B.A. Mass Communication

(1st Semester)

BAMC-101

INTRODUCTION TO THE COMMUNICATION

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CONTENTS

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	**HUMAN COMMUNICATION**
LESSON NO.: 1	

LESSON STRUCTURE

1.0 Objectives

1.1 Introduction

1.2 Presentation of Content

1.2.1 Human Communication- An Introduction

1.2.2 Communication & Socialization

1.2.3 Communication & Culture

1.3 Summary

1.4 Key Words

1.5 Self-Assessment Questions (SAQs)

1.6 References/Suggested Reading

1.0 OBJECTIVES

The objectives of this lesson are:

O Tto get an Introduction to Human Communication

o To Learn About the Role of Communication in Socialization

o To Learn About the Link Between Communication and Culture

1.1 INTRODUCTION

As we know that communication is a process by which information is exchanged between or among individuals through a common system of symbols, signs, and behaviour. And communication is commonly known as expressing feelings, conversing, speaking, corresponding, writing, listening and exchanging, etc. We communicate because we want to be heard, to be appreciated and to be wanted. We communicate to accomplish tasks and to achieve goals. But communication is more than information transmission. Communication includes transfer of thoughts, ideas and feelings. Communication is one of those rare tools that separates human beings

from other animals. All animals do communicate. But we have communication capabilities, better communication skills, better range of communication, etc. Communication makes us the most social of all animals. Here in this lesson, we shall discuss about the relationship between communication and socialization. Again, communication is one of the main reasons behind the development of our culture. There is a strong co-relation between communication and culture. We shall also discuss about this in this lesson

1.2 PRESENTATION OF CONTENT

Communication is often described as a process of the transmission of information. We use signs and symbols for communicating. Then there are strong relations between the signs and expressions used and their users. This is important for encoding of messages. Then there are relationships between the signs and symbols and the message or the content. Next the receivers should also be familiar with the signs and symbols used, and the way they are used. Therefore, communication is a kind of social interaction where at least two interacting agents share a common set of signs and a common set of language related rules. So, communication has a major role in linking us together. That is a socializing role. Communication also plays an important cultural role. We shall discuss about all these aspects of human communication in this lesson.

The content of this lesson shall be presented as follows:

o Human Communication- An Introduction

o Communication & Socialization

o Communication & Culture

1.2.1 HUMAN COMMUNICATION- AN INTRODUCTION:

Human beings communicate because they have to communicate. Sounds confusing! Well, communication is a basic human urge. We have very strong need to communicate. Communication among human beings could be plain information sharing. It could be sharing of feelings. We also share ideas during communication. Communication could include sharing of knowledge and experiences. We communicate to give advice and commands and ask questions and get answers. These human communication acts may take many forms, including gestures (nonverbal communication, sign language and body language),

writing, and speech, etc.

Let us now discuss about human language. A language is a system of signals, such as voice sounds, intonations or pitch, gestures or written symbols that communicate thoughts or feelings. A language is about communicating with the help of signals, voice, sounds, gestures, or written

symbols, etc. Human spoken and written languages can be described as a system of symbols and the grammars (rules) by which the symbols are manipulated. Language learning is normal in human childhood. Most human languages use patterns of sound or gesture for symbols, which enable communication with others around them. There are thousands of human's languages, and these seem to share certain properties, even though many shared properties have exceptions.

So how languages are used for communication? A type of communication is a speech. A speech typically follows a logical means of delivery. Another common form of communication, and

perhaps the best, is the dialogue. The dialogue is a form of communication where both the parties are involved in sending information. The dialogue is an effective means of communication because it lends itself to clearer communication. This is due to the presence of feedback. Feedback is encoded information, either verbal or nonverbal, sent back to the original sender as a reaction to

the received message. Many theories of communication indicate that there should be two participants in any process of communication. So, it is a commonly held assumption is that communication must be directed towards another person or entity. This essentially ignores communication with one' self or

intrapersonal communication. This is also called auto-communication. There are many different areas of human communication. The most

important of these are:

o Nonverbal communication,

o Verbal communication, and

Nonverbal communication deals with facial expressions and body motions. Much of the "emotional meaning" in communication is found in the speaker's facial expressions and tone of voice, etc. In fact, it has been proved that nonverbal communication contributes more to a communication situation than what a person actually says verbal communication.

Verbal communication occurs when we communicate our message verbally (with the help of words). This could be oral or spoken, written and printed communication. But with time we have seen many revolutionary changes. From books, to newspapers and magazines, to cinema, radio, television, tape recorders, video, and the Internet; have changed the way we communicate. The newer digital and ICT-empowered devices are bringing about further changes. These newer communications media impact more than the reach of messages. They impact content and meanings also. Modern mass communication media now allow for intense long-distance exchanges between larger numbers of people (many-to-many communication via e-mail, Internet forums). On the other hand, many broadcast media and mass media favour one-to-many communication (television, cinema, radio, newspaper, magazines).Mass media are specifically conceived and designed to reach a very large audience (typically at least as large as the whole population of a state oration). The term mass media was coined in the 1920s with the advent of nationwide radio networks and of mass-circulation newspapers and magazines. Some experts see the mass-media audience as a mass society with special characteristics like lack of social connections. This makes it especially susceptible to the influence of modern mass-media techniques such as advertising and propaganda.

1.2.2 COMMUNICATION & SOCIALIZATION

Human children are born without any skills. We learn basic skills slowly through the process of socialization. In the beginning new-born infants need to be taken care of. Slowly, infants learn from all

those around and from the interaction with the surroundings. The next step is the beginning of relationship. The child learns his role and the roles of the all those around. Then the process of learning of certain behaviours and roles begin. The child learns what to expect from others in the form of reciprocal behaviour. Next the child learns its role and status within the surroundings. A very important aspect of the socialization is the learning of languages. Language, as we have discussed, is a set of symbolic sounds, which are given meanings by the social groups. Next, the child learns the art of writing. Learning of language helps the child to become a more efficient and functional member of the society. Language proficiency allows two-way exchanges of information, ideas and experiences. This in turn also helps in accelerating the process of socialization. When the child grows, the sphere of interaction of the child expands and it starts learning from many sources. School, teachers, friends all become the source of learning. It is also important to note that the process of socialization is not only a process of learning, but it is also a process of making

others learn. The later also begins in an earlier age and there are certain things that the mother learns from the child. Gradually a new member of the society becomes not only learner but also an instructor. This process continues all through the life. Socialization performs many functions. Its major contribution is that it helps in the conversion of biological beings into social beings. Socialization provides social regulation. It helps in building up knowledge heritage. Socialization teaches us the norms and values of the society. Thus, the society is able to exercise control on the behaviour of its members. The animal like self-centred behaviour is converted into a social behaviour. This leads to harmonious living in the society. Through the process of socialization information and knowledge are passed from one generation to another. Over a period of time and many generations, each society develops a treasure of knowledge. This knowledge gets transferred to the new members of the society. Socialization also helps its members to regulate and control impulsive behaviour. This enables the man to live in a disciplined manner and helps in maintaining peace and harmony in the society. One of the most important functions of the process of socialization is to provide a unique identity to every one of the societies. Each member of the society gets recognition in terms of gender, kinship relationships, caste, class, religion, age, etc. The process of providing identities are a slow and gradual one. In earlier years of life, it is weak but in later years it gets established. It is difficult to change the identities once these get established. Some of the identities like sex and caste are fixed by birth. The individual

achieves other identities like profession, status, etc. We have discussed that socialization is a lifelong process. It begins at

birth and initial socialization take place informally within the family. Formal socialization begins in the form of formal education in schools and colleges. Marriage gives another role of husband or wife, father or mother and later grandfather or grandmother. Many agents or institutions help in the process of socialization. These include the family, schools and colleges, friends and relatives, to temples, etc.

The major agents of socialization are:

• Family

• Educational Institutes

• Peer group

• Religious organizations

• Various Media

1.2.3 COMMUNICATION & CULTURE

At a basic level, the essence of modern culture is nothing more than

communication. Culture develops because of communication. Culture grows because of communication. Culture gets propagated because of communication. Culture becomes part of every body's life because of communication. Culture gets transmitted because of communication.

Culture communicates. It communicates about practices. It communicates about traditions. It tells us about the past. And no culture has a chance of survival unless it acquires the ability to communicate. Communication helps us develop perceptions that people have about cultural awareness, both our own and that of others. Communication with regard to culture does not require an act of comprehension or understanding. It is based more on the perception of messages, images and signals. This is intellectually undemanding. This is because culture uses rudimentary forms of expression. The strength of the message does not depend on its content, but on its resonance, after-effects and range of dissemination.

The spread of culture through communication (because communication is undoubtedly a vehicle of spread) has been far and wide? Communication has also gained a lot from culture. Communication has

gained form, idioms, style, etc. from culture. It can, therefore, be said that culture and communication is complimentary to each other. Our cultural experiences are affected by the development of systems of mass communication. A look at current research shows that we spend from 18 to 35 hours per week watching TV, for example. It is 'normal' to spend 3 – 4 hours per day in the company of a TV set. Large amounts of our time are spent in a range of media related activities.

WHAT DO WE MEAN BY 'CULTURE'?

We all inhabit particular situations and things like our surroundings, family, friends; school, work, neighbourhood, etc. All these things shape us individual identities. This cultural identity known as situated culture. This includes the small-scale communications and interactions we have on a day to-day basis in the place we live in and with the people around us. This kind of culture is primarily an oral on e - it is passed on and formed largely by intimate word-of-mouth communication.

Since the mid-19th century, we have come to live not only in a situated culture, but in a culture of mediation. The newspapers, magazines, cinema, television and radio and more recently, the Internet, have become newer means of transmission of culture. So now our situated culture exists within a much wider mediated world. The introduction of the term 'global village' in the 1960's illustrates how much our world has changed and the change is due almost entirely to the development of mass communications.

HOW DOES CULTURE RELATE TO MASS COMMUNICATION?

Culture can be defined as the beliefs, values, or other frames-of-reference that shape our experiences. It also concerns how we communicate these values and ideas. Mass communication helps in the propagation and transmission of all kinds of cultural facets. Also, the mass media are involved in the production of modern culture. Media production, media texts and media reception are like a series of interlinked circuits. What is produced is influenced by cultural values; how the

texts (content of mass media) are formed and represented is influenced in the same way. Our understanding of this content is influenced by our particular cultural viewpoints.

WHAT IS POPULAR CULTURE?

Historically (until the 19th century) the term 'popular' was quite a negative

thing, with overtones of vulgarity and triviality. It was not something 'nice' or 'respectable'. In the modern world, the term popular means 'widespread', liked or at least encountered by many people. It has also come to mean 'mass-produced', i.e., made for the 'mass' of people. There is a negative side to this. It can also be interpreted as 'commercial' or 'trashy'.

1.3 SUMMARY:

• Communication is a basic human urge. We have very strong need to communicate. Communication among human beings could be plain information sharing. It could be sharing of feelings. We also share ideas during communication. Communication could include sharing of

knowledge and experiences. We communicate to give advice and commands and ask questions and get answers. These human communication acts may take many forms, including gestures (nonverbal communication, sign language and body language), writing, and speech,

etc.

• Communication is one of those rare tools that separates human beings from other animals. All animals do communicate. But we have communication capabilities, better communication skills, better range of communication, etc. Communication makes us the most social of all

animals. • Mass media are specifically conceived and designed to reach a very large audience (typically at least as large as the whole population of a state or

nation). The term mass media was coined in the 1920s with the advent of nationwide radio networks and of mass-circulation newspapers and magazines. Some experts see the mass-media audience as a mass society with special characteristics like lack of social connections. This makes it especially susceptible to the influence of modern mass-media

techniques such as advertising and propaganda.

• Socialization is the process whereby a human child is trained to live in the society through a process of learning the norms or rules. The other guiding factors are values, and ways of behavior, beliefs, customs and modes of the society. The physical growth and maturity of the human beings is a biological process but social, cultural and ethical learning take place by the process of socialization. Through socialization a child learns to be an effective member of the society.

• The socialization process performs many functions including conversion of biological beings into social beings; it provides social regulation; and it helps in building up knowledge heritage.

• The process of socialization regulates and controls the thought process and behavior of the individual. Ideal socialization leads to the growth of the society in a desired and expected manner. However, the process of socialization also restrains and curbs some of the individual aspirations

and creativity.

• An important aspect of the socialization is the learning of languages. Language is a set of symbolic sounds, which are given meanings by the social groups. The child becomes a part of this symbol system and starts communicating by using these sounds. Later in life, the child also learns the art of writing. Learning of language helps the child to become a more efficient and functional member of the society. When the child grows, the child starts learning from many sources like school, teachers, and friends,

etc.

• Culture develops because of communication. Culture grows because of

communication. Culture gets propagated because of communication. Culture becomes part of every body's life because of communication. Culture gets transmitted because of communication. Culture communicates. It communicates about practices. It communicates about traditions. It tells us about the past. And no culture has a chance of survival unless it acquires the ability to communicate.

• Culture can be defined as the beliefs, values, or other frames-of-reference that shape our experiences.

• The spread of culture through communication (because communication is undoubtedly a vehicle of spread) has been far and wide. Communication has also gained a lot from culture. Communication has gained form, idioms, style, etc. from culture. It can, therefore, be said that culture and communication is complimentary to each other.

1.4 KEY WORD

Nonverbal Communication: Nonverbal communication deals with facial expressions and body motions. Much of the "emotional meaning" in communication is found in the speaker's facial

expressions and tone of voice, etc. In fact, it has been proved that nonverbal communication contributes more to a communication situation than what a person actually says verbal

communication.

Verbal Communication: Verbal communication occurs when we communicate our message verbally (with the help of words). This could be oral or spoken, written and printed communication.

Mass Communication Media: Modern mass communication media now allow for intense long-distance exchanges between larger numbers of people (many-to-many communication via e-mail, Internet forums). On the other hand, many broadcast media and mass media favour one-to-many communication (television, cinema, radio, newspaper, magazines).

Socialization: Socialization is the process whereby a human child is trained to live in the society through a process of learning the norms or rules. The other guiding factors are values, and ways of behaviour, beliefs, customs and modes of the society. The physical growth and maturity of the human beings is a biological process but social, cultural and ethical learning take place by

the process of socialization. Through socialization a child learns to be an effective member of the society.

Functions of Socialization: The socialization process performs many functions including conversion of biological beings into social beings; it provides social regulation; and it helps in building up knowledge heritage.

Socialization and language: An important aspect of the socialization is the learning of languages. Language is a set of symbolic sounds, which are given meanings by the social groups. The child becomes a part of this symbol system and starts communicating by using these sounds. Later in life, the child also learns the art of writing. Learning of language helps the child to become a more efficient and functional member of the society. When the child grows, the child starts learning from many sources like school, teachers, and friends, etc.

Culture: Culture can be defined as the beliefs, values, or other frames-of reference that shape our experiences.

Culture and Communication: The spread of culture through communication (Because communication is undoubtedly a vehicle of spread) has been far and wide. Communication has also gained a lot from culture. Communication has gained form, idioms, style, etc. from culture. It can, therefore, be said that culture and communication are complimentary to each other.

1.5 SELF-ASSESSMENT QUESTIONS (SAQs)

1. Discuss the interrelationship between communication and culture giving suitable examples.

2. Write a detailed note on the interrelationship between communication and socialization giving suitable examples.

3. Discuss the various aspects of socialization in detail.

4. What role does communication play in the socialization process?   Discuss in detail.

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SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	**PROCESS OF COMMUNICATION**
LESSON NO.: 2	

LESSON STRUCTURE

2.0 Objectives

2.1 Introduction

2.2 Presentation of Content

2.2.1 Elements of Communication

2.2.2 Process of Communication

2.2.3 Functions of Communication

2.3 Summary

2.4 Key Words

2.5 Self-Assessment Questions (SAQs)

2.6 References/Suggested Reading

2.0 OBJECTIVES

The objectives of this lesson are:

o To Learn About the Elements of Communication

o To Know About the Process of Communication

o To Learn About the Functions of Communication

2.1 INTRODUCTION

Communication is the process of passing information and understanding from one person to another. The communication process involves six basic elements: sender (encoder), message, channel, receiver (decoder), noise, and feedback. Supervisors can improve communication skills by becoming aware of these elements and how they contribute to successful

communication.

First the sender initiates the communication process. When the sender has decided on a meaning, he or she encodes a message, and selects a channel for transmitting the message to a receiver. To encode is to put a message into words or images. The message is the information that the sender wants to transmit. The medium is the means of communication, such as oral, written, print, mass, electrical, and digital, etc.

Oral communication is often informal. Generally, it is personal in nature except in case of official speeches, addressing official gatherings, etc. Written communication is used when the situation is formal, official, or long term; or when the situation affects several people in related ways. Interoffice memos are used for recording informal inquiries or replies. Letters, except personal

letters are formal in tone and addressed to an individual. Communication and the need to exchange information are no longer constrained by place and time. Email, voice mail, and facsimile have

facilitated communications and the sharing of sharing of knowledge. Email is the computer transmission and storage of written messages. Voice mail is the transmission and storage of digitized spoken messages. Facsimile (fax) is the transmission of documents.

Then there is a wide range of mass media available. Verbal or spoken communication includes informal meetings, planned conferences, and mass meetings. Voice and delivery are important. Informal talks are suitable for day-to-day liaison, directions, exchange or information,

progress reviews, and the maintenance of effective interpersonal relations. Available information technology is revolutionizing the way we communicate these days. Network systems, electronic links along with the various mass media enable us to communicate instantaneously, to retrieve

and share information from anyplace, at any time. Here are a few brief descriptions of some related terms. The receiver is the person or group for whom the communication effort is intended. Noise is

anything that interferes with the communication. Feedback ensures that mutual understanding has taken place in a communication. It is the transfer of information from the receiver back to the sender.

2.2 PRESENTATION OF CONTENT

The content of this lesson shall be presented as follows:

o Elements of Communication

o Process of Communication

o Functions of Communication

2.2.1 Elements of Communication

Communication is a process. Any process has different elements. Now we shall discuss the elements involved in the process of communication. The first element is the source. It is also called the sender or communicator. The sender encodes the message. Thus, the sender is also called the encoder. But if we analyze the process of communication, we find that the sender not only sends, he or she also receives. The second element is the receiver. A receiver receives the message and decodes it to get the meaning. The receiver not only receives, he or she also sends. This is because most of the communication is cyclic in nature. Because of this, we no longer use the terms sender and receiver. Instead, the term 'participants' is used. We refer to the sender and the receiver as

participants, as the process of communication is highly participative, involving and democratic.

The next element is the message. This could be verbal (oral, written or printed) or non-verbal. The message is usually in a language that all the participants can understand. The message can be spoken, written, printed, in visual form, or in audio or audio-visual forms. Then comes the channel. This is the medium through which the message is transmitted. It could be the medium of air, the medium of mail, or it could be any of the mass media. The next element is the 'feedback'. This is the reaction of the receiving participant to the message sent back to the sending participant. The feedback is sent back to the sender participant either through the same channel as used by the sending participant or through some other channel as desired by the receiving participant. Feedback plays a very import ant role in the

process of communication as this helps in the continuation of the process. The next element is 'noise'. These are nothing but the 'barriers to

communication". These barriers or disturbances could be physical or semantic in nature. These are also called interferences and can be controlled to a great extent. Now we understand that communication is a cyclic and interactive process. And communication does not take place in isolation. It requires various elements. According to various situations and the differences in these

elements, communication is said to take place at four basic levels or contexts.

There are:

o Intrapersonal Communication,

o Interpersonal Communication,

o Group Communication, and

o Mass Communication.

These levels or context are also known as the forms of communication. These levels of communication or forms of communication are distinguished from each other by the number of participants, the degree of closeness among the participants, increased complexity, nature of feedback, etc.

2.2.2 Process of Communication

The process of communication involves a few elements. As discussed above there are the following elements of communication:

o A communication source or sender,

o A message,

o A channel,

o A communication receiver

o Feedback

o Noise

Now let us see how communication takes place. This is illustrated as under:

The information source or sender

Decides to communicate and encodes a

Message,

Transmits it through a

Channel to the

Receiver,

Which (the message) is then

Decoded and acted upon. There are Noises or Distortions during the process.

The receivers' reactions reaching the sender is called

Feedback.

So, the communication process starts with a sender of the message who is also called an encoder. The communicator or source codifies the message by

giving it the desired form, shape or format. The message is communicated by means of a mechanism of transmission.

A channel or device is used to communicate the message. It could be a radio or a television set, newspaper or magazine and the like. The encoding process means putting the message together or arranging the ideas in a recognizable and understandable form, for conveying it to the receivers.

Unlike in telegraphy, the encoder here is a human agent. The encoder decides the content of the message. Similarly, decoder is the destination where the message lands.

Two other communication specialists, Claude E. Shannon and Warren Weaver, have given another view of the communication process as in the

following figure:

Sender or Communicator

Sends

Signal (message)

Through

Mechanical and Semantic Devices or channels (Medium)

To the Receiver

Who sends back Feedback

With

Mechanical and Semantic Noise

Working all through the process.

(Communication Process by Claude E. Shannon and Warren Weaver)

Noise simply means disturbances. There are two types of noises: mechanical or semantic. When the communication process is on, parts of the message may get lost. It may be due to human ignorance, chaos, and

distortion in the system. But whatever may be the loss due to disturbance,

the receiver only can decide about the value, worth or the use of the message

as decoded by him/her. However, another scholar, Lawrence D. Bernan, has opined that: "the

process of communication of ideas and feelings implies a number of elements- a communicator and a receiver of that communication; some kind of perception, interpretation, and response on the part of the receiver of that communication; and some kind of bond or channel linking the communicator and the receiver; and some kind of occasion or situation in which the

communication occurs." These elements and factors in operation - communicator, receiver,

purpose, expression, perception, interpretation, response, channel and occasion - complete the communication process. Communication, as we know, is the exchange of information. So, it is

important that the recipient understands what the sender intends. So, communication starts with the sender. The sender initiates the communication process by packaging or encoding the message. It is the sender's responsibility to assemble the information in a format that the recipient can

understand. The message has to be both clear and concise, and without unnecessary jargon!

The encoding may take several forms like oral, written, textural, numerical, graphic, body language, paper, electronic, physical, etc. The encoded message is ready for transmission.

The transmission is how the information gets to the recipient. And may take many forms like:

o Sound waves: direct verbal

o Electronic: telephone, Email, Internet,

o Air waves: cell phones, TV

This again is the sender's responsibility to see that the message arrives. The sender also verifies (if possible) that the recipient understands it. The decoding is what the recipient does with the transmission after receiving the message.

2.2.3 Functions of Communication

According to David Berlo, the purpose of communication is to enable human beings to meet their basic human needs and to be able to grapple with daily requirements. These include the ability to give and take orders, make requests, and comply with requests of others.

Berlo further says: "Again, communication enables us to study social organizations, economic relationships, cultural values etc." Therefore, it is crucial that the content and objective of the communication of a message are of relevance to human beings in their daily life. Harold Laswell emphasized on the functional part of communication with the following model.

WHO SAYS?

WHAT

IN, WHICH CHANNEL,

TO WHOM

AND

WITH WHAT EFFECT.

(Harold Laswell's model of communication)

Harold Laswell asserts that all these steps affect the communication process at the functional level. He emphasis on effect again reinforces the functionality of the communication process.

Broadly speaking, communication performs the following functions:

o Information,

o Education,

o Entertainment, and

o Persuasion.

Some people add a fifth function to this in the shape of enlightenment.

In addition, there are additional functions of communication also. These

include:

o Evaluation,

o Direction,

o Influencing, and

o Orientation.

Any communication is designed with one or more of these functions as objectives. To successfully perform these functions communication must be so designed and planned that it gains the attention of the receiver. It must use symbols, or codes that are easily understood by the receiver. It must arouse needs in the receiver and suggest some way of satisfying these needs. Only then it can create the desired response. However, communication should not be confused with mass communication. Here is a differentiation among communication and mass communication:

o Communication is the activity of sharing, giving, imparting, and

receiving information.

o Mass communication is a process in which professional

communicators use communication media to disseminate messages

widely, rapidly, simultaneously, and continuously to arouse intended

meanings in large and diverse audiences in an attempt to influence

them in a variety of ways.

During interpersonal communication (between two persons), the main objective is to influence the receiver by sharing or imparting some information,impressing upon the receiver, persuading him/her to one's own viewpoint. If one is able to win over, persuade and convince another person to one's own viewpoint, then that communication is considered to be successful.

2.3 SUMMARY

o Communication is generally understood as interaction, talking, reading and writing, etc. Often it is considered as just an act. In realty, communication is a multi-faceted phenomenon. It involves sharing of ideas, information, and meanings.

o It is important to know that different people understand the message differently. This difference is the result of the different perception levels of different people.

o Another important fact about communication is that it is a process. It involves steps or stages like message creation, transmission of message, and reception of message by the receiver(s). More

specifically, the process of communication follows these steps: encoding, transmission, reception, decoding, understanding the message, etc.

o Communication has the following major elements. These are: sender or the source, the message, the medium or channel through which the message is transmitted, the receiver, and the feedback. Another element is noise or the disturbances that generally occur either the transmission process or during the decoding process.

o There are definite reasons why we communicate. The major functions of communication are: to inform, to educate, to enlighten, to entertain, and to persuade. The other functions of communication are evaluation, direction, influencing, and orientation.

2.4 KEY WORDS

Communication: Communication is the process by which we understand and in turn try to be understood by others. It is dynamic, constantly changing and shifting in response to the overall situation. Communication can be described as "the interchange of thoughts or ideas". This is also referred as sharing of meaning.

Functions of Communication:

Communication performs the functions of providing information, education, entertainment, enlightenment and persuasion. In addition, the functions of communication also include evaluation, direction, influencing, and orientation.

Message Designing: In order to be able to successfully perform the assigned

functions, communication must be so designed and planned that it gains the attention of the receiver; it must use the signals, symbols, or codes that are easily understood by the receiver; and it must arouse needs in the receiver and suggest some way of satisfying these needs which are appropriate to the receiver's situation. Only then it can create the desired response.

Sender/Source: The sender or source is the person, who usually decides

about communicating, develops the messages, gives the message a proper

shape through encoding and transmits the message.

Message: The message is the content of communication. It is designed and developed by the sender in a specific shape or form (oral, written, printed, etc.). It is then transmitted to reach the receiver.

Encoding: Before any communication takes place, the source conceives the message in his or her mind. Then he or she gives the message a particular shape or form. This is done for two reasons: to be able to transmit the message and so that the message can be received, perceived, and

understood by the receiver. This process uses symbols or codes. The most commonly used code in communication is words. This process is called encoding.

Channel: A channel is an intermediary. It is any tool that a communicator uses to transmit the message to the receiver. For normal face-to –face conversation, the channel is air. Sometimes we use a microphone and an audio system as a channel. Letters, telephone, etc., are other common

channels. In the field of mass communication, these are not referred as channels, but as medium or media or mass media.

Mass communication: In comparison to communication that essentially is the activity of sharing, giving, imparting, receiving information, mass communication is "a process in which professional communicators use communication media to disseminate messages widely, rapidly,

simultaneously, and continuously to arouse intended meanings in large and

diverse audiences in an attempt to influence them in a variety of ways."

2.5 SELF- ASSESSMENT QUESTIONS

1. Discuss the features of the communication process.

2. Discuss the elements of communication.

3. Discuss the functions of communication.

4. Discuss the roles of encoding & decoding in the communication process.

5. Discuss the role of perception in the communication process.

6. Discuss the role of feedback in the communication process.

6. Discuss the role of feedback in the communication process.

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	BARRIERS IN THE COMMUNICATION
LESSON NO.: 3	

LESSON STRUCTURE

3.0 Objectives

3.1 Introduction

3.2 Types of Barriers

3.3 How to Overcome the barriers

3.4 Summary

3.5 Self-Assessment Questions (SAQs)

3.6 References/Suggested Readings

3.0 OBJECTIVES

The objectives of this lesson are:

- To get familiar with the barriers of the communication

- To know about the types of the barriers

- To understand that how can we overcome these barriers

3.1 INTRODUCTION

Communication is one of our basic needs. We require to communicate with many people for personal and professional purpose. But while communicating we may face many hurdles or problems. Sometimes the message is not passed properly or gets lost. There are chances of misunderstanding between the sender or the receiver. Sometimes language used in the communication is not understood properly. This results into Communication breakdown or communication failure. There are many reasons behind the problems in the communication process. Let's study the Communication Barriers in

detail. Definition of the Barrier to Communication: 'Any obstacle or problem in the process of Communication which hinders/obstructs the process of Communication is called Barrier.' Barriers are part of process of Communication. Whenever we are communicating, we encode and decode. We use various channels for passing messages. At any level or at any moment or stage there can be problems in communication process. Sometimes the sender may not use proper language that the receiver will understand. Receiver may not be able to Decode properly. There can be lot of noise in the surrounding which can disturb us. It rarely happens that barriers do not arise in the communication process. Many times, barriers arise in the minds of the sender and receiver. The intended messages are not sent to the receivers.

3.2 TYPES OF BARRIERS

We face many barriers while communicating. These barriers can create obstacles in the communication process. These barriers are classified into the following types.

1.Physical or Environmental Barriers: The Barriers in the surrounding or in the environment are the physical barriers.

2.Language/Semantic or Linguistic Barriers: Barriers arising due to the different language or differences in language can create problems in communication. Semantic Barriers means the problems arising because of the different meanings of the words.

3.Psychological Barriers: Barriers or problems arising due to the stress or psychological problems are psychological barriers. It is difficult to accept and overcome these barriers.

4.Socio-Cultural Barriers: Due to differences in social status or cultural barriers many times we face differences in

communication. These are socio-cultural barriers.

1.Physical Barriers:

Many barriers arise in the surroundings or our environment. These barriers create problems or confusion in communication.

Noise: Traffic Noise or noise of machines in factory create disturbances in communication. Noise pollution is biggest contributor or environment pollution in India.

Time and Distance: Physical distances between people can create major problems in communication. Time zones around the world are not same. Due to differences in timings between countries we have to adjust with the time difference of that country.

Defects in Communication Systems: Many times, the instruments or machines used in communication such as Telephones, Fax or Computer can develop problems. The network of Internet can fail or the Mike or Microphone used in the programmes can create loud noise. Due to excess rains or natural calamity, it becomes difficult to use the instruments properly. The failure of electronic power also results into communication loss or messages are not sent properly

Wrong Selection of Medium: Medium means the objects used in communication e.g., Emails, Mobile Phones or Telephones etc. The correct medium is necessary. The improper use of some machines such as Emails can delay the messages

High Temperature and Humidity: Excess Temperature or heat or cold Temperature create difficulties in communication

Many times, human physical defects such as stammering, bad hearing, failure of communication channels and bad handwriting also create misunderstanding in learning the message

2. Language Barriers:

Barriers arising due to differences in languages, words meaning, or pronunciation can create confusion among the people. Linguistic means related to the language. Semantic means the meaning of the words. Following are some of the examples of language barriers

• Different Languages or lack of Common Language can create obstacles in Communication. A person who does not understand the native language or even foreign language cannot communicate well. This becomes very difficult situation.

• Multiplicity of words: words can have different meanings. Word power is gift to human beings but at the same times multiple meaning or spellings of the words can create the problems in communication.

• Words with similar pronunciation but different meaning [Homophones]also create problems in communication. E.g., Except-accept, fair-fare, council-counsel, principal-principle[etc].

• Jargon words [Technical words] used by professionals such as Engineers/Doctors or any other professionals. Many times, jargon words are used unintentionally. But common people or those who do not understand the meaning of these words face problems.

• By-passed Instructions: Means many times short cuts are used while passing the messages. E.g., A Manager ordered the newly appointed secretary to go and burn the C.D. She literally burned it. He meant to copy the C.D.

3.Psychological Barriers:

Psyche means mind. Psychological barriers arise in the minds. Human mind it very complexes thing to understand. We face many times some conflicts due to situations or surrounding events. So, these barriers are bound to arise. But the real problem is that people do not accept that these barriers exist in their minds. Due to status, old age and ego problems many times psychological barriers are created. These are difficult to overcome. Because people do not accept that they face barriers, or they lack proper understanding to face the world. The following are situations or examples of psychological barriers.

1. **Ego:** `I' Attitude means I am great feeling can create barrier in mind. Ego barriers create conflict in human relations

2. **Prejudice:** bias [wrong opinion] about people on the basis of community, caste, religions or on personal basis is very negative for communication. Prejudice can hamper the communication.

3. **Emotions and feelings:** Emotional Disturbances of the sender or receiver can distort[change] the communication.

4. **Halo Effect**: like or dislike about a person can create halo or horn effect. This can affect communication.

5. **Self-Image**: Positive or Negative image about self is the way of looking at the world. Negative self-image can destroy or hamper communication. Such people always think negatively and do not look at the things or events properly.

6.   **Filtering in Messages:** Messages are filtered [changed] intentionally. We always try to defend ourselves or protect ourselves during some problems so that many times messages are changed by the inferiors

7.   **Closed Mind**: Most of the time our minds are closed or not able to learn new things. With old age or change in attitude this problem is observed. This is also a very barrier in communication.

8.   **Status:** Status create barriers in the employees. Higher or lower status create obstacles in thinking or mixing with people. People keep distance while communicating due to status barriers.

9. **Perceptions:** The way we look at the world or attitude determines our communication strategy. Wrong or negative perceptions can create difficulty in communication. People who have negative perceptions or think negatively look at everything or event negatively.

10. **Poor Retention**: ability to retain the message or remember is important. But if it is poor then communication becomes difficult.

11. **Interest and Attitudes:** Interests and Attitudes of people determines communication strategy. Lack of interest or wrong attitude can lead improper communication

12. **Daydreaming**: Many students have habits of dreaming or thinking about something else when some lecture is going on or talk is going on. This obstructs the communication and messages are not reached properly.

4. Socio-Cultural Barriers: Culture is way of life, values or principles. Cultural differences between people can create barriers. Different religious practices are followed around the world. Due to many time differences in the culture can create misunderstanding in communication. Due to globalization and liberalized policies in business, people around the world are travelling and working in multinational corporates or companies. This led to mixing or intermingling between people but due to differences in language, religious practices, dressing styles, food habits many times people get confused and are not able to understand each other properly. This led to communication failure. The following are examples or socio-cultural barriers.

☐ **Concept of Time**: The time is not perceived similarly across the cultures. In Western culture Time is important. In Asian culture Time is taken leisurely. The concept of punctuality differs in cultures.

☐ **Assumptions about social strata or caste system**: Caste system is observed in India. But in every culture some kind or differences in the society in the form of religion, community

☐ **Etiquettes and Mannerisms**: In every society or cultures different types of mannerisms are observed. This includes rule of behaviours or how to follow certain code of conduct. Different forms of address and salutation or different methods of dressing [formal or informal wearing] are observed. This can be confusing sometimes. differences or sects or class division is observed. We should not always assume someone superior or inferior because of caste or class system

3.3 HOW TO OVERCOME THE BARRIERS

☐ **Physical Barriers**: By overcoming defects in communication system, by controlling noise, physical distance Physical Barriers can be overcome to some extent. Though we can't overcome some physical barriers such as time, distance or defects in machine, we can control Physical barriers to some extent. Efforts are required by all people to overcome physical barriers

☐ **Language Barrier**: Lot of efforts are required to overcome Language Barriers. There should be respect for any language before learning new language. It requires many efforts to learn foreign language. So, learning the correct pronunciation and accent and improving vocabulary [word power] we can master a language. We have to improve listening skills and then only language can be understood properly.

☐ **Psychological Barriers**: It is true that psychological barriers are difficult to overcome or solve. There must be acceptance of one's mistakes or limitations. This will lead to understanding of human life. People do not accept their faults or limitations. This leads to many problems. We have to be humble and respectful towards other people. Many times, the sender and the receiver are not in proper frame of mind. So, this creates problems in Communication. Misunderstanding, lack of interests, mental and physical disturbance can cause problems because of that. Efforts should be taken by superiors and all reporting people to overcome the problems.

☐ **Socio –Cultural Barriers**: These Barriers can be overcome by proper study of other cultures. It is very much essential to learn new cultural values and observing people and accepting their cultures. We have to develop open mindedness in this regard. We have to understand the mannerisms of other people.

☐It rarely happens that barriers do not arise in the communication   process. Many times, barriers arise in the minds of the sender and receiver. The intended messages are not sent to the receivers

3.4 SUMMARY:

Physical or Environmental Barriers: The Barriers in the surrounding or in the environment are the physical barriers.

Language/Semantic or Linguistic Barriers: Barriers arising due to the different language or differences in language can create problems in communication. Semantic Barriers means the problems arising because of the different meanings of the words.

Psychological Barriers: Barriers or problems arising due to the stress or psychological problems are psychological barriers. It is difficult to accept and overcome these barriers.

Socio-Cultural Barriers: Due to differences in social status or cultural barriers many times we face differences in

communication. These are socio-cultural barriers.

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1.4 SELF ASSESSMENT QUESTIONS (SAQs)

Q.1 Describe the various types of barriers in the communication?

Q.2 Discuss the Semantic barrier in the detail?

Q.3 Discuss How can we overcome over the semantic barrier?

Q.4 Describe the ways which are helpful in overcoming the various

barriers in the communication?

3.5 REFERENCES / SUGGESTED READINGS

• **Fundamentals of Human Communication**; By. Melvin L. Defleur,

Patricia Kearney and Tomothy G. **Mayfield**, 1997

• **Theories of Mass Communication**; By. Melvin L. Defleur and Sandra J.

Ball-Rokeach. **Longman**, 1997

• **Essentials of Human Communication**; By. DeVito, Joseph A. **Pearson**,

1997

• **Communication: An Introduction**; by Karl Erik Rosengren. **Sage**, 1997

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	VERBAL AND NON-VERBAL COMMUNICATION
LESSON NO.: 4	

LESSON STRUCTURE

4.0 Objectives

4.1 Introduction

4.2 Presentation of Content

4.2.1 Verbal Communication- An Introduction

4.2.2 Non-verbal Communication- An Introduction

4.3 Summary

4.4 Key Words

4.5 Self-Assessment Questions (SAQs)

4.6 References/Suggested Reading

4.0 OBJECTIVES

The objectives of this lesson are:

o To Get An Introduction to Verbal Communication

o To Get An Introduction to Non-verbal Communication

4.1 INTRODUCTION

Communication, at a basic level, is transfer of information, such as thoughts and messages. The basic forms of communication are by signs (sight) and by sounds (hearing). Spoken language allows us to

converse. Writing, in addition to communicating, also permits the preservation of communications, or records, from the past. The rise of book publishing and journalism facilitated

the widespread dissemination of information. The invention of the telegraph, the radio, the telephone, and television made possible instantaneous communication over long distances. Today, satellite communications are used extensively for relaying television signals, telephone calls, etc.

The 20th-century development of mass media has played a major role in changing social, economic, political, and educational institutions. Recent advances in electronics have made mobile personal communications widely available and inexpensive, primarily through cellular telephony. Worldwide computer networks allow computer users to communicate rapidly and inexpensively through the Internet. The proliferation of facsimile machines allows users to send printed communications over telephone lines. But the most basic forms of communication are verbal communication and nonverbal communication. In this lesson we shall discuss about these two

aspects of communication.

4.2 PRESENTATION OF CONTENT

The content of this lesson shall be presented as follows:

o Verbal Communication- An Introduction

o Non-verbal Communication- An Introduction

4.2.1 VERBAL COMMUNICATION- AN INTRODUCTION

Verbal communication is communication with help of words. It could be oral or spoken, written, and printed. It occurs when there is direct or indirect contact between two or more individuals and the exchange takes place with the help of words.

Here in this lesson we shall discuss more about oral communication as written communication shall be covered in the paper "Basic Writing Skills".

To be a good oral communicator one needs the following qualities:

• Clear speaking voice

• The ability to speak at the correct pace. (Too fast and the audience

can't take it in. Too slow and they get bored.)

• Confidence to talk to a range of audiences, from one individual to a

large gathering of strangers.

• An understanding of how non-verbal gestures can affect and influence

an audience's reaction.

• Good listening skills, so not to talk over someone else or interrupt him

or her, and to be able to listen and take in replies to respond to them as

necessary.

• The ability to use a variety of tones in order to arouse interest in the

listener.

One major area of oral communication is face-to-face communication. This can occur either in a formal or informal manner: Formal occasions include business meeting such as an Annual

General Meeting, (AGM) or an interview between an employee and employer.

Informal occasions include lunch with customers or potential customers or just the passing of an instruction from one employee to another.

Face to face communication offers several advantages:

• It allows for immediate feedback.

• Information can be passed on quickly.

• It encourages greater co-operation among employees.

However, there are also disadvantages of verbal, face to face

communications:

• Participants may be unskilled and may find verbal communication,

especially to large audiences very daunting.

• Poor non-verbal communication can be counter-productive for a

business.

Another area of oral communication is mediated communication. Here we use one mechanical medium for communicating. The most common mediated communication is telephonic conversation. In the last 100 years the telephone has become the most popular method of fast and direct communication.

The benefits of the telephone include:

• The immediate passing of information to another person.

• They are easily used and universally available.

• An immediate reply can be obtained.

• The service is relatively cheap.

• The rapid increase in use of mobile phones has made them

even more flexible as mobile phone users can be reached at

any time in any place.

The disadvantages of telephonic conversation are:

• The sender of the message cannot see the non-verbal reactions

of the recipient.

• No formal record of conversations is kept, so it may prove

difficult to prove what has been said later. So oral communication takes place every day in so many different situations - whether you are talking on the phone or in person, whether you are talking to an old friend or a waitress at a restaurant. Oral communication is twofold - speaking and listening. Effective oral communication requires both effective speaking and effective listening.

TIPS TO BE A GOOD SPEAKER:

• **Speak up:** Make sure that the volume of your voice is right for your audience. If you are only talking to one other person there is no need to shout, but if you are trying to be heard by a larger audience you might want to speak slightly louder than normal.

• **Speak Clearly:** Avoid mumbling. Practice proper pronunciation of your words. If you have a tendency to mumble and want to break the habit, ask your close friends and family members to let you know each time you do it. You will soon become aware of it on your own and will be able to correct it.

• **Speak slowly:** Don't talk so slow that you put people to sleep, but don't race through your sentences at lightning speed either. You want all of your words to be heard so work on becoming aware of how fast you are speaking.

When you are developing your oral communication skills, you should also try to avoid:

• **Speaking aggressively or offensively:** Remain calm. Yelling does not get your point across more effectively but saying the right words in a calm manner does.

• **Speaking in a monotone voice:** Add interest to your verbal communication and keep your listeners attention by using inflections in your voice to match the words that you are saying.

TIPS TO BE A GOOD LISTENER:

• **Be quiet:** Don't speak when you are supposed to be listening. Really listen.

• **Don't get distracted:** If you tend to get distracted easily, suggest that you go someplace quiet before you begin the conversation.

• **Be sure of your role:** If you are not sure if the person speaking to you is expecting some response from you or if they simply need to be heard, ask. For example: "Are you asking me for my advice?" or "Is there something that I can do to help you with this problem?"

• **Don't offer unsolicited advice** When someone asks you to listen to them, they are asking for a chance to be heard. If they want your advice, they will ask for it. Do not offer advice unless it is specifically asked for.

• **Don't be a problem solver:** Many people feel compelled to try to solve other people's problems. If your advice is asked for you can suggest what you would do, otherwise butt-out. When someone comes to you

to vent about a problem, they are facing make appropriate comments to let them know you are listening but don't start offering solutions unless they are asked for. Nine times out of ten people feel better just having

someone to vent their frustrations to.

• **Don't criticize feelings:** Everyone is entitled to their own feelings whether you find them right, wrong or indifferent. Don't ever say "You can't be mad at me for that," or "It's silly for you to feel that way." It takes a lot of courage for people to share their feelings, don't make them feel defensive.

• **Be a calming influence:** If someone starts to yell at you don't fall into their trap by yelling back. Try to calm them down by saying something like, "I can appreciate that you are angry, and I am willing to discuss the matter with you. If you need a few minutes to calm down before we continue this conversation, I would be happy to wait." Be careful not to be sarcastic when you say something like this or you could wind up fuelling the fire.

4.2.2 NONVERBAL COMMUNICATION- AN INTRODUCTION

In verbal communication we use words. Written communication occurs through printed or written words. And oral communication occurs through words spoken 'out loud'. On the other hand, nonverbal communication uses tonal variations, gestures, hand movements, facial expressions, posture, gait, etc.

Albert Mehrabian, expert on body language and author of such books as Tactics in Social Influence (Prentice Hall, New Jersey, 1969) and Silent

Messages (Wads-worth, California, 1971) found out that the total impact of oral message. His research reveals about the oral message understanding in the following way.

Impact of oral messages is:

• About 7 percent verbal (words only),

• 38 percent vocal (tone of voice, inflection, etc.), and

• 55 percent nonverbal.

So what is non-verbal communication? It includes everything from the simple shrug of the shoulder, the V-sign, the OK ring, the thumbs up gesture, eye

movements, facial expressions, body posture, gestures, gait, and clothing to the tone of voice, the accent, and the inflections. Non-verbal components of communication also involve the use of space, of touch and smell and paralanguage.

BODY LANGUAGE:

We use our body and its different parts to communicate a lot of things. This communication through the body and its various parts is called body language. In addition to body language, nonverbal communication also includes the way we dress up for different occasions, the way we greet people, the way we use our hands while talking, the way we use space, etc.

FACIAL EXPRESSIONS:

Our faces are the most obvious vehicles for non-verbal communication Our faces are a constant source of information to the people around us. Our faces reveal how we are feeling inside while we might be trying to present a different emotion. For example, while telling a lie, a child tries to cover his or her mouth with both the hands. A teenager tries to cover her mouth with one

hand. A grown up, while telling a lie, tries to cover his or her mouth partially with his fingers. These gestures are called the 'mouth guard' gestures. How can one's face say a lot without words? The colour of one's face, the wrinkles, presence or absence of facial hair all reveals a lot about a person's personality. Hairstyle and make up provide insight into one's economic status, interest in fashion etc.

So how we use facial expressions? We already have discussed the 'mouth guard' gesture used to hide one's face (mouth) while telling a lie. The 'nose-touching' gesture is a sophisticated version of the mouth guard gesture. Other 'hand and face' gestures include the ear rub (blocking the evil

thoughts), the neck scratch (signaling doubt or uncertainty); the collar pulls (hiding a lie); fingers in the mouth (when under pressure); etc.

EYE BEHAVIOUR:

Eyes form another major tool of non-verbal communication. From winking, seeing, glaring to staring, eyes can perform many functions. Eyes can 'caress'. Eyes can 'bore' into us. In fact, nonverbally speaking, eyes are the most expressive parts of our body. Eye behaviour can do the following:

• Provide information

• Regulate interactions

• Exercise control,

• Express intimacy

Eye contact is another important tool. When one maintains eye contact with the audience, he or she is perceived as sincere, friendly and relaxed. In fact, effective orators and communicators use periodic eye checks to find out if the audience members are being attentive or not. One can be perceived to be either dominant or submissive depending upon the way one maintains eye contact

Another important function of eyes is expressing intimacy. Eyes help us create 'connections' with others. In fact, eyes have been described as "windows to the soul". Eyes help us encourage or discourage others, For example a simple glare may stop students from talking, while a warm glance

and an encouraging smile often win many friends.

KINESICS AND BODY MOVEMENT:

In the early days, researchers classified body expressions according to the part involved like eye behaviour, hand gestures, trunk movements etc. But Ray Birdwhistell, a pioneering researcher and expert in the field of nonverbal communication, coined the term 'kinesics'. This means 'study of body movements'. There are five categories of body expressions. These include:

• Emblems (OK ring, touching the temple, putting a finger to the lips (to silence some body), the V-sign, the thumbs up sign, the thumb pointing sideways sign (for asking for a lift or to provide direction), pointing a

finger)

• Illustrators (spreading the palms to illustrate the size or length)

• Regulators, (gazes, nods, raised eyebrows)

• Affect displays, (angry stares, wide eyes, trembling hands or knocking

knees) and

• Body manipulators. (rubbing one's eye or stretching when tired, rubbing

one's chins while thinking)

POSTURE AND GAIT:

The way we stand or sit (posture) and the way we walk (gait) are strong indicators of our physical and emotional states. When we are aggressive, we sit or stand straight and in an alert manner. When we are defensive, we usually sink into a chair or stand with our head, shoulder hanging. Similarly, when we have a problem, we walk slowly with our heads down and our hands clasped behind. When confident we walk with our chin raised, chest puffed and arms swinging freely. Our legs are often little stiff, and our walk has a 'bounce' when we are confident. A standing posture with 'hands on hips' indicates an aggressive frame of mind. Similarly, Open hands indicate sincerity while clenched or closed fists reflect just the opposite. The closed arm-on-chest posture is the best example of defensiveness.

PERSONAL APPEARANCE:

Physical appearance is one of the most important factors that influences our interpersonal and group communication out comes. In fact, one's personal appearance is very crucial as it makes the all-important 'first impression'. This is particularly important as advertisements shape our minds day in and day out through all those beautiful people who endorse everything from hairpins to

aeroplanes. So, we manipulate our personal appearance to look good.

CLOTHING:

Our clothes provide the visual clue to our personality. Clothes also indicate about one's age, interests, and attitudes. Information about one's status can be judged from the clothes' age, condition and fashion. Clothes are used as means of keeping up with the latest social changes. Also, clothes are means of decoration and self-expression. A person's dress can perform functions ranging from protection, sexual attraction, self-assertion, self-denial, concealment, group identification, and the display of status and

role. Clothing also indicates about a person's confidence, character and sociability. These are the reasons why it is said that 'clothes make a person'.

TOUCHING:

It is the most common form of physical contact between human and animals. Human beings use touching to emphasis a point, interrupt (grabbing some body's elbow), as a calming gesture (patting the back), to reassure (we even touch ourselves for this purpose). Also, touching is very important to healthy evelopment of children.

PROXEMICS:

By now we have understood that we communicate with the help of words, gestures, and facial expressions. An additional way of communicating is through the 'use of space'. Often, we place ourselves in certain spatial (space wise) relationships with other people and objects. The study of these spatial factors is called 'proxemics'. There are four spatial zones of interpersonal

communication:

• Intimate distance (ranges from actual contact to about 18 inches. We allow only intimate persons within in this range. Of course, there is forced closeness as in the case of a crowded lift),

• Personal distance (Used for casual interactions. It ranges from 1.5 to 4 feet),

• Social distance (Maintained with people with whom we are meeting of the first time or while conducting business. This distance ranges from 4 feet to 12 feet), and

• Public distance (Maximum distance during face-to-face situations is maintained during public dealings. This public distance ranges from 12 feet to 25 feet. Examples of public distance are classroom lecture or a formal public address).

PARA LANGUAGE:

Oral communication does not just occur through the words uttered. The words are supplemented by a lot of other factors - particularly related to the voice. The pitch, tempo, range, resonance, and quality of voice add a lot of flesh and blood to the words. Other than these vocal characteristics, many vocal sounds also add to the oral communication. These include grunts, groans, clearing of throat etc. All

these vocal characteristics and vocal sounds constitute 'paralanguage'. This is considered a 'language alongside of language'.

'Pitch' is the raising or lowering of our voice. Speaking without pitch variation makes the speech monotonous.

'Resonance' on the other hand is the variation of volume from a quiet and thin voice to loud, booming voice. People with quite voices tend to be shywhile those with booming voices are considered to be confident.

Speaking too fast or too slow is a variation of 'tempo'. Those who speak too fast want to finish their talk or speech too soon. This is a sign of nervousness or inexperience. Good orators know how and where to pause and usually speak slowly. This deliberate mode of speaking indicates that the speaker is thinking while speaking and not just rambling.

SMELL & TASTE:

We receive a lot of information about our environment through the sense of smell. Like a particular fragrance announces the arrival of a particular person.

Body odors also provide clues about a person's hygienic state. We also send out a lot of information through smell. We use deodorants, body sprays, hanky prays, itar etc. To hide smell of onion or garlic we brush our teeth and gargle with mouthwash.

Like smell, taste is also a silent sense that receives and sends messages.

FUNCTIONS OF NON-VERBAL COMMUNICATION:

Non-verbal communication plays an important role in any communication situation. It often plays a supplementary role to the verbal content delivered orally. Some other times, nonverbal symbols communicate on their own. More specifically, nonverbal communication serves the following functions:

• Repeating verbal messages,

• Substituting verbal messages,

• Complementing verbal messages,

• Regulating or accenting verbal messages.

• Deception.

4.3 SUMMARY

• Spoken language allows us to converse. Writing, in addition to communicating, also permits the preservation of communications, or records, from the past. The rise of book publishing and journalism facilitated the widespread dissemination of information. The invention of the telegraph, the radio, the telephone, and television made possible instantaneous communication over long distances. Today, satellite communications is used extensively.

• The 20th-century development of mass media has played a major role in changing social, economic, political, and educational institutions.Recent advances in electronics have made mobile personal communications widely available and inexpensive, primarily through

cellular telephony. Worldwide computer networks allow computer users to communicate rapidly through the Internet.

• Verbal communication is communication with help of words. It could be oral or spoken, written, and printed. It occurs when there is direct or indirect contact between two or more individuals and the exchange takes place with the help of words.

• Nonverbal communication uses tonal variations, gestures, hand movements, facial expressions, posture, gait, etc.

• Non-verbal communication includes everything from the simple shrug of the shoulder, the V-sign, the OK ring, the thumbs up gesture, eye movements, facial expressions, body posture, gestures, gait, and clothing to the tone of voice, the accent, and the inflections. Non-verbal components of communication also involve the use of space, of touch and smell and paralanguage.

• We use our body and its different parts to communicate a lot of things. This communication through the body and its various parts is called body language. In addition to body language, nonverbal communication also includes the way we dress up for different occasions, the way we greet people, the way we use our hands while talking, the way we use space, etc.

• Eyes form another major tool of non-verbal communication. From winking, seeing, glaring to staring, eyes can perform many functions. Eyes can 'caress'. Eyes can 'bore' into us. In fact, nonverbally

speaking, eyes are the most expressive parts of our body. Eye behaviour can do the following: Provide information, regulate interactions, Exercise control, and Express intimacy • In the early days, researchers classified body expressions according to the part involved like eye behaviour, hand gestures, trunk movements etc. But Ray Birtwistle, a pioneering researcher and expert in the field of nonverbal communication, coined the term 'kinesics'. This means 'study of body movements'.

4.4 KEY WORDS

Verbal Communication: Verbal communication is communication with help of words. It could be oral or spoken, written, and printed. It occurs when there is direct or indirect contact between two or more individuals and the exchange takes place with the help of words.

Oral Communication: To be a good oral communicator one needs the following qualities: Clear speaking voice; the ability to speak at the correct

pace. (Too fast and the audience can't take it in. Too slow and they get

bored.;, Confidence to talk to a range of audiences, from one individual to a

large gathering of strangers; An understanding of how non-verbal gestures

can affect and influence an audience's reaction; Good listening skills, so not to

talk over someone else or interrupt him or her, and to be able to listen and

take in replies to respond to them as necessary.

Nonverbal Communication: Non-verbal communication includes everything from the simple shrug of the shoulder, the V-sign, the OK ring, the thumbs up gesture, eye movements, facial expressions, body posture, gestures, gait, and clothing to the tone of voice, the accent, and the

inflections.

Body language: We use our body and its different parts to communicate a lot of things. This communication through the body and its various parts is called body language. In addition to body language, nonverbal communication also includes the way we dress up for different occasions, the way we greet people, the way we use our hands while talking, the way we use space, etc.

Facial Expressions: Our faces are the most obvious vehicles for non-verbal communication Our faces are a constant source of information to the people around us. Our faces reveal how we are feeling inside while we might be trying to present a different emotion. For example, while telling a lie, a child tries to cover his or her mouth with both the hands.

Eye Behaviour: Eyes form another major tool of non-verbal communication. From winking, seeing, glaring to staring, eyes can perform many functions. Eyes can 'caress'. Eyes can 'bore' into us. In fact, nonverbally speaking, eyes are the most expressive parts of our body. Eye behaviour can do the following: Provide information, Regulate interactions, Exercise control, and Express intimacy

Kinesics: In the early days, researchers classified body expressions according to the part involved like eye behaviour, hand gestures, trunk movements etc. But Ray Birtwistle, a pioneering researcher and expert in the field of nonverbal communication, coined the term 'kinesics'. This means 'study of body movements'. There are five categories of body expressions.

These include: Emblems, Illustrators, Regulators, Affect displays, and Body

manipulators.

4.5 SELF-ASSESSMENT QUESTIONS (SAQs)

1. Discuss the verbal communication giving suitable examples.

2. What are the various aspects of verbal communication? Discuss in

detail.

3. Discuss in detail the various aspects of nonverbal communication.

4. Discuss briefly the functions of nonverbal communication.

4.6 REFERENCES / SUGGESTED READING

• **Fundamentals of Human Communication**; By. Melvin L. Defleur,

Patricia Kearney and Tomothy G. **Mayfield**, 1997

• **Theories of Mass Communication**; By. Melvin L. Defleur and Sandra J.

Ball-Rokeach. **Longman**, 1997

• **Communication: An Introduction**; by Karl Erik Rosengren. **Sage**, 1997

• **Communication Theories and Practices**; by Sunil K. Sengupta.

Shibamaya Prakashani, 1997

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	VISUAL COMMUNICATION
LESSON NO.: 5	

LESSON STRUCTURE

5.0 Objectives

5.1 Introduction

5.2 Presentation of Content

5.2.1 Visual communication -An introduction

5.2.2 Visual culture

5.2.3 Elements of design

5.2.4 Principles of design

5.3 Summary

5.4 Self-Assessment Questions (SAQs)

5.5 References/Suggested Reading

5.0 OBJECTIVES

The objectives of this lesson are:

• To get an Introduction to visual communication

• To know understand visual culture

• To know about elements of design

• To know about the principles of design

5.1 INTRODUCTION

Most commonly if we ask someone that how can we communicate with someone, the most obvious answer that we commonly receive that we can communicate with someone with by speaking or writing to them and they can communicate vice-versa. So, in the internet age there are rapid growth of the medium though which we communicate fast. To make it more convenient we are going to learn about the visual communication, visual culture, elements of designs and principles of designs and we are going to discuss that how different colors communicate differently.

5.2 PRESENTATION OF THE CONTENT

5.2.1 Visual communication -An introduction

5.2.2 Visual culture

5.2.3 Elements of design

5.2.4 Principles of design

5.2.1 VISUAL COMMUNICATION

 As the name suggests is communication through visual aid and is described as the

conveyance of ideas and information in forms that can be read or looked upon. Visual communication solely relies on vision and is primarily presented or expressed with two dimensional images, it includes: signs, typography, drawing, graphic design, illustration, colour and electronic resources.

It also explores the idea that a visual message accompanying text has a greater power to inform, educate, or persuade a person or audience. The evaluation of a good visual communication design is mainly based on measuring comprehension by the audience, not on personal aesthetic and/or artistic preference as there are no universally agreed-upon principles of beauty and ugliness. Excluding two dimensional images, there are other ways to express information visually - gestures and body language, animation (digital or analogue), and film. Visual communication by e-mail, a textual medium, is commonly expressed with ASCII art, emoticons, and embedded digital images.

The term 'visual presentation' is used to refer to the actual presentation of information through a visible medium such as text or images. Recent research in the field has focused on web design and graphically oriented usability. Graphic designers also use methods of visual communication in their professional

practice. Visual communication on the World Wide Web is perhaps the most important form of communication that takes place while users are surfing the Internet. When experiencing the web, one uses the eyes as the primary sense, and therefore the visual presentation of a website is very important for users to understand the message or of the communication taking place

The Eye of Horus is often referred to as the symbol of visual communication. It is said to be a representation of an eclipse, as the corona around the pupil is like the corona around the sun during a solar eclipse.

5.2.2 VISUAL CULUTRE

Visual Culture as an academic subject is a field of study that generally includes some combination of cultural studies, art history, critical theory, philosophy, and anthropology, by focusing on aspects of culture that rely on visual images. Among theorists working within contemporary culture, this often overlaps with film studies, psychoanalytic theory, gender studies, queer theory, and the study of television; it can also include video game studies, comics, traditional artistic media, advertising, the Internet, and any other medium that has a crucial visual component. Because of the changing technological aspects of visual culture as well as a scientific method-derived desire to create taxonomies or articulate what the "visual" is, many aspects of Visual Culture overlap with the study of science and technology, including hybrid electronic media, cognitive science, neurology, and image and brain theory. It also may overlap with another emerging field, that of "Performance Studies." "Visual Culture" goes by a variety of names at different institutions, including Visual and Critical Studies, Visual and Cultural Studies, and Visual Studies.

EXPLORING THE ELEMENTS & PRINCIPLES

5.2.3 ELEMENTS OF DESIGN

A design is a visual plan you can use to create your 4-H project. Everything you can see has a design. When you describe something, you see, you use words that talk about the lines, shapes, colours, textures, and spaces.

Line, shape, color, texture, and space are the basic elements of design.

The elements of design are important to everyone who works in textiles and clothing, home interiors, woodworking, photography, landscaping, architecture, foods, and the visual arts. If you understand the design elements, you will be more successful with your 4-H projects

Line

Lines can be horizontal, vertical, dotted, zig-zag, curved, straight, diagonal, bold, or fine. Lines can show direction, lead the eye, outline an object, divide a space, and communicate a feeling or emotion.

Shape

Shapes are made by connecting lines. Circle, square, triangle, and freeform are words used to identify shapes. Look at the objects around you and describe their basic shapes. Are they one shape, or are they a combination of many shapes? After doing this several times, you will begin to understand what shape really is. Line creates two dimensional or flat shapes. When shapes are three dimensional, we call them forms. A circle is a shape; a ball is a form. A square is a shape; a cube is a form. A drawing is a flat shape; a sculpture is a three-dimensional form.

Colour

Colour is described with the word's hue, value, and intensity. Hue refers to the name of the colour—red or blue, for example. Value tells the lightness or darkness of a hue. Intensity

refers to the brightness or dullness of a hue. You can use a color wheel and learn how colors work together in the publication, 4H-633, Color.

Space

Space refers to the area that a shape or form occupies. It also refers to the background against which we see the shape or form. Space can be defined as positive and negative. The positive space of a design is the filled space in the design—often it is the shapes that make up the design. Negative space is the background. The negative space in design is as important as the positive area

Texture

Texture is the surface quality of an item. It's how something feels when touched, or looks like it would feel if touched. Sandpaper is rough. Velvet is smooth. A drawing of a tree stump could show rough

outer bark and a smooth 32 inner surface. Search for ways to add texture to your projects. Texture adds variety and interest.

5.2.4 PRINCIPLES OF DESIGN

Rhythm

You have felt rhythm in music. Rhythm is also a part of things you see. It allows the eye to move from one part of a design to another part. Rhythm can be created by: • Repeating a color, shape, texture, line, or space when designing. • Varying the size of objects, shapes, or lines in sequence (small to large). • Using a progression of colors from tints to shades (light blue to dark blue). • Shifting from one hue to a neighbouring hue (yellow to yellow orange to orange to red-orange to red). Some combinations of design elements (line, shape, color, texture, and space) work better than others. Here are some guidelines to help you understand why some combinations work and others do not work as well. These guidelines—rhythm, proportion, emphasis, balance, and unity—are the principles of design.

Honesty

Proportion

Proportion refers to the relationship between one part of a design and another part or to the whole design. It is a comparison of sizes, shapes, and quantities. For example, the relationship between the vertical and horizontal measurements of a wall hanging may be pleasing because the unequal lengths produce an interesting contrast.

Emphasis

Every design needs an accent—a point of interest. Emphasis is the quality that draws your attention to a certain part of a design first. There are several ways to create emphasis:

• Use a contrasting color.

 • Use a different or unusual line.

 • Make a shape very large or very small. • Use a different shape.

• Use plain background space.

Balance

Balance gives a feeling of stability. There are three types of balance

Symmetrical, or formal balance, is the simplest kind. An item that is symmetrically balanced is the same on both sides. Our bodies are an example of formal balance. If you draw an imaginary line from your head to your toes dividing your body in half, you will be pretty much the same on both sides.

Designs that have a **radial balance** have a center point. A tire, pizza, and a daisy flower are all examples of design with radial balance. When you look through a kaleidoscope, everything you see has a radial balance.

Asymmetrical balance creates a feeling of equal weight on both sides, even though the sides do not look the same. Asymmetrical designs also are called informal designs because they suggest movement and spontaneity. Asymmetrical balance is the hardest type of balance to achieve and often takes experimenting or moving elements around until balance is achieved.

Unity

When things look right together, you have created unity or harmony. Lines and shapes that repeat each other show unity (curved lines with curved shapes). Colors that have a common hue are harmonious. Textures that have a similar feel add to unity. But too much uniformity sometimes can be boring. At the same time, too much variety destroys unity.

Honesty of Design

Honesty of design refers to three specific areas—media, form, and function. You are being honest with a medium when you are familiar with that medium, use it to its best advantage, and avoid making it look like something else. Clay should not be glazed to look like wood, and wood should not be painted to look like clay bricks. Honesty related to form and function means that parts of a design should work in ways they were intended. Doors on woodworking projects should not be fake; they should open. A flower pot should be designed to complement the flowers and not draw more attention to the pot.

Ideas and Inspirations

Where do you get your ideas? Just as you do not copy from the encyclopaedia when you write a term paper or from another person's paper when you take a test, you should never copy another person's design. You are what makes your designs special! Inspiration or sources for designs may come from poetry, music, nature, and your own photographs and sketches. Let these inspirations be springboards for your imagination.

Evaluating Design

Evaluating your designs and those of others can help you improve your understanding about design. You can get help in evaluating your work from many people, among them your parents, other 4-H'ers, leaders, teachers, and fair judges. There is seldom only one way to improve a design, so don't be surprised if different people have different ideas on how you might change your work. In the end, the decision is yours. Becoming a good designer takes practice. The more you talk about and play with the elements and principles of design, the easier it will be to use them effectively. Here are some questions to ask yourself about your designs.

1. Where did you get the idea for your design?

2. Describe one of the design elements. How did you use it?

3. What do you like about the way your design looks?

4. What might you change another time? 5. Is your design honest in media, form, and function? Principles of Visual and other Sensory perceptions: Color psychology and theory (some aspects), Definition, optical/visual illusion etc,

How do colors affect our moods?

Color, without our realizing it, can have a profound effect on how we feel both mentally and physically. Dr. Morton Walker, in his book The Power of Color, suggested that the ancient Egyptians as well as the Native American Indians used color and colored light to heal. Below are some emotional associations that humans tend to have with certain colors. These are important to keep in mind in order to create the mood you are seeking.

Blue

represents peace, tranquillity, calm, stability, harmony, unity, trust, truth, confidence, conservatism, security, cleanliness, order, loyalty, sky, water, cold, technology, and depression. Blue can "slow the pulse rate, lower body temperature, and reduce appetite." Blue is considered a business color because it reflects reliability. In China, blue is associated with immortality. In Colombia, blue is associated with soap. For Hindus blue is the color of Krishna. For the Jews, blue symbolizes holiness. In the Middle East blue is a protective color. Note: Blue is often considered to be the safest global color.

Black

is the absence of light and therefore, of color? It represents power, sexuality, sophistication, formality, elegance, wealth, mystery, fear, evil, anonymity, unhappiness, depth, style, evil, sadness, remorse, anger, underground, good technical color, mourning and death. In speech we say "Don't let a black cat cross your path", "Black Market" or "Black Monday".

Green

one of most-often cited favourite colors. It represents nature, environment, health, good luck, renewal, youth, vigour, spring, generosity, fertility, jealousy, inexperience, envy, misfortune. "Its cool quality soothes, calms, and has great healing powers." It is often worn in operating rooms by surgeons. In China, green hats mean a man's wife is cheating on him; it is not a good color for packaging. In France studies have indicated green is not a good color choice for packaging either. In India green is the color of Islam. In Ireland green has religious significance (Catholic). In some tropical countries green is associated with danger.

Orange

is a combination of yellow and red. Orange is considered a warm color like red, but to a lesser extent; orange expresses energy. It has luminous qualities and has been used for attention-getting purposes, such as on caution signs. Orange brings up memories of fall leaves, pumpkins and Halloween. It symbolizes balance, warmth, enthusiasm, vibrance, flamboyancy, and is demanding of attention. In Ireland orange has religious significance (Protestant).

Purple represents royalty, spirituality, nobility, ceremony, mystery, transformation, wisdom, enlightenment, cruelty, arrogance, mourning. Purple is considered an exotic color. Purple dye was made

from the mucous gland of a snail. It required thousands of snails to yield 1 gram of dye causing it to be a color only nobles could afford. Today purple is a trendy color targeting creative types

Red is the color that we pay the most attention to. It is the warmest and most energic color in the spectrum. We associate red with love, valentines, danger, desire, speed, strength, violence, anger, emergency exit signs, stop signs and blood. Red can evoke a fight-or-flight response, raise blood pressure and make the heart beat faster. Red would not be the color of choice for psychiatric wards, prisons or a hospital. In China red symbolizes celebration and luck, used in many cultural ceremonies that range from funerals to weddings.

White is what we see when all colors come together in perfect balance. It represents reverence, purity, simplicity, cleanliness, peace, humility, precision, innocence, youth, birth, winter, snow, good, sterility, and marriage. We use white in figures of speech like "pure as the driven snow" or "a white lie." We associate white with the good guy in old western movies. In Japan, white carnations signify death. In eastern cultures white symbolizes coldness and sterility.

Yellow represents joy, happiness, optimism, idealism, imagination, hope, sunshine, summer, gold, philosophy, dishonesty, cowardice, betrayal, jealousy, covetousness, deceit, illness, hazard, spirituality and inspiration. The yellow rose is a symbol of friendship, less passionate or threatening than red ones. In Asia yellow is sacred, and imperial.

5.3 SELF ASSESMENT QUESTIONS (SAQs)

Q.1 Discuss the visual communication in detail.

Q.2 What are the principles of designs?

Q.3 What are the various meaning associated with the different colours?

Q.4 Elaborate the various elements of design ?

5.4 SUMMARY

VISUAL COMMUNICATION:

as the name suggests is communication through visual aid and is described as the conveyance of ideas and information in forms that can be read or looked upon. Visual communication solely relies on vision and is primarily presented or expressed with two dimensional images, it includes: signs, typography, drawing, graphic design, illustration, colour and electronic resources.

VISUAL CULTURE:

Visual Culture as an academic subject is a field of study that generally includes some combination of cultural studies, art history, critical theory, philosophy, and anthropology, by focusing on aspects of culture that rely on visual images.

ELEMNETS OF DESIGN: A design is a visual plan you can use to create your 4-H project. Everything you can see has a design. When you describe something, you see, you use words that talk about the lines, shapes, colours, textures, and spaces.

Line, shape, color, texture, and space are the basic elements of design.

LINES: Lines can be horizontal, vertical, dotted, zig-zag, curved, straight, diagonal, bold, or fine

SHAPE: Shapes are made by connecting lines. Circle, square, triangle, and freeform are words used to identify shapes. Look at the objects around you and describe their basic shapes

COLOUR:

Colour is described with the word's hue, value, and intensity. Hue refers to the name of the colour—red or blue, for example.

SPACE:

Space refers to the area that a shape or form occupies. It also refers to the background against which we see the shape or form. Space can be defined as positive and negative

TEXTURE: Texture is the surface quality of an item. It's how something feels when touched, or looks like it would feel if touched. Sandpaper is rough. Velvet is smooth.

RHYTHM:

You have felt rhythm in music. Rhythm is also a part of things you see. It allows the eye to move from one part of a design to another part

EMPHASIS:

Every design needs an accent—a point of interest. Emphasis is the quality that draws your attention to a certain part of a design first. There are several ways to create emphasis:

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 • Use a different or unusual line.

 • Make a shape very large or very small. • Use a different shape.

• Use plain background space.

 BALANCE;

 Balance gives a feeling of stability. There are three types of balance **Symmetrical**, or formal balance, is the simplest kind. An item that is symmetrically balanced is the same on both sides. Our bodies are an example of formal balance

COLOUR: Color, without our realizing it, can have a profound effect on how we feel both mentally and physically. Dr. Morton Walker, in his book The Power of Color, suggested that the ancient Egyptians as well as the Native American Indians used color and colored light to heal

BLUE:

represents peace, tranquillity, calm, stability, harmony, unity, trust, truth, confidence, conservatism, security, cleanliness, order, loyalty, sky, water, cold, technology, and depression.

BLACK:

is the absence of light and therefore, of color? It represents power, sexuality, sophistication, formality, elegance, wealth, mystery, fear, evil, anonymity, unhappiness, depth, style, evil, sadness, remorse, anger

GREEN:

one of most-often cited favourite colors. It represents nature, environment, health, good luck, renewal, youth, vigour, spring, generosity, fertility, jealousy, inexperience, envy, misfortune

ORANGE:

is a combination of yellow and red. Orange is considered a warm color like red, but to a lesser extent; orange expresses energy

PURPLE: represents royalty, spirituality, nobility, ceremony, mystery, transformation, wisdom, enlightenment, cruelty, arrogance, mourning. Purple is considered an exotic color.

RED: is the color that we pay the most attention to. It is the warmest and most energic color in the spectrum.

WHITE: is what we see when all colors come together in perfect balance. It represents reverence, purity, simplicity, cleanliness, peace, humility, precision, innocence, youth, birth, winter, snow, good, sterility, and marriage.

YELLOW: represents joy, happiness, optimism, idealism, imagination, hope, sunshine, summer, gold, philosophy, dishonesty, cowardice, betrayal, jealousy, covetousness, deceit, illness, hazard, spirituality and inspiration.

5.6 REFERENCES / SUGGESTED READING

o **Fundamentals of Human Communication**; By. Melvin L. Defleur,

Patricia Kearney and Tomothy G. **Mayfield**, 1997

o **Theories of Mass Communication**; By. Melvin L. Defleur and Sandra

J. Ball-Rokeach. **Longman**, 1997

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o **Communication Theories and Practices**; by **Practices**; by Sunil K. Sengupta.

Shibamaya Prakashani, 1997

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	INTRAPERSONAL COMMUNICATION
LESSON NO.: 6	

LESSON STRUCTURE

6.0 Objectives

6.1 Introduction

6.2 Presentation of Content

6.2.1 Intrapersonal Communication- An Introduction

6.2.2 Concept of Self

6.2.3 Process of Intrapersonal Communication

6.3 Summary

6.4 Key Words

6.5 Self-Assessment Questions (SAQs)

6.6 References/Suggested Reading

6.0 OBJECTIVES

The objectives of this lesson are:

• To Get an Introduction to Intrapersonal Communication

• To Get Familiar with the Concept of Self

• To Know the Process of Intrapersonal Communication

6.1 INTRODUCTION

Intrapersonal communication is the first level of communication. It is the first and most basic level of communication. Intrapersonal communication takes place within an individual. Unlike other communication situations, here the individual is the only participant. He or she is the sender and he or she receives the message. Intrapersonal communication is mostly our thought

process. Also, it is the process of an individual talking to self and dreaming.

6.2 PRESENTATION OF CONTENT

The content of this lesson shall be presented as follows:

• Intrapersonal Communication- An Introduction

• Concept of Self

• Process of Intrapersonal Communication

6.2.1 INTRAPERSONAL COMMUNICATION- AN INTRODUCTION

For intrapersonal communication we use our nervous system. There are two important parts of the nervous system: the central nervous system (CNS) and the peripheral nervous system (PNS). The central nervous system

consists of the brain and the spinal cord. The peripheral nervous system consists of the nerves present all over our body in the form of a network. Both the PNS and the CNS are used for generating receiving and processing of the stimuli.

For example, when there is pain at any part of our body, the nerve endings at that place send the message to the brain through the peripheral nervous system. The brain processes this message and instructs about the possible remedy. This type of communication occurs often without our being aware of it. But mostly the individual is aware of most of the intrapersonal communication.

In case of intrapersonal communication, an individual reacts to both internal and external stimuli (Mosquito bite is an example of an external stimuli while our thoughts are internal stimuli).

Intrapersonal communication reflects an individual's habits, roles, attitudes, beliefs, values. In fact, it reflects an individual's 'frame of reference'.

5.2.2 CONCEPT OF SELF

Also, intrapersonal communication involves an individual's emotions and intellect. In addition, it also takes place at a physical level also. In fact, psychologists have decided an individual's 'self' in to four parts:

• Physical self,

• Emotional self,

• Intellectual self, and

• Social self

.These selves are all present within one individual. While doing physical work, the physical self is at the fore front. When it comes to love, affection, anger, fear, etc, the emotional self is at work. When we are doing mental work, it is done by the intellectual self. And finally we present our 'social self' to the outside world.

Here are the detailed functions of these 'selves':

PHYSICAL SELF:

Bodily functions like digestion, breathing, circulation, elimination of waste,

etc.; It includes the five senses.

EMOTIONAL SELF:

Prompts our emotional responses as in case of fight, fright and flight, and all

other emotions.

INTELLECTUAL SELF:

Performs mental actions like word and sentences formation, comparison, use

of logical reasoning, problem solving, decision making etc.

SOCIAL SELF:

Projects our personality and helps create our image. Understanding these four 'selves'- physical, emotional, intellectual, and social self - helps us understand ourselves better. This understanding helps us communicate better.

Some other important aspects of the self-concept have been illustrated by social scientists - Joseph Luft and Harrington Ingham. Luft and Ingham have created the JOHARI WINDOW to illustrate the communication relationships that individuals share with themselves and others.

	KNOWN TO SELF	NOT KNOWN TO SELF
KNOWN TO OTHERS	**Open**	**Blind**
NOT KNOWN TO OTHERS	**Hidden**	**Unknown**

The 'open' part of this Johari window represents the 'self-knowledge' which an individual is aware of and willingly shares with others. The 'hidden' part is about information that the individual knows but others do not know. The 'blind' part represents information and facts that the individual does not know but others are aware of. And finally, the unknown' part is about information and facts that neither the individual nor people in close contact with him are aware of.

 These 'parts' or 'sections' are not of equal size. The sizes of their sections vary from relationship to relationship. In very close and intimate relationships, the 'open' part will be the largest while in a causal relationship it will be the smallest. The concept of the Johori Window can be effectively used to increase one's self-awareness. When more information and facts are added to the blind

and unknown section, an individual's awareness about his or her self-increases. This is turn helps in improving his or her communication with others.

6.2.3 INTRAPERSONAL COMMUNICATION PROCESS

Intrapersonal communication is the foundation on which all other levels of communication are dependent. To be able to communicate with other (whether another individual, a group, or a mass of

people), an individual first communicates with his or herself. Now coming back to the process of interpersonal communication, it starts with a stimulus. This stimulus could be an internal stimulus like an aching muscle, fever, or depression. Such stimuli originate within the individual and can be physical, emotional or mental in nature. Stimuli could also be external that originate outside the individual's body i.e. in the environment. These stimuli, whether internal or external, are received either at the conscious level or subconscious level. The human body has two types or receptors for such stimuli. The internal receptor or nerve receive the internal stimuli. The external receptors are the five senses that receive the external stimuli. Here at the stage of reception, the human body adopts the practices of selective perception and selective reception to screen out the large number of necessary stimuli.

For example, in a roomful of people we listen to one- or two-persons voices while we screen out others' voices. The main factor in reception of stimuli is 'intensity'. This is the reason why loud sounds, bright colours, sharp smells, etc. are perceived and received while less intense stimuli are left out. The next phase in the intrapersonal communication is the 'processing' of stimuli. This takes place at three levels - cognitive, emotional, and physiological. Cognitive processing is associated with the mental or intellectual self. It involves thinking and understanding and includes storage (memory), retrieval, sorting, and assimilation or acceptance or stimuli.

Emotional processing is associated with the emotional self. This kind of processing is not related to logic. It is highly non-logical in nature. Our beliefs, attitudes, values and emotions are involved in this kind of processing. Physiological processing is associated with the physical self. This

involves our bodily responses like heart rate, brain activity, muscle tension, blood pressure, body temperature, etc. The next stage is transactions of stimuli. In intrapersonal communication, the sender and receiver being the same person, transmission of stimuli (messages) takes place through nerve impulses. The next element in intrapersonal communication is "feedback". Here again an individual received feedback from within his or herself. This feedback is most immediate. In fact, it is instantaneous. Intrapersonal communication also involves noise (interference or

barriers). But this is the least in quantum or compared to other forms of communication. This is because there is no less chance of channel failure, no or less chance of misunderstanding. But 'noise' mostly occurs at the processing level when stimuli are processed at one level when another level is better suited

to processing them. For example, many people deal with things (stimuli) emotionally when they should be dealing with such stimuli rationally. The people do it in the opposite way. They deal with stimuli rationally when they should be dealt with emotionally. This kind of stimuli understanding is also a noise or interference. Certain intrapersonal factors that affect communication at the basic level are:

• Personal orientation (values, attitudes, beliefs, options, prejudices, etc.)

and

• Personality characteristics (self-esteem, maturity, etc.). So, we can now say that intrapersonal communication is the most basic level of communication. It involves sending and receiving of message(s) within one individual. In other words, at this level we communicate with ourselves. Here the sender and receiver are the same person. The channel or medium used is the nervous system. The messages are in the form of stimuli (both external and internal). The messages are perceived, received, processed. There is instantaneous feedback. And there are noises or interferences too.

SUMMARY

• Intrapersonal communication takes place within an individual. Unlike other communication situations, here the individual is the only participant. He or she is the sender and he or she receives the message. Intrapersonal communication is mostly our thought process.

• For intrapersonal communication we use our nervous system. There are two important parts of the nervous system: the central nervous system (CNS) and the peripheral nervous system (PNS). The central nervous system consists of the brain and the spinal cord. The peripheral nervous system consists of the nerves present all over our body in the form of a network. Both the PNS and the CNS are used for generating receiving and processing of the stimuli.

• Intrapersonal communication reflects an individual's habits, roles, attitudes, beliefs, values. In fact, it reflects an individual's 'frame of reference'.

• Intrapersonal communication involves an individual's emotions and intellect. In addition, it also takes place at four levels: Physical self, Emotional self, Intellectual self, and Social self.

• The physical self looks after our bodily functions like digestion, breathing, circulation, elimination of waste, etc.; It includes the five senses.

• Emotional self-prompts our emotional responses as in case of fight, fright and flight, and all other emotions.

• Intellectual self performs mental actions like word and sentences formation, comparison, use of logical reasoning, problem solving, decision making etc.

• Social self-projects our personality and helps create our image.

• Some important aspects of the self-concept have been illustrated by social scientists - Joseph Luft and Harrington Ingham. Luft and Ingham have created the JOHARI WINDOW to illustrate the communication relationships that individuals share with themselves and others.

• There are four parts in the Johari Window. These are open, hidden, blind, and unknown. The 'open' part of this Johari window represents the 'self-knowledge' which an individual is aware of and willingly shares with others. The 'hidden' part is about information that the individual knows but others do not know. The 'blind' part represents information and facts that the individual does not know but others are aware of. And finally, the unknown' part is about information and facts that neither the individual nor people in close contact with him are aware of.

• Intrapersonal communication is the foundation on which all other levels of communication are dependent. To be able to communicate with other (whether another individual, a group, or a mass of people), an individual first communicates with his or herself.

• The process of interpersonal communication starts with a stimulus. This stimulus could be an internal stimulus like an aching muscle, fever, or depression. Such stimuli original within the individual and can be physical, emotional or mental in nature. Stimuli could also be

external that original outside the individuals body i.e. in the environment.

• The stimuli in interpersonal communication, whether internal or external, are received either at the conscious level or subconscious level. The human body has two types or receptors for such stimuli. The internal receptor or nerve and receive the internal stimuli. The external receptors are the five senses that receive the external stimuli. The processing' of stimuli in intrapersonal communication takes place at three levels - cognitive, emotional, and physiological. Cognitive processing is associated with the mental or intellectual self. It involves thinking and understanding and includes storage (memory), retrieval,

sorting, and assimilation or acceptance or stimuli.

• In intrapersonal communication, the sender and receiver being the same person, transmission of stimuli (messages) takes place through nerve impulses.

• The "feedback" in intrapersonal communication is received feedback from within his or herself. This feedback is most immediate. In fact, it is instantaneous.

• Intrapersonal communication involves noise (interference or barriers) also. But there is less noise here because there is no less chance of channel failure and no or less chance of misunderstanding. But 'noise' mostly occurs at the processing level.

• Intrapersonal factors that affect communication at the basic level are: Personal orientation (values, attitudes, beliefs, options, prejudices, etc.) and Personality characteristics (self-esteem, maturity, etc.).

6.4 KEY WORDS

Intrapersonal Communication: Intrapersonal communication takes place within an individual. Unlike other communication situations, here the individual is the only participant. He or she is the sender and he or she receives the message. Intrapersonal communication is mostly our thought process. This includes talking to self and dreaming.

Channel in Intrapersonal Communication: For intrapersonal communication we use our nervous system. There are two important parts of the nervous system: the central nervous system (CNS) and the peripheral nervous system (PNS). The central nervous system consists of the brain and the spinal cord. The peripheral nervous system consists of the nerves present all over our body in the form of a network. Both the PNS and the CNS are used for generating receiving and processing of the stimuli.

Self in Intrapersonal Communication: Intrapersonal communication involves an individual's emotions and intellect. In addition, it also takes place at a physical level also. In fact, psychologists have decided an individual's 'self' in to four parts: Physical self, Emotional self, Intellectual self, and Social self.

Physical self: It looks after bodily functions like digestion, breathing, circulation, elimination of waste, etc. It includes the five senses.

Emotional self: This prompts our emotional responses as in case of fight,

fright and flight, and all other emotions.

Intellectual self: This self performs mental actions like word and sentences formation, comparison, use of logical reasoning, problem solving, decision making etc.

Social self: This project our personality and helps create our image.

Johari Window: Some important aspects of the self-concept have been illustrated by social scientists - Joseph Luft and Harrington Ingham. Luft and Ingham have created the JOHARI WINDOW to illustrate the communication relationships that individuals share with themselves and others.

The 'open' part: This part of the Johari window represents the 'self-knowledge'

which an individual is aware of and willingly shares with others.

The 'hidden' part: This is about information that the individual knows but

others do not know.

The 'blind' part: This part represents information and facts that the individual

does not know but others are aware of.

 The unknown' part: This part is about information and facts that neither the

individual nor people in close contact with him are aware of.

Process of interpersonal communication: The process of interpersonal communication starts with a stimulus. This stimulus could be an internal stimulus like an aching muscle, fever, or depression. Such

stimuli originate within the individual and can be physical, emotional or mental in nature. Stimuli could also be external that originate outside the individual's body i.e. in

the environment.

Processing of Stimuli in interpersonal communication: The 'processing' of stimuli in intrapersonal communication takes place at three levels - cognitive, emotional, and physiological.

Cognitive Processing of Stimuli: Cognitive processing is associated with the mental or intellectual self. It involves thinking and understanding and includes storage (memory), retrieval, sorting, and assimilation or acceptance or stimuli.

Emotional Processing of Stimuli: Emotional processing is associated with the emotional self. This kind of processing is not related to logic. It is highly non-logical in nature. Our beliefs, attitudes, values and emotions are involved in this kind of processing.

Physiological Processing of Stimuli: Physiological processing is associated with the physical self. This involves our bodily responses like heart rate, brain activity, muscle tension, blood pressure, body temperature, etc.

Factors affecting interpersonal communication: Certain intrapersonal factors that affect communication at the basic level are: Personal orientation (values, attitudes, beliefs, options, prejudices, etc.) and Personality characteristics (self-esteem, maturity, etc.).

6.5 SELF-ASSESSMENT QUESTIONS (SAQs)

1. Discuss the process of intrapersonal communication giving suitable

examples.

2. Write a detailed note on the concept of self and how it affects

intrapersonal communication.

3. Discuss the importance of intrapersonal communication.

6.6 REFERENCES / SUGGESTED READING

o **Fundamentals of Human Communication**; By. Melvin L. Defleur,

Patricia Kearney and Tomothy G. **Mayfield**, 1997

o **Theories of Mass Communication**; By. Melvin L. Defleur and Sandra

J. Ball-Rokeach. **Longman**, 1997

o **Communication: An Introduction**; by Karl Erik Rosengren. **Sage**,

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Shibamaya Prakashani, 1997

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	INTERPERSONAL COMMUNICATION
LESSON NO.: 7	

LESSON STRUCTURE

7.0 Objectives

7.1 Introduction

7.2 Presentation of Content

7.2.1 Interpersonal Communication- An Introduction

7.2.2 Functions of Interpersonal Communication

7.2.3 Interpersonal Relationships

7.2.4 Levels of Interpersonal Communication

7.3 Summary

7.4 Key Words

7.5 Self-Assessment Questions (SAQs)

7.6 References/Suggested Reading

7.0 OBJECTIVES

The objectives of this lesson are:

• To get an Introduction to Interpersonal Communication

• To understand the Functions of Interpersonal Communication

• To know about Interpersonal Relationships

• To know about the Levels of Interpersonal Communication

7.1 INTRODUCTION

What is the most common form of communication? The most obvious answer is communication between two persons or interpersonal communication. Interpersonal communication is communication between two persons. Human beings are social animals and we have this usage to communicate with others and share our feelings and ideas.

So, we think it is the most common form of communication. Actually, intrapersonal communication is the most common form of communication. But as social beings we attach a lot of importance to interpersonal communication. In this lesson we shall discuss about the various aspects of interpersonal communication.

7.2 PRESENTATION OF CONTENT

The content of this lesson shall be presented as follows:

• Intrapersonal Communication- An Introduction

• Functions of Interpersonal Communication

• Interpersonal Relationships

• Levels of Interpersonal Communication

7.2.1 INTERPERSONAL COMMUNICATION- AN INTRODUCTION

Interpersonal communication is the communication between two persons. It can take place in any environment, and in any place. But it mostly takes place in face-to-face encounters. It is often spontaneous, unplanned, and loosely organized. It does not follow rules of grammar or other such formal restrictions.

The participants are mostly face-to-face in interpersonal communication (except in case of interpersonal mediated communication through telephone, mail, email etc.). So, they can use all five senses to send and receive messages. Also, such situations are informal in nature. Most interpersonal communication occurs between two persons in close contact (dyad). Thus, the responsibilities of sending, receiving, processing, evaluating, providing feedback, etc. are shared between the participants. Here both the participants alternate their roles as sender and

receiver. Interpersonal communication mostly involves sharing of meaning. It also involves guiding, counselling, passing instructions or orders, problem solving, decision making, etc.

7.2.2 FUNCTIONS OF INTERPERSONAL COMMUNICATION

Interpersonal communication helps understanding people with whom we are communicating in a better way. It helps us understanding situations or events in a better way. It helps us think better and evaluate more effectively. It is also used to change behaviour.

Communication scholars Frank E.X. Dance and Carl E. Larson have identified three main functions of interpersonal communication. These are:

• Linking function

• Mentation function, and

• Regulatory function.

The linking function helps an individual to know his or her environment better and get connected to it. The mentation function helps in conceptualizing, remembering, planning, etc. The regulatory function is about controlling our own and other's behaviour. Intrapersonal communication is the 'platform' on which all other levels or forms are based. Interpersonal communication is also the basis of our growth and survival. We are nurtured - physically, emotionally, and intellectually - through interpersonal communication. Also, through interpersonal communication we develop our links and contacts with the world around us. And without interpersonal communication, we would be cut off from the world.

7.2.3 INTERPERSONAL RELATIONSHIPS

Interpersonal communication creates, nurtures, and even destroys

relationships. The factors that play important roles here are control, trust, and intimacy (by E. Rogers-Millar and Frank Millar, 1976). While control deals with the distribution of power between two persons sharing a relationship, trust is the belief that the other person will not exploit. The third factor, intimacy is the degree to which two persons sharing a relationship are willing to meet each other's needs.

These three factors affect interpersonal relationships to a great extent. Other elements (variables) that affect interpersonal relationships are self-disclosure, feedback, nonverbal behaviour, interpersonal attraction. Self-disclosure helps reduce anxiety; increase comfort levels; and

intensifies interpersonal attractions. Feedback in interpersonal relationships involves agreeing, asking questions, responding, etc. Nonverbal behaviour which includes facial expressions, gestures, postures, eye contact, use of space, etc. plays an important role. It can supplement or complement verbal communication. It sometimes can completely replace verbal communication. Often a hug, a pat on the back, a glance or a firm handshake can achieve much more than what words come. Interpersonal attraction is the special quality that attracts authors towards an individual. It is often referred as a 'special chemistry' as in case of 'love at first sight'. This attraction, however, is not always immediate. It can take a lot of time, may be years, before two persons get attracted to each other.

7.2.4 LEVELS OF INTERPERSONAL COMMUNICATION

Common sense tells as that interpersonal relationships can help develop relationships or may break them. And research tells us that interpersonal relationship develops through different phases.

PHASES OF INTERPERSONAL RELATIONSHIP DEVELOPMENT

• Initiating,

• Experimenting,

• Intensifying,

• Integrating, and

• Bonding.

In the initiating phase, an individual makes conscious and unconscious judgements about the other. In this phase, the communication could be either nonverbal, verbal or both. In the experimenting phase, the participants talk about general things (this is usually referred as small talk) while trying to find out common interests. Also, both participants try to determine whether continuing the relationship would be beneficial. The third phase is the intensifying phase. It involves increased awareness of both participants about each other and increased involvement in conversation. Self-disclosure by both participants results

in trust and creates rapport. The participants become more informal and open as experiences, assumptions, expectations are shared. At this stage, there is increased intimacy. This includes intimate nonverbal behaviour like touching, nodding, physical proximity, etc. In the integrating stage, both the participants try to meet the other's

expectations. The final stage is the bonding phase. Here serious commitments and sacrifices are made. Examples of bonding are 'promise to remain friends', 'marriage', etc. These five stages may take of few seconds or may take years.

PHASES OF INTERPERSONAL RELATIONSHIP DISINTEGRATION

Like in interpersonal relationship development, five phases are involved in interpersonal relationship disintegration also. These are:

• Differentiating,

• Circumscribing,

• Stagnating,

• Avoiding, and

• Terminating.

These five stages of interpersonal relationship disintegration can take a few minutes or even a few years depending upon the kind of relationship. Here the participants get separated from each other in phases. The main reason behind this separation is differences. These differences exist even at the development of relationship stages. But the participants generally ignore them, or these differences are over-shadowed by the factors that are common to both participants.

So, the first phase of relational disintegration is differentiating. Here the differences become prominent. At this stage, the participants want more freedom. Also, both participants try to test each other's involvement and commitment in the relationship.

The next stage is circumscribing. Here the participants practice controlled communication and less communication. Also, both participants try to reduce conflict and tension while trying to maintain 'normalcy' in front of others. But in private there is little communication, even at the non-verbal

level. This stage leads to stagnating. Here all communication is stopped. The next phase is avoiding. Both participants try to ignore each other. They behave as if the other participant does not exist. Both participants avoid interaction and also maintain physical distance.

Stagnating leads to the final stage i.e. termination. This may come suddenly, or it may be delayed. This depends upon the type of relationship, the strength of the relationship, the effects of dissociation, etc.

LEVELS OF INTERPERSONAL INTERACTION

It is said that interpersonal communication is the most fruitful and effective of

all forms of communication. This is because the participants are face-to-face

and there is every chance of clearing the doubts. Also, the feedback is instantaneous. However, in different interpersonal situations, the communication or interaction takes place differently. These are:

• Alternating monologue,

• Stimulus-response interaction,

• Interaction with feedback, and

• Interaction with empathy.

Alternating monologue is the exchange of only those messages that are absolutely necessary. There is no commonness established during such a situation. No understanding or sharing takes place during alternating monologues. This is also the least productive type of interpersonal interaction.

Stimulus-response interaction takes place in need-based communication situations. Such situations are mostly routine and formal in nature. Here both the messages and feedback are mostly standardized. Here only a mere exchange of information takes place.

Interactions with feedback are of more common nature. Here the sender-participant sends a message and the receiver-participant provides appropriate feedback. This feedback leads to continuation of the communication cycle. This way there is more and fruitful exchange of information.

Interaction with empathy is the most productive of all interpersonal interaction situations. Here both the participants try to empathize with each other, i.e., to understand each other's needs, expectations,

limitations, etc. They also try to identify each other's feelings; thoughts etc. and share each other's pains and joys

MANAGING INTERPERSONAL CONFLICT

Finally let us discuss about how to deal with conflict which is an inescapable part of interpersonal relationships. Conflicts can be managed as follows:

• Recognizing the conflict,

• Defining the conflict,

• Checking perceptions,

• Finding possible solutions,

• Assessing the alternative solutions and choosing the best option, and finally

• Implementing the chosen solution and evaluating it.

7.3 SUMMARY

• Interpersonal communication is the communication between two persons. But it mostly takes place in face-to-face encounters. It is often spontaneous, unplanned, and loosely organized. It does not follow rules of grammar or other such formal restrictions. As the participants are mostly

face-to-face (except in case of interpersonal mediated communication through telephone, mail, email etc.) they can use all five senses to send and receive messages. Also, such situations are informal in nature.

• Interpersonal communication mostly occurs between two persons in close contact (dyad). Thus, the responsibilities of sending, receiving, processing, evaluating, providing feedback, etc. are shared between the participants. Here both the participants alternate their roles as sender and receiver.

• Interpersonal communication mostly involves sharing of meaning. It also involves guiding, counselling, passing instructions or orders, problem solving, decision making, etc.

• Three main functions of interpersonal communication are Linking function, Mentation function, and Regulatory function. The linking function helps an individual to know his or her environment better and

get connected to it. The mentation function helps in conceptualizing, remembering, planning, etc. The regulatory function is about controlling our own and other's

behaviour.

• Intrapersonal communication is the 'base' on which all other levels or forms stand. It is also the basis of our survival. We are nurtured physically, emotionally, intellectually through interpersonal communication.

• Interpersonal communication creates, nurtures, and even destroys relationships. The factors that play important roles here are control, trust, and intimacy. While control deals with the distribution of power between two persons sharing a relationship, trust is the belief that the other person will not exploit. Intimacy is the degree to which two persons sharing a relationship are willing to meet each other's needs.

• Interpersonal relationship develops through different phases: Initiating, Experimenting, Intensifying, Integrating, and Bonding.

• The five phases involved in interpersonal relationship disintegration are: Differentiating, Circumscribing, Stagnating, Avoiding, and Terminating.

• Interpersonal communication is the most fruitful and effective of all forms of communication. This is because the participants are face-to-face and there is every chance of clearing the doubts and the feedback is instantaneous. However, in different interpersonal situations, the communication or interaction takes place differently. These are: Alternating monologue, Stimulus-response interaction, Interaction with feedback, and Interaction with empathy.

• Conflicts in interpersonal relationships can be managed as follows: Recognizing the conflict, defining the conflict, checking perceptions, finding possible solutions, assessing the alternative solutions and choosing the best option, and finally, implementing the chosen solution and evaluating it.

7.4 KEY WORDS

Interpersonal Communication: Interpersonal communication is the communication between two persons. It can take place in any environment in any place. But it mostly takes place in face-to-face encounters. It is often spontaneous, unplanned, and loosely organized. It does not follow rules of

grammar or other such formal restrictions. Participants in face-to-face communication can use all five senses to send and receive messages. Such situations are informal in nature.

Dyad: Most interpersonal communication occurs between two persons in close contact (dyad). Thus, the responsibilities of sending, receiving, processing, evaluating, providing feedback, etc. are shared between the participants. Here both the participants alternate their roles as sender and receiver.

Functions of Interpersonal Communication: The main functions of interpersonal communication are Linking function, Mentation function, and Regulatory function. The linking function helps an individual to know his or her environment better and get connected to it. The mentation function helps in conceptualizing, remembering, planning, etc. The regulatory function is about controlling our own and other's behaviour.

Interpersonal Relationships: Interpersonal communication creates, nurtures, and even destroys relationships. The factors that play important roles here are control, trust, and intimacy. While control deals with the distribution of power between two persons sharing a relationship, trust is the belief that the other person will not exploit. Intimacy is the degree to which two persons sharing a relationship are willing to meet each other's needs

Phases of interpersonal relationship development: Interpersonal relationship develops through different phases: Initiating, Experimenting, Intensifying, Integrating, and Bonding.

Managing interpersonal conflict: Conflicts are an inescapable part of interpersonal relationships. But such conflicts can be managed as follows: recognizing the conflict, defining the conflict, checking perceptions, finding possible solutions, assessing the alternative solutions and choosing the best option, and finally, implementing the chosen solution and evaluating it.

Phases of interpersonal relationship disintegration: There are five phases involved in interpersonal relationship disintegration: Differentiating, Circumscribing, Stagnating, Avoiding, and Terminating.

Levels of interpersonal interaction: It is said that interpersonal communication is the most fruitful and effective of all forms of communication. This is because the participants are face-to-face and there is every chance of clearing the doubts and the feedback is instantaneous. However, in different interpersonal situations, communication or interaction takes place differently.

These are: Alternating monologue, Stimulus-response interaction, Interaction with feedback, and Interaction with empathy.

Alternating monologue: This is exchange of only those messages which are absolutely necessary. There is no commonness established during such situations. No understanding or sharing takes place and this is the least productive type of interpersonal interaction.

Stimulus-response kind of interaction: This is a basically a need-based communication situation. Such situations are mostly routine and formal in nature. Here both messages and feedback are mostly standardized. Here only a mere exchange of information takes place.

Interactions with feedback: Here the sender-participant sends a message and the receiver-participant provides appropriate feedback. This feedback leads to continuation of the communication cycle. This way there is more and fruitful exchange of information.

Interaction with empathy: It is the most productive of all interpersonal interaction. Here both the participants try to empathize with each other, i.e., to understand each other's needs, expectations, limitations, etc. The communication is done accordingly.

7.5 SELF-ASSESSMENT QUESTIONS (SAQs)

1. Discuss the process of interpersonal communication giving suitable

examples.

2. Write a detailed note on interpersonal relationship development.

3. Discuss the process of interpersonal relationship disintegration.

4. Write a detailed note on the functions of interpersonal

communication.

7.6 REFERENCES / SUGGESTED READING

o **Fundamentals of Human Communication**; By. Melvin L. Defleur,

Patricia Kearney and Tomothy G. **Mayfield**, 1997

o **Theories of Mass Communication**; By. Melvin L. Defleur and Sandra

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o **Communication Theories and Practices**; by **Practices**; by Sunil K. Sengupta.

Shibamaya Prakashani, 1997

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	**GROUP COMMUNICATION**
LESSON NO.: 8	

LESSON STRUCTURE

8.0 Objectives

8.1 Introduction

8.2 Presentation of Content

8.2.1 Group Communication- An Introduction

8.2.2 Types of Groups

8.2.3 Participating in Groups

8.3 Summary

8.4 Key Words

8.5 Self-Assessment Questions (SAQs)

8.6 References/Suggested Reading

8.0 OBJECTIVES

The objectives of this lesson are:

• To Get an Introduction to Group Communication

• To know about the Types of Groups

• To learn about Participating in Groups

8.1 INTRODUCTION

Group communication can be defined as "an interaction process that occurs among three or more people interacting in an attempt to achieve commonly recognized goals either face-to-face or through mediated

forms." A group is a collection of people with specific goals or objectives. Cohesion is an important factor in groups. Group communication is less for interaction only. It is specifically meant for problem solving. So, goal-orientation is another important factor of group communication. In this lesson, we shall discuss about various aspects of group

communication including types of groups and how to participate in group communication effectively.

8.2 PRESENTATION OF CONTENT

The content of this lesson shall be presented as follows:

• Group Communication- An Introduction

• Types of Groups

• Participating in Groups

8.2.1 GROUP COMMUNICATION- AN INTRODUCTION

Man is a social animal. Human beings cannot survive alone. They usually live in groups. From family; to friends, peers, religions groups, academic groups, to political groups; human beings belong to a wide variety of groups. An individual's association with groups is part of his or her very existence as it is almost impossible to live independent of groups. Groups help in nurturing us as infants. Groups help as we grow - physically, emotionally, intellectually and socially. Groups help in developing personality and we derive strength and support from groups. What then is a group? A group is any number of people who have a common goal who interact with another to accomplish their goal, recognize each other's existence and see themselves as part of a group.

For example, a number of people waiting out-side a cinema hall is not considered a group - all though they have a common goal of getting the tickets and watching the film. The reason why such a gathering is not considered a group is that the people present there do not interact with each other and do not work collectively towards a common goal.

But if someone tries to get to the beginning of the line, then all the people in the line start opposing this act and try to keep the intruder out. At this moment this gathering is turned into a group. Because, the

people recognize each other's existence, they interact with each other and present acollected front to oppose the intruder.

8.2.2 TYPES OF GROUPS

Groups can be small, medium or large; in terms of size. In this lesson we shall deal with small groups. The medium and large groups are more organized. A small group comprises of three to seven members. Such a group is informal and less structured as compared to larger groups that are more formal in nature. A small group offers more chance for individual participation by most members. It is easy to manage small groups. Small groups are more efficient in decision making and more effective in accomplishing their tasks There is no formal definition about small groups. There are no rigid rules about the number of members. Functionally, there are two major types of small groups – primary groups and discussion groups. A primary group is very informal in nature. It functions as a support system for its members. A neighbourhood meeting is an example of such a group. In a primary group the conversation is loosely structured, there are no rigid membership rules, no formal place or timings etc. Such groups are highly flexible in nature. On the other hand, discussion groups are highly formal. Such groups share characteristic features like face-to-face interaction and leadership. All the members of such a group get opportunities to respond, react and adapt to the communication of other participants while contributing their own.

Such groups are also characterized by leadership. A discussion groups could have one or more leader. The leader usually tries to maintain cohesion in the group. The leader tries to take the interaction in a positive direction.

Discussion groups usually share some common characteristics like:

• Same geographic location,

• Similar social class,

• Similar economic level,

• Similar lifestyle,

• Similar educational level, etc.

As we have already discussed a group has to have a common goal. The strength, cohesiveness, and longevity of a discussion group depend upon the type of goal.

Group is decided into four parts to perform the different tasks. These are:

• Fact finding group,

• Evaluation group,

• Policy making group or decision making group, and

• Implementation group.

This division is not a rigid one and groups decide themselves according to their size and requirement. In case of very small groups, all the members may be involved in the processes of fact findings, evaluation, policy making or decision making and implementation.

Discussion groups can be open or closed. In closed or private discussion groups no outside member is allowed. But in open or public discussion groups, outside audience members are allowed. An open discussion group, where experts discuss and exchange ideas in front of an audience is called a panel. When experts present their views one after the other, it is called a symposium. When the audience members can take part in the discussion it is called a forum.

8.2.3 PARTICIPATING IN SMALL GROUPS

Participating in small group communication means trying to achieve the objectives or solve the problem at hand. It involves contributing to the success of the objective. More specifically, the group members have certain responsibilities. These include:

• Having an open mind towards the issue or topic being discussed and towards the other members of the group,

• Having an objective mind, and • Showing sensitivity towards others and moods.

These responsibilities can be decided into two parts -

• Communicating,

• Listening and feedback.

Communicating includes:

Speaking or interacting with others with accuracy, clarity and conciseness.

Avoiding speaking when you have nothing to contribute. Addressing the group as a whole,

Relating your ideas to what others have said.

Listening and feedback are equally important as speaking. Some suggestions for effective listening include:

Consciously concentrating,

Visibly responding to the speaker,

Creating an informal situation,

Listening to more than just words.

These practices help make the interaction more fruitful.

DEVELOPMENT OF A SMALL GROUP

Individual members forming a group are different from each other as they have different personalities. It takes time for the members to learn how to fit into the group and contribute in the best manner. In fact, researchers have identified the following stages of small group development.

Groping or trying to find out how to work with authors;

Grasping or understanding other members and the situation; Grouping or getting together and development of bonding; and

Group action or increased participation with each member playing

constructive roles.

LEADERSHIP

Simply put, leadership is the quality to lead. A leader provides direction, passes information and instructions and gets things done. In the most ideal situations, a leader emerges from a group. Here all

other members recognize the leader's qualities to influence. In other cases, leaders are either elected or selected. In certain cases, people become leaders by way of appointment.

Leadership qualities include:

The ability to manage people,

The ability Handle issues, decisiveness,

The ability to motivate people,

Positive approach,

Communication skills etc.

Leadership can be democratic where the leader guides rather than directing. On the other hand, authoritative leaders 'direct'. They are strongly goal oriented and have strong opinions about how to achieve these goals.

PROBLEM SOLVING BY GROUP DISCUSSION

Groups tend to respond or react to problems in an ordered series of steps.

These include:

Identifying and recognizing the problem,

Defining or specifying the problem,

Finding possible solutions and analyzing them,

Selecting the best alternative, and

Implementing the best alternative.

FACTORS AFFECTING GROUP PERFORMANCE

Two factors that play an important role in the performance of a group are cohesion and conflict. Cohesion is the degree to which group members identify themselves as a team, rather than as just a collection of individuals. Cohesion results from shared values, attitudes, and standards of behaviour. It is an important factor and contributes immensely to a group's success.

Cohesion leads to loyalty and highly cohesive groups are more productive.

Conflict is the result of differences. As groups comprise of individuals with varied personality traits, conflict is a common aspect of group behaviour.

Conflict can be of two types – intra-group conflict and inter-group conflict. Intra-group conflict (conflict within the group) has a negative effect on group's performance and leads to reduced cohesion and decreased productivity. Inter-group conflict (conflict between groups) often has a positive effect. It leads to a competitive spirit and results in greater bonding and higher

productivity.

As we have discussed, it is difficult to exist independently of the various groups that are there around us. At any given time, we are part of at least half a dozen different groups.

As participants in a group, we have certain responsibilities. These include keeping an open mind to all ideas; showing understanding and sensitivity to other members; and communicating information, ideas and opinions as honestly and accurately as possible.

Our participation in groups helps both emotionally and psychologically.

Thus, understanding the group is necessary as it helps us participate in group

communication process in more effectively.

8.3 SUMMARY

o Group communication is an interaction process that occurs among three or more people interacting in an attempt to achieve commonly recognized goals either face-to-face or through mediated forms.

o From family, to friends, peers, religions groups, academic groups, to political groups; human beings belong to a wide variety of groups. An

individual's association with groups is part of his or her very existence as it is almost impossible to live independent of groups. Groups help in nurturing us as infants. Groups help as we grow - physically, emotionally, intellectually and socially. Groups help in developing personality and we derive strength and support from groups

o A group is any number of people who have a common goal who interact with another to accomplish their goal, recognize each other's existence and see themselves as part of a group.

o A primary group is very informal in nature. It functions as a support system for its members. A neighbourhood meeting is an example of such a group. In a primary group the conversation is loosely structured, there are no rigid membership rules, no formal place or timings etc. Such groups are highly flexible in nature.

o Discussion groups are highly formal. Such groups share characteristic features like face-to-face interaction and leadership. All the members of such a group get opportunities to respond, react and adapt to the communication of other participants while contributing their own. Such groups are also characterized by leadership.

o Participating in small group communication involves contributing to the success of the objective. More specifically, the group members have certain responsibilities. These include having an open mind towards the issue or topic being discussed and towards the other members of the group; having an objective mind; and showing sensitivity towards others and moods. These responsibilities can be decided into two parts;

communicating, and listening and feedback.

o Cohesion is the degree to which group members identify themselves as a team, rather than as just a collection of individuals. Cohesion results from shared values, attitudes, and standards of behaviour. It is an important factor and contributes immensely to a group's success. Cohesion leads to loyalty and highly cohesive groups are more productive.

o Conflict is the result of differences. As groups comprise of individuals with varied personality traits, conflict is a common aspect of group behaviour. Conflict can be of two types – intra-group conflict and inter-group conflict.

8.4 KEY WORDS

Group Communication: Group communication occurs among three or more people interacting in an attempt to achieve commonly recognized goals either face-to-face or through mediated forms.

Group: A group is any number of people who have a common goal who interact with another to accomplish their goal, recognize each other's existence and see themselves as part of a group.

Importance of Groups: From family, to friends, peers a, religions groups, academic groups, to political groups; human beings belong to a wide variety of groups. An individual's association with groups is part of his or her very existence as it is almost impossible to live independent of groups. Groups help in nurturing us as infants. Groups help as we grow - physically, emotionally, intellectually and socially. Groups help in developing personality and we derive strength and support from groups.

Small Group: A small group comprises of three to seven members. Such a group is informal and less structured as compared to larger groups that are more formal in nature. A small group offers more chance for individual participation by most members. It is easy to manage small groups. Small groups are more efficient in decision making and more effective in accomplishing their tasks. There is no formal definition about small groups. There are no rigid rules about the number of members. Functionally, there are two major types of small groups - primary groups and discussion groups.

Primary Group: A primary group is very informal in nature. It functions as a support system for its members. A neighbourhood meeting is an example of such a group. In a primary group the conversation is loosely structured, there are no rigid membership rules, no formal place or timings etc. Such groups are highly flexible in nature.

Discussion Group: Discussion groups are highly formal. Such groups share characteristic features like face-to-face interaction and leadership. All the members of such a group get opportunities to respond, react and adapt to the communication of other participants while contributing their own. Such groups are also characterized by leadership. A discussion group could have one or more leader. The leader usually tries to maintain cohesion in the group. The leader tries to take the interaction in a positive direction.

Participating in Group Communication: Participating in small group communication involves contributing to the success of the objective. More specifically, the group members have certain responsibilities. These include having an open mind towards the issue or topic being discussed and

towards the other members of the group; having an objective mind; and showing sensitivity towards others and moods. These responsibilities can be decided into two parts; communicating and listening and feedback.

Communicating in Groups: Communicating includes: Speaking or interacting with others with accuracy, clarity and conciseness; Avoiding speaking when you have nothing to contribute, Addressing the group as a whole, and Relating your ideas to what others have said.

Listening and feedback in Groups: Listening and feedback are equally important as speaking. Some suggestions for effective listening include: Consciously concentrating, Visibly responding to the speaker, Creating an informal situation, and Listening to more than just words.

Cohesion in Groups: Cohesion is the degree to which group members identify themselves as a team, rather than as just a collection of individuals. Cohesion results from shared values, attitudes, and standards of behaviour. It is an important factor and contributes immensely to a group's success. Cohesion leads to loyalty and highly cohesive groups are more productive.

Conflict in Groups: Conflict is the result of differences. As groups comprise of individuals with varied personality traits, conflict is a common aspect of group behaviour. Conflict can be of two types – intra-group conflict and inter-group conflict.

8.5 SELF-ASSESSMENT QUESTIONS (SAQs)

1. Write a detailed note on group communication giving suitable

examples.

2. Discuss the various types of groups. Add a short note on the

responsibilities of various groups.

3. Write a detailed note on participating in group communication

8.6 REFERENCES / SUGGESTED READING

o **Fundamentals of Human Communication**; By. Melvin L. Defleur,

Patricia Kearney and Tomothy G. **Mayfield**, 1997

o **Theories of Mass Communication**; By. Melvin L. Defleur and Sandra

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Shibamaya Prakashani, 1997

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	**MASS COMMUNICATION**
LESSON NO.: 9	

LESSON STRUCTURE

9.0 Objectives

9.1 Introduction

9.2 Presentation of Content

9.2.1 Mass Communication- An Introduction

9.2.2 Definitions of Mass Communication

9.2.3 Functions of Mass Communication

9.3 Summary

9.4 Key Words

9.5 Self-Assessment Questions (SAQs)

9.6 References/Suggested Reading

9.0 OBJECTIVES

The objectives of this lesson are:

o To Get an Introduction to Mass Communication

o To Know about some Definitions of Mass Communication

o To Understand the Functions of Mass Communication

9.1 INTRODUCTION

"Mass communication" is often used loosely to refer to the distribution of entertainment, arts, information, and messages by television, radio, newspapers, magazines, movies, recorded music, etc. "Mass communication" is distinguished from interpersonal, small-group, and other face-to-face communication situations.

These criteria may include size and differentiation of audience, anonymity, simultaneity, and the nature of influences among audience members and between the audience and the media.

Most uses of the term "mass communication" fall into one of these first two categories, either to refer to the activities of the mass media as a whole, or to refer to the massiveness of certain kinds of communication. Both uses have in common that they take issues of communication for granted and instead place emphasis on the massiveness of the distribution system and the audience.

The mass media are the institutional and technological systems capable of producing mass audiences for mass distributed "communications."

9.2 PRESENTATION OF CONTENT

The content of this lesson shall be presented as follows:

Mass Communication- An Introduction

Definitions of Mass Communication

Functions of Mass Communication

9.2.1 MASS COMMUNICATION- AN INTRODUCTION

Mass communication is communicating with masses. It is distinguished from other forms of communication as it caters to large number of heterogeneous receivers separated from each other both physically and emotionally. Mass communication uses technological systems to produce the message and disseminate it to the multitude of receivers. Mass communication thus overcomes the barrier of time and space. The 'mass' or multitude of mixed receivers in mass communication is

called 'audience'. In case of specific media, the audience is known as readers, listeners, viewers etc. Mass communication uses many channels. These are called the mass media and include newspapers, magazines, books, radio, TV, films, audio records, etc.

In case of Mass communication, the source is not a single person. It is a collection of highly specialist people who decide, prepare, encode and transmit the message. The message in mass communication is often called 'content'.

And mass communication plays such an important part in our lives that it has created a 'global village' with all parts of the globe connected through the mass media.

9.2.2 DEFINITIONS OF MASS COMMUNICATION

Here are a few definitions of mass communication:□□□Mass communication occurs when a small number of people send messages to a large anonymous and usually heterogeneous audience through the use of specialized communication media.

The important elements of mass communication are the messages, the mass media, and the audience.

Mass Communication represents the creation and sending of a homogeneous message to a large heterogeneous audience through the media. Mass communication studies the uses and effects of the media by many as opposed to the study of human interaction as in other communication contexts.

Mass communication is the spreading of a message to an extended, mixed multiple of receivers, using rapid means of reproduction and distribution, at a low unit cost to the consumer.

CHARACTERISTICS OF MASS COMMUNICATION

We have discussed how mass communication differs from other forms of communication. Mass communication also has certain unique characteristics that need to be elaborated.

DELAYED FEEDBACK

Unlike in case of intra-, inter-, or group-communication, a great distance separates the source and receivers of mass communication from each other. Thus, the audience's response or feedback often is limited and delayed. In many cases there is no or very negligible feedback. **GATE KEEPING**

This is again a characteristic unique to mass communication. The enormous scope of mass communication necessitates some control over the selection and editing of the messages that are constantly transmitted to the mass audience. Both individuals and organizations do gate keeping.

For example, the reportorial staff, the editorial staff, the Ombudsman exercise control in their individual capacities. (Ombudsman are legal experts who check for elements that could lead to legal problems. Only the Times of India has an Ombudsman among newspapers in India)

Government, Press Councils, Editors' Guild, etc. are organizations exercising control over newspaper content. Whether done by individuals or organizations, gate keeping involves setting certain standards and limitations that serve as guidelines for both content development and delivery of a mass communication message.

9.2.3 FUNCTIONS OF MASS COMMUNICATION

Mass communication has three basic functions: i) to inform, ii) to entertain,

and iii) to persuade. Additionally, it also educates and helps in transmission of culture. Here we shall discuss the three basic functions.

TO INFORM

Dissemination of information is the primary function of the news media. Newspapers, radio and TV provide us news from around the world and keep us informed. Over the years the concept of news has changed. News media do not just "tell it like it is" anymore. From mere describing the events, news media have come to include human interest, analysis, and featured treatment to news. journalists are not just 'reporters' now. They have become news analysts who discuss the implications of important news stories. Also, more 'soft stories' are filed these days. In addition to dissemination of information news media provide us information and also helps understand the news events, ideas, policy changes, philosophy etc.

TO ENTERTAIN

The most common function of mass communication is entertainment. Radio, television and films are basically entertainment media. Even newspapers provide entertainment through comics, cartoons, features, cross word puzzles, word jumbles, etc. Entertainment through radio consists of music. Radio also provides entertainment through drama, talk shows, comedy etc.

Television has become primarily an entertainment medium. Even highly specialized channels like news channels, nature and wildlife channels also have a lot of humorous and comic content.

Among all media film is perhaps the only medium concentrating on entertainment. Except documentaries, educational films and art movies, all films are made to provide three hours of escape and entertainment.

TO PERSUADE

Most mass media are used as vehicles of promotion and persuasion. Goods, services, ideas, persons, places, events - the range of things that are advertised through mass media is endless. Different media have different features and reach (circulation, readership, listenership, viewership etc.).

Advertisers and ad agencies analyse these features and depending upon the nature of the message and the target audience choose where (in which media) and how (with what frequently, etc.) the message should be While communication experts have never agreed to any single

 Definition of communication. One of the widely accepted definitions is "communication is a process in which two or more elements of a system interact in order to achieve a desired outcome or objective". As a process it is dynamic, ever-changing, and unending. What we had read, heard, or learned in times long past affect us even today. Every day we receive, process, evaluate, reject or store hundreds and thousands of bits of information, ideas, and opinion from a wide range of

sources. All these bits affect us in some way or the other. Again, what we learn today through communication will definitely affect us in the future.

THEORIES OF MASS COMMUNICATION:

Here is a list of some major theories of mass communication:

o Agenda-Setting theory

o Cultivation theory

o Cultural Imperialism theory

o Diffusion theory

o Functional Approach theory of Mass Communication

o Human Action Approach theory

o Media Dependency theory

o Media Equation theory

o Rules-Based theory

o Spiral of Silence theory

o Technological Determinism theory

o Uses and Gratifications theory

9.3 SUMMARY

Mass communication is communicating with masses. It is distinguished from other forms of communication as it caters to large number of heterogeneous receivers separated from each other both physically and emotionally. Mass communication uses technological systems to produce the message and disseminate it to the multitude of receivers. Mass communication thus overcomes the barrier of time and space.

The 'mass' or multitude of mixed receivers in mass communication is called 'audience'. In case of specific media, the audience is known as readers, listeners, viewers etc.

Mass communication uses many channels. These are called the mass media and include newspapers, magazines, books, radio, TV, films, audio records, etc.

Mass communication is the spreading of a message to an extended, mixed multiple of receivers, using rapid means of reproduction and distribution, at a low unit cost to the consumer.

Mass Communication represents the creation and sending of a homogeneous message to a large heterogeneous audience through the media. Mass communication studies the uses and effects of the media by many as opposed to the study of human interaction as in other communication contexts.

Great distances separate the source and receivers of mass communication from each other. Thus, the audience's response or feedback often is limited and delayed. In many cases there is no or very negligible feedback.

Gate keeping is a characteristic unique to mass communication. The enormous scope of mass communication necessitates some control over the selection and editing of the messages that are constantly transmitted to the mass audience. Both individuals and organizations do gate

keeping.

Dissemination of information is the primary function of the news media. Newspapers, radio and TV provide us news from around the world and keep us informed. Over the years the concept of news has changed. News media do not just "tell it like it is" anymore. From mere describing the events, news media have come to include human interest, analysis, and featured treatment to news.

The most common function of mass communication is entertainment. Radio, television and films are basically entertainment media. Even newspapers provide entertainment through comics, cartoons, features, cross word puzzles, word jumbles, etc. Entertainment through radio consists of music. Radio also provides entertainment through drama, talk shows, comedy etc. Television has become primarily an entertainment

medium.

Most mass media are used as vehicles of promotion and persuasion. Goods, services, ideas, persons, places, events - the range of things that are advertised through mass media is endless. Different media have different features and reach (circulation, readership, listenership,

viewership etc.).

Every day we receive, process, evaluate, reject or store hundreds and thousands of bits of information, ideas, and opinion from a wide range of sources. All these bits affect us in some way or the other. Again, what we learn today through communication will definitely affect us in the future.

9.4 KEY WORDS

Mass Communication: Mass communication is communicating with masses. It is distinguished from other forms of communication as it caters to large number of heterogeneous receivers separated from each other both physically and emotionally. Mass communication uses technological systems to produce the message and disseminate it to the multitude of receivers. Mass communication thus

overcomes the barrier of time and space. Mass communication uses many channels. These are called the mass media and include newspapers, magazines, books, radio, TV, films, audio records, etc.

Mass: The 'mass' or multitude of mixed receivers in mass communication is called 'audience'. In case of specific media, the audience is known as readers, listeners, viewers etc.

Delayed feedback: Unlike in case of intra-, inter-, or group-communication, a great distance separates the source and receivers of mass communication from each other. Thus, the audience's response or feedback often is limited and delayed. In many cases there is no or very negligible feedback.

Gate keeping: This is again a characteristic unique to mass communication. The enormous scope of mass communication necessitates some control over the selection and editing of the messages that are constantly transmitted to the mass audience. Both individuals and organizations do gate keeping.

Information Function of Mass Communication: Dissemination of information is the primary function of the news media. Newspapers, radio and TV provide us news from around the world and keep us informed. Over the years the concept of news has changed. News media do not just "tell it like it is" anymore. From mere describing the events, news media have come to include human interest, analysis, and featured treatment to news.

Entertainment Function of Mass Communication: The most common function of mass communication is entertainment. Radio, television and films are basically entertainment media. Even newspapers provide entertainment through comics, cartoons, features, cross word puzzles, word jumbles, etc. Entertainment through radio consists of music. Radio also provides entertainment through drama, talk shows, comedy etc.

Persuasion Function of Mass Communication: Most mass media are used as vehicles of promotion and persuasion. Goods, services, ideas, persons, places, events - the range of things that are advertised through mass media is endless. Different media have different features and reach (circulation, readership, listenership, viewership etc.)

9.5 SELF-ASSESSMENT QUESTIONS (SAQs)

1. Write a detailed note on mass communication giving suitable examples.

2. Discuss the special characteristics of mass communication with examples.

3. Write a detailed note on the functions of mass communication giving suitable examples.

9.6 REFERENCES / SUGGESTED READING

o **Fundamentals of Human Communication**; By. Melvin L. Defleur,

Patricia Kearney and Tomothy G. **Mayfield**, 1997

o **Theories of Mass Communication**; By. Melvin L. Defleur and Sandra

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1997

o **Communication Theories and Practices**; by Sunil K. Sengupta.

Shibamaya Prakashani, 1997

SUBJECT: INTRODUCTION TO THE COMMUNICATION	
COURSE CODE: BAMC-101	AUTHOR: MR. ASHOK KUMARR
LESSON NO.: 10	
PUBLIC COMMUNICATION AND SPEECH DELIVEREY	

LESSON STRUCTURE

In this lesson we shall discus about public communication. Specifically, we shall focus on purpose of public communication. We shall also discuss the types of the public communication and public speaking. The lesson structure shall be as follows:

10.0 Objectives

10.1 Introduction

10.2 Presentation of Content

    10.2.1 Principles and Concepts of Public Communication

    10.2.2 Importance of Public Communication10.2.3 Speech

    10.2.3 The Dynamics of Building A Strong and Mutually Beneficial Relationship

Between Public Speakers and Their Audiences

    10.2.4 Real-World Examples and Case Studies

10.3 Need for Clarity, Organization, And Deliberate Language in Formal Speech Contexts

    10.3.2 Crafting an Authentic Speaking Style

    10.3.4 Overcoming Speech Anxiety and Nervousness

10.4 Key Communication Skills Essential for Effective Public Communication

10.5 Summary

10.6 Self-Assessment Questions (SAQs)

10.7 References/Suggested Reading

10.0 OBJECTIVES

The objectives of this lesson are:

o To Get an Introduction to public communication

o To Know about purpose of public communication

o To Understand the types of public communication

o To Understand the difference between public speaking and public conversation

10.1 INTRODUCTION

Generally, in mass communication we try to disseminate our message to the large and heterogenous public, so when public communication happens. It happens when a person stands in front of the audience and engage in dialogue to deliver a message. When we engage in the public communication then we dig out the ways, whom we can establish public communication

1. Public Communication: Responsibility of a Public Speaker and Audience Relationship:

Public communication involves conveying information, ideas, or messages to a larger audience. Public speakers have the responsibility to ensure their content is clear, engaging, and relevant to the audience. This includes understanding the audience's interests, background, and needs. Effective public communication considers the audience's perspective and aims to establish a connection that fosters understanding and engagement.

2. Speech Delivery: Conversation versus Speech, Physical Delivery & Style:

Speech delivery can be likened to a conversation, but with a more structured and deliberate approach. While conversations are often spontaneous and interactive, speeches are planned and may involve a one-way communication flow. When delivering a speech, a speaker's physical delivery (body language, gestures, facial expressions) and style (tone, pacing, emphasis) play crucial roles. A skilled speaker uses these elements to maintain audience interest and effectively convey their message.

3. **Communication Skills and Mass Communication Overview:**

Communication skills are essential for effective public communication. These skills include verbal communication (using words), nonverbal communication (body language, facial expressions), active listening, empathy, and adapting communication based on the situation and audience.

Mass communication refers to the dissemination of information to a large and diverse audience through various mediums such as television, radio, newspapers, magazines, and digital platforms. It plays a significant role in shaping public opinion, sharing news, entertainment, and cultural content. Mass communication professionals, such as journalists and media practitioners, use their skills to communicate with broad audiences.

These topics highlight the key aspects of public communication, from understanding the responsibilities of a speaker to building a strong audience relationship, mastering speech delivery techniques, and recognizing the importance of communication skills in the context of mass communication. If you have specific questions about any of these topics or need more in-depth information, feel free to ask!

10.2 **PRESENTATION OF THE CONTENT**

- o   Public Communication- An Introduction
- o   Purpose and types of public communication
- o   Speech

10.2.1 Principles and Concepts of Public Communication

Understanding the principles and concepts of public communication is essential for effective engagement in this field. Here's a breakdown of what this entails:

Communication Models: Gain familiarity with communication models like the sender-receiver model, transactional model, and interactive model. Understand how these models apply to public communication scenarios.

Message Encoding and Decoding: Learn how messages are created (encoded) and interpreted (decoded) by both the speaker and the audience. Understand the potential for misinterpretation and the importance of clarity.

Audience-Cantered Approach: Grasp the concept of tailoring messages to suit the audience's needs, interests, and demographics. Recognize that successful communication hinges on understanding the audience's perspective.

Message Channels: Explore various channels of communication, from traditional media (speeches, presentations) to modern digital platforms (social media, podcasts). Understand how the choice of channel impacts message delivery.

Feedback and Noise: Comprehend the role of feedback in communication—how audiences respond to messages. Consider the influence of noise (distractions, barriers) that can hinder effective communication.

Purpose and Goals: Understand that public communication serves specific purposes, such as informing, persuading, entertaining, or inspiring. Identify the goals of a given communication instance.

Ethics and Responsibility: Grasp the ethical considerations involved in public communication, including truthfulness, accuracy, and respect for diverse perspectives. Recognize the responsibility of the speaker to be credible and considerate.

Cultural Context: Appreciate the impact of cultural norms, values, and communication styles on public communication. Understand the need to adapt messages for culturally diverse audiences.

Nonverbal Communication: Learn how nonverbal cues—gestures, facial expressions, body language—can enhance or contradict verbal messages. Recognize their significance in public speaking.

Effective Listening: Understand that communication is a two-way process that involves active listening. Learn the importance of listening skills for both speakers and audiences.

Conflict Resolution: Recognize the potential for disagreements and conflicts in public communication. Understand strategies for handling conflicts constructively.

Adaptation and Flexibility: Grasp the need to adapt communication strategies based on context, audience, and goals. Understand that effective communicators are flexible in their approach.

By comprehending these principles and concepts, individuals can lay a solid foundation for engaging in meaningful and impactful public communication

10.2.2 **Importance of Public Communication**

Understanding the importance of public communication across different contexts is crucial for recognizing its widespread relevance and impact. Here's an overview of why public communication matters in personal, professional, and societal settings:

Personal Context:

Self-Expression: Public communication allows individuals to express their thoughts, ideas, beliefs, and emotions to others, enabling them to share their unique perspectives with the world.

Relationship Building: Effective communication skills foster better relationships by facilitating clear and open dialogue. Communication plays a vital role in maintaining personal connections and resolving conflicts.

Influence and Persuasion: Public communication empowers individuals to persuade and influence others, whether it's in informal conversations or making personal decisions.

Confidence Building: Proficiency in public communication boosts self-confidence, as individuals become more comfortable expressing themselves and engaging in conversations.

Professional Context:

Career Advancement: Effective communication is often a key criterion for career success. Professionals who can articulate ideas, collaborate, and present information clearly tend to stand out.

Leadership Skills: Public communication is essential for leaders to motivate and guide their teams. Leaders with strong communication skills can articulate visions, goals, and strategies effectively.

Networking: Networking relies heavily on communication skills. Professionals need to convey their expertise, build rapport, and make lasting impressions during interactions.

Negotiation and Conflict Resolution: Communication skills are vital in negotiations and conflict resolution, helping professionals reach agreements, manage disputes, and maintain productive relationships.

Societal Context:

Information Dissemination: Public communication is the backbone of sharing information, news, and knowledge within societies. It facilitates informed decision-making and promotes an educated citizenry.

Social Change: Public communication drives awareness about social issues, inspiring collective action for positive change. Movements and initiatives often rely on effective communication strategies.

Cultural Exchange: Effective communication allows for the exchange of cultural ideas, values, and practices, fostering cross-cultural understanding and harmony.

Political Participation: Public communication plays a central role in democratic societies by enabling citizens to engage in political discourse, express opinions, and make informed voting decisions.

Public Awareness Campaigns: Various campaigns related to health, safety, and societal issues rely on public communication to educate and mobilize the public for a common cause.

Understanding the significance of public communication across these diverse contexts underscores its role in personal growth, professional success, and societal progress. It highlights the need for individuals to develop strong communication skills to effectively navigate and contribute to a variety of situations.

10.2.3 The Dynamics of Building A Strong and Mutually Beneficial Relationship Between Public Speakers and Their Audiences

Building a strong and mutually beneficial relationship between public speakers and their audiences involves understanding the dynamics of effective communication and engagement. Here's an explanation of these dynamics:

Audience-Cantered Approach:

Public speakers must adopt an audience-centred approach, focusing on the needs, interests, and expectations of their listeners.

Understanding the demographic characteristics, values, and preferences of the audience helps tailor the message for maximum resonance.

Relevance and Value:

A strong relationship is built when the audience perceives the information as relevant and valuable to their lives or interests.

Speakers need to address the "What's in it for me?" aspect, demonstrating how the message benefits the audience.

Engagement and Interaction:

Interaction fosters engagement. Encouraging questions, facilitating discussions, and inviting feedback can create a more interactive and participatory experience.

Q&A sessions and interactive segments allow the audience to feel involved and acknowledged.

Authenticity and Trust:

Establishing trust is crucial. Authenticity, honesty, and transparency contribute to building a credible and trustworthy image.

When the audience trusts the speaker, they are more likely to engage with the message and its intended outcomes.

Emotional Connection:

Emotional resonance enhances the connection. Stories, anecdotes, and relatable examples create an emotional bond between the speaker and the audience.

When the audience feels emotionally connected, they are more likely to remember and internalize the message.

Clarity and Simplicity:

Clear and concise communication ensures that the message is easily understood. Complexity and jargon can alienate the audience.

Effective speakers simplify complex ideas and use relatable language to facilitate understanding.

Empathy and Understanding:

Empathizing with the audience's perspectives and concerns shows that the speaker respects and understands their viewpoints.

Addressing potential doubts or counterarguments demonstrates a willingness to engage in open dialogue.

Adaptation and Flexibility:

Adapting the message based on audience reactions and feedback demonstrates responsiveness and a genuine interest in their thoughts.

Flexibility in adjusting the tone, content, and delivery style to suit the audience's mood or preferences enhances the relationship.

Post-Speech Engagement:

Continued engagement after the speech, such as through social media, email, or follow-up events, sustains the connection with the audience.

This allows for ongoing communication and a platform for further discussions.

Feedback Loop:

Creating a feedback loop, where the audience's opinions are acknowledged and incorporated, helps maintain a dynamic and evolving relationship.

Feedback can guide future speeches and interactions to better meet the audience's needs.

By understanding and implementing these dynamics, public speakers can create a strong rapport with their audiences, leading to more meaningful and impactful communication outcomes.

10.2.4 Real-World Examples and Case Studies

Here are a few real-world examples and case studies that illustrate both the successes and challenges of public communication:

Example 1: Success - Martin Luther King Jr.'s "I Have a Dream" Speech:

Success: Martin Luther King Jr.'s iconic speech during the 1963 March on Washington for Jobs and Freedom remains a powerful example of successful public communication.

The speech effectively conveyed the Civil Rights Movement's message of equality and justice, resonating with millions and inspiring societal change.

King's use of powerful rhetoric, vivid metaphors, and emotional appeal contributed to its enduring impact.

Challenge 1: Failure - BP's Deepwater Horizon Oil Spill Response:

Challenge: In 2010, BP faced severe criticism for its poor public communication and crisis management following the Deepwater Horizon oil spill.

BP's initial lack of transparency, conflicting information, and failure to take responsibility damaged its credibility and reputation.

The incident highlighted the importance of honest, timely, and transparent communication during crises.

Example 2: Success - Malala Yousafzai's Advocacy for Girls' Education:

Success: Malala Yousafzai, a young education activist, effectively used public communication to advocate for girls' education, particularly in regions where it was suppressed, such as Pakistan.

Her speeches, media appearances, and book "I Am Malala" conveyed a powerful message of education's importance and inspired global support for her cause.

Challenge 2: Failure - Pepsi's "Live for Now" Ad Campaign:

Challenge: In 2017, Pepsi faced backlash for a commercial that trivialized social justice issues by depicting a peaceful protest resolving through the sharing of a Pepsi.

The ad was widely criticized for appropriating activism for commercial gain and trivializing serious issues, leading to its withdrawal and damage to Pepsi's brand image.

Example 3: Success - Apple's Product Launch Events:

Success: Apple's product launch events, led by figures like Steve Jobs, exemplify effective public communication in marketing.

Through carefully choreographed presentations, demonstrations, and storytelling, Apple creates excitement and anticipation around its products.

Challenge 3: Failure - New Coke Launch by Coca-Cola:

Challenge: In 1985, Coca-Cola's introduction of "New Coke" faced immense public backlash.

The company had underestimated consumers' emotional attachment to the original formula, leading to negative feedback and ultimately a reversion to the original formula as "Coca-Cola Classic."

These examples and case studies showcase the diverse outcomes of public communication efforts. Successful communication can inspire positive change, galvanize support, and enhance brand reputation, while challenges often arise from misaligned messaging, lack of transparency, or insensitivity to audience sentiments.

10.3 NEED FOR CLARITY, ORGANIZATION, AND DELIBERATE LANGUAGE IN FORMAL SPEECH CONTEXTS

Recognizing the need for clarity, organization, and deliberate language in formal speech contexts is crucial for effective communication. Here's a breakdown of this concept:

Clarity:

Objective Understanding: Understand that a formal speech is often aimed at conveying a specific message, information, or perspective to the audience.

Avoid Ambiguity: Recognize the importance of using clear and precise language to avoid confusion or misinterpretation.

Concise Expression: Strive to express ideas concisely, avoiding unnecessary jargon, complexity, or overly verbose language.

Organization:

Logical Flow: Acknowledge that a well-organized speech follows a logical structure, guiding the audience through a clear sequence of ideas.

Introduction, Body, Conclusion: Grasp the significance of an introduction that grabs attention, a body that presents key points, and a conclusion that reinforces the main message.

Transitions: Understand the role of transitional phrases or sentences that smoothly guide the audience from one point to the next.

Deliberate Language:

Intentional Word Choice: Realize that word choice affects how ideas are perceived. Use words that accurately convey the intended message and tone.

Audience Consideration: Recognize the importance of tailoring language to the audience's level of understanding, cultural background, and interests.

Rhetorical Devices: Learn how to use rhetorical devices, such as metaphors, analogies, and anecdotes, to add depth and impact to the speech.

Adapting to the Audience:

Audience Analysis: Understand that adapting language to the audience involves understanding their demographics, knowledge level, and expectations.

Balance Complexity: Find the balance between using language that is accessible and engaging for the audience while still respecting the topic's complexity.

Maintaining Engagement:

Varied Language: Grasp the importance of using varied sentence structures and vocabulary to keep the audience engaged and interested.

Relevance: Recognize that language should be directly relevant to the topic, maintaining the audience's interest and attention.

Precision and Impact:

Eliminating Ambiguity: Realize that vague or ambiguous language can weaken the message's impact. Strive for clarity and precision.

Conveying Emotions: Understand that deliberate language can effectively convey emotions or emphasize key points, enhancing the speech's persuasiveness.

By internalizing the need for clarity, organization, and deliberate language in formal speech contexts, communicators can enhance the effectiveness of their messages, ensuring that they are well-received, understood, and remembered by the audience.

10.3.1 Significance of Physical Delivery and Nonverbal Communication

Understanding the significance of physical delivery and nonverbal communication is crucial for effective speech delivery. Here's a deeper look at these concepts:

Nonverbal Communication:

Body Language: Recognize that body language, including posture, gestures, and movements, can convey emotions, confidence, and engagement.

Facial Expressions: Understand that facial expressions convey a wide range of emotions and can reinforce or contradict spoken words.

Eye Contact: Learn the importance of maintaining appropriate eye contact to establish a connection with the audience and project confidence.

Proxemics: Comprehend how spatial distance between the speaker and the audience can influence perceptions of intimacy and authority.

Physical Delivery Enhancement:

Emotional Impact: Realize that nonverbal cues enhance the emotional impact of a speech, helping the audience connect on a deeper level.

Credibility: Understand that effective use of nonverbal communication can enhance the speaker's credibility and trustworthiness.

Attention and Engagement: Recognize that dynamic body language and varied gestures capture the audience's attention and maintain their engagement.

Reinforcement: Grasp that nonverbal cues can reinforce verbal messages, making them more memorable and convincing.

Potential Detractors:

Mismatched Nonverbal Cues: Understand that incongruence between verbal and nonverbal messages can create confusion and distrust.

Nervous Habits: Recognize that nervous gestures like fidgeting or pacing can distract from the message and diminish the speaker's credibility.

Monotony: Realize that a lack of variety in facial expressions and gestures can lead to a monotonous delivery, reducing audience engagement.

Learning Physical Delivery:

Practice: Learn that practicing and rehearsing nonverbal cues is as important as rehearsing spoken content.

Observation: Understand that observing skilled speakers can provide valuable insights into effective nonverbal communication.

Feedback: Grasp the significance of receiving feedback on physical delivery, helping to identify areas for improvement.

Cultural Considerations:

Cultural Variations: Realize that nonverbal cues can have different meanings across cultures. Be mindful of cultural norms and differences.

Respectful Gestures: Understand that certain gestures or behaviors might be perceived as disrespectful or offensive in some cultures.

By comprehending the pivotal role of nonverbal cues and the impact of physical delivery, speakers can enhance their ability to convey messages effectively, establish rapport with the audience, and leave a lasting impression.

10.3.2 Crafting an Authentic Speaking Style

Here's a deeper look at crafting an authentic speaking style:

Importance of Authenticity:

Genuine Connection: Recognize that authenticity establishes a sincere and relatable connection between the speaker and the audience.

Trust and Credibility: Understand that authenticity fosters trust, as audiences respond positively to speakers who are true to themselves.

Emotional Impact: Appreciate that authentic stories and emotions resonate with audiences, evoking empathy and engagement.

Developing an Authentic Style:

Self-Reflection: Begin by reflecting on your own communication preferences, strengths, and areas of improvement.

Identify Values: Understand your values and beliefs; these form the core of your authentic communication style.

Storytelling: Incorporate personal anecdotes and experiences that reflect your genuine self, making your speeches relatable.

Adapting Authenticity to Contexts:

Flexible Adaptation: Realize that while authenticity is essential, it can be adapted to different contexts without compromising its core.

Audience Analysis: Understand the audience's demographics, interests, and expectations to tailor your authentic style effectively.

Balancing Formality: Grasp the balance between maintaining authenticity and adapting to the formality required by the context.

Practical Strategies:

Practice Authenticity: Learn to express thoughts genuinely, without overly rehearsed or contrived language.

Openness: Be open about your perspectives, even if they involve personal challenges or vulnerabilities.

Feedback: Seek feedback from peers or mentors to ensure that your authenticity translates well to the audience.

Benefits of Authenticity:

Engagement: Recognize that an authentic style captures and maintains audience attention due to its relatability and sincerity.

Memorability: Understand that authentic stories and emotions are more likely to be remembered by the audience.

Positive Influence: Appreciate that authenticity can inspire others, encouraging them to be more open and authentic themselves.

Overcoming Challenges:

Self-Consciousness: Understand that initial discomfort may arise when sharing personal stories or being vulnerable. Embrace these challenges as part of growth.

Audience Response: Recognize that not all audiences may connect with your authentic style equally. Focus on resonating with those who do.

By appreciating the importance of authenticity, developing strategies to embrace your genuine self, and adapting your style to different contexts, you can create a speaking style that fosters a strong and lasting connection with your audience.

10.3.4 Overcoming Speech Anxiety and Nervousness

Here's an exploration of overcoming speech anxiety and nervousness:

Managing Nervousness:

Visualization: Practice mentally visualizing yourself delivering a successful speech. This technique can boost confidence and reduce anxiety.

Breathing Exercises: Learn deep-breathing techniques to calm nerves and regulate your heart rate before and during the speech.

Positive Self-Talk: Replace negative thoughts with positive affirmations that reinforce your abilities and calm your nerves.

Progressive Muscle Relaxation: Practice tensing and relaxing different muscle groups to alleviate physical tension associated with nervousness.

Rehearsal and Preparation:

Thorough Preparation: Prepare your speech thoroughly; knowing your content well can boost confidence.

Mock Practice: Rehearse in front of a mirror, record yourself, or deliver the speech to a small group of friends for constructive feedback.

Familiarize with Venue: If possible, visit the speaking venue beforehand to become comfortable with the setting.

Harnessing Controlled Nervousness:

Energy Boost: Recognize that a moderate level of nervousness can actually increase your energy and enthusiasm during the speech.

Engagement: Understand that controlled nervousness can heighten your alertness, leading to better audience interaction and engagement.

Preparation Ally: Appreciate that a certain level of nervousness indicates the importance you place on your speech, motivating thorough preparation.

Dealing with Excessive Anxiety:

Mindfulness Techniques: Learn mindfulness and meditation techniques to stay present and manage anxiety during the speech.

Professional Help: If anxiety severely impacts your ability to speak, consider seeking support from a therapist or counselor.

Coping with Unexpected Challenges:

Adaptability: Embrace the possibility of unexpected challenges, such as technical glitches or disruptions, and prepare strategies to handle them gracefully.

Audience Connection: Remember that the audience is generally supportive; focus on connecting with them rather than fixating on your nerves.

Experience and Improvement:

Desensitization: Understand that repeated exposure to public speaking can gradually reduce anxiety over time.

Learning from Mistakes: Embrace mistakes as opportunities for growth. Reflect on what went well and what you can improve for future speeches.

By exploring these techniques and understanding the balance between controlled nervousness and excessive anxiety, you can effectively manage and overcome speech anxiety. With practice and gradual exposure, you can build confidence and transform nervousness into a source of energy and engagement during your speeches.

10.4 KEY COMMUNICATION SKILLS ESSENTIAL FOR EFFECTIVE PUBLIC COMMUNICATION

Communication skills are essential for effective public communication. These skills include verbal communication (using words), nonverbal communication (body language, facial expressions), active listening, empathy, and adapting communication based on the situation and audience.

Verbal Communication (Using Words):

Clarity: The ability to convey messages clearly and concisely, avoiding ambiguity and confusion.

Vocabulary: Choosing words that accurately reflect your message and resonate with your audience's understanding.

Tone: Employing appropriate tone to match the message's context and intent, whether formal, informal, serious, or light-hearted.

Pacing and Fluency: Speaking at a comfortable pace and maintaining a smooth flow of words for easy understanding.

Nonverbal Communication (Body Language, Facial Expressions):

Body Language: Using gestures, posture, and movements to complement and reinforce verbal messages.

Facial Expressions: Conveying emotions and attitudes through facial cues that enhance the spoken content.

Eye Contact: Establishing and maintaining appropriate eye contact to create a connection with the audience.

Active Listening:

Engagement: Showing genuine interest in the speaker's message through attentive body language and gestures.

Asking Questions: Asking relevant questions to seek clarity, show interest, and encourage further dialogue.

Reflecting: Paraphrasing and summarizing what you've heard to demonstrate understanding and provide feedback.

Empathy:

Understanding Perspectives: Putting yourself in the shoes of the speaker or audience to grasp their emotions, needs, and viewpoints.

Showing Care: Displaying genuine concern and compassion, making the communication experience more meaningful.

Tailoring Responses: Adapting your responses based on the emotions and needs of the speaker or audience.

Adapting Communication:

Context Awareness: Recognizing the setting, culture, and situation in which communication is taking place.

Audience Adaptation: Tailoring your message to suit the audience's knowledge level, interests, and expectations.

Flexibility: Adjusting your communication style based on feedback, unexpected reactions, or changing circumstances.

Conflict Resolution:

Active Listening: Listening to conflicting perspectives to fully understand the issues and concerns.

Empathy: Showing understanding and respect for differing viewpoints to ease tensions.

Collaborative Problem-Solving: Seeking common ground and working together to find mutually acceptable solutions.

Feedback and Constructive Criticism:

Receptive Attitude: Being open to receiving feedback from peers, mentors, or the audience.

Learning from Feedback: Using feedback to improve communication skills, identify areas for growth, and refine future performances.

By honing these communication skills, individuals can become effective communicators who engage, connect, and convey messages in a manner that resonates with their audience and achieves the desired outcomes.

10.5 SUMMARY

Public Communication - Responsibility of a Public Speaker and Audience Relationship:

This chapter explores the principles and concepts of public communication.

It emphasizes the responsibility of public speakers in building a strong relationship with their audience.

Audience analysis, message adaptation, and ethical considerations are central to effective public communication.

Speech Delivery - Conversation versus Speech, Physical Delivery & Style:

This chapter delves into speech delivery dynamics.

It compares casual conversation to formal speech and highlights the role of physical delivery and speaking style.

Techniques like tone modulation, pacing, emphasis, and pauses are discussed for conveying meaning and maintaining engagement.

Communication Skills for Effective Public Communication:

Communication skills are crucial for successful public communication.

Verbal and nonverbal communication, active listening, empathy, and adapting to situations and audiences are essential skills.

These skills foster understanding, connection, and meaningful dialogue.

Overcoming Challenges:

Overcoming speech anxiety and nervousness is essential for effective communication.

Techniques like visualization, breathing exercises, and rehearsal help manage anxiety.

Controlled nervousness can enhance energy and engagement, but excessive anxiety can hinder effective communication.

Crafting Authentic Communication:

Authentic communication establishes a genuine connection with the audience.

Developing strategies to embrace authenticity and adapting it to different contexts is key.

Authenticity builds trust, emotional impact, and positive influence.

10.6 SELF ASSESMENT QUESTIONS (SAQs)

Q.1 Differentiate between public speaking and conversations?

Q.2 Define Public Communication?

Q.3 Similarities between public communication and conversation?

Q.4 Describe the types of public communication.

10.7 REFERENCES / SUGGESTED READING

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