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Converted in to SIM format by: SH. M. R. PATRA

## **INTRODUCTION TO COMMUNICATION**

**Writer: Prof. M.R. Dua**

Retired. Professor & Head, Dept. of Journalism, IIMC, New Delhi.

**Vetter: Prof. Manoj Dayal**

Dean, Faculty of Media Studies, GJUST, Hisar, (Haryana)

**Converted in to SIM format by: Sh. M. R. Patra**

### **LESSON STRUCTURE:**

In this lesson, we shall discuss about some basic aspects of communication. We shall discuss about some definitions of communication given by some communication scholars. Then we shall focus on the elements of communication and the process of communication. Finally, we shall try to understand the major functions of communication. The lesson structure shall be as follows:

- 1.0 *Objectives*
- 1.1 *Introduction*
- 1.2 *Presentation of Content*
  - 1.2.1 *The Communication Process*
  - 1.2.2 *Aspects of Communication*
  - 1.2.3 *Elements of Communication*
  - 1.2.4 *Functions 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 as follows:

- \* *To understand the concept of communication,*
- \* *To study some definitions of communication,*
- \* *To study the process of Communication.*

- \* *To study the elements of communication,*
- \* *To study the functions of communication, and*
- \* *To understand the scope of communication.*

## **1.1 INTRODUCTION:**

Communication is as old as the human race. Several communications scholars have stated that the word "communication" is derived from the Latin verb "**communicare**" which means " to make common" or " to share". It is also believed to have been based on a Latin word, "**cummunis**", which means to communicate and share, to impart a piece of information, a message, an idea or concept.

## **1.2 PRESENTATION OF CONTENT:**

Communication is a multi-dimensional concept. Here we shall study the various dimensions of communication. We shall discuss about communication as follows:

- o *The Communication Process*
- o *Various Aspects of Communication*
- o *Elements of Communication*
- o *Functions Of Communication*

### **1.2.1 The Communication 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.

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.

### 1.2.2 Various Aspects of Communication Process:

One of the fundamentals of communication is **perception**. The effectiveness of communication is limited by the recipient's range of perception. Secondly, people perceive only what they expect and understand. Finally, communication is not to be confused with information. While information is logical, formal and impersonal, communication is perception.

Communication of message takes place through spoken or written words, pictures and in many other forms. In oral communication, the transmitter is the "voice box" or *larynx* of the speaker. In telegraphy, it is the telegraphic keyboard (Morse key), which codes the message into dashes and dots. The receiver decodes the transmitted message in a form he or she can understand and comprehend.

### 1.2.3 Elements of Communication:

Noted communication scholar, David K. Berlo, has stated, "We look to the message (speech, manuscript, play, advertisement, etc.,) in order to determine the communicative purpose." The process of communication involves a procedure consisting of only a few elements. Berlo has suggested the following elements of communication:

- *A communication source or an encoder,*
- *A message,*
- *A channel,*
- *A communication receiver or a decoder or a destination.*

This is illustrated as under:

**The information source**  
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).

Thus, as illustrated above, we see that there are six elements of communication: a *code*, a *channel*, *encoding*, *decoding*, *encoder* and *decoder*.

A message is communicated by means of a mechanism of transmission. There is a sender of the message who is also called an encoder. It is like "just as a computer understands the language of a code." Similarly the communicator or source codifies the message by giving it the desired form, shape or format.

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.

The receiver has to wait for the words to be spoken or written and to make out what he/she can of them according to his/her knowledge, experience, assumption, and attitudes. When two people communicate who are equally matched in intelligence, social backgrounds and comprehension power; the advantages and disadvantages pass from one to the other. Thus, the encoder (who is the initiator of the communication activity) chooses his subject and the channel of communication and makes the first impact on the mind of the decoder.

Decoding is one of the most important and very crucial elements of the communication process. On the decoder hinges the entire process of comprehension process of communication. Of course, the message will be received, recorded and interpreted differently by different people according to their knowledge, experience and understanding levels.

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

**Sender**

Sends

**Signal**

Through

**Mechanical and Semantic Devices or channels**

To the **Receiver**

Who sends back feedback

With

**Mechanical and Semantic Noise**

Working all through the process.

Noise is nothing but disturbances. There can be two types of noise: mechanical or semantic. When the communication process is on, some times loss of the message takes place. 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. Berman*, 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 - compose the communication process.

According to Berlo, the basic purpose of communication is to enable human beings to meet their basic human needs and to be able to grapple with daily requirements imperative for human existence, such as to give and take orders, make requests, comply with requests of others. We learn about facts, how things are made, destroyed, changed.

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. The following situation, therefore, represents what communication achieves and what are its parameters:

**WHO SAYS  
WHAT  
IN, WHICH CHANNEL,**

**TO WHOM  
AND  
WITH WHAT EFFECT.**

(Harold Laswell's model of communication)

Thus, as Harold Laswell, another communication scholar asserts that all these steps affect the communication process. The consequences and the effects are influenced by every step of the process. Form involves how the message is communicated, content involves what is communicated, and what is its effect on the receiver or the audience.

**1.2.4 Functions of Communication:**

Broadly speaking, communication performs the functions of information, education, entertainment, enlightenment and persuasion. In addition, the functions of communication also include: evaluation, direction, influencing, and orientation. Therefore, to successfully perform these 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.

However, communication should not be confused with mass communication, while communication 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."

But, in any act of 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.

To arrive at such a situation, one has to be adequately equipped with a number of characteristics. For example, to ensure that one is able to make an impact on the receiver of the message, one has to evaluate whether the receiver is in the same frame of reference as of the

communicator i.e., both are on the same wavelength. This way the sender of the message is properly able to educate, enlighten and persuade the receiver.

In fact, it may even render the entire process difficult, even impossible, unless both the persons have a great deal in common. The result will be a "communication blockade" and the intended meaning or the purpose of communication will be defeated. But, these obstacles or barriers in communication can be lifted and removed only if the encoding and decoding of the message are done without the interference of evaluation, stereotyping, emotional heightening and defensiveness. This occurs only when the message is clearly presented and fully comprehended.

In such a situation, feedback assumes great significance. Feedback is also called "reverse communication" i.e., communication by the receiver back to the communicator.

Feedback is a form of response or reaction to the message, which helps the communicator or sender to understand if the message has made any sense to the receiver or decoder. Thus, the objectives of communication are fulfilled only if the message is without any encumbrances.

## **0.2 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.

## 0.2 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*.

**Perception:** It is a multi-sensory concept related to our understanding. Perception means what or how much of the message content we receive, how we receive it, what and how we feel about it, what we understand, etc. The effectiveness of communication is limited by the recipient's range of perception. Secondly, people perceive only what they expect and understand.

### **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.

**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 codes in communication are 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:** 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.”

#### **1.6 SELF- ASSESSMENT QUESTIONS:**

5. Discuss the concept of communication in detail.
5. Discuss the salient features of the communication process.
5. Discuss the elements of communication.
5. Discuss the functions of communication.
5. Discuss the roles of encoding & decoding in the communication process.
5. Discuss the role of feed back in the communication process.

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

- **Fundamentals of Human Communication;** By. *Defleur, Kearney and Tomothy: 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

## **HISTORY OF HUMAN COMMUNICATION**

**Writer: Sh. M.R. Patra**

Senior Lecturer, Dept. of CMT, GJUST, Hisar, (Haryana)

**Vetter: Dr. Pramoda K. Jena**

Senior Lecturer, Dept. of CMT, GJUST, Hisar, (Haryana)

**Converted in to SIM format by: Sh. M. R. Patra**

### **LESSON STRUCTURE:**

In this lesson, we shall discuss about the history of communication. We shall start with how communication started. Then we shall focus on the various phases of growth and development in the field of communication. Finally, we shall try to understand the major changes that have taken place in the field of communication. The lesson structure shall be as follows:

- 2.0 *Objectives*
- 2.1 *Introduction*
- 2.2 *Presentation of Content*
  - 2.2.1 *The Beginning of Communication*
  - 2.2.2 *The Stages of Growth of Communication*
    - 2.2.2.1 *The Age of Signs and Signals*
    - 2.2.2.2 *The Age of Speech and Language*
    - 2.2.2.3 *The Age of Writing*
    - 2.2.2.4 *The Age of Printing*
    - 2.2.2.5 *The Age of Mass Communication*
- 2.3 *Summary*
- 1.3 *Key Words*
- 2.5 *Self-Assessment-Questions (SAQs)*
- 2.6 *References/Suggested Reading*

### **2.0 OBJECTIVES:**

The objectives of this lesson are as follows:

- \* *To understand the history of human communication,*
- \* *To study some mile stones in the development of communication,*
- \* *To study the stages of the development of human communication,*
- \* *To understand the impact of these developments on the society.*

## **2.1 INTRODUCTION:**

We are living in a global village today. Over the past few decades we have developed impressive technologies and machines to keep in touch. With the help of these machines we are able to send messages instantaneously to far away distances. We are also able to arouse similar meanings in millions of people in hundreds of countries simultaneously.

These technologies - printing press, telephone, films, radio, television satellites computers, optical fiber, etc., have become very much common and omnipresent. Thus we tend to take these technologies for granted. Most of us treat these technologies with nonchalance.

These advancements have been truly of extraordinary magnitude. But how did these changes occur? When did it all start? In this lesson, we shall discuss about the beginning of communication and the developments in the field of communication.

## **2.2 PRESENTATION OF CONTENT:**

In this lesson, we shall discuss how communication has evolved over the years. This lesson will focus on the various stages or ages through which communication has evolved. The content presentation is organized as follows:

- *The Beginning of Communication*
- *The Stages of Growth of Communication*
- *The Age of Signs and Signals*
- *The Age of Speech and Language*
- *The Age of Writing*
- *The Age of Printing*
- *The Age of Mass Communication*

### **2.2.1 THE BEGINNING OF COMMUNICATION:**

It all began in the prehistoric days. Fossil records recovered from many sites all over the world show that the first development in the evolution of human beings (*Homo sapiens*) took place about 70 million years back. Our first ancestors were *rat* like creatures that lived during the

period of dinosaurs. Millions of years passed before the first primates with flexible hands and feet evolved.

Few more million years after, one *cat* like primate developed an important characteristic. Its brain to body ratio was higher than its contemporaries. This higher brain capacity helped this primate develop learning ability.

Then about five to one million years ago evolved an ape like creature. It is called the *Australopithecus africanus*. This creature lived in Africa. It walked upright, lived in caves and rock shelters and in family units. They spread from Africa to Europe and other parts of the world.

And then one of our early ancestors (*Homo habilis*) appeared about two million years ago. These were more advanced. They were the first ones to make tools. Also they mastered fire and started using it. These early ancestors lived in bigger groups. This perhaps was the beginning of the civilization process.

Then came the *Homo erectus*. They are so named because they could stand erect or straight. They developed finer tools like two-edged hand axes and other cutting tools. More importantly *Homo erectus* had a brain volume of 600 cc, which was much higher than its ancestors (we now have a brain volume of about 1500 cc).

And the final development occurred about 90,000 to 40,000 years ago when the *Cro-Magnon man* (*Homo sapiens-sapiens*) appeared. The Cro-Magnon lived in caves and other such shelters. They used complex tools and were successful hunters. They had an elaborate social organization. Also the Cro-Magnon learned to preserve food and make clothes. And they spread to all parts of the world including Europe, America and Asia.

The Cro-Magnon also started carving and cave painting. They domesticated animals, began to use metals, and started agriculture. They were identical to contemporary human beings both in appearance and brain capacity (about 1500 cc). Most importantly, they started communicating with the help of rudimentary signs and grunts, etc.

### **2.2.2 STAGES OF GROWTH OF COMMUNICATION:**

The human evolutionary process became much faster towards the end. Also the process of civilization became faster. This was possible to a great extent because of their ability to communicate.

This ability helped the early human beings to invent, borrow solutions from each other and most importantly to accumulate knowledge. The process of evolution of human communication, however, was not smooth. On the basis of evidences from fossil records and

the findings of scientists from various fields, a chronology of the development of human communication has been prepared:

- *The age of Signs and Signals,*
- *The Age of Speech and Language,*
- *The Age of Writing,*
- *The Age of Print, and*
- *The Age of Mass Communication.*

#### **2.2.2.1 THE AGE OF SIGNS AND SIGNALS:**

The earliest ancestors of human beings, even before the toolmakers, communicated like other well-developed animals. They used noises and body movements. These constituted mutually understood signals and signs developed by small groups living together. The noises included growls, grunts and shrieks.

But they could not speak. This was because of their underdeveloped larynx or voice box. They could make sounds, but they could not construct or utter words.

The limited range of sounds and hand-arm signals made communication complicated. Using signs and signals, our ancestors could only communicate about simple objects, concepts and ideas. These simple signs and symbols of our ancestors have now evolved into a well-developed system called *KINESICS* or the *science of body language*.

However, in those early days, these signs, hand signals, body movements formed a very slow and difficult system. This did not allow complex and lengthy communication. So, at best, the communication was simple and slow.

During this period, our ancestors also used *smoke signals* and *fire* as modes of communication.

#### **2.2.2.2 THE AGE OF SPEECH AND LANGUAGES:**

A lot is known about the *Cro-Magnon* man than about any other of our early ancestors. They made beautifully crafted tools of stone. Also for the first time they started to carve and paint, thus introducing art to the civilization process. They carved representations of animals and human beings from stone, ivory, bone, etc. They also painted cave walls. Hundreds of such paintings have been found in Spain and France. They also made clothing from leather. They had developed the art of hardening clay by fire.

Of all these, their most important achievement, in communication terms, were the cave paintings. These were perhaps the first attempts to store information, the forerunners of writing.

But the most significant aspect of the *Cro-Magnon* man was that it had a skull structure, tongue and voice box (larynx) just like ours today. And with these they could speak. Speech and language seems to have originated about 35,000 to 40,000 years ago.

Fossil records show that the *Cro-Magnon* people lived in the same areas as did their ancestors, the *Neanderthals*. These ancestors (Neanderthals) were physically well developed and much stronger than the *Cro-Magnon*. They were capable hunters, had developed effective tools. While they were well equipped to survive, they became extinct. And the much weaker *Cro-Magnon* flourished. The reason given for this is the *Cro-Magnon's* ability to communicate. This ability enabled them to pool their mental resources, conceptualize and plan. Thus they could overcome the hardships of life and survive. The *Neanderthals* did not have this ability and thus became extinct.

The *Cro-Magnons* used their ability to communicate to grow towards civilization. They domesticated animals. Also about 10,000 years ago, they developed farming. Instead of wandering around in search of food, they now settled at strategic places like riverbanks and grew their food through cultivation and farming. This happened about 6,500 years ago.

And while all this was happening, language continued to be developed and polished further. People moving from place to place-learned new languages and spread them. They developed words, numbers and the rules of language (grammar), which made the use of language much easier. It also made learning much easier. Languages also become more standardized.

Most importantly, language development helped in a big way in the change over of human beings from a way of life focused on hunting and wandering to the development of great civilizations. While language was not the sole reason for all these, such changes would not have been possible without language.

### **2.2.2.3 THE AGE OF WRITING:**

It took millions of years for the evolution of human beings. It took thousands of years for human beings to develop speech and language. After that, it just took few hundred years for writing to be developed. This comparative shorter time span shows that with communication ability, development became much more faster. The history of the development of writing includes

developments from pictorial or pictographic representations to phonetic or sound based systems.

**Pictography:** Pictography represented ideas (simple and complex) with pictures or stylized drawings. As we have already discussed, the earliest attempts at recording information were the cave. These cave paintings soon led to the simpler pictography.

Pictures are representations of objects, scenes, etc. These do not help much in communication if they are not properly understood. Even today we use captions to supplement photos in newspapers and magazines. So in those early days to communicate the intended meaning with the help of pictorial depictions only was difficult as no standardized encoding and decoding process existed. Such a system including standardization of meanings of pictures was the first step towards writing. This was perhaps necessitated by the need to keep records of land boundaries and business contracts and transactions.

Such a system was first developed in ancient Egypt, where agriculture and business were first practiced. Inscriptions of pictures associated with meanings dating back to about 4,000 BC found in the ancient valleys of Mesopotamia and Egypt prove this. These were crudely drawn pictures painted on walls of buildings and other such surfaces. These included sunrise (for beginning of a day), bow and arrow (for a hunt), a wavy line (for a river).

**Hieroglyphy:** Soon many such picture-symbols were decided upon and standardized. Standardization meant that all the receivers understood these picture-symbols in the same way. This made communication easier. The Egyptians are credited with simplifying this system and also for having developed a more elaborate system. They developed what are now called *glyphs* or symbolic characters. In the beginning the Egyptians carved these glyphs on stone. But later on these glyphs were drawn and painted. This Egyptian system of picture writing is also called *hieroglyphy*.

Egyptian hieroglyphy is similar to today's Chinese script. Like the Chinese script of today, the ancient Egyptian system also had numerous symbols. Individual symbols were representations of a particular thing, idea or concept. And in those days it took years to master these symbols before one became 'literate'.

**Cuneiform Writing:** Not far from ancient Egypt, on the north of the Persian Gulf, lived another tribe, the Sumerians. They acquired the Egyptian hieroglyphic symbols. But they found them to

be very difficult. So they developed their own system of symbols. Instead of using 'pictures in realistic details', the Sumerians developed a system of small, simple and stylized symbols. They used sharpened sticks to draw these pictures on tablets of soft clay. The resultant symbols are called *cuneiform* writing. Most of these symbols have survived as the clay tablets were baked hard.

**Phonetic Writing:** Developing a simpler, stylized and more practical system of symbols was not the only achievement of the Sumerians. The most important aspect of the Sumerian system was letting each little stylized symbol stand for a particular sound rather than an object or idea. This development came around 1700 BC. The advantage of this system was enormous. Instead of thousands of different symbols, each representing an object or idea, the new system required very few symbols. Each symbol was assigned a particular sound. And these symbols were combined to form words. And the words stood for objects and ideas, etc. This is called the phonetic system.

Our present system of alphabetical writing, in which each consonant and vowel has its own sound and character, is a much simplified version of the Egyptian phonetic system. The Sumerian system now had only about a hundred symbols instead of the thousands of symbols of the earlier systems. This made literacy easier to acquire as one had to remember only about hundred or so symbols to be able to write.

**Alphabetical Writing:** The next development was alphabetical writing. This came about 1000 years after phonetic writing was developed. The Greeks and the Romans were not satisfied with even the hundred odd symbols. They reduced the number of symbols to about two dozens. Other developments included simplification of these symbols. The designs of the earlier symbols were simplified to simpler combinations of straight and curved lines.

Many variations of alphabetical writing were developed around the world. However, the Greeks developed the most simplified and standardized form of alphabetical writing by around 500 BC. The Greeks also added 'five' vowels to the alphabets. These Greek alphabets were passed on to Rome. The Romans modified and improved it even further. They developed the *majuscule* (capital) and *minuscule* (small) letters. Now we call the upper case and lower case letters, according to their position in the typesetters' trays in printing presses.

And thus the human beings achieved one of their greatest accomplishments. But for this development large majority of the population of the world would still be illiterate. Civilization made great strides only because people could read and write.

**Development of Portable Media:** The earliest pictographic symbols were carved on stone or painted on wall. This was the case with the Egyptian hieroglyphs. The Sumerian cuneiform involved writing on clay tablets or stone slabs. The biggest advantage with these was that they were 'permanent' to a great extent and could not be easily destroyed. The biggest problem, however, was the lack of 'portability'. These writings, whether done on walls, stone slabs or clay tablets, could not be transported easily.

To overcome this problem, the Egyptians developed a kind of durable writing material from 'papyrus' plants about 2,500 BC. Papyrus was extremely light as compared to stone or clay. This was the beginning of paper. Also writing on papyrus paper was much easier using brush and ink. The earlier process of chiseling on stone was laborious and time consuming.

Papermaking was first started on the *Nile* Delta where papyrus plants were found in plenty. Fresh green stems of papyrus were cut, laid crisscross on each other and pounded till they formed one single mass. This mass was then pressed, rolled, and dried to form paper.

Some other civilizations also started making their versions of lighter, easy to write and easily transportable writing material. In India palm leaves and *bhuja patra* were used for a long time for writing. This led to quicker and easier preparation of written material, which could be read easily. Religious doctrines and scriptures could be easily recorded. Observations of nature and natural calamities, their interpretations, successful treatment for diseases and many such important things could be recorded for posterity. All this added to the growing storehouse of human knowledge.

The human mind was freed from the burdensome task of having to remember entire cultures and reproduce them through memory. The human mind could now concentrate on more productive ventures. This was the greatest step forward in the age of writing.

### **1.1.1.3 THE AGE OF PRINT:**

After the development of language and writing, one of the greatest human accomplishments in the field of communication was the development of printing. The earliest attempts at printing involved preparing printing plates by carving wooden blocks, stone tablets, or metal plates. The text and other matter to be printed were laboriously transformed into a raised and reverse

format. This was done to facilitate transfer of ink from the raised surface. Later it became known as relief printing. All these activities including engraving, inking, and transferring the images on to paper were done by hand.

This manual practice was time-consuming, tedious, laborious and prone to errors. Also the printing was not of very good quality. More number of copies could not be printed. By the fifteenth century, many parts of the world had developed technology for producing paper and ink along with a technique for printing manually.

The biggest change came in the middle part of the fifteenth century. Johan Guttenberg, a goldsmith in the small town of Mainz, Germany, was the moving force behind this revolution. Gutenberg is credited with two important developments, *movable types* and the *mechanical printing press*.

The first originated because of Guttenberg's profession. He was a goldsmith. He experimented for years before he came up with square shaped metal castings bearing individual alphabets on them. The alphabets were raised and in reverse. These were the very first readymade and reusable types. Now there were no need to carve individual letters onto a plate. All one needed was to arrange the ready-made types in the required sequence. Guttenberg also developed a special alloy of lead and other metals to prepare types. Also these types could be rearranged and used again and again.

The other invention by Gutenberg was the mechanical printing press. The juice-making machine inspired him. From a juice-making machine, he developed a mechanism that had two platforms, a mobile one for the image plate and a stationary platform for the paper. Other modifications included a process for inking and finally a mechanism for bringing the two surfaces together for the transfer of images. Using his two inventions, Gutenberg printed an elaborately decorated book, THE 42-LINE BIBLE. It is one of the finest examples of the printer's art ever produced.

**Spread of literacy:** The beginning of the sixteenth century saw thousands of books being published in great numbers. From religious books to educational books, printing finally led to newspapers. And by the eighteenth century newspapers had become omnipresent and a powerful tool of communication. However, the greatest effects of printing were:

- Expression of knowledge covering a broad range of ideas and feelings;
- Permanence of records;
- Swiftmess; and

- Information distribution.

### **2.2.2.5 THE AGE OF MASS COMMUNICATION:**

Printing ushered in a new era in the field of communication. With expressiveness, permanence, swiftness and diffusion or spread of information and knowledge, people around the world got to know about developments in other parts with in no time. This led to newer inventions and discoveries. By mid-nineteenth century, telegraphy became a reality. It was not a means of mass communication. But, non-the-less, it was a great initiation, which resulted in the development of radio and television broadcasting technologies.

But before that, 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.

While radio and television were spreading all over the world, newer media were being invented. VCR, Cable TV, and interactive videotext, etc. followed soon. Satellite technology, developed much earlier and used for many purposes like weather forecasting, etc., was now being used for broadcasting. This gave birth to the concept of satellite radio and satellite television.

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.

### **2.3 SUMMARY:**

- Communication is an essential tool. We use a wide range of technologies, techniques, and devices for communicating.
- In the beginning, that is, during the early evolution period, it took millions of years before human beings in the present form appeared. From the early single celled creatures to mammals to apes to human beings, this development has taken a very, very long time. Early man learned to make tools, started to make use of fire, learned to live in groups, managed to grow and preserve food, make clothes, etc.
- Human beings were on the road to civilization. A major cause behind this was man's ability to communicate. We started by communicating with the help of signs and signals. In the next phase, we learned to speak and created language.

- Next came writing. Information, knowledge, etc., could now be stored for future use. Machines had made their appearance by now. So we had printing as a means of providing multiple copies.
- Finally, came the mass media. From news papers in the early seventeenth century to cinema in the very later part of the nineteenth century, to the modern marvels of the twentieth century like radio, television, VCR, and now the Internet and a wide range of interactive and digital devices compete the gamut of mass media.

### 2.3 KEY WORDS:

**Earliest Communication Modes:** The earliest ancestors of human beings used noises and body movements. These constituted mutually understood signals and signs developed by small groups living together. The noises included growls, grunts and shrieks. But they could not speak. This was because of their underdeveloped larynx or voice box. They could make sounds, but they could not construct or utter words.

**Signs and Signals to Kinesics:** The limited range of sounds and hand-arm signals made communication complicated. Both encoding and decoding were complex. Using signs and signals, our ancestors could only communicate about simple objects, concepts and ideas. These simple signs and symbols of our ancestors have now evolved into a well-developed system called *KINESICS* or the *science of body language*.

**Standardization of Language:** About 10,000 years ago, people moving from place to place learned new languages and spread them. They developed words, numbers and the rules of language (grammar), which made the use of language much easier. It also made learning much easier. Languages also become more standardized.

**Pictography:** Egyptians started with crudely drawn pictures painted on walls, etc. These early picture symbols were called pictography. Soon many picture-symbols were decided upon and standardized.

**Hieroglyphy:** The Egyptians are credited with simplifying the pictographic system and also for having developed a more elaborate system. They developed what are now called *glyphs* or symbolic characters. This Egyptian system of picture writing is also called *hieroglyphy*.

**Cuneiform Writing:** The Sumerians, who lived near Egypt, further developed the Egyptian hieroglyphic symbols. Instead of using 'pictures in realistic details', the Sumerians developed a system of small, simple and stylized symbols. The resultant symbols are called *cuneiform* writing.

**Phonetic Writing:** Another important aspect of the Sumerian system was letting each little stylized symbol stand for a particular sound rather than an object or idea. This development came around 1700 BC. The advantage of this system was enormous. Instead of thousands of different symbols, each representing an object or idea, the new system required very few symbols. Each symbol was assigned a particular sound. And these symbols were combined to form words. And the words stood for objects and ideas, etc. This was called the phonetic system.

**Development of Paper:** The early people wrote on stone slab, clay tablets or carved wooden boards. These were not portable. Also it was not easy to write on stone slabs or wooden tablets. To overcome this problem, the Egyptians developed durable paper from 'papyrus' plants about 2,500 BC. Fresh green stems of papyrus were cut, laid crisscross on each other and pounded till they formed one single mass. This mass was then pressed, rolled, and dried to form paper.

**Printing:** Johan Guttenberg, a goldsmith in the small town of Mainz, Germany, developed *movable types* and the *mechanical printing press*.

**Spread of literacy:** From the beginning of the sixteenth century to the eighteenth century books were published in great numbers. From religious books to educational books, printing finally led to newspapers. The greatest effects of printing were: *Expression of knowledge covering a broad range of ideas and feelings; Permanence of records; Swiftness; and Information distribution.*

**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.

## 2.4 SELF ASSESSMENT QUESTIONS (SAQs)

3. Discuss the history of communication in detail.
4. Discuss the salient features of the development of human communication.
5. Discuss the milestones in the development of communication.
6. Discuss the development of script and writing.

7. Discuss the development of printing.
0. Discuss the milestones in the history of mass communication.
0. Discuss how the various developments in the field of communication have influenced the society.
0. Discuss the contribution of printing to the process of civilization.
0. Discuss the contribution of mass communication to the process of modernization.

### **2.3 REFERENCES/SUGGESTED READING:**

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## **SOCIOLOGY OF COMMUNICATION**

*Writer: Prof. B. K. Kuthiala*

**Chairperson, Dept. of Mass Communication, Kurukshetra University, Kurukshetra.**

*Converted in to SIM format by: Sh. M. R. Patra*

**Dept. of CM & T, GJUST, Hisar.**

### **LESSON STRUCTURE:**

Communication is a basic urge. Communication is a major agent or catalyst that makes us civilized. As civilized beings, we live in society. At a basic level we are social in nature, as we cannot live in isolation. So it is important to understand the process of socialization. In this lesson, we shall study what is socialization. We shall focus on the elements of socialization and the process of socialization. Finally, we shall try to understand the role of communication in the process socialization. The lesson structure shall be as follows:

3.0 *Objectives*

3.1 *Introduction*

3.2 *Presentation of Content*

3.2.1 *Sociology as a Study of Relationships*

3.2.2 *Communication and Society*

3.2.3 *Social Groups and Communication*

3.2.4 *Sociology of Mass Communication*

3.2.4.1 *Mass Communication as a Social Process*

3.2.4.2 *Mass Media as Subsystems of the Social System*

3.2.4.3 *Audience of Mass Media*

3.2.4.4 *Roles and Effects of Mass Communication*

3.3 *Summary*

11.3 *Key Words*

3.5 *Self-Assessment-Questions (SAQs)*

3.6 *References/Suggested Reading*

### **3.0 OBJECTIVES:**

The objectives of this lesson are as follows:

- \* *To understand the sociology of communication,*
- \* *To understand the importance of communication in the society,*
- \* *To study the importance of communication in relationships,*
- \* *To study the inter-relationship between communication and society,*
- \* *To study the sociology of mass communication,*
- \* *To study mass media as sub-systems of the social system,*
- \* *To study the role and effect of mass communication, and*
- \* *To study the some major theories of sociology of mass communication.*

### 3.1 INTRODUCTION:

*Man is a social animal.* The meaning and importance of this statement needs elaboration. Is the social nature of man by choice or compulsion? What are the requirements for living in a society? What would happen if human beings were to become 'unsocial animals'?

Look at the newly born infants, animals, plants and insects. Insects lay eggs and new insects come out of the eggs. The new ones do not require any caring or protection of the mother or other members of the species. In plants whether they reproduce in the vegetative manner or through the process of fertilization, the new saplings are not taken care of by the parent plants. In most cases, the newly born babies are independent.

In case of some reptiles and birds when the new ones are born they are protected and fed by the mothers. This dependence of the newborn on the members of the same species increases as we move along the ladder of evolution. All mammals are biologically so built that they have well developed mammary glands. A newborn calf needs some care and feeding by the mother cow, but very soon becomes self-dependent. In case of monkeys, chimpanzees, and gorillas, the dependence of the newborn on the mother is considerable.

**Biological Compulsion:** Man is at the top of the ladder of evolution and rules the world today. But what is the condition of the newborn child of the human species. It is totally dependent upon the mother and other members of the human species. This dependence is almost total and it is impossible for a newborn human child to develop into a human being if the social environment is not provided for.

Large number of cases has actually been reported where the newborn human child got isolated and lived without coming in touch with any other human being. Such infants developed

into animal like creatures. Mogley is one such example. Wolf-boys and wolf-girls are other examples.

It has been reported that Akbar also experimented with newborn children by isolating them from human beings but providing all other comforts. The newborn did not learn any language. They did not learn to walk on two legs. Now it can be safely said that the biology of human beings is such that they have to depend upon others. This dependence means that it is a biological necessity for human beings to live in the groups. Society is, therefore, the outcome of the evolution of the human race.

**Communication as a Basic Need:** Society means living in groups. To live in groups one must interact with each other and the only tool of interaction is communication. Hence it can be safely summarized that communication is one of the basic needs of human beings that enables them to live in groups. Thus, society and communication are interdependent and the existence of one cannot be perceived without the other. To understand communication we have also to understand society. The study of the society is called sociology. And the process through which we learn to live and co-exist in society is called socialization.

**3.2 PRESENTATION OF CONTENT:** Communication is a social need. Communication is something we human beings require for our well being. In this lesson we shall discuss about the interrelationship between communication and society. The lesson content is presented as follows:

- *Sociology of communication,*
- *Importance of communication in the society,*
- *Importance of communication in relationships,*
- *Inter-relationship between communication and society,*
- *Sociology of mass communication,*
- *Mass media as sub-systems of the social system,*
- *Role and effect of mass communication, and*
- *Some major theories related to sociology of mass communication.*

### **3.2.1 SOCIOLOGY AS A STUDY OF RELATIONSHIPS:**

There are many meanings of the term sociology. One definition that is considered very important is that '*sociology is the study of relationships*'. It is the science, which studies the

interpersonal and group relations of human beings. It is the science, which studies human behavior, expectations, norms, status, etc. For example, a family is made of many sets of relationships, those between husband and wife, parents and children, brothers and sisters, uncles and nephews, grand parents and grand children, etc.

What is fundamental to a relationship? The obvious answer is: *communication*. Relationships originate, sustain, grow, mature or even deteriorate because of communication. Therefore, if we want to understand communication we have also to understand the sociology of relationships.

*Max Weber* also opined that sociology is mainly a study of social relationships. Sociology is also a study of social processes. The importance of social processes is clear when we analyze the life of human beings. There is hardly any activity which an individual does in social isolation or which is not affected by the social relationships. A man may be physically isolated like a prisoner or a 'sadhu'. But mentally fellow human beings and social norms are always governing the thought process and behavior, even in isolation.

*Park* and *Burgess* concluded that social processes are derived from interaction (communication), which is fundamental to all social life. Still another way of looking at sociology is that it is the study of man in society. The study of the thinking and mentality of individual human beings is psychology where as the study of man as a member of the society is sociology. In this context society has been defined as a *network of social relations in which different human beings interact with each other*. This interaction gives rise to certain accepted patterns of behaviors, which become the social norms. The creation of these social norms and making members of the society aware of these social norms is dependent upon communication.

From the above discussion the following can be deduced:

***Human Beings have a Biological Need to Live in Society:*** Man has evolved in such a way that he cannot live by himself. All the basic and secondary needs of man are fulfilled through his associations with others. The need of food, safety, and sex, etc., gives rise to social cooperation. The very existence of human race is dependent upon the biological compulsions of living in groups.

***Human Beings have a Social Need to Live in Society:*** To become an effective member of the society man has to learn the norms of behavior, expectations, obligations and prestige, etc. This process is called socialization and is carried out through communication with the members in

the groups. A man learns to behave as a normal human being only in the company of other human beings through the process of communication.

***Human Beings have a Psychological Need to Live in Society:*** The growth of individual personality is totally dependent upon social living. Mental growth and the psychological need of belongingness are fulfilled in a social environment. The entire learning process is the process of socialization.

### **3.2.2 COMMUNICATION AND SOCIETY:**

Here a question might come in one's mind. Who came first, society or man? This is a pseudo-question and should not bother us. There is an intrinsic relationship between man and society. A girl was found in a den of wolves. She was found behaving like animals rather than a human being. She did not know any language and even could not communicate by body language. She was taught to communicate like a human being with lot of efforts. She was given the name *Kamla*. Her only problem was lack of human company and association.

Same is the case of an American child named *Anna*. Similarly in Germany a 17 years youth was found wandering on the roads. He had lived in jungles without any contact with human beings. He was like an animal in his behavior. Similarly questions can be asked about communication and relationships. Does a relationship give rise to communication or communication takes place first and relations start later. Here again the answer is that both are interdependent. There cannot be any relationship without communication. Perhaps it would be better to perceive both as the two sides of the same coin. One cannot exist without the other and if one grows the other also get strengthened.

The role of communication in a society can also be illustrated with this example. All of us not only know it but have also practiced it. When we get annoyed with someone, one of our reactions can be that we stop talking to that person. Children of all societies play games by stopping communication to express annoyance. In North Indian societies it is called "*Kutti*". This in fact is a decision to create a situation of no communication but the very act of no communication sends a message. This kind of behavior is not only prevalent in children but in adult life also it is quite prevalent.

When a country wants to express its strong resentment to another country the first act is to break the diplomatic channels, which is meant to create a situation of no communication. Thus the social behavior of human beings is totally dependent upon the communication process.

### 3.2.3 SOCIAL GROUPS AND COMMUNICATION:

In sociology the major units of analysis are the groups. A group is a collection of people. But every collection of people is not a group. A social group consists of a number of individuals who share a sense of relatedness to each other, which is a consequence of their communicating with each other. Persons waiting for a bus merely constitute a crowd. But the moment they start communicating with each other they become a group. The members of a family constitute a social group because the members are conscious of the fact that they are related by kinship and fundamental to their relationships is their interaction and communication.

Following are the characteristics of social groups:

*Mutual Awareness:* The members of a group are not only aware of the existence of other members but the norms of behavior with each other are also known. Sometimes these norms are very strict while in other cases they may be loosely defined.

*Interaction:* As explained earlier mere collection of individuals does not lead to formation of a group. Some kind of communication by words, gestures, writings, etc. is essential. The members are not only aware of each other, follow the set norms, and behave on the given patterns, they also influence each other.

*Reciprocity:* The members of the group are not only interrelated and interdependent but their relationships are reciprocal. They derive their significance and meaning in relation to each other. Examples include brother-sister, mother daughter, husband-wife, members of the club, teacher-student, etc.

*Sense of Belongingness:* Among the members of the group there is a sense of belongingness, which is, exhibited through a common goal, objective, activities, thought, etc. This sense of belongingness also establishes the identity and credentials of the members of the group.

*Consensus:* The members of the group are aware of the roles, duties and obligations as well as the privileges resulting from the group membership. They are supposed to adhere to the given roles, privileges and obligations. It is important to note that there is a consensus amongst the members about these roles, duties and privileges. Any deviance from these is generally a punishable act.

*Regulatory mechanisms:* Within the social group there are provisions, which provide for rewards and punishments. Observance of the approved practices calls for the reward and non-observance or deviance invites punishment in various forms. Both rewards and punishments are handled and meted through communication.

*Feelings:* The members of the group think of themselves as units and accept other members also as units. But they are also aware of the united existence and strength of the group. In other words, in a group rules are formed, norms emerge, regulatory mechanisms are generated which give rise to a strong feeling of oneness. The interest of the group becomes more important than the interest of the individuals. For example, we are all members of our families, caste groups, religious groups, village groups, professional groups, political groups and clubs, teams, etc.

It can be summarized that society consists of various groups, which may be overlapping. Each group consists of two or more persons who are in contact with each other. By contact it is meant that they are in a position to stimulate each other meaningfully and are in a position to respond meaningfully to common stimuli. In other words they have to communicate with each other.

Communication plays a pivotal role in the structure and functions of the groups. First of all, communication makes the groups possible because formation of group is preceded by some kind of interaction among the members. Communication then sustains the group by defining roles, norms, obligations and privileges.

Communication also sustains the group by passing on the objectives, norms, roles, applications and privileges to the new members. Communication also helps the groups to achieve their goals. Ultimately communication is also responsible for expanding, weakening or destruction of the groups. The importance of communication in defining the minute functions of the group can be illustrated by this example. In English language there is a common term for both maternal and paternal uncles but in Hindi and many other Indian languages terms like 'tau', 'chacha', 'mamma', 'mausa', 'fuffa', etc. define the status, role and obligation of different relations. In English the elder brother of the father, younger brother of the father, all brothers of the mother, and even any elder person can be called uncle. But in Hindi when we say 'mamma' it communicates a different meaning and when we say 'tau' it communicates another meaning.

Many sociologists have studied kinship relations and emphasized the importance of communicative values of the terms used for these relations. The term cousin in English is used both for male and female offspring of uncles and aunts. In Hindi, there are different terms for these.

#### **3.2.4 SOCIOLOGY OF MASS COMMUNICATION:**

So far we have discussed sociology of interpersonal communication. But any discussion on the subject without referring to the sociology of mass communication is incomplete. Sociology of mass communication can be broadly discussed under the following heads namely:

- \* *Mass Communication as a social process,*
- \* *Mass Media as subsystems of the social system,*
- \* *Audiences of mass media, and*
- \* *Role and effects of mass communication.*

#### **3.2.4.1 Mass Communication as a Social Process:**

Mass Communication can be simply defined as a process of sharing of experiences with infinite number of people who are geographically distributed over large areas, unaware of each other. The transmission of messages in mass communication is done through the mediation of some technology. The word mass itself denotes a very large, undefined and unknown number of people.

Before the advent of media of mass communication, the geographical distance, languages and cultural backgrounds, etc limited the scope of people communicating with many others. But through mass media, today it is possible to conceive the entire human population as inhabitants of a 'global village'. Although it may not actually happen but it is technically not impossible to communicate with the entire human race at one go. Sociologically and culturally this phenomenon becomes very important because by sharing common information the elements of commonality between human beings all over the world have increased.

The geographical, physical and national boundaries today have become irrelevant following the dissemination of the messages through radio, television, internet, etc. Earlier mass communication was a one-way flow of information from the media organizations to the audiences. But today new interactive technologies have changed the scenario. The media are now becoming more and more interactive and participative.

Theoretically, it is today possible to consider the entire world as one society and having some common cultural elements also. The entire concept of group communication has undergone a change. The members of the group may not require being physically present at all. But they may develop strong and effective groups. Mass communication has also resulted in weakening, dilution and disappearance of smaller groups in the society.

On the other hand, they have created new groups. But the most important aspect of the sociology of mass communication is exposure to common stimuli by unimaginatively large

audiences if not the entire human race. It started with the Gulf War and today there are many communications to which people all over the world are exposed simultaneously.

For example, President Clinton's exploits with Monica are perhaps known everywhere all over the globe. Some of the sports events have worldwide audiences. This phenomenon gives rise to a human society with a common world culture and the dreams of some of the philosophers of 'one world' or 'world without borders' may be realized very soon.

#### **3.2.4.2 Mass Media as Subsystems of the Social System:**

Mass Communication organizations are part of the total social, economic and political system of the society. They do not and cannot have an independent existence. In a democratic and open economic system, the media are freer and exhibit larger diversity and variety, resulting in plurality of thoughts. Under an authoritarian political system multiplicity of media is reduced and media are more of an extension of the governing system.

The nature of the political and economic systems of the society determines the character of the media systems that evolve. For example, in India the newspapers are totally free although there is no separate provision for freedom of press in the Constitution. For more than 50 years the radio and television had been under the strict control of the government. But the system of production, distribution and exhibition of cinema has been working in our country with almost negligible restrictions. These kinds of systems have emerged in India because of the social structure, which is characterized by diversity and plurality of thought and democratic norms of social life.

Structurally the Indian social system consists of large number of inward looking groups and media have to serve their interests. But there is an element of unity in diversity and thus all media work for the unity and strength of the nation. An important aspect of sociology of media systems is the socialization of the media persons. Broadly, the media persons can be considered as part of the elite of the society. The elite of the society, i.e., the government or business houses or industrialists, also creates Media.

As the media are capital-intensive systems the control of media is also with the elite of the society. What would be the content of the media systems created by elite, controlled by elite and manned by elite? The spontaneous reaction that comes to our mind is that the content of the media would also be for the elite. But this is not true. Media need large audiences and the elite are aware of this fact. Thus the content of the media is for the masses. However, another question arises. Is the content really for the masses?

A careful examination would reveal that the content of the media is what the elite thinks that the masses need or want and not what masses actually need or want. Therefore, the media reflects the perceptions of the masses by the elite. If there is a fault in this understanding the media content is also faulty and if there is greater correspondence between the actuality of the masses and perceptions of the masses by the elite then the content would be for the masses.

In the Indian scenario, this can be illustrated by the fact that the film producers produce formula films with an understanding that masses need and want for three hours of escape. But repeated success of offbeat films has proved that a perception of the elite who produce, direct and finance films has a fault somewhere.

Similarly, in the months from March to July almost every family in the country, directly or indirectly is anxious about the education and career of young ones. But media provides almost no help and the content of newspapers, radio, television, etc. remains the same as in other months. Theoretically, all social scientists including the sociologists propound that media can be very effective agents of modernization and change.

But practically we find that this has not happened. The fault does not lie with the media or the technology itself but it is the owners, controllers and performers in the media who either have vested interests in keeping the masses illiterate and uninformed or they are not competent enough to make the media as agents of change.

#### **3.2.4.3 Audience of mass media:**

Newspapers are handicapped with regard to creating large audiences mainly because of two reasons; first only those who can adequately read can be reached. Secondly, newspapers have to be physically transported and delivered to the readers. Therefore, the readership of the newspapers has to be limited but this readership is committed and known.

Radio and television have the potential of having large audiences and they not only cross the geographical and national barriers, they also cross the barriers of illiteracy. Terrestrial transmission coupled with satellite transmission and cable networking has created situations of both broadcasting and narrow casting. It is possible to reach large audiences by radio and television through satellites and cable. But cable networks and FM transmission (in case of radio) also help to create decentralized systems, which can cater to smaller localized audiences (narrow casting).

Convergence of broadcasting technologies with computers and Internet has helped to create worldwide audiences. But more important than this large audience is the increase in the

interactivity. Today through mass media, it is possible to get involved in interpersonal, group and mass communication. Sociologically this is important because interpersonal communication has been found to be the most effective form of communication.

With exposure to more and more common stimuli, similar perceptions are going to be generated in the minds of the audiences all over the world. The commonality of thought and unification of goals are two major areas that both communication scholars and sociologists have to study carefully.

#### **3.2.4.4 Role and effect of Mass Communication:**

The issue of influence and effects of mass media has been debated by various scholars of communication and sociology since well over fifty years. Political scientists, public administrators, psychologists, sociologists, anthropologists, ethnographers and even physicians and engineers have deliberated upon this matter.

In the United States, the effect of violence in cinema and television programmes on children has been studied for many years in great detail. But despite very sophisticated and systematic research studies no single theory of influence of media has emerged so far. Broadly, there are three viewpoints on this issue. These have been enunciated as major theories of the effects of mass communication. These are:

- *Hypodermic Needle Theory (Bullet Theory)*
- *Need Gratification Theory*
- *Cultural Ratification Theory*

**Hypodermic-needle theory:** In the human body there is a network of arteries and veins through which blood flows from and to all parts of the body. If in a certain part there is a problem and a chemical in the form of medicine has to be made available there it is injected with the help of syringe or hypodermic needle. The blood to all parts of the body carries the medicine and it creates its impact.

The human society is also considered to be consisting of networks of communication channels. If any information gets introduced or is deliberately introduced through the network of communication channels over a period of time the information will reach all the parts of the society. If we desire to accelerate, the information can be injected repeatedly and at various places. This is what happens when we launch information or motivational campaigns and advertisements.

It is believed that once the information reaches its destination, it would create the desired impact. Similarly when we fire a bullet and if it hits the target it creates the impact. The information can be fired into the society in the form of information campaigns and desired impact can be created. This theory is also called Stimulus-Response (S-R) Theory.

If we know what kind of response would be created by a given stimulus the society can be influenced in a desired manner. This theory seems to work in some situations. For example, when prices increase the information gets into communication networks of the society and within a short period everyone gets informed. The rumours also spread in the same pattern.

But it is hard to believe that individuals can be treated as mere objects on which information can be applied or bombarded. Of course, they are not passive receivers of information. Secondly, the actual impact may not be as desired by the communicator. Like a medicine may have side effects the information injected into the society may create undesirable influence as well.

Thirdly, every individual exercises selective power for reception, perception, interpretation and acceptance of the information. According to the Selective Perception Theory, individuals may not allow themselves to be exposed to the information. Once exposed, they would interpret differently based on their past experiences and even after reception and perception of the information, it may be accepted or rejected. Moreover, once the information is accepted it is not necessary that the desired behavioral change take place. We are exposed to large number of advertising messages every day. We receive, perceive, understand, like them and also accept some them. But the actual purchase may not take place.

**Need Gratification Theory:** This theory is in total contrast to the Hypodermic Needle Theory. Here it is postulated that each individual and group has certain information needs. Individuals and groups make efforts to cater to these needs from the available communication resources. The role of the media, according to this theory, is like a cafeteria where the variety of eatables are displayed and the customers will make selections according to their needs and likings. Any newspaper, television channel or a magazine or the entire media in a society can be seen as a cafeteria of information where all types of information are available and the audiences make their own selections and perceptions.

The information that is needed more are produced and multiplied. The information that is required by less number of people gradually fades away. Thus the entire content of the media is governed by the real or perceived needs of the masses or the audiences. This theory also

seems to be partially functional only because much of content in the media is not desired or required by the people.

In this context it would be worthwhile to know that there can be three kinds of needs: felt needs, perceived needs and actual needs. Felt needs are those, which the individual thinks, he needs to know. Perceived needs are those, which the experts think that the audiences need to know, and actual needs are the information that an individual or the group must have to achieve the objectives.

When the felt needs and perceived needs overlap the media and the programmes become very popular. When perceived needs overlap with actual needs the media becomes useful. The challenge is to create a maximum overlap between the felt needs, perceived needs, and the actual needs.

**Cultural Ratification Theory:** This theory is in a way a combination of both the earlier theories and has its roots in Marx's interpretation of the social systems. According to this theory, the media systems are the subsystems of the economic and political systems of the society.

Since media systems are dependent upon the major systems of the society they do not have the capacity to perform in a manner detrimental to the existence of the main systems. Thus media are capable of producing only superficial or cosmetic changes in the society and incapable of creating fundamental structural changes. According to this theory media help to maintain the status quo in the society. They also maintain their importance by attempting to influence or remedy the maladies in society from time to time.

For example, in India, there have been campaigns against dowry system and other social evils. But to an extent the major system of the society is not questioned or threatened. Similarly media talks about the land reforms but even the socialist or communist media have failed to launch an all-out campaign for land reforms.

According to the proponents of this theory expecting media to bring drastic changes in the society is like the story of a 'Sheikh Chilli' who cuts the same branch of the tree on which he was sitting. Media as independent systems and do not get involved in this kind of suicidal act. After going through these three theories of media effects it can be stated that all the three theories are functional at different levels.

### **3.3 SUMMARY:**

- Man is at the top of the ladder of evolution and rules the world today. But a newborn child of the human species is totally dependent upon the mother and other members of the human species. This dependence is almost total and it is impossible for a new born of the human species to develop into a human being if the social environment is not provided for.
- Human beings live in groups. To live in groups one must interact with each other and the only tool of interaction is communication. Hence communication is one of the basic needs of human beings that enable them to live in groups. Thus, society and communication are interdependent and the existence of one cannot be perceived without the other.
- *Sociology is the study of relationships.* It is the science, which studies the interpersonal relations of human beings along with human behavior, expectations, norms, status, etc.
- *Communication* is fundamental to a relationship. Relationships originate, sustain, grow, mature or even deteriorate because of communication.
- Many sociologists including *Max Weber* have opined that sociology is mainly a study of social relationships. Sociology is also a study of social processes.
- Human beings have physiological, social, and a psychological need to live in the safety and security of a society.
- Communication and relationships are interdependent. There cannot be any relationship without communication.
- The characteristics of social groups are *Mutual Awareness, Interaction, Reciprocity, Sense of Belongingness, Consensus, Regulatory mechanisms, and Feelings.*
- A society consists of various groups, which may be overlapping. Each group consists of two or more persons who are in contact with each other. By contact it is meant that they are in a position to stimulate each other meaningfully and are in a position to respond meaningfully to common stimuli. In other words they have to communicate with each other.
- Communication plays a pivotal role in the structure and functions of the groups. Firstly, communication makes the groups possible because formation of group is preceded by some kind of interaction among the members. Communication then sustains the group by defining roles, norms, obligations and privileges. It helps the group by passing on the objectives, norms, roles, applications and privileges to the new members. Communication brings goal-orientation into groups. It is also responsible for expanding, weakening or destruction of the groups.
- Mass Communication is a process of sharing of information and experiences with large number of people who are geographically distributed over large areas, unaware of each

other. The transmission of messages in mass communication is done through technology-dependent media. The word mass itself denotes a very large, undefined and unknown number of people.

- With the spread of mass media, today it is possible to conceive the entire human population as inhabitants of a 'global village'. The geographical, physical and national boundaries today have become irrelevant following the dissemination of the messages through radio, television, internet, etc. Earlier mass communication was a one-way flow of information from the media organizations to the audiences. But today the media have become more and more interactive and participative.

### 3.4 KEY WORDS:

**Biological Compulsion:** Unlike many other animals, a newborn human child is totally dependent upon the mother and other members of the human species. This dependence is almost total and it is impossible for a new born of the human species to develop into a human being if the social environment is not provided for.

**Communication as a Basic Need:** To live in a society one must interact with each other and the only tool of interaction is communication. Thus, society and communication are interdependent and the existence of one cannot be perceived without the other.

**Sociology:** Sociology is the study of relationships. It studies the interpersonal relations of human beings. *Max Weber* has opined that sociology is mainly a *study of social relationships*. Sociology is also a *study of social processes*.

**Characteristics of Social Groups:** The characteristics of social groups are *Mutual Awareness, Interaction, Reciprocity, Sense of Belongingness, Consensus, Regulatory mechanisms, and Feelings*.

**Groups:** A society consists of various groups, which may be overlapping. Each group consists of two or more persons who are in contact with each other. By contact it is meant that they are in a position to stimulate each other meaningfully and are in a position to respond meaningfully to common stimuli. In other words they have to communicate with each other.

**Communication in Groups:** Communication plays a pivotal role in the structure and functions of the groups. First of all, communication makes the groups possible because formation of group is preceded by some kind of interaction among the members. It then sustains the group by defining roles, norms, obligations and privileges. Communication also helps the groups to achieve their goals.

**Mass Communication:** Mass Communication is a process of sharing of experiences with very large number of people who are geographically distributed over large areas, and unknown to each other. The word mass itself denotes a very large, undefined and unknown number of people.

**Global Village:** Before the advent of media of mass communication, the geographical distance, languages and cultural backgrounds, etc limited the scope of people communicating with many others. But through mass media, today it is possible to conceive the entire human population as inhabitants of a 'global village'. The geographical, physical and national boundaries today have become irrelevant following the dissemination of the messages through radio, television, internet, etc.

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

3. Discuss the sociology of communication in detail.
3. Discuss the salient features of the inter relationship between society and communication.
3. Discuss the importance of communication for social groups.
3. Discuss the sociology of mass communication in detail.
3. Discuss the major theories of the effects of mass communication.

### **3.6 REFERENCES/SUGGESTED READING:**

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## **COMMUNICATION AND SOCIALIZATION**

**Writer: Prof. B. K. Kuthiala**

Chairperson, Dept of Mass Communication, Kurukshetra University, Kurukshetra.

**Converted in to SIM format by: Sh. M. R. Patra**

Dept. of CM & T, GJUST, Hisar.

### **LESSON STRUCTURE:**

In this lesson, we shall discuss about some more sociological aspects of communication. We shall discuss about the relationship between communication and socialization. Finally, we shall try to understand the major aspects of communication in the process of socialization. The lesson structure shall be as follows:

- 4.0 *Objectives*
- 4.1 *Introduction*
- 4.2 *Presentation of Content*
  - 4.2.1 *Functions of Socialization*
  - 4.2.2 *Process of Socialization*
  - 4.2.3 *Agents of Socialization*
- 8.1.3 *Communication and Socialization*
- 8.1.3 *Mass Media and Socialization*
- 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 as follows:

- \* To understand the functions of socialization,
- \* To study the importance of communication in socialization,
- \* To understand the agents of socialization,

- \* To study the relationship between communication and socialization,
- \* To study mass media as agents of socialization.

#### **4.1 INTRODUCTION:**

Human beings are animals by birth. Like all other members of the animal kingdom there is nothing in the genetics of man that enables the human infants to live as a social being. As explained in the previous chapter, '**Sociology of Communication**', human infants who grow without any contact with other human beings grow like other animals and show no characteristics of members of a human society.

Thus it can be said that by birth the human infant is only a biological organism. Right from the birth the human infant starts learning the ways and manners of living in a society. The process of physical growth and development takes place simultaneously with the training as a social being. The process, which enables man to live in a society according to the given norms, is called socialization.

Socialization may be defined as a process whereby the human child is trained to live in the society through a process of learning the norms, rules, 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 biological process of reproduction helps the human society to replace the members who die. The process of socialization helps the society to train the new members to live according to the rules and regulations of the society. We can say the processes of reproduction and socialization are complimentary to each other and help the human society to sustain from one generation to another. Therefore, both are equally important.

#### **4.2 PRESENTATION OF CONTENT:**

In this lesson we shall discuss various aspects of socialization with special reference to communication. The lesson shall be presented as follows:

- *Functions of Socialization,*
- *Process of Socialization,*
- *Agents of Socialization,*
- *Communication and Socialization, and*
- *Mass Media and Socialization.*

#### **4.2.1 FUNCTIONS OF SOCIALISATION:**

The socialization process performs many functions. It helps in the conversion of biological beings into social beings. It provides social regulation. Socialization helps in building up knowledge heritage. Let us now discuss the functions of the socialization process in detail.

**BIOLOGICAL BEING CONVERTED INTO A SOCIAL BEING:** Socialization helps to convert the human child, who is born as a biological organism, into a human being. A human child is born as a biological organism with certain genetic potential to become a social being. Fellow human beings develop these potentialities and the new member in the human society becomes a part of the complex social groups.

**SOCIAL REGULATION:** Through the process of socialization the norms and values of the society are taught to the child. Through this process the society exercises a significant level of control on the behavior of the new members, the self centered behavior which is animal-like is converted into a social behavior where the society becomes as important if not more than the self.

One important aspect of the regulatory functions of socialization is that the set patterns the human behaviors in a society are predictable and these characteristics of the society lead to harmonious living.

**KNOWLEDGE HERITAGE:** 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 who join in the form of children. The human infant learns what the society has already learnt. This is not possible any human being in the individual capacity. Only socialization makes this happen.

**CONTINUITY:** Socialization helps maintain continuity from one generation to another. Individual members die and new members come, learn and then go but the society continues to exist.

**DISCIPLINE:** Socialization helps an individual to regulate and control impulsive behavior. Each individual is aware that observation of the norms of the society would lead to rewards and

deviance from the expected behavior is likely to call for punishments. This enables the man to live in a disciplined manner and helps the society to perform adequately.

**GROWTH AND DEVELOPMENT:** The process of socialization not only regulates and controls the thought process and behavior of the individual but also creates situations where individuals grow in the interest of the society. In fact, ideal socialization leads to the growth of the society in a desired and expected manner. However, it may also be noted that the process of socialization also restrains and curbs some of the individual aspirations and creativity.

**PROVIDING INDIVIDUAL IDENTITIES:** Some sociologists consider that the most important function 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. Most important component of identity is the name. Each individual has an identity by name, which is invariably unique. Society accepts the individual by that name only.

#### **4.2.2 PROCESS OF SOCIALISATION:**

The human child is born totally helpless. The infant cannot survive without the help of others. The early years of learning to live in society are very fast. As an individual the child is completely dependent on the mother figure, which may be the female who gave birth or somebody else who takes care of the child.

In early stages the mother takes care of the needs, which are mainly biological like hunger, thirst and need to excrete, protection from cold and heat, etc. Initially the child is not able to communicate the need to the mother. Gradually the child learns to send messages of its needs to the mother mainly by crying. The child learns that crying attracts the attention of the mother and then crying becomes a purposeful action for communication.

As the infant grows, the interaction with the surroundings also increases. The child starts recognizing faces other than that of the mother. Psychological studies indicate that in the beginning the child identifies himself with the mother, that is, for the child 'self' and the mother

are one identity. Gradually the child starts differentiating from the mother and establishes for his or her self a separate identity. This leads to the beginning of relationship, which at this stage is only one to one, between two persons only. The child learns his role as a dependent and also learns the role of the mother as a provider.

Gradually other members in the environment, invariably the father also enters the social world of the child and the sphere of role-performance and role expectations increases to three, four and further on. With the passage of time the child learns to smile and respond to the messages received from others. He also learns that certain actions result in more food and more love whereas other actions bring in annoyance and punishments. Thus the process of learning of expected behaviors and roles begin. The child also learns what to expect from others in the form of reciprocal behavior.

With further growth, the child learns its role vis-à-vis its status and the surroundings. The learning of the processes of domination and subordination also begins. The child gradually makes a distinction between parents, brothers and sisters, servants and other relatives. At this stage strangers create fear but gradually the child learns to evaluate and fix the role of the strangers as well. Side by side the child also becomes conscious of his own status of dominance, of equality or of subordination.

A very 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. This is the reason that in every society lot of stress is given to teach the child to speak. All parents want their children to speak as soon as possible because speaking would enable a two-way exchange 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.

**A LIFE-LONG PROCESS:** Most of the learning takes place during childhood but the socialization continues all through the life till the man ceases to exist. It begins at birth and initial socialization takes place informally within the family. Gradually the world opens for the child and new relationships start.

Formal socialization also 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. Most of the sociological studies of socialization concentrate on early socialization because it is the foundation of the personality of the individual.

Many sociologists have also studied the socialization of different professions like teachers, doctors, nurses, military personnel etc. In this process new entrants learn to be the effective members of the profession they have joined.

#### **4.2.3 AGENTS OF SOCIALISATION:**

There are many agents or institutions that help in the process of socialization. These range from the family to the schools and colleges, from friends and relatives, etc. to temples, etc. The major agents of socialization are:

- *Family*
- Educational Institutes
- *Peer group*
- *Religious organizations*
- *Traditional Media*
- *Media of Mass Communication*

##### **4.2.3.1 Family:**

As discussed earlier family is the first and most important agency of inculcating the norms and values in the child. The mother, biological or social, plays the most significant role in early socialization. The role of the father is also important mainly in teaching discipline and transferring the skills and knowledge required to perform the adult roles. The siblings help the child to learn the hierarchy in the society and also other value systems.

In families where grand parents or some other relatives also are a part they also play their role in the socialization of the child. Regular servants in the family also influence the process of socialization. The role of family and family members in the process of socialization varies from

culture to culture. In some cultures, the father plays an important role where as in others the mother's role is more significant.

Still in other systems they may have almost equal role. Research has shown that in many cases daughters' socialization has a greater input from the mother and the sons learn more from the father. Elder brothers and sisters who have already undergone the process of socialization sometimes take the roles of the father and the mother.

It would be wrong to assume that family plays a role in socialization during early childhood only. In fact human beings always live in a family. Their role changes from time to time. A newborn become an elder brother then a husband, and an uncle and father and later a grand father. The learning process continues and new roles and values get absorbed all through the life within the family. The parents also learn about the new trends in the society from their children.

#### **4.2.3.2 Educational Institutes:**

Schools are the formal organizations created by the society for structured education of the child. The main functions of the school is to teach the child not only various subjects but also the norms and behaviors of the social groups.

In an educational institute, it is important to note that learning takes place not merely from the teachers but a significant process of socialization takes place through the children of the class as also from senior students. It has been found that in many cases the classmates and schoolmates play a very important role in the socialization of the child.

In schools, which are committed to a particular religion or culture, ideological socialization takes a distinct role. For example, students studying in Christian Missionary Schools learn more about Christianity than about other religions, whereas in a DAV School the child learns more about Vedic philosophy. Individual teachers have also found to be very significant in the personality development of the child. Invariably one of the teachers of the school or college is the role model of the child.

#### **4.2.3.3 Peer group:**

Neighborhood, friends, classmates, schoolmates, sports team members and in the modern society children traveling in the same school bus constitute peer groups. A child receives more information about its environment and culture from the peer group. In fact, the communication

between peer groups becomes a very important factor in the learning process and children also pass on to other children what they have learnt from the other agents of socialization.

It has been found that as the child grows, the influence of the family starts decreasing and peer groups become more dominant. In some cases the learning received from parents and teachers may be rejected in preference to what the peer group wishes to teach. At the stage of adolescence this phenomenon is widely observed in all cultures. In fact, there is an element of pressure to conform to the norms of the peer groups. The physical needs of the growing child are also to be met by the peer group rather than within the family. The cousins also form a part of the peer group. Sometimes the siblings and the peer group members are common.

#### **4.2.3.4 Religious Organizations:**

A significant amount of learning takes place from the religious representatives like Pandits, Maulvis, Guru Granthis, Christian Fathers and Mothers as also within the temples, churches and gurudwaras. In traditional societies the role of religious organizations in early childhood is comparatively more than in the modern societies. In fact, some of the religious and cultural organizations of the society are committed to socializing the child according to their own wishes.

Although the role of religious socialization has decreased in modern societies, another very important phenomena can be observed. Adult and old age socialization by the religious groups or sects has become very prevalent not only in the Indian society but in almost all cultures in the world. This can be seen in the growth of very strong and popular sects.

These bodies very significantly influence the adult and old age socialization. In fact, it has been found that young boys even in early teenage are found to be the best targets for teaching terrorism and insurgency by anti-national groups. This is because at this stage the mind of the child is easily influenced.

#### **4.2.3.5 Traditional Media:**

Every culture has a store of folk tales that are narrated to the children in an interesting manner. Most of these folk tales propagate values that the society wants to teach the children. In almost all folk tales there are good characters and villains. The good characters are projected positively and in the stories they receive the rewards whereas the bad characters so conceived by the culture are punished.

The informal and interesting manners in which these stories are told to the children inculcate the basic moral values in the children. In addition to folk tales there are other media of

entertainment in every culture. Dance and drama forms like Nautanki, Saang, YakshGaan, Kirtan, Nacha, Puppet Plays, etc, are all traditional media of entertainment and communication in the society. These media are not merely entertainment media but through them the society socializes the members and inculcates the desired values and patterns of social behavior.

Research has shown that these traditional media of socialization are more effective than the modern media and sometimes the modern media use the folk media for effective communication.

#### **4.2.3.6 Media of Mass Communication:**

Human history is very long on this earth, perhaps thousands of years old. For most part of the history the agents of socialization as discussed above were primarily responsible for inculcating the values, norms and behavioral patterns amongst the members. But during last two decades the advent of mass media of communication like newspapers, radio, television, films, and computers have also come to play a great role in socialization.

The content of these media reflect the prevalent culture in the society. Children as also the adults get exposed to this content and are influenced. We can say that mass media of communication are extensions of the traditional agents of socialization. They not only compliment but also supplement their functions. They also accelerate the process. Tremendous amount of debate has taken place about the influence of mass media in the society and specially their role in the process of socialization.

The effects of media have been discussed in an earlier chapter, here it can be said that mass media definitely have the power to influence but their potential is sometimes overestimated. A proper understanding of the influence of media in different circumstances needs to be comprehended. There can arise two situations about the content of the mass media. In first situation, the content of the mass media may be such that it supports and supplements the socialization process by the family, school, peer group and religious groups, etc. In such a case the harmony in the society is strengthened and status quo of the existing value system is retained.

Problem arises when norms and values propagated by other agents of socialization are contradicted by what the members of the society learn from the media. For example, in the family, school, as also from the peer groups the child learns to be honest. But on the media, which perhaps is projecting some other culture, the child learns that dishonesty and untruthfulness have been rewarded. Or as in traditional Indian society child learns that the

society expects him or her to get married within the caste. But the films, serials or even news reports propagate and glamorize inter-caste marriages.

When such contradictory messages are received the children get confused and their trust and faith in both traditional agents of socialization and mass media gets shaken. In extreme cases a situation of alienation that is a form of indifference to the society starts developing which may ultimately leads to anti-social behavior of the child. Therefore, it is important for every society to keep a watch on the content of the mass media so that they do not perform as adversaries. But denouncing illogical traditional values is also a desirable function of the media.

#### **4.2.4 COMMUNICATION AND SOCIALISATION:**

The dynamics of socialization is such that it can take place in two different ways: by communication and by imitation. Whereas majority of the process of socialization is a deliberate and conscious process of teaching, sometimes socialization takes place by observation also. The learner observes and internalizes the observed behavior or value system.

Many a times, the learning takes place through observation and communication. Girls observe the behavior of their mothers and elder sisters. While playing in early childhood girls play the role of the mother, the boys plays the role of the father. Many of these role-plays have not been taught directly to them but they have observed.

Even in later stages of life we learn many things by observation. The haircut, the fashion of the clothes, etc. are mostly observed and imitated. But there is no denying the fact that communication is fundamental to the process of socialization. In fact communication can be seen as both the cause and consequence of socialization. Learning how to communicate is part of socialization and communication is the major tool of socialization. Therefore, communication is vital for socialization.

In the early stages of the childhood the child has neither the ability nor the experience of communication. The learning takes place by imitation. Gradually the child learns to communicate through crying. The mother also communicates to the child by patting, embracing, hugging, kissing, and by words that have little or no meaning to the child. The eye contact or the touch also sends messages.

Gradually the child learns to distinguish between sounds and then even starts producing certain sounds that have meanings. The process of communication, both giving and receiving the messages, begins. It is this process that further makes the process of socialization possible.

Learning from peer group in schools or by religious organizations primarily takes place through interactive process of communication.

In societies where the communication between parents and children and between teachers and taught is efficient the social and cultural heritage is effective and fast. But in systems where the generation gaps between the teachers and the students, elders and young ones exist, the process of communication is weak and less intense. This may lead to defective socialization and the continuation of the society as a group is threatened. More important is the content of communication. Repetition of the similar content strengthens a particular value system or a behavioral pattern and absence of the content may lead to vacuum in that particular aspect of learning process.

The absence of moral education in the modern system of education is sometimes blamed for the rampant corruption, dishonesty, and other such practices in the society. Basically perhaps there had been a failure of communication at the socialization stage of the present adult population. A peculiar situation may arise when different agents of socialization project ideologically different contents. In the Indian society it has happened with relation to the socialization related to caste and religion.

Within the family, religious groups and in many cases peer group the caste, sect and religious groupings are taught to be very important and crucial to the young ones. But the school textbooks and the social trends propagate different ideologies. The group that is stronger ultimately influences. But the opposing forces reduce the effect and sometimes leads to alienation. Therefore, it is not only important to have communication for socialization but it is more important to pay attention to what is to be communicated.

#### **4.2.5 MASS MEDIA AND SOCIALISATION:**

It has been accepted by all that media play an important role in early socialization of child and long-term socialization of adults. Mass media can be seen as an extension of the communication process but with a capacity for being far more powerful than other means of communication. The mass media have been called ' magic multipliers' i.e., one message gets multiplied into innumerable messages and there is a capacity to reach innumerable number of people either instantaneously or within a short period of time.

For example, a message generated in a television or radio studio gets multiplied and can be received by infinite number of listeners and viewers within no time. Similarly a message produced in a newspaper gets multiplied into as many copies and can be received by large

number of people within 24 hours. Convergence of computers and telecommunication has created Internet, which has resulted in a situation where audiences have become infinitely large.

The properties of mass media of multiplication and simultaneous transmission plays very important role in the socialization process. It is a common observation that the general exposure to mass media is increasing day by day. The time spent on watching television, listening to radio, reading newspapers and magazines is gradually increasing. So much so, that studies show that students spend more time watching television than attending their schools. Adults spend more time on media than talking to family members, relatives and friends. Within the family also if there is a television with a cable connection communication between the mother and the father between parents and children and between the siblings has decreased.

In other words, the time and the effort on media is at the cost of interpersonal and group communication. From this observation it can be interpreted that role of mass media in socialization is increasing at the cost of the role of family, peer group, schools, etc.

The major concern in this case is the influence of television. The questions that arise are the quality of programmes that the television presents to audiences and the degree to which viewers learn from these lessons. For example, a lot of violence is projected on television and cinema screens. The fact is that the cinema legitimizes the use of violence as means of settling disputes between individuals, groups and nations. In the absence of any attempt to counter this influence at family or school level the children are made to learn to use violence as a genuine behavioral pattern.

To understand the long-term influence communication experts have propounded two theories. The first theory focuses on the individual viewers who are exposed to certain forms of behavior that are attractive and worth copying. According to this theory (Modeling Theory) these behaviors work as model behavior for persons undergoing socialization and will be adopted as personal habits.

The second theory (Social Expectation Theory) is much broader and focuses on the rules and expectations for a systematic social behavior that are shown on the television. This theory focuses on media provided lessons about what constitute acceptable behavior not in isolation but in the form of various group behaviors.

The Modeling Theory of Socialization can be summarized as follows:

- A viewer comes across a form of action portrayed by an actor on the screen.

- The viewer feels that the actor portraying the said behavior is a model for him or her and thus wishes to behave in that pattern.
- In some later situation the viewer remembers and imitates the behavior of the model.
- The imitation or reproduction of the model behavior results in positive reinforcement (reward) or disapproval (punishment).
- Approval or disapproval by other agents of socialization helps in adoption or rejection of the model behavior.

According to the Social Expectation Theory the viewers learn from media not isolated behaviors but develop an understanding over time of patterns of customs and routine behaviors expected in specific groups. Instead of learning individual behaviors, the viewers learn the entire social organization process in the form of group-norms, specialized roles, ranking positions, and social controls.

The important propositions of the Social Expectation theory of socialization of media are as follows:

- The content of media is the portrayal of social activities and group life.
- These portrayals can be the actual reflection of the social behaviors or they may be pieces of fiction and creativity.
- This exposure may lead to learning of behaviors that are expected by the producers of the media content.
- These learned behaviors concern the expected behavior from self and others. In fact, the media functions as a guide and the counseling may be accepted or rejected.

Ultimately as stated earlier media are only tools and it is the content that would determine the kind of socialization they would create amongst the members of the society. Therefore, the content becomes more important and right communication of adequate content would create desirable socialization.

#### **4.2 SUMMARY:**

- 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.
- The family is the most important agent of teaching skills and values to the child. The mother and father play the most significant role in early socialization in teaching values, discipline and transferring the skills and knowledge required to perform the adult roles. The siblings and other relatives help the child to learn the hierarchy in the society and also other value systems.
- Neighborhood, friends, classmates, schoolmates, sports team members, etc., constitute peer groups. A child receives more information about its environment and culture from the peer group. It has been found that as the child grows, the influence of the family starts decreasing and peer groups become more dominant.
- Dance and drama forms like Nautanki, Saang, YakshGaan, Kirtan, Nacha, Puppet Plays, etc, are all traditional media. These media are generally meant for entertainment. But these traditional media also help in the socialization process and inculcate the desired values and patterns of social behavior.
- The mass media, particularly, the content of the mass media, may support and supplement the socialization process by the family, school, peer group and religious groups, etc. Problem arises when norms and values propagated by other agents of socialization are contradicted by what the members of the society learn from the media.

### 1.3 KEY WORDS:

**Socialization:** A human child needs to be trained to live in the society. This is done 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 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 major functions including conversion of biological beings into social beings. It provides social regulation. Socialization also helps in building up knowledge heritage.

**Language:** 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.

**Family:** Family is the first and most important agency of teaching the norms and values to the child. The mother plays the most significant role in early socialization. The role of the father is also important mainly in teaching discipline and transferring the skills and knowledge required to perform the adult roles. The siblings help the child to learn the hierarchy in the society and also other value systems.

**Peer group:** Neighborhood, friends, classmates, schoolmates, sports team members form peer groups. The communication between peer groups becomes a very important factor in the learning process and children also pass on to other children what they have learnt from the other agents of socialization. As the child grows, the influence of the family starts decreasing and peer groups become more dominant.

**Traditional Media:** Song, dance and drama forms like Nautanki, Saang, YakshGaan, Kirtan, Nacha, Puppet Plays, etc, are called the traditional media. These media are not merely entertainment media but through them the society socializes the members and inculcates the desired values and patterns of social behavior.

**Mass Media:** The content of the mass media can influence us in two ways. In first situation, the content of the mass media may support and supplement the socialization process by the family, school, peer group and religious groups, etc. In such a case the harmony in the society is strengthened and status quo of the existing value system is retained. Problem arises when norms and values propagated by other agents of socialization are contradicted by what the members of the society learn from the media.

#### 1.4 SELF-ASSESSMENT QUESTIONS (SAQs)

6. Discuss the process of socialization in detail.
6. Discuss the salient features of the inter relationship between socialization and communication.
6. Discuss the importance of communication for in the process of socialization.
6. Discuss the importance of the mass media in the process of socialization.
6. Discuss the importance of peer groups in the process of socialization.
6. Discuss the importance of the family in the process of socialization.
6. Discuss the importance of religious organizations in the process of socialization.
6. Discuss the importance of educational institutions in the process of socialization.
6. Discuss the major theories of the socialization.

#### 4.2 REFERENCES/SUGGESTED READING:

- **Fundamentals of Human Communication;** By. *Melvin L. Defleur, Patricia Kearney and Tomothy G. Mayfield*, 1997
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- **Essentials of Human Communication;** By. *DeVito, Joseph A. Pearson*, 1997
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## **FORMS OF COMMUNICATION**

*Writer:* Sh. M.R. Patra

**Senior Lecturer, Dept of C M & T, GJUST, Hisar, (Haryana)**

*Vetter:* Sh. Sushil K. Singh

**Senior Lecturer, Dept of C M & T, GJUST, Hisar, (Haryana)**

***Converted in to SIM format by: Sh. M. R. Patra***

### **LESSON STRUCTURE:**

In this lesson, we shall discuss about some perspectives of human communication. We shall discuss about some levels or forms of communication. Then we shall focus on the process of intra-, inter-, group-, and mass communication. The lesson structure shall be as follows:

- 5.0 *Objectives*
- 5.1 *Introduction*
- 5.2 *Presentation of Content*
  - 5.2.1 *Perspectives of Human Communication*
  - 5.2.2 *Forms of Communication*
    - 5.2.2.1 *Intra-personal Communication*
    - 5.2.2.2 *Interpersonal Communication*
    - 5.2.2.3 *Group Communication*
    - 5.2.2.4 *Mass Communication*
- 5.3 *Summary*
- 5.4 *Key Words*
- 5.5 *Self-Assessment-Questions (SAQs)*
- 5.6 *References/Suggested Reading*

### **5.0 OBJECTIVES:**

Communication is a many faceted concept. At different times we practice different types or forms of communication. In this lesson we shall discuss about the various forms or levels of communication. The objectives of this lesson are as follows:

- \* *To know about the various perspectives of human communication,*

- \* *To learn about the forms or levels of communication,*
- \* *To understand intra-personal communication,*
- \* *To understand inter-personal communication,*
- \* *To understand group communication, and*
- \* *To understand mass communication.*

## **5.1 INTRODUCTION:**

Interaction, interchange, discussion, discourse, monologue, dialogue are some of the terms that we generally use to describe communication. Speakers and writers are involved in the process of communication as sources or senders. So are listeners, readers and viewers as receivers. There is transmission of information in some symbolic form - gestures, sounds, and written or spoken words. And there is transfer of meanings. The main concern here is that recipients should understand what the communicator is trying to convey.

This way we can go on 'describing' and 'discussing' communication. But defining communication is a difficult task. Different people have different perspectives of communication and finding a common definition acceptable to all is not simple. In fact, some people say defining communications is as difficult as defining the concept of love or the concept of God. Like with love and God, we all feel that we understand what is communication but find it difficult to define it.

Communication experts have never agreed to any single definition of communication. But 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 out come or objective".

Communication is a process. As a process, communication 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 opinions 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.

## **8.1 PRESENTATION OF CONTENT:**

The content of this lesson will be presented in a phased manner. First we shall discuss about the perspectives of human communication. Then we shall study the forms or levels of communication. The content shall be presented under the following headings: *Perspectives of*

*Human Communication, Forms of Communication, Intra-personal Communication , Interpersonal Communication, Group Communication, and Mass Communication.*

### **5.2.1 PERSPECTIVES OF HUMAN COMMUNICATION:**

The concept of communication is very complex. So is the process of communication. There are many dimensions of communication. Some of these are verbal and nonverbal communication, oral and written communication and formal and informal communication.

**Verbal and nonverbal communication:** Most often we use spoken and written messages to communicate. Here we use words, which are nothing but symbols and have universal meanings for all participants (speakers, writers, listeners, readers, etc.). This kind of communication using words (both spoken and written) is called verbal communication.

Verbal communication is highly structured and often always uses rules of grammar. This is of two types: oral or spoken communication and written or printed communication. In spoken communication, in addition to words, we often use many other things like gestures, posture, eye-behavior, tone of voice, touch and use of space, etc. for communication. These are called nonverbal symbols.

Communication using these symbols is called nonverbal communication. These symbols have socially shared meanings but not universally accepted meanings. Also nonverbal communication does not have any formal structure or rules of grammar. We use both verbal and nonverbal symbols to communicate. Nonverbal messages usually supplement verbal messages, which convey most part of the message.

For example, while talking we use eye movements, facial movements, and hand and body gestures to supplement what we are saying. Some times nonverbal symbols can communicate completely on their own - like the glare of an angry teacher, patting on the shoulder or gestures like the OK sign or the thumbs up sign.

**Oral and Written Communication:** Oral or spoken communication refers to spoken messages that we transmit 'out loud'. Oral communication generally involves both verbal and nonverbal symbols. Mostly we spend a great deal of time participating in oral communication both as speakers and listeners.

Written or printed communication obviously means communication through written or printed words. This is primarily verbal in nature.

Both oral and written communication deal with the creation and sending of messages. They, however, differ in the ways in which they are processed. Oral messages are continuous,

with words and sounds spoken and uttered in a connected way. These are processed collectively with no emphasis or focus on individual words.

But in written communication, words are distinct from each other, being surrounded by white space from all sides. Written or printed words are processed as individual units. Oral and written communication also differs in form and style. While oral communication is personal, spontaneous and flexible (not rigidly bound by rules of grammar), written communication is more formal and literate and follows rules of grammar strictly.

**Formal and informal communication:** This differentiation of communication is mainly on the basis of situations. In situations like public speaking, mass communication, official communication, etc. the communication is used is formal in nature. Here we use language more precisely, pay more attention to grammar. Also we pay attention to our dress, posture, etc. Formal communication occurs in the context of status differences (top-to-bottom or bottom-to-top situations).

Informal communication takes place in case of informal and personal situations. Less attention is paid to structure of language and grammar. Also less attention is paid to nonverbal behavior like clothing, gait, posture, etc.

### **5.2.2 FORMS OF COMMUNICATION (Contexts or Levels of Communication):**

One important aspect of communication is that it does not take place in isolation. Communication to occur requires at least two elements of a system. We often think of communication as an interaction between two people. Communication takes place between two systems. When two persons are involved in communication, they are the two systems. Such a situation is called interpersonal communication. However, this is not the only communication situation. We participate in several communication contexts or levels of communication. These are:

- *Intra personal communication,*
- *Inter personal communication,*
- *Group Communication, and*
- *Mass communication.*

These levels are based basically on the number of persons involved in the process of communication. These different forms of communication also differ in the degree of proximity or closeness among the participants in the communication process- both at physical and emotional

levels. Another differentiating feature is the nature of the feedback, which could be immediate or delayed.

#### **5.2.2.1 INTRAPERSONAL COMMUNICATION:**

This is the most basic of the communication contexts or levels. It occurs when an individual sends and receives messages internally. We spend most of our time thinking. And our thought process is nothing but intra personal communication. Here the same person sends messages and receives them too. Here we use the central nervous system (CNS) and peripheral nervous system (PNS) for generating, transmitting, and receiving of messages.

Intra personal communication involves our intellect as well as our physical and emotional sensations. The way we communicate with ourselves reflects the various aspects the self, including the physical self, emotional self, intellectual self and the social self. It also reflects our habits, roles, attitudes, beliefs and values.

Intra personal communication is not just a level of communication. It is in fact, the very basis of all communication. While participating in the higher levels of communication like inter-personal-, group-, and mass communication, we also indulge in intra personal communication. And it takes place every moment that we live.

To understand intra personal communication, we need to understand ourselves. At the physical or physiological level or what is called the 'physical self', we have our bodily parts, the various systems that perform the bodily functions like digestion, breathing, circulation, elimination of bodily wastes, etc. Also there are the five senses that help us receive external stimuli. Then there is processing of stimuli - both internal and external. Next there is the 'emotional self', who prompts our emotional responses - as in case of our responses to stimuli like fright, flight and fight, etc. Our 'intellectual self' involves mental actions or behavior like word and sentence formation, use of comparison, use of logic and reasoning, problem solving, and decision making, etc.

Now you must be thinking that you know everything about your self. But there is more to the self-concept. This is because we maintain separate private and public selves. These have been very well illustrated by two social scientists *Joseph Luft* and *Harrington Ingham*. They created a model called the Johari Window. This model compares various aspects of open (public) and closed (private) communication relationships.

	<b>Known to self</b>	<b>Not known to self</b>
<b>Known to others</b>	<b>OPEN</b>	<b>BLIND</b>
<b>Not known to others</b>	<b>HIDDEN</b>	<b>UNKNOWN</b>

### ***The Johari Window***

The 'open' section in the diagram represents self-knowledge that you are aware of and are willing to share with others. The 'hidden' section represents what you are aware of but is not willing to share. The 'blind' section represents information, which you do not know but others know. The 'unknown' section represents what is unknown both to you and to others.

These sections vary according to our relationships with others. In a close relationship the open portion will be considerably larger than the hidden area. When we communicate with a casual acquaintance, our hidden area will be the largest area in the Johari window. This model can be used effectively to increase our self-awareness.

This self-awareness or self-concept is not inborn. It develops as we grow through our communication with others and from our environment. Specifically, it develops from three contributory factors:

- i) Our past experiences,
- ii) The reference groups we identify with, and
- iii) The roles we play in our lives.

Our interactions with these three factors have affected and continue to affect our self-concept. Our past experiences make us what we are. These shape the way we feel about ourselves and the way we react to others. A child who is neglected and criticized at home may develop a negative self-concept. Our experiences with home, family members, relatives, friends, school, college, work place, etc. contribute immensely to the development of our self-concept.

The second contributor to self-concept is the reference group. These are the groups that we identify with. From family, class, sports team, work place to clubs and associations are

examples of reference groups. From these groups we borrow ideas, attitudes and values, which shape our self-concept.

Through our life cycle, from birth to death, we play a number of roles. These are ascribed (or allotted roles) and achieved roles. We do not have any control over our ascribed roles. These include gender roles (that are biologically determined like son, daughter, brother, sister, father, mother, etc.) and social roles (that are socially determined and defined by our environment).

Social roles include being friends, foes, teacher-taught, neighbors, etc. The achieved roles are earned through individual accomplishments. A person becomes a champion athlete or a leader or the president of a company by way individual achievements. Both the ascribed and the allotted roles help shape our self-concept.

**Human Needs and Self-Concept:** A need is a 'felt state of deprivation'. It is a driving factor that motivates us to fulfill the deprivation. While our basic needs are food, clothes and shelter (Roti, Kapda and Makaan), Abraham Maslow, a well-known psychologist has listed five human needs - physiological, safety, love and affection, esteem and prestige, and self-actualization.

**Self-actualization needs**

**Esteem & Prestige needs**

**Love & Affection needs**

**Safety needs**

**Physiological needs**

***(Maslow's Hierarchy of Needs)***

These needs are arranged in a hierarchy, from the bottom to the top. Once our physiological needs are fulfilled we look for safety needs. The next need is for love and affection. When this need is fulfilled we look for esteem and prestige. Finally, there is self-actualization. Here we strive for all that we are capable of achieving. Self-improvement is one way of self-actualization. Another is setting long-term goals and achieving them. Self-actualization leads to personal satisfaction. These basic human needs affect our self-concept. In fact, our self-concept is a reflection of where we are on Maslow's hierarchy of needs.

**The Process of Intrapersonal Communication:** Intra personal communication starts with a stimulus. Our intra personal communication is the reaction to certain actions or stimuli. These stimuli could be internal, originating from within us, or external, coming from an outside source. These stimuli are picked up by the sensory organs (PNS) and then sent to the brain. This process is called reception.

The sense organs pick-up a stimulus and send it to the central nervous system through the peripheral nervous system. While we receive all stimuli directed at us, we pay attention to only a few. This is because we practice selective perception. Only high 'intensity' stimuli like loud sounds, bright colours, sharp smells, etc. are perceived and the low intensity stimuli are over looked.

The next step is processing of the stimuli. It occurs at three levels. These levels are cognitive, emotional and physiological. Cognitive processing (thinking) is associated with the intellectual self and includes the storage, retrieval, sorting, and assimilation of information. Emotional processing (feeling) is associated with the emotional self. This does not have anything to do with logic or reasoning. All our emotions and our attitudes, beliefs and opinions interact to determine our emotional response to any stimulus. Physiological processing occurs at the physiological level and is associated with our psychological self. This kind of response is reflected in our bodily behaviors like heart rate, brain activity, muscle tension, blood pressure, and body temperature.

The next step in intra personal communication is transmission. Here the sender (transmitter) and receiver being the same person, transmission occurs through nerve impulses. Intra personal communication also has feed back. Here it is called self-feedback. This is of two types, external self-feedback and internal self-feedback. External self-feedback is the part of the message, which is heard while internal self-feed back is the part, which we perceive within ourselves.

The next element of intra personal communication is interference or noise. A sudden sound disturbing our thought process is interference. Another form of interference occurs when we process some information at a wrong level. For example, we are supposed to process bad news rationally i.e., through cognitive processing. But we often react to such news through emotions. The opposite is also a case of interference.

**Intrapersonal variables and communication:** The factors or variables that affect our intra personal communication are our 'personal orientation', 'personality traits or characteristics', and

'defense mechanisms'. Our personal orientation comprises of our values (moral or ethical judgments of things we consider important); attitudes (learned tendencies to react positively or negatively to an object or situation); beliefs (any thing accepted as true); opinions (a positive or negative reaction); and prejudices (pre-formed judgments about things). All these factors affect our intra personal communication.

Personality characteristics are other factors that affect our intra personal communication and include our self-esteem, maturity, etc.

The third category of factors affecting our intra personal communication is the defense mechanisms. These are rationalization (an attempt to justify our failures and inadequacies), projection (ignoring certain traits, motives, or behaviors in ourselves and attribute them to others), insulation (isolating contradictory feelings and information), reaction formation (denial of otherwise unacceptable feelings and behavior), identification (often used against insecurity and inadequacies), and repression (suppressing unpleasant or unacceptable feelings, desires or experiences).

So now we know that intra personal communication is the most basic level of communication. It involves sending and receiving of (stimuli) within one individual. This is the level on which you communicate with yourself. Intrapersonal communication is a function of the physical self, the emotional self, the intellectual self, habits and private and public situations.

One's past experiences, reference groups, and roles combine to form the self-concept. At the same time, internal and external stimuli affect the cognitive, emotional and physiological processing of intra personal communication. Personal orientation, personality traits and defense mechanisms also affect our intra-personal communication.

#### **5.2.2.2 INTER PERSONAL COMMUNICATION:**

We are social animals. We have this unquenchable urge to reach out to others, and share our feelings and ideas. This sharing of experiences between two persons is called interpersonal communication. It is an extension of ourselves to other people and their extensions towards us.

Interpersonal communication can occur in any environment. But mostly it occurs during everyday, face-to-face encounters. It is often spontaneous, unplanned, and loosely organized. In most interpersonal communication situations, the participants are face-to-face (one exception is telephonic conversations). Participants in interpersonal communication situations, in addition to seeing and hearing each other, can also use other senses like touch and smell. This makes

sending and receiving of messages much easier. This also eliminates the need for rules that are followed during formal occasions.

As we have already discussed interpersonal communication involves two persons in close contact or in a *dyad*. So the responsibility of sending, receiving and evaluating messages is divided between the two participants. Both the participants alternate their roles as sender and receiver. So interpersonal communication is a shared activity. Also interpersonal dyads concentrate on the sharing of meaning. Such *dyads* may sometimes solve problems or take decisions also.

The messages in such situations convey a wide range of feelings and emotions. Interpersonal messages consist of meanings derived from personal observations and experiences. Interpersonal communication, particularly the process of translating thoughts into verbal and nonverbal messages increases the communicator's self-concept. In fact, effective interpersonal communication helps both participants strengthen relationships through the sharing of meanings and emotions.

**Functions of Interpersonal Communication:** Different people use interpersonal communication for a variety of reasons. For example, interpersonal communication helps us understand our world better. It helps us understand a situation in a better way. We also use interpersonal communication to think and evaluate more effectively. Often it is used to change behavior also.

Communication specialists *Frank E. X. Dance* and *Carl E. Larson* have identified three specific functions of interpersonal communication. These are:

- i) Linking function,
- ii) Mentation function, and
- iii) Regulatory function.

The linking function connects a person with his or her environment. The mentation or mental function helps us conceptualize, remember, and plan. It is a mental or intellectual function. The regulatory function serves to regulate our own and other's behavior.

Through interpersonal communication we are nurtured as infants, physically, emotionally, and intellectually. Again through interpersonal communication, we develop cultural, social and psychological links with the world. In fact, interpersonal communication is the very basis of our

survival and growth as it helps us to function more practically. Without interpersonal communication we would be cut off from the world around us.

**Interpersonal Relationships:** Relationships are created, nurtured and even are destroyed because of interpersonal communication or the lack of it. Three factors that play important roles in relationships are control, trust and intimacy. Control is the distribution of power in a relationship. Trust in interpersonal communication is a belief that the other person will not exploit us. The third factor is intimacy. This is the degree to which two persons sharing a relationship can meet each other's needs. Each of these factors has the potential to affect interpersonal relationships.

**Variables affecting interpersonal relationships:** Many variables affect the interpersonal relationships. These are self-disclosure, feedback, nonverbal behavior and interpersonal attraction. Our success or failure in handling these variables determines how satisfying our interpersonal relationships will be.

Self-disclosure lets others know what we are thinking, how we are feeling and what we care about. Self-disclosure helps reduce anxiety, increase comfort, and intensify interpersonal attractions. Feedback is the response of a receiver that reaches back the sender. It involves agreeing (confirming one's understanding of a message); asking questions (to know more); and responding through feeling statements (to show that you care about your partner).

We often use feedback to shape our own behavior. Nonverbal behavior plays an important role in interpersonal communication. A smile, a hug, a pat, a firm handshake, etc. can achieve much more than words in certain situations. Eye contact, gestures, posture, facial expressions, etc. are also important elements of our nonverbal behavior.

Interpersonal attraction is the ability to draw others toward oneself. Some people are said to have magnetic personalities. People are drawn to them. It is this special chemistry that causes 'love at first sight'.

**Development of Interpersonal relationships:** How do interpersonal relationships grow or disintegrate? Research has proved that like individual personalities, interpersonal relationships also evolve over time through our experiences, acquired knowledge, and environmental factors. The phases through which interpersonal relationships develop are:

- i) Initiating,

- ii) Experimenting,
- iii) Intensifying,
- iv) Integrating, and
- v) Bonding.

Initiating is the first phase during which we make conscious and unconscious judgments about others. In fact, some times it takes us as little as 15 seconds to judge a person. Then communication is started either verbally or nonverbally (through eye contact, being closer to the other person, etc.).

The next phase is experimenting. Here we start with *small talk* (talking about general things rather than about specific things), while attempting to find out common interests. During this stage we try to determine whether continuing the relationship is worthwhile.

The third phase is intensifying. Here the awareness about each other is increased and both the persons start participating more in conversation. Self-disclosure by both participants results in trust and creates a rapport. Experiences, assumptions and expectations are shared and we start becoming more informal. Also there is increased nonverbal behavior with more touching, nodding, etc.

The next step is integrating. Here we try to meet the expectations of the other person. We also start sharing interests, attitudes, etc.

The final stage is bonding. Here serious commitments and sacrifices are made. One example of commitment is to decide to remain as friends. Another example is marriage. All these phases a can take a few seconds to develop (as in case of love at first sight) or may take days or weeks or more time.

**Phases of Relationship Disintegration:** Like interpersonal relationship development, relationship disintegration may also take few seconds or take months. Here again five phases are involved. These are:

- i) Differentiating
- ii) Circumscribing,
- iii) Stagnating,
- iv) Avoiding,
- v) Terminating.

While relationship development brings two persons closer and closer, relationship disintegration leads to separation. The main reason is differences between the two participants. Differences are there at every stage of relationship development. But we tend to ignore or overlook them. But when the individual differences become prominent, then we enter the differentiating state. Here we start wanting more freedom and individuality. Also during this stage we test the other's involvement. This stage is called differentiating.

Differentiating leads to the next phase - circumscribing. This involves less or controlled communication to reduce tension and conflict. While we behave normally in front of others (to maintain a facade), privately there is very little communication. Even the level of nonverbal communication decreases to a great extent.

The next stage is stagnating where all communication is stopped. This leads to the avoiding stage. Here we behave as if the other person does not exist. We avoid interaction. And we also try to maintain physical distance.

The final stage is termination. It may be immediate or delayed. Also termination depends on many factors like the type of relationship, the perceived status of the relationship, effects of dissociation, etc.

**Levels of interpersonal interaction:** Depending upon the type of interpersonal relationship, different types of communication or interactions take place. These are:

- i) Alternating monologue,
- ii) Stimulus-response interaction,
- iii) Interaction with feedback, and
- iv) Interaction with empathy.

Alternating monologue is the least productive type of interpersonal communication. It is a mere process of transmission of messages with no response from each other. No sharing or understanding of ideas takes place during such a situation. The stimulus-response interaction takes place in routine and formal situations. The sender sends a message and the receiver provides a standardized answer. This situation also involves a mere interchange of information.

Interactions with feedback are more common. Also such interactions are more productive than the previous situations. The most productive form of interpersonal interaction is interaction with empathy. This means deep understanding of other people, identifying with their thoughts, feelings, and sharing their pains and joys.

**Managing Interpersonal conflict:** This is a common occurrence in any kind of relationship. But this can be managed. Conflict management involves:

- i) Recognizing the conflict,
- ii) Defining the conflict,
- iii) Checking perceptions,
- iv) Finding out possible solutions,
- v) Assessing the alternative solutions and choosing the best one, and
- vi) Trying out the chosen solution and evaluating it.

### 5.2.2.3 GROUP COMMUNICATION

At any given time, we belong to quite a few groups. These could be social, political, family, academic, religious, vocational, or special interest groups. It is, in fact, impossible to exist independently of all groups. Groups take most major decisions - at the government, social and other levels. We belong to groups as groups help us in developing our personality. We derive strength and support. Participation in groups results in professional rewards.

So what is a group? *A group is a number of people with a common goal who interact with one another to accomplish their goal, recognize one another's existence, and see themselves as part of the group.*

Groups have been classified as small groups and large groups. A small group comprises of three to seven members. Small groups are informal and less structured. Larger groups adopt formal rules to maintain order. There is more chance for individual participation in small groups. Also small groups are easy to manage and are more efficient in accomplishing tasks and making decisions.

**Types of small groups:** There are two major types of small groups. These are primary groups and discussion groups. A primary group is more informal in nature. Members get together daily or very regularly. The primary group is less goal-oriented and often there is conversation on general topics and not discussion on specific topic. Primary groups are not bound by any rules and are highly flexible.

Discussion groups are highly formal. These are characterized by face-to-face interactions where group members respond, react, and adapt to the communication (suggestions, etc.) of other participants. A discussion group has one or more leaders. Members of discussion groups

have common characteristics- geographic location, social class, economic level, life style, education level, etc.

Finally members of a discussion group have a common purpose or goal. The strength, cohesiveness, and longevity of the group depend upon the type of goal. One important type of discussion groups is the problem-solving group. Such groups are of four types depending upon the tasks they perform:

- i. Fact finding group,
- ii. Evaluation group,
- iii. Policy making or decision making group, and
- iv. Implementation group.

This kind of division occurs only where the group is big and the problem is complicated. In case of small groups or less complicated problems, one group may perform all the above-mentioned functions of problem solving.

**Participating in small groups:** Participants in small group communication have certain responsibilities. These are:

- I. Having an open mind towards the issue or topic being discussed and other members of the group,
- II. Having an objective mind, and
- III. Showing sensitivity towards other's sentiments and moods.

These responsibilities fall under two categories,

- i) Communicating and listening and
- ii) Feedback.

Communicating includes:

- a) Speaking or interacting with others with accuracy, clarity and conciseness.
- b) Avoiding speaking when you have nothing to contribute.
- c) Addressing the group as a whole, and
- d) Relating your ideas to what others have said.

These practices help make the interaction more fruitful. 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.

**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:

- i. Groping or trying to find out how to work with others;
- i. Grasping or understanding other members and the situation;
- i. Grouping or getting together and development of bonding; and
- i. 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, orders, 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:

- iv. Ability to manage people,
- iv. Handle issues, decisiveness,
- iv. Ability to motivate people,
- iv. Positive approach,
- iv. Communication skills.

Leadership can be democratic where the leader guides rather than directs. 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:

- i) Identifying and recognizing the problem,

- ii) Defining or specifying the problem,
- iii) Finding possible solutions and analyzing them,
- iv) Selecting the best alternative, and
- v) 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 behavior. 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 behavior. Conflict can be of two types, intra-group conflict and inter-group conflict. Intra-group conflict (within the group) has a negative effect on group's performance and leads to reduced cohesion and decreased productivity. Inter-group conflict (between groups) often has a positive effect. It leads to a competitive spirit and results in greater bonding within the group and higher productivity.

As we have discussed, it is difficult to exist independently of all groups. 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, communicating information, ideas and opinions as honestly and accurately as possible.

Our participation in groups helps in many ways- emotionally, psychologically and otherwise. Thus understanding the group process is necessary as it helps us participate in groups in more effective ways.

#### **5.2.2.4 MASS COMMUNICATION:**

At a very basic level, 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. It 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.

We can define mass communication as 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.

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.

**Unique 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. These are: *Delayed feedback*, and *Gate keeping*.

***Delayed feedback:*** Unlike in case of intra personal communication, interpersonal communication, 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.

For example, the amount of space devoted to the 'letters to the editor' column is very less as compared to the total amount of space of a newspaper. Also it is delayed and these letters are published only after a few days. There are varying degrees of delayed feedback ranging from a few minutes (internet chat shows), to several weeks or months.

***Gate keeping:*** This is again a characteristic unique to mass communication. The enormous scope of mass communication demands 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 (legal expert who checks for elements that could lead to legal problems, Only the

Times of India has an Ombudsman among newspapers in India) exercise control in their individual capacities.

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.

**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 featurised 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 today 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 mainly 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, fantasy and entertainment.

**To Persuade:** Most mass media are used as vehicles of promotion and persuasion. Goods, services, ideas, persons, places, and 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 advertising 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.

## 8.1 SUMMARY:

- Interaction, interchange, discussion, discourse, monologue, dialogue are some of the terms used to describe communication. During the process of communication, there is transmission of information in some symbolic form - gestures, sounds, and written or spoken words. The main concern here is that recipients should understand what the communicator is trying to convey.
- Communication using words (both spoken and written) is called verbal communication. It is highly structured and often always uses rules of grammar. This is of two types: oral or spoken communication and written or printed communication.
- Communication using symbols like gestures, posture, eye-behavior, tone of voice, touch and use of space, etc. is called nonverbal communication. These symbols have socially shared meanings but not universally accepted meanings. While talking we use eye movements, facial movements, and hand and body gestures to supplement what we are saying.
- In situations like public speaking, mass communication, official communication, etc. the communication is used is formal in nature. Here we use language more precisely, pay more attention to grammar. Also we pay attention to our dress, posture, etc.
- Informal communication takes place in case of informal and personal situations. Less attention is paid to structure of language and grammar. Also less attention is paid to nonverbal behavior like clothing, gait, posture, etc.
- There are several communication levels of communication. These are: Intra-personal communication, Inter-personal communication, Group Communication, and Mass communication.

- In intra-personal communication the same person sends messages and receives them too. Here we use the central nervous system (CNS) and peripheral nervous system (PNS) for generating, transmitting, and receiving of messages.
- Interpersonal communication generally occurs during face-to-face encounters. It is usually spontaneous, unplanned, and loosely organized. Interpersonal communication involves two persons in close contact or in a *dyad*.
- Communication specialists *Frank E. X. Dance* and *Carl E. Larson* have identified three specific functions of interpersonal communication. These are: linking function, mentation function, and regulatory function.
- Interpersonal relationships develop through the following stages: Initiating, Experimenting, Intensifying, Integrating, and Bonding.
- Interpersonal relationships develop through the following stages: Differentiating, Circumscribing, Stagnating, Avoiding, Terminating.
- Group communication takes place within a small or large group. Here the group members have a few responsibilities: communicating, listening and feedback.
- Groups can solve problems by: 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.
- Mass communication is communicating with masses or large number of heterogeneous receivers separated from each other both physically and emotionally. Mass communication overcomes the barrier of time and space.
- The 'mass' or multitude of mixed receivers in mass communication is called 'audience'. Mass communication uses many channels. These are called the 'mass media' and include newspapers, magazines, books, radio, TV, films, audio records, etc. The message in mass communication is often called 'content'.
- Mass communication also has certain unique characteristics that need to be elaborated. These are: *Delayed feedback*, and *Gate keeping*.
- 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.
- The large scale and scope of mass communication demands some control over the selection and editing of the messages that are constantly transmitted to the mass audience. This is called gate keeping. Both individuals and organizations do gate keeping. For example, the

reportorial staff, the editorial staff, the Ombudsman (legal expert who checks for elements that could lead to legal problems).

- Mass communication has three basic functions: to inform, to entertain, and to persuade. Additionally it also *educates* and helps in *transmission of culture*.

## 8.1 KEY WORDS:

**Communication:** Communication is described as interaction, interchange, discussion, discourse, monologue, dialogue, etc. Speakers and writers as sources or senders, as well as listeners, readers and viewers as receivers are involved in the process of communication. There is transmission of information in some symbolic form - gestures, sounds, and written or spoken words. And there is transfer of meanings.

**Verbal Communication:** Communication using words (both spoken and written) is called verbal communication. It is highly structured and often always uses rules of grammar. This is of two types: oral or spoken communication and written or printed communication.

**Nonverbal Communication:** Communication using symbols like gestures, posture, eye-behavior, tone of voice, touch and use of space, etc. is called nonverbal communication. These symbols have socially shared meanings but not universally accepted meanings. While talking we use eye movements, facial movements, and hand and body gestures to supplement what we are saying. Some times nonverbal symbols can communicate completely on their own - like the glare of an angry teacher, patting on the shoulder or gestures like the OK sign or the thumbs up sign.

**Oral Communication:** Oral or spoken communication refers to spoken messages that we transmit 'out loud'. Oral communication generally involves both verbal and nonverbal symbols.

**Written Communication:** Written or printed communication obviously means communication though written or printed words. This is primarily verbal in nature. While oral messages are continuous, with words and sounds spoken and uttered in a connected way; in written communication, words are distinct from each other, being surrounded by white space from all sides. Written or printed words are processed as individual units.

**Formal Communication:** In situations like public speaking, mass communication, official communication, etc. the communication is used is formal in nature. Here we use language more precisely, pay more attention to grammar. Also we pay attention to our dress, posture, etc. Formal communication occurs in the context of status differences (top-to-bottom or bottom-to-top situations).

**Informal Communication:** Informal communication takes place in case of informal and personal situations. Less attention is paid to structure of language and grammar. Also less attention is paid to nonverbal behavior like clothing, gait, posture, etc.

**Levels of Communication:** We participate in several communication contexts or levels of communication. These are: *Intra personal communication, Inter personal communication, Group Communication, and Mass communication.* These levels are based basically on the number of persons involved in the process of communication. These different forms of communication also differ in the degree of proximity or closeness among the participants in the communication process- both at physical and emotional levels. Another differentiating feature is the nature of the feedback, which could be immediate or delayed.

**Intra personal communication:** In intra personal communication the same person sends messages and receives them too. Here we use the central nervous system (CNS) and peripheral nervous system (PNS) for generating, transmitting, and receiving of messages. Intra personal communication involves our intellect as well as our physical and emotional sensations. Intra personal communication is in fact, the very basis of all communication.

**Interpersonal communication:** This is communication between two people and generally occurs during face-to-face encounters. It is usually spontaneous, unplanned, and loosely organized. Interpersonal communication involves two persons in close contact or in a *dyad*. Here the responsibility of sending, receiving and evaluating messages is divided between the two participants. It is a shared activity.

**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.

**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.

**Gate keeping:** In mass communication there is constant and continuous control over the content. This is called gate keeping.

**Functions of Mass Communication:** Mass communication has three basic functions: to inform, to entertain, and to persuade. Additionally it also *educates* and helps in *transmission of culