UNIT-1 : CONCEPT OF COMMUNICATION MODEL & THEORY

UNIT STRUCTURE

1.1 Learning objectives

1.2 Introduction

1.3 Concept of Communication Theory

1.4 Concept of Communication Model

1.5 Evolution of Communication Theories and Models

1.6 Let us sum up

1.7 Further Reading

1.8 Answers to check your progress

1.9 Possible Questions

1.1 LEARNING OBJECTIVES

After going through this unit you will be able to

- explain the concept of communication theory
- discuss the concept of communication model
- elucidate the evolution of communication theories and models.

1.2 INTRODUCTION

We have discussed the concept of communication and mass communication in the first course of this programme such as the concept of communication, functions, types and process of communication etc. This is the second course of the post graduate level programmes in mass communication.

In this first unit, we will concentrate on the meaning, definition and importance of communication theory. Communication theory and model are the integral parts of communication which will be discussed simultaneously. A conceptual observation on a set of events based on thorough research is called theory and the research to understand

communication process can be termed as communication theory. This unit provides you with a basic idea on the communication theory and its aspects.

In the next unit, you will be acquainted with the basic models of communication. Aristotle's model, SMR and SMCR will also be enumerated in the next unit in details. Finally, in this unit we will discuss on the circular model of communication.

1.3 CONCEPT OF COMMUNICATION THEORY

Communication is the process of dissemination, or welcoming of messages from oneself to another individual via mutual understanding. It is deeply rooted in human behaviour and this constructs the society. In a communication process, information is first unfolded and the sender sends this information to a receiver. Once the message is received, the receiver decodes it and provides the sender a feedback. In any form of communication there is always a sender, a message and a receiver. There are a few kinds of communication forms like – *oral* which includes speech, song, and tone of voice, *nonverbal* which includes body language, sign language, paralanguage, touch, eye contact and *writing* etc.

Communication theory and model are the integral parts of communication which will be discussed simultaneously. A conceptual observation on a set of events based on thorough research is called theory and the research to understand communication process can be termed as communication theory. Communication theory is not a new or separate field of investigation and it is infused with other subjects.

Aristotle was the first person to identify the problem of communication and took the challenge to initiate a theory of it by focusing on the art of influence. Before the twentieth century, humanistic and rhetorical standpoints and concepts were used to enlighten this discipline. However, in the twentieth century more scientific methodologies and insights from psychology, sociology, linguistics and advertising were found to have an inclination towards communication theory and practice.

The ontological, epistemological, and axiological framework helps to explain the theories imposed by the theorist.

Ontology answers questions like – what the theory is. The main concern here would be to identify that the explained answer is observed in terms of practical or social occurrence. Realists views the world objectively, believing that there is a world outside of our own experience and cognitions, whereas, nominalists observe the world subjectively, asserting that all (outside of our cognition) are simply names and labels. Social constructionists have extended beyond the fence between objective and subjective reality, claiming that reality is what is created together.

Epistemology frame work speaks about the assessment procedure. On the one hand it explains how the selected phenomenon is studied by the theorist and, on the other hand it informs about the consequence of a methodical appearance of the causal relationships of phenomena. This knowledge is generally achieved via scientific method. Research Scholars often believe that experimental proof collected through an objective manner is able to reflect the truth in the findings, whereas, subjective theories are developed to describe or to understand a phenomenon in the social world. Subjective theory holds that acceptance is based on already existing acquaintances and is also found using interpretative methodology such as ethnography and interviews.

Axiology is concerned with values for building up a theory and since there are probabilities of prejudices and unfairness, the theorists should keep in mind not to manipulate or twist the findings.

Many scholars explained communication by "contexts" or "levels". The process of communication research at times becomes complicated when intercultural and international communication, small group communication, communication technology, policy and legal studies of communication and telecommunications are included in it. A few of these obtain a largely social-scientific viewpoint, while some incline towards humanities and a few also log themselves towards production and professional preparation.

These "levels" of communication propose the way of grouping communication theories, but inevitably, a few theories and concepts escape

from one area to another, or are unsuccessful to uncover a proper place.

Another way of classifying communication is, when stress is laid upon the hypothesis that restrains particular theories, models, and approaches. While this advancement is apt to have as its basis for the institutional divisions, theories within each of the seven "traditions" of communication theory that Robert Craig suggested, tends to strengthen one another and also keeps hold of the same ground of the epistemological and axiological assumptions. His traditions include:

Rhetorical – Practical art of discourse
Semiotic – Inter subjective mediation through signs
Phenomenological – Experience of otherness, dialogue
Cybernetic – Information processing
Socio-psychological – Expression, interaction and influence
Critical – Discursive reflection
Socio-cultural – Reproduction of social order

In order to bring to light the communicative behaviour, Craig explained every point with consistency. As a taxonomic aid, these labels assist in systematizing a theory by its presumption and also support researchers to grasp the reasons as to why some theories may be incommensurable. Even as awfully communication theorists frequently use these two approaches, it seems that they decentralize the position of language and machines as communicative technologies. It is explained by some illustrations in the Toronto School of communication theory (sometimes called medium theory) as represented by the works of Innis, McLuhan, and others. It seems that the ways in which individuals and groups use the technologies of communication and in some cases as used by them, remains central to what communication researchers do.



CHECK YOUR PROGRESS

Q1: What do you mean by communication theory?

Q2: Who was the first person to identify the problem of communication and took the challenge to initiate a theory of it by focusing the art of influence?

1.4 CONCEPT OF COMMUNICATION MODEL

Although the field of communication has changed considerably in the last thirty years, yet the theories and models that had been discussed forty years back still remain almost the same, which is the evidence of their durable value. From the study of theory, models are developed and so designed, as to provide a simplified view of some more multifaceted object, observable fact or procedure, in order to focus and examine the basic characteristics. Models draw attention to some critical features which otherwise gets less focus. Thus, by examining models, one learns not only about the object, situation, or process, but also about the perspective of the profounder or designer.

In communication study, the simplification of complex dynamics through models helps scholars and students to understand the components and processes that are involved. As with other models, communication models also provide important insights into the perspectives of the designers.

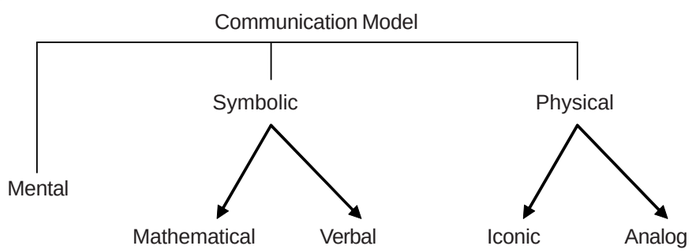
What is a Model?

A model is a representation of real world phenomenon in more abstract terms which can be applied to different forms at different times. C. David Mortensen defines the meaning of a communication model in his book Communication: The Study of Human Communication (New York: McGraw-Hill Book Co., 1972) as– "In the broadest sense, a model is a systematic representation of an object or event in idealized and abstract form. Models are somewhat arbitrary by their nature. The act of abstracting eliminates certain details to focus on essential factors. The key to the usefulness of a model is the degree to which it conforms—in point-by-point correspondence—to the underlying determinants of communicative behaviour".

Communication models are merely pictures; they're even distorting pictures, because they stop or freeze an essentially dynamic interactive or transitive process into a static picture. Models are metaphors as they allow seeing one thing in terms of another.

Types of Communication Models

In their book, 'Communication and Behaviour'(1975), G J Hanneman and William J McEwen classify the communication models in three types. They are – Mental Model, Symbolic Model and Physical Model. The authors again classify the Symbolic Model and Physical Model in to two types each. Mathematical Model and Verbal Model are the types of Symbolic Models. On the other hand, Iconic Model and Analog Model are the two types of Physical Model.



We are basically concerned with the Symbolic Model only which comprise of Verbal and Mathematical models. Verbal models are basically the theories

stated in words. For example, Gerbner's Model, SMCR Model, Lasswell's Model etc are the verbal model. But Shannon Weaver's model is a mathematical model. In a Mathematical Model, graph theory and statistical concepts communication networks and information processing system are expressed.

The Advantages of Models

- Asking Questions :

  Mortensen : "A good model is useful, then, in providing both general perspective and particular vantage points from which to ask questions and to interpret the raw stuff of observation. The more complex the subject matter—the more amorphous and elusive the natural boundaries—the greater are the potential rewards of model building."

- Clarifying Complexity :

  Models also help clarify the structure of complex events. As Chapanis (1961) noted, this is done by reducing complexity to simpler and more familiar terms. Thus, the aim of a model is not to ignore complexity or to explain it away, but rather to give it order and coherence.

- Heuristic Value :

  Models provide new ways to conceive hypothetical ideas and relationships as well as to accept new insights and conclusions.

Limitations of Models

- **This can lead to oversimplifications :**

  "There is no denying that much of the work in designing communication models illustrates the oft-repeated charge that anything in human affairs which can be modelled is by definition too superficial to be given serious consideration."

- Chances of missing out points :

  Models can miss out important points of comparison. According to Chapanis (1961), "A model can tolerate a considerable amount of slop."

- Can lead to confusion between the model and the behaviour it portrays:

Mortensen : “Critics also charge that models are readily confused with reality. The problem typically begins with an initial exploration of some unknown territory. . . .Then the model begins to function as a substitute for the event: in short, the map is taken literally. And what is worse, another form of ambiguity is substituted for the uncertainty the map was designed to minimize. What has happened is a sophisticated version of the general semanticist’s admonition that “the map is not the territory.”

- Premature Closure :

The model designer may escape the risks of oversimplification and map reading but still fall prey to dangers that are inherent in abstraction. To force down for closure is to strive for a sense of completion in a system.



CHECK YOUR PROGRESS

Q3: What is a Model?

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Q4: Write the advantages of a model.

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Q5: What are the disadvantages of a model?

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1.5 EVOLUTION OF COMMUNICATION THEORIES AND MODELS

Aristotle (385-322 B. C. E.), considered as the first scholar to examine the communication process, opined that in a communication process (then

called “rhetoric”) there is an orator (i.e. a speaker) constructing an argument which is to be presented as speech to an audience (i.e. listeners). This Aristotelian view emphasized the standpoint of communication of mid twentieth century thinkers. There were a few numbers of new communication models which were advanced, based on that theme.

Over the period many models and theories have evolved. For example, in 1949 Claude Shannon and Warren Weaver proposed the model “Mathematical Model of Communication”, which was a result of their research based on telephonic communication.

However, their view at that point of time seemed very complex. They began with the “information source” box followed by arrows as the connections, progressed on boxes for the “transmitter”, the “channel”, the “receiver” and finally the “destination”. This emphasized the components of communication i.e. sender, message, and receiver. The direction of persuasion that is shown by arrows flowing from left to right means from sender to a receiver. It can be concluded that it is the sender who, through messages or speeches, tries to influence the receiver.



Other models, including a helical-spiral model developed by Frank Dance (1967), a circular model proposed by Lee Thayer (1968), and a “Sawtooth” model advanced by Paul Watzlawick, Janet Beavin, and Don Jackson (1967), emphasized the dynamic and evolutionary nature of the communication process rather than the components or the directions of influence. A “Sawtooth” model is similar to the model advanced by Watzlawick, Beavin, and Jackson (1967) which highlights the communication process, dynamics, and history, while it minimizes the emphasis on direction of influence. There were more popular models, most of which emphasized on communication networks i.e., the flow of messages among individuals in a group or organization.

Importance

Communication models clarify the nature of communication, serve as guide for research and offer a means of displaying research findings. Such models are considered as tools, by means of which scholars, practitioners and students can illustrate their thinking about what they consider to be the most important aspects of communication.



CHECK YOU PROGRESS

Q6: Fill in the blanks—

a. _____ is considered as the first scholar to examine the communication process.

b. In _____ Claude Shannon and Warren Weaver proposed the model “Mathematical Model of Communication”.

c. A helical-spiral model was developed by _____ in 1967.

1.6 LET US SUM UP

Let us summarise the present unit by focusing on the following points-

- Communication theory and model are the integral parts of communication. A conceptual observation on a set of events based on thorough research is called theory and the research to understand communication process can be termed as communication theory. Communication theory is not a new or separate field of investigation and it is infused with other subjects.
- There are a few kinds of communication forms like – *oral* which includes speech, song, and tone of voice, *nonverbal* which includes body language, sign language, paralanguage, touch, eye contact and *writing* etc.

- Aristotle was the first person to identify the problem of communication and took the challenge to initiate a theory of it by focusing on the art of influence.
- Before the twentieth century, humanistic and rhetorical standpoints and concepts were used to enlighten this discipline of communication.
- *Ontology* answers questions like – what the theory is.
- *Epistemology* frame work speaks about the assessment procedure.
- *Axiology* is concerned with values for building up a theory and since there are probabilities of prejudices and unfairness, the theorists should keep in mind not to manipulate or twist the findings.
- Models are developed and so designed, as to provide a simplified view of some more multifaceted object, observable fact or procedure, in order to focus and examine the basic characteristics. Models draw attention to some critical features which otherwise gets less focus.
- A model is a representation of real world phenomenon in more abstract terms which can be applied to different forms at different times.
- In their book, 'Communication and Behaviour' (1975), G J Hanneman and William J McEwen classify the communication models in three types. They are – Mental Model, Symbolic Model and Physical Model. The authors again classify the Symbolic Model and Physical Model in to two types each. Mathematical Model and Verbal Model are the types of Symbolic Models. On the other hand, Iconic Model and Analog Model are the two types of Physical Model.
- Aristotle (385-322 B.C.E), considered as the first scholar to examine the communication process, opined that in a communication process (then called "rhetoric") there is an orator (i.e. a speaker) constructing an argument which is to be presented as speech to an audience (i.e. listeners).
- Communication models clarify the nature of communication, serve as guide for research and offer a means of displaying research findings.



1.7 FURTHER READING

1. Aggarwal, Vin Bala, Gupta, V.S (2001). *Handbook of Journalism and Mass Communication.* New Delhi : Concept Publishing Company.
2. Narula, Uma (2001). *Mass Communication Theory and Practice.* New Delhi : Har -Anand Publications Pvt. Ltd.



1.8 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q.No.1: A conceptual observation on a set of events based on thorough research is called theory and the research to understand communication process can be termed as communication theory.

Answer to Q.No.2: Aristotle was the first person to identify the problem of communication and took the challenge to initiate a theory of it by focusing the art of influence.

Answer to Q.No.3: A model is a systematic representation of an object or event in idealized and abstract form.

Answer to Q.No.4: **The Advantages of Models are–**

1. **Asking Questions**
2. **Clarifying Complexity**
3. Heuristic Value

Answer to Q.No.5: **Limitations of Models are–**

1. **This can lead to oversimplifications**
2. Chances of missing out points
3. Can lead to confusion between the model and the behaviour it portrays
4. Premature Closure

Answer to Q.No.6: Fill in the blanks—

a. Aristotle is considered as the first scholar to examine the communication process.

b. In 1949 Claude Shannon and Warren Weaver proposed the model "Mathematical Model of Communication".

c. A helical-spiral model was developed by Frank Dance in 1967.



1.9 POSSIBLE QUESTIONS

A. Short questions (Answer each question in about 150 words)

Q 1: What do you mean by communication theory?

Q 2: What does Epistemology framework deal with?

Q 3: What is the importance of a communication model?

B. Long questions (Answer each question in about 300 - 500 words)

Q 1: What do you mean by model? Discuss the advantages and disadvantages of communication models.

Q 2: Discuss the various types of communication models with examples.

Q 3: "The ontological, epistemological, and axiological framework helps to explain the theories imposed by the theorist." –discuss.

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UNIT-2 : BASIC COMMUNICATION MODELS

UNIT STRUCTURE

2.1 Objectives

2.2 Introduction

2.3 Concept of Communication Model

2.4 Uses of Communication Models

2.5 Types of Communication Models

2.6 Linear Models

2.7 Interactive Model

2.8 Transactional Model

2.9 Let us Sum up

2.10 Further Reading

2.11 Answers to Check Your Progress

2.12 Model Questions

2.1 OBJECTIVES

After going through this unit, you will be able to–

- define communication model
- discuss the basic models, mass communication such as SMR, SMCR
- analyse Aristotle's Model
- explain Circular model of Schramm and Osgood.

2.2 INTRODUCTION

In the previous unit, you were introduced to the concept of communication theory and model. You also got a brief overview about the evolution of communication theories and models. In this unit, we shall discuss about the linear, interactive and transactional model along with the different types and uses of communication models.

2.3 CONCEPT OF COMMUNICATION MODEL

Communication models are systematic representations of the process which helps in understanding how communication works can be done. Models show the process metaphorically and in symbols. They form general perspectives on communication by breaking communication from complex to simple and keeps the components in order. A communication model is chiefly a process in which information is enclosed in form of a package and is channeled then imparted by the sender to the receiver through a medium. When the receiver gets the information he or she decodes the message and gives the sender a certain feedback. Models of communication refer to the conceptual model used to explain the human communication process. There are many models of communication developed by noted theorists of different disciplines. Among the theorists Aristotle, Lasswell, Shannon, Weaver, McLuhan, MacLean, Rileys, Westley, Gerbner, Rothstein, Schramn, Berlo, Osgood, Johnson, Cherry are the renowned ones. Some important and well-known contributions are highlighted below.

Aristotle, a great philosopher was the first (300 B.C.) to develop a communication model called 'Aristotle's Model of Communication'. This model was more focused on public speaking than interpersonal communication. Today, the Aristotelian model of communication is still widely used and accepted. In this model of communication, the sender sends the message to the receiver in an attempt to influence them to respond accordingly. The message has to be very impressive and convincing. Therefore, the sender must know and understand their audience well. In this model, the sender is an active participant and the receiver is passive. This concept is used in public speaking, seminars, and lectures.

Harold Dwight Lasswell (1948), a political scientist and communication theorist, was a member of the Chicago school of sociology. In his work 'The Structure and Function of Communication in Society' (1948) he defined communication process as Who (says) What (to) Whom (in) What Channel (with) What Effect. The distinct model he propounded was known as Dance Model.

The studies on information theory in 1949 by Claude Elwood Shannon, Warren Weaver and others, prompted research on new models of communication from other scientific perspectives like Psychology and Sociology.

2.4 USES OF COMMUNICATION MODELS

Models are very important for the following reasons:

1. They allow us to ask questions.
   Mortensen: “A good model is useful, then, in providing both general perspective and particular vantage points from which to ask questions and to interpret the raw stuff of observation. The more complex the subject matter—the more amorphous and elusive the natural boundaries—the greater are the potential rewards of model building.”
2. They clarify complexity.
   Models also clarify the structure of complex events. They do this, as Chapanis (1961) noted, by reducing complexity to simpler, more familiar terms. . . Thus, the aim of a model is not to ignore complexity or to explain it away, but rather to give it order and coherence.
3. They lead us to new discoveries-most important, according to Mortensen.

At another level models have heuristic value; that is, they provide new ways to conceive hypothetical ideas and relationships. This may well be their most important function.

2.5 TYPES OF COMMUNICATION MODELS

Once considered the father of communication studies, Wilbur Schramm (1954) was one of the first to alter the mathematical model of Shannon and Weaver. He conceived decoding and encoding as activities maintained simultaneously by sender and receiver. He also provided the additional notion of a “field of experience,” or the psychological frame of reference, referring to the type of orientation or attitudes which participants

maintain towards each other. Born in 1907, he grew up in the town of Marietta, Ohio and breathed his last in 1987. During the Second World War, Schramm joined the office of war information to investigate the nature of propaganda and to plan communication activities to promote the war effort. In 1943 he was appointed as the Director of the School of Journalism.

2.6 LINEAR COMMUNICATION MODELS

Linear Model

The linear model views communication as a one-way or linear process in which the speaker speaks and the listener listens. Different models that follow linear model of communication are:

- Lasswell’s Model
- Aristotle’s Model
- Shannon and Weaver's Model
- Berlo’s S-M-C-R Model

We shall learn in details about these models in subsequent units.

Components of Linear Communication

Linear model has a well defined set of components required for a communication to be established where

- Sender is the person who sends a message after encoding.
- Encoding is the process of converting the message into codes compatible with the channel and understandable for the receiver.
- Decoding is the process of changing the encoded message into understandable language by the receiver.
- Message is the information sent by the sender to the receiver.
- Channel is the medium through which the message is sent.
- Receiver is the person who gets the message after decoding.
- Noise is the disruptions that are caused in the communication process in channel or in understandability of the message.



CHECK YOUR PROGRESS

Q.1. What do you mean by linear model of communication?

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Q.2. What are the demerits of the linear model of communication?

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2.7 INTERACTIVE MODELS

Interactive model or convergence model is similar to transactional model as they are both two way communication model. But, interactive model is mostly used for new media like internet. Here, people can respond to any medium of mass communications like videos, news, etc. People can exchange their views and ideas. Schramm's model is one example of interactive model of communication .

Unlike the one-way, straight-line type of communication in the linear model, the interactive model of communication, also known as the convergence model, is all about give and take. It relies on an exchange of communication from the sender to the receiver and from the receiver to the sender and back again. The interactive model allows for feedback, something that's absent in the linear model.

The interactive model requires several components to be successful:

- Two sources: The originator of the message and the recipient of the message are both sources. Both parties are able to send and receive messages or feedback from the other.
- The message: The information being exchanged.
- Feedback: Feedback takes place after the first message has been received, and is returned to the originating source. The presence of feedback is the primary difference between the linear model and the interactive model.

- Field of experience: The field of experience is all of the knowledge, behaviours, beliefs, situations, psychological factors, etc., that not only impacts the content of the message, but also the way it's interpreted.

If this all sounds confusing, let's equate it to an example of something you probably do every day: texting. In text messaging, one person formulates a message and hits 'send' to deliver it to its intended recipient. The 'interactive' portion of the interactive model comes next, when the recipient formulates his or her own reply and sends it back to the first source.

If the interactive model were a shape, it would be best illustrated as a circle, a continuous loop of messages and feedback between two participants. Open communication between both sides, who act equally as sources of messages, is important in this model. Feedback, in this model, however, can be somewhat delayed as you're waiting for a reply to an email, for example, or a response to an inquiry on a social media feed.



CHECK YOUR PROGRESS

Q.3. What are the demerits of the interactive model of communication?

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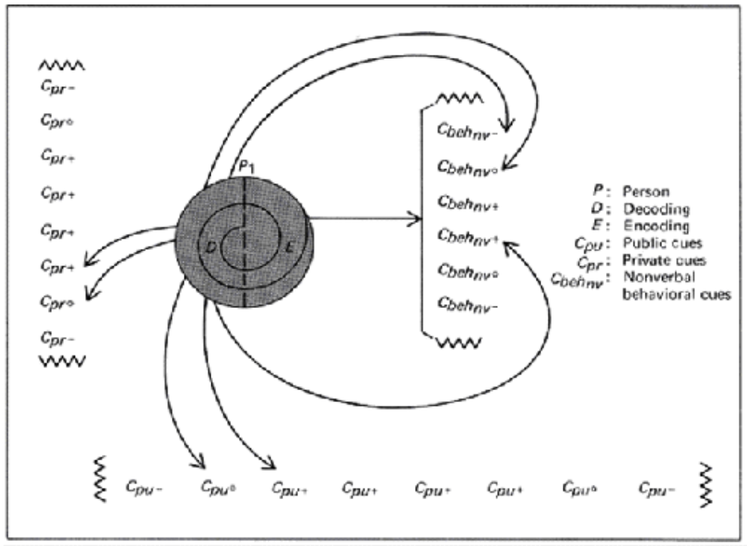
2.8 TRANSACTIONAL MODELS

In transactional model, senders and receivers both are known as communicators and both play equally important role in communication. Transactional model relates communication with social reality, cultural up-bringing and relational context (relationships). Non-verbal feedback like gestures, body language, is also considered as feedback in this model. One models that follow transactional model of communication is Barnlund's Transactional Model.

Dean Barnlund proposed a transactional model of communication in

1970 for basic interpersonal communication which articulates that sending and receiving of messages happens simultaneously between people which is popularly known as Barlund's Transactional Model of Communication.

The model has been further adapted and reformed by other theorists as General Transactional Model. The model shifted from the trend of linear model to dynamic and two way communication model.



Barnlund's Transactional Model is a multi-layered feedback system. This is a continuous process where sender and receiver interchanges their places and both are equally important. The message passing takes place with a constant feedback being provided from both parties. A feedback for one is the message for the other.

Cues refers to the signs for doing something. As per Barnlund there are: public cues, private cues and behavioral cues. In the model diagram shown above, spiral lines gives graphic representation to the assumptions like public cues and private cues.

- Public cues (Cpu) are physical, environmental or artificial and natural or man-made.
- Private cues (Cpr) are also known as private objects of orientation which include senses of a person. Both these cues can be verbal as well as non-verbal. Another set of cues are behavioral cues.
- Behavioral cues can be verbal (Cbehv) as well as non-verbal (Cbehnv).

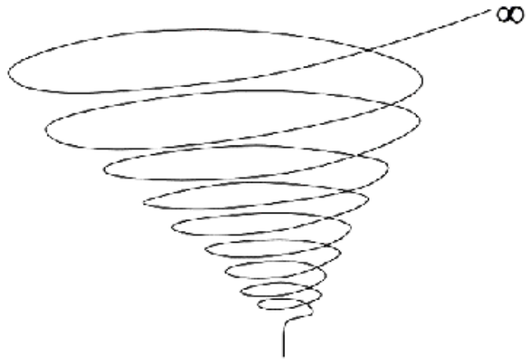
The arrows and their directions show that the message is intentionally sent and actively taken where the receiver plays a key role of giving feedback. Arrows also show the process of production of technical encoding, interpretation and decoding.

The jagged lines show that the availability of cues can be unlimited and are denoted as VVVV.The valence signs, +,0 and – are also attached to these types of cues which illustrates the amount/degree/strength of attractiveness of the cues in the message.Speech act refers to particular instance of communication in the model.Filters are the realities of people engaged in communication. Here the senders' and receivers' personal filters might differ according to cultures, traditions, content of the message, etc.Noise is the problem that arises in communication flow and disturbs the message flow.

2.9 HELICAL MODEL

Frank Dance proposed a communication model inspired by a helix in 1967, known as Helical Model of Communication. A helix is a three dimensional spring like curve in the shape of a cylinder or a cone.Frank Dance proposed a communication model inspired by a helix in 1967, known as Helical Model of Communication. A helix is a three dimensional spring like curve in the shape of a cylinder or a cone.

Helix is compared with evolution of communication of a human since birth to existence or existing moment. Helical model gives geometrical testimony of communication. The model is linear as well as circular combined and disagrees the concept of linearity and circularity individually.



Concept of Helical Model of Communication

Helical model of communication introduces the concept of time where continuousness of the communication process and relational interactions are very important. Communication is taken as a dynamic process in helical model of communication and it progresses with age as our experience and vocabulary increases.

At first, helical spring is small at the bottom and grows bigger as the communication progresses. The same effect can be seen with communication of humans, where you know nothing about a person at first and the knowledge grows steadily as you know the person better. It considers all the activities of the person, from the past and present.

Communication is affected by the curve from which it emerges which denotes past behavior and experiences. Slowly, the helix leaves its lower levels of behavior and grows upward in a new way. It always depends on the lowest level to form the message. Thus, the communicative relationship reaches to the next level in which people share more information.

Example of Helical Model of Communication

A child crying at birth signifies the communication of the child to its parents that he/she is alive. After some years, the child cries whenever the child needs anything like food or attention. He/she learns words and starts communicating with words.The child learns specific languages and communicates with the people who know the language that he/she knows.

Communication becomes more complex as the child grows into adult and to the existing moment. The adult uses the same pronunciations and use words or facial expressions that he/she learned when he/she was a child. Communication is directly dependent on his/her past behavior as a child but can also modify as the person grows.

In this example, communication evolves with the child crying. This is where the helix is small at the bottom. And as he continues with the process communication, the helix gradually grows. When the communication becomes more complex, the spiral grows wider. From then on, it grows steadily as his life goes on.

2.10 LET US SUM UP

- Communication models are systematic representations of the process which helps in understanding how communication works can be done.
- Aristotle, a great philosopher was the first (300 B.C.) to develop a communication model called ‘Aristotle’s Model of Communication’.
- There are three general types of communication models in which all other communication models are mostly categorized.
  - Linear model
  - Interactive model
  - Transactional model
- The linear model views communication as a one-way or linear process in which the speaker speaks and the listener listens. Different models that follow linear model of communication are:
  - Lasswell’s Model
  - Aristotle’s Model
  - Shannon and Weaver's Model
  - Berlo’s S-M-C-R Model
- Interactive model or convergence model is similar to transactional model as they are both two way communication model. But, interactive model is mostly used for new media like internet. Here, people can respond to any medium/process of mass communication like videos, news, etc.

- In transactional model, senders and receivers both are known as communicators and both play equally important role in communication. Transactional model relates communication with social reality, cultural up-bringing and relational context (relationships).

2.11 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No.1: The linear model views communication as a one-way or linear process in which the speaker speaks and the listener listens. Different models that follow linear model of communication are:

- Lasswell's Model
- Aristotle's Model
- Shannon and Weaver's Model
- Berlo's S-M-C-R Model

Ans. to Q. No.2: The main flaw in the linear model is that it depicts communication as a one-way process where speakers only speak and never listen. It also implies that listeners listen and never speak or send messages. Schramm (1955) and Wood (2009) came out with an interactive model that saw the receiver or listener providing feedback to the sender or speaker. The speaker or sender of the message also listens to the feedback given by the receiver or listener. Both the speaker and the listener take turns to speak and listen to each other. Feedback is given either verbally or non- verbally, or in both ways.

Ans. to Q. No.3: The main drawback in the interactive model is that it does not indicate that communicators can both send and receive messages simultaneously. This model also fails to show that communication is a dynamic process which changes over time. The transactional model shows that the elements in communication are interdependent. Each person in the communication act as both as a speaker and a listener, and can be simultaneously sending and receiving messages.



2.12 FURTHER READING

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2.13 POSSIBLE QUESTIONS

A. Short Questions

Q.1. What is a communication model?

Q.2. What are the benefits of a communication model in understanding communication theories?

Q.3. How many types of communication model are there?

B. Long Questions

Q.1. What is a linear model of communication? What are its demerits?

Q.2. What is an interactive communication model? Give examples.

Q.3. With the help of examples explain what is a transactional communication model.

*** ***** ***

UNIT-3 : COMMUNICATION MODELS–I

UNIT STRUCTURE

3.1 Objectives

3.2 Introduction

3.3 Basic models —SMR, SMCR

3.4 Aristotle's Model

3.5 Circular model

3.6 Let us Sum up

3.7 Further Reading

3.8 Answers check your progress

3.9 Possible Questions

3.1 OBJECTIVES

After going through this unit, you will be able to–

- discuss the basic models, such as SMR, SMCR
- analyse Aristotle's Model
- explain Circular model of Schramm and Osgood.

3.2 INTRODUCTION

In the first unit, we have discussed the meaning, definition and importance of communication theory. A conceptual observation on a set of events based on thorough research is called a theory and the research to understand communication process can be termed as communication theory. The previous unit provided you with a basic idea on communication The types and uses of communication model and the different linear, interactive and trasactional models.

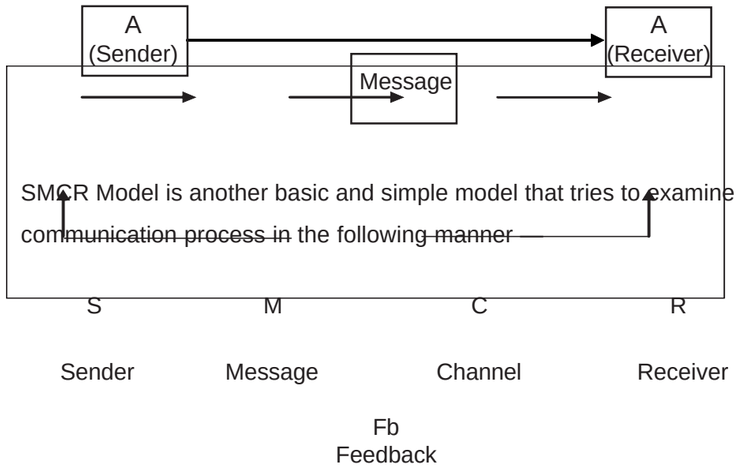
This particular unit describes the basic models of communication. Aristotle's model, SMR and SMCR have been enumerated in this unit in detail. Finally, in this unit we will discuss on the circular model of communication.

The next unit will introduce three different models of communication, – Lasswell's Model, Shannon and Weaver's model, and Diffussion of Innovations model.

3.3 BASIC MODELS —SMR, SMCR

Communication is a complicated affair. Words seem to vanish into the air and touch the listener's ear. On one hand communication means to talk meaningfully, whereas on the other hand, individual experience depicts that people get easily confused about the kind of communication that occurs in the real world. It is a fact that a few people are unable to answer meaningfully to questions put to them. In such a situation it is not possible to understand each others actions as well.

A few factors are required to be considered when understanding the basic communication model. In a communication process there must be a sender, a receiver and a message. It is called the SMR model.



SMCR Model is another basic and simple model that tries to examine the communication process in the following manner —

It is a sort of an extension of the SMR model. This model says that the messages are transmitted through a medium – that is a channel. So, here four elements are involved in the process – Sender, Message, Channel and Receiver and thus it is called the SMCR model.

Once the sender sends across the messages to the receiver, he or she in turn prepares a reply or expresses a reaction, depending upon the message, and sends the same back to the sender of the first message. It is called feedback. This exchange continues as long as both the parties want or unless one of the parties put a stop to it after sometime.

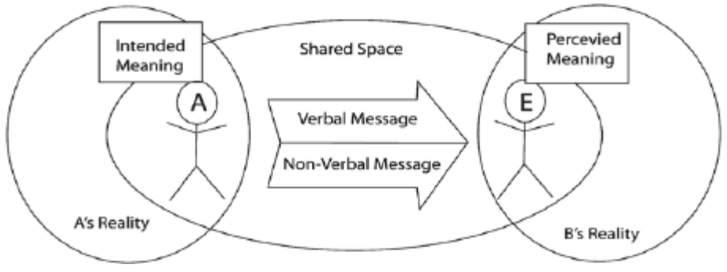
The elements of a communication process–

Sender – The sender is the person who tries to send a message to the receiver.

Receiver – The receiver is the target audience of the sender of the message.

Medium – The medium is the mode by which a message is transmitted. The telephone, internet and many other electronic systems use wires whereas, television and radio uses electromagnetic radiations.

Message – The message is the actual encoded information which is transmitted through the medium.



Over the periods the scholars have elaborated the model with their own experience in a modern and broader perspective.

Here A and B are different individuals, each having their own background shaped by their experiences, perceptions, ideas etc. which may vary from person to person. However, to communicate there should be some shared space and the participants must have some kind of information of each other's background like place, possible channels between them and a common agreement. Thus, a sender would have some

kind of meaning which he or she wishes to send to the receiver. This might not be conscious knowledge, rather a sub-conscious wish for communication. The message desired to be communicated can be some kind of idea, perception or feeling.

For sure, something would be transmitted across a distance in the shared space which can be regarded as an object, a particle or a wave or flow. It might also be sound vibrations, rays of light, words, pieces of paper, cannon balls, body language, telepathy etc.

From person to person there may be several layers of the message being sent like verbal (expressed through language, spoken or written) or may be non-verbal (expressed as signs, symbols, gesture or notable body language). Sometimes it may even happen that these verbal and non-verbal messages don't match with each other.

Based on what the receiver perceives and also on the explanation of the verbal and non-verbal contribution, an interpretation is drawn in actual terms of what meaning that message carries. This interpretation may be or may not be the intended meaning sent by the sender. In a successful communication, the perceived message has to be estimated by the receiver according to the planned message of the sender. The meaning of message differs based on the delivery mechanism. There is a broad agreement, at least within a particular culture, on what common physical objects would relate to. For instance, when we say motor bike or mobile phone, for almost everyone the understanding will be same. But to define abstract qualities when we use certain words such as "hope", "love", "superstition", "faith", "confidence", "fear" and so on, there may be vast differences in people's comprehension on these words.

It should not be taken for granted that the receiver has the same reality as the sender, which means that the receiver might not interpret the message as was intended by the sender and hence, feedback is not a sure attribute in all communications.

Communication is not absolutely finite; particularly communication with language is always vague and misleading to some extent. For an effective communication all factors should be taken into consideration such

as different realities, the space where communication takes place, verbal as well as non-verbal messages and the intended meaning versus the perceived meaning.

A few factors of this basic model are discussed below :

Chain of Responsibility

- **Something grasped from the message between the sender and the receiver can give proof for an occurrence of communication.**
- The communication medium itself may influence the message, either according to someone's intention or by accident (transmission flaw), especially when "the medium" comprises of computers and other such things.

For example– consider a newspaper story containing a quote from some source and some commentary by a reporter. By giving the quote to the reporter who is reporting on behalf of the newspaper, the source is trying to communicate with the readers of the newspaper story. In the communication of this story, from the source to the reader, the newspaper intervenes and probably also edits the quote and adds the rest of the article around it. In this case, the newspaper is on the chain of responsibility for this communication. This matches our intuition, namely that the newspaper could potentially distort or destroy the message as it pleases, and it has responsibilities that we commonly refer to as "journalistic ethics", which among other things means that newspaper shouldn't distort the message.

Being 'responsible' for a message means that a reporter can, by his words of description, affect the message and which in turn can hold the reporter partially responsible for what the final outcome could be of that communication. However, when writing a mail to someone or talking via telephone, he / she is not on the chain of responsibility for any of those communications because he / she will not have (practical) the ability to affect any of those communications. On the other hand, if someone calls and leaves a message for another person, there are chances of the message being distorted or it may not be transmitted accurately or also it may not be delivered at all to the concerned person. This means that the message has

all the chances to be affected by the first person in the communication process and thus he will be on the chain of responsibility for that particular message.

Anyone who can affect the message is therefore on the chain of responsibility even if they have no technical presence on the medium. The largest, and perhaps only, example of this is a government, which may choose to set rules about all messages that affect all message and thereby have a degree of responsibility for all messages. For instance, the government makes rules about "libel" and "slander", and has the ultimate responsibility of enforcing them. Since a government is capable of censoring a message, they are technically on every message's chain of responsibility, though the impact is so diffused that usually as a practical matter it's not worth worrying about.

Time

The modern age withstands the glorious journey made by men. As civilizations gradually grew, men were also able to conquer the physical distances over the globe. Through the presence of live television and radio, telephones and the internet, instant communication over a long distance have been effectively achieved. Some of the communications also carry messages that are achieved over a time period i.e. messages that are not instant. This means that a single "connection" may actually have a long life. While reading the evolution of communication, one gets information through a connection spanning nearly four thousand years. It can be informative to consider the chain of responsibility on this process of communication: Here, the connection between the original author, the transcriptionist, the carver, the translator and the web site host is in a unidirectional flow, unlike the more spontaneous (under some circumstances) bi-directional flow. "Connections" and "messages" often survive their senders.

Intention vs. Literal Speech

Sometimes, despite the typographical error, a message can be readily understood. For e.g. when it is written "Hello, how are you?" it is easily understood that it means "hello how are you?" However, this is not the case

always especially, when the typographical errors are bad enough and there might be difficulty in understanding the original meaning of any given message. It may also happen that at times a communicator may not be able to say what they exactly mean or, even it may not be possible to directly say what they mean through a given medium. It is always impossible for a receiver to be completely sure that they truly understand what the sender was trying to communicate through their message.

CHECK YOUR PROGRESS

Q1: Fill in the blanks :

a) In a communication process there must be a sender, a _____, a message and a medium.

b) The SMR model is also called the _____ model.

c) The _____ is the person who tries to send a message to the receiver.

d) The _____ is the actual encoded information which is transmitted through the medium.

e) Something grasped from the message between the _____ and the _____ can give proof for an occurrence of communication.

3.4 ARISTOTLE'S MODEL

When discussing about the models of communication, the contribution of Aristotle cannot be forgotten. Before discussing his model of communication here is a quick glance on the life of Aristotle. Born at Stagira in Northern Greece (384-322 B.C), Aristotle was a Greek philosopher and the teacher of Alexander. Plato is also one of his students. Modern physics, formal logic, philosophy etc. were his disciplines. He established his own school with Alexander's approval in 335 B.C. at Lyceum and spent his entire

life in research, teaching and writing. He considered the natural desire to achieve happiness, described the operation of human coalition and moral deliberation, developed a theory of each virtue as the mean between vicious extremes, discussed the value of three kinds of friendship and defended his conception of an ideal life of intellectual pursuit.

Aristotle's model of communication is of linear type. He was interested in more than a strictly scientific exploration of human nature and this is evident from the discussion of literary art (particularly tragedy) in poetics and the methods of persuasion in 'Rhetoric'. 'Rhetoric' means 'the faculty of observing in any given cause the available means of persuasion'.

In 'Rhetoric' he advised the symmetrical and simple model of communication. He included four main components for communication process. These are - the speaker, speech, audience and the effect. According to his model the speaker prepares speech for different audiences, on different situations and for different effects. Here the persuasion being a change in an audience has been emphasized.

This earliest speaker centred model (some 2000 years before) got full preference at the Institution of Oratoria (Roman scholar Quintilian's



nd filled up with advice on the full training of a good speaker. That why it can be said that this model is applicable to public speaking, propaganda etc.

Communication is reciprocal, two-way, even though the feedback may be delayed. Some of these methods of communication are very direct, as when talking in direct response to someone. Others are only moderately direct. Still other kinds of feedback are completely indirect. For e.g. Politicians, through the number of votes they receive, discovers if their messages are getting across. Again, commercial sponsors examine sales figures to gauge their communicative effectiveness through advertisements. A message may have different meanings associated with it depending upon the culture or society. Communication systems, thus, operate within the confines of cultural rules and expectations to which all have been educated. Other model designers abstracted the dualistic aspects of communication as a series of "loops," (Mysak, 1970), "speech cycles" (Johnson, 1953),

"co-orientation" (Newcomb, 1953), and overlapping "psychological fields" (Fearing, 1953). Schramm's model (less linear) still accounts for only bilateral communication between two parties. The complex, multiple levels of communication between several sources is beyond this model.



CHECK YOUR PROGRESS

Q2: Write a note on Aristotle.

_____

_____

_____

Q3: Fill in the blanks-

a. Aristotle's model of communication is of _____ type.

b. In _____ he advised the symmetrical and simple model of communication.

c. Communication is _____, two-way, even though the feedback may be delayed.

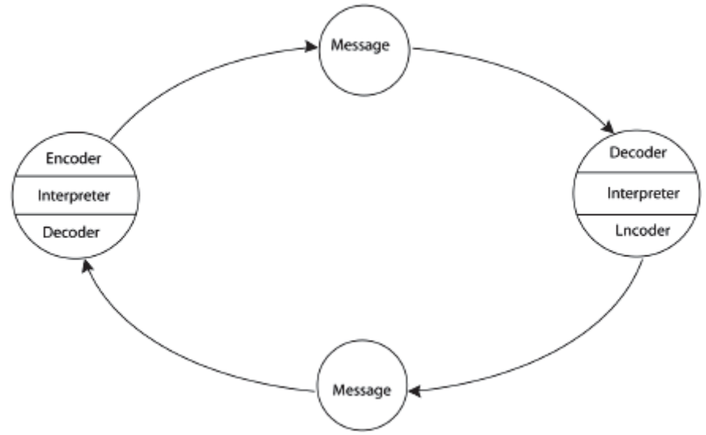
3.5 CIRCULAR MODEL

Once considered the father of communication studies, Wilbur Schramm (1954) was one of the first to alter the mathematical model of Shannon and Weaver. He conceived decoding and encoding as activities maintained simultaneously by sender and receiver. He also provided the additional notion of a "field of experience," or the psychological frame of reference, referring to the type of orientation or attitudes which participants maintain towards each other. Born in 1907, he grew up in the town of Marietta, Ohio and breathed his last in 1987. During the Second World War, Schramm joined the office of war information to investigate the nature of propaganda and to plan communication activities to promote the war effort. In 1943 he

was appointed as the Director of the School of Journalism.

A vivid description on Schramm's Model has been given by Uma Narula in her book. According to her reference, Schramm implicitly suggested interaction component and referred the audience as active, selective and manipulative in his model. He argued that the most dramatic change in communication theory has been abandonment of ideas of passive audience where audience is a full partner in the communication process.

Schramm shows the fundamentals of communication process in his model. Dr. Andal N. describes it in a very simple way - When encoder is the microphone and decoder is the earphone then the diagram represents electronic communication. If the source and encoder is one person, decoder and destination are another and the signal is language, the diagram will represent human communication. (Schramm felt that the sender and receiver must be in same tune).



Schramm modified the diagram after research, where he proposed a circle which emphasized the opinion that the source can encode and the destination can decode only in terms of the experience each has. If the circles have huge areas in common then communication becomes easier.

Schramm's modified model emphasized to understand that each person in the communication process can be considered both as an encoder and decoder because he learns to transmit and receive the message in the

form acceptable to both on the basis of each individual's accumulated experience.

In this model, communication process is in a circular nature where focus is on three important elements - sender, receiver and behaviour. Those are encoding, decoding and interpretation of message. Communication is a dynamic process where the source and receiver are having interactive relationship. The source or sender may be the receiver and receiver may be the sender at the time of communication process. It is perfectly applicable in interpersonal communication.

This circular model is basically the one proposed by Wilbur Schramm, based on work by C E Osgood. It presents communication as a circular process. So, this model is also known as Osgood-Schramm model.



CHECK YOUR PROGRESS

Q4: Fill in the blanks

a) _____ felt that the sender and receiver must be in same tune

b) Schramm shows the fundamentals of _____ in his model.

c) Communication process is in a circular nature where focus is on three important elements - sender, receiver and _____.

3.6 LET US SUM UP

We can summarise the unit by highlighting on the following points –

- In a communication process there must be a sender, a receiver and a message. It is called the SMR model.
- SMCR model is a extension of the SMR model. This model says that the messages are transmitted through a medium – that is a channel. So, here four elements are involved in the process – Sender, Message, Channel and Receiver.

- Aristotle's model of communication is of linear type. In 'Rhetoric' he advised the symmetrical and simple model of communication. He included four main components for communication process. These are – the speaker, speech, audience and the effect. According to his model the speaker prepares speech for different auidences, on different situations and for different effects. Here the persuasion being a change in an audience has been emphasized.
- 'Rhetoric' means 'the faculty of observing in any given cause the available means of persuasion.
- Wilbur Schramm conceived decoding and encoding as activities maintained simultaneously by sender and receiver.
- In Schramm's Model, communication process is in a circular nature where focus is on three important elements – sender, receiver and behaviour. Those are encoding, decoding and interpretation of message.
- Circular model is basically the one proposed by Wilbur Schramm, based on work by Charles E Osgood. It presents communication as a circular process. So, this model is alos known as Osgood-Schramm model.



3.7 FURTHER READING

1. Andal, N. (1998). *Communication Theories and Models.* Mumbai : Himalaya Publishing House.
2. Narula, Uma (2006). *Communication Models.* New Delhi : Atlanta Publishing & Distributions.



3.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No. 1: Fill in the blanks

a) In a communication process there must be a sender, a receiver, a message and a medium.

b) The SMR model is also called the SMCR model.

c) The sender is the person who tries to send a message to the receiver.

d) The message is the actual encoded information which is transmitted through the medium.

e) Something grasped from the message between the sender and the receiver can give proof for an occurrence of communication.

Ans to Q.No. 2: Aristotle is a towering figure in ancient Greek philosophy, making contributions to logic, metaphysics, mathematics, physics, biology, botany, ethics, politics, agriculture, medicine, dance and theatre. He was a student of Plato who in turn studied under Socrates. He was more empirically-minded than As a prolific writer and polymath, Aristotle radically transformed most, if not all, areas of knowledge he touched.

Ans to Q.No. 3: Fill in the blanks–

a. Aristotle's model of communication is of linear type.

b. In 'Rhetoric' he advised the symmetrical and simple model of communication.

c. Communication is reciprocal, two-way, even though the feedback may be delayed.

Ans to Q.No. 4: Fill in the blanks

a) Schramm felt that the sender and receiver must be in same tune

b) Schramm shows the fundamentals of communication process in his model.

c) Communication process is in a circular nature where focus is on three important elements - sender, receiver and behaviour.



3.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Why SMCR model is said to be an extension of SMR model?

Q 2: What are the basic elements in a communication process?

Q 3: Explain the concept of 'rhetoric' in the context of Aristotle's model.

Q 4: Who proposed the circular model of communication? What does it signify?

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Critically discuss the Circular model of Schramm and Osgood.

Q 2: Explain the relevance of Aristotle's model of communication in the present communication system.

Q 3: Why SMR is called a linear model? Discuss the merits and demerits of this model.

*** ***** ***

UNIT-4 : COMMUNICATION MODELS–II

UNIT STRUCTURE

4.1 Learning objectives

4.2 Introduction

4.3 Lasswell's Model

4.4 Shannon and Weaver's Model

4.5 Diffusion of Innovations Model

4.6 Let us Sum up

4.7 Further Reading

4.8 Answers to check your progress

4.9 Possible Questions

4.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- discuss the meaning of Lasswell's questions
- explain the Shannon and Weaver's Model
- analyse the Diffusion of Innovations Model.

4.2 INTRODUCTION

In the earlier unit, we have discussed the basic models of communication like the Aristotle's model, SMR, SMCR and the circular model of communication.

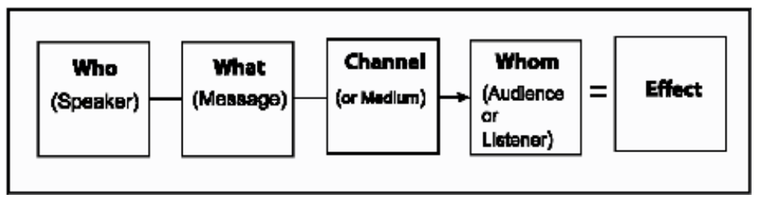
This unit introduces three different models of communication, these are– Lasswell's Model, Shannon and Weaver's model, and Diffusion of Innovations Model.

The next unit, i.e. unit – 4 will intend to highlight the Katz and Lazarsfeld's two step flow model of mass media and personal influence concept. The fourth unit will also discuss the concept of Wilbur Schramm's model, White's Gatekeeping Model and Westley and MacLean's Conceptual Model.

4.3 LASSWELL'S MODEL

Lasswell's (1948) model can be summed up by the following question: "Who says what, to whom, in which channel and with what effect?"

Lasswell broadened the definition of "channel" by expanding communication to include more than just speech. He was primarily concerned with mass communication and propaganda.



A few important points regarding Lasswell's Model

- *Communicator*

  In every form of communication, if the audience of a message doesn't reciprocate appropriately, the communication process remains incomplete. This is why many communication specialists refer to the communicator as *source* or *transmitter* or *sender* of the message – at least that doesn't presuppose that communication does actually take place.

- **Control Analysis**

  Because of the application of Lasswell's formula to the media, his question "Who?", has been associated mainly with **control analysis*:***

  - who owns this newspaper?
  - what are their aims?
  - what are their political allegiances?
  - do they attempt to set the editorial policy?
  - does the fact that they are a republican account for the newspaper's repeated attacks on the Royal Family?

- are they subject to any kind of legal constraints?
- how does the editor decide what to put in the paper?
- and so on.

- *The Message*

  Being concerned with the mass media, Lasswell was particularly concerned with the messages present in the media. For example: how are women represented in the tabloid press? Or how are blacks represented on television? or how is the society represented in the movies?

- **Interpersonal Communication**

  In everyday interpersonal communication with friends, one probably doesn't give a conscious thought about the messages exchanged. For example –

  - what dress are we wearing?
  - how is our hair done?
  - are we wearing socks with shoes?
  - what about that earring?

  The answers to those questions may not be the result of a lot of thought, but they are the result of a variety of decisions about the image one projects of oneself – the messages about self, personality, and tastes etc. Also in a day, there is no doubt that there are certain messages which one thinks about more carefully.

- *Channel*

  The channel is the mode which carries the message. For e.g. words are carried via the channel of air waves, radio news is carried by both air waves and radio waves. In simple terms, messages can be sent through channels corresponding to five human senses.
  This use of the word 'channel' is similar to the use of the word medium when talking about communication. The words are sometimes used interchangeably. However, strictly speaking, often the word medium

is used to refer to a combination of different channels. Television for example, uses both the auditory channel (sound) and visual channel (sight).

- **Media Analysis**

  The question of which channel or medium should be used to carry a message is of vital importance in all communications. If the telephone is chosen to communicate with a profoundly deaf person and the computer for a blind person, then those will be the wrong media for communication. Advertising agencies employ Media Buyers for deciding the most suitable medium, or combination of media (newspapers, billboards, flysheets, TV advertising etc.) according to the type of message they want to communicate. They also decide on a particular target audience to whom they want to communicate it.

- *The Receiver*

  Many communication scholars use the technological-sounding terms: *sender*, *source* or *transmitter* to refer to the Communicator. Ordinarily the *receiver* is called as audience or readership. This whole question of audience is of vital importance for successful communication.

- *Effects*

  Lasswell's model also introduces the question of media effects. Communication is not done in vaccum, in fact one communicates in order to achieve something. For instance, even a simple 'hello' uttered to greet an acquaintance, without really thinking about it, might be meant to convey a deeper meaning.

- *Feedback*

  To find out what kind of effect a communication has, one needs to have some kind of feedback. When one speaks, a response is expected from his / her audience, which could be a sign of interest, boredom etc. In other words, feedback is required to gauge the effect of communication. If there is a *positive* feedback, the person will

continue in the same vein and, if the feedback is negative, the subject or style could be changed and even one can stop speaking.

Though this model is useful yet, it is too simple. It assumes that the communicator wishes to influence the receiver and therefore sees communication as a persuasive process. It assumes that messages always have effects and also exaggerates the effects of mass communication. It omits feedback. On the other hand, it was devised in an era of political propaganda.



CHECK YOUR PROGRESS

Q1: What are the questions asked by Lasswell in his model?

_____

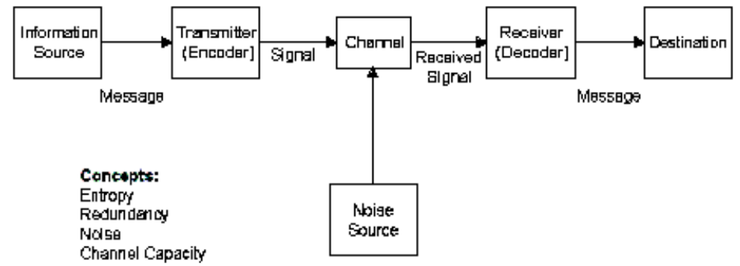
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4.4 SHANNON AND WEAVER'S MODEL

Claude Shannon, an engineer for the Bell Telephone company, designed a communication model. The history of telephone invention is familiar to all. From the last decade telephone (especially after the invention of the mobile phone) has become an indispensable part of life. Speaking over the telephone, transforms the sound waves into electrical impulses which are again transformed into sound waves when it reaches the other end of the receiver. It is one kind of transmission technology which has been introduced in the communication study by Shannon and Weaver in 1949, i.e. a year after Lasswell Model of Communication was developed.

According to this model, the communication process possess seven significant elements - source, encoder, message, channel, noise, decoder, and destination. It is an extension of Lasswell's model which also includes notions of perception, reactions to a situation and message context. This model is presented as a linear process:



In all communication processes there must be a source of information from where the transmitter / sender gets the information for the purpose of sending a message.

***The Encoder* :**

After getting the information from the source, the transmitter transmits the information having the purpose to express oneself in the form of message.

***The Message* :**

In communication the importance of message can be compared to the importance of the heart to the human body. Whatever is disseminated from a sender to a receiver is called message. When the information sent from the transmitter is meaningful to the receiver, then the purpose of message is fulfilled, otherwise the communication process will be a failure. In an ongoing communication process, the message is related with other important, relevant and interlined elements of the environment where, the people are engaged in corresponding the message. Here all other factors come into play.

***The Channel* :**

In order to send a message, a medium or channel is always required. For instance, in face to face communication air is the channel, in a telephonic conversation the telephone is the channel or when it is mass communication, television, radio etc. are the channels. It is important to choose the appropriate medium for a particular message to be sent. If the selection of medium by the sender doesn't comply with that of the receiver's

medium, then the effort and motive of sending a message or information becomes futile. For e.g. if a visual is used as a channel to disseminate message to a blind person and audio medium for a deaf person, then this would amount to unsuccessful communication.

***The Receiver* :**

For a successful communication, it is mandatory for someone to be across the channel and this person is known as the receiver. For a communication to happen the transmitter and receiver should remain at the same system and the receiver also needs a decoder to interpret the message. Despite of having all required equipments to receive information from the sender, sometimes it so happens that the receiver is unable to decode the message. For e.g. a letter written in Gujarati language is at the disposal of the receiver who happens to be an Assamese. The receiver, despite of being aware that it is Gujarati script yet, will be unable to interpret the message contained in the said letter.

***The Destination* :**

After the receiver decodes the message, he/she is expected to react on that message and give feedback to the receiver or another person. So here the sender or the other person, to whom the feedback is sent, is the destination of the receiver. The destination may differ depending on the reaction of the receiver.

***The Noise* :**

Shannon and Weaver's Model for the first time introduced the concept of noise. While an information is being transmitted, sometimes certain disturbances are experienced, which may not always be a part of that information. This is referred to as noise and it can distort the quality of the information at the receiver's end.

i. *Physical Noise* : The unexplained variations in communication channel or the random disturbances in the transmission of message are called physical noise. Noise can be identified in the state of technology, operation of technology, physical and social access of information through channels. For e.g. due to a network problem in communication

through cell phones, sometimes the voice received may loose its clarity.

ii. *Semantic Noise* : Sometimes due to differences in knowledge level, communication skill, experience, prejudice etc. between the sender and the receiver, the latter may not understand the message of the former. This is also a kind of disturbance and is referred to as semantic noise. For e.g. if a politician goes to a remote village of Assam for election campaigning, where majority of potential voters are assumed to be under-literate, and he seeks votes from his public by speaking about development in the fields of Science & Technology, the public will not be able to decode his message correctly. This gap in communication would amount to semantic noise.

In a nutshell it can be concluded that the transmitter disseminates selected and desired message through a communication channel which is converted into a signal and is received by the receiver. As a reaction to the message, the receiver sends a feedback to a certain destination. There may be some distortions also in the channel of communication process.



CHECK YOUR PROGRESS

Q.2: 'Shannon and Weaver's Model for the first time introduced the concept of noise.' –explain.

_____

_____

_____

Q.3: What elements are required to complete a communication process according to this model?

_____

_____

_____

Q.4:. Fill in the blanks–

a. _____ , an engineer for the Bell Telephone company, designed a communication model.

b. In communication the importance of _____ can be compared to the importance of the heart to the human body.

c. In order to send a message, a _____ or channel is always required.

d. As a reaction to the message, the receiver sends a _____ to a certain destination.

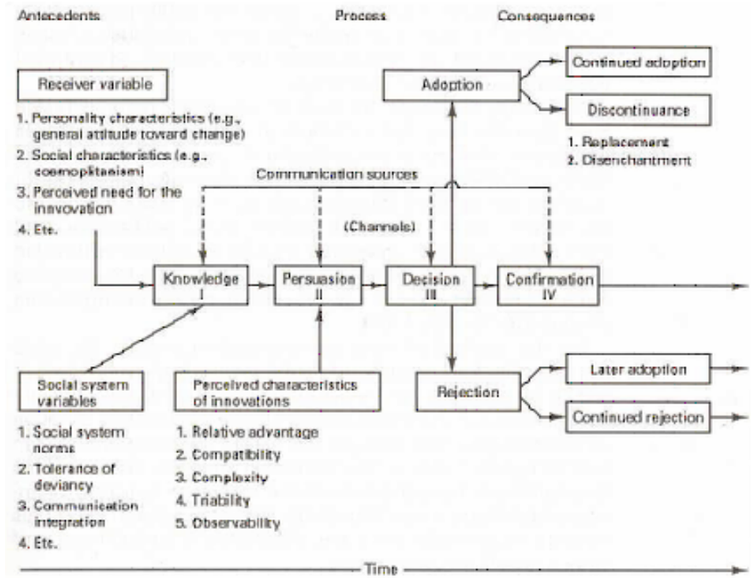
4.5 DIFFUSION OF INNOVATIONS MODEL

Diffusion is the "process by which an innovation is communicated through certain channels over a period of time among the members of a social system". An innovation is "an idea, practice, or object that is perceived to be new by an individual or other unit of adoption". "Communication is a process in which participants create and share information with one another to reach a mutual understanding". As the name implies the model means the adoption of new ideas, media, etc. Diffusion research goes one step advance than two-step flow theory. The original diffusion research was done in early part of 1903 by the French sociologist Gabriel Tarde. He planned the original S-shaped diffusion curve (Rogers, 1995).

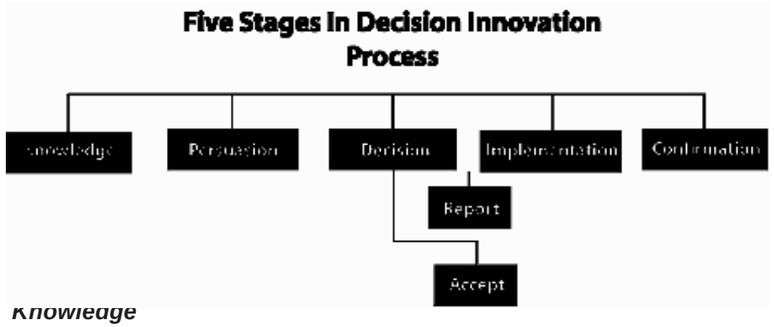
In Diffusion model a new idea, product, or practice is adopted in a given culture. Diffusion of innovation theory asserts that media as well as interpersonal contacts provide information and influence opinion and judgment. Studying how innovation occurs, E.M. Rogers (1995) argued that it consists of four stages: invention, diffusion (or communication) through the social system, time and consequences. The information flows through networks. The nature of networks and the roles opinion leaders play in them, determine the likelihood that the innovation will be adopted. Innovation diffusion research has attempted to explain the variables that influence how

and why users adopt a new information medium, such as the Internet. Opinion leaders exert influence on audience behaviour via their personal contact, but additional intermediaries called change agents and gatekeepers are also included in the process of diffusion. Five adopted categories are: (1) innovators, (2) early adopters, (3) early majority, (4) late majority, and (5) laggards.

Throughout the diffusion process there is evidence that not all amount of influence over all individuals. In this sense there are opinion leaders, leaders who are influential in spreading either positive or negative information about an innovation. Rogers relies on the ideas of Katz & Lazarsfeld and the two-step flow theory in developing his ideas on the influence of Opinion Leaders in the diffusion process. Opinion Leaders have the most influence during the evaluation stage of the innovation-decision process and late adopters. In addition, opinion leaders have a set of characteristics that set them apart from their followers and other individuals. Opinion Leaders typically have greater exposure to the mass media, more cosmopolitan, greater contact with change agents, more social experience and exposure, higher socioeconomic status, and are more innovative.



Diffusion research has focused on five elements: (1) the characteristics of an innovation which may influence its adoption; (2) the decision-making process that occurs when individuals consider adopting a new idea, product or practice; (3) the characteristics of individuals that make them likely to adopt an innovation; (4) the consequences for individuals and society of adopting an innovation; and (5) communication channels used in the adoption process.



Knowledge

In this stage the individual are first exposed to an innovation but lacks information about the innovation. It should be noted that during this stage of the process the individual has not been inspired to find more information about the innovation.

Persuasion

In this stage the individual is interested in the innovation and actively seeks information / detail about the innovation.

Decision

In this stage the individual takes the concept of the innovation and weighs the advantages / disadvantages of using the innovation and decides whether to adopt or reject the innovation. Due to the individualistic nature of this stage Rogers notes that it is the most difficult stage to acquire empirical evidence.

Implementation

In this stage the individual employs the innovation to a varying degree

depending on the situation. During this stage the individual determines the usefulness of the innovation and may search for further information about it.

Confirmation

Although the name of this stage may be misleading, in this stage the individual finalizes their decision to continue using the innovation and may use the innovation to its fullest potential.



CHECK YOUR PROGRESS

Q.5:. Fill in the Blanks

a) Diffusion is the process by which an _____ is communicated through certain channels over a period of time among the members of a social system.

b) An innovation is an _____ that is perceived to be new by an individual or other unit of adoption.

c) The original diffusion research was done in early part of 1903 by the French sociologist _____ .

4.6 LET US SUM UP

We can summarise the unit by focusing on the following points -

- Lasswell's (1984) model can be summed up by the following question: "Who says what, to whom, in what channel and with what effect?"
- According to Shannon and Weaver's Model, the communication process posses seven significant elements- source, encoder, message, channel, noise, decoder, and destination.
- Shannon and Weaver's Model for the first time introduced the concept of noise.
- The unexplained variations in communication channel or the random disturbances in the transmission of message are called physical noise.

- Sometimes due to differences in knowledge level, communication skill, experience, prejudice etc. between the sender and the receiver, the latter may not understand the message of the former. This is also a kind of disturbance and is referred to as semantic noise.
- Diffusion is the "process by which an innovation is communicated through certain channels over a period of time among the members of a social system."
- An innovation is "an idea, practice, or object that is perceived to be new by an individual or other unit of adoption".
- The original diffusion research was done in early part of 1903 by the French sociologist Gabriel Tarde. He planned the original S-shaped diffusion curve (Rogers, 1995).
- In Diffusion model a new idea, product, or practice is adopted in a given culture. Diffusion of innovation theory asserts that media as well as interpersonal contacts provide information and influence opinion and judgment.
- Diffusion research has focused on five elements: (1) the characteristics of an innovation which may influence its adoption; (2) the decision-making process that occurs when individuals consider adopting a new idea, product or practice; (3) the characteristics of individuals that make them likely to adopt an innovation; (4) the consequences for individuals and society of adopting an innovation; and (5) communication channels used in the adoption process.

4.7 FURTHER READINGS

1. Andal, N. (1998). *Communication Theories and Models.* Mumbai : Himalaya Publishing House.
2. Narula, Uma (2006). *Communication Models.* New Delhi : Atlanta Publishing & Distributions.

4.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No. 1: Lasswell's (1948) model can be summed up by the following question: "Who says what, to whom, in what channel and with what effect?"

Ans to Q.No. 2: Shannon and Weaver's Model for the first time introduced the concept of noise. While an information is being transmitted, sometimes certain disturbances are experienced, which may not always be a part of that information. This is referred to as noise. In the model Shannon and Weaver pointed out two types of noise- Physical Noise Semantic Noise.

Ans to Q.No. 3: According to this model, the communication process posses seven significant elements – source, encoder, message, channel, noise, decoder, and destination.

Ans to Q.No. 4: Fill in the blanks –

a. Claude Shannon, an engineer for the Bell Telephone company, designed a communication model.

b. In communication the importance of message can be compared to the importance of the heart to the human body.

c. In order to send a message, a medium or channel is always required.

d. As a reaction to the message, the receiver sends a feedback to a certain destination.

Ans to Q.No. 5: Fill in the Blanks :

a) Diffusion is the process by which an innovation is communicated through certain channels over a period of time among the members of a social system.

b) An innovation is an idea, practice, or object that is perceived to be new by an individual or other unit of adoption.

c) The original diffusion research was done in early part of 1903 by the French sociologist Gabriel Tarde.



4.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q1: What are the significant elements of Shannon and Weaver's Model?

Q2: What is noise? What are its different types?

Q3: What is the role of the opinion leaders in the Diffusion of Innovation model?

B. Long Questions (Answer each question in about 300-500 words)

Q1: Enumerate the advantages and the disadvantages of the Shannon-Weaver's Model.

Q2: Do you think that Lasswell's Model is still relevant? Justify your answer.

Q3: What do mean by Diffusion of Innovations? Explain this model in detail.

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UNIT-5 : COMMUNICATION MODELS–III

UNIT STRUCTURE

5.1 Learning objectives
5.2 Introduction
5.3 Katz and Lazarsfeld's Two Step Flow Model
5.4 White's Gatekeeping Model
5.5 Westley and MacLean's Conceptual Model
5.6 Let us Sum up
5.7 Further Reading
5.8 Answers to check your progress
5.9 Possible Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- discuss Katz and Lazarsfeld's Two Step Flow Model
- explain White's Gatekeeping Model
- enlighten the Westley and MacLean's Conceptual Model.

5.2 INTRODUCTION

By now you must have become familiar with some models of communication. We have discussed the some of the basic models of communication like Aristotle's model, SMR, circular model of communication, Lasswell's Model, Shannon and Weaver's model, and Diffusion of Innovations Model.

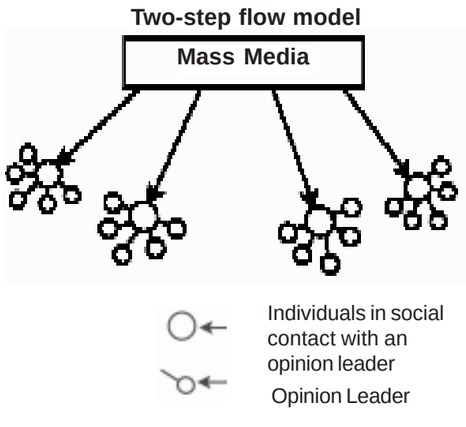
This unit aims at highlighting the Katz and Lazarsfeld's two step flow model of mass media and personal influence concept. This unit also enumerates White's Gatekeeping Model and Westley and MacLean's Conceptual Model.

The next unit will give you an idea about three other models-Newcomb's Model, Gerbner's Model and Watzlawick, Beavin and Jackson's Model along with Dance model.

5.3 KATZ AND LAZARSFELD'S TWO STEP FLOW MODEL

The two-step flow of communication was first developed by Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet in *The People's Choice*, a 1944 study which focused on the process of decision-making during a Presidential election campaign. These researchers expected to find empirical support for the direct influence of media messages on voting intentions. However, to their surprise, it was found that informal, personal contacts were mentioned far more frequently than exposure to radio or newspaper as sources of influence on voting behaviour. Armed with this data, Katz and Lazarsfeld developed the two-step flow theory of mass communication.

This theory predicts that information from the media travels in two distinct stages. First, individuals (opinion leaders) who pay close attention to the mass media and its messages obtain the information. Opinion leaders pass on their own explanation in addition to the actual media content. The term 'personal influence' was invented to refer to the process of intervening between the media's direct message and the audience's ultimate reaction to that message. Opinion leaders are relatively powerful in getting people to change their attitudes and behaviour and they are quite similar in characteristics to those they influence. The two-step flow theory explains how mass media can manipulate decision making. The theory processed the ability to predict the influence of media messages on audience behaviour, and it helped explain why certain media campaigns may be unsuccessful to change target audience's attitudes and behaviour. The two-step flow theory caved in to the multi-step flow theory of mass communication or diffusion of innovation theory.



Source : Katz & Lazarsfeld (1955)



CHECK YOUR PROGRESS

Q1: Fill in the Blanks

a) The two-step flow of communication was first developed by _____, Bernard Berelson, and Hazel Gaudet

b) The two-step flow theory explains how mass media can manipulate _____.

c) The term _____ was invented to refer to the process of intervening between the media's direct message and the audience's ultimate reaction to that message.

5.4 WHITE'S GATE KEEPING MODEL

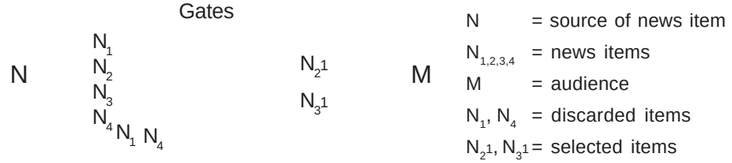
Kurt Lewin (1947) first coined the term "gatekeeping," which he used to describe a wife or mother as the person who decides which foods end up on the family's dinner table. The gatekeeper is the person who takes a decision on what shall pass through each gate in a given set of several gates. Though he applied it initially to the food chain, he then added that the gating process can include a news item winding through communication channels in a group. From here on most gatekeeping studies in communication field were launched. White (1961) was the person who seized upon Lewin's comments and turned it firmly towards journalism in 1950. In the 1970s McCombs and Shaw gave a different angel when they looked at the effects of gatekeepers' assessment. They revealed that audience feedback is significant if added in a news item as media places quite a lot of importance on it. McCombs and Shaw opined that the gate keeping thought is linked with the agenda-setting.

The gatekeeper decides which information will go forward, and which will not. In other words a gatekeeper in a social system decides which of a certain commodity – materials, goods, and information – may go into the system. They can control the public's knowledge of the actual events by

passing some stories through the system but keeping others out. Gatekeepers can also be seen as institutions or organizations. In a political system there are gatekeepers, individuals or institutions which control access to positions of power and regulate the flow of information and political influence. Media gatekeeping showed that decision making is based on principles of news values, organizational routines, input structure and common sense. It is very important in communication planning and almost all communication planning roles include some aspect of gatekeeping.

The gatekeeper's choices are a complex web of influences, preferences, motives and common values. Gatekeeping is expected and in some situations it can be useful too. It can also be dangerous, since it can lead to an abuse of power by deciding what information to discard and what to let pass. Nevertheless, gatekeeping is often a routine, guided by some set of standard questions.

Conceptual Model



Source : White (1964)

This theory is related to the mass media and organizations. In the mass media the focus is on the organizational structure of newsrooms and events. Gatekeeping is also important in organizations, since employees and management are using ways of influence. For e.g. a wire service editor decides alone what news audiences will receive from another continent. The idea is that if the gatekeeper's selections are biased, the readers' understanding will therefore be a little biased.



CHECK YOUR PROGRESS

Q2: Fill in the blanks :

a) _____ coined the term gatekeeping for the first time.

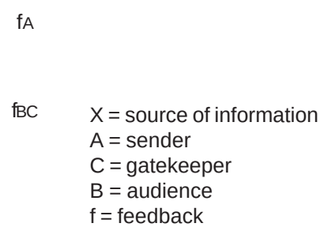
b) In the _____ McCombs and Shaw gave a different angle when they looked at the effects of gatekeepers' assessment.

c) The _____ decides which information will go forward, and which will not.

d) Gatekeeping theory is related to the _____ and organizations.

5.5 WESTLEY AND MACLEAN'S CONCEPTUAL MODEL

In 1957 the Newcomb's model of communication was prolonged and a new model came into existence. Maclean's model first introduced 'O' as gatekeeper between sender (A) and receiver (B), as developed by Lewin. The Linear feedback is an important component which was being introduced for the first time in a model of communication process. Westley and MacLean apprehended that communication does not begin when one person starts to talk, but rather when a person responds selectively to his immediate physical surroundings.



We can get a real example based on this model within our society. 'A' can be considered as reporter who receives information from many sources which may be considered as X_1, X_2, A_3 and so on. Based on the information received and his perception, 'A' prepares a story for a newspaper and sends it to the editor 'C', who edits the story and plays the role of gate keeping. 'C' decides what to publish or what not to, what to send or what not to for the readers / audience 'B'. This means 'C' is interposed between the sender and the audience. 'O' can also get information from source and edit the matter to send to 'B'. On the other hand the audience can give feedback to the editor in the form of letters to the editor. 'B' can respond to A directly also.

Strengths

i. Accounts for Feedback or reaction

ii. Accounts for a sensory field or, in Newcomb's (1953) words, "objects of co-orientation."

iii. Accounts for non-binary communications - more than just two people interacting directly.

iv. Accounts for different modes. For e.g. interpersonal vs. mass mediated communication.

Weakness

Westley and MacLean's model accounts for many more variables in the typical communication interaction. It is, however, two-dimensional and cannot account for the multiple dimensions of the typical communication event involving a broad context and multiple messages.



CHECK YOUR PROGRESS

Q3: Write the *strengths and weakness of the* Westley and MacLean's Conceptual Model.

_____

_____

5.6 LET US SUM UP

- The two-step flow of communication was first developed by Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet in *The People's Choice*, a 1944 study which focused on the process of decision-making during a Presidential election campaign.
- The two-step flow theory explains how mass media can manipulate decision making. The two-step flow theory caved in to the multi-step flow theory of mass communication or diffusion of innovation theory.
- Gatekeeping theory is related to the mass media and organizations.
- In the mass media the focus is on the organizational structure of newsrooms and events.
- Gatekeeping is also important in organizations, since employees and management are using ways of influence.
- Maclean's model first introduced 'O' as gatekeeper between sender (A) and receiver (B), as developed by Lewin.
- The Linear feedback is an important component which was being introduced for the first time in a model of communication process.
- Westley and MacLean apprehended that communication does not begin when one person starts to talk, but rather when a person responds selectively to his immediate physical surroundings.



5.7 FURTHER READING

1. Andal, N. (1998). *Communication Theories and Models.* Mumbai : Himalaya Publishing House.
2. Narula, Uma (2006). *Communication Models.* New Delhi : Atlanta Publishing & Distributions.

5.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No. 1: Fill in the Blanks-

a) The two-step flow of communication was first developed by Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet

b) The two-step flow theory explains how mass media can manipulate decision making.

c) The term 'personal influence' was invented to refer to the process of intervening between the media's direct message and the audience's ultimate reaction to that message.

Ans to Q.No. 2: Fill in the blanks

a) Kurt Lewin coined the term gatekeeping for the first time.

b) In the 1970s McCombs and Shaw gave a different angel when they looked at the effects of gatekeepers' assessment.

c) The gatekeeper decides which information will go forward, and which will not.

d) Gatekeeping theory is related to the mass media and organizations.

Ans to Q.No. 3: The following are the *Strengths and Weakness of the* Westley and MacLean's Conceptual Model–

Strengths

i. Accounts for Feedback or reaction

ii. Accounts for a sensory field or, in Newcomb's (1953) words, "objects of co-orientation."

iii. Accounts for non-binary communications - more than just two people interacting directly.

iv. Accounts for different modes. For e.g. interpersonal vs. mass mediated communication.

Weakness

Westley and MacLean's model accounts for many more variables in the typical communication interaction. It is, however, two-dimensional

and cannot account for the multiple dimensions of the typical communication event involving a broad context and multiple messages.

5.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1 : Who are the opinion leaders?

Q.2 : Who first coined the term 'gate keeping'? What does it signify?

B. Long Questions (Answer each question in about 300-500 words)

Q.1 : Write an essay on the importance of gatekeeping concept in mass media. Discuss the advantages and the disadvantages of the White's Gate keeping Model

Q.2 : What do you mean by Two Step Flow? Critically discuss the Two Step Flow Model.

Q.3 : Enumerate the Westley and MacLean's Conceptual Model.

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UNIT-6 : COMMUNICATION MODELS– IV

UNIT STRUCTURE

6.1 Learning objectives

6.2 Introduction

6.3 Newcomb's Model

6.4 Gerbner's Model

6.5 Watzlawick, Beavin and Jackson's Model & Dance Model

6.6 Let us Sum up

6.7 Further Reading

6.8 Answers to check your progress

6.9 Possible Questions

6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- discuss the Newcombe's Model
- analyse the Gerbner's Model
- explain the Watzlawick, Beavin and Jackson's Model
- discuss the Dance model.

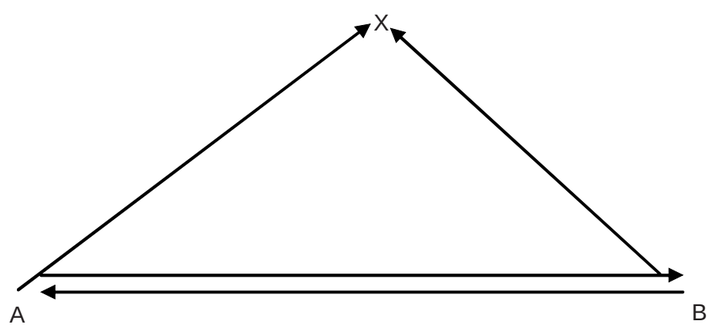
6.2 INTRODUCTION

The previous unit has highlighted some important models of communication. That unit aimed at highlighting the Katz and Lazarsfeld's two step flow model of mass media, Wilbur Schramm's model, White's Gatekeeping Model etc.

This unit elucidates for you another three models, these are- Newcombe's Model, Westley and McLean's Model, Gerbner's Model. The subsequent unit will illustrate the the different types of communication effect theories. Among them Bullet Theory, Uses and Gratification theory, Cognitive Dissonance Theory, Agenda Setting Theory, Cultivation Analysis etc. will be explained in detail.

6.3 NEWCOMB'S MODEL

Unlike other linear models of communications which have been discussed earlier, the model by Theodore M. Newcomb has been presented in different shape, emphasizing the role of communication in the context of society. This model is like a triangle.



Theodore Newcomb (1953) emphasizes communication from the social psychology view point. This model is also known as ABX model. According to this model, someone (A) sending information to the other (B) about something (X) by assuming that A's orientation to B and to X depends on each other. The three of them are a system contenting four round orientation.

i. A to X orientation

ii. A to B orientation

iii. B to X orientation

iv. B to A orientation

In this model, communication is a normal and effective way, which makes people orient themselves according to their environment. It is an intentional communication act model of two persons.

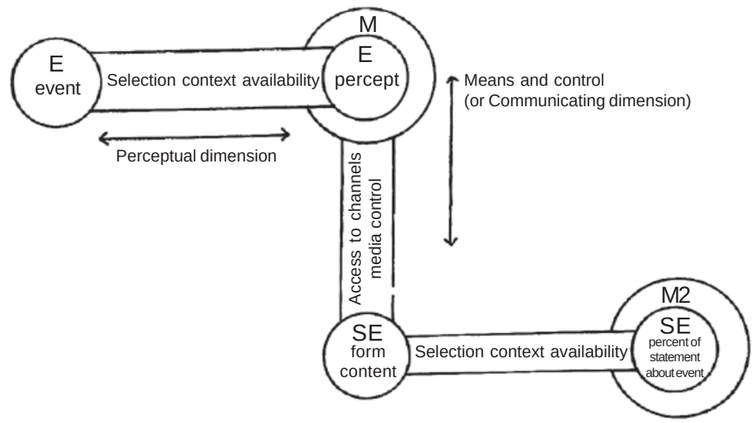
6.4 GERBNER'S MODEL



Gerbner's Model is an expansion of Lasswell's model. It consists of verbal model (where someone observes an event and gives a feedback in a situation, through some ways, to make available material in some form by maintaining a consequence) and diagrammatic model (where someone observes an event and sends some messages to transmitter which will be send through signal to receiver. In transmission there may be some noise also).

In this model, event i.e. the external reality as perceived by M (human being or machine such as camera, microphone etc.) selects E according to his perception of event in a horizontal dimension. Here external stimuli and internal patterns of thoughts or concepts are matched to perceive something with a meaning. This matching is nurtured by culture, internal concept, thought, knowledge etc.

In the third stage M_2 brings to SE a set of needs and concepts derived from his culture and sub culture in a horizontal manner and the meaning is being identified in the message. In brief it can be said that someone perceives an event and reacts in a situation through some means to make available materials in some form and context conveying content of some consequence.



Gerbner's Model

6.5 WATZLAWICK, BEAVIN AND JACKSON'S MODEL & DANCE MODEL

Paul Watzlawick, Janet Beavin and Don Jackson provided a general view of communication on the basis of psychiatric study and therapy in their book 'Pragmatics of Human Communication', published in 1967. This model presented communication as a process of give and take of messages between individuals. Communication is an ongoing, communicative activity between individuals who function alternatively as source and receiver. This model explains behavioural choices in an evolutionary form of explanation.

Paul Watzlawick, Janet Beavin and Don Jackson's Model

Dance Model :

Frank Dance proposed this model in 1967. It appears relatively simple and says a great deal that is not obvious about the process of communication is the helical spiral. This model emphasizes that communication has no clear observable beginning and no clear observable end. The spiral continues indefinitely. No communication transaction can be said to have fixed boundaries. It depicts communication as a dynamic process. According to Mortensen "the helix represents the way communication evolves in an individual from his birth to the existing moment."

About this model, Dance mentioned "at any and all times, the helix gives geometrical testimony to the concept that communication while moving forward is at the same moment coming back upon itself and being affected by its past behavior, for the coming curve of the helix is fundamentally affected by the curve from which it emerges. Yet, even though slowly, the

helix can gradually free itself from its lower-level distortions. The communication process, like the helix, is constantly moving forward and yet is always to some degree dependent upon the past, which informs the present and the future. The helical communication model offers a flexible communication process."



CHECK YOUR PROGRESS

Q1: Fill in the blanks

i. Newcombe's Model is like a _____.

ii. _____ Model is an intentional communication act model of two persons.

iii. Gerbner's Model is an expansion of _____ model.

iv. _____ Model consists of verbal model and diagrammatic model.

v. Jackson's model presented communication as a process of give and take of messages between _____.

6.6 LET US SUM UP

- George Gerbner's Model which was Developed in 1956 stands out from the others because of its stress upon two distinct aspects – relating messages to 'reality' and establishing that communication process comprises two dimensions – the receptive/ perceptual dimensions and the communicating dimensions. This model can be said to be based on three parts – two perceptual dimensions and one communicating dimension.
- Communication expert Theodore M Newcombe's model was developed in 1953 and is based on examining the communication process as an interaction between two or among more persons which is affected by the contemporary developments in the society.



6.7 FURTHER READING

1. Aggarwal, Vin Bala, Gupta, V.S (2001). *Journalism and Mass Communication.* New Delhi : Concept Publishing Company.
2. Narula, Uma (2001). *Mass Communication Theory and Practice.* New Delhi : Har- Anand Publications Pvt. Ltd.



6.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No. 1: Fill in the blanks

i. Newcombe's Model is like a triangle.

ii. Newcombe's Model is an intentional communication act model of two persons.

iii. Gerbner's Model is an expansion of Lasswell's model.

iv. Gerbner's Model consists of verbal model and diagrammatic model.

v. Jackson's model presented communication as a process of give and take of messages between individuals.



6.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q1 : Which model is also known as the ABX model and why?

Q.2: Who proposed the Dance Model? What does it relate to?

B. Long Questions (Answer each question in about 300-500 words)

Q1 : Who is Theodore M Newcombe? Do you think his model is based on examining the communication process as an interaction between two or among more persons which is affected by the contemporary developments in the society? Justify your answer.

Q2 : 'Gerbner's Model is an expansion of Lasswell's model'- explain.

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UNIT-7 : COMMUNICATION EFFECTS THEORIES–I

UNIT STRUCTURE

7.1 Learning objectives
7.2 Introduction
7.3 Communication Effects Theories
7.4 Hypodermic or Bullet Theory
7.5 Uses and Gratification Theory
7.6 Cognitive Dissonance Theory
7.7 Agenda Setting Theory
7.8 Cultivation Analysis
7.9 Let us Sum up
7.10 Further Reading
7.11 Answers to check your progress
7.12 Possible Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- define the Communication Effects Theories
- discuss the Hypodermic or Bullet Theory and Uses and Gratification Theory
- explain the Cognitive Dissonance Theory, Agenda Setting Theory and Cultivation Analysis.

7.2 INTRODUCTION

In the earlier unit we have discussed the Newcomb's Model, Gerbner's Model and Watzlawick, Beavin and Jackson's model. This unit illustrates the different types of communication effect theories. Among them Bullet Theory, Uses and Gratification theory, Cognitive Dissonance Theory, Agenda Setting Theory, Cultivation Analysis etc. will be explained in the unit in detail.

The next unit describes another five of the communication effect

theories. They are - Social Learning Theory, Dependency Theory**,** Spiral of Silence Theory and Heider's Balance Theory.

7.3 COMMUNICATION OR MEDIA EFFECTS THEORIES

Communication is deeply rooted in human behaviour and societies, and communication is never absent from social or behavioural events. Indeed, communication applies to shared behaviours and properties of collection of things, whether they are human or not.

We may turn to etymology for clues: "communication" (from the Latin "communicare") literally means "to put in common", "to share". The term originally meant sharing of tangible things; food, land, goods, and property. Today, it is often applied to knowledge and information processed by living things or computers.

We might say that communication consists of transmitting information. In fact, many scholars of communication take this as a working definition, and use Lasswell's maxim ("who says what to whom") as a means of circumscribing the field of communication. Others stress the importance of clearly characterizing the historical, economic and social context. The field of communication theory can benefit from a conceptualization of communication that is widely shared. It is an attempt to document types of communication, and to optimize communications for the benefit of all.

From the History of Communication Theory, it is learnt that at the time of World War-I, the interest in communication studies intensified and the social-science study was fully recognized as a legitimate discipline after World War II. Communication Theory is based on one universal law opined by S. F. Scudder (1900). The Universal Communication Law asserts that, "All living entities communicate." All living entities communicate via movements, sounds, reactions, physical changes, gestures, languages, breath, etc. Communication is a means of survival. Example, the cry of a hungry infant (communicate that he / she is hungry), the bowing of a leaf (communicate that it is a summer day) etc. falls under this universal communication law. Everything living must communicate as a way to survive.

The communication scientists have been researching on the subject since the inception of it's concept which has resulted in various theories. Theory is a conceptual observation on a set of events based on thorough research and the research on understanding communication process can be termed as communication theory. A discussion on some important theories will focus on the role of communication in the society and the way audiences react to the media.

7.4 HYPODERMIC NEEDLE OR BULLET THEORY

A brief revision of the bullet communication model is being done here. Bullet theory which came into existence during World War II suggests that messages were thought to be like magic bullets that were shot directly to the receiver who were assumed as passive in nature. But this theory doesn't exist any longer because the various communication theorists did not support the views.

According to this needle theory, mass media has a direct, immediate and powerful effect on audiences. In the 1940s and 1950s it was observed that mass media had a powerful influence on behaviour changes. The fast popularization of radio and television, the emergence of the persuasion media industries along with advertising and propaganda, the impact of motion pictures and use of mass media during World War II to unify the German public behind the Nazi party, contributed to this "strong effects" theory of communication. Harold Lasswell pioneered the work of Propaganda Technique in the World War (1927). He gave his opinion that the people had been duped and degraded by propaganda during the war. Lasswell based his work on a stimulus-response model focusing on mass effects, this approach sighted human feedbacks to the media as uniform and immediate. E. D. Martin opined, "Propaganda offers ready-made opinions for the unthinking herd". The "Magic Bullet" or "Hypodermic Needle Theory" sometimes is not widely accepted by scholars. Lowery & DefFleur said that it is thought that it was not based on empirical results from research but rather on assumptions of the time about human nature. People were

assumed to be consistently managed by 'instincts' and those they give reaction uniformly to whatever 'stimuli' came along.



CHECK YOUR PROGRESS

Q1: Which theory says that mass media audiences are passive receivers? Discuss briefly.

_____

_____

_____

7.5 USES AND GRATIFICATION THEORY

Uses and Gratifications Theory is a popular approach in mass communication. This theory gives more importance to the consumer, or audience, instead of the actual message itself by asking "what people do with media" rather than "what media does to people" (Katz, 1959). It presumes that audience are not passive but take an active role in the interpretation and amalgamating media into their own lives. The theory also holds the audience responsible for choosing media to meet their needs. This approach opines that people use the media to fulfill specific gratifications or satisfactions. If so, this theory would imply that the media competes against other information sources for the viewer's gratification.

One influential tradition in media research is referred to as 'uses and gratifications' (occasionally 'needs and gratifications'). This approach focuses on why people use a particular media rather than on content. In contrast to the concern of the 'media effects' tradition with 'what media do to people' (which assumes a homogeneous mass audience and a 'hypodermic' view of media), Uses and Gratifications can be seen as part of a broader trend amongst media researchers which is more concerned with 'what people do with media', allowing for a variety of responses and interpretations.

Uses and Gratifications arose originally in the 1940s and underwent a revival in the 1970s and 1980s. Blumler & Katz mention that this approach emerged from a functionalist paradigm in the social sciences where the use of media is depicted in terms of the gratification of social or psychological needs of an individual. The mass media compete with other sources of gratification, but gratifications can be obtained from a medium's content (e.g. watching a specific programme), from familiarity with a genre within the medium (e.g. watching soap operas), from general exposure to the medium (e.g. watching television) and from the social context in which it is used (e.g. watching television with the family). U & G theorists argue that people's needs influence how they use and respond to a medium. Zillmann (cited by McQuail 1987: 236) has shown the influence of mood on media choice: boredom encourages the choice of exciting content and stress encourages a choice of relaxing content. The same television programme may gratify different needs for different individuals. Different needs are associated with individual personalities, stages of maturation, backgrounds and social roles.

Denis McQuail offers the following typology of common reasons for using media :

Information **:** Audience need information from immediate surroundings, society and the world for taking decision, seeking advice or opinion etc.

Personal Identity **:** For personal identity they need reinforcement of personal values and insight into one's self.

Integration and Social Interaction **:** They need the insight into circumstances of others

Social Empathy **:** Gaining a sense of belonging, social interaction, to carry out social roles and to be in society, they need media use.

Entertainment **:** Handling the problem, to get relaxation, getting intrinsic cultural or aesthetic enjoyment, emotional release etc, they require media use.

Criticisms of 'Uses and Gratifications'

The use of retrospective 'self-reports' has several limitations. Viewers may not know why they chose to watch what they did, or may not be able to explain fully. The reasons which can be articulated may be of least importance as they may simply offer reasons which they have heard others mention. Therefore, a study of people's engagement with media as it happens would rather be more effective. Some degree of selectivity of media and content is clearly exercised by audience, for e.g. choice or avoidance of television soap operas. However, instrumental (goal-directed) accounts assume a rational choice of appropriate media for predetermined purposes. Such accounts over-emphasize informational purposes and ignore a great deal in people's engagement with media: Television viewing can be an end in itself. There is evidence that media use is often habitual, ritualistic and unselective (Barwise & Ehrenberg 1988). But more positively, television viewing can sometimes be seen as aesthetic experience in which intrinsic motivation is involved.

The U & G approach has been criticized as 'vulgar gratification'. It is individualistic and psycho logistic tending to ignore the socio-cultural context. As a theoretical stance it foregrounds individual psychological and personality factors and backgrounds sociological interpretations. For instance, David Morley (1992) acknowledges that individual differences in interpretation do exist, but he stresses the importance of sub-cultural socio-economic differences in shaping the ways in which people interpret their experiences with TV (via shared 'cultural codes'). U & G theorists tend to exaggerate active and conscious choice, whereas media can be forced on some people rather than freely chosen. The stance can also lead to the exaggeration of openness of interpretation, implying that audience may obtain almost any kind of gratification regardless of content or of 'preferred readings'. Its functionalist emphasis is politically conservative: if we insist that people will always find some gratifications from any use of media, we may adopt a complacently uncritical stance towards what the mass media currently offer.

U & G research has been concerned with why people use media. When this approach sprang from 'mainstream' research in social science,

an interpretive tradition has arisen primarily from the more arts-oriented 'cultural (and 'critical') studies'.



CHECK YOUR PROGRESS

Q2: Fill in the blanks–

a) Uses and Gratifications Theory gives more importance to the _____, or audience, instead of the actual message.

b) This approach focuses on why people use a _____ rather than on content.

c) U & G arose originally in the _____.

d) U & G theorists argue that people's needs _____ how they use and respond to a medium.

7.6 COGNITIVE DISSONANCE THEORY

Leon Festinger (1951) proposed a set of studies to condense a theory about communication's social influences. Cognitive dissonance enjoyed great popularity from the late 1950s through the mid-1970s. Theoretical problems and conflicting findings led to temporary replacement by similar "self" theories in the early 1980s, but cognitive dissonance regained its place as the umbrella theory for selective exposure to communication by the late 1980s.

Cognitive dissonance is a communication theory adopted from social psychology where cognitive means thinking or the mind; and dissonance is inconsistency or disagreement and cognitive dissonance is the psychological conflict from holding two or more mismatched beliefs at once. It is a relatively clear-cut social psychology theory that has agreed with wide receipt in a variety of disciplines including communication. The theory replaces earlier reinforcement theories by viewing individuals as more purposeful decision makers. They struggle for equilibrium in their beliefs. If presented with

decisions or information that creates dissonance, they use dissonance-reduction strategies to regain balance, especially if the dissonance influences their self-worth. The theory asserts –

1. Dissonance is psychologically rough enough to induce people to attain consonance
2. In a stage of dissonance, people will keep away from information and situations that might amplify the dissonance. It can be visualized how dissonance can occur because it is sometimes obvious in an information rich-society and to deal with it is more difficult.

Dissonance theory applies to all situations involving attitude formation and change. This theory influences people into certain behaviour so that these people change their approach themselves. It is especially applicable to decision-making and problem-solving. For e.g. Consider a motor bike rider who refuses to use a helmet despite knowing that the law requires it, and it saves lives. Then a news report on an accident for not using helmet changes his habit or seeking information that is consonant with the behaviour - full helmet is safer than half one. If the rider never faces a situation that threatens the decision not to use helmet, then no dissonance-reduction action is likely because the impulsion to decrease dissonance depends on the extent of the dissonance held.

7.7 AGENDA SETTING THEORY

The Agenda Setting Theory is proposed by Maxwell, Mc Combs and Donald L. Shaw (1972) in connection with the election campaign and other related and relevant issues. In order to understand the theory the meaning of the term should be known. Agenda means the list of the items based on their significance according to the demand of the plan. Setting means the arrangements itself. This theory focuses that news media always gives the direction of people's thinking by selection of reports about the world. 'What is what' is directed and presented by the media. The public is bound to think and believe that it is important. In this theory we can get the conception of gatekeeping also. Amongst the heaps of news only some are selected by

media person. This process is called gatekeeping which has already been discussed earlier. Many factors like ethics, background information, politics, economics, society, time limitation, different types of pressure and personal desire can affect the gatekeeping process.

The different types of principles of this theory are discussed below–

- There is a high increase in the use of mass communication during a presidential campaign.
- The influence of media program on individuals is most regularly depicted in mass communication in order to explain higher level of agreement between personal agendas and mass media agenda.

7.8 CULTIVATION ANALYSIS

Cultivation theory by George Gerbner (1967) stresses on the opinion that mass media has subtle effects on audience who absorb the message of media. With the help of constant exposure to media, people are able to cultivate some common conceptions on world. The theory views that the television does not portray the image and messages of reality of the society. Repeated presentation of these types by television, leads the society to distortion rather than development. For e.g. the usual projection of colourful, expensive cloth, jewellery and high cost cars and flats cannot be beneficial for the poor and unprivileged community. The various principles of their theory are discussed in brief:

- Media is a powerful weapon to cultivate common belief among the general mass.
- The television is not quite real message sender in the society.
- The influential effect of mass media proceeds as moulders of society.
- Cultivation analysis concentrates on long term effects of exposure than the short term impact on approach and opinion.

But some critics study focuses on some points like cultivation appears to be dependent on the motivation for viewing. The casual television audience is more affected. Cultivation assumes to be enhanced when the viewer perceives the content of activity demonstrated as realistic. On the other

hand, it has been noticed that in the indirect and distant contact between the topic and audience, cultivation is expected to be the best task.



CHECK YOUR PROGRESS

Q3: Which theory says that people seek out messages which are in tune with their existing opinions?

_____

_____

_____

Q4: Which theory suggests that mass media set the agenda for people?

_____

_____

_____

Q5: Which theory says that people use mass media for the gratification of their needs?

_____

_____

_____

Q6:. Match the following :

a. Agenda Setting theory	1. Festinger
b. Cognitive Dissonance theory	2. McCombs & Shaw
c. Bullet theory	3. Katz
d. Uses and gratification theory	4. Goebbles

7.9 LET US SUM UP

- Media effect theories are the theories that try to explain the kind of role the media plays or what kind of effect or influence it has on the audience.
- Hypodermic Needle or Bullet Theory is an interesting theory as it believes that if the masses are constantly supplied with information repeatedly for hundreds of thousands of times the readers or audiences get affected by it and they start to believe in those information.
- Uses and Gratification Theory advocates that the masses use media for gratification of many of their needs or requirements. They accept it provided they find it satisfactory and reject it if it is found to be contrary to their personal beliefs and interests. In simple terms, it means that though we use media to a great extent in our everyday life yet we do not get influenced by it unless the programmes presented by it match our requirements and personal interests.
- Agenda Setting Theory was propounded by Maxwell McCombs and Donald Shaw in the 1970s. According to this theory, mass media set the agenda for public opinion by highlighting certain issues. Agenda setting is now considered to be an important function of the mass media. McCombs and Shaw found the main effect of mass media to be agenda setting when they were studying how political campaigns were covered in the media. The agenda setting theory says that the media are not always successful in telling us what to think, but they are quite successful in telling us what to think about. It predicts that if people are exposed to the same media, they will place importance on the same issues.
- Cognitive Dissonance Theory was propounded by L.A. Festinger in the year 1957. According to this theory people will seek information which would match existing attitudes and views of the world and they reject information that do not conform to existing views. We tend to filter the information that conflicts with what we already believe, in an effort to ignore that information and reinforce our existing beliefs.

7.10 FURTHER READING

1. Aggarwal, Vin Bala, Gupta, V.S (2001). *Handbook of Journalism and Mass Communication,* New Delhi : Concept Publishing Company.
2. Kumar, Keval J (2012). *Mass Communication in India :* Mumbai : Jaico Books.
3. Vilanilam, J.V. (2005). *Mass Communication in India :* New Delhi : Sage Publications.

7.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No. 1: Bullet theory.

Hypodermic Needle or Bullet Theory : this is an interesting theory as it believes that if the masses are constantly supplied with information repeatedly for hundreds of thousands of times the readers or audiences get affected by it and they start to believe in those information.

Based on the concept developed by Hitler's Publicity Minister Goebbles during the World War II, it believes that masses are passive receivers and as such if they are continuously fed a lot of information by mass media, the people absorb them as well as get influenced by them without much thought.

Ans to Q.No. 2: Fill in the blanks–

a) Uses and Gratifications Theory gives more importance to the consumer, or audience, instead of the actual message.

b) This approach focuses on why people use a particular media rather than on content.

c) U & G arose originally in the 1940s.

d) U & G theorists argue that people's needs influence how they use and respond to a medium.

Ans to Q.No. 3: Cognitive dissonance theory

Ans to Q.No. 4: Agenda setting theory

Ans to Q.No. 5: Uses and gratification theory

Ans to Q.No. 6: a – 2

b – 1

c – 4

d – 3

7.12 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q1: Write short notes of the following –

a) Agenda Setting Theory

b) Cognitive Dissonance Theory

c) Hypodermic Needle or Bullet Theory.

Q2: What are the different principles of the agenda setting theory?

B. Long Questions (Answer each question in about 300-500 words)

Q1: What type of a media system is prevailing in India at present? Examine if any of the other theories or systems is relevant for our country's socio-political situation. If yes, why?

Q2: What do you understand by theories of Mass Communication? Write a few lines about each one of them.

Q3: Explore the role of mass media in creating, mobilizing and guiding public opinion from time to time. Cite suitable examples in support of your answer.

Q4: Discuss the Uses and Gratification Theory with suitable example.

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UNIT-8 : COMMUNICATION EFFECTS THEORIES–II

UNIT STRUCTURE

8.1 Learning objectives

8.2 Introduction

8.3 Social learning Theory

8.4 Dependency Theory

8.5 Spiral of Silence Theory

8.6 Heider's Balance Theory

8.7 Let us Sum up

8.8 Further Reading

8.9 Answers to check your progress

8.10 Possible Questions

8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- discuss the Social Learning Theory
- explain the Dependency Theory
- enlighten the Spiral of Silence Theory
- elucidate the Heider's Balance Theory.

8.2 INTRODUCTION

In the earlier unit, we have discussed some of the different types of communication effect theories. Among them Bullet Theory, Uses and Gratification theory, Cognitive Dissonance Theory, Agenda Setting Theory, Cultivation Analysis etc. were explained in the unit in detail.

This unit describes another four of the communication effect theories. They are– Social Learning Theory, Dependency Theory**,** Spiral of Silence Theory, Heider's Balance Theory.

In the next unit, we will discuss on the normative theories. Normative theories are very much important in the field of mass communication and

media. So, in the next unit we will explain to you the Authoritarian theory, Libertarian theory, Social responsibility theory, Soviet Communist theory, Development Media theory and Democratic Participant Media theory.

8.3 SOCIAL LEARNING THEORY

Social learning theory or SLT explains that people learn new behaviour through overt reinforcement or punishment, or via observational learning of the social factors in their environment. If people observe positive, desired outcomes in the observed behaviour, then they are more likely to model, imitate, and adopt the behaviour themselves. Social learning theory is derived from the work of Cornell Montgomery (1843-1904) which proposed that social learning occurred through four main stages of limitation, such as close contact, imitation of superiors, understanding of concepts, role model behaviour. It consists of three parts observing, imitating, and reinforcements. Julian Rotter moved away from theories based on psychosis and behaviourism, and developed a learning theory. In Social Learning and Clinical Psychology (1954), Rotter suggests that the effect of behaviour has an impact on the motivation of people to engage in that specific behaviour. People wish to avoid negative consequences, while desiring positive results or effects. If one expects a positive outcome from a behaviour, or thinks there is a high probability of a positive outcome, then they will be more likely to engage in that behaviour. The behaviour is reinforced, with positive outcomes, leading a person to repeat the behaviour. This social learning theory suggests that behaviour is influenced by these environmental factors or stimulus, and not psychological factors alone. Social learning theory is a combination of behavioural and cognitive theories. Bandura suggests that both internal and external factors are equally important. The basic equation set forth is: Personal factors, such as beliefs, expectations, attitudes and knowledge (cognitive) plus environmental factors, such as resources, consequences of actions, physical setting (behavioural) plus behaviours, such as individual actions, choices, and verbal statements influence learning and motivation.

One of the more important concepts with social learning theory is

observational learning. The power of observational learning is well documented in literature. No-trial learning is when a human being acquires new behaviour all at once, entirely through observation. In this type, one does not need to go through the process of trial and error learning with differential reinforcement for each small response. When this new behaviour is acquired through observation alone, the learning appears to be cognitive.

In today's society, media has a powerful influence on our lives. As children enter adolescence, print and electronic media help them define who they are and what they want to become. By the time children reach middle school, they have spent tens of thousands of hours watching television, movies, and videos; listening to the radio, CDs and cassettes; reading magazines, newspapers, and books; playing video and computer games and surfing the internet. Advertisers of alcohol use the power and influence of media to convey a positive message for their products. Alcohol advertisements glamorize drinking and play directly into the needs of teen-agers by promising fun, popularity, relaxation and escape.

Social learning theory has generated much research. Evidence shows that social learning theory and one's sense of self efficacy predicts such diverse outcomes as alcohol abuse, smoking cessation, pain tolerance, athletic performance, career choices, assertiveness, coping with feared events, recovery from medical procedures and sales performance.

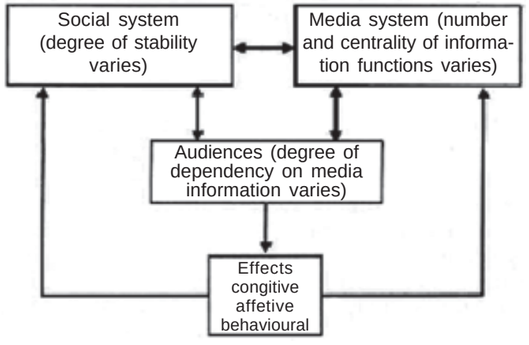
8.4 DEPENDENCY THEORY

Dependency theory is essentially a body of social science theories predicated on the notion that resources flow from a "periphery" of poor and underdeveloped states to a "core" of wealthy states, enriching the latter at the expense of the former. It is a central contention of dependency theory that poor states are impoverished and rich ones enriched by the way poor states are integrated into the "world system".

Earlier theories of development mentioned that all societies should progress through similar stages of development, that today's underdeveloped areas are thus in a similar situation to that of today's developed areas at some time in the past, and that therefore the task in helping the

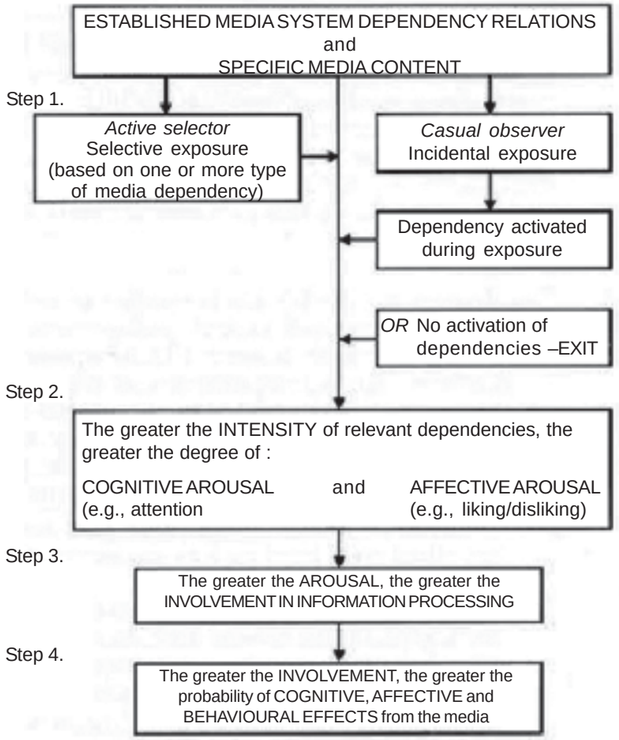
underdeveloped areas out of poverty is to accelerate them along this supposed common path of development, by various means such as investment, technology transfers, and closer integration into the world market. The dependency theory which came up around 1950 as a reaction to the earlier theories rejected it and argued that underdeveloped countries are not merely primitive versions of developed countries, but have unique features and structures of their own and importantly, are in the situation of being the weaker members in a world market economy, whereas the developed nations were never in an analogous position and they never had to exist in relation to a bloc of more powerful countries than themselves. In opposition to free market economists, the dependency theorists argued that the underdeveloped countries needed to reduce their connectedness with the world market so that they could pursue a path more in keeping with their own needs, less dictated by external pressures.

Sandra Ball-Rokeach and Melvin DeFleur first proposed Dependency theory in 1976 which integrates several view points like the merging of psychology and social perspectives. On the other hand, it puts together system perspectives with elements from more causal approaches. Thirdly, it blends components from the uses and gratifications research with those of media effects traditions and finally, philosophy is integrated into the theory, which also describes traditional method with the content of media messages and their effects on audience.



This model is the general idea of the dependency theory.

Source : Ball-Rokeach & DeFleur (1976)





CHECK YOUR PROGRESS

Q1. Fill in the blanks :

a) Social learning theory is derived from the work of _____.

b) Social learning occurred through four main stages of limitation, such as _____, imitation of superiors, understanding of concepts, _____.

c) Social learning theory is a combination of _____ and _____ theories.

d) Sandra Ball-Rokeach and _____ first proposed Dependency theory in _____.

8.5 SPIRAL OF SILENCE THEORY

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

The phrase “spiral of silence” in fact asserts to how people are inclined to stay silent when they experience that their views are in the margin. This theory is based on three perspectives:

1. People have a sixth-sense, which allows them to know the existing public opinion, even without access to polls.
2. People have a fear of segregation and know what behaviours will increase their likelihood of being socially isolated.
3. People are reserved to articulate their minority views, primarily because of the fear of being isolated.

When a person is convinced that his/her opinion is closer to that of the prevailing public opinion, only then he is willing to open up in public. Again if public sentiment changes, the person will recognize that the opinion is less in favour and thus he will be less willing to express that opinion publicly. As the perceived distance between public opinion and a person’s personal opinion grows, the more unlikely the person will express his opinion.

Conceptual Model



Noelle-Neumann’s Spiral of Silence

8.6 HEIDER'S BALANCE THEORY

Fritz Heider proposed the motivational theory of attitude change which is called Balance Theory and it shapes the steady motive as a drive towards psychological balance. Heider asserts that "sentiment" or liking relationships are balanced if the affected balance in a system multiplies out to a positive result.

For e.g. A person who likes another person will be balanced by the same balance attitude on behalf of the other. Symbolically, P (+) > O and P < (+) O result in psychological balance.

This can be extended to objects (X) as well, thus introducing triadic relationships. If a person P likes object X but dislikes other person O, what does P feel upon learning that O created X? This is symbolized as such:

- P (+) > X
- P (-) > O
- (+) > X

Multiplying the signs shows that the person will perceive imbalance (a negative multiplicative product) in this relationship, and will be motivated to correct the imbalance. The Person can either:

- Decide that O isn't so bad after all,
- Decide that X isn't as great as originally thought, or
- Conclude that O couldn't really have made X

Any of these will result in psychological balance, thus resolving the dilemma and satisfying the drive. (Person P could also avoid object X and other person O entirely, lessening the stress created by psychological imbalance.)

Balance Theory is also useful in examining how celebrity endorsement affects consumers' attitudes toward products. If a person likes a celebrity and perceives (due to the endorsement) that said celebrity likes a particular product, the said person will tend to be liking the product more, in order to achieve psychological balance.



CHECK YOUR PROGRESS

Q2: 'Spiral of Silence Theory is based on three perspectives.' – What are these three perspectives?

_____

_____

_____

Q3: Who proposed the motivational or Balance Theory?

_____

_____

_____

8.7 LET US SUM UP

- Social learning theory or SLT explains that people learn new behaviour through overt reinforcement or punishment, or via observational learning of the social factors in their environment. Social learning theory is derived from the work of Cornell Montgomery (1843-1904) which proposed that social learning occurred through four main stages of limitation, such as close contact, imitation of superiors, understanding of concepts, role model behaviour.
- The dependency theory which came up around 1950 as a reaction to the earlier theories rejected it and argued that underdeveloped countries are not merely primitive versions of developed countries, but have unique features and structures of their own and importantly, are in the situation of being the weaker members in a world market economy, whereas the developed nations were never in an analogous position and they never had to exist in relation to a bloc of more powerful countries than themselves.
- Neumann (1974) introduced the "spiral of silence" as an attempt to

explain in part how public opinion is formed. When a person is convinced that his opinion is closer to that of the prevailing public opinion, only then he is willing to open up in public.

- Fritz Heider proposed the motivational theory of attitude change which is called Balance Theory and it shapes the steady motive as a drive towards psychological balance.



8.8 FURTHER READING

1. Aggarwal, Vin Bala, Gupta, V.S (2001). *Journalism and Mass Communication.* New Delhi : Concept Publishing Company.
2. Narula, Uma (2001). *Mass Communication Theory and Practice.* New Delhi : Har – Anand Publications Pvt. Ltd.



8.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No. 1: Fill in the blanks

a) Social learning theory is derived from the work of Cornell Montgomery.

b) Social learning occurred through four main stages of limitation, such as close contact, imitation of superiors, understanding of concepts, role model behaviour.

c) Social learning theory is a combination of behavioural and cognitive theories.

d) Sandra Ball-Rokeach and Melvin DeFleur first proposed Dependency theory in 1976.

Ans to Q.No. 2:

i) People have a sixth-sense, which allows them to know the existing public opinion, even without access to polls.

ii) People have a fear of segregation and know what behaviours will increase their likelihood of being socially isolated.

iii) People are reserved to articulate their minority views, primarily because of the fear of being isolated.

Ans to Q.No. 3: Fritz Heider proposed the motivational or Balance Theory.



8.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q1: Write short notes of the following-

a) Fritz Heider.

b) Balance Theory.

c) Spiral of Silence.

B. Long Questions (Answer each question in about 300-500 words)

Q1: Critically discuss the Social Learning Theory.

Q2: What do you understand by dependency theory? Discuss with the help of an example.

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UNIT-9 : NORMATIVE THEORIES

UNIT STRUCTURE

9.1 Learning objectives
9.2 Introduction
9.3 Authoritarian Theory
9.4 Libertarian Theory
9.5 Social Responsibility Theory
9.6 Soviet Communist Theory
9.7 Development Communication Theory
9.8 Democratic Participation Theory
9.9 Indian Theory of Communication
9.10 Let us Sum up
9.11 Further Reading
9.12 Answers to check your progress
9.13 Possible Questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- discuss the normative theories of mass media, such as Authoritarian Theory, Libertarian Theory, Social Responsibility Theory, Soviet Communist Theory
- analyse the Development Communication Theory
- enumerate the Democratic Participation Theory
- explain the Sadharanikaran Theory, which is an important Indian theory by Bharat Muni.

9.2 INTRODUCTION

In the earlier two units we have discussed different types of communication theories. Among them, Bullet Theory, Uses and Gratification theory, Cognitive Dissonance Theory, Agenda Setting Theory, Cultivation

Analysis, Social Learning Theory, Dependency Theory, Spiral of Silence Theory, Heider's Balance Theory etc. were noteworthy.

Normative theories are very much important in the field of mass communication and media. So, in this unit we will explain to you the Authoritarian theory, Libertarian theory, Social responsibility theory, soviet communist theory, development media theory and democratic participant media theory. Finally we will discuss the Sadharanikaran Theory, which is an important Indian theory by Bharat Muni.

9.3 AUTHORITARIAN THEORY

At the time when printing press was invented in Europe, this theory evolved, emphasizing the opinion on the elite rule over the mass. During that period public dissent and criticism was not entertained and the press was only to mirror government opinion and position to the public. In other words the press was the weapon of the ruling party. Still in the 21st century in some third world countries, dictatorship nations and communist countries, the media is the toy of rulers. A brief discussion on the various principles of this theory is given below :

- Media should not do anything which could underestimate the recognized authority and influenced power or hamper the law and order.
- Media should be inferior to Govt.
- Censorship and restriction will be reasonable to implement the principles.
- Staying away from offence to preponderance or leading, moral and political morals will be taken care of by media.
- Media should not unnecessarily harass the authority. That will be unacceptable. Divergences from official rules and strategies or offences against normal system should be criminal offences.
- Media persons have no autonomy within their media organizations. Here it is important to note that in certain circumstances such as

war, emergency, the authoritarian tendency is imposed on press in a country like India. The authorities can take the help of the provision of Official Secrets Act to deny free access to information and not to hampers the press freedom.

The authoritarian theory has been also criticized by many communication theorists based on some opinion such as :

- It is autocratic in nature.
- The flow of information is one way.
- If there is no media freedom, no free speech or expression in general, there is a chance of frequent agitation and aggression of mass.
- There is no mention as to what extent the Government can utilize the power.

9.4 LIBERTARIAN THEORY

The principles of Libertarian Theory of communication are just opposite in nature of The Authoritarian Theory and emphasizes on individual right to decision making power. The government should serve the people without interfering with the media and the general mass should have the capacity to distinguish between good and bad as well as right and wrong. In connection to this, Wilbur Schramm said that the intellectual revolution is purely secular and the open minded people denied the rule of Church. Even though in India the press is said to be free, in practice it is not true. The various principles of this theory are discussed below.

- Media will own the power to publish anything which will be free from any former censorship and pressure.
- The media should not be penalized for going against Government opinion.
- There should be free flow of information.
- Press person should have the freedom of expression.

But the theory has been criticized by different scholars based on different opinions such as :

- To what extent it will be applicable to public broadcasting.
- Though the media owners will get preferences and defend under the shadow of the theory but there is no mention about the freedom of the editors, reporters etc.
- The theory has given stress on faith and view but not on the real fact or the fact objectivity has not got importance.
- There is no demarcation line for the responsibility on handling power of media.



CHECK YOUR PROGRESS

Q1: How many normative theories are there? Name them.

_____

_____

Q2: Who propounded the normative theories?

_____

_____

Q3: Summarise the authoritarian and libertarian theories in about 50 words each.

_____

_____

9.5 SOCIAL RESPONSIBILITY THEORY

Proposed by the commission on Freedom of the Press in 1974, the Social Responsibility Theory states that the media possess the power to influence the mass and exercise adequate restrains and responsibility in the society. The responsibility entails maintaining the highest standard in their code of conduct, professional ethics and professionalism, being impartial and objective in its analysis, views, investigations etc. Subsequently, self regulatory bodies and mechanisms in the mass media

have evolved with a motive to monitor situations and to keep an observant eye on media performing its duties and responsibilities. The various principles of this theory are discussed below.

- Media should admit and accomplish positive responsibility towards society. Providing professionals and experts who have genuineness, accurateness, impartiality, equilibrium of mentality etc.
- Media should be self regulating within the time frame work of law and recognized organizations.
- Media personnel should be answerable and liable to society as well as to owner of the organization.

This theory assumes that in connection with democracy, media should serve the significant functions in the society. Here is an example to show how media can be held responsible for creating problems in society because of their irresponsible behaviour. The major communal riot of Bangalore in 1987 was brought under control after one long month. When things were calming down, a weekly newspaper from the city published a short story on the communal riots. Immediately, riots flared up again which caused innumerable damages to the society.

9.6 SOVIET COMMUNIST THEORY

Soviet communist theory or communist media theory is derived from the basic assumption of Mark and Engels. After the revolution of 1917 the Russian media became prominent and according to the Soviet interpretation, the press is free. But the rise of working class has been emphasized more in the revolution. The freedom from the domination of an upper, middle and lower class is the philosophy of Soviet States. It predicts the media to be under the control of working class. Projecting the views of Marx-Lenin, media must be related to information, education, motivation and mobilization. The media is considered to provide right direction and to prepare the general people for unity. The theory is summarized below.

- Media should not be a personal property.

- It should take care of the interest of working class. On the other hand they should have full control over media.
- Media should take action on the audience aspiration and requirement.
- Media should present an objective view of the society totality.
- Media should serve education, information, motivation and mobilization for society.

9.7 DEVELOPMENT COMMUNICATION THEORY

Development communication theory is relevant in the third world countries emphasizing to carry out development in a society. This theory supports democracy at the grassroots level, focusing everyone's freedom of expression and opinion. This theory is summarized below.

- Media should take the responsibility of positive development tasks in terms of county's development policies.
- Media should give first preference to the country, its culture and language.
- Freedom of media should be restricted to an extent keeping in view the economic priorities and developmental needs of the society.
- The state has a right to interfere or confine media manoeuvre and plans of censorship and also direct and control it in the interest of the country's progress.

A few common conditions such as media infrastructure, technology, skills, awareness in similar identity, interest in global political scenario etc. of developing countries limits the potential benefits of other theories.

9.8 DEMOCRATIC PARTICIPATION THEORY

The problem of indifferent political participation can be conceptualized as both a cause and an effect of many of the evaluation of democratic politics. Democratic practice is commonly recognized as an adversarial development described by competition, conflict, and power resistance

amongst elected representatives. The form of representative democracy is often connected to a notion of citizen's political participation that primarily includes voting in elections. In its present form, however, representative democracy often leads to decisions "for the many being made by a few" that inadvertently (or not) under-represent minority (race, class, gender, etc) interests.

Democratic Participation Theory advocates that the media organizations should devote their maximum efforts towards catering to the needs and aspirations of the public and not those of their owners, so that their commitment to the society can be adequately fulfilled. It stresses up to decentralization of mass media as opposed to centralization so that more and more people can be served properly with better variety rather than serving maximum number of people with less variety.

In a nutshell it can be said that :

- Every citizen including the minority groups has the communication right.
- The organization and content of media should not be the subject to centralize political or state bureaucratic control.
- Small scale, interactive and participative media forms are better than large scale, one way and professionalized media.

Actually the theory is the amalgamation of libertarianism, utopianism, socialism, localism etc. The theory favours multiplicity of media, smallness of scale of operation and horizontality of communication at all levels. It emphasizes that media should exist first for the general mass that means audience and not for the media organizations, professionals, owners etc.



CHECK YOUR PROGRESS

Q4: Summarise the normative theories except authoritarian and libertarian in about 50 words each.

_____

_____

Q5: Which media theory applies best to India?

_____

_____

9.9 INDIAN THEORIES OF COMMUNICATION– SADHARANIKARAN THEORY

The Natya Shastra of Bharata written by the venerable sage Bharata Muni is the main dramatic theory of Sanskrit drama. Consisting 6000 verse stanzas and written in Sanskrit, it originally dealt with the stagecraft, elucidating the rules of writing and performing music, dance and theatre. It then went on to deal with literature, dance and music as well. It is also known as the fifth Veda owing to its immense importance. It was written at an uncertain date in classical India and is traditionally attributed to the Sage Bharata who has been identified as muni or sage, and the work is strongly associated with his personage. It will not be untrue to say that Natya Shastra is the foundation of the fine arts in India and the most authoritative commentary on this is *Abhinavabharati* by Abhinava Gupta.

Then Bharata describes histrionics, which is called *Abhinaya* in Natyashatra. The drama is communicated to the audience in four ways.

- The communication through body movements, called *Angika Abhinaya*, where the movements of most important limbs like head, chest, hands and feet as well as movements of minor limbs like eyes, nose, lips, cheeks, chin etc. are involved. The glances, gestures, gaits are also part of this.

- The verbal communication is called *Vachika Abhinaya*. In this, the vowels, consonants and their places of origin in the mouth, intonation, modes of address etc. are discussed. While giving the literary aspect of drama, Bharata describes ten types of dramas which are known as *Dasharupaka*. One of them is *Veethi* i.e. road shows. At present, a lot of them are seen during the election time.
- Extraneous representation is called *Aaharya Abhinaya* and is done by means of costumes, make up, ornaments, stage properties etc.
- Representation of temperament of the characters is called *Sattvika Abhinaya*. It is the highest quality of Abhinaya, expressing the inner feelings of the character by subtle movements of lips, nasal, trembling of body, turning the face red, rolling down the tears etc.
- Then Bharata describes how to represent the phenomena like sunrise, sunset, different times of the day, rains etc. which is called *Chitrabhinaya*. He also mentions in detail how to show the animals on stage, how to make them artificially and with what material.

Sadharanikaran has been greatly accepted as the Hindu theory of communication. A unique communication model has already been presented based on the Sadharanikaran theory and model, which is the only model of communication in diagrammatic form proposed from the Hindu perspective. Since the present communication concept and discipline has developed in the west, we do get carried away by its Western perception however, sometimes it becomes ineffective on Indian perspective. It is the need of the hour that we hold ourselves firmly to our culture, beliefs and ethos. Dissanayake (1988) opined that Western communication theories are functionalist, mechanistic, positivist and it regards communication as an external event, discreet and separate, and each part of the sender-message-receiver process as different. The Western models and theories of communication have been criticized as "reflective of the biases of Western thought and culture".

The Sadharanikaran Model gives an idea to comprehend the process

of communication as envisioned in Vedic Hindu perspective. "Hindu Awadharanama Sanchar Prakriya" sought to study both of the verbal and non-verbal forms of communication from Hindu perspective. The studies over the periods draw on Bharata Muni's *Natyashastra* and Bhartrihari's *Vakyapadiya,* and argues that communication process as envisioned in Vedic Hinduism is perfectly for mutual understanding and becoming Sahridaya. Moreover, it does not border its goal up to that accomplishment, and the goal of communication process covers worldly as well as spiritual matters. It serves as a means for achieving all of the four highest goals of human life (*Purushartha Chatustaya*) as envisioned in Hinduism: *Artha, Kama, Dharma* and *Moksha*.

In his research wrok, "Sancharyoga: Verbal Communication as a means for attaining Moksha". Dr. Nirmala Mani Adhikary argued that the verbal communication process has been dealt from Hindu perspective with the help of the Sadharanikaran model. Also, it has illustrated that the verbal communication is capable of leading humans to Moksha, particularly the Moksha-in-life. In other words, it qualifies not only as a process of perfect human communication in worldly setting but also as a means for attaining Moksha-in-life. Finally, it has claimed that the process of communication (*Sanchar*) can be accepted as a kind yoga if the process results in the attainment of Moksha. As Hinduism has set Moksha as the highest of purushartha chatustaya (four goals of human life) and has introduced different paths i.e. different kinds of yoga for the attainment of Moksha, the Sancharyoga is an added path in this tradition. Thus Sancharyoga is a kind of yoga wherein the suffix represents the same as in Karmayoga, Jnanayoga and Bhaktiyoga.

The different elements of the Sadharanikaran model are discussed below.

Sahridayas (Sender and Receiver), *Bhava* (Moods or Emotions) and *Rasa*, *Abhivyanjana* (Expression or Encoding), *Sandesha* (Message or Information), *Sarani* (Channel), *Rasaswadana* (Firstly receiving, decoding and interpreting the message and finally achieving the Rasa), *Doshas* (Noises), *Sandarbha* (Context), *Pratikriya* (Process of Feedback).



CHECK YOUR PROGRESS

Q6: What do you mean by Sadharanikaran?

_____

_____

Q7: What are the elements mentioned in the Sadharanikaran Model?

_____

_____

9.10 LET US SUM UP

- Authoritarian theory advocates that mass media is subordinate to the state with no independent identity of its own. The Libertarian theory says that mass media should be absolutely free in its functioning so as to allow a healthy atmosphere of debates and discussions among the people for evolving better things for the society.
- Social Responsibility theory believes that mass media, especially in a developing nation like ours should exercise a sufficient amount of duties for executing the social responsibilities in different ways rather than leaving it to others for implementation. Soviet Communist media theory believes that the media should serve the working class. Development Media theory says that media must inform the masses who are normally idle about the various developmental activities so that their life can be enriched and propelled towards a meaningful existence,
- Democratic Participant theory on the other hand advocates facilitating optimum possible participation of the masses in the whole activity of production, broadcasting and publication of mass media contents or programme software. This is expected to facilitate the reflection of local-specific problems of various areas and the people of the country.

- *Sadharanikaran* has been greatly accepted as the Hindu theory of communication. A unique communication model has already been presented based on the Sadharanikaran theory and model, which is the only model of communication in diagrammatic form proposed from the Hindu perspective.



9.11 FURTHER READING

1. Aggarwal, Vin Bala, Gupta, V.S (2001). *Handbook of Journalism and Mass Communication,* New Delhi : Concept Publishing Company.
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3. Vilanilam, J.V. (2005). *Mass Communication in India :* New Delhi : Sage Publications.



9.12 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q.No. 1: There are six normative theories. They are :

a. Authoritarian theory
b. Libertarian theory
c. Social responsibility theory
d. Soviet Communist media theory
e. Development media theory
f. Democratic participant media theory

Ans to Q.No. 2: The original set of four normative media theories was propounded by Siebert and his colleagues. Later on, Dennis McQuail added two more normative theories to make it six.

Ans to Q.No. 3: Authoritarian theory: This normative theory advocates that mass media is subordinate to the state with no independent identity of its own. According to this, media is a machinery of the state and should be used for state propaganda.

Libertarian theory: According to this theory, mass media should be absolutely free in its functioning so as to allow a healthy atmosphere of debates and discussions among the people for evolving better things for the society.

Ans to Q.No. 4: Social Responsibility theory: This is a theory which believes that mass media, especially in developing nations like ours, should exercise a sufficient amount of duties for executing the social responsibilities in different ways rather than leaving it to others for implementation.

Soviet Communist media theory: This theory believes that the media should not be privately owned and should serve the working class. Mass Communication, according to the Soviet Communist theory, is an instrument of the state. The media do not have integrity of their own.

Development Media theory: This theory says that media must inform the masses who are normally idle about the various developmental activities so that their life can be enriched and propelled towards a meaningful existence.

Democratic Participant Media theory: This theory advocates facilitating optimum possible participation of the masses in the whole activity of production, broadcasting and publication of mass media contents or programme software. This is expected to facilitate reflection of local-specific problems of various areas and the people of the country.

Ans to Q.No. 5: Development media theory.

Ans to Q.No. 6: *Sadharanikaran* has been greatly accepted as the Indian or Hindu theory of communication. A unique communication model has already been presented based on the Sadharanikaran theory and model, which is the only model of communication in diagrammatic form proposed from the Indian or Hindu perspective.

Ans to Q.No. 7: The different elements of the Sadharanikaran model are- *Sahridayas* (Sender and Receiver), *Bhava* (Moods or Emotions) and *Rasa*, *Abhivyanjana* (Expression or Encoding), *Sandesha* (Message

or Information), *Sarani* (Channel), *Rasaswadana* (Firstly receiving, decoding and interpreting the message and finally achieving the Rasa), *Doshas* (Noises), *Sandarbha* (Context), *Pratikriya* (Process of Feedback).



9.13 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q1: Who proposed the Social Responsibility Theory ? What does it relate?

Q2: What are the different elements of the Sadharanikaran model ?

B. Long Questions (Answer each question in about 300-500 words)

Q1: What is the concept of Participatory Mass Communication? Write with suitable examples.

Q2: What are the differences between authoritarian theory and libertarian theory?

Q3: Name the merits and demerits of social responsibility theory.

Q4: Enumerate the thinkings of Bharata Muni in his *Natya Shastra* on communication.

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UNIT-13 : MODELS OF PUBLIC COMMUNICATION OF SCIENCE AND TECHNOLOGY

UNIT STRUCTURE

13.1 Learning objectives

13.2 Introduction

13.3 Models of Public Communication of Science and Technology

- 13.3.1 Deficit Model
- 13.3.2 The Contextual Model
- 13.3.3 Lay-expertise Model
- 13.3.4 Public Participation Model

13.4 Let us Sum up

13.5 Further Reading

13.6 Answers to check your progress

13.7 Possible Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- understand the importance of communicating science based knowledge and information to the common masses
- get a brief overview of the different models of Public Communication of Science and Technology

13.2 INTRODUCTION

In the previous unit, you were introduced to the different communication management models and the issues that contribute to the inportance of communication management. In this unit we shall analyse the different models of Public Communication of Science and Technology.

13.3 PUBLIC COMMUNICATION OF SCIENCE AND TECHNOLOGY

Basically we can classify science communication models into two types- traditional and non-traditional models. ‘‘Traditional’’ models view science as the legitimizing form of knowledge and aim at transmitting scientific knowledge to audiences, while the ‘‘non-traditional’’ models value knowledge outside of science and aim at presenting science information tied to particular contexts. In this context, we have selected four models to focus on. The deficit model and contextual models have been clubbed under traditional models while the lay-expertise model and public participation model have been put under non-traditional category.

13.3.1 Deficit Model

The term deficit model was coined in the 1980s by social scientists who studied the public communication of science. The deficit model, also known as dissemination model or information deficit model or science literacy model propagate the fact that people are generally apprehensive or skeptical to believe and develop a scientific attitude towards life mainly due to lack of understanding and information. As such, by way of providing adequate information , the knowledge deficit will gradually diminish. The model tries to bring forth the fact that communication should focus on improving the transfer of information from experts to non-experts.

However, this model has been criticized on a number of times. Critics have opined that more information will not necessarily lead to a change in the general views of the people . This is partly because people want to feel that they have had their say (and have been heard) in any decision-making process and partly because people make decisions based on a host of factors as well as the scientific facts. Some of these factors are ethical and religious beliefs, in addition to culture, history and personal experience. So, it has been suggested that the public needs to be genuinely engaged so as to dispel any

kind of risks that the people associate with it.

This knowledge deficit needs to be informed by a reliable, knowledgeable and hierarchical scientific community in the form of simple commands and generic instructions. However, of late, it has been seen that with the growth in the new information systems such as the internet , people have been able to have easy access to scientific knowledge at the click of a mouse. In this way, people can actively increase their own knowledge base, decrease the knowledge deficit and assess the truth and validity of what the different mass media outlets and governments have been telling them.

Media's role in disseminating such kind of science based information is immense. More modern forms of communication and receiving of information have given the public a much wider and accessible format in which to gain knowledge themselves.

The knowledge deficit model is important for science communicator. This is particularly important with respect to the concept of framing when communicating information. Framing can be used to reduce the complexity of an issue, or to persuade audiences, and can play into the underlying religious beliefs, moral values, prior knowledge, and even trust in scientists or political individuals. Further, the transmission of scientific ideas and technological adoption may be strongly linked to the passage of information between easily influenced individuals, versus the widely accepted "two-step flow" theory where a few opinion leaders acted as intermediaries between mass media and the general public. It is extremely difficult to decrease the knowledge deficit, but if we know how the general public thinks, or how they go about learning and interpreting new information, then we can communicate our message to them in the most unbiased, objective way possible.



LET US KNOW

The concept of framing is related to the agenda-setting tradition but expands the research by focusing on the essence of the issues at hand rather than on a particular topic. The basis of framing theory is that the media focuses attention on certain events and then places them within a field of meaning. Framing is an important topic since it can have a big influence and therefore the concept of framing expanded to organizations as well.

In essence, framing theory suggests that how something is presented to the audience (called "the frame") influences the choices people make about how to process that information. Frames are abstractions that work to organize or structure message meaning. The most common use of frames is in terms of the frame the news or media place on the information they convey. They are thought to influence the perception of the news by the audience, in this way it could be construed as a form of second level agenda-setting – they not only tell the audience what to think about (agenda-setting theory), but also how to think about that issue (second level agenda setting, framing theory).

The theory was first put forth by Goffman, under the title of Frame Analysis .He put forth that people interpret what is going on around their world through their primary framework. This framework is regarded as primary as it is taken for granted by the user. Its usefulness as a framework does not depend on other frameworks.

13.3.2 The Contextual Model

Similar to the deficit model, the contextual model also employs a 'top-down' information delivery style . However, it goes a step further by addressing scientific information in specific, audience-linked contexts. This model acknowledges the fact that the meaning of

science is interpreted by people depending on different geographic and social locations and that individuals receive information in particular contexts that shape how people process and respond to that information. Health communication is one relevant area in which this model can be extensively applied whereby medical practitioners have long understood the complex relationship between the information presented by health-care practitioners and the understandings taken by patients both at the individual level and at broader public health campaign levels.

Contextual model acknowledge that individuals receive information in particular contexts, which then shape how they respond to that information. State of ones's mind (fearful, aggressive) as well as one's relationship with the employer or a friend affects the context in which the information is received.

From a journalistic viewpoint, this model constructs messages relevant to particular audiences while keeping in mind the needs and situations of these audiences. Numerous research that has been conducted on this model have said that the contextual model theoretically maintains more cooperative relationships between science and the public while perceiving the audience as being able to grasp knowledge about relevant topics. Even though the contextual model aims at increasing knowledge and bringing about a change in the mindset and attitude of the people, critics have pointed out to the fact that just like the deficit model, it also follows the 'top-down' information delivery and places scientific knowledge above other forms.

13.3.3 The lay-expertise model

This particular model places local knowledge as equivalent to scientific knowledge. The lay-expertise model breaks with the top-down conception of science-society relationships, and incorporates the knowledge and concerns or ''lay-expertise'' of specific populations. Knowledge is valued in its own right and is validated through other

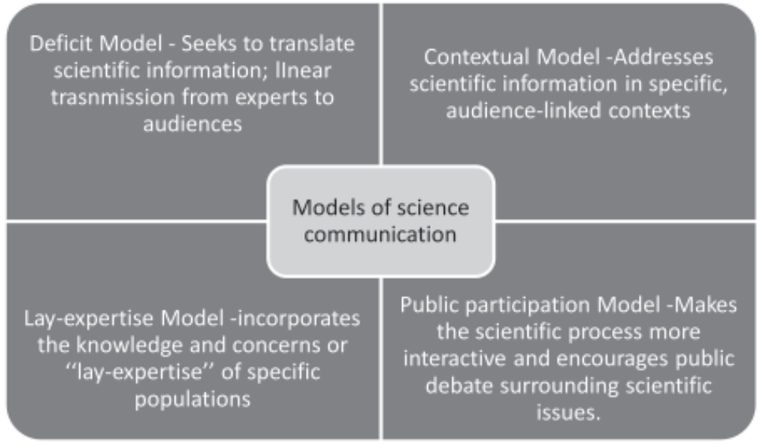
social systems. In fact, this model is theoretically 'based in lives and histories of real communities'. It is particularly useful while disseminating information on certain issues like farming as the model takes into consideration that 'scientific issues are not solely scientific' and that 'laypeople' might have as much to learn as to communicate. Common people are encouraged to participate, ask questions and provide their valuable inputs on any issue they might feel are pertinent in the present context.

13.3.4 The Public Participation Model

This model focuses on a series of activities that is intended to enhance public participation in scientific and technical issues. Some of the important activities include consensus conferences, citizenjuries, deliberative technology assessments, science shops, deliberative polling, and other techniques. In the UK , this model is also sometimes known as the 'dialogue model'.

This particular model makes an attempt to make the scientific process more interactive and encourages public debate surrounding scientific issues. Thus, its focus shifts from teaching people or filling knowledge gaps to actively engaging stakeholder groups in the science communication process. This model breaks away from the top-down approach of knowledge transmission and lays emphasis on democratization and of public participation in the scientific process specially regarding issues related to policy making. In journalistic terms, the public participation model focuses more on the processes behind the science and the inclusion of a multitude of stakeholder viewpoints, and aims at engaging audiences in pluralistic debate.

Thus, we can summarise the above mentioned four models with the help of the following diagram-



The traditional deficit model and contextual model share the goal of informing audiences with a ‘‘top-down’’ information delivery style to fill perceived knowledge gaps, and treat science as the main legitimizing form of knowledge so as to value expert scientific sources above others.

However, while the deficit model focuses solely on presenting scientific knowledge itself, the contextual model presents scientific knowledge as tied to particular contexts and communities, thereby treating audience members as concerned spectators, rather than entirely passive. The lay-expertise and public participation models share the overlapping goal of engaging publics with science. Both models value knowledge outside of science, and do not treat scientific knowledge as ‘‘better’’ than other forms. However, while the lay-expertise model aims at using sources and information outside of science, the public participation model takes this one step further by seeking to promote active engagement with the scientific process. When compared against identified journalistic story-writing criteria (addressed next), these similarities and differences help us move closer to connecting story production guidelines to each specific model, which will help investigate how to appropriately operationalize their use.



CHECK YOUR PROGRESS

Q.1. When was the term deficit model coined?

……..

……..

Q.2. What does the deficit model try to infer?

……..

……..

13.4 LET US SUM UP

- The term deficit model was coined in the 1980s by social scientists who studied the public communication of science.
- The deficit model, also known as dissemination model or information deficit model or science literacy model propagate the fact that people are generally apprehensive or skeptical to believe and develop a scientific attitude towards life mainly due to lack of understanding and information.
- The concept of framing is related to the agenda-setting tradition but expands the research by focusing on the essence of the issues at hand rather than on a particular topic. The basis of framing theory is that the media focuses attention on certain events and then places them within a field of meaning.
- Similar to the deficit model, the contextual model also employs a ‘top-down’ information delivery style.
- The contextual model presents scientific knowledge as tied to particular contexts and communities, thereby treating audience members as concerned spectators, rather than entirely passive.
- The lay-expertise model breaks with the top-down conception of science-society relationships, and incorporates the knowledge and concerns or ‘‘lay-expertise’’ of specific populations.

- The Public Participation Model makes an attempt to make the scientific process more interactive and encourages public debate surrounding scientific issues.



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13.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The term deficit model was coined in the 1980s by social scientists who studied the public communication of science.

Ans to Q No 2: The deficit model, also known as dissemination model or information deficit model or science literacy model propagate the fact that people are generally apprehensive or skeptical to believe and develop a scientific attitude towards life mainly due to lack of understanding and information. As such, by way of providing adequate information , the knowledge deficit will gradually diminish.

Ans to Q. No 3: The framing theory was first put forth by Goffman. The basis of framing theory is that the media focuses attention on certain events and then places them within a field of meaning.

Ans to Q No 4: This public participation model makes an attempt to make the scientific process more interactive and encourages public debate surrounding scientific issues. Thus, its focus shifts from teaching people or filling knowledge gaps to actively engaging stakeholder groups in the science communication process.



13.7 POSSIBLE QUESTIONS

A. Very Short Questions (Answer each question in about 150 words)

Q.1 : What is the difference between traditional models and non-traditional models? Give examples.

Q.2 : What do you mean by lay-expertise model?

Q.3 : What is the difference between deficit model and public participation model?

B. Long Questions (Answer each question in about 300-500 words)

Q.1 : According to you which science communication model is applicable in a country like India? Justify your answer with the help of examples.

Q.2 : What is the role of media in disseminting science based knowledge to the common masses?

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UNIT-14 : COMPARATIVE ANALYSIS OF ANY TWO COMMUNICATION MODELS (PRACTICAL BASED UNIT)

So far we have studied about the different models and theories of communication. This is a practical based unit where we would like you to choose any two communication models of your choice and make a comparative analysis between the two while at the same time enlist its importance in the society. While making a comparative analysis between the two models, you have to keep the following points in mind-

- **Type of Model :** A model may be classified as linear, non-linear, action, interaction, transaction and convergence . Linear model is unidirectional model that portrays the message flow from speaker to audience with or without effects. On the other hand, in non-linear models, the message flow is bi-directional or multidirectional. Action models are sender-oriented. They give importance on how a sender must construct a message to secure a desired result. Interaction models focus on interaction and relatedness between the sender and the receiver. Transactional models view communication as simultaneous responses . Convergence model of communication is based on the principle of cybernetics where the four most important elements are the concept of information, feedback, networks and purpose.

- **Main components of the Model :** Usually the basic components of any communication model includes source, encoder, message, channel, decoder, destination, noise and feedback. So, while making a comparative analysis between the two models, try to see which components are available in which model and vice-versa.

- **Definition of Communication as given in the two Models :** Various Communication Models that have developed in the last six decades reflect on the process of communication. These models are visualization of the communication process and exemplify the elements of communication, how they operate and interact. In drawing comparisons between the two, analyse the definition of communication as put forward in each of the models.

- **Advantages and limitations of the Models :** In drawing out a comparison between the two models, enlist the advantages and disadvantages of both of them clearly.

- **Relevance of the two models in the society :** A careful evaluation of the communication models in the society is of utmost importance.

Learners are thereby, requested to prepare a report on it and submit it to their respective study centres preferably one month before the commencement of the semester end examination. Requisite academic guidance should be taken from the academic counselors. Submission of this report is compulsory or else the learner will be debarred from appearing in the said examination. Specified marks have been assigned for this report which will then be added to the total marks.

For further reading , please consult the following books –

1. Narula , Uma (2006). Communication Models . New Delhi : Atlantic Publishers & Distributors (P) Ltd.
2. Narula , Uma (2013). Dynamics of Mass Communication . New Delhi : Atlantic Publishers & Distributors (P) Ltd.

UNIT-15 : EVALUATING COMMUNICATION THEORY (PRACTICAL BASED UNIT)

In this unit, you will have to critically examine any communication theory of your own choice. The following is a list of criterion that can help you to systematically evaluate any theory. It is worth mentioning here that all of the below mentioned criterion may not hold 'true' with equal weight for any of the theories.

- **Theoretical scope :** When we talk about the scope of a theory, we usually refer to its comprehensiveness or inclusiveness. It basically relies on the principle of generality or the idea that a theory's explanation must be sufficiently general to extend beyond a single observation. However, a theory need not cover a large number of phenomena to be judged 'appropriate or good'. There are many such theories that are narrow in coverage but their explanation of events applies to a large number of situations.
- **Appropriateness:** While critically examining a theory, we must question whether the theory's epistemological, ontological and axiological assumptions are appropriate for the theoretical questions that are addressed and the research methods used. Thus, this is one criterion in which the theories can be evaluated.
- **Heuristic Value :** Heuristic means enabling a person to discover or learn something for themselves. As such you will need to examine if the theory will generate new ideas for research and additional theory. Practical theories are heuristic to the extent that they produce new ideas by continually exploring new situations.
- **Validity :** Whenever validity as a criterion is put forward, it usually has at least three meanings- (i) First kind of validity is that of value, or worth. This kind of validity refers to the importance or utility of a theory- whether the particular theory has any value or not. (ii) The second kind of validity is that of correspondence, or fit. Here, the question that arises is whether the concepts and relations specified by the theory can actually be observed. (iii) The third kind of validity is generalizability which applies

almost exclusively to traditional, discovery-oriented ,law-like theories.

- **Parsimony :** The test of parsimony involves logical simplicity. For instance, if two theories are equally valid, the one with the simplest logical explanation is said to be the best.
- **Openness :** Openness is another criterion by which the theory can be judged. This factor is especially important in the practical paradigm. It means that a theory is open to other possibilities – it is tentative, contextual and qualified.

Thus, we can put to ourselves the following questions while evaluating any theory of our choice-

- How well does it explain the event, behaviour, or relationship of interest?
- How testable is it?
- Is the simplest explanation of the phenomenon in question possible?
- How practical or useful is it?
- How much support does it generate among members of the scholarly community?

It is to be kept in mind that the above mentioned criterion should not only be used to judge whether a theory is good or bad. You can provide your own insights while analyzing a theory.

Learners are thereby, requested to prepare a report on it and submit it to their respective study centres preferably one month before the commencement of the semester end examination. Requisite academic guidance should be taken from the academic counselors. Submission of this report is compulsory or else the learner will be debarred from appearing in the said examination. Specified marks have been assigned for this report which will then be added to the total marks.

For further reading , please consult the following books –

1. Baran, Stanley J. , Davis, Dennis K. (2006). Mass Communication Theory. New Delhi : Cengage Learning India Private Limited
2. Littlejohn, Stephen W. , Foss, Karen A. (2006) Communication Theory. New Delhi : Cengage Learning India Private Limited

UNIT-10: DEVELOPMENT COMMUNICATION MODELS

UNIT STRUCTURE

10.1 Introduction

10.2 Learning objectives

10.3 Lerner Model of Development

10.4 Mass Media in Modernization

10.5 The Bullet Theory model

10.6 Further Discussion on Lerner's Model of Development

10.7 Wilbur Schramm on Modernization and the Mass media

10.8 Critiquing Lerner's Model of Development

10.9 The Diffusion of Innovations Theory

10.10 Roger's Basic Diffusion Model

10.11 Deviating from the Early Diffusion of Innovations Theories

10.12 Early Models of Mass Media Communication in Developing Countries

10.13 The Major Characteristics of the Diffusion Model

10.14 Let us Sum up

10.15 Further Reading

10.16 Answers to Check Your Progress

10.17 Possible Questions

10.1 INTRODUCTION

In the previous unit, we discussed different normative theories of mass media Model and Dance. In this unit, we shall analyse the Development Communication models such as the Lerner Model of Development and Roger's Basic Diffusion Model.

10.2 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- study the development communication models with particular emphasis on the Lerner Model of Development and the Roger's Basic Diffusion Model
- further discuss both models, referring to other scholars who either supported it, critiqued it, or added on to these models.
- refer to the work of other scholars
- analyse about other models like the Bullet Theory which lay the foundation for the Lerner Model of development.

10.2 LERNER MODEL OF DEVELOPMENT

The major ideas of early mass media and the resultant modernization approach is well illustrated by Daniel Lerner in The Passing of Traditional Society (1958). He identified and explained what can be referred to as a mobile personality. This according to Lerner was a psychological pattern identified in individuals which was required as well as reinforced by the modern society. This mobile personality that came into existence, therefore, was equipped with a high capacity to identify new aspects of the environment and internalize in one's own system the novel demands that this new larger society expected of oneself. This new avatar of a person exhibited a high degree of empathy- a capacity to see oneself in another person's situation. This empathy, according to Lerner, accomplished two very important tasks. One, it enabled the person to efficiently operate in a constantly evolving and dynamic modern society setup. Second, it equipped the individual with the indispensable skill of wishing to step out of their traditional settings.

This second element in his model was the mass media. It was an important agent of modernization. By exposing its audiences to new people, ideas, and attitudes, the process of modernization was accelerated. This was its special function. The Third World countries benefited as their empathy could be expanded with exposure to the mass media that revealed to them the existence of new places, new cultures and new behavioural patterns. The mass media therefore had in it the potential to usher in waves of modernization in otherwise isolated traditional communities. It did, in Lerner's opinion replace set structures of life, values, and behavioural patterns with the ones observed in modern Western societies.

10.4 MASS MEDIA IN MODERNIZATION

Lerner's (1958) and Schramm's (1964) research and many other studies conducted in the 1950s and the 1960s, stressed on the powerful role of the mass media in modernization. They only reasserted the existent theories that stressed on the dominant paradigm of development. The idea of Mass media then was to act as an agent that transferred new ideas and models from the Western world to the Third World and from urban habitations to rural country-sides. Thus a “climate of modernization” was established and the mass media’s role was to prepare third world developing nations to embrace the rapid social change that it was undergoing. It was thought to hold in it the immense power to directly influence individuals accordingly. Thus, the bullet theory model of mass media effects which had long been discarded in North America, seemed to be the basis of operation in third world countries in the 1950s and 1960s. Mass media’s strength was seen in its one-way; top to down; wide and simultaneous dissemination. They were the “magic multipliers”. They did so for Third World nations by providing them with development benefits. Administrators, researchers, field workers were all in unison believing immensely in mass media’s power to usher in influences of a modernizing nature. Information was thus considered the missing link in the development chain.



CHECK YOUR PROGRESS

Q.1. Who is the author of the book, The Passing of Traditional Society?

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……

Q.2. What do you mean by mobile personality?

……

……

10.5 THE BULLET THEORY MODEL

The Bullet Theory model, as discussed above, was one of the early theoretical models of media effects. According to this model, it was presumed that, “the mass media fire messages like bullets and all individuals are susceptible to these powerful messages in the same way” (Sullivan, 2009). It was also called the Magic Bullet Theory. It was sometimes also referred to as the hypodermic needle theory. It believed that metaphorically messages are injected like drugs. It of course seemed strange that all individuals were presumed to express the same reaction towards a message. However theorists were of the opinion that creators of messages did ultimately want people to actually receive, particular messages. Thus irrespective of different backgrounds and social influences of individuals, some consensus would still be achieved in the interpretation of the message.

Often the genesis of the Bullet Theory is attributed to Lasswell, who looked at the effects of World War I military propaganda on individuals. But his work itself actually followed the earlier studies that were conducted on the effects of movies on play habits of children, their behaviour, and their attitudes towards social issues. This work was also evolving at the same time when sociologists were beginning to draw conclusions that the Industrial Revolution, was resulting in fragmenting societies and in isolating people from one another.

This direct effects theory was ultimately not regarded as relevant any longer, particularly when more limited or indirect effects theories started becoming popular. A study was conducted as a response to the radio broadcast of the “War of the Worlds,” which had resulted in causing great panic among its listeners. It was found that some characteristics of the audiences did, in fact, influence their referring other sources of information before succumbing to the panic created. In a similar vein, later, Lazarsfeld, Berelson, and Gaudet studied the 1940 presidential election in America, and concluded that people were not as isolated as earlier presumed and interaction within groups existed. Thus, it was presumed that people did have in them the capacities to resist messages and also choose specific

messages that were in accordance to their own attitudes and interests.

The direct effects theories like the one discussed i.e the bullet theory actually do represent a significant milestone in the study of mass communication. They represent the very first phase of media effects research. Usually direct effects research stress on cases where a huge amount of exposure to a message exists and where the audience is but a vulnerable population, like children or adolescents.

10.6 FURTHER DISCUSSION ON LERNER'S MODEL OF DEVELOPMENT

Coming back to David Lerner's model of development, one must stress on his words, "Modernity is primarily a state of mind—expectation of progress, propensity of growth, readiness to change" (1958). Suggesting therefore that it was but coincidence that Western Europe as per observation had first developed this "state of mind". This means that the initiation of such a philosophy could have actually occurred anywhere. This potential itself thus determines that the possibility of development itself could have been initiated anywhere else other than in the west. The idea of this model of development therefore and most importantly its possibilities to function effectively was in fact centred round its ability to be detached from ethnocentrism of any kind.

Thus Lerner, and others who followed with the same school of thought like McClelland (1961), Rogers (1962), Schramm (1964), went on to effectively establish a foundation for such a desired outcome from mass media dissemination to occur.

Lerner (1958) argued that modernity and democracy needed to keep a check on isolation and traditional ways of thinking for modernity to happen. Modernity, after all, demands active participation, empathy, and an ability of the people to imagine alternative futures other than the ones they have traditionally aspired for. In his opinion the move towards modernity could be affected by accelerating the following sequence: "increasing urbanization ? high rates of literacy ? mass media dissemination ? political participation

and economic growth." Thus the broadcast-oriented channels of mass media communication, in contrast to the traditional interpersonal ones, could help in replacing traditional ways, with secular mind-sets, that are needed for this modernity to happen. Since a high level of literacy was not really a requirement in the reception and comprehension of television and radio programming, these media would be effective in bringing the needed awareness. His thesis was supported by McClelland (1961). McClelland's own psychological and empirical insight into the "achievement motivation," insisted that it could be measured by a member of modern society who exhibited the ability to fantasize and indulge in free associations independent of traditional mind-sets, thereby liberating them from it.

10.7 WILBUR SCHRAMM ON MODERNIZATION AND THE MASS MEDIA

These ideas about modernization and mass media were further enhanced in the writings of Wilbur Schramm. His very profound contribution to Mass Media studies, i.e. Mass Media and National Development (1964), actually had information flows that were necessary to the development process. It was a book that proved influential in the 1960s in recommending and planning mass media programs in developing countries.

Affirming Lerner's model of development, Schramm cited several studies relating communication infrastructures with economic growth. Thus Lerner's belief that the former were a "great multiplier" was proven right. As such, communication for development projects the world over helped provide distance education and information on health, nutrition, weather, farming, etc. Other prominent theorists like Pool (1963) and Pye (1963), supported the effects of mass media on political participation.

10.8 CRITIQUING LERNER'S MODEL OF DEVELOPMENT

By the late 1960s, many scholars had actually started questioning the need for Western-style urbanization which Lerner had considered to be

a prerequisite for development. Scholars like Schramm had in fact emphasized that mass media would be counter-productive if local conditions were not taken into consideration. By 1967, Schramm and others had assessed the effectiveness of mass media for education. He outlined the set of technical, organizational, political, and planning elements required and emphasized on the fact that the media system needed to fit the educational problem at hand and the other way around would not be effective. Mass media according to these scholars were not “miracle drugs.” Rogers's emphasis on interpersonal communication also took into account the necessity of local communication channels in diffusion of innovations.

The challenges and failures of the modernization model of course helped shape the dominant communication development models. While economists were seeking to link the task of development to a singular activity like demand or investment, communication scholars studied the desired effects of mass media in producing modern mind-sets, secular thinking, and cosmopolitanism. According to the methodological trends used, the thought process of course was linear and causal. The mass media being expected to let democracy happen was empirically unfounded and a very blatant ideological aspect of early studies in mass media. Radical approaches critical of the spread of capitalism, was in fact the biggest critique of modernization. Capitalism was built into modernization models. These models failed to consider the global context of their implementation.

The earliest critics were in fact Schiller and Smythe (the latter being a colleague of Schramm's at Illinois). According to Schiller (1969) a global communication network had emerged and this was dominated by the United States, reflecting the government’s political ambitions and the military industrial complex surrounding the United States. Mass media like radio and television had ceased to be enlightening and rather worked on market conditions with profitability in mind. He warned developing nations to not model their communication systems after the ones in the United States. In 1973, Schiller went on to state that knowledge itself was in fact a big business supported by a big government. Smythe's (1994) writings

expressed concern on how mass media perpetuated capitalism, flooding it’s consumers with a non-enlightening ideology. His writings in fact attempt to lay bare, myths and ideologies that surround mass media. He focuses on the ways in which institutions of market capitalism enforce predetermined solutions on their audiences instead of adopting a participatory method of involving audiences in shaping media technologies. Smythe and Schiller's insights helped to keep a check on the instrumental optimism that mass communication models provided. They ushered in pioneering alternative traditions in communication scholarship. Both were, however, criticised for making sweeping statements which could not be empirically substantiated. By the end of the 1970s, communication technology and development literature had traversed far ahead, with the practitioners becoming aware of the internal contradictions and challenges posited by their models. Many were also critical of whether the values of capitalism had unquestioningly seeped into the developing world.

10.9 THE DIFFUSION OF INNOVATIONS THEORY

The Diffusion of innovations theory, emerged as the local-level framework to guide communications planning for modernization. This occurred as scholars and policymakers were making macro-level arguments and funding experiments on media’s role in supporting modernization. This theory also had important links with communication effects research. The focus of course was on certain communication effects like the ability of media messages and opinion leaders to create knowledge of new practices and ideas, and to aid in convincing the target audience to adopt the resultant innovations that were introduced.

This approach is in fact, rooted in the implicit assumptions and postulates of exogenous change theory. The fundamental concepts in diffusion research are based on the notion of exogenously induced change that permeates into the said society that it has an effect on.

10.10 ROGER'S BASIC DIFFUSION MODEL

Everett M. Rogers provided the earliest definition of development. He said that it was, "a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization" (Rogers, 1969). It was understood that the communication and acceptance of new ideas from sources that were but external to the social system is what led one towards the essential path of change from a traditional to a modern persona.

In fact Rogers work is considered to be central in this area. His model stated that while analysing the diffusion of an idea or innovation, the main elements included are: "(1) the innovation, (2) its communication through certain channels, (3) among members of a social system, (4) over time" (Rogers, 1971). Thus adoption could be defined as the process through which the individual ever since first becoming aware of an innovation either decides to adopt or reject it. These five stages were awareness, interest, evaluation, trial, and adoption.

Thus diffusion studies indicated the huge difference that existed among adopter groups. This differed according to their personal characteristics; media behaviour; and position in the social structure. It was observed that relatively early adopters were usually younger in age, had a higher social status, more of favourable financial situation, engaged in more specialized operations, and were equipped with greater mental abilities than the late adopters. Communication behaviour of the early adopters revealed that they used more mass media and cosmopolitan information sources. Their social relations itself suggested that they were more cosmopolitan in their choices than the late adopters. Interestingly they also had characteristics of an opinion leader.

Thus whether in Rogers Diffusion model or the other diffusion of innovations research conducted, it has been established that the importance of communication is seen in the modernization process at the local level. In the dominant paradigm, communication was visualized as the connecting

link through which exogenous ideas entered local communities. Diffusion of innovations then went on to stress on the nature and role of communication in facilitating further dissemination within the local communities. It thus documented the impact of communication whether interpersonal or/and through mass media on the transition from a traditional to a modern approach of life.

10.11 DEVIATING FROM THE EARLY DIFFUSION OF INNOVATIONS THEORIES

The early Diffusionist school did stress on organization, planning, the linear transition of effect, hierarchy whether of status or expertise, social structure which included personal experience, reinforcement and feedback. But Rogers himself in 1976 signalled that this dominant paradigm had in fact moved on. It had passed. The weakness of such a paradigm of thought lay on the very characteristics it highlighted and in its over-reliance on a manipulation from a higher source.

Thus in 1981, Rogers and Kincaid, proposed an alternative convergence model of communication. It stressed on the need for a continual process of response and interpretation, which would result in an increased degree of mutual understanding between the sender and the receiver. The theories of communication for development that emerged later assign a very limited role to mass media. Their success is dependent on remaining close to the base of society and the native culture. According to Defleur (1970) and Rogers (1986), mass communication itself, is an innovation that needs to be diffused before it can play an effective role in the diffusion processes as seen in modern or developed societies. The presence of other conditions of modernity may also assist in the effectiveness of mass media. These could be the individual, trust in bureaucracy and technology, a comprehension of the basis of media authority, objectivity and legitimacy.

Diffusion revolves round the communication of ideas. By borrowing from Lazarsfeld, Berelson, and Gaudet (1944) and Katz's (1957) two-step model of communication, Rogers refined the thesis on the role of mass media. Rogers (1983) stated that while the primary role of the channels of

mass media was as knowledge creators, interpersonal networks on the other hand were more influential in an individual's adoption or rejection of something new. Thus, Rogers too assigned modern characteristics to opinion leaders as did Lerner and others, but at the same time emphasized on the role of interpersonal communication which the others had otherwise marginalized.

10.12 EARLY MODELS OF MASS MEDIA COMMUNICATION IN DEVELOPIN COUNTRIES

Many of these earlier models of mass media communication were introduced in developing countries to aid in central planning and thus have a historical significance by itself. Critics have of course deemed many of these as being conservative, Eurocentric, and ignorant of the local context.

In fact planners in developing countries were pretty charmed by the socialist experiment of countries like Eastern Europe and the Soviet Union. In these regions mass media was used as influential agents enabling the changing of mind-sets. Thus, many of the plans that included mass media programs saw Soviet Gosplan's exercises as a role model. Also "central planning" economists, the likes of Oskar Lange, Wassily Leontif, and Jan Tinbergen either hailed from Eastern Europe or were deeply influenced by the central planning ideas that originated there. Oskar Lange himself in 1975 stated that they were planning economic development in the socialist countries and in others where a national revolutionary pattern were being followed, because as per the historical conditions existent in these countries, economic development would not automatically take place.

10.13 THE MAJOR CHARACTERISTICS OF THE DIFFUSION MODEL

- The Western conception of communication is strongly oriented towards persuasion. Also where the modernization paradigm is concerned, the communication approach is uni-directional, from the informed 'source' to the uninformed 'receiver'.

- According to the modernization philosophy, the diffusion and development support communication approaches tend to assign the responsibility of under-development to the people residing within the concerned society.
- Through the diffusion of innovations, the two-step-flow, and other 'social marketing' strategies of attitude and behaviour change directed towards 'underdeveloped' people within a region; development as modernization and communication as a one-way persuasion reached the zenith.
- In the campaign of development through communication, mass media plays an effective role and the early predictions of development through communication had a great effect. Bi-directional models and strategies like feedback were included in order to make the initial message more effective.
- Mass audiences were 'influenced' by their predispositions towards social institutions and development. Media technology was thus considered the only solution, the driving force, or just a value-free apparatus in the process of development.
- Like the modernization theory, research of the diffusion approach, relies on an extreme focus on quantitative criteria and excludes social and cultural factors. Thus, the way in which foreign media interact within a cultural context is left unexplored.



CHECK YOUR PROGRESS

Q.3. State the definition of development as given by Rogers.

……..

……..

Q.4. What are the main elements of Roger's Diffusion Model?

……..

……..

10.14 LET US SUM UP

- The major ideas of early mass media and the resultant modernization approach is well illustrated by Daniel Lerner in The Passing of Traditional Society (1958).
- Lerner's (1958) and Schramm's (1964) research and many other studies conducted in the 1950s and the 1960s, stressed on the powerful role of the mass media in modernization.
- According to the Bullet Theory, “the mass media fire messages like bullets and all individuals are susceptible to these powerful messages in the same way” .
- Often the genesis of the Bullet Theory is attributed to Lasswell, who looked at the effects of World War I military propaganda on individuals.
- The Diffusion of innovations theory, emerged as the local-level framework to guide communications planning for modernization.



10.15 FURTHER READING

1. Agg1. 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. Melkote, S. R. Ed: Mody, B. (2003). *International and Development Communication: A 21st-Century Perspective*



10.16 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Daniel Lerner

Ans to Q No 2: Mobile personality according to Lerner was a psychological pattern identified in individuals which was required as well as reinforced by the modern society. This mobile personality that came into existence, therefore, was equipped with a high capacity to identify

new aspects of the environment and internalize in one’s own system the novel demands that this new larger society expected of oneself.

Ans to Q No 3: According to Rogers, “Development is a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization”.

Ans to Q No 4: The main elements of Roger’s diffusion Model are: (1) the innovation, (2) its communication through certain channels, (3) among members of a social system and (4) over time.



10.17POSSIBLE QUESTIONS

A. Short questions

Q.1: What was Daniel Lerner’s understanding of a mobile personality?

Q.2: Who were some of the earliest critics of the Lerner Model of Development?

Q.3: What did Roger and Kincaid stress on in the alternative convergence model that they proposed in 1981?

Q.4: What are some of the terms that critics have used to describe the early communication for development models introduced in developing countries?

Q.5: Briefly explain Lerner’s Model of Development.

Q.6: Briefly explain the Bullet Theory.

Q.7: What are the major characteristics of the Diffusion Model?

C. Long Questions (Answer each question in about 300-500 words)

Q.1: What are some of the critical views of the Lerner Model of Development?

Q.2: Describe Rogers Basic Diffusion Model.

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UNIT-11: INTERNATIONAL COMMUNICATION MODELS

UNIT STRUCTURE

11.1 Introduction

11.2 Learning objectives:

11.3 International communication

11.4 Elements in the Study of International Communication

11.5 The Context of the New World Information and Communication Order (NWICO)

11.6 How the New World Information and Communication Order came into being

11.7 Factors for the success of the NWICO

11.8 Global Communication Model

11.9 Global Interdependency Model

11.10 Global Technology Networking Communication Model – 1 & 2.

11.11 Let us Sum up

11.12 Further Reading

11.13 Answer to check your progress

11.14 Possible Questions

11.1 INTRODUCTION

In the previous unit, you were introduced to the different Development Communication models like the Lerner Model of Development, Wilbur Schramm on Modernization and the Mass media and Roger's Basic Diffusion Model. In this unit, we shall discuss the International Communication Models like the Global Communication Model, Global Interdependency Model and the Global Technology Networking Communication Model - 1 & 2. You will also get a brief overview of the concept f International Communication in the context of New World Information and Communication Order (NWICO)

In the field of international communication, issues of media and communication are considered essential though not necessarily central to discussions of globalization. Scholars are however anxious to avoid charges of 'mediacentricity' (e.g. equating globalization with media exports). They believe that media-centric analysis tends to exaggerate the role of media, belittling other features or dimensions of transnational and trans-cultural influence and failing to take into account the social, political, economic and cultural forces that are in play while shaping the media. To top it all, the model of media as autonomous agenda-setters comes into question in reference to the large public relations and marketing machineries of political parties and business corporations that are increasingly growing, the pace of growth quickened by the global processes of democratization and privatization with their subtle and less than subtle interventions in media representations becoming more pronounced. With the dangers of media-centricity looming larger, the need for a stronger but not exclusive interest in media in particular, and in international communication more generally is needed.

In this particular unit, we shall throw light on the New World Information and Communication Order (NWICO) ,factors for the success of NWICO, Global Communication Model, Global Interdependency Model and Global Technology Networking Communication Model – 1 & 2.

11.2 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- understand the field of international communications better
- define what international communication signifies
- understand the context and the factors that lead to the effectiveness of the NWICO (New World Information and Communication Order)
- explain with the help of diagrams, the Global Communication Model, Global Interdependency Model, Global Technology Networking Communication Model – 1 & 2.

11.3 INTERNATIONAL COMMUNICATION

The field of inquiry which includes the study of various forms of interaction globally, including global communication through the mass media, cross-cultural communication, and telecommunications policy, is referred to as International Communication. Thus it is is an interdisciplinary field of study, that draws inspiration from concepts, research methods, and data from diverse subjects like sociology, economics, political science, literature, and history.

It has two broad dimensions to consider: (1) policy studies and (2) cultural studies. Policy studies deal with an analysis of how the nature of international communication is influenced by the actions of governance entities like governments and intergovernmental organizations. The cultural studies approach studies the relationship between culture and international communication.

But specifically defining international communication is considered rather illusive even by academic journals and scholarly associations, which usually dominate the definitions of important fields and disciplines. For example, according to the Journal of International Communication, in 2008, international communication is often referred to by other names and in a number of academic disciplines it is referred to as “global communication.” This reference itself goes on to define theories of international communication as macro hypotheses about what could be the best way to understand global communicative relationships. It is an approach which includes theories of internationalism and cultural imperialism. However what is out of the purview are models of press freedom and theories of regional media systems.

11.4 ELEMENTS IN THE STUDY OF INTERNATIONAL COMMUNICATION

In the study of international communication, there are usually three elements that are taken into consideration: (1) actors, (2) technology, and (3) modes of production.

(1) Actors

The term international communication is based around the assumption that the nation-state is the key player or primary actor in global interactions. This has been derived from the fact that contemporary international political order has been based on the nation-state sovereignty system. According to this system, the states are the primary actors and the principle of state sovereignty is considered paramount. Thus the international arena, is one wherein the states are the primary sources of agency. This is the assumption around which less rigorous theories of international communication are based on. Thus in these paradigms, theories of international communication are basically theories about the way states interact with each other. Even when significant transnational players, like transnational corporations complicate the principle of state sovereignty and agency, the very presence of these players are still considered to be but the components of the states, which are the legitimate actors, who create domestic and international laws to control the behaviour of these other actors. However a change of opinions have arisen among scholars with a postmodern approach to international communication. They have in fact more thoroughly engaged with the question of what exactly constitutes the international. They do not find it necessary to consider the state to be the starting point for theory building in international communication.

(2) Technology

If an area of research has emerged which we call international communication, it is the revolution in communication technology during the late 19th and the 20th centuries that has brought about this occurrence. In fact one of the most powerful motivations for theorists has been the quest to understand the impact of new communication technologies on international relations. High paced advancements in new international communication technologies have increased the velocity of information and enhanced the ability to be able to communicate with time and space no longer posing as a hindrance. Two of the most startling technological

inventions for scholars have been the telegraph and the Internet. They have since then engaged in theorizing their meaning for the nature of the international system. Thus what has been pronounced is the trend to think of new telecommunication technologies in strategic and utilitarian terms, as tools for the diffusion of specific kinds of ideas. Also the technologically advanced are now provided with more advantages.

(3) Modes of Production

International communication theory building, also considers the economic systems that produce goods and services, provide employment, configure trading relationships, and produce patterns of wealth creation and investment as a third major element. Modes of production have been considered by theorists as important patterns of international communication. The Marxist paradigm which has been very popular in the early history of the field, stresses on this element greatly and with the rise of transnational neo-liberalism, this third element is still being considered rather important enough. The tendency to see international communication as reflecting these economic relationships has become more pronounced with theorists. An example would be the tendency of news flows mirroring patterns of global trade.



CHECK YOUR PROGRESS

1. What do you mean by International Communication?

   ……

   ……

2. What are the different elements that are taken into consideration in the study of International Communication?

   ……

   ……

11.5 THE CONTEXT OF THE NEW WORLD INFORMATION AND COMMUNICATION ORDER (NWICO)

The idea behind the New World Information and Communication Order (NWICO) had little influence on the world's communication media. The paradox of course is in its political demise and yet continuing relevance. The NWICO was a position statement that came into being with the countries of the developing world in alliance with the communist nations of the Soviet Union and Eastern Europe developing it. These developing countries were represented through the United Nations, and through the movement of the Non-Aligned Nations. The purpose was to resist incorporation within the sphere of influence of either of the two superpowers then. It was more or less a protest based on the argument that the structure and operation of global communication actually reflected gross inequitable consequences. According to them the said structure put established media proprietors and their sponsors in the developed world at an advantage since it allowed them to dominate global communication, with perspectives of the developed world alone. According to them, developing countries, lacked the equal means to come up with original expressions and were extremely dependent on information that was passed on to them from the developed world. In fact the tendency was to refer to Western-based media to articulate and disseminate information, and that included information about the developing world itself. NWICO signified a strategy so as to put to an end to such inequalities. The NWICO debate has its historical significance particularly for the monitoring of relations between developed and developing, rich and poor nations. It constituted a timely recognition that communications, (which during the coming into being of the NWICO, was largely regarded as national policy matters), other than regulatory issues concerning allocation of access to the electromagnetic spectrum, was actually acquiring an important global dimension. The very operation of international communication was becoming a point of concern for national sovereignty, and hence needed to be regulated for national security reasons.

11.6 HOW THE NEW WORLD INFORMATION AND COMMUNICATION ORDER CAME INTO BEING

The New World Information and Communication order actually came into being with the deliberations of the Right to Information debates of the 70s and 80s of MacBride commission. According to this, developing nations should have the right to present information about their countries in a global context. They should be the ones controlling their own communication channels. The restructuring of international flow of information was to happen so as to allow a balance of communication power between developing nations and the western nations.

11.7 FACTORS FOR THE SUCCESS OF THE NWICO

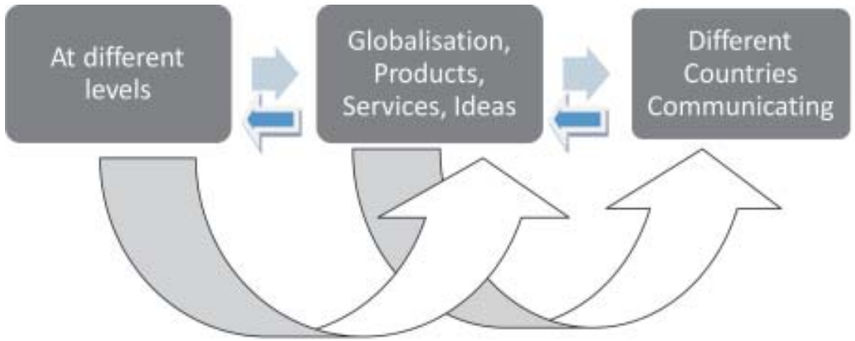
However an absence in consensus on the shape of the NWICO, proves that political and economic institutions are way behind the pace at which the scientific, technological and cultural changes are happening. If international relations are to happen effectively, global communication has to expand.

The NWICO has to be constructed with a view to developing communication competence for the voiceless, but this pluralism can happen only if a pluralism in structures of media access exists. No single system of media control, be it commercial, governmental, community or public can on their own guarantee this pluralism of voices to occur. A balance among them, however might result in the expanding channels of communication for an expanding plurality of voices, thus becoming more reflective of the international community.

It does call for a free and balanced flow of information among all who are somehow entrenched amidst the necessities of pre-modern, modern, and post modern worlds in which they belong. It can be considered to be a network that mobilizes the global civil society, with an intention to empower both urban and rural communities, so as to enhance the communication competence and capabilities of the media so as to have the redressal of their conditions by the state and non-state actors.

11.8 GLOBAL COMMUNICATION MODEL

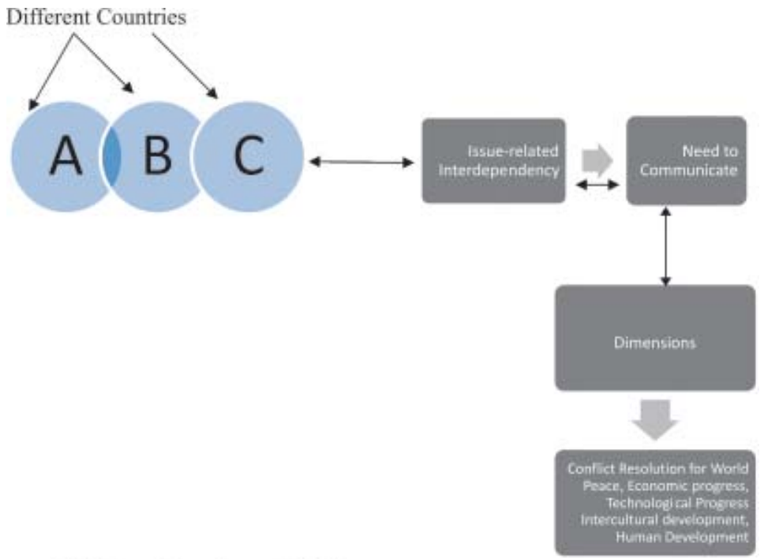
We see the need of global communication today, and a global communication model, so as to connect to a global population not simply on a one-on-one basis but across multiple nations successfully. There are many areas of concern that necessitates a growing need and demand for a global communication system to exist. Some of these areas are of a political, socio-cultural, technological, economical nature. A network of communication across various countries at an inter country and cross country level leads to globalisation. Many of these countries communicate at either bilateral or multi-lateral levels and on specific issues. The model as shown below is a representation of how this phenomenon occurs.



THE GLOBAL COMMUNICATION MODEL

11.9 GLOBAL INTERDEPENDENCY MODEL

The global interdependency model as illustrated below, revolves around the issue of international interdependency so as to enable international development to occur. It is also important for the resolving of crucial issues like political conflicts and war. Communication happens to be an important component.



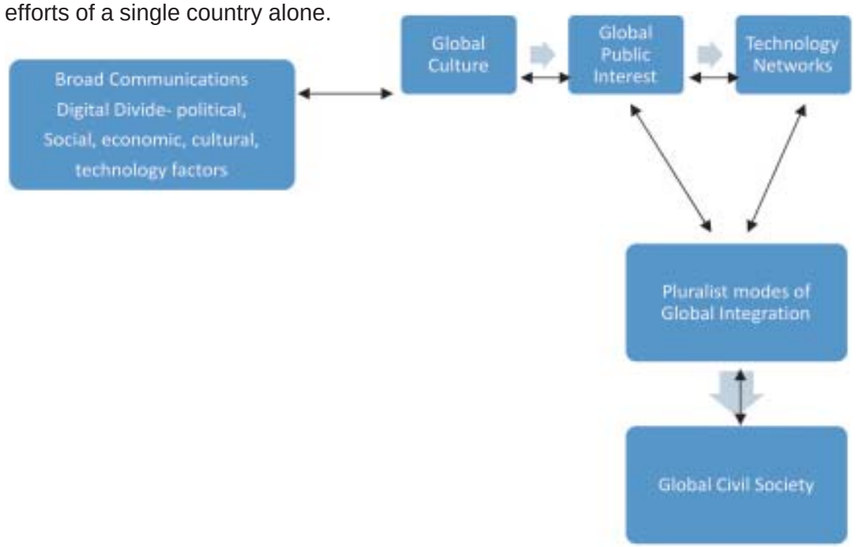
Global Interdependency Model

11.10 GLOBAL TECHNOLOGY NETWORKING COMMUNICATION MODEL – 1 & 2.

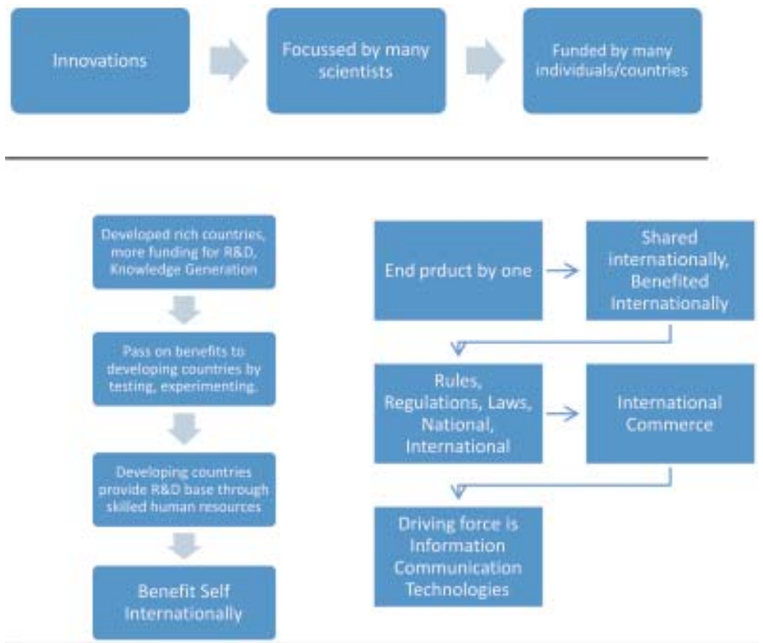
Both the global technology networking communication models, take into account technological breakthroughs, innovations and re-inventions that are researched and developed by scientists and technology experts of different countries. Eventually the completion of the end product might be achieved by a particular country and patented by them. However, the objective of the completion of such a product/project, is to ultimately let all and sundry benefit as a result of the achievement. This might be in the field of telecommunications, electricity, the visual medium of television, the radio, computer sciences, etc.

The Information Communication Technology (ICT) of the present times is all about the idea of global networking taking place. Whether in the use of telecommunication services, email or other e-services, or broadcasting and use of satellites, the ICTs in question here work effectively through global interconnected efforts for both software and hardware development. Both the global technology networking communication models, as illustrated

below, focus on the fact that none of these exist or survive by virtue of the efforts of a single country alone.



Global Technology Networking Communication Model – 1



Global Technology Networking Communication Model – 2



CHECK YOUR PROGRESS

Q.1. What does the Global Interdependency Model revolve around?

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Q.2. What does the global technology networking communication models take into account

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11.11 LET US SUM UP

- The field of inquiry which includes the study of various forms of interaction globally, including global communication through the mass media, cross-cultural communication, and telecommunications policy, is referred to as *International Communication.*
- International Communication has two broad dimensions to consider : (1) policy studies and (2) cultural studies.
- Policy studies deal with an analysis of how the nature of international communication is influenced by the actions of governance entities like governments and intergovernmental organizations. The cultural studies approach studies the relationship between culture and international communication.
- In the study of international communication, there are usually three elements that are taken into cosideration:(1) actors, (2) technology, and (3) modes of production.
- The New World Information and Communication Order actually came into being with the deliberations of the Right to Information debates of the 70s and 80s of MacBride Commission.

- We see the need of global communication today, and a global communication model, so as to connect to global population not simply on a one-on-one basis but across multiple nations successfully.
- THe Global Interdependency Model revolves around the issue of international interdependency so as to enable international development to occur.
- The Global technology Networking Communication model take into account techbnological breakthroughs, innovations and re-inventions that are researched and developed by scientists and technology experts of different countries.

11.12 FURTHER READING

1. Agg1. 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. Narula, U. ; (2006). *Communication Models*

11.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The field of inquiry which includes the study of various forms of interaction globally, including global communication through the mass media, cross-cultural communication, and telecommunications policy, is referred to as *International Communication*

Ans to Q No 2: In the study of international communication, there are usually three elements that are taken into consideration: (1) actors, (2) technology, and (3) modes of production.

Ans to Q No 3: The global interdepency model revolves around the issue of international interdependency so as to enable international development to occur. It is also important for the resolving of crucial

issues like political conflicts and war. Communication happens to be an important component.

Ans to Q No 4: The global technology networking communication models, take into account technological breakthroughs, innovations and re-inventions that are researched and developed by scientists and technology experts of different countries.

11.14 POSSIBLE QUESTIONS

A. Short Questions

Q.1: Name the three elements that are taken into consideration in the study of international communication.

Q.2: Define international communication.

Q.3: What does the NWICO stand for and when did it come into being?

Q.4: What are the two broad dimensions of international communication?

Q.5: Describe in brief the Shannon and Weaver Mathematical model.

Q.6: Describe Dean Barnlund's model?

Q.7: What are Circular/Interactive models?

B. Long Questions (Answer each question in about 300-500 words)

Q.1: Describe in detail Lasswell's Model of Communication and the Westley and Maclean Model of Communication.

Q.2: What is the Reception Model? Explain in detail.

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UNIT-12: COMMUNICATION MANAGEMENT MODELS

UNIT STRUCTURE

12.1 Introduction
12.2 Learning objectives
12.3 Introduction to Communication Management
12.4 Research in communication management
12.5 Communication Management Models
12.5.1 Knowledge Management Model
12.5.2 Conflict Management model
12.5.3 Conflict Process Model
12.5 4 Conflict Variables Model
12.6 Some issues that contribute to the importance of communication management
12.7 Let us Sum up
12.8 Further Reading
12.9 Answers to Check Your Progress
12.10 Possible Questions

12.1 INTRODUCTION

In the previous unit, you got a brief overview about the concept of International Communication , about how the New World Information and Communication Order(NWICO) came into being and factors for the success of NWICO .You were also introduced to some of the important models like Global Communication Model, Global Interdependency Model, Global Technology Networking Communication Model 1 & 2. In this unit, we shall discuss about the different Communication Management models like Knowledge Management Model, Conflict Management model, Conflict Process Model and Conflict Variables Model.

12.2 LEARNING OBJECTIVES

After going through this unit, you will be able to–

- understand what communication management is all about
- explain the different communication management models like Knowledge Management Model, Conflict Management Model, Conflict Process Model, Conflict Variables Models
- understand the importance of the communication management models
- understand the need for the study of communication management
- get a perspective on some of the issues that makes it important to study communication management.

12.3 INTRODUCTION TO COMMUNICATION MANAGEMENT

An important element of human communication in every sense of the word is communication. If managed well, its effectiveness is profound. Its effective management in various streams is the key. It can lead to the effective delivery of ideas, products and services. Management can imply the managing of both human and non-human communication like the computer, telecommunication, etc. in communication management; in fact the management of knowledge is considered the most essential. The management approach in communication, be it in any area, business, development, information technology or entertainment, requires a holistic approach. Effective strategies have to be in place for such a strategy work. There have to be proper links with civil society, communication channels and administrators. Good governance too can play a key role. For all this to work together seamlessly, management competency is essential.

Earlier communication and media studies were from a “content” perspective focussing on the effects and roles of the media with a political, legal, or technological context. However critical issues of organizational behaviour, business strategy, competition/market concentration, and financial performance which often shape how media firms and industries

operate in a society derived a further understanding with management and economics also being included in the studies. In fact ,communications management and economics as a subfield of media and communications studies has gained momentum with many scholars’ providing a foundation with their research, to study media from various business perspectives and in addressing the issues of convergence, consolidation, audience demands of new media, and the evolution of media markets.

Unlike other industries, media products possess certain inherently unique characteristics. In understanding communication management therefore, understanding the unique combination of these characteristics is the very first move in effectively examining media organizations. Also as an economic institution, the complexity and ambiguity of the objectives of media organizations in a society pose a difficult task in assessing economic “efficiency” in allocation of resources.

Though communication studies have been conducted from a “content” perspective, earlier with a focus on their effects and roles within a political, legal, or technological context, recently addition of the managerial and economic literatures into this discipline have made it possible for media scholars to comprehend further the critical issues of organizational behaviour, business strategy, competition/market concentration, and financial performance. All of these factors shape how media firms and industries operate in a society. Thus, here arises the need for effective communication management.

12.4 RESEARCH IN COMMUNICATION MANAGEMENT

Research in communication management gained momentum in the 20th century, since large media conglomerates started coming into the picture. All institutions under the media industry be it newspaper, radio, motion picture, or television industry all saw the emergence of large conglomerates. The communication industries are unique from the perspective that they are both pervasive and unique in nature. The media industry with its important function of transmitting the culture of a society,

makes it, in Laswell's words, the primary source for information and entertainment while carrying out the said function.

In fact in differentiating the communication industries from the others, Lavine and Wackman (1988) identified five characteristics. These were that (a) media products are perishable in nature (b) the employees are highly creative (c) there are differences in the organizational structure (d) media plays an important role in society (e) lines that separated traditional media are now more blurring further with media convergence becoming pronounced.

Thus according to Ferguson (1997) media and communication management, with a sound theoretical base has become paramount. Caves (2000) further stresses the need of effective communication management through the theory of contracts and differences involved as communication industries is where one deals with both creative individuals and demand uncertainty. Thus, communication management has evolved over the years. It is a global phenomenon, and research and studies in the field encompasses other areas of study and crosses interdisciplinary lines, theoretical domains, and political systems in order to gain more perspective in the field.

Understanding new trends and patterns in communication management research, requires a review of major historical contributions to general management theory as well. The study began at the start of the 20th century in the United States and abroad. In fact the first to start the study of management was the philosopher Mary Parker Follett. She was referred to as "prophet of management" by Peter Drucker. She developed a series of papers concerned with business conflict, authority, power, and the place of the individual in society and the group.

Her work though not really recognised during her lifetime, left an indelible mark in the studies of management, laying a foundation for the studies itself. The study of management examines the major schools of thought that dominated early management science, which includes the classical school of management, human relations of school of management and contemporary approaches to management.



CHECK YOUR PROGRESS

Q.1. Who stressed on the need of effective communication management through the theory of contracts and differences involved?

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Q.2. Who was the first to start the study of management?

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Q.3. What does the study of management examine?

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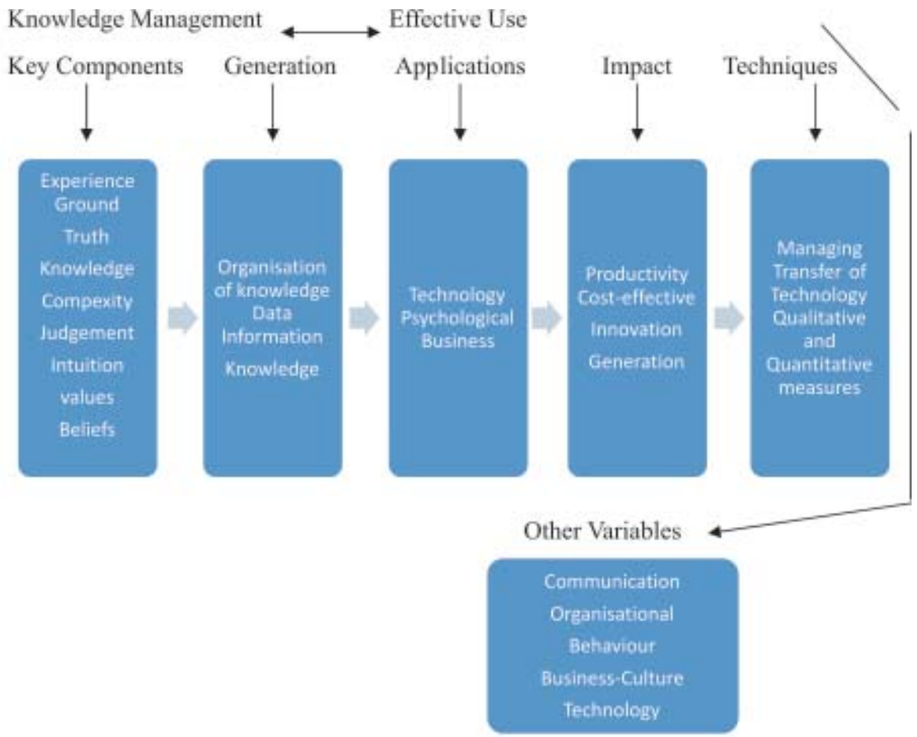
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12.5 COMMUNICATION MANAGEMENT MODELS

Let us look at some of the important Communication Management models as given below-

12.5.1 Knowledge Management Model

An important component of communications is knowledge. It needs management for its effective use in varied sectors of activity. The Knowledge Management Model addresses the issues of knowledge management dynamics and competencies, techniques, components, applications and its effect on a number of other variables. The model has been illustrated below:



Knowledge Management Model

12.5.2 Conflict Management model

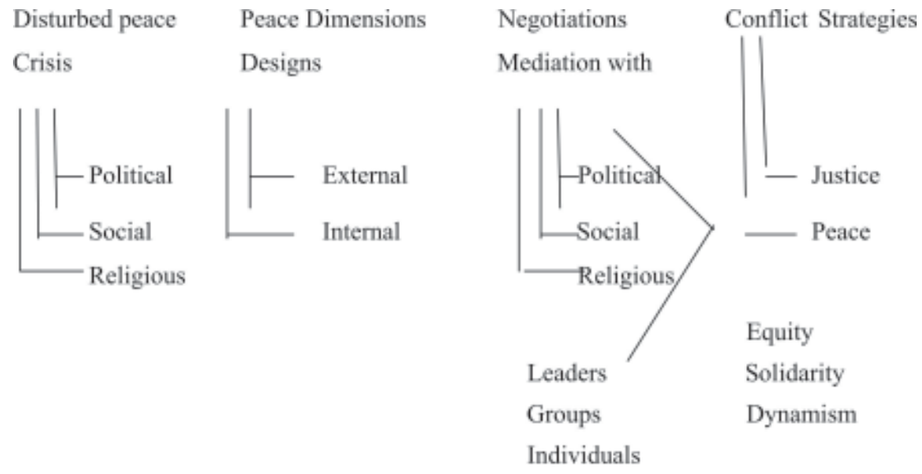
This model deals with the conflict process, the variables of conflict and how through conflict management, conflict resolution efforts can be made. In fact in order to achieve balance and justice, conflicting information is seen as being managed by various stakeholders.



Conflict Management Model

12.5.3 Conflict Process Model

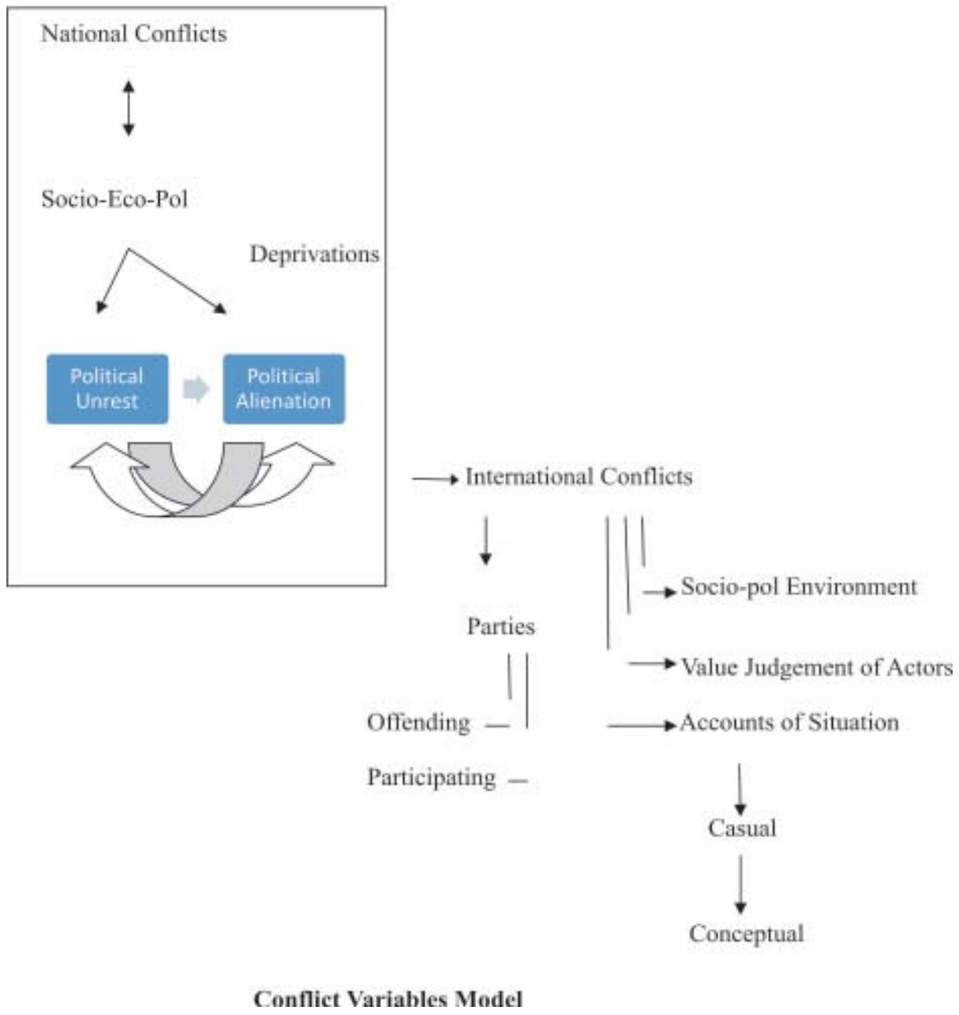
A conflict arises when there is a saturation point with respect to certain variables. It is a process by itself. The Conflict Process Model reflects the variables in conflict, when there is disturbed peace crisis.



Conflict Process Model

12.5.4 Conflict Variables Model

The triggering of various national and international conflicts are a result of many variables. National conflicts can ultimately culminate into international ones. Thus what is essential is for the stakeholders to take preliminary steps to resolve national conflicts so that this resolution can prevent further international conflicts.



Conflict Variables Model

12.6 SOME ISSUES THAT CONTRIBUTE TO THE IMPORTANCE OF COMMUNICATION MANAGEMENT

Media organizations offer dual and complementary products. One is the "content" and the other is "distribution." The content component maybe intangible but can be thought of as apart from the tangible distribution

medium. Intangible, content-based media products can be stored and presented in various formats. Thus media organizations try extending their product lines into related content formats so as to be able to benefit from content repurposing, sharing of production resources and marketing know-how. These organizations are also engaged in acquiring or developing distribution products and content products that complement each other. Increasing a product's revenue potential is in fact achieved by the fact that an existing product can be redistributed and reused in different outlets, via a "windowing" process, reinforcing the advantage of diversifying into multiple related distribution sectors in various geographical markets. This encourages certain expansion strategies (e.g., vertical integration and related diversification) but limits small firms from partaking in the competition. What is important is abundant resources in initial investment (i.e., production of the first copy) and the benefit of appealing to a large audience because of the negligible marginal cost. But then again media markets are also highly susceptive to technological development and consumer preferences. Besides, not only are lines between traditional media firms getting blurred but media firms are dependent on dual revenue sources from consumers and advertisers. This dual-revenue source mechanism, tends to encourage the strategy of offering a media content that appeals to the largest possible group of marketable, desirable consumers.

Besides media products are dependent on the cultural preferences and existing communication infrastructure of each geographic market or country. They are often subject to more regulatory control because of their pervasive impacts on individual societies. Also today's media markets are more competitive, global, and technology-driven and are driven by uncertainty. Thus managerial decisions concerning the process and content of developing and implementing activities that align a firm's organizational resources with environmental changes is the need of the hour. Thus communication today has taken up the role of "strategic function"

Corporatization of the media

It was Munsey who succeeded in changing newspapers' revenue base

from circulation to advertising. This resulted in the emergence of larger newspapers led by wealthy publishers. The journalist Lincoln Steffens warned about this change in 1897. He stressed on how the newspaper industry was, "being steadied with financial conservatism." Ownership went from independent family owners to multimillionaire and billionaire owners and then chain newspapers came into existence. Now we have privately held chains converting into stock-issuing media conglomerates and then takeovers by private investment firms. Journalism in this scenario of business, is also affecting the role of the journalist.

Print media is not the only one to see this corporatisation happen. Television, saw mergers, and publicly traded conglomerates. It is a new age of media giants.

Cross-ownership

Cross-ownership is another characteristic of media conglomerates. Cross- ownership implies any one company that owns newspaper, TV, radio, cable, and other media outlets—very often within the same community. Interestingly the one to present a very graphic and practical explanation to cross-ownership was John Trever, editorial cartoonist for the Albuquerque Journal. He depicted cross-ownership as an octopus outside the consumer's awareness.

Media consolidation

Media consolidation is not a new phenomenon. It has been in existence since 1741, when the Boston Gazette merged with the New England Weekly Journal. Over the last few years a dramatic increase in ownership consolidation has occurred. It is a process by which fewer individuals or organizations are beginning to control more avenues of the mass media.



CHECK YOUR PROGRESS

Q.4. What does the Knowledge Management Model address?

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……

Q.5. What does the Conflict Management Model deal with ?

……

……

12.7 LET US SUM UP

- An important element of human communication in every sense of the word is communication
- Management can imply the managing of both human and non-human communication like the computer, telecommunication, etc. in communication management
- The management approach in communication, be it in any area, business, development, information technology or entertainment, requires a holistic approach.
- Research in communication management gained momentum in the 20th century, since large media conglomerates started coming into the picture.
- The first to start the study of management was the philosopher Mary Parker Follett. She was referred to as "prophet of management" by Peter Drucker.
- The Knowledge Management Model addresses the issues of knowledge management dynamics and competencies, techniques, components, applications and its effect of a number of other variables.
- The Conflict Management model deals with the conflict process, the variables of conflict and how through conflict management, conflict resolution efforts can be made.

- The Conflict Process Model reflects the variables in conflict, when there is disturbed peace crisis.



12.8 FURTHER READING

1. Ferguson, Douglas. 1997. The domain of inquiry for media management researchers. *In Media management review*. Edited by Charles Warner, 177–183. Mahwah, NJ: Erlbaum.
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4. Cobley, P. ; Schulz, P.J. (Eds) (2013). *Theories and Models of Communication*. Germany : De Gruyter
5. Narula, U. ; (2006). *Communication Models.* New Delhi : Atlantic Publishers & Distributors 9P) Ltd.



12.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Caves

Ans to Q No 2: Mary Parker Follett

Ans to Q No 3: The study of management examines the major schools of thought that dominated early management science, which includes the classical school of management, human relations of school of management and contemporary approaches to management.

Ans to Q No 4: The Knowledge Management Model addresses the issues of knowledge management dynamics and competencies, techniques, components, applications and its effect of a number of other variables.

Ans to Q No 5: The Conflict Management Model deals with the conflict process, the variables of conflict and how through conflict management, conflict resolution efforts can be made.



12.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1 : Describe in brief the need for communication management studies.

Q.2 : Describe the dual nature of the media product in detail and its connection to effective communication management.

Q.3 : Explain in detail corporatisation and its connection with communication management.

B. Long Questions (Answer each question in about 300-500 words)

Q. 1: Explain in detail with the help of diagrams the Knowledge Management Model and the Conflict Management Model.

Q.2 : Explain in detail with the help of diagrams the Conflict Process Model and the Conflict Variables Model

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