:** A message is any information which may be either spoken or written, that may be passed from one person to another. It is the fact which would be communicated to another person or party. It can be related to any fact, opinion, attitude, etc. The actual content of the message exists in the minds of the communicator.



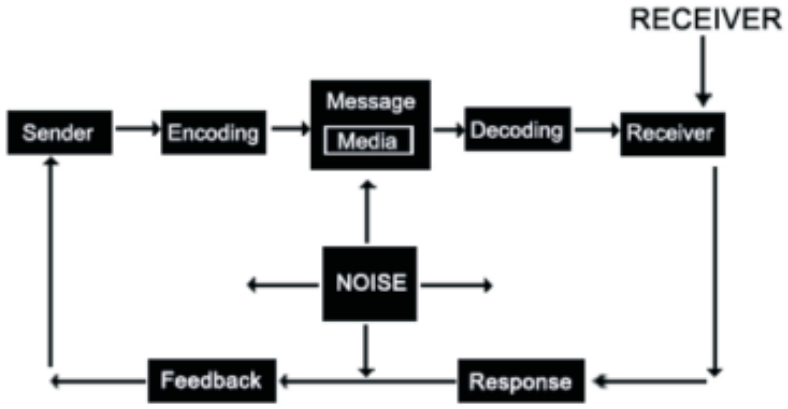
2. **Sender:** The sender of a message is the person who transmits the message. He/She is the one who communicates the message. Now the sender is not only required in a human conversation but it is also required in any kind of communication process.



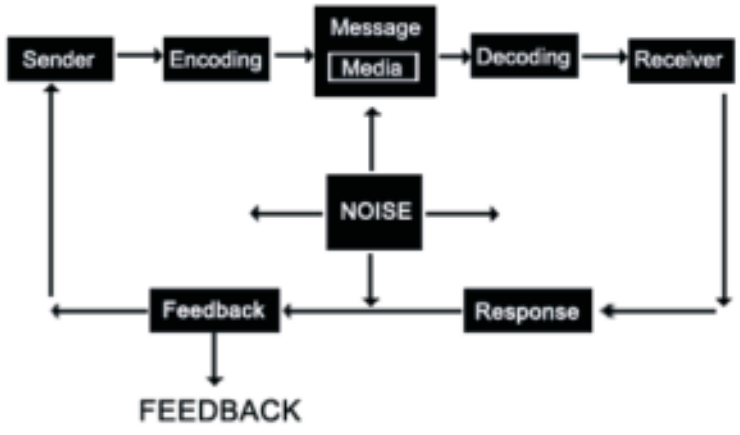
3. **Channel:** Channel is the means or the medium through which message has to be passed. The Channel acts as the carrier of the messages. The information that the sender wants his receiver to know is sent

through the channel. Channel may include language, written media, telephone, radio, etc.

4. **Receiver:** The receiver of a message is the person who receives the message. The message of the sender is especially meant for the receiver. It is he or she who receives, interprets, perceives and understands the message.



5. **Feedback:** The most important principle of effective communication is to get back the feedback regarding the communicated message. The feedback is obtained from the receiver. Feedback is the process to know whether the receiver has understood the message or not. With the help of the feedback it becomes easier to know the reaction of the receiver and in the process it helps to answer and interpret the message as required.



9.5 LET US SUM UP

In this unit you have learnt about the process of communication and how it takes place. Let us go over to what we have already learnt.

- Communication is the activity of exchange of information with oneself or with any other individual with the use of different methods.
- The essential elements of the process of communication include components such as a sender, a receiver, a channel or a vehicle for the movement of the messages or the information, feedback or the responses to the communication, noise or any kind of disturbances that might interfere during the process of communication resulting in partial understanding or misunderstanding of the meaning of the messages creating in the wastage of all the efforts made for the whole process of communication.
- The process of communication to be successful must consist of the 7 C's of communication, which are- credibility, context, content, continuity, consistency, channel and clarity.



9.6 FURTHER READING

1. Handbook of Journalism and Mass Communication- VB Aggarwal & VS Gupta, Concept Publishing Company, New Delhi.
2. Mass Communication in India – KJ Kumar, Jaico Books, Mumbai.
3. Mass Communication, Theory and Practice, Uma Narula, Harchand Publication, New Delhi.
4. Mass Communication, Theory and Practice, K.B. Datta (Edited by), Akansha Publishing House, New Delhi.



9.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q.No.1: Communication is the activity of sharing or exchanging information between two or more persons. It is a basic and universal

tool for making others known to our views, feelings, interests, etc.

Ans. to Q.No.2: Elements.

Ans. to Q.No.3: Sender, receiver, message, channel, noise and feedback.

Ans. to Q.No.4:

a. Before preparing a message the sender has to clarify the message considering the receiver of the message.
b. The objective of the message has to be determined beforehand.
c. The entire physical surrounding, the social atmosphere as well as the past communication practices should be taken into account.
d. Planning should be there for any kind of communication.
e. In order to disseminate the message language, voice and facial expressions should be considered.
f. Information should be given whenever necessary.
g. In any kind of communication feedback is very important.
h. The process of communication should be designed keeping in mind of the future as well as the present.
i. The words should be supported with action in communication.
j. The role of the listener is very important in any kind of communication.



9.8 MODEL QUESTIONS

Q.1: Describe the process of communication and explain why it is important in the lives of human beings.

Q.2: What are the elements in the process of communication? Explain with suitable examples.

Q.3: What do you understand by seven Cs of Communication?

Q.4: Discuss the 'ten commandments' of good communication.

Q.5: Write short notes on

(a) The Sender (b) Feedbacks (c) Channel.

UNIT-10: COMMUNICATION & SOCIETY

UNIT STRUCTURE

10.1 Learning objectives

10.2 Introduction

10.3 Role of communication in society

10.4 Why communication is important

10.5 Impact of society on communication processes

10.6 Communication and social change

10.7 Communication and culture

10.8 Information Society

10.9 New Information order

10.10 Let us Sum up

10.11 Further Reading

10.12 Answers to Check Your Progress

10.13 Model Questions

10.1. LEARNING OBJECTIVES

After going through this unit you will be able to:

- the importance of communication in society and the role played by it
- how does communication influence the society
- how communication affects social change and cultural aspects of the masses or the society
- what is an Information Society and how it functions
- what is New Information Order

10.2. INTRODUCTION

You are already familiar with the broad concept of the communication process and also its various aspects in today's context. Communication has managed to establish itself as the 'fourth basic human need' after food, shelter and clothes for human beings.

As communication is integrally connected to our life we can't imagine

a life without it. You may have heard about punishments given to criminals by putting them in 'solitary confinement' in prisons. This is nothing but putting the person in a small single cell where he or she can't see or meet any other human being. This becomes very depressing. The severest punishment if someone wants to give a person--STOP TALKING. This situation is not less than a death.

Now, as communication is so closely related to our day-to-day life having bearing on the evolution of our future life, it is only necessary and natural that an adequate amount of study must be carried out to examine its different related aspects from all angles.

In other words, we can say that the entire world runs on 'communication' or it is the 'fuel' of the world community. Is there 'any' aspect or walk of life of the humankind where there is no need of communication?

Here, if we study it in detail it will help us in understanding it better and also at the same time allow us to find out more and more ways of improving it in the future – both for mass communication and individual interaction through person-to-person communication. This is why it is necessary that we become familiar with communication as a discipline to the maximum extent possible.

10.3 ROLE OF COMMUNICATION IN SOCIETY

It almost goes without saying that communication has a huge role to play in society and it is an integral part of it. It is the cement of society. It is impossible to confine it to the limits of written words. Therefore, it is important to understand the extent of this role played by communication in the society. We shall try to explain this in simple language by elucidating the following concepts.

(a) Socialization:

The term socialization is used by Sociologists, Social Psychologists, Anthropologists and others to refer to the process of inheriting norms, customs and ideologies. Socialization provides the individual with habits and skills necessary for participation in social activities within their own

society. Thus, sociology describes the process by which an individual is integrated into the society. People are shaped by both social influences and their biological makeup. A person's socialization is vital for his behavioural activities. When we use the phrase 'to socialize' we mean simply to associate or mingle with people socially.

There are different types of socialization. Such as, (a) Primary socialization, (b) Secondary socialization, (c) Developmental socialization, (d) Anticipatory socialization, (e) Resocialization

Primary socialization occurs when a child learns the attitude, values and actions appropriate to individuals as members of a particular culture, for example, if a child finds his parents making a derogatory comments about some neighbours then a child may think this behaviour as acceptable and say the same comments about the neighbour but **secondary socialization** refers to the process of leaving what is an appropriate behaviour as a member of smaller group within a larger society. This socialization is usually associated with teenagers and adults. Other types of socialization denote the processes of different kinds.

There are the agents of socialization which are the people and groups that influence our behaviour, emotions, attitudes, etc, basically the agents of socialization are, the Family, Education, Religion, Peer groups, the Mass Media and other agents such as, work place, public institution, etc.

Socialization has a great role to play in society and in this regard the mass media has assumed great significance. Mass media has emerged as an important social force in its primary function of communicating with the masses. We may take the example of the link existing between television as a mass media and education and socialization of children. Many theorists like Pearsons recognize that socialization continued from the childhood to adulthood. By the middle of the 20th century mass media were becoming an important social force. For children the television could be a medium for education but for the adult it could be regarded as a source of information and entertainment. Communication is integrally connected to our life and we cannot imagine our life without it. At each and every stage of our life one or the other form of communication is constantly at work to inform us about

something or the other. Socialization initiates a person into the big broad world by making him or her familiar with the outside world. Communication thus has a great influence in our interaction with the society. So, there is an intimate link between communication and socialization.

(b) Social & National Integrity:

Communication works as a major cementing factor in enhancing the unity and integrity amongst masses and the nation as a whole. The word 'communication' derives its origin from the meaning of 'making something common' or in other words, when we live in a community, whether large or small, we need a common system for making our thoughts, feelings known to each other by various modes. This is in a broad meaning of what we understand as 'communication'.

The word 'community' is also derived in a similar way. Community means a group of people living together in one place where quite a few things including language, culture are common. Of course, nowadays the characteristics of the term community have undergone some change to include people coming together without any similarity of lifestyle or culture but having a common religion, race or profession on pursuing a specific goal or intention or holding certain attitudes and interests.

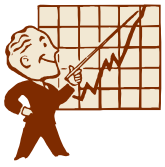
Same is the case in common about the term 'nation' on a broader sense. Nation may be defined as a large group of people sharing the same culture, language and history and inhabiting a particular territory.

Let us explain this with an example. Before the British rule in the Indian sub continent stretching from the present day Afghanistan to Myanmar and Sri Lanka, the entire area was divided into a few major kingdoms, many hundreds of princely states, Zamindari estates etc. There was no existence of formal integration among them worth the name during those years because of the vast differences in language, culture, lifestyle prevailing the constituents among and one part of the country hardly knowing anything about the other places at all.

However, this had all changed when the British government introduced a formal system of education across the country from primary to higher

level in English and also in local languages. Within a short span of time this introduction of English-based educational system has immensely helped in making communication among people from different regions of this vast country a distinct convenience. So it gradually paved the way for a 'feeling of unity' among the people cutting across regions. Exchange of views and in other words communication, became much more convenient which ultimately led to the emergence of the freedom struggle in due course of time. Thus communication plays a pivotal role in securing social and national integration among the people.

It is a country in which independent media also plays a crucial role in facilitating the participation of citizens in the democratic process. It does so by providing information and analysis on many issues concerning the masses at the grassroots level.



CHECK YOUR PROGRESS

Q.1. Discuss the role played by communication in the society.

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Q.2. Say whether the following expressions are true or false.

(a) Communication is helpful in securing social and national integration

(b) A nation consists of people inhabiting different territory.

10.4 WHY COMMUNICATION IS IMPORTANT

Communication is important on the following grounds;

(i) Communication facilitates a smoother flow of information to the masses. We know that our educational as well as other research institutions are constantly engaged in various path-breaking research works in addition to the normal teaching duties. For example – prevention of different deadly diseases, leading a healthy lifestyle, finding a good variety of seeds for

agricultural purposes, developing an improvised breed of livestock and poultry, policy researches etc. are being carried out in many of these institutions.

Now, will these findings be of any benefit for the society if just a few people (only those involved in the process) know about them and no one else is allowed access to them? The society will derive benefits out of it if only all these findings are made known to the masses so that they can use it in their day-to-day life and thereby enhance the quality of their life.

But the question arises how to do this. This is a much more serious challenge for the people involved in the business of communication as we all know that in our country even today about 70 % of the people live in rural areas for whom agriculture is the mainstay of life.

At this point communication comes to the rescue of research institutions and the people involved in the process to facilitate the flow of information to the masses – who are the actual target beneficiaries of all those efforts in the end. How this is going to be done is a matter of concern for the communication strategists.

(ii) Communication can be of immense help in the field of education. The official literacy rate of our country is 65 %, which means that out of the 116 crore of population about 70 crore of the people are supposed to be literate. But the official definition of a literate person is 'someone who can just sign his or her name'.

So you can imagine the actual number of people who are literate or educated in the true sense of the term which would roughly comes around half of the official percentage – about 40 crore of people in reality.

The number of illiterate people is a substantial one and we as a nation can't expect to develop properly if such a big number of people remain literate. And a majority of these people are in such an age group and such financial condition that they can't afford to be admitted to a formal school of education. This is why communication can be of great help in delivering the benefits of modern day education and knowledge to these people at their doorsteps so that even without going to school or college they can become literate.

(iii) Communication disseminates information and knowledge about

the progress and development taking place in one country. Whenever any new development-oriented scheme is announced by the government often there is a problem in making the people aware of the schemes in a convenient and cheaper method. At such times communication is the only alternative that facilitates such dissemination of information and knowledge.

(iv) Another effect of Communication is felt in the promotion of harmony and fellow feeling among the masses. It does so not only among the people of a country but also among even groups at war or fighting with each other. Many of you may well remember the 'pressure valve' theory behind the British government's initiative to establish the original Congress party in Mumbai. We all know that around the 1880s widespread resentment was growing in the minds of the educated people who were getting restless that the British government was not paying adequate attention to the country's issues. The Congress party was formed as a means for easing the pressure from those people and made them feel that the government was actually doing something in this regard. To make this information known to the people this was an initiative which we can term as communication deemed necessary for informing the people.

Further, you must all be familiar with the term and demand that 'dialogues' be initiated with secessionist and dissenting groups making their presence felt in the society from time to time. This term 'dialogues' is nothing but a way of communication for bringing the dissenting parties into the negotiation table and thereby find a peaceful solution to complex issues.

10.5 IMPACT OF SOCIETY ON COMMUNICATION PROCESS

Society and communication are integrally connected with each other and they are bound to influence each other because it is not one-sided activity.

It is normally said that communication or mass communication is a near perfect mirror of the society of any nation across the globe. If a person would like to study the nature of a society or a nation one just needs to carry out a thorough study of the mass media system of that nation and a good

idea about the nation's characteristics would be revealed. In the unit on Theories of Mass Communication you must have seen how mass media functions in different nations. That is, depending upon the prevailing socio-political system of that society the mass media is also shaped in a similar way. This implies that the society impacts the communication in the same way as the latter does the former.

