

**B.A. MASS COMMUNICATION**

**BMC-101**

**HUMAN COMMUNICATION**



**Directorate of Distance Education  
Guru Jambheshwar University of  
Science & Technology  
HISAR-125001**

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**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: I)**

**Block: A      Unit: I      Lesson: 1**

## **INTRODUCTION TO COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall discuss about the various introductory aspects of communication. Specifically, we shall focus on the concept of communication. We shall also briefly discuss some definitions of communication. The lesson structure shall be as follows:

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Presentation of Content
  - 1.2.1 Communication - An Overview
  - 1.2.2 Concept of Communication
  - 1.2.3 Definitions of Communication
- 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:

- To Have an Overview of Communication
- To Know About the Concept of Communication
- To Know About Some Definitions of Communication

## **1.1 INTRODUCTION:**

Communication allows people to exchange thoughts through different methods. There are auditory means, such as speaking or singing; and nonverbal means, such as body language, sign language, paralanguage, touch or eye contact.

Communication is a process by which information is exchanged between or among individuals through a common system of symbols, signs, and behavior. As a process, communication is also known as:

*Expressing feelings,*

*Conversing,*

*Speaking,*

*Corresponding,*

*Writing,*

*Listening and*

*Exchanging, etc.*

People communicate to satisfy their needs. People want to be heard, to be appreciated and to be wanted. They also want to accomplish tasks and to achieve goals. Obviously, then, a major purpose of communication is to help people feel good about themselves and about their friends, groups, and organizations.

For true communication, there must be a transmission of thoughts, ideas and feelings from one mind to another. However, human language is very different from plant communication

In this lesson we shall discuss about the concept of communication, some introductory aspects and definitions of communication.

## **1.2 PRESENTATION OF CONTENT:**

The content of this lesson shall be presented as follows:

- *Communication - An Overview*
- *Concept of Communication*
- *Definitions of Communication*

### **1.2.1 COMMUNICATION – AN OVERVIEW:**

Communication is the ability to share information. We need communication. Communication keeps businesses and work running. It helps people in to contact each other. We contact police, fire departments, ambulances and doctors through communication. A lot of things would be useless, and almost nothing would work without communication. Transportation and food supplies would not meet the needs of the people. We would loose contact with our families and friends that live far away. There would be no newspapers, no radio or television stations to entertain us, or movies to see. Society would surely not be the same as it is now.

Now let us think a little about the future. Maybe some years from now, we will have telephones like wristwatches. There could be televisions with interactive 3D programming. May be we will have a mental connection with things so all we have to do is think, and things will be done. Most likely computers will be able to visually connect with anyone in the world.

Are all these things possible? Only the future will tell. After all, 100's of years ago no one would have dreamed of all the things we have today.

### **Categories of Communication**

- *Intrapersonal:*

This occurs within and with the self. It includes: Perception, Cognition (thought processes), Emotional Responses, Attitudes, Values and Beliefs, Subjectivity and Self-concept, Creation and Interpretation of Meaning

- *Interpersonal:*

This is often defined as what occurs when two people are engaged in a communicative exchange. In most cases the exchange may take place through more than one channel like verbal and non-verbal. The interpersonal sphere is often presented as the main way that we confirm or question our sense of self.

- *Group:*

This requires a collection of individuals who share some common attributes, goals or interests. The participants will display common values or norms of behaviour.

- *Mass Media:*

The media are usually defined as “formal bodies engaged in the industrial production and circulation of meaning”. In 1939 Herbert Blumer distinguished 4 categories of human collectivity: group, public, crowd, and mass.

Communication is the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior. It is the art and technique of using words and other symbols effectively to impart information or ideas.

Communication is the field of study concerned with the transmission of information by various means, such as print or broadcasting, etc. It includes any of various professions involved with the transmission of information, such as advertising, broadcasting, or journalism. Communications means communicating, especially with the help of a system, such as mail, telephone, or television, etc. for sending and receiving messages.

Communication, specifically, human communication is the field dedicated to understanding how people communicate:

With themselves: INTRAPERSONAL COMMUNICATION

Another person: INTERPERSONAL COMMUNICATION

Within groups: GROUP COMMUNICATION

Within organizations: ORGANIZATIONAL COMMUNICATION

With masses: MASS COMMUNICATION

Across cultures: CROSS-CULTURAL COMMUNICATION

### **1.2.2 CONCEPT OF COMMUNICATION:**

Now let us try to understand the concept of communication. In very simple terms we can describe communication as **S-R**. These two letters stand for stimulus and response. A stimulus is the message that is communicated and response is the reaction to the message that is received back.

This is also known as the *Sender-Receiver* model. This model is one of the earliest models of communication. Here we find only two elements in the process of communication. According to this model every communication has the potential to have an effect. This effect sometimes is simple and direct. It could be complex and delayed in other cases.

Another important aspect of communication, as can be understood from this model, is that all communication occurs at a personal level. That is

many people may receive the same message, but the individual receivers react and respond to this same message or stimuli in different ways.

Communication is often considered as an activity only. In reality, it is actually a process. The process of communication includes transmission of information, ideas, emotions, skills, and knowledge. This is done with the help of symbols, words, pictures, figures, graphs, drawings, and illustrations, etc.

Again, "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. Therefore, "communication" can be described as "the interchange of thoughts or ideas". This is also referred as ***sharing of meaning***.

Again, *communication is viewed as creation and transmission of information, consisting of distinctive stimuli, from a source to a recipient.* Speaking about the role of communication in everyday life, one can say that communication is a system through which the messages are sent, and feedback received. So it is not a one-way process. Rather it is a two-way process.

Communication is, therefore, the process of transferring a particular information or message from an information source to a desired, definite or a particular destination. This process also involves feedback from the receiver.

### **1.2.3 DEFINITIONS OF COMMUNICATION:**

Many scholars have defined communication in their own ways. Scholars from many different fields like sociology, psychology, anthropology, and the field of communication have given hundreds of definitions. But not all scholars agree upon any single definition of communication. One of the reasons of this

difficulty of having a single, all-inclusive and comprehensive definition of the term communication is the diversity and complexity of the concept.

Communication means '**exchange**' to some. It means '**interchange**' to others. To still others it means '**sharing**'. We all understand what communication is. Most of us take part in the process of communication all the time. We participate as senders of messages and also as receivers of messages. We also use many media of communication. Then we use communication for achieving success in a variety of objectives. Because of the above reasons, we can describe communication. We also discuss communication. But we find defining communication a difficult task.

Now let us see how some experts have defined communication.

***Larry L. Barker & Deborah A. Barker:***

**Communication is a process in which two or more elements of a system interact in order to achieve a desired outcome or goal. (Barker & Barker consider communication as a dynamic, ever-changing, and un-ending process)**

***J. P. Legan:***

**It is a process by which two or more people exchange ideas, facts, feelings, or impressions, in a way that each gain understanding of the message.**

***Brooker (1949):***

**Communication is any thing that conveys meanings, that carries a message from one person to another.**

***Weaver (1966):***

**Communication is the process by which our mind can affect others.**

***Thayer (1968):***

**Communication is the interchange of thoughts or information to bring about mutual understanding and confidence or good human relations.**

***L. Brown:***

**Communication is the transmission and interchange of ideas, feelings, or courses of action.**

***Charles E. Redfield:***

**Communication is the broad field of human interchange of facts and opinions... and not the technology of telephony, telegraphy, and the like.**

***Wilbur Schramm:***

**Communication is the transmission of stimuli.**

***John Harris:***

**Communication is the establishment of commonness.**

***Dennis Mcquail:***

**Communication is a process that increases commonality.... But it requires commonality for it to occur at all.**

Communication is something people do. It has to do with relationships between people. It can be very simple or very complex. How we communicate depends on the nature of the message and the sender and the receiver.