We can take the example of a democratic nation. Here with a high value on freedom of expression we will find that the mass media is considerably free from any coercion or pressure from any party – whether political or commercial. On the other hand, in case of autocratic or totalitarian regimes the communication system and policy would be guided fully by the ruler's (single the party or the individual) discretions.

The journalists or media persons managing the mass media in country are also the products of that same society and therefore they become fully oriented to the prevailing culture or system and the same culture is automatically reflected in their functioning also.

Communication is also very much a part of an individual's and a society's or a nation's overall culture. And that culture is shaped by many factors including heritage, history, present day requirements, circumstances, and relationship with neighbouring societies, nations, exposure to other culture etc. So it is quite natural that a major influence will be exerted by the society on the communication process.

What is, however, important is a balanced influence between both the entities society and communication because that is a healthy way to promote our society. Society should influence the communication system in a way that is deemed the best for that particular mass of people. On the other hand, the communication process must also be able to make its influence felt on the masses by developing and promoting good habits and practices among them so that both of them can play a meaningful role in the overall development of the society.

However, of late it can be seen that rather than a balanced influence by each side on the other side, there has been a major mismatch, resulting in a highly imbalanced and titled influence from mass media on the masses.



CHECK YOUR PROGRESS

Q.3. How does the society influence the communication process?

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10.6 COMMUNICATION AND SOCIAL CHANGE

Communication performs the important functions of – informing, educating, and persuading the masses. These functions are so closely connected with each other that we can't exactly differentiate between them and find out a point where one of them finishes and the other begins its journey.

As communication brings in newer aspects of development to the masses every passing day and at the same time informing, educating and persuading the people to adopt these new things, it is contributing a lot to social change among the people.

Let us cite a few small examples. Nowadays, a big portion of our population, mainly those living in cities and towns are much more prone to celebrating and observing those festivals, occasions which were not exactly part of our traditional culture at all. Such as – celebrating the Christian new year's day, Valentine's Day, friendship day, mother's day, parents' day etc. In contrast, how much do we actually celebrate and observe of our local cultural festivities and occasions like Bihu puja etc.?

Many of you would definitely recall the contributions of great statesmen and social workers led by Gandhiji, Raja Ram Mohan Roy, Swami Vivekananda, American missionaries in Assam who launched the publication of Arunodoy – the first Assamese newspaper in 1846 among others.

All these noble persons have published and edited newspapers and journals, magazines with a specific goal – making the masses aware of modern concepts of lifestyle and other things. We all know that most of the newspapers and journals published in the pre-Independence days were

brought out with the main aim of mobilizing mass support for the freedom struggle across the nation. And we can confidently say that the media of the period can claim a major credit for spreading awareness among the masses about the freedom struggle and thereby making it successful in the long run. This is a fine example of how communication can contribute towards affecting social change in any society.

Communication is a very convenient and effective window to the big broad world outside. It exposes us to different cultures around the globe and helps us in choosing which of them to be adopted or not to be adopted. Immediately after our independence in 1947, the All India Radio (AIR) was officially mandated to cater to the needs of information of the masses as there was no other media except newspapers which could not be read by illiterate persons.

The goal of AIR was to disseminate all development-oriented information for the people in the absence of a proper network of schools and colleges etc. throughout the country. The goal behind these efforts was to bring in an overall improvement in the living standards of the masses in every nook and corner of the country. So you can understand how communication can affect social change in a big way in any society of the world.

Prof Ashok Tandon, Director of Makhanlal Chaturvedi National University of Journalism & Communication, NOIDA in his article 'The changing face of Indian media' in the Press Council of India's souvenir published on the occasion of the 2009 National Press Freedom Day has highlighted a few important developments in this regard.

Prof Tandon describes how the Father of Nationalist Press in the country Raja Rammohan Roy learnt the English language to launch nationalist newspapers for countering British propaganda against Indian ethos and cultural heritage. Roy used his newspapers for educating the Indian people on subjects like Sati and exploitation of peasantry by zamindars in Bengal. This can be described as educative journalism which is a fine example of how communication can contribute effectively towards social change in any society.

10.7 COMMUNICATION AND CULTURE

We already know that the term communication is a very broad one in its scope and it encompasses almost each and every aspect of our life – both as an individual person and also of the society as a whole. In simple words communication is anything that reflects or sends some idea about anything. Now we are going to discuss the relation between communication and culture. But before discussing it let us deliberate on culture. In the common paralance culture is the overall lifestyle of the people in a society or in a family. It comprises our mindset, literacy level, intellectual capacity, way of living, level of empowerment of the mind etc. So, in a way, our culture also communicates something very strongly to the other persons or societies or nations in the world.

Everything from such small things as our physical gestures or non verbal communication, preferences for something special, to our ethos, our cultural forms like songs, dances, art, theatre and literature which are part of our lifestyle also denotes something about our society or the individual personality.

This is one type of communication in its own rights and after coming into contact with people from other cultures we communicate within us and accept or reject others' systems.

Here, communication influences our culture to a very high extent. For example, by exposing ourselves to different cultural practices all over the world communication facilitates an assimilation of cultures from various nations or societies and thereby helps in creating a newer form of culture amongst us. A kind of synthesis is formed in the process. This is an ongoing and never-ending process like communication and we cannot say when this is going to end and when precisely it was started.

In the older days this was not very convenient because of lack of proper communication facilities. But nowadays no society or nation or an individual person can ever remain isolated refusing to imbibe other cultures all around him or the world.

Further, there is another factor behind this phenomenon. With

globalization, liberalization and many other related factors the nations of the world have been made to become extremely inter-dependent and that is why this cultural exchange is inevitable , irrespective of whether one likes it or not. This is because to enjoy the benefits of inter-dependence we must also come closer to each other and thereby get influenced by the other party in some way or the other.

There is another important phenomenon experienced here.

It is a normal human instinct that every person – whether a man or a woman - likes to spread around his or her area of influence. The same is the case with societies and nations of the world.

Here, a significant majority of the world nations try to influence the cultures of other nations and countries so that the clout of that country increases in other regions of the world. For example, the USA has American Centres, the United Kingdom has its British Council offices, Russia has the Russian Cultural Centres all over the world (at least in their friendly nations) through which they have been trying their best to enhance the level of their cultural influence over other nations all over the world. And the influence is very much there to be seen.

Whenever we mention the possibility of visiting a foreign nation for most of us the name of the USA followed by Europe and Britain come up immediately. The two major US cold drink brands have almost become household names for us. Such a major success has been achieved with nothing but a sheer dedicated and constantly-engaging communication by these nations in other countries.

Not only the advanced foreign nations, our country also has the Nehru Centre in London and the India Centre in Indonesia set up with the sole aim of spreading our culture in those nations.

In this way, communication also brings to us many things which are otherwise foreign to us and communication and culture have a very close relationship in which one affects the other.

10.8 INFORMATION AND SOCIETY

An information society is one where the members or people of that

society lead a life which is largely facilitated by an efficient management of various kinds of information. For example – a person wakes up in the morning to the tune of an alarm in his computer or mobile phone. He or she then checks out the weather report for the day in the internet connected computer set at home, orders food for breakfast in internet after looking at various items on display browsing in the net before going to office in personal vehicle or any public transport. While going to office or anywhere the person gets the laptop or palmtop computer connected to internet through a mobile service system and gets hooked to his or her personal or commercial world.

Once settled in office, the same person checks his e-mail messages and replies to those which require it before getting involved in a video conference with a client's office or branches of his or her office.

This is just one example of an information society out of so many. At a larger stage, an information society is characterized by an immensely-large flow of information or data of different types amongst various kinds of users. For example, numerous amounts of information are generated or prepared every passing day by research laboratories, educational and academic institutions, other organizations for various purposes including weather reports, agricultural output information, industrial or economic statistics etc. which may be needed to be accessed by a cross section of users for many purposes. All these are basically exchanged through the internet.

Another major characteristic of an information society is that internet connectivity is very high in them. For example – countries like the USA, Canada, England, and Europe are pioneers in this direction. In these countries and continents because of a highly advanced stage of economic, industrial and educational development majority of the population are connected with the internet and thus the flow of information is very much facilitated amongst them.

From the above description it is clear that today's society is largely dominated by the new information technology and even a less advanced country like India feels its impact in no small measure. But the penetration of internet connection is still low in India comparatively. Govt. of India in collaboration with United Nations Development Programme (UNDP) has an

ambitious plan for setting up an expansive network of internet computer connected centres for delivery of various services. On the whole, information technology is being increasingly used in India making it possible for the country to step into the new informative society in near future.



CHECK YOUR PROGRESS

Q.4. What is an Information Society?

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10.9 NEW INFORMATION ORDER

Having discussed the various nuances of the information society we now move on to discuss how a new information order is developing in the society.

Since the last decade there has been a sea-change in the field of information flow or dissemination in our society. Earlier, it was mostly one-way top-down dissemination. That is, information, messages of news, or entertainment programmes etc. were broadcast / telecast or published from a few sources and the masses were using them as they were served with hardly an option of having a say in the process.

But nowadays with the advent of state-of-the-art technological developments all over the world there has been an increasing emphasis on a two-way flow or exchange of information amongst the mass media and the audience.

Besides, technologically also there has been a major change in the situation resulting in the convergence of media and communication. If we have a computer set connected with internet we can easily access newspapers, TV or Radio programmes also. Interactivity and playing something 'on demand' have become the mainstay of this new information order. Further, there is the concept of blogs and podcasting which have

revolutionized the field of mass media. Blogs have become extremely popular and important information providers for millions of people all over the world. In fact, many a time they also act as the source of pointing out discrepancies in news services or other programmes. For example – a photograph of a bombing of a place in Palestine by Israeli air forces which was supplied by the reputed news agency Reuters was published in many newspapers across the world several years ago. But it was none other than a blog which actually pointed out to some flaws in the photograph that proved that it was tampered with or doctored before publication. Later, when Reuters verified it from their 'freelancer' photojournalist posted in Jerusalem he admitted that the photograph was doctored almost to the tune of 30 – 40 % of the content. This is just one example of how the new information order can prove to be a boon for the society in the near future.

As our country is poised to become an information society in the near future let us consider the following table which will give you an idea about the enormity of the situation.

India is going to have the following number of items which will facilitate a much better flow of information in the next couple of years

- 700 million telephones
- 150 millions TV sets
- 10 million internet users
- 50 million personal computer users
- 1,00,000 community information centres

(Source : ARTICLE - The changing face of Indian media – shifts in the paradigm the best is yet to unfold by Dr N Bhaskara Rao, Chairman, CMS Academy of Communication & Convergence Studies, published in the 2009 National Press Day souvenir of the Press Council of India, New Delhi, page 38)

We hope that this is going to have a far better positive impact upon our society in becoming an information society in the true sense of the term.

10.10 LET US SUM UP

In our discussion we have given a brief idea about the overall concept of importance of communication for the society and also what is an information society. Communication is a basic human need of the masses and both of them influence each other in a far-reaching manner. Communication has an overwhelming presence in our personal as well as social life and thereby we can't imagine a life without it. It is so integral to our life that it even influences our socio-political and economic aspects in addition to our culture. It also goes on to effect changes in the social system amongst us. Communication is such an aspect which is supposed to reflect about our society like a true mirror. A good communication system also leads to the evolution of an information society where majority of the population are connected through the internet and their life is very much influenced or governed by different aspects of the internet connected systematic network. This is a phenomenon that we can see more commonly in the developed western societies of the world. To compete with these nations, many of the developing countries are also trying to initiate information networks for letting their population to enjoy the benefits of a wired world – information society. It is basically a question of saving a lot of time and money along with efficiency and accuracy among all things.



10.11 FURTHER READING

1. Emery E. et al., (1994). Introduction to Mass Communication, Harper Collins College.
2. McQuail, Denis. (2005). McQuail's Mass Communication Theory, Sage Publications.
3. Price, Stuart. (1998). Communication Studies, Longman.
4. Banan, Stanley J. (1999). Introduction to Mass Communication, Mayfield Publishing Company.

10.12 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q.No.1: Communication plays a vitally important role in the society by facilitating exchange of information amongst the masses, the government and all other sources in an effective manner. Man is a social animal and we need the help of one another in the society for maintaining our life. So we need to communicate with each other extensively on a day-to-day basis. Similarly at a bigger level, there is a tremendous need for establishing and maintaining communication among various societies, nations, institutions, organizations and what not. Thus communication is so important in our life – both at an individual or personal level and also at societies or national level in the broader level. Without this, life in the world would cease to keep going at all.

Ans. to Q.No.2: (a) True (b) False

Ans. to Q.No.3: We should always remember that communication exists only because of the existence of human beings or the masses. And society is nothing but a big congregation of people or masses. Thus, it is obvious that society would have a great influence on the process and system of communication in a nation. The overall culture and characteristics of the people of any society anywhere in the globe would shape the system of communication. A true communication process or system should be able to reflect the proper status of the society under any circumstances. If a person studies the mass media or the communication system of a society he or she should be able to understand the true nature of the society's culture.

Ans. to Q.No.4: An information society is one where internet connectivity is greatly facilitating the flow and exchange of information amongst the various partners of the society or the nation – the people or the masses, the government, institutions, organizations. If a majority of the masses in any society are connected with an internet-enabled computer system, exchange of any kind of information becomes highly convenient which saves a lot of time, money and physical effort as a person does not

need to approach the source of the information personally to acquire it. Ideal information societies are usually seen in the developed western nation, where such connectivity is very high. Though our country is also trying to enact such a system it will be quite sometime before this becomes possible. This is because of the lack of literacy and a general lower economic status which prevent them from having computers, electricity connection and connectivity also.



10.13 MODEL QUESTIONS

Q.1: Describe the role and importance of communication in society.

Q.2: How does a society influence the communication system?

Q.3: What is the role of communication in bringing about social change?

Q.4: What is the relationship between communication and culture?

Q.5: Describe the concept of Information Society in all its aspects with relevant examples.

Q.6: Fill in the blanks by choosing the correct alternative;

(a) In an information society people depend largely on the various kinds of _____ (information/scientific theories).

(b) Culture is shaped by various factors such as _____ (heritage/scientific theories).

Q.7: Write briefly about-

(a) Communication and social change

(b) Socialization.

UNIT-11: MEDIA AUDIENCE

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Definition of Media Audience

11.4 A Brief History of Media Audiences

11.5 Audiences and New Media

11.6 Types of Audiences

11.7 Audience Characteristics

11.8 Audience Theories

11.9 Let us Sum Up

11.10 Further Reading

11.11 Answers to Check Your Progress

11.12 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- to understand the role audience plays in the media process of production, distribution and exhibition
- to understand the relationship audience has with institutions
- to explore audience theories
- to expand and use terminology appropriately

11.2 INTRODUCTION

Audience is an important part of the communication process. By media audience we mean the recipients of mass media messages. For all kinds of media, there is a specific audience. Newspaper, television, radio, theatre, film and non-broadcast media all have their target consumers who act as audiences. These are people who are large, diversified, heterogeneousand often anonymous. Geographically scattered, these people are a mixture of age, sex, profession, education and social class etc and are often strangers

to one another. Audience is the ultimate source of mass media revenue. 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. Therefore, it is important to understand the characteristics and to understand the role audience plays in the media process of production, distribution and exhibition. This unit will introduce students to key concepts and theories related to media audience.

11.3 DEFINITION OF MEDIA AUDIENCE

The Compact Oxford English Dictionary defines an audience as either "the assembled spectators or listeners at an event," or "a formal interview with a person in authority." An individual or collective group of people who read or consume any media text may be called an audience. Examples include; Radio listeners, television viewers, Newspaper and Magazine readers. Without audiences, there would be no media. Media organisations produce media texts to make profit , therefore, no audience would mean no profit.

One commonly thinks of an audience as a collection of people experiencing some form of media as a group. The term audience, carries with it cultural/social connotations that are specific to particular times and places. Virginia Nightingale writes that "the problem is that people are not audiences by nature but by culture. We learn to act and think of ourselves as audiences in certain contexts and situations. From a research perspective, 'audience' is always context- and text-bound."

Being part of an audience, then, indicates that one is not involved in the production of the media event, but instead is a consumer/recipient/ negotiator of information. This has changed with new technologies and the ways in which the internet encourages a more active audience.

Newer media forms facilitate a more fluid exchange of information and blurs the lines between consumer/producer distinctions. Again, however,

were there no media event, there would be no consumer; and conversely, without consumers, no media.

11.4 A BRIEF HISTORY OF MEDIA AUDIENCES

The development of the concept of an audience and the evolution of different forms of media are intertwined, therefore, their growth is connected throughout history. According to Tony Bennett,

> *"the modern concept of the audience, as the receivers of messages from a centralized source of transmission, then, was not present at the birth of the modern media but has emerged in tandem with their development and, in part, as a product of their own practices."*

The examination of audiences is a new field. Researchers paid relatively little attention to audiences before the invention of television and radio in the early twentieth-century. Robert Snyder described how technological advances radically re-formed the way audiences were conceived:

> *Through the middle of the nineteenth century, the audience for popular entertainment was constituted in highly public places. In the twentieth century, however, popular culture came to be defined by records, film, radio, and television– the products of a centralized entertainment industry that disseminates what it produces to a nationwide, and increasingly international, audience.*

New, modern methods for communicating, entertaining, and conveying information produced different variations of the public. With the increasing popularity of film in the early twentieth century and the rapid diffusion of radio in the 1920s, and 1930s, the composition of the public shifted dramatically. As the new media captured the public imagination, community-based groups faded further. Advertisers and politicians started to exploit new communication technologies to influence buying and voting decisions while broadcasters developed new means to study their audiences.

Recently, however, scholars from various fields (media studies, cultural studies, anthropology, psychology, consumer research, and the newest addition, audience studies) have begun to investigate audiences.

Whilst the second half of the twentieth century saw a significant growth in audience studies, with the actual concept of 'the audience' moving through the arc of passive sap to interactive player, it was arguably the 1990s with saw the most significant shift in thinking about the audience with the widespread incursion of the internet into everyday lives and culture and the explosion in talk and reality TV shows.

Knowledge about audiences has become an increasingly important commodity for media producers. Broadcasters and advertisers spend a significant amount of time and money in an attempt to learn about those who watch/read/listen to different kinds of media. In their efforts to market products and increase the popularity of their programming (be it audio, visual, or textual), researchers work to meet the high demand for information about audience preferences and tastes.

Audience measurement is a type of audience research that documents the size and composition of media audiences. It allows patterns of audience activity to be tracked over time and it generates the type of data that permits comparison of audience behaviour from one medium to another. An industry-based research service, audience measurement generates information that is essential to the operation of media industries. Information about audience size and composition is, after all, the basis on which programming and pricing decisions are made.

This connection between audience research and marketing has greatly influenced how media producers understand the public and design their products. Often, the success or failure of a media product (a television show, movie, radio program, website) is determined by audience response, and so it follows that examinations of the public as media consumers has a direct impact on the kind of media that are developed. Often, those producing media are advised to "know your audience" and tailor their products for a specific group, a specific taste, specific values, etc.

11.5 AUDIENCES AND NEW MEDIA

In the twenty-first century, changes in technology are influencing the kinds of interactions that audiences have with media. Now, more than ever before, individuals are able to make decisions about how they wish to engage

with different media in different contexts. One might argue that the World Wide Web is a public location; and as such, when we log on, we become a part of an audience. However, not only are members of online audiences separated spatially and temporally, it becomes nearly impossible to know demographic information about those who are engaging with content. According to Ross and Nightingale,

> *The information age is changing what it means to be an audience. Audiences are no longer passive receivers of media texts. Audiences are learning how to be the media, how to network. This means that their activities as audiences are becoming increasingly diverse, and moving beyond the entertainment arena. Being an audience is now a much more active and interactive experience that in the broadcasting era. … The information age has brought about fundamental changes in the ways people approach the media and in their engagements with media texts.*

With the proliferation of the internet and the more evident "mediatization" of nearly every aspect of daily life, the question of what makes an audience is even harder to pin down. We have more agency, more power, more ways to contribute than ever before, and this has changed the ways in which researchers understand audiences and the public in general.

11.6 TYPES OF AUDIENCES

The term audience can be looked at from various perspectives. In terms of the level of engagement, audiences can be broadly classified as: active audience and passive audience. Researchers investigating the effect of media on audiences have considered the audience in two distinct ways. The earliest idea was that a mass audience is passive and inactive. The members of the audience are seen as couch potatoes just sitting there consuming media texts – particularly commercial television programmes. It was thought that this did not require the active use of the brain. The audience accepts and believes all messages in any media text that they receive. This is the passive audience model.

Active Audience:

An active audience is one that actively engages with the text. They do not simply accept every media message. They question what they see and develop their own interpretation of a media product based on their life experiences, education, family and cultural influences. “Bottom up” theories generally assume an active audience. Theories such as “Uses & Gratification” and “Postmodernist theory” assume that audiences are active. Active Audience Theory argues that media audiences do not just receive information passively but are actively involved, often unconsciously, in making sense of their personal and social contexts. Decoding of a media text may therefore be influenced by such things as family backgrounds, beliefs, values, culture, interests, education and experiences.

Passive Audience:

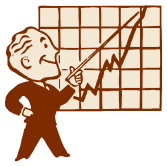
A passive audience is an audience that merely observes an event rather than actively responding to it. A passive audience does not actively engage with a media text. A passive audience is one that does not question the message that the media is sending and simply accepts the message in the way the media outlet intended. “Top down” theories of media influence tend to assume that audiences are passive. Theories such as “Bullet/ Hypodermic” and “Agenda Setting Function” assume audiences are passive.

11.7 AUDIENCE CHARACTERISTICS

Mass communication is very similar to other forms of communication. It involves people, messages, channels, noise etc. However, it possesses the following special characteristics or features in addition to the characteristics of general communication-

- Large number of audiences: The most important characteristic of mass communication is that its audiences are relatively large. Audiences of mass communication may exceed millions after millions.
- Heterogeneous audiences: The audiences of mass communication are not only large in number but also heterogeneous and anonymous in nature. Its audiences may belong to different ages, religions, sections and groups.

- Scattered audiences: The audiences of mass communication are scattered in a vast geographical area, even in the whole world. So its audiences are far away from the source of information.



CHECK YOUR PROGRESS

Q.1. What are the different types of media audiences?

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Q.2. What are the characteristics of media audiences?

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11.8 AUDIENCE THEORIES

Many theories try to make sense of the question: What effects do media texts have on audiences? The media industry is highly competitive and all media texts are created with a target audience in mind. If there isn't an audience for a media text then it won't be successful either in getting its message across or, if it is a commercial media text, making money for the producers.Media producers use audience research and analysis to find out as much as possible about their target audience and use that research to ensure their production will appeal to them.When you are studying audiences you will find that there are a lot of different theories about why some television programmes have a large audience and others do not, and why people buy certain things and not others.

There are also theories about the effect that 'media' has on audiences. This question has interested people ever since the invention of the printing press, and it became possible to make hundreds of copies of a document, and a 'message' could reach a mass audience.

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in

Psychological Review. Maslow subsequently extended the idea to include his observations of humans' innate curiosity in his subsequent book Motivation and Personality. This hierarchy suggests that people are motivated to fulfil basic needs before moving on to other, more advanced needs.



While some of the existing schools of thought at the time (such as psychoanalysis and behaviorism) tended to focus on problematic behaviors, Maslow was much more interested in learning about what makes people happy and the things that they do to achieve that aim.As a humanist, Maslow believed that people have an inborn desire to be self-actualized, that is, to be all they can be. In order to achieve these ultimate goals, however, a number of more basic needs must be met such as the need for food, safety, love, and self-esteem.

There are five different levels of Maslow’s hierarchy of needs. Let's take a closer look at Maslow’s needs starting at the lowest level, which are known as physiological needs. Maslow's hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the most complex needs are at the top of the pyramid.

Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security. As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy become important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person in order to achieve individual potential.

What has this go to do with media texts? It is very relevant to advertisers, and institutions that carry advertising – newspapers, cinema, television and radio channels. Maslow's upper levels at the top of the pyramid are about self-esteem and gaining the respect of others. This can be linked to the idea that consuming particular media texts fulfils self-esteem, as does buying certain products.



ACTIVITY 11.1

Draw a blank triangle. Fill in each level of with examples of media texts which attempt to fulfil that particular level of needs in Maslow's pyramid.

For example, take the second from bottom layer – safety needs. An advertisement for car insurance or life insurance offers a general level of safety needs.

The Hypodermic Model

In this model, the media is seen as powerful and able to inject ideas into an audience who are seen as weak and passive. The hypodermic needle was proposed by Harold Lasswell in the 1920s. Also known as the 'Magic bullet theory', it explains how the audience is directly affected by what they view and hear. It is said to affect the audience/viewer immediately or in the near future.

It suggests that a media text can 'inject' or 'fire' ideas, values and

attitudes into a passive audience, who might then act upon them. This theory also suggests that a media text has only one message which the audience must pick up. This theory suggests that the audience is powerless towards resisting the impact of the message which, in some cases, could be dangerous.

This appeared to be the case in Nazi Germany in the 1930s, leading up to the Second World War. Powerful German films, such as Triumph of the Will (Riefenstahl, Germany, 1935), seemed to use propaganda methods to 'inject' ideas promoting the Nazi cause into the German audience. In 1957, an American theorist, Vane Packard, who was working in advertising, wrote an influential book called The Hidden Persuaders. This book suggested that advertisers were able to manipulate audiences and persuade them to buy things they may not want to buy. This suggested advertisers had power over audiences. In fact, this has since proved to be an unreliable model, as modern audiences are too sophisticated.

This theory stems from a fear of the mass-media, and gives the media much more power than it can ever have in a democracy. Also, it ignores the obvious fact that not everyone in an audience behaves in the same way.

Cultivation Theory

Cultivation theory examines the long-term effects of television. "The primary proposition of cultivation theory states that the more time people spend 'living' in the television world, the more likely they are to believe social reality aligns with reality portrayed on television."

Cultivation theory was a theory composed originally by G. Gerbner and later expanded upon by Gerbner & Gross (1976 – Living with television: The violence profile. Journal of Communication), they began research in the mid-1960s endeavouring to study media effects, specifically whether watching television influences the audiences idea and perception of everyday life, and if so, how. Cultivation theory states that high frequency viewers of television are more susceptible to media messages and the belief that they are real and valid. Heavy viewers are exposed to more violence and therefore are affected by the Mean World Syndrome, the belief that the world is a far worse and dangerous place then it actually is.

Cultivation theorists posit that television viewing can have long-term effects that gradually affect the audience. Their primary focus falls on the effects of viewing in the attitudes of the viewer as opposed to created behaviour. Heavy viewers of TV are thought to be 'cultivating' attitudes that seem to believe that the world created by television is an accurate depiction of the real world. The theory suggests that prolonged watching of television can tend to induce a certain paradigm about violence in the world. Theorists break down the effects of cultivation into two distinct levels: first order – is a general beliefs about the our world, and second order – which are specific attitudes, such as a hatred or reverence for law and order, etc.

This theory also treats the audience as passive. It suggests that repeated exposure to the same message – such as an advertisement – will have an effect on the audience's attitudes and values. A similar idea is known as desensitisation, which suggests that long-term exposure to violent media makes the audience less likely to be shocked by violence. Being less shocked by violence, the audience may then be more likely to behave violently.

The criticism of this theory is that screen violence is not the same as real violence. Many people have been exposed to screen murder and violence, but there is no evidence at all that this has led audiences to be less shocked by real killings and violence. Also, this theory treats the audience as passive, which is an outdated concept.

Two Step Flow Theory

Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet analysed the voters' decision-making processes during a 1940 presidential election campaign and published their results in a paper called The People's Choice.

Their findings suggested that the information does not flow directly from the text into the minds of its audience unmediated but is filtered through "opinion leaders" who then communicate it to their less active associates, over whom they have influence. Katz and Lazarsfeld assumes a slightly more active audience. It suggests messages from the media move in two distinct ways. First, individuals who are opinion leaders, receive messages from the media and pass on their own interpretations, in addition to the actual media content. The information does not flow directly from the text

into the minds of its audience, but is filtered through the opinion leaders, who then pass it on to a more passive audience.

The audience then mediate the information received directly from the media, with the ideas and thoughts expressed by the opinion leaders. They are not being influenced by a direct process, but by a two-step flow.

This theory appeared to reduce the power of the media, and some researchers concluded that social factors were also important in the way in which audiences interpret texts. This led to the idea of active audiences.

Uses and Gratifications Model

This model stems from the idea that audiences are a complex mixture of individuals who select media texts that best suits their needs – this goes back to Maslow's Hierarchy of Needs above.

The users and gratifications model suggests that media audiences are active and make active decisions about what they consume in relation to their social and cultural setting and their needs. This was summed up by theorists . This means that audiences choose to watch programmes that make them feel good (gratifications), e.g. dramas and sitcoms, or that give them information that they can use (uses), e.g. news or information about new products or the world about them.

Reception analysis

This is an active audience theory that looks at how audiences interact with a media text taking into account their 'situated culture' – this is their daily life. This theory was put forward by Professor Stuart Hall in 'The Television Discourse - Encoding/Decoding' in 1974, with later research by David Morley and Charlotte Brunsden. Reception theory asserts that media texts are encoded and decoded. The producer encodes messages and values into their media which are then decoded by the audience. However, different audience members will decode the media in different ways and possibly not in the way the producer originally intended. Stuart Hall states that audience members adopt one of the following three positions when they decode the text:

Dominant, or Preferred Reading - how the producer wants the audience to view the media text. Audience members will take this position if

the messages are clear and if the audience member is the same age and culture; if it has an easy to follow narrative and if it deals with themes that are relevant to the audience.

Oppositional Reading - when the audience rejects the preferred reading, and creates their own meaning for the text. This can happen if the media contains controversial themes that the audience member disagrees with. It can also arise when the media has a complex narrative structure perhaps not dealing with themes in modern society. Oppositional reading can also occur if the audience member has different beliefs or is of a different age or a different culture.

Negotiated Reading - a compromise between the dominant and oppositional readings, where the audience accepts parts of the producer's views, but has their own views on parts as well. This can occur if there is a combination of some of the above e.g. audience member likes the media, is of the same age as you and understands some of the messages, but the narrative is complex and this inhibits full understanding.

Many factors could affect whether the audience take the dominant, oppositional or negotiated reading. For example: age, beliefs, culture, gender, life experience, mood at the time of viewing.

The theory suggests that social and daily experiences can affect the way an audience reads a media text and reacts to it.

Interactive Audiences

The internet has opened up new ways to receive and interact with information. We can ‘read’ texts that are downloaded to our computers, or mobiles, or watch TV-on-demand and not just when the broadcasters want us to receive it. We can access music and film wherever we are with an Internet connection. We have access to media 24/7. A prosumer is a person who consumes and produces media. It is derived from "prosumption", a dot-com era business term meaning "production by consumers". These terms were coined by American futurist Alvin Toffler, and were widely used by many technology writers of the time. It applies to the fact that we can create our own media and contribute, generating our own audiences. The real power of the audience seems to lie in being able to take part in a media

text. Twenty-first-century audiences are creating their own distribution systems without mediation from institutions or companies. Websites such as YouTube, Instagram and blogs offer new possibilities for audiences.

It is what we do and what we spend our money on that gives an audience its value, and to some extent its power. Things that influence audiences include new technologies. New technologies, in turn, influence audiences and institutions.

It is what we do and what we spend our money on that gives an audience its value, and to some extent its power. Things that influence audiences include new technologies. New technologies, in turn, influence audiences and institutions.

11.9 LET US SUM UP

- Audience is an important part of the communication process. By media audience we mean the recipients of mass media messages.
- The term audience, carries with it cultural/social connotations that are specific to particular times and places.
- Audience measurement is a type of audience research that documents the size and composition of media audiences.
- In the twenty-first century, changes in technology are influencing the kinds of interactions that audiences have with media. Now, more than ever before, individuals are able to make decisions about how they wish to engage with different media in different contexts.
- In terms of the level of engagement, audiences can be broadly classified as: active audience and passive audience.
- Characteristics of media audiences:
  Large number of audiences
  Heterogeneous audiences
  Scattered audiences:
- There are also theories about the effect that ‘media’ has on audiences.



11.10 FURTHER READING

1. Abercrombie, Nick, and Brian Longhurst. 1998. Audiences: A sociological theory of performance and imagination. Thousand Oaks, CA: SAGE.
2 McQuail, Denis. 1997. Audience analysis. Thousand Oaks, CA: SAGE.
3 Sullivan, John L. 2013. Media audiences: Effects, users, institutions, power. Thousand Oaks, CA: SAGE.
4 Webster, James G., and Patricia F. Phalen. 1997. The mass audience: Rediscovering the dominant model. Mahwah, NJ: Lawrence Erlbaum Associates.



11.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q 1: The two types of media audiences are: active audience and passive audience

Ans to Q 2: The characteristics of media audiences are: large, diversified, heterogeneous, geographically scattered and anonymous



11.12 MODEL QUESTIONS

Q.1: Define media audiences.

Q.2: What are the characteristics of media audience?

Q.3: Make a list of theories that you think are appropriate to understand what role media audiences play in society.

Q.4: What does the Hypodernic needle theory suggest about the audience?

Q.5: Does information flow directly into the minds of the audience unmediated? Discuss.

UNIT 12: GRASSROOTS COMMUNICATION

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 What is Grassroots Communication?
12.4 Grassroots Communication Planning
12.5 Participatory Communication Planning
12.6 The Phases of Grassroots Communication Planning
12.7 Grassroots Advocacy Campaigns
12.8 Steps for Successful Grassroots Advocacy Campaigns
12.9 Effective Media Strategy
12.10 Let us Sum up
12.11 Further Reading
12.12 Answers to Check Your Progress
12.13 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- understand the history and theory of grassroots communications
- identify what makes grassroots communications effective
- develop grassroots communications objectives, strategies and tactics
- Evaluate grassroots campaigns
- Envision possible futures for grassroots communications

12.2 INTRODUCTION

In the previous unit, you learned about the concept of media audience and its relationship with other institutions. In the present unit, we will try to understand grassroots communication, its history and possible future.

Rural development concerns usually focus on determining what rural

people needin order to move up the socio-economic ladder. Most interventions revolve around investments and technologies that would improve livelihood, and the inputs necessary to put these technologies into use. While these are considered necessary conditions to help bring about development, they are not necessarily sufficient to sustain the desired progress. Development efforts in recent years have started to focus on other equally important factors such as human capacity and access to relevant information, knowledge and services. Documented experiences and lessons from the field have in fact indicated that development tends to fail for two basic reasons, as given by Mefalopolus in 2008:

- lack of participation
- ineffective communication

This has increasingly drawn attention from purely technological aspects to the institutional and social gaps that can affect rural development given by Leeuwis and Hall in 2010:

- lack of information and knowledge about correct technologies and practices for managing the fragile natural environment;
- unresolved social and political conflicts that prevent communities from working together to address communal needs and interests;
- far-flung and isolated rural communities with no access to information that could help them prepare for any eventuality;
- poor skills or capacity of rural actors to undertake development initiatives on their own;
- weak capacity of local institutions to respond to local needs;
- lack of physical and social infrastructures support at the local level that would enable to enhance human and social capital.

This unit is meant to equip development and communication professionals with a useful set of guidelines, reference materials and learning resources to apply grassroots communication in rural development initiatives

12.3 WHAT IS GRASSROOTS COMMUNICATION?

Grassroots Communication combines a range of participatory methods and communication tools to address the knowledge and information needs of people at the grassroots levels, mostly rural stakeholders, and to facilitate their active involvement in development initiatives. Stakeholder engagement is required at every stage of the development process. To this end, field workers and community leaders need to enhance their skills in designing and implementing participatory communication strategies and services, especially to face new pressing challenges. The World Congress on Communication for Development, the 11th UN Roundtable on ComDev and more recently the FAO Expert Consultation on Communication for Rural Development recognized the need to focus on capacity development at all levels, and recommended to develop ad hoc learning programmes fostering inter-agency cooperation.

12.4 GRASSROOTS COMMUNICATION PLANNING

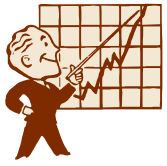
Grassroots Communication planning is undeniably a crucial part of development work but surprisingly it is often overlooked. In fact, in many development projects and programmes this task is neglected. Although communication can be seen as adhoc, it has to be carefully planned and monitored from the beginning to yield better results, in the short and long run. Communication activities must be anchored on the needs and resources of the intended stakeholders. This commitment should be concretely reflected in a specific work schedule and budgetary allocation. The effectiveness of communication activities also needs to be readily measurable against realistic targets and solid indicators. Communication planning systematically guides towards identifying the when, where and how of accomplishing the projected goals.

In this facilitation role, grassroots communication combines several communication functions(Acunzo, 2009):

- identifying local knowledge, needs, expectations and priorities;
- facilitating equitable access to relevant information and knowledge;

- strengthening peoples' capacity to make their voices heard (building on existing communication systems and local contents);
- fostering multistakeholder dialogue and decision-making processes (involving policy makers, rural institutions, smallholders and local communities);
- promoting participation and collaborative action;
- enhancing mutual learning and co-creation of knowledge;
- improving negotiation, coordination and networking.

In integrated development efforts, particularly in community-based approaches, grassroots communication serves as a means to expand and deepen the interface among the many issues and areas of expertise involved, ensuring that all the needed actors and knowledge domains are included in the dialogue, hence, in the resolution effort.



CHECK YOUR PROGRESS

Q.1. What is grassroots communication?

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Q.2. "Grassroots communication combines several communication functions". What are they?

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12.5 PARTICIPATORY COMMUNICATION PLANNING

Tackling development issues, exploring and experimenting appropriate solutions cannot be done only by researchers, extension workers and development practitioners. It is essential to involve rural stakeholders and local community members as active partners in the diagnosis, discussion and problem-solving process.

Participation, one of ComDev's pillars, entails:

> *"the equitable and active involvement of all stakeholders in the formulation of development policies and strategies and in the analysis, planning, implementation, monitoring and evaluation of development activities"*

Participatory planning gives people a say and ensures that development interventions are appropriate to the needs and preferences of intended stakeholders. Usually, governments or other development agencies including civil society organizations (CSOs) initiate the participatory planning process; while participating stakeholders include rural or urban local communities, community-based organizations and local CSOs. The level of participation can be minimal (e.g. information-gathering or consultations) or more active (e.g. identifying, prioritizing and designing programme activities).

12.6 THE PHASES OF GRASSROOTS COMMUNICATION PLANNING

Phase 1: Participatory communication appraisal

The first phase involves studying the context where a project is being implemented,

including key issues at stake, policy framework, stakeholders' characteristics, views and resources that would have a bearing on the design and implementation of grassroots communication activities. A preliminary analysis of the situation, mainly based on secondary data, sets the focus for the field appraisal that, using PRCA techniques, generates insights on stakeholders' knowledge, skills, attitudes and practices, as well as on their communication needs, preferences and resources.

Phase 2: Design of communication strategy and plan

In the second phase, PRCA results become powerful accounts to define clear, stakeholder-specific communication objectives and intended results. A major output is the formulation of the ComDev strategy, which

includes the selection ofappropriate communication methods, channels and outputs. The strategy is then translated into a plan of action that specifies the communication activities and outputs foreseen, while outlining financial, material and human resources required.

Phase 3: Implementation of the ComDev plan

Phase three involves the actual implementation of planned communication activities. A communication specialist is also a facilitator who has to enable stakeholders' dialogue and inclusion in decision-making, to reach consensus and mobilize all available resources. Influential sources of information and advice identified during the PRCA will be engaged, while solid alliances will be established with relevant actors, organizations and media. It is also important to equip field staff with the communication and facilitation skills needed to handle the process. The participatory planning efforts will result in the development of thought-provoking messages and communication materials such as radio programmes, videos, TV shows, drama, comics or online campaigns, among others.

Phase 4: Result assessment and sustainability

Monitoring is a continuous procedure that runs through the whole process to assess whether or not the communication strategy is being implemented according to plan and how successfully. In this final phase, it allows to measure the effectiveness of the communication activities after implementation and evaluate their impact in terms of contribution to the overall development objectives. Special attention is also given to ensuring the sustainability of communication activities and/or services after the project's end.

12.7 GRASSROOTS ADVOCACY CAMPAIGNS

With roots that run deep and strong within our heritage, grassroots advocacy is one of the most common forms of lobbying in our nation. In simplest terms, grassroots advocates raise the level of awareness regarding certain causes and issues at either the local, state, or federal levels. The

purpose of these efforts is so that you, the grassroots advocate, can influence public perception, regulations, or public policy such as legislation. Unlike "direct lobbying," grassroots advocacy relies almost entirely on the general public and not professional lobbyists to contact legislators and other government officials regarding specific issues.

In the modern era, grassroots advocacy has become an increasingly popular way for companies and associations to harness the thoughts and ideas of their employees and members in order to create change within the public policy sphere of influence. Indeed, it has proven quite effective and it is not uncommon for these groups to mobilize hundreds of thousands, or even millions of members when issues arise.



ACTIVITY

Talk to the local NGO working for the health department of your area. Try to identify how the organisation functions with regard to creating awareness about health and hygiene at the grassroots level.

12.8 STEPS FOR SUCCESSFUL GRASSROOTS ADVOCACY CAMPAIGNS

Sometimes the easy part of grassroots advocacy is finding people who are passionate about your cause. Where many grassroots campaigns stumble is when you start to translate passion into action, and then action into a movement. Talk is easy, sustainable action requires planning, dedication, and discipline.

To build a successful grassroots advocacy movement, grassroots minded organizations should focus on these 8 key steps for successful grassroots advocacy campaigns.

1. **Set SMART goals.** In order for a grassroots campaign to be successful, you must first define what success looks like. To do so, terming goals so that they are Specific, Measurable, Achievable,

Realistic, and Timely will allow you to share with others what success looks like and how it will be accomplished.

2. **Create the strategy.** Bridging the gap between goals and actions is where your strategy comes into play. Your grassroots strategy will determine which grassroots campaigns tactics will be most effective. There is no single grassroots campaign template you can use for your strategy. Instead develop a small team who can collaborate openly to develop a dynamic and diverse grassroots strategy.
3. **Clearly communicate.** Your message needs to be simple and clear to the right audience. It also needs to reach them where they are. Your strategy should take into account who you are trying to reach, what message is important to them, and how they are most likely to receive that message. From print to blogs, the message and call to action for your audience must be relevant to them.
4. **Use new media.** New media isn't new anymore, and the fact remains that no matter how someone hears about your message, if they have access to the Internet they will go online to learn more. If you are not using new media, you are losing both credibility and the ability to expand your audience.
5. **Get fund raising.** No matter how big a volunteer force, or how much passion and energy you have, successful grassroots advocacy still requires cash. Money for resources like advertising, advocacy tools, tables at events, feeding volunteers, etc., should all be laid out in your strategic plan so that you know how much you will need to fund raise.
6. **Build coalitions.** Grassroots advocacy is all about banding together like-minded people for a single purpose or cause. The same collaboration can, and should, happen between organizations. Organizations who learn to work together can bring about the policy changes that would have otherwise been impossible to impact separately and alone.
7. **Organize communities.** This is where you start to execute on your strategy. Whether it is through formal events, directly on social media, or through door-to-door knocking or your partnering coalitions, how

you organize should be focused on both how to motivate them individually and as a group.

8. **Engage policymakers.** Elected officials rely on the information from their constituents to make the right decisions and membership organizations can compile that information to educate them. Organizations who educate and engage policy makers on the views of the voter around specific issues will be seen as a credible and useful source of information.

Organizations who are seeking to impact pending legislation, be a valuable resource to both their community and elected officials, and become a credible source of information cannot afford to skip any of these steps.

What additional steps have you tried to create, launch, and drive grassroots campaigns?



CHECK YOUR PROGRESS

Q.3. Briefly outline the steps for successful grassroots advocacy campaigns.

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12.9 EFFECTIVE MEDIA STRATEGY

Integrating a mix of media in a strategic manner is very important to achieve the desired objectives of any developmental plan. Why is it important? Effective communication among researchers, grassroots level workers and intended beneficiaries, can only take place if there is a dialogue among equals. The beneficiaries' opinions need to carry the same weight as those of the experts.

For example, let us consider the farming sector. A "demand-driven" mechanism is needed for farmers to demand and receive the best quality

of agricultural research and extension services they require. At the same time, farmers often need help to define their own problems, reach consensus among themselves before they can express their ideas to the specialists. Communication activities and media can help to empower farmers in this way. They make it possible to:

- overcome illiteracy barriers (by conveying ideas in an audio and visual form); illustrate new ideas and techniques more effectively, improving the impact of extension and training;
- compress time and space (a whole crop cycle can be shown in a short presentation and events and practices in distant locations can be transferred to other places);
- standardize technical information (by creating audio-visual materials to illustrate the best available advice to farmers throughout the extension and farmer training chain);

Therefore the development of a media strategy will need to consider the issues of context, access and capacity dimensions. It will also need to ensure that there is coherence within the communication process and that the chosen technologies are in line with the cultural norms and the environmental situation, and are designed to use the available and appropriate infrastructure. In most situations this will mean designing and incorporating an interface between modern and traditional communication methods. The chosen media mix and the interfaces of the different media need to be assessed according to the needs for content, urgency, recipients, gender etc.

Clearly digital information is becoming cheaper, leading to wider availability and ownership of technologies. Although digital technologies are more and more available, bringing about behaviour change at both the individual and organizational level can take a long time. This means that there can be long lead times into interventions. Recognising this and designing media strategies which take account of the situation are likely to be more successful.

It also needs to be understood that often the impact or the outcome of

a particular media strategy are not always readily visible but must have a long-term perspective (e.g. HIV/AIDS campaigns).

What are we aiming at?

A media strategy is the planned use of communication channels and tools (and their related methods and techniques), aimed at achieving the objectives of a given project. Its purpose is to address, in a systematic and coordinated manner the specific communication needs of various stakeholder groups. The critical factor in the design of the strategy is a participatory analysis of the knowledge, attitude, and practice of the intended audiences in respect of the information to be shared and disseminated, as well as the channels to be used.

The key aim is to achieve cost-effective communication that is culturally and technically relevant and that is sustainable. This means that there has to be complete integration between modern and traditional media and that the strategic use of different media technologies (e.g. Internet, rural radio, print) and the optimum mix of media needs to be designed to meet this aim. Media strategies and systems need to be designed so as to encourage ownership and use by all the major stakeholders. Equally the management skills and capacities of the main actors need to be developed through investment in technologies and training.

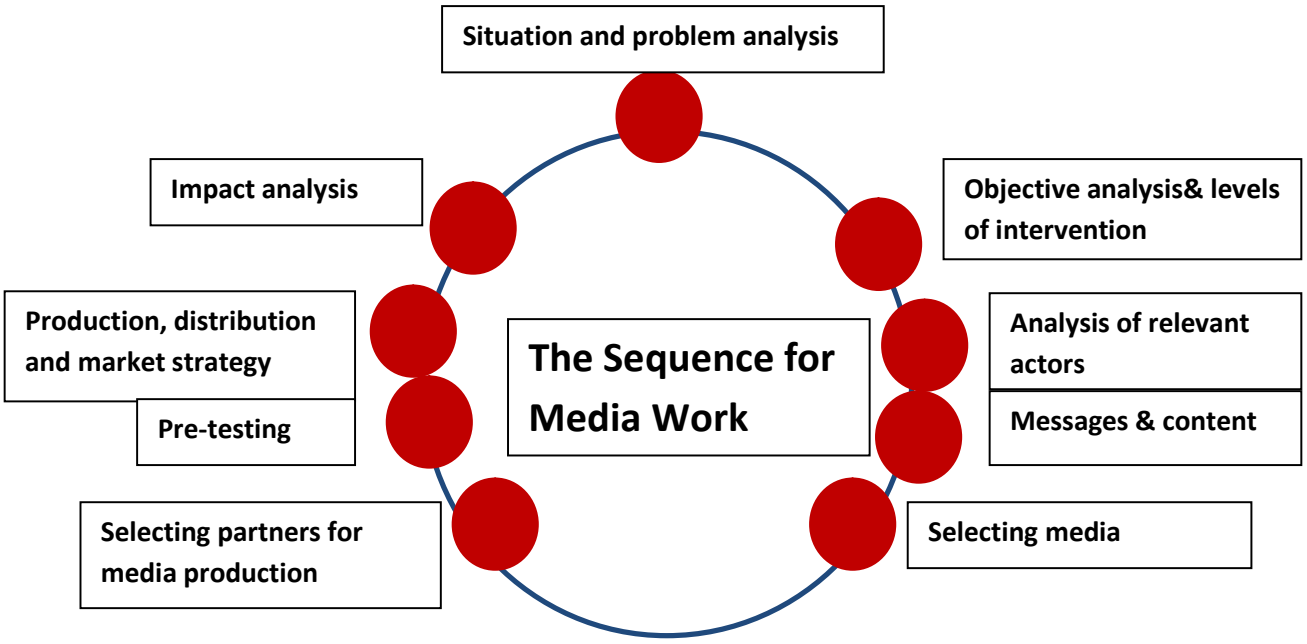
In most rural areas of developing countries people depend on media channels to get vital information for their livelihoods. Therefore the communication strategy will depend on appropriate media channels that are considered by rural audiences as trusted and reliable sources of information, that speak their language, that are easily accessible and that the information they deliver is relevant to the social context in which they live. All actors need the ability and opportunity to generate, receive, store, retrieve, transform and send information. In fact, managing the information resources of an organization is second only to the management of its human resources.

Main Challenges: Particularly for rural areas, the main challenges are

concerned with access and availability. Digital services do not always reach the rural communities and, even in developed countries, there is evidence of an urban/rural digital divide. To overcome this, stakeholder organizations need to develop their capacity and their ability to empower rural citizens and give them access to the services they need. A further challenge in some countries is the need to ensure the freedom to use media. Designing strategies which promote sustainability and institutionalization of media services is often difficult due to changing circumstances, availability of resources and organizational inertia. It is vitally important to be able to demonstrate the impact of media, especially on the behaviour of actors.Many organizations lack the necessary skills and expertise to be efficient information managers. Designing strategies which ensure that the messages have the relevant content and are packaged for the specific media to be used needs to be a high priority. It is necessary to generate high quality content and the quality assurance process needs to be built in to the media strategy. Finally it is necessary to ensure that the chosen technologies are properly adapted to their intended purpose.

Strategies: Communication among project stakeholders can be significantly enhanced when media use is planned according to a comprehensive strategy that is based on research, clear objectives, identification and assessment of audience groups, careful message design and choice of channels, monitoring and feedback. It has been proven that “multimedia approaches” using different communication channels in a coordinated and mutually reinforcing way give the best results. It is equally important to create a framework for integrated media. A critical mass of staff, equipment and activities is needed to make an impact. Since the activities involve what is sometimes termed "social engineering", they must be persistent over time. Developing countries are experiencing various economic pressures and find the costs of large research and extension services difficult to bear. Better agricultural knowledge and information systems are being sought to correctly identify, sort and match the needs and existing technical know-how of all three groups involved: farmers, extensionists and agricultural researchers. As a result, appropriate technology packages could be

developed and disseminated, and would probably be rapidly adopted because of the farmers' contribution in developing them



Source: Bohmann (2004)

12.10 LET US SUM UP

- Rural development concerns usually focus on determining what rural people need in order to move up the socio-economic ladder.
- Grassroots Communication combines a range of participatory methods and communication tools to address the knowledge and information needs of people at the grassroots levels, mostly rural stakeholders, and to facilitate their active involvement in development initiatives.
- In this facilitation role, grassroots communication combines several communication functions
- It is essential to involve rural stakeholders and local community members as active partners in the diagnosis, discussion and problem-solving process.
- Integrating a mix of media in a strategic manner is very important to achieve the desired objectives of any developmental plan.

12.11 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q.No.1: Grassroots Communication combines a range of participatory methods and communication tools to address the knowledge and information needs of people at the grassroots levels, mostly rural stakeholders, and to facilitate their active involvement in development initiatives.

Ans. to Q.No.2: In this facilitation role, grassroots communication combines several communication functions:

- identifying local knowledge, needs, expectations and priorities;
- facilitating equitable access to relevant information and knowledge;
- strengthening peoples' capacity to make their voices heard (building on existing communication systems and local contents);
- fostering multistakeholder dialogue and decision-making processes (involving policy makers, rural institutions, smallholders and local communities);
- promoting participation and collaborative action;
- enhancing mutual learning and co-creation of knowledge;
- improving negotiation, coordination and networking.

Ans. to Q.No.3: To build a successful grassroots advocacy movement, grassroots minded organizations should focus on these 8 key steps for successful grassroots advocacy campaigns.

1. Set smart goals; 2. Create the strategy; 3. Clearly communicate; 4. Use new media; 5. Get fund raising; 6. Build coalitions; 7. Organize communities; 8. Engage policymakers.

12.12 FURTHER READINGS

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2. Albrecht, H.; Bergmann H., Diederich, G.; Grosser, E.; Hoffmann, V., Keller, P.; Payr, G.; Suelzer, R. 1989: Agricultural Extension, Volume 1 and 2. GTZ Schriftenreihe and CTA, Eschborn. .

3. Alinsky, S. Rules for Radicals. Random House, New York, 1971.

4. Bohmann, K. (2004): Media for Rural Development. A Guide for Media Use. GTZ/InWEnt, Eschborn; http://www.gtz.de/agriservice



12.13 MODEL QUESTIONS

Q1. Why do you think most developmental projects fail to achieve their desired goals? Give reasons for your answer.

Q2. Why should communication for development be participatory in nature ?

Q3. What is grassroots communication? What are the different steps of participatory communication planning?

Q4. Why is it essential to develop a good media strategy in grassroots communication? Explain with the help of a relevant diagram.

UNIT-13: COMMUNICATION AND CULTURE

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.2.1 Communication

13.3 Culture

13.3.1 Culture in detail

13.4 Communication and culture

13.4.1 Culture in context

13.5 Corporatization of culture

13.6 Let us Sum up

13.7 Further Reading

13.8 Answers to Check Your Progress

13.9 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe culture and various forms of culture
- define popular culture and its effects on society
- analyse the relation between communication and culture
- explain corporatisation of culture

13.2 INTRODUCTION

In the previous unit, we deliberated on the concept of grassroots communication. This unit gives a basic introduction to communication and culture and moves on to deliberate on various forms of culture. It also discusses in detail about the role of media in being a source of popular culture and its role in propagating popular culture. Delineating cultural corporatization and discussions on varied topics like mass media as a cultural institution is attempted in this unit.

13.2.1 Communication

The word Communication has its origin in the Latin word 'communicare', which means to share with or to make common, as in sharing your thoughts, ideas, and knowledge. Communication and culture are totally interlinked.Culture, sub-culture, subgroups and other cultural artefacts undergo change from time to time. Communication being a cultural element is bound to change with culture. Culture is a code we learn and share, and learning and sharing require communicationsaid Alfred G. Smith in 1966. Godwin C. Chu (1977) observed that every cultural pattern and every single act of social behaviour involves communication. To understand them, the two should be studied together. Culture cannot be understood without studying communication, and one can understand communication only by learning the culture it belongs to.

David Berlo's (1960) Process of Communication, emphasized that communication is a dynamic process, as the variables in the process are interrelated and influence each other. Berlosaid that audiences are active members of the communication process and their actions affect the process of communication. So, any type of communication, mediated or direct has an impact of the audience on it when present.

Components of Communication:

One can understand communication better when he/she understands the components of the communication process, according to DeVito, 1986. The basic key components of communication as described by David Berlo and other communication scholars are source, encoding, message, channel, noise, receiver, decoding, receiver response, feedback, and context.

Source: The source is the person who initiates the communication process by delivering his/her idea in a verbal or non-verbal mode.

Encoding: Communication process or sharing of thoughts, is

executed in the form of symbolssignifying the idea you wish to communicate. Thus, encoding is the process of converting an idea into a symbol. The symbols you use to encode your thoughts vary according to your choice or depending on the circumstantial requirements or based on the choice and limitations of the receiver. You either encode thoughts into words, orin nonverbal symbols.

Message: The encoded thought is the message. While encoding is the process, the message is the resultant.

Channel: The word'channel' technically refers to the medium through which the encoded message is conveyed or transferred. The channel or medium, can be air in case of direct verbal communication or a telephone in case of mediated personal communication or may be print, or electronic media in case of Mass communication.

Noise: The term 'noise', according to communication models, specificallymeans any kind of disturbance that distorts the encoded message.

Receiver: The 'receiver'simply means the person who receivesthe message. Receivers may be intentional receivers or people the source desired to communicate with, or may be any person who accidently or unintentionally attends to the message.

Decoding: Decoding is the process of the receiver making an understanding of the encoded message by assigning meaning to the symbols received.

Receiver response: Receiver response refers to any act of the receiver after having attended to and decoded the messagereceived. That response can range from doing nothing to reacting through some actions that is expected or unexpected by the source.

Feedback: Feedback refers to that part of the receiver's response, to which the source has knowledge about and the aspect to which the source attends and assigns meaning to. Apart from the many responses of the receiver, this part of the messageis a response to

the sender's message, be it a negative, hostile or positive response. Though there can be many responses, feedback makes communication a two-way or interactive process.

Context: Another important aspect of communication is the context. Context is the milieu or background in which the communication is happening. The people involved in the communication process are expected to understand and act accordingly.Only when the communicator knows the physical context, he/she can understand the communication process completely.For instance, the way we greet a person varies from country to country and our choice of words and conduct varies according to the prevalent mood in the place where we are communicate.

13.3 CULTURE

The dictionary explanation of Culture is the ideas, customs, social behaviour, the arts and other manifestations of human intellectual achievement of a particular people or society. The customary beliefs, social forms, and material traits of a racial, religious, or social group; also the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time. It includes language, ideological values, gender roles, social conventions, religion or artistic expressions like literature, poetry, paintings, music, dance, architecture, sculpture, cinema and the like.

13.3.1 Culture in detail

The word culture means that which humans create, and also means a sense of refinement, prestige, or education. A "cultured" person is identified as a person who understands a culture and can function flawlessly according to it. Take for instance, a neatly arranged table, set in linen with forks, knives, and spoons. A person with the knowledge of their use, will know how to use them. It is a reflection of culture, which also involves the order of the meal, and the presentation

of the food. Earlier, the word “cultured” was associated only with the elite, or part of the educated upper class. One way to resolve this dilemma in “culture” is to view the sense of refinement and popular culture from a communication perspective. There are art and artifacts like architectural styles, sculpture, or even a written piece or classical music that contain meaning that can be assessed, analyzed, and discussed. Each artifact represents a culture, a movement or a value system, and meaning for being the way it is. While there has always been a debate on what offers quality, or what is valued. But it is often a reflection of perspective, awareness, and experience. Considering common or pop or popular culture as a culture with redeeming value, is like underestimating its significance and influence on cultures around the world. A discussion on these lines would definitely lead us to elaborate on high culture and folk culture.

High Culture:

High culture generally is considered to represent the artifacts, customs, traditions, and creations connected with exclusive content that requires some form of training, education and knowledge to create. Classical music or dance is a best example for high culture. Appreciate the performers and creators of the music or dance performance requires education. Though common people can enjoy them without proper knowledge about it, they cannot appreciate the nitty-gritties of the music or dance without gaining additional knowledge or training on the same. An example for the difference between the artifacts of high culture and pop culture would be classical music performance of a Carnatic vocalist and a Bollywood film song.

Folk culture:

Folk culture is the culture of the people. It reflects the uniqueness of a specific community or ethnic group. It is not mass reproduced. For instance, we can consider the handloom silk sarees of Sualkuchi silk village in Guwahati, Assam. The sarees woven there

include local designs and techniques in their 'mugha' (silk) sarees representing the native designs of Assam.

Mass culture:

It refers to the the set of ideas and values that develop from a common exposure to the same media, news sources, music, and art. Messages spread to the massaudience through media, like print or electronic media instead of developing on its own from day to day interactions. Since it is spread through mass media, mass culture lacks uniqueness. The rising popularity of mass media in the 19th and 20th century led to the development and expansion of mass culture, replacing the mainstream folk cultures of traditional societies. Mass culture is a feature of popular culture but it varies basically by the size of the audience who follow it. Mass culture is often huge, even global in its influence.

Counter culture:

Dictionary defines it as a way of life and a set of ideas that are completely different from those accepted by most of society, or the group of people who live thisway. A countercultural action or expression communicates disagreement, opposition, disobedience or rebellion. A counterculture rejects or challenges mainstream culture or particular elements of it.

Pop Culture:

Pop or Popular culture like mass culture is spread or transmitted by mass media. This particularly targets the young people. The lifestyle and tastes of the majority of mostly younger people is called pop culture. This, unlike traditional culture is short lived and changes from time to time. It is the culture that is accepted and popular among majority of the public.

Sub-culture:

It is a cultural group within a larger culture, with beliefs or

interests distinct from the majority of the larger culture. Small societies are mostly culturally uniform. But larger societies have many variations or variances from the larger culture. They will culturally diverse and will involve many subcultures. One of the examples of subculture may include the 'hippie' culture in the United States.



CHECK YOUR PROGRESS

Q.1. What is the meaning of the term culture?

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Q.2. Give one example of high culture.

……

……

Q.3. What is counter culture?

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……

13.4 COMMUNICATION AND CULTURE

The Cultural values that a group of people hold affect the way you think, act and judge others. In cross-cultural communication, some behaviours are considered proper and others as strange or improper, be it verbal or non-verbal communication. Every culture has rules and its members may or may not follow seriously. While some of cultures explicitly teach the rules, beliefs, values, and knowledge and most is observed sub consciously. However, no two people belonging to the same culture can be expected to behave/respond in a similar manner. Still, generalization provides clue on what will be encountered most likely and make an understanding of those differences that impact communication.

Cross-cultural communication in every sense is filled with cultural differences. The choice of medium, the way you greet, the language used,

the body language and gestures used to communicate may have cultural overtones. The choice of communication medium by the industrialized countries in contrast with Japan is a good example. Most of the industrialized nations like the United States or United Kingdom prefer drafted messages especially through electronic medium over oral or face-to-face communication. But Japan, being a technologically advanced country, still trusts face-to-face communication more than the written proofs/ communication. This makes it clear that the factor that decides the choice of medium is not the availability of infrastructure or technology, but the values that the country's culture holds.

13.4.1. Culture in Context

There are different approaches like international, global, cross-cultural, and intercultural approaches to the study of communication and culture. The study of popular culture and communication is discussed in detail below.

Role of Communication in Culture:

Communication is a behaviour affected or influenced by culture. Whatever one is taught gets reflected in one's way of communication, be it verbal or non-verbal. It has been suggested that the culture plays a major role by providing people with ways of thinking and interpreting the world.

Popular culture represents a common denominator, something that cuts across most economic, social, and education barriers.

—Edward Jay Whetmore

Pop culture is a culture that includes many information, knowledge, and practices that symbolize the contemporary standards, outlooks, and opinions that are popular. The media that we expose ourselves to brings many pictures, sounds, and information to us. These are content about the universally held views about truth, beauty, victory, love, retribution, catastrophe, justice and the like, displayed in innumerable ways. These messages create

the network of knowledge. Where we see the protagonist winning over the antagonist by virtue of being good. After all odds, we know very well that the hero will triumph over the evil at the end in all forms of content in the media, be it movies or video games. And our brains have been tuned to believe and expect the female characters to be close to the 'good' hero. Irrespective of the story line or characters, the media always follows the popularly accepted script of having clear endings, good winning over the evil, etc. The movies, music videos, albums and many a times video and online games are forms of media that propagate pop culture. A lot of examples of pop culture can be cited in the society that we live in.

Pop culture is filled with product placement. Anything and everything that we see in the media is packaged with the advertisements within and between scenes or images of a program or story, promoting all kinds of products, from valuables to commercial goods. The songs and jingles have beguiling melodies with humorous observations about life, love, and what not. We hear them so many times that it is in our minds without the TV or radio. We unsuspectingly memorize the captions and slogans of products. Thus our minds are filled with pop culture, most often without being aware of it. We are spot on with the cues of the media, we know the story, we know the products, and we understand the semiotics of an audio visual medium. We know that a person entering quietly into a dark room is out for mischief. This knowledge and sentience comes through exposure and experience. There is a pattern chalked out across contexts creating a uniformity that is difficult to overlook. "You have a sensitive teeth? Use Sensodyne". We have learnt all these from our media exposure and familiarity with pop culture. Pop culture can tell us who we are, what we are, and why.

Culture and Stereotypes:

The concept of stereotype was borrowed from old raised printing technology, where copies of a composed type were made by using

papier mache as molds for new printing plates, identical to the original. The term stereotype , as allegedly used for the first time by Walter Lippman in 1922, is used today to mean a readily available image of a given social group, usually based on rough and often negative generalizations. Cultural stereotyping is when someone has an opinion on another person based on who they are, where they are from, or the language they speak, without even knowing the person.

Pop culture entertains the people and educates people about important issues related to our development, at the same time, ignores other issues and marginalizes subgroups or co-cultures. Pop culture is a force created by us which is neither positive nor negative. It is a reflection of our own cultural messages to us, and at times the image is not good, attractive or unbiased. Thus, Pop culture exists as a commodity. It is a reflection of not only capitalistic societies but all modern, industrial societies. People have learnt from these messages and also construct their own meaning. Pop culture has a social function. Though it exists as a commodity, it also exists as an educational and social tool. We are taught through popular culture about what is important and what to ignore, by what is offered to us every day. This social function can be positive as well as destructive, like the bad impact of violence being displayed on media. Popular culture provides both the message and meaning, and it helps us make sense of our world, an imperative societal function.

When we consider the time and space constraints of media, we will acknowledge the challenges of media content producers in communicating the multifaceted world and its societies. The tool that they use to condense and simplify these information, is to present a generalized or oversimplified image, what we call a stereotype of people, places and context. The use of a stereotype allows media to glide through a story quickly without wasting time developing and explaining the intricacies of the characters. Stereotyping thus is prevalent and can lead to discrimination, or the detrimental handling

of certain groups or sections of the people, mainly on the basis of sex, gender, age, race, or ethnicity.

These stereotypical images can create both discrimination and indiscrimination. This influences individuals in the real world and contributes to real cases of discrimination and indiscrimination.

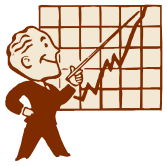
13.5 CORPORATIZATION OF CULTURE

Darren E.Grem's book 'The blessings of business: Corporate America and the rise of conservative Evangelicalism' talks about the Heritage USA and the corporatization of evangelical culture. This book talks clearly how the Christian culture industries developed a Christian theme park at Heritage USA as an important site of evangelical business. There are also other Christian industries like the Christian music to Christian book publishing that the book talks about. Corporatization is the process of privatising an entity for efficient administration and financially beneficial performance. The contemporary definitions for corporatization is to develop into a big business. As it has been cited above, how Christianity, a religion has been corporatized for financial benefits and have been attached with run-of-the mill techniques and other business tactics. All over the world, cultural products have been corporatized.

Another example for the same is the commodification of organic agricultural produce and popularisation of millets. Millets were the main ingredients of Indian food culture. Changes in food patterns led to reduction of use of millets. Recent increase in awareness of the benefits of organic foods and millets has led to the corporatization of this age-old, traditional food culture. It is a major money making business now, with the organic foods being sold at double or triple the cost of the same product which doesn't declare the word 'organic' in the cover. The genuineness of the organic nature of the product is a matter of concern.

The increasing craze for brands and heightened brand consciousness, use of aerated drinks and chewing gums, dependence on food joints like Mac Donald, KFC or Sub-way, the homogenisation of dressing

styles of youngsters all over India with westernized dresses like faded or torn Jeans and T-shirts, the newly acquired craze for herbal products, the increasing beauty consciousness, and the increase in the number of cosmetic brands, both Indian and foreign and chains of branded beauty parlours, common words for certain expressions, irrespective of the mother tongue, the loosening of caste ties among youngsters are signs of homogenisation of culture mainly propagated by the mass media. Mass media acts as a medium to propagate cultural products through its movies, soap operas, talk shows, music videos and reality shows.



CHECK YOUR PROGRESS

Q.4. What are the approaches to study communication and culture?

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.....

Q.5. Who wrote the book 'The blessings of business: Corporate America and the rise of conservative Evangelicalism'?

.....

.....

13.6 LET US SUM UP

- The word Communication has its origin in the Latin word 'communicare', which means to share with or to make common, as in sharing your thoughts, ideas, and knowledge. Communication and culture are totally interlinked. Culture, sub-culture, subgroups and other cultural artefacts undergo change from time to time.
- The basic key components of communication as described by David Berlo and other communication scholars are source, encoding, message, channel, noise, receiver, decoding, receiver response, feedback, and context.
- The word culture means that which humans create, and also means a sense of refinement, prestige, or education. A "cultured" person is

identified as a person who understands a culture and can functionflawlessly according to it. Take for instance, a neatly arranged table, set in linen with forks, knives, and spoons.

- Pop culture is a culture that includes many information, knowledge, and practices that symbolizethecontemporary standards, outlooks, and opinions that are popular. The media that we expose ourselves to brings many pictures, sounds, and information to us. These are content about the universally held views about truth, beauty, victory, love, retribution, catastrophe, justice and the like, displayed in innumerable ways.
- Pop culture is a force created by us which is neither positive nor negative. It is a reflection of our own cultural messages to us, and at times the image is not good, attractive orunbiased. Thus, Pop culture exists as a commodity. It is a reflection of not only capitalistic societies but all modern, industrial societies.



13.7 FURTHER READINGS

1. Duncan, Barry (1996), Mass Media and Popular Culture, Harcourt Brace Canada.
2. Grossberg, Wartella, Whitney, Wise (2006), Media making – Mass media in a popular culture, Sage.
3. Dong, Qingwen (2010), American mass media and popular culture, Univ Readers.



13.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No.1: Culture is the ideas, customs, social behaviour, the arts and other manifestations of human intellectual achievement of a particular people or society.

Ans to Q.No.2: Classical music

Ans to Q.No.3: A countercultural action or expression communicates disagreement, opposition, disobedience or rebellion.

Ans to Q.No 4: International, global, cross-cultural, and intercultural approaches.

Ans to Q.No.5: Darren E. Grem.



13.9 MODEL QUESTIONS

Q.1: What is culture

Q.2: Discuss the role of media in popular culture.

Q.3: Discuss the relationship between culture and communication.

Q.4: Write short notes on:

(a) Pop culture

(b) Sub-culture

(c) Folk-culture

Q.5: What is the role of communication in culture?

Q.6: Discuss corporatization of culture.

UNIT-14 : COMMUNICATION AND POPULAR CULTURE

UNIT STRUCTURE

14.1 Learning objectives

14.2 Introduction

14.3 Communication and Popular Culture

14.4 Contemporary popular culture studies

14.5 Role of communication in Popular Culture in Reference to Music

14.6 Corporatization of culture in reference of popular music

14.7 Music on the Internet

14.8 Mass Media as a Culture Institution

14.9 Let us Sum up

14.10 Answers to Check Your Progress

14.11 Further Reading

14.12 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- the concept of popular culture
- role of communication in Popular Culture in Reference to Music
- corporatization of culture
- internet as far as the music industry is concerned
- mass Media as a culture institution

14.2 INTRODUCTION

The institutions of communication i.e. television, radio, newspapers, magazines, cinema and more recently the internet are what constitute the mass media. They produce and distribute texts on a large scale. They serve the important functions of providing information, education and entertainment. The mass media might be seen as those of providing information, entertainment and education. The study and comprehension of the mass media therefore, can be understood in terms of media-texts

i.e. the programming content, relationship of the audience with these texts i.e. audience research, the political economy involved i.e. the organization and industry structure and the wider concepts of cultural meaning that they comprise of and contribute to. The mass media seems to be the soul and centre of public life and culture today.

The various ideologies constructed and also disseminated by mass communication and how the media do play a role in establishing a cultural hegemony has been explored by cultural studies. But communication is not confined to textual meanings alone they encompass the activities of our daily life making significant contribution to our usage of time and space and our routine activities, determining the very culture of our lifestyles. Once upon a time it was considered to simply be in the pursuit of maximizing its ratings, targeting a passive set of audiences. A view that started changing as the 'uses and gratification' approach studied the various uses that audiences had of the media and much later as communication and media came into focus in the context of cultural studies.

14.3 CONTEMPORARY POPULAR CULTURE STUDIES

Contemporary popular culture studies developed in the late seventies and eighties. According to the mass culture studies, the needs of the public are taken into consideration in popular culture forms. They do stress on the consumers capacity to resist indoctrination and passive reception. Monolithic concepts of mass culture are done away with and instead culture is described as a whole and a complex summation of discourses that correspond to certain interests, are dominated by a certain set of peoples, but are dialectically connected with both its consumers and producers. For example, Andrew Ross in No Respect-Intellectuals and Popular Culture (1989), talks about the history of jazz, blues and rock, and stresses onhow popular music in the U.S., from the twenties came into being. He says that it was a result of the interactions prevalent among the popular, commercial and avant-garde circuits, the blacks and whites and the lower- and middle-class youth.

14.4 ROLE OF COMMUNICATION IN POPULAR CULTURE IN REFERENCE TO MUSIC

Talk of communication's role in popular culture is incomplete without a discussion on popular music's powerful impact on our daily lives. In fact explaining this, is a major point of study in cultural analysis and does have a rich theoretical legacy behind it. But most of the theory expresses a tension in describing production and consumption of this popular music. Often production is equated with domination and consumption with freedom. This in general defines the tensions that exist between 'mass culture' and 'postmodern' discussions of this mass or popular culture. The problem with such a characterisation is the assumption that theproduction and consumption of popular music have a direct and straightforward relationship. And this is not true.

The music industry lacks the power to control the making of music or in determining the popularity of the music made. The audience too on the other hand cannot necessarily predict or even have a little say on what will be produced and how it will be presented for them to appreciate it. It is important to first recognise what constitutes this popular music. It is considered apart from folk and classical music. This is as popular music developed historically, as mentioned by Toynbee, "in and through the mass media". There are differing perspectives of the definition of popular music. For our reference now, in studying communication and popular culture, we can refer to popular music,as the mass-produced music that caters to a large audience and includes genres such asdance, hip-hop, pop, as well as rock, that have receivedmore attention sociologically. It must be mentioned however that this inability to describe specifically what falls under the gamut of popular music, gives it the cultural vitality that it possesses.

According to Theodor Adorno, popular music is the product of a 'culture industry' that is monolithic in nature. His systematic analysis of mass culture is considered the most challenging. It is important to note that his ideason popular music were a part of his study on Marxist philosophy at theUniversity of Frankfurt, also while in exile after the Nazi seizure of power in the 1930s. While developing a general aesthetics of music, his study on

popular music was only a minor element.

In his early critique, 'On Popular Music', first published in 1941, he states that the main characteristic of popularmusic is 'standardization' (Adorno).He stresses on the fact that standardization occurs from the overall range of songs that are offered, to the specific details of the tunesand consists of a 'partinterchangeability' as the 'beginning of the chorus' can be easily 'replaceable by the beginning ofinnumerable other choruses' (Ibid.), a quality similar to the production processes of other mass consumer goods. Besides, once a successful formula is hit upon, Adorno argues that, it is exploited till a commercial exhaustion of that formula is achieved. This leads to standardisation andinnovation being stunted. This standardization is however disguised in what Adorno refers to as 'pseudo-individualization', as each piece of music produced is claimed to be original.

Adorno also states that popular music induces passive listening. This is intended so as to maintain the masses interest in it. He believed that entertainment does not demand attention and hence listeners use popular music to distract themselves from the demands of reality. It is used to do away with the strain and boredom of work. This widespread attitude of inattention towards popular music is what makes it impossible to escape from. It is from his studies that the analyses of the economics of entertainment, has been derived.

According to Adorno, through popular music, a 'psychical adjustment' occurs. Listeners are bound into subordination of two kinds: the 'rhythmicallyobedient' type, who dance with the crowds to the very rhythm of their oppression; and the 'emotional' type',who is alienated and obsessed with sentimentally wallowing in his self pity, through music.

Contemporary scholars criticise Adorno's research. They do not subscribe to the monolithic nature of the culture industry that he charecterises, find his denial of the aesthetics of popular music, elitist, and his accounts of the uses of popular music condescending in nature. But Adorno's reference of modern capital being burdened by the problem of over-production and in creating false needs has added more impetus in academically legitimizing the popular music studies.



CHECK YOUR PROGRESS

Q.1. When was 'On Popular Music' published?

.....

14.5 CORPORATIZATION OF CULTURE IN REFERENCE OF POPULAR MUSIC

Steve Chapple and Reebee Garafalo in 1977 write about capitalist corporations turning popular music into a commodity. Other writings that followed stressing on the same point were that of Harker, 1980; and Wallis and Malm, 1984; Eliot, 1989; and Goodman, 1997. They agree with Adorno about examining the economic base of pop music but do not of course dismiss it, and know of its subversive potential among youth movements.

It has been observed that ownership of popular music production is centred in a few major companies. This has led to the corporatization of leisure' and the music business. There are researches who have pointed out the complexity and competitive nature of cultural production. Music is not simply a mass industrial product, it is the result of an intense competition and struggle between almost all of its stakeholders, like the record companies, musicians, radio stations, music publishers, disc jockeys, etc. For example, in discussing the social production of music, Howard Becker has in his account of the culture of jazz musicians, stated their desire to be seen as artists and not slaves to commercial ends.

In David Hesmondhalgh's (1999) study of the difficulties faced by two independent record labels, 'Creation' and 'One Little Indian', and their controversial partnerships with two major corporations, i.e. Sony and PolyGram, in the 1990s, he concluded that corporate control finally takes over artistic creativity. Also the political-aesthetic consequences were not just as an effect of the economic and institutional forces, they were also influenced and mediated by the need to attract more audiences to be interested in their music.

What type of music is going to be commercially successful, is an uncertainty that exists among business executives, fans, musicians and journalists all over. This only demonstrates the power of the audience and the impossibility of the industry to predict the popularity of a certain type of music or in controlling how it is used.

14.6 MUSIC ON THE INTERNET

With music being available on the internet nowadays, music's distribution and consumption in peer-to-peer networks to cater to a large number, of a variety of listeners is being recognised. Reproduction of already recorded old sounds, has to consider “piracy” and the “free” circulation of music. With more effective software design, major music corporations strive to secure digital rights and also effectively secure and manage customer information cutting down on storage and transportation costs with Internet being the medium. Concerns of music piracy are also attempted to be reduced through more effective litigation and legislation. A more tight control and regulation in the production and distribution of music has been observed. Be it big corporations or smaller ones, they seek to organize an increasingly mobile consumer with music production becoming extremely accessible which can be available across various media. Grossbergin (2002) pointed out that the current popular music formation is characterised by a “neoeclectic mainstream,” an apparatus that “operates with a logic of sampling, in both senses of the term (i.e., as aproduction technique and a habit of listening)”. When it comes to sampling, the technological practice of musicconsumption and production, seems to anticipate the networking culture of theInternet. As a cultural logic it “dominates the radio show, DJ set and remix, the file server, and the programming facilities of various playback technologies”. Steve Jones in 2002, also reminded us that “music online exists side-by-side with music offline and side-by-side with cultural and industrial practices and processes offline”, thus resisting a potential technological determinism.

14.7 MASS MEDIA AS A CULTURE INSTITUTION

With new economic markets brining in new industries, markets are becoming unlimited and insatiable at the same time. The service and leisure industries, with tourism, sport, music andentertainment all becoming a large part of these markets.

While Theodor Adorno and MaxHorkheimer, in the mid-1940s, did express their concerns that massification of culture, is affecting the aesthetic reception ofart, it was pointed out that Art, had to count on marketability rather than its ability to communicatetruth or beauty but in how much of its marketability did it succeed. With this marketability in mind, Hollywood movies for example may have an exciting car chase, weekly magazines or e-zines, have sections on coping with weight loss, relationships andfamily disorders.Reality TV and the candid camera concept, have changed what entertainment is all about. The spectacle of humiliation is what drives entertainment today. Celebrities come with their own lifestyle shows on television. Ordinary people through the new genre of reality TV start emerging as stars overnight.

The corporatization of culture is observed in the “commodification” of popular culture itself. The processes of information, communication and entertainment is being concentrated in the hands of a few; very often a few corporates with a more personal agenda in hand. But in in catering to a large mass accordingly, religion itself has been replaced by it.

Popular culture industry is not just about the production of content, but also in the production of an audience. The media isthe perpetrator of a system of social integration, although it seems to be servingthe needs of commodity capitalism. Interestingly the popular ‘culture industry’, whether in its production or consumption there is an ‘obedience to hierarchy’ in play.

The dangers in this production process of the media lies in the structure that permits a few to produce on behalf of the many.The fear that perhaps the masses are not encouraged to takethe initiativesfor new ideas or even in thequestioning of thoseinitiatives taken by a few in command. What is feared is that popular culture leads to a loss ofindividuality. Thus according

to the culture industry thesis, set by Adorno and Horkheimer, social life does reflect commodity consumption as uni-dimensional in its intellectual andemotional nature.



CHECK YOUR PROGRESS

Q.2. What dis Steve Chapple and Garafalo write about in 1977?

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……....

14.8 LET US SUM UP

1. Contemporary popular culture studies developed in the late seventies and eighties.
2. The music industry lacks the power to control the making of music or in determining the popularity of the music made. The audience too on the other hand cannot necessarily predict or even have a little say on what will be produced and how it will be presented for them to appreciate it.
3. According to Adorno, through popular music, a ‘psychical adjustment’ occurs.
4. It has been observed that ownership of popular music production is centred in a few major companies. This has led to the corporatization of leisure’ and the music business. There are researches who have pointed out the complexity and competitive nature of cultural production.
5. With music being available on the internet nowadays, music's distribution and consumption in peer-to-peer networks to cater to a large number, of a variety of listeners is being recognised. Reproduction of already recorded old sounds, has to consider “piracy” and the “free” circulation of music.
6. With new economic markets brining in new industries, markets are becoming unlimited and insatiable at the same time. The service and

leisure industries, with tourism, sport, music andentertainment all becoming a large part of these markets.

7. Popular culture industry is not just about the production of content, but also in the production of an audience.



14.9 FURTHER READINGS

1. Barker C. (2004). The Sage Dictionary of Cultural Studies.
2. Melkote, S. R. Ed: Mody, B. (2003). International and Development Communication: A 21st-Century Perspective
3. Holmes D. (2005). Communication Theory: Media, Technology, Society



14.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No 1: 1941

Ans to Q.No 1: Capitalist corporations turning popular music into a commodity.



14.11 MODEL QUESTIONS

Q.1 :What does the mass media constitute of?

Q.2 :In the field of cultural studies, what is the term popular associated with?

Q.3 :What is popular cultural studies?

Q.4 :According to Adorno, through popular music, a 'psychical adjustment' occurs. What is implied by that?

Q.5 :Write a note on contemporary popular culture studies.

Q.6 :How has corporatization of culture happened in the music industry.

Q.7 :How has the music industry changed with the internet in the picture?

Q. 8: Write a short note on role of communication in popular culture in reference to music.

Q.8: Write an essay on Mass Media as a Culture Institution.

UNIT-15 : CULTURAL COMMUNICATION

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Concept of Cultural Communication

15.4 Selected conceptualizations and approaches linking culture and communication

15.5 Introduction to Intercultural Communication

15.6 Defining Intercultural Communication

15.7 Adaptation

15.8 Defining Acculturation

15.9 Communication model for Acculturation

15.10 Multivariate immigration adaptation model

15.11 Core components of Cultural Communication

15.12 Perception

15.13 Communication Accommodation Theory

15.14 Let us Sum up

15.15 Answers to Check Your Progress

15.16 Further Reading

15.17 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- understand the concepts of cultural and intercultural communication
- define key related terms like acculturation, adaptation, perception, etc.
- learn the various associated theories.

15.2 INTRODUCTION

In the previous unit, you were familiarized to the concept of popular culture, role of communication in popular culture and other aspects related

to the idea. In the last unit of this course, you will learn about cultural communication, intercultural communication along with various conceptualizations and approaches towards understanding the link between communication and culture. Let us begin by understanding the concept of cultural communication.

15.3 CONCEPT OF CULTURAL COMMUNICATION

Lawrence Grossberg has written extensively about cultural studies. He was one of the leaders to have associated cultural studies to communication. The topics he has written about like popular music, youth culture and conservatism, havebeen the foundation for an entire body of scholarship connectingcultural studies and communication. There have also been studies conducted by a number of feminist and queer scholars connecting the two fields. Popular names among them include, Raka Shome, Radhika Parameswaran, Katherine Sender, among others. An example would be Shome's analysis of the British media representations of Diana after her death. She shows the connections between white femininity and national identity during the crisis. Scholars like Toby Miller have insisted upon an internationalization of researchin the field of cultural studies practice including the study of other dimensions of cultural reality like law, policy, and money.

The word culture itself has different definitions. According to Bardhan and Weaver, as stated in 2011, each definition consists of different perspectives on how individuals interactwith and understand others. The comprehension of culture happens in different paradigms. Traditional research normally follows anempirical paradigm. Most definitions do accept however that culture is tied to communication and is a learned collective or group process.

15.4 SELECTED CONCEPTUALIZATIONS AND APPROACHES LINKING CULTURE AND COMMUNICATION

A group of German economists, social theorists, and philosophers at the Institute for Social Research in Frankfurt, originally established in 1923 are what constitutes the Frankfurt School. According to these critical theorists, culture is the communicative structure which reflects the social order. It is revealed in texts and discourses produced by institutions, organizations, and public spokespersons. As far as ontology and praxis are concerned, critical theorists say that individualsare capable and have the means to advocate for change, and this usually occurs in public deliberation and debate within public spaces.

Intercultural Communication and Foreign Service Institute

Edward T. Hall, was a cultural anthropologist who worked in the Foreign Service Institute (FSI) in the Department of State in the United States. He focussed on face-to-face interaction between members of different cultural groups and spoke of the importance of nonverbal forms of communication. He brought to light the role of nonverbal cues like proxemics (the use of space), kinesics (body language), paralanguage (tone of voice and vocal cues), and temporality in establishing meanings that messages manifested. According to him, culture is identifiable by patterned, learned, and analyzable codes of communication that groups use.

Cultural Studies Orientations

The term cultural studies originally first came into being from an interdisciplinary enterprise at the Centre for Contemporary Cultural Studies in Birmingham, England, in the year 1964. According to cultural studies, culture, is a complex and contested communicative system through which the negotiation of ideologies and status happens. As far as axiology (values) and praxis (practical action) are concerned, cultural studies scholars advocate a reformist orientation and methods which uncover domination as well as point to social practices that can undergo change. The uniqueness

in this approach to culture and communication lies in the discussion of group identities and representations as multiple, intersecting, and often contradictory, while also stressing on ways in which discourse, ideologies, and power are related to one another.

Ethnography of Communication

Ethnographers of communication believe that culture is a code of speaking and acting, patterns of symbols, meanings, premises, and rules are historically transmitted. They believe that individuals learn and communicate through shared patterns of conduct, and these codes provide ways of identifying who belongs to which group.

Postcolonial Approaches

Postcolonial studies calls for identifying historical links, uncovering erasures of historical events, and carefully examining geopolitical relations and inter/national histories while studying culture and communication. They examine forms of intersecting nationalities, race, sex, and class positions. Edward Said, a prominent scholar in the field, critiqued how discourses dealing with “Orientalism” tended to colonize and position groups into marginalized or subordinate positions. This approach tries to comprehend, the effects of macro-contextual factors like histories, economies, institutional norms of government and political policies, and international orientations like imperialism on national and regional cultures.

15.5 INTRODUCTION TO INTERCULTURAL COMMUNICATION

The process of Communication is all about meaning-making. Then, Intercultural communication, is about making meaning or making sense of the messages from different cultures. With globalisation and the rapid changes in technology, trade, and communication that the 21st century is witnessing, all social setups formal or informal are beginning to operate in intercultural environments.

The 1950s and 1960s saw intercultural communication inquiry take

place, with the advent of globalization (McLuhan, 1962), and the emergence of the United States as a world power after the World War II. In reference to this historical context, early intercultural communication studies had a humanistic and practical approach. The hope was to generate knowledge which would help in developing a better comprehension and effective communication between individuals who came from a background of differing cultural upbringings.

What continues to be the focal domain of intercultural communication theory and research is an interest in the micro-level interface of individuals across societies and cultures. In doing so, a close look at the area of interpersonal communication within the communication discipline is also maintained. Interestingly however, the domain of intercultural communication has evolved mostly from areas of communication that have been investigating macro-structural areas of "global communication,", "international communication," and "development communication." Studies conducted in these areas, address issues related to mass-media and other forms of communication, including the Internet. This involves researching two or more nation-states within the global communication system. Issues pertaining to this global communication system include the globalization of media ownership and infrastructure, the trans-border flows of media programs and contents, and the impact that all of this has on traditional societies, and the cultures, and languages that exist in these societies.

15.6 DEFINING INTERCULTURAL COMMUNICATION

Whenever a message that is produced in one culture is interpreted in another culture, it is referred to as intercultural communication.

Two central concepts defineIntercultural communication: culture and communication. An anthropological approach to culture,views the collective cultural life experiences that is characteristic of a nation or a society. It has with time started including communication activities that involve individuals of various domestic sociological groups with different backgrounds like ethnicity, race, and other such categorisations of socialisation.From the perspective of communication studies, intercultural communication

conceptually differs from interpersonal communication. A relatively high degree of difference in the internalized culturally or sub-culturally rooted system of making meaning, knowledge, worldviews and values, of the communicators, is what characterises this communication. Thus Intercultural communication can also be defined as the communication process in which individuals from different cultural or sub-cultural backgrounds are directlyin touch with one another. In integrating a wide range of intercultural communication contexts, Gudykunst and Kim (2003) employ the concept of “stranger” as represented by terms likeintergroup, interethnic, and interracial communicationin establishing varying degrees of difference, unfamiliarity, and psychological distance present between communicators. Thus they differentiate between intercultural communication and intracultural communication. In fact,intercultural communication hastwo other sub-domains namely, cultural communication and cross-cultural communication. A significant amount of cultural communication research has been directed in identifying specific prevailing unique patterns of communication in specific cultures. On the other hand, cross-culturalcommunicationhas compared communication-related phenomena in two or more cultural or sub-cultural groups.

15.7 ADAPTATION

The adjustment to a new or unfamiliar situation or setting is referred to as adaptation. Cultural adaptation happens with the willingness to accept another culture's worldview or customs. According to Bennett and Bennett (2004), “adaptation occurs when we need to think or act outside of our own cultural context”. Behavioural flexibility is also often referred to as adaptability. Adaptability to new situations occurs when one possesses a diverse behavioural repertoire and knows when to use it. By taking the perspective of the other person, one can begin to feel and construct one’s identity from their viewpoint. In the integration process, this newly developed identity is the initial step and this is what is discussed in Y.Y. Kim’s communication model for acculturation.

15.8 DEFINING ACCULTURATION

According to American Anthropologists, acculturation has been defined as a phenomenon which occurs: 'when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups'. If acculturation research has progressed in recent times, it has happened in correspondence to the rapid rise of transcontinental migration of people all over the world due to intergroup conflicts and economic globalization. This has also resulted in a rise in empirical studies on the acculturation and cultural adaptation experiences of diverse groups of immigrants and refugees.

15.9 Communication model for Acculturation

Across social science disciplines, one of the most important research issues is adapting to a new and unfamiliar environment. In intercultural communication studies, Y. Y. Kim published a variable-analytic "path model" of "acculturation" based on her dissertation research in 1976 of Korean immigrants in the Chicago area; and that initiated the discussion in this area. In 1988, Y. Y. Kim came up with a broader, interdisciplinary, and integrative theory, which has since then been further updated and refined in more recent presentations that happened in the 2000s.

What Y. Y. Kim proposed was a broadly based general theory, by synthesizing and incorporating major concepts from across social science disciplines into a single integrative communication theory. It was designed with the intention to help cross-pollinate largely separate and divergent inquiries like in the studies of long-term immigrant acculturation and short-term sojourners. This theory is based on a set of "open-systems" meta-theoretic assumptions which regard cross-cultural adaptation neither as an independent nor dependent variable but entirely as a natural and universal phenomenon that occurs over time when an individual engages communicatively with either a new, unfamiliar, or a changing cultural environment.

The integrative theory as proposed by Y. Y. Kim has two models: the

process model and the structural model. The Process model describes and also explains the “stress-adaptation-growth” dynamic which over time does lead to a gradual transformation of the individual so they may fit in completely to the new or changing environment. According to the structural model, four dimensions of factors interactively work with one another so as to facilitate or impede the adaptation process: “(a) individual predisposition (adaptive personality, ethnic proximity/distance, preparedness), (b) the environment (host conformity pressure, host receptivity, ethnic group strength), (c) intercultural transformation (functional fitness, psychological health, intercultural identity development), and (d) communication (host communication competence, host interpersonal communication, host mass communication, ethnic interpersonal communication, and ethnic mass communication)”.

In 21 theorems, the interlocking bilateral relationships between and among these constructs are specified; an example will be that if the host communication competence is greater, the participation in host social, interpersonal, mass communication will also be greater. Also if the host receptivity and host conformity pressure is greater, the host communication competence is also greater.

Ample research evidence, from across the field of social sciences helped formulate this theory. Empirical data from a substantial number of studies have supported many of these 21 theorems. A variety of cultural and sub-cultural groups were referred to in conducting these studies by Y. Y. Kim and her associates. These include Southeast Asian refugees 1990, Native Americans in 1998, international university students in the United States in 1993 and in Japan in 1998, Turkish employees of an American military organization in Germany in 2002, and Korean expatriates in the United States and their counterparts in South Korea in 2004. Other investigators' studies that have documented empirical evidence for this theory include American university exchange students overseas (e.g., Milstein, 2005; Pitts, 2007), Haitian immigrants in the United States (Walker, 1993), native born mainstream White Australians who have undergone extensive intercultural experiences (Shearer, 2003) and Chinese immigrant

children in Canada (Lee & Chen, 2000). Globalization, does not require one to leave home anymore so as to experience cross-cultural adaptation. Globalisation has made people around the world get increasingly exposed to the images and sounds of once-distant cultures, and in urban centers around the world, local people are routinely coming in contact with foreign-born individuals.

Y. Y. Kim in studying this, has applied her integrative communication theory so as to address this rapidly unfolding phenomenon of “stay-home” cross-cultural adaptation, by proposing “intercultural identity transformation” as a new model for human development to take place.

15.10 MULTIVARIATE IMMIGRATION ADAPTATION MODEL

Among the earliest conceptual models of cultural adaptation is Richard Cervantes and Felipe Castro's (1985) stress–mediation–outcome theory. It is a multivariate model that conceptualizes cultural adaptation as the interplay among five ‘generic factors’: “(a) potential stressors; (b) appraisal; (c) external mediators; (d) internal mediators; and (e) coping responses.”

As far as potential stressors are concerned, the common stresses that immigrants experience include those associated with cultural changes, loss of status for immigrants, and/or economic difficulties like poverty. The stress appraisal is in interaction with and affected by a whole host of external factors,like family and non-family support, mental health services and internal factors like personality traits, gender role, etc.; all associated with an immigrant. The fifth factor, coping responses act as a secondary mediator between appraisal, internal factors, and external factors on one hand, and the short and long-term mental health and adaptation consequences like psychological distress, depression, and substance abuse on the other hand.

They advocated cross-cultural research so to include all of the hypothesized variables and to also test the pathways among them in acculturation research. They also stressed the need to identify and study culture-specific stress appraisal processesand coping patterns that take place among subgroups while the process of acculturation and cultural

adjustment is happening. They also suggested undertaking cross-cultural research to investigate the appraisal and the coping processes.



CHECK YOUR PROGRESS

Q.1. Who was Edward T. Hall?

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Q.2. What is acculturation?

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15.11 CORE COMPONENTS OF CULTURAL COMMUNICATION

While no specific definition of cultural communication can be satisfactory enough to all researchers, several components of the process are definitely agreed upon. The four most agreed upon components include: “the distinction between objective and subjective culture, the contrast between culture-general and culture-specific approaches, the focus on cultural differences more than similarities, and the necessity for intercultural competence.”

Based on a popular distinction in language education, differentiation has occurred between objective culture and subjective culture. While objective culture includes the creations of a cultural group, including music, art, theatre, dance, literature, etc, subjective culture, implies the learned and shared values, beliefs, and behavioural patterns of a community of people who interact with one another. Subjective culture being constructed by its members is always undergoing transformations, it is a dynamic process. In fact, Intercultural communication revolves around the examination of the interactions based on a subjective culture. What are in focus are the less visible aspects of human interaction that act as barriers to a shared meaning. The interaction process being in focus rather than

culture analysis, is what makes cultural communication different from other fields of study. So while analysing the emotionally expressive communication styles of one culture, what will be examined will be how that expressive individual communicates with some other person who comes from a culture where people adopt a more restrained style of expressing their emotions. Thus it is observed that while interacting with people from a specific other culture, one may tend to seek culture-specific information. Different cultures may definitely present with multiple options of how individuals apologise, compliment, provide feedback, resolve conflicts or even make decisions, but a pattern is preferred. Thus the tendency of some people to look for such preferred patterns in all people who come from the same culture is observed. However scholars and researchers in the field state that some members of the culture may not necessarily prescribe to such a pattern, and they may have a variety of reasons to not do so. Thus culture-specific studies, thoughtfully explores these generalisations that exist. There are also professionals of course who recognise that one comes into contact with many cultures on the same day. They thus seek out culture-general frameworks so as to comprehend the patterns that may be confronted in any culture. These culture-general frameworks aid in describing possible cultural patterns rather than describing any one particular culture. In fact these culture general frameworks are seen as nonverbal communication, cognitive styles, value patterns, prejudice, power, identity development, conflict styles, communication styles; and each of these with a unique cultural perspective on the interaction. These frameworks can thus be used to understand any culture that one wishes to understand.

A lot of inherent complexities do exist in the way people manage their association with the cultural others. Recently there has been an agreement on how to define the term intercultural competence. Scholars of the Association of American Colleges and Universities came up with an intercultural knowledge and competence value rubric. This defines intercultural competence as “a set of cognitive, affective, and behavioural skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” A definition that recognizes that knowledge

does not lead to equal competence; motivation and skills which are appropriate and acceptable to both parties and are also effective in as far as satisfactorily completing a task are also essential. This competence is transferrable among different cultures. It is accepted that with globalisation, intercultural competence is required. In recent times cultivating intercultural competence in considered ubiquitous with institutions, associations and organisation of all kinds attempting to incorporate the idea of being inter-culturally oriented in their development programs and mission statements. Scholars or inter-culturalists as they are referred to, while exploring communication patterns, stress on examining differences instead of similarities. While people from same cultures develop relationships based on similarities, it cannot be expected that intercultural relationships can be based on the same principles. The differences in one another must be embraced to bring about this relationship. If while engaging with people from other cultures, one expects a similarity of nonverbal behaviour, values, and interaction patterns, it will but lead to unexpected clashes and problems. What is required is a nonjudgmental interaction posture; a posture that believes in a mutual effort to understand one another and to adapt behaviours.

15.12 Perception

Perception is an intuitive process by which humans interpret the sounds, smells, and sights of the world around them. At a higher level it can be used in reference to how humans intuitively engage in verbal and non verbal interactions between themselves and other individuals as well. It is a broad term open to interpretation by scientists and social scientists, and perceptional concepts are studied in a variety of disciplines, communication and culture being some of those disciplines. It is often linked to biases and prejudices when it comes to politics and religion, economic and cultural identities, and in drawing conclusions on people's physical appearances. How people react to one other is as a result of depending on how they perceive the worth of the other and whether they are more likely t or be friends or adversaries. According to communications theorist James W.

Carey, humans give names and symbols to the objects, events, and processes that they see around the world. He also added that language itself can distort perceptions of reality.

15.13 Communication Accommodation Theory

When it comes to understanding perception, retention and the value system and communication one can refer to the Communication Accommodation Theory. Its genesis can be traced back to “accent mobility”research in the 1970s, by Giles and his associates (1973, 1979) and to speech accommodation theory. It was designed to examine the social psychological parameters behind the moves that speakers make in their speech behaviours. Other social-psychological theories like social identity theory and ethnolinguistic identity theory have inspired the basis of this theory. Focusing on the individual's communication behaviour both a “convergent” behaviour and a “divergent/maintenance” behaviour, this theory offers a broadly based and multilayered explanatory system which consists of macro-level, situational, psychological, and behavioral dimensions of constructs. In its more recent version, it identifies key factors of each dimension: (a) three factors of the socio-historical context which include “intergroup history,” “interpersonal history,” and “societal/cultural norms and values” (b) two types of individual communicators initial orientation including “intergroup” or “interpersonal”, and (c) prevailing norms governing the immediate interaction situation.

The immediate situational norms, interact with each communicator's “psychological accommodation” strategies be it “accommodative” or “non-accommodative”, “behaviour tactics,” “perceptions/attributions,” and “evaluations/future intensions” in context with the other communicator. A whole range of research and other related theories have contributed to the continuing development and evolution of communication accommodation theory over the past years. Given the generic concept of group defining the intergroup perspective, this theory can be applied to study the interface of various types of sociological and cultural groups.



CHECK YOUR PROGRESS

Q.3. What is perception?

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……..

Q.4. Define intercultural competence.

……..

……..

15.14 LET US SUM UP

- A group of German economists, social theorists, and philosophers at the Institute for Social Research in Frankfurt, originally established in 1923 are what constitutes the Frankfurt School. According to these critical theorists, culture is the communicative structure which reflects the social order.
- Different cultures may definitely present with multiple options of how individuals apologise, compliment, provide feedback, resolve conflicts or even make decisions, but a pattern is preferred. Thus the tendency of some people to look for such preferred patterns in all people who come from the same culture is observed.
- Two central concepts define Intercultural communication: culture and communication. An anthropological approach to culture, views the collective cultural life experiences that is characteristic of a nation or a society.
- Perception is an intuitive process by which humans interpret the sounds, smells, and sights of the world around them. at a higher level it can be used in reference to how humans intuitively engage in verbal and non verbal interactions between themselves and other individuals as well.

15.15 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. no. 1: Edward T. Hall was a cultural anthropologist who worked in the Foreign Service Institute (FSI) in the Department of State in the United States. He focussed on face-to-face interaction between members of different cultural groups and spoke of the importance of nonverbal forms of communication.

Ans to Q. no. 2: Acculturation has been defined as a phenomenon which occurs: 'when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups'.

Ans to Q. no.3: Perception is an intuitive process by which humans interpret the sounds, smells, and sights of the world around them.

Ans to Q. no. 4: Intercultural competence has been defined as "a set of cognitive, affective, and behavioural skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

15.16 FURTHER READING

1. Mcquail, D. ; Windahl, S. (2013). Communication Models for the Study of Mass Communications

2. ed. Cobley, P. ; Schulz, P.J. (2013). Theories and Models of Communication

3. ed. Eddie, W. F.; (2009). 21st Century Communication. A Reference Handbook



15.17 MODEL QUESTIONS

Q.1: Define acculturation.

Q.2: What is meant by intercultural communication?

Q.3: Define perception.

Q.4: What is adaptation?

Q.5: Briefly explain the key concepts of the Multivariate immigration adaptation model.

Q.6: Explain in brief any two approaches linking culture and communication.

Q.7: What is the communication accommodation theory?

Q.8: Describe in detail the Communication model for Acculturation

Q.9: What are the core elements of cultural communication?