Here are few more definitions of communication:

- ***Communication is the process by which individuals share meaning.***
- ***Communication is the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behaviour of other individuals (receivers of communication).***

- ***Communication is not simply the verbal, explicit, and intentional transmission of messages; it includes all the processes by which people influence one another.***
- ***Communication occurs when person 'A' conveys or transmits message 'B' through channel 'C' to person 'D' with effect 'E'.***

### **1.3 SUMMARY:**

- Communication is a process by which information is exchanged between or among individuals through a common system of symbols, signs, and behavior. As a process, communication is also known as: *Expressing feelings, Conversing, Speaking, Corresponding, Writing, Listening and Exchanging, etc.*
- Intrapersonal communication occurs within and with the self. It includes: Perception, Cognition (thought processes), Emotional Responses, Attitudes, Values and Beliefs, Subjectivity and Self-concept, Creation and Interpretation of Meaning.
- Interpersonal communication is often defined as what occurs when two people are engaged in a communicative exchange. In most cases the exchange may take place through more than one channel like verbal and non-verbal. The interpersonal sphere is often presented as the main way that we confirm or question our sense of self.
- Group is a collection of individuals who share some common attributes, goals or interests. The participants will display common values or norms of behaviour.
- Human communication is the field dedicated to understanding how people communicate: With themselves: INTRAPERSONAL COMMUNICATION; Another person: INTERPERSONAL COMMUNICATION;

Within groups: GROUP COMMUNICATION; Within organizations: ORGANIZATIONAL COMMUNICATION; With masses: MASS COMMUNICATION; Across cultures: CROSS-CULTURAL 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. Therefore, "communication" can be described as "the interchange of thoughts or ideas". This is also referred as *sharing of meaning*.
- Communication means '**exchange**' to some. It means '**interchange**' to others. To still others it means '**sharing**'. We all understand what communication is. Most of us take part in the process of communication all the time. We participate as senders of messages and also as receivers of messages.
- Dennis Mcquail defined communication as a process that increases commonality.... But it requires commonality for it to occur at all.
- Communication is not simply the verbal, explicit, and intentional transmission of messages; it includes all the processes by which people influence one another.
- Communication is the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behaviour of other individuals (receivers of communication).

#### **1.4 KEY WORDS:**

**Communication:** Communication is a process by which information is exchanged between or among individuals through a common system of

symbols, signs, and behavior. As a process, communication is also known as: *Expressing feelings, Conversing, Speaking, Corresponding, Writing, Listening and Exchanging, etc.*

*Intrapersonal:*

This occurs within and with the self. It includes: Perception, Cognition (thought processes), Emotional Responses, Attitudes, Values and Beliefs, Subjectivity and Self-concept, Creation and Interpretation of Meaning

**Interpersonal Communication:** This is often defined as what occurs when two people are engaged in a communicative exchange. In most cases the exchange may take place though more than one channel like verbal and non-verbal. The interpersonal sphere is often presented as the main way that we confirm or question our sense of self.

**Group Communication:** This requires a collection of individuals who share some common attributes, goals or interests. The participants will display common values or norms of behaviour.

**Communication as a Process:** Communication is often considered as an activity only. In reality, it is actually a process. The process of communication includes transmission of information, ideas, emotions, skills, and knowledge. This is done with the help of symbols, words, pictures, figures, graphs, drawings, and illustrations, etc.

**Human Communication:** Human communication is the field dedicated to understanding how people communicate: With themselves: intrapersonal communication; With another person: interpersonal communication; Within groups: group communication; Within organizations: organizational communication; With masses: mass communication; Across cultures: cross-cultural communication

**Communication and Commonality:** Dennis Mcquail defined communication as a process that increases commonality. But it requires commonality for it to occur at all.

**Communication and Influence:** Communication is not simply the verbal, explicit, and intentional transmission of messages; it includes all the processes by which people influence one another.

**Communication and Behaviour:** Communication is the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behaviour of other individuals (receivers of communication).

### **1.5 SELF-ASSESSMENT QUESTIONS (SAQs):**

1. Discuss the concept of communication in detail. Give at least two definitions of communication.
2. Write a detailed note on the concept of communication citing some major definitions of communication.
3. Discuss some major definitions of communication.

### **1.6 REFERENCES / SUGGESTED READING:**

- 2 **Fundamentals of Human Communication;** By. *Melvin L. Defleur, Patricia Kearney and Tomothy G. Mayfield*, 1997
- 3 **Theories of Mass Communication;** By. *Melvin L. Defleur and Sandra J. Ball-Rokeach*. Longman, 1997
- 4 **Communication: An Introduction;** by *Karl Erik Rosengren*. Sage, 1997
- 5 **Communication Theories and Practices;** by *Sunil K. Sengupta*. Shibamaya Prakashani, 1997

## **ANNEXURE 1      THE HISTORY OF COMMUNICATION**

3500 BC to 2900 BC: The Phoenicians develop an alphabet. The Sumerians develop cuneiform writing or pictographs on clay tablets. The Egyptians develop hieroglyphic writing.

1775 BC: Greeks use a phonetic alphabet written from left to right.

1400 BC: Oldest record of writing in China on bones.

1270 BC: The first encyclopedia is written in Syria.

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

776 BC: First recorded use of homing pigeons used to send message - the winner of the Olympic Games to the Athenians.

530 BC: The Greeks start the very first library.

500 BC to 170 BC: Papyrus rolls and early parchments made of dried reeds - first portable and light writing surfaces.

200 BC to 100 BC: Romans establish postal services. Heliographs - first recorded use of mirrors to send messages by Roman Emperor Tiberius. First bound books

105 BC: Tsai Lun of China invents paper as we know it. First wooden printing presses invented in China - symbols carved on a wooden block.

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

1450 AD: Newspapers appear in Europe.

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

1560 AD: Camera Obscura invented - primitive image making.

1650 AD: First daily newspaper - Leipzig.

1714 AD: Englishmen, Henry Mill receives the first patent for a typewriter.

1793 AD: Claude Chappe invents the first long-distance semaphore (visual or optical) telegraph line.

1814 AD: Joseph Nicéphore Niépce achieves the first photographic image.

1821 AD: Charles Wheatstone reproduces sound in a primitive sound box - the first microphone.

1831 AD: Joseph Henry invents the first electric telegraph.

1835 AD: Samuel Morse invents Morse code.

1843 AD: Samuel Morse invents the first long distance electric telegraph line. Alexander Bain patents the first fax machine.

1861 AD: United States starts the Pony Express for mail delivery. Coleman Sellers invents the Kinematoscope - a machine that flashed a series of still photographs onto a screen.

1867 AD: American, Sholes the first successful and modern typewriter.

1876 AD: Thomas Edison patents the mimeograph - an office copying machine. Alexander Graham Bell patents the electric telephone. Melvyl Dewey writes the Dewey Decimal System for ordering library books.

1877 AD: Thomas Edison patents the phonograph - with a wax cylinder as recording medium. Eadweard Muybridge invents high speed photography - creating first moving pictures that captured motion.

1887 AD: Emile Berliner invents the gramophone - a system of recording which could be used over and over again.

1888 AD: George Eastman patents Kodak roll film camera.

1889 AD: Almon Strowger patents the direct dial telephone or automatic telephone exchange.

1894 AD: Guglielmo Marconi improves wireless telegraphy.

1898 AD: First telephone answering machines.

1899 AD: Valdemar Poulsen invents the first magnetic recordings - using magnetized steel tape as recording medium - the foundation for both mass data storage on disk and tape and the music recording industry. Loudspeakers invented.

1902 AD: Guglielmo Marconi transmits radio signals from Cornwall to Newfoundland - the first radio signal across the Atlantic Ocean.

1904 AD: First regular comic books.

1906 AD: Lee DeForest invents the electronic amplifying tube or triode - this allowed all electronic signals to be amplified improving all electronic communications i.e. telephones and radios.

1910 AD: Thomas Edison demonstrated the first talking motion picture.

1914 AD: First cross continental telephone call made.

1916 AD: First radios with tuners - different stations.

1923 AD: The television or iconoscope (cathode-ray tube) invented by Vladimir Kosma Zworykin - first television camera.

1925 AD: John Logie Baird transmits the first experimental television signal.

1926 AD: Warner Brothers Studios invented a way to record sound separately from the film on large disks and synchronized the sound and motion picture tracks upon playback - an improvement on Thomas Edison's work.

1927 AD: NBC starts two radio networks. CBS founded. First television broadcasts in England. Warner Brothers releases "The Jazz Singer" the first successful talking motion picture.

1930 AD: Radio popularity spreads with the "Golden Age" of radio. First television broadcasts in the United States. Movietone system of recording film sound on an audio track right on the film invented.

1934 AD: Joseph Begun invents the first tape recorder for broadcasting - first magnetic recording.

1938 AD: Television broadcasts able to be taped and edited - rather than only live.

1939 AD: Scheduled television broadcasts begin.

1944 AD: Computers like Harvard's Mark I put into public service - government owned - the age of Information Science begins.

1948 AD: Long playing record invented - vinyl and played at 33 rpm. Transistor invented - enabling the miniaturization of electronic devices.

1949 AD: Network television starts in U.S. 45 rpm record invented.

1951 AD: Computers are first sold commercially.

1958 AD: Chester Carlson invents the photocopier or Xerox machine. Integrated Circuit invented - enabling the further miniaturization of electronic devices and computers.

1963 AD: Zip codes invented in the United States.

1966 AD: Xerox invents the Telecopier - the first successful fax machine.

1969 AD: ARPANET - the first Internet started.

1971 AD: The computer floppy disc invented. The microprocessor invented - considered a computer on a chip.

1972 AD: HBO invents pay-TV service for cable.

1976 AD: Apple I home computer invented. First nationwide programming - via satellite and implemented by Ted Turner.

1979 AD: First cellular phone communication network started in Japan.

1980 AD: Sony Walkman invented.

1981 AD: IBM PC first sold. First laptop computers sold to public. Computer mouse becomes regular part of computer.

1983 AD: Time magazines names the computer as "Man of the Year." First cellular phone network started in the United States.

1984 AD: Apple Macintosh released. IBM PC AT released.

1985 AD: Cellular telephones in cars become wide-spread. CD-ROMs in computers.

1994 AD: American government releases control of internet and WWW is born - making communication at light speed.

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II)**

**Block: A      Unit: I      Lesson: 2**

## **PROCESS OF COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall first discuss about the process of communication. First, we shall focus on the elements of communication. We shall also discuss the functions of communication. The lesson structure shall be as follows:

- 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:

- To Learn About the Elements of Communication
- To Know About the Process of Communication
- 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 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 of 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 anytime.

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:

- *Elements of Communication*
- *Process of Communication*
- *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 important 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:

- *Intrapersonal Communication,*
- *Interpersonal Communication,*
- *Group Communication, and*
- *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.

<u>Forms of Communication</u>	<u>No. of Communicators</u>	<u>No. of Participants</u> <u>Closeness</u>	<u>Degree of Physical Closeness</u>	<u>Degree of Emotional</u>	<u>Nature of Feedback</u>
Mass commn.	Many	Many	Low	Low	Delayed
Group commn.	One	Many	Medium	Medium	Immediate
Interpersonal	One	Two	High	High	Immediate
Intra Personal	One	One	High	High	Instantaneous

*Distinguishing characteristics of the forms (levels) of communication*

### **2.2.2 PROCESS OF COMMUNICATION:**

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

- A communication source or sender,
- A message,
- A channel,

- A communication receiver
- Feedback
- Noise

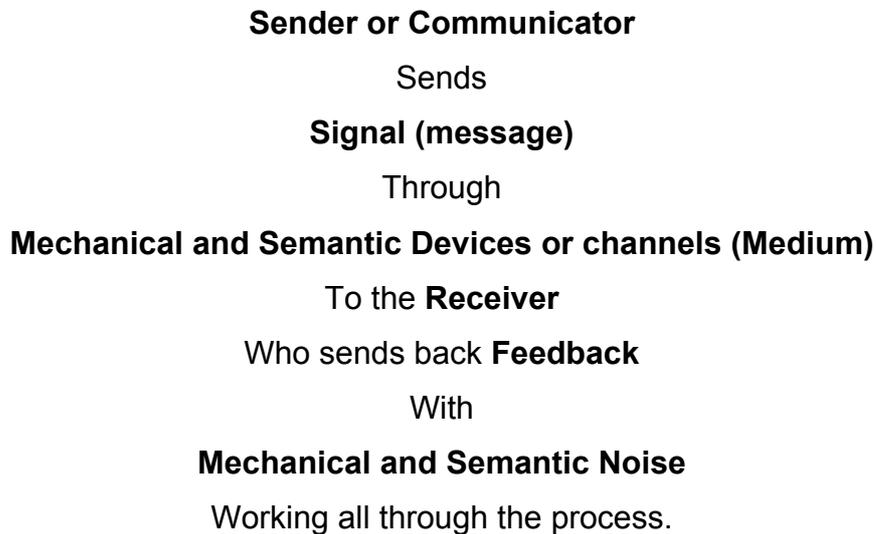
Now let us see how communication takes place. This is illustrated as under:

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:



*(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, textual, 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:

- Sound waves: direct verbal
- Electronic: telephone, Email, Internet,
- 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:

- *Information,*
- *Education,*
- *Entertainment,* and
- *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:

- *Evaluation,*
- *Direction,*
- *Influencing, and*
- *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:

- *Communication is the activity of sharing, giving, imparting, and 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.*

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:**

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

## **2.6 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

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II)    Block: B    Unit: II**

**Lesson: 3**

## **HUMAN COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall first discuss about human communication. Specifically, we shall focus on the role of communication in the socialization process. We shall also discuss the link between communication and culture. The lesson structure shall be as follows:

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Presentation of Content
  - 3.2.1 Human Communication- An Introduction
  - 3.2.2 Communication & Socialization
  - 3.2.3 Communication & Culture
- 3.3 Summary
- 3.4 Key Words
- 3.5 Self-Assessment Questions (SAQs)
- 3.6 References/Suggested Reading

### **3.0 OBJECTIVES:**

The objectives of this lesson are:

- To get an Introduction to Human Communication
- To Learn About the Role of Communication in Socialization
- To Learn About the Link Between Communication and Culture

### **3.1 INTRODUCTION:**

We have already discussed that communication is a process by which information is exchanged between or among individuals through a common system of symbols, signs, and behavior. 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.

### **3.2 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:

- *Human Communication- An Introduction*
- *Communication & Socialization*
- *Communication & Culture*

#### **3.2.1 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 languages, and these seem to share certain properties, even though many shared properties have exceptions.

So how languages are used for communication? A particular 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:

- *Nonverbal communication,*
- *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 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.

### **3.2.2 COMMUNICATION & SOCIALIZATION:**

Human children are born without any skills. We learn basic skills slowly through the process of socialization. In the beginning newborn 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 also the roles of the all those around.

Then the process of learning of certain behaviors and roles begin. The child learns what to expect from others in the form of reciprocal behavior. Next the child learns its role and status with in 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 behavior of its members. The animal-like self-centered behavior is converted into a social behavior. 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 behavior. 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 each and every individual of the society. Each member of the society gets recognition in terms of gender, kinship relationships, caste, class, religion, age, etc. The process of providing identities is 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 life long process. It begins at birth and initial socialization takes 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*

### **3.2.3 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 are 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 our individual identities. This cultural identity is 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 one - 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'.

### **3.3 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 are complimentary to each other.

### **3.4 KEY WORDS:**

**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 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.

**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.

### **3.5 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.

### **3.6 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
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- **Communication: An Introduction;** by *Karl Erik Rosengren*. Sage, 1997

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II) Block: B Unit: II Lesson: 4**

**VERBAL & NON-VERBAL COMMUNICATION**

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**LESSON STRUCTURE**

In this lesson we shall discuss about verbal and non-verbal communication. Specifically, we shall focus on the types of verbal and non-verbal communication. We shall also discuss the various practices related to verbal and non-verbal communication. The lesson structure shall be as follows:

- 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:

- *To Get An Introduction to Verbal Communication*
- *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 is 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:

- *Verbal Communication- An Introduction*
- *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 a number of 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 at a later date.

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 lightening 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 fueling 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 pull* (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 side ways 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 outcomes. 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 development 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 form 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 quite and thin voice to loud, booming voice. People with quite voices tend to be shy while 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

sprays, *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 Birdwhistell, 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 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, 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

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II)**

**Block: C      Unit: I      Lesson: 5**

## **INTRAPERSONAL COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall discuss about intrapersonal communication. Specifically, we shall focus on the concept of self. We shall also discuss the process of intrapersonal communication. The lesson structure shall be as follows:

*5.0 Objectives*

*5.1 Introduction*

*5.2 Presentation of Content*

*5.2.1 Intrapersonal Communication- An Introduction*

*5.2.2 Concept of Self*

*5.2.3 Process of Intrapersonal Communication*

*5.3 Summary*

*5.4 Key Words*

*5.5 Self-Assessment Questions (SAQs)*

*5.6 References/Suggested Reading*

## **5.0 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*

## **5.1 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.

## **5.2 PRESENTATION OF CONTENT:**

The content of this lesson shall be presented as follows:

- *Intrapersonal Communication- An Introduction*
- *Concept of Self*
- *Process of Intrapersonal Communication*

### **5.2.1 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 chord. 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	<b>Open</b>	<b>Blind</b>
NOT KNOWN TO OTHERS	<b>Hidden</b>	<b>Unknown</b>

(THE JOHARI WINDOW)

*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 these sections vary from relationship to relationship. In very close and intimate relationships, the 'open' part will be the largest while in a casual relationship it will be the smallest.

The concept of the Johari 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 in turn helps in improving his or her communication with others.

### **5.2.3 INTRAPERSONAL COMMUNICATION PROCESS:**

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

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 receptors or nerves 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 attention to screen out the large number of unnecessary 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 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 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 feed back from within his or her self. 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 intra personal 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 is 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 feed back. And there are noises or interferences too.

### 5.3 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 her self.
- 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.
- 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 of receptors for such stimuli. The internal receptor or nerve receives 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 of 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 her self. 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.).

#### **5.4 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 chord. 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 projects 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 of 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, opinions, prejudices, etc.) and Personality characteristics (self esteem, maturity, etc.).

### **5.5 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.

### **5.6 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

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II)**

**Block: C      Unit: II      Lesson: 6**

## **INTERPERSONAL COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall discuss about interpersonal communication. Specifically, we shall focus on the functions of interpersonal communication. We shall also discuss interpersonal relationships and the levels of interpersonal communication. The lesson structure shall be as follows:

- 6.0 *Objectives*
- 6.1 *Introduction*
- 6.2 *Presentation of Content*
  - 6.2.1 *Interpersonal Communication- An Introduction*
  - 6.2.2 *Functions of Interpersonal Communication*
  - 6.2.3 *Interpersonal Relationships*
  - 6.2.4 *Levels of Interpersonal 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 Interpersonal Communication*
- *To understand the Functions of Interpersonal Communication*
- *To know about Interpersonal Relationships*
- *To know about the Levels of Interpersonal Communication*

## **6.1 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.

## **6.2 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*

### **6.2.1 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, counseling, passing instructions or orders, problem solving, decision making, etc.

### **6.2.2 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.

### **6.2.3 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, feed back, non verbal behaviour, interpersonal attraction*.

Self disclosure helps reduce anxiety; increase comfort levels; and intensifies interpersonal attractions. Feed back in interpersonal relationships involves agreeing, asking questions, responding, etc.

Non verbal 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.

#### **6.2.4 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 non verbal 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.

### **6.3 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, counseling, 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.*

#### **6.4 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 feed back:** 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.

## **6.5 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.

## **6.6 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

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II)**

**Block: D**

**Unit: I**

**Lesson: 7**

## **GROUP COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall discuss about group communication. Specifically, we shall focus on the types of groups. We shall also discuss about participating in groups. The lesson structure shall be as follows:

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Presentation of Content
  - 7.2.1 Group Communication- An Introduction
  - 7.2.2 Types of Groups
  - 7.2.3 Participating in Groups
- 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 Group Communication*
- *To know about the Types of Groups*
- *To learn about Participating in Groups*

## **7.1 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. .

## **7.2 PRESENTATION OF CONTENT:**

The content of this lesson shall be presented as follows:

- *Group Communication- An Introduction*
- *Types of Groups*
- *Participating in Groups*

### **7.2.1 GROUP COMMUNICATION- AN INTRODUCTION:**

Man is a social animal. Human beings can not 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 some one 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 a collected front to oppose the intruder.

### **7.2.2 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 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.

Discussion groups usually share some common characteristics like:

- Same geographic location,
- Similar social class,
- Similar economic level,
- Similar life style,
- 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.

One example of a discussion group is problem-solving group. Such group is divided 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 are allowed to take part in the discussion it is called a forum.

### **7.2.3 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 divided 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 others;*

*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.

### 7.3 SUMMARY:

- 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.
- 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.
- 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.
- 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 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.
- 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 divided into two parts; *communicating, and listening and feedback.*

- *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.

#### **7.4 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.

#### **7.5 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

## 7.6 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

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II) Block: D Unit: II Lesson: 8**

## **MASS COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall discuss about mass communication. Specifically, we shall focus on the definitions of mass communication. We shall also discuss the elements of mass communication and functions of mass communication. The lesson structure shall be as follows:

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Presentation of Content
  - 8.2.1 Mass Communication- An Introduction
  - 8.2.2 Definitions of Mass Communication
  - 8.2.3 Functions of Mass Communication
- 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 Mass Communication
- To Know about some Definitions of Mass Communication
- To Understand the Functions of Mass Communication

## **8.1 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."

## **8.2 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*

### **8.2.1 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.

### **8.2.2 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.

### **8.2.3 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" any more. 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 analyze these features and depending upon the nature of the message and the target audience choose where (in which media) and how (with what frequency, etc.) the message should be placed.

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:

- Agenda-Setting theory
- Cultivation theory
- Cultural Imperialism theory
- Diffusion theory
- Functional Approach theory of Mass Communication
- Human Action Approach theory
- Media Dependency theory
- Media Equation theory
- Rules-Based theory
- Spiral of Silence theory
- Technological Determinism theory
- Uses and Gratifications theory

### 8.3 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" any more. From mere describing the events, news media have come to include human interest, analysis, and featurised 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.

#### **8.4 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" any more. 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.).

#### **8.5 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.

#### **8.6 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

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II)**

**Block: E      Unit: I      Lesson: 9**

## **THEORIES OF COMMUNICATION**

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### **LESSON STRUCTURE**

In this lesson we shall broadly discuss about theories of communication. We shall focus on some major theories of communication. We shall then discuss the Functional Theory and the Relational Theory of communication. The lesson structure shall be as follows:

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Presentation of Content
  - 9.2.1 Theories of Communication- An Introduction
  - 9.2.2 Functional Theory of Communication
  - 9.2.3 Relational Theory of 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:

- *To Get An Introduction to Theories of Communication*
- *To Understand the Functional Theory of Communication*
- *To Understand the Relational Theory of Communication*

## **9.1 INTRODUCTION:**

There is much discussion in the academic world of communication as to what actually constitutes communication. Currently, many definitions of communication are used in order to conceptualize the processes by which people navigate and assign meaning.

It is said that communication consists of transmitting information from one person to another. In fact, many scholars of communication take this as a working definition, and use Lasswell's maxim, "who says what to whom in what channel with what effect," as a means of circumscribing the field of communication theory. One of the simplest communication models has a *sender transferring a message containing information to a receiver.*

Communication theory is a relatively young field of inquiry. It draws heavily from other disciplines such as philosophy, psychology, and sociology.

In this lesson, we shall discuss about the Functional Theory and the Relational Theory of communication.

## **9.2 PRESENTATION OF CONTENT:**

The content of this lesson shall be presented as follows:

- *Theories of Communication- An Introduction*
- *Functional Theory of Communication*
- *Relational Theory of Communication*

### **9.2.1 THEORIES OF COMMUNICATION- AN INTRODUCTION:**

*Aristotle* was the first person who addressed the problem of communication and attempted to work out a theory of it in book - *The Rhetoric*. He was primarily focused on the art of persuasion.

Communication theories are attempts to fully understand and codify the implications of various important aspects of communication. Humanistic and rhetorical viewpoints and theories dominated the discipline prior to the twentieth century. In the last almost 100 years, more scientific methodologies and insights from psychology, sociology, linguistics and advertising began to influence communication thought and practice.

A discipline gets defined in large part by its theoretical structure. Communication studies often borrow theories from other social sciences. This theoretical variation makes it difficult to come to terms with the field as a whole.

#### **SOME ASPECTS OF COMMUNICATION AND THEIR THEORIES:**

*Message production: Constructivist Theory, Action Assembly Theory*

*Message processing: Elaboration Likelihood Theory, Inoculation Theory*

*Discourse and interaction: Speech Acts Theory, Coordinated Management of Meaning*

*Developing relationships: Uncertainty Reduction Theory, Social Penetration Theory*

*Ongoing relationships: Relational Systems Theory, Relational Dialectics*

*Organizational: Structuration Theory, Unobtrusive and Concertive Control Theory*

*Small group: Functional Theory, Symbolic Convergence Theory*

*Media processing and effects: Social Cognitive Theory, Uses and Gratifications Theory*

*Media and society: agenda setting, spiral of silence*

*Culture: Speech Codes Theory, Face-saving Theory*

*Symbolic Convergence Theory*

**SOME COMMUNICATION THEORISTS:**

A list of people who have contributed to communication theory in a major way includes:

*Aristotle (384 - 322 BCE)*

*Leslie Baxter*

*Kenneth Burke (1897 - 1993)*

*Jesse Delia*

*George Gerbner (1919 - 2005)*

*Stuart Hall (1932 - )*

*Edmund Husserl (1859-1938)*

*Marshall McLuhan (1911 - 1980)*

*Denis McQuail*

*George Herbert Mead (1863 - 1931)*

*Elisabeth Noelle-Neumann*

*Claude Shannon (1916 - 2001)*

*Paul Watzlawick (1921 - 2007)*

*Warren Weaver (1894 - 1978)*

*Charles Arthur Willard*

### 9.2.2 FUNCTIONAL THEORY OF MASS COMMUNICATION:

There are five functional approaches the media serves users: surveillance, correlation, transmission, entertainment, and mobilization. The major theorists are Harold Laswell and Charles Wright.

Harold Laswell(1948) first discussed about this theory in his article- "*The structure and function of communication and society: The communication of ideas*". This was published in the Journal of the Institute for Religious and Social Studies, USA.

Charles Wright (1960) further developed this theory in his article- "Functional analysis and mass communication" published in the Public Opinion Quarterly.

#### INTERPRETATION OF THE THEORY:

The mass media serves many functions for our society. The five elements the theorists put together - *surveillance*, *correlation*, *transmission*, *entertainment*, and *mobilization* - describe how the audience's use the mass media. *Surveillance* means that the media provides news and information. *Correlation* means that the media presents the information to us after they select, interpret, and criticize it. The *cultural transmission* function means that the media reflects our own beliefs, values, and norms. Media also *entertains* us in our free time and provides an escape from everyday life. *Mobilization* refers to the media function of promoting society's interest especially in times of crisis.

This theory assumes that humans have a certain amount of free will. They can use mass communication for any variety of functions but they have to use it for something. Humans can make a choice in what to watch for any variety of reasons even if it is just for noise.

It is true that mass communication functions as a part of our society. It is a main source of surveillance, entertainment, correlation, transmission, and mobilization. This theory is objective and neutral.

This theory explains our society's use for media and mass communication. It predicts that people will use the media for specific functions. It is simple because the audience has a need and the media fulfills that need. The theory makes sense in that there are several functions of the media and they are not in conflict with one another. Some people can use the media for more than one function at different times.

Some communication scholars see the Functional Theory as a component of the Hypodermic Needle Theory of communication, in which "the mass media have a direct, immediate and influential effect upon audiences by 'injecting' information into the consciousness of the masses".

Functional theory is rooted in sociology. This theory concludes that the mass media has 'strong effects' on its audience, and the mass media compel individuals to act in a specific way in response to a given message. According to this theory, the mass media is a massive force and the audience members are a cluster of helpless puppets waiting for the media to manipulate them.

Some other communication scholars, while interpreting the Functional Theory, say that the audience is not influenced simply by the 'strong effects' of the media, but rather by opinion leaders in different segments of society that serve as information filters and culture brokers to specific populations in a given society.

Paul Lazarsfeld and Elihu Katz also worked on the functional theory. Working on the role of opinion leaders in communication, they developed the Two - Step Flow Theory of Communication.

Lazarsfeld and Katz concluded that, family members and close personal friends, and not the mass media, act as major influences in the

decision making process. These people of influence receive information from the media and pass on information to other people in society. They are called *opinion leaders*.

A visual model of the Functional Theory of communication has been developed.

**SOURCE > MESSAGE > MASS MEDIA > OPINION LEADERS > GENERAL PUBLIC**

(Visual Model of Functional Theory)

#### **MODERN DAY APPLICATIONS OF THE FUNCTIONAL THEORY:**

Even though functional theory debuted some fifty years ago, it is still relevant. It is applied in the fields of marketing, niche marketing, advertising and public relations. Communicators from different fields have realized that broadcasting or sending a message to everyone, everywhere will probably not elicit the expected response that communicators are hoping for.

There are numerous examples of how functional theory could be applied to modern society and modern forms of communication.

#### **9.2.3 RELATIONAL THEORY OF COMMUNICATION:**

Communication, as we have discussed earlier, plays an important role in relationships. Communication helps establish relationships. It helps us continue relationships. Finally, communication also could lead to disintegration of relationships. Many theories on the interrelations between communication and relationships have been propounded. Some of these are in the sphere of Relationship Development and Relationship Maintenance. The communication theories in the field of Relationship Development are:

**Social Penetration Theory** (Altman & Taylor) and **Uncertainty Reduction**

**Theory** (Berger). The communication theories in the field of Relationship Maintenance are: **Relational Dialectics Theory**. (Baxter, Montgomery) and **Interactional View Theory**(Watzlawick/Palo Alto).

In this lesson, we shall focus on the Relational Dialectics Theory by Baxter and Montgomery.

The Theory of Relational Dialectics is about the intimate communication that takes place in close relationships. It was developed in the late 1980's by *Lesli Baxter and Barbara Montgomery*. There are many aspects of this theory such as the "push-me-pull-you" dialectics of close relationships. This is basically the idea that the closer you become with someone the more problems or conflicts you will have with that person. Baxter and Montgomery say, "Contradiction is the central concept of relational dialectics."

#### **ASPECTS OF RELATIONAL DIALECTICS:**

The major aspects of Relational Dialectics are:

**Connectedness and Separateness (Autonomy and Connection):** The basic premise of this is that in any relationship, there needs to be balance between connectedness and separateness. People need their personal space but at the same time, have the urge to spend time together. If there is an imbalance in the relationship between the two, the relationship will suffer. We have simultaneous desires to maintain our independence and to fulfill our need for affiliation and inclusion.

**Certainty and Uncertainty:** There is a need for spontaneity in all relationships. If every thing is too certain and there is no change, the partners will lose interest in each other. So there should be some pleasant changes and surprises in every relationship. At the same time though there must be

predictability. Otherwise, the amount of uncertainty can rise to a dangerous level.

**Openness and Closeness (Openness and Protection):** Self-disclosure and privacy operate in a cyclical manner throughout all relationships. Disclosure is necessary in relationships so that the other party feels like they are involved and that there is as little uncertainty as possible. On the other hand, if there is too much self-disclosure you run the risk of scaring the other person or smothering them. Once again, there needs to be a balance.

**Autonomy and Connection (Novelty and Predictability):** Dialectical thinking focuses on the dynamic interplay between the above mentioned contradictions. Partners move between these two contradictions throughout the relationship.

Leslie Baxter and Barbara Montgomery's theory of relational dialectics, tries to explain the opposing forces working in any close relationship. Relational dialectics theory creates a new understanding of people by giving insight into the forces at work behind close interpersonal communication. It does not attempt to simplify these forces into a single direction, such as the desire to reduce uncertainty. By recognizing the opposite desire for mystery and spontaneity we are provided with a more complete picture of relationships.

An understanding of this theory can help people learn how to get along more smoothly in a relationship because most actions can be explained by a pull towards one side of the dichotomy or the other. Instead of attempting to make communication unilateral in its goal, understanding is created through recognition of contradictions.

The relational dialectics theory provides the means for establishing efficient and rewarding conversation. It fully reveals the intricacies of dyadic (interpersonal) communication.

### 9.3 SUMMARY:

- Communication theories are attempts to fully understand and codify the implications of various important aspects of communication. Humanistic and rhetorical viewpoints and theories dominated the discipline prior to the twentieth century. In the last almost 100 years, more scientific methodologies and insights from psychology, sociology, linguistics and advertising began to influence communication thought and practice.
- There are five functional approaches the media serves users: surveillance, correlation, transmission, entertainment, and mobilization. The major theorists in this field are Harold Laswell and Charles Wright. Harold Laswell(1948) first discussed about this theory in his article- "*The structure and function of communication and society: The communication of ideas*". This was published in the Journal of the Institute for Religious and Social Studies, USA. Charles Wright (1960) further developed this theory in his article- "Functional analysis and mass communication" published in the Public Opinion Quarterly.
- The mass media serves many functions for our society. The five elements the theorists put together - *surveillance, correlation, transmission, entertainment, and mobilization* - describe how the audience's use the mass media.
- *Surveillance* means that the media provides news and information.
- *Correlation* means that the media presents the information to us after they select, interpret, and criticize it.

- The *cultural transmission* function means that the media reflects our own beliefs, values, and norms.
- Media also *entertains* us in our free time and provides an escape from everyday life.
- *Mobilization* refers to the media function of promoting society's interest especially in times of crisis.
- This theory explains our society's use for media and mass communication. It predicts that people will use the media for specific functions. It is simple because the audience has a need and the media fulfills that need. The theory makes sense in that there are several functions of the media and they are not in conflict with one another. Some people can use the media for more than one function at different times.
- Major theories are in the sphere of Relationship Development and Relationship Maintenance. The communication theories in the field of Relationship Development are: Social Penetration Theory (Altman & Taylor) and Uncertainty Reduction Theory (Berger). The communication theories in the field of Relationship Maintenance are: Relational Dialectics Theory. (Baxter, Montgomery) and Interactional View Theory(Watzlawick/Palo Alto).
- The major aspects of Relational Dialectics are: Connectedness and Separateness (Autonomy and Connection); Certainty and Uncertainty); Openness and Closeness (Openness and Protection); Autonomy and Connection (Novelty and Predictability):

#### **9.4 KEY WORDS:**

**Communication Theory:** Communication consists of transmitting information from one person to another. In fact, many scholars of

communication take this as a working definition, and use Lasswell's maxim, "who says what to whom in what channel with what effect," as a means of circumscribing the field of communication theory. Communication theories are attempts to fully understand and codify the implications of various important aspects of communication. Communication theory is a relatively young field of inquiry. It draws heavily from other disciplines such as philosophy, psychology, and sociology.

**Functional Theory of Communication:** There are five functional approaches the media serves users: surveillance, correlation, transmission, entertainment, and mobilization. The major theorists in this field are Harold Laswell and Charles Wright. Harold Laswell(1948) first discussed about this theory in his article- "*The structure and function of communication and society: The communication of ideas*". This was published in the Journal of the Institute for Religious and Social Studies, USA. Charles Wright (1960) further developed this theory in his article- "Functional analysis and mass communication" published in the Public Opinion Quarterly.

**Functional Theory Communication and Two-Step Theory:** Paul Lazarsfeld and Elihu Katz also worked on the functional theory. Working on the role of opinion leaders in communication, they developed the Two - Step Flow Theory of Communication.

**Applications of the Functional Theory:** Even though functional theory debuted some fifty years ago, it is still relevant. It is applied in the fields of marketing, niche marketing, advertising and public relations. Communicators from different fields have realized that broadcasting or sending a message to everyone, everywhere, will probably not elicit the expected response that communicators are hoping for.

**Relational Theory Communication:** Many theories on the interrelations between communication and relationships have been propounded. The

communication theories in the field of Relationship Development are: Social Penetration Theory (Altman & Taylor) and Uncertainty Reduction Theory (Berger). The communication theories in the field of Relationship Maintenance are: Relational Dialectics Theory. (Baxter, Montgomery) and Interactional View Theory(Watzlawick/Palo Alto).

**Connectedness and Separateness (Autonomy and Connection):** The basic premise of this is that in any relationship there needs to be balance between connectedness and separateness. People need their personal space but at the same time, have the urge to spend time together. If there is an imbalance in the relationship between the two, the relationship will suffer.

**Certainty and Uncertainty:** There is a need for spontaneity in all relationships. If every thing is too certain and there is no change, the partners will lose interest in each other. So there should be some pleasant changes and surprises in every relationship. At the same time though there must be predictability.

**Openness and Closeness (Openness and Protection):** Self-disclosure and privacy operate in a cyclical manner throughout all relationships. Disclosure is necessary in relationships so that the other party feels like they are involved and that there is as little uncertainty as possible.

**Autonomy and Connection (Novelty and Predictability):** Dialectical thinking focuses on the dynamic interplay between the above mentioned contradictions. Partners move between these two contradictions throughout the relationship.

#### **9.5 SELF-ASSESSMENT QUESTIONS (SAQs):**

1. Discuss the Functional Theory of communication giving suitable examples.

2. Write a detailed note on the Relational Theory of communication giving suitable examples.

#### **9.6 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

**Bachelor of Mass Communication (1<sup>st</sup> year)**

**HUMAN COMMUNICATION (Paper: II)**

**Block: E      Unit: II      Lesson: 10**

## **MODELS OF COMMUNICATION**

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### **LESSON STRUCTURE:**

In this lesson, we shall discuss about some models of communication given by some communication scholars. We shall discuss about their importance. Then we shall focus on the scope and functions of these models of communication. The lesson structure shall be as follows:

*10.0 Objectives*

*10.1 Introduction*

*10.2 Presentation of Content*

*10.2.1 SMCR Model of communication*

*10.2.2 Shannon and Weaver's Model of communication*

*10.2.3 Osgood's Model of communication*

*10.2.4 Schramm's Model of communication*

*10.3 Summary*

*10.4 Key Words*

*10.5 Self-Assessment-Questions (SAQs)*

*10.6 References/Suggested Reading*

## **10.0 OBJECTIVES:**

The objectives of this lesson are as follows:

- \* *To study the SMCR Model of communication,*
- \* *To study Shannon & Weaver Model of communication,*
- \* *To study Osgood's Model of communication, and*
- \* *To study Shramm's Model of communication.*

## **10.1 INTRODUCTION:**

Theories try to explain, interpret, and reinterpret changes, consequences and effects of different phenomena. On the other hand, models are graphical representations that explain through diagrams, figures and by other such means to help make the concepts clearer. In fact, a model is an approximate way of explaining a theory.

In theory we use words to explain a phenomenon. A model explains a process in a graphic manner with the help of tables, photographs, charts, drawings, etc. The graphic representation explains the implications, impacts and the interactive connections among the elements within the concept.

According to David Berlo, the quest for understanding communication has produced many attempts to develop models of communication. Such models incorporate the various elements, the interaction and inter-relationships among the elements, and their relationships with the outer environment.

All the models of communication are different from each other. No model can be said to be "right", or "true". Some may be more descriptive than others, some may represent a particular situation, while others may be concerned with the implications. Older models represent the knowledge of yesteryears while today's models are modern and relate to the current state of knowledge.

However, here in this lesson we will discuss only some of those models, which are well known, and often cited to explain the various concepts concerning communication.

## **10.2 PRESENTATION OF CONTENT:**

Mass communication scholars started making use of models only recently. In human communication, speech communication and in languages, models have been used since an early time. Even *Aristotle* is said to have created some communication models. *Aristotle's* most important model is the Rhetoric Model. Many scholars and researchers have followed his footsteps.

In addition to communication scientists, social researchers, psychologists and public opinion experts have also added to the development of models by way of innovating and enriching these models. The most familiar names in this area are *David Berlo, Shannon, Warren Weaver, Harold Laswell, Paul Lazarsfield, Bernard Berelson, Wilbur Schramm, Charles Osgood, George Gerbner, Everett Rogers*, and several others.

In this lesson, the content shall be presented as follows:

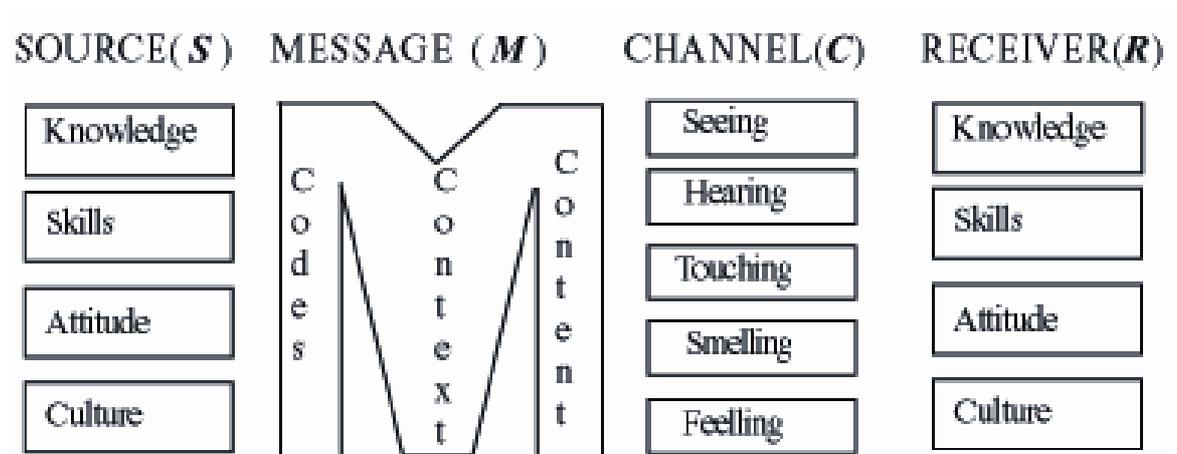
- *SMCR Model*
- *Shannon and Weaver's Model*
- *Osgood's Model*
- *Schramm's Model*

### **10.2.1 SMCR MODEL:**

Famous communication scientist David Berlo propounded this model. This is also known as the **Source-Message-Channel-Receiver** model of communication. This model is significant because it emphasizes the importance of "*thorough understanding of human behavior as a pre-requisite to communication*".

It underlines the role of the source and the receiver. The background of the source depends on several variables. Similarly, the receiver also interprets the message depending upon the background- knowledge, skill, attitude, culture, etc. If both the source and receiver were matched in their standing, the communication would be fruitful. Otherwise, there would be gaps.

Graphically, it is represented as follows:



**Berlo's SMCR Model**

### 10.2.2 SHANNON AND WEAVER'S MODEL:

This is one of the earliest models of communication developed. *Shannon*, an acclaimed mathematician, developed this communication model in 1947. Later with *Warren Weaver*, he perfected it.

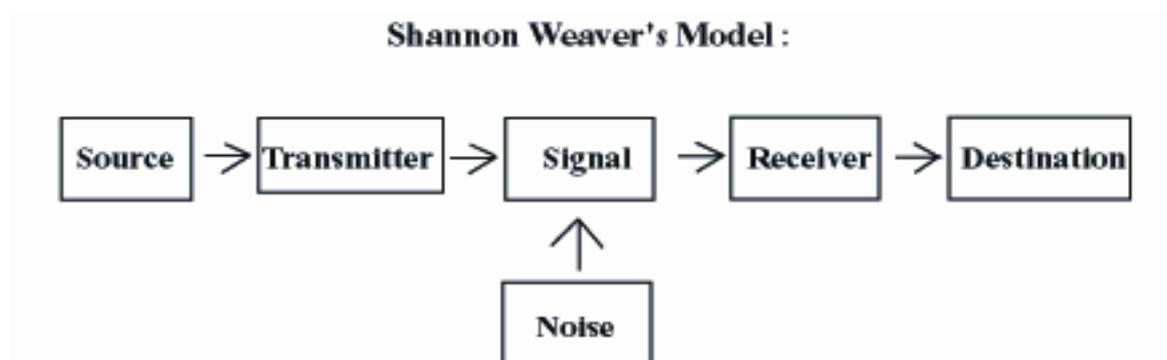
This model is known as the Shannon-Weaver Model. Shannon and Weaver listed the major elements of the process of communication. According to them, the ingredients in the communication process include:

- *A source,*

- *A transmitter,*
- *A signal,*
- *A receiver, and*
- *Destination.*
- *Noise*

To understanding the theory properly, we can say that the source is a speaker, the signal is speech, and the destination is the receiver and the transmitter is used to send the message from the source to the receiver.

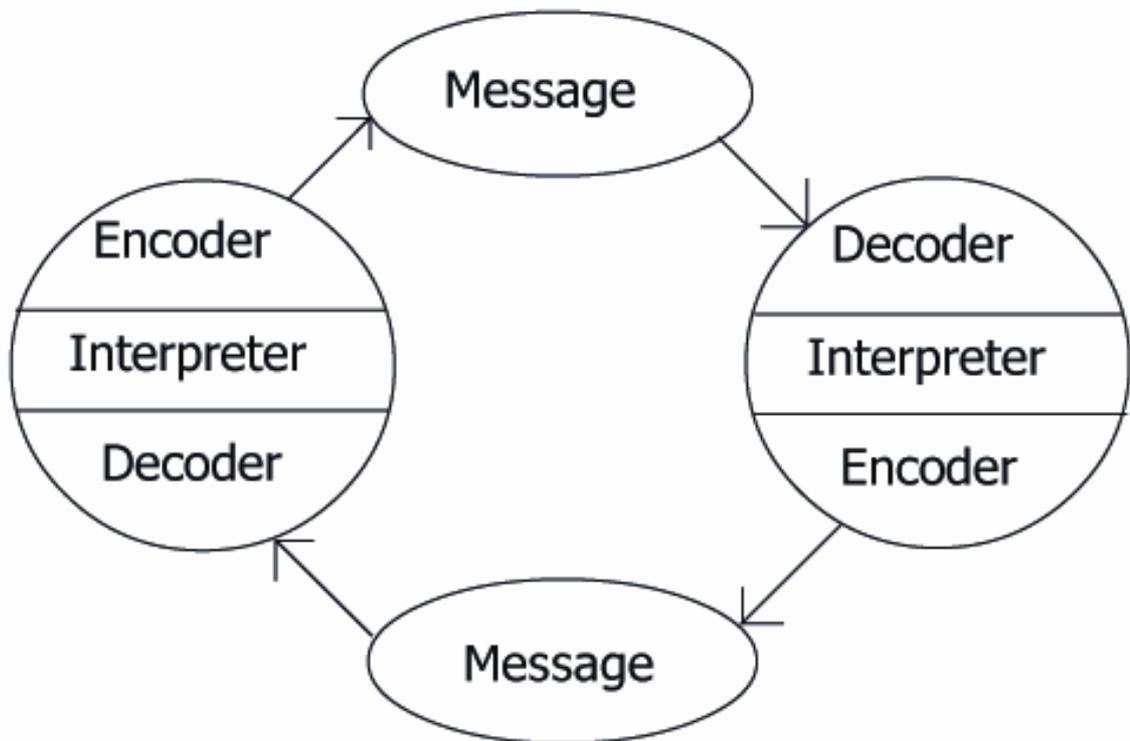
This model is supposedly derived from a mathematical interpretation of communication for sending or transmitting the message with the help of a technology or manually by human beings. This is illustrated as under:



In this model, the important objective is transmitting the message. This model has not studied the other concerned or allied areas of impact, or effect on the receiver, i.e., destination or his reactions to the message.

### 10.2.3 CHARLES E. OSGOOD'S MODEL:

This model is a "highly circular" model. The important characteristics of *Osgood's* model are that the message receiver is also a message sender. Thus the messages move in cycles. And the sender and the receiver interact with one another establishing a kind of "interactive relationship" where one person may be source one moment and a receiver the next and again a source the following moment. This process mostly takes place in interpersonal communication. The figure below explains the model.

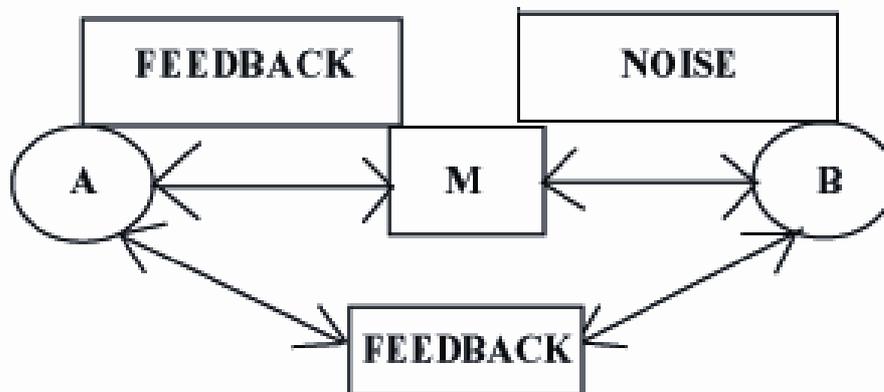


(Charles E. Osgood's Model)

#### 10.2.4 WILBUR SCHRAMM'S MODEL:

As we all know Wilbur Schramm's contribution in communication, especially in mass communication research, is exemplary. He has analyzed and presented communication in new light and explained communication in various ways. These are communication with one's self, communication between two persons, or a group of persons, communication with mass audience running into hundreds or thousands of millions of people.

Schramm further developed Shannon and Weaver's model to further elaborate and clarify his various concept of communication. He explained the communication process as an interaction among an encoder, decoder, message, feedback and noise. Schramm emphasized on the roles of feedback and noise in his model. This added new dimension to the understanding communication study and research. The model has been illustrated in the following figure:

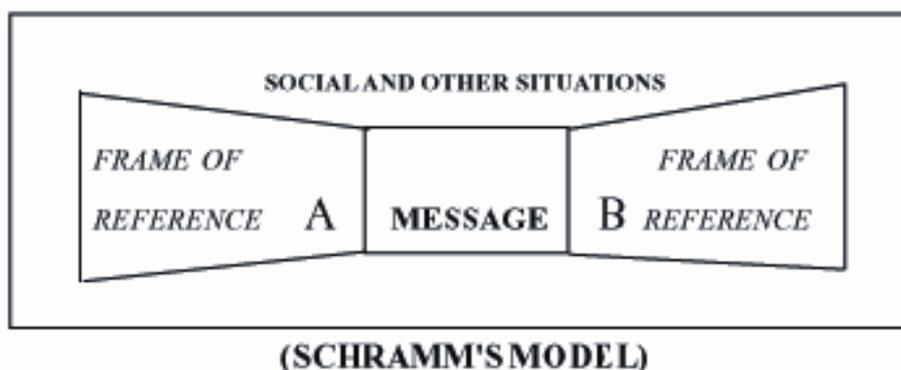


(Schramm's Model)

When **A** and **B** are exchanging the message (**M**), feedback is constantly being exchanged. Anyone who is receiving the message attentively would also be reacting instantly. He would be able to provide feedback instantly while face-to-face or interpersonal communication is in progress.

However, often there are problems, difficulties or gaps in understanding and comprehending or following the message. This is caused by "**noise**" which can make the message "ineffective". Noise can be physical in nature and it can also be semantic or related to understanding. In many cases, the message suffers deterioration, loss of content or information because of noise.

The receiver determines the content of the message in a particular manner depending on his personal background, social status, economic position, etc. It has been explained as under:



From the above model, it can be seen that **A** is the source, **B** is the destination (receiver) and the receiver picks up from the message what ever he thinks is useful to him or is relevant to him. He discards all the rest in which he is not interested.

### 10.3 SUMMARY:

- Models are graphical representations that explain through diagrams, figures and by all other such means as can help make the concepts clear.
- A model explains a process with the help of tables, photographs, charts, drawings, etc. Such drawings explain implication, impacts and the interactive connections among the elements with in the concept.
- Mass communication scholars started making use of models only recently. In human communication, speech communication and in languages, models have been used from times immemorial. Even *Aristotle* created some communication models. *Aristotle's* most important model is the Rhetoric Model.
- Since then many scholars have propounded models. The most familiar names in this area are *Shannon-Weaver*, *Harold Laswell*, *Paul Lazarsfield*, *Bernard Berelson*, *Wilbur Schramm*, *Charles Osgood*, *George Gerbner*, *Everett Rogers*, and several others.
- David Berlo's SMCR model, also known as the **Source-Message-Channel-Receiver** model emphasizes the importance of " thorough understanding of human behavior as a pre-requisite to communication analysis". It underlines the role of the source and the receiver. The background of the source depends on several variables. Similarly, the receiver also interprets the message depending upon the background-knowledge, skill, attitude, culture, etc. If both the source and receiver were matched in their standing, the communication would be fruitful.
- Shannon and Weaver listed the major elements of the process of communication. According to them, the ingredients in the communication process include: Source, Transmitter, Signal, Receiver, Noise, and Destination. To understanding the theory properly, we can

say that the source is a speaker, the signal is speech, and the destination is the receiver and the transmitter is used to send the message from the source to the receiver. This model is supposedly derived from a mathematical interpretation of communication for sending or transmitting the message with the help of a technology or manually by human beings.

- The important characteristics of *Osgood's* model are that the message receiver is also a message sender. Thus the messages move in cycles. And the sender and the receiver interact with one another establishing a kind of "interactive relationship" where one person may be source one moment and a receiver the next and again a source the following moment. This process mostly takes place in interpersonal communication.
- Wilbur Schramm worked on Shannon and Weaver's model to further elaborate and clarify the concept of communication. He explained the communication process as an interaction among an encoder, decoder, message, feedback and noise. Schramm emphasized on the roles of feedback and noise in his model. This added new dimension to the understanding communication study and research.

#### **10.4 KEY WORDS:**

**Models:** These are graphical representations that explain through diagrams, figures and by all other such means as can help make the concepts clear. A model explains a process with the help of tables, photographs, charts, drawings, etc. Such drawings explain implication, impacts and the interactive connections among the elements within the concept.

**Mass communication:** This is communicating with masses. It caters to large number of heterogeneous receivers separated from each other both

physically and emotionally. Mass communication overcomes the barrier of time and space.

**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.

**Mass Media:** Newspapers came in the early part of the seventeenth century. Motion pictures made their entry towards the end of the 19th century. The twentieth century began with cinema becoming an accepted form of family entertainment. In the 1920's, radio broadcasting began. Two decades later, in the 1940's came television. Newer media like VCR, Cable TV, and interactive videotext, etc. followed soon. Next came computers. Initially they were used for calculating and computing only. Soon satellites, telephony and computers were brought together to form a network connecting people all over the world. This international network or *INTERNET* with its *world wide web* (WWW) has finally turned the world into a global village in the real sense.

**Content:** 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.

**Delayed feedback:** The source and receivers of mass communication are physically separated 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.

### **10.5 SELF-ASSESSMENT QUESTIONS (SAQs):**

1. Discuss any two models of communication you have studied in detail.
2. Discuss the SMCR model of communication in detail.

3. Discuss Shannon and Weaver's model of communication in detail.
4. Discuss Schramm's model of communication in detail.
5. Discuss Osgood's model of communication in detail.

#### **10.6 REFERENCES/ SUGGESTED READINGS:**

- 11 **Fundamentals of Human Communication;** By. *Melvin L. Defleur, Patricia Kearney and Tomothy G. Mayfield*, 1997
- 12 **Theories of Mass Communication;** By. *Melvin L. Defleur and Sandra J. Ball-Rokeach*. Longman, 1997
- 13 **Communication: An Introduction;** by *Karl Erik Rosengren*. Sage, 1997
- 14 **Communication Theories and Practices;** by *Sunil K. Sengupta*. Shibamaya Prakashani, 1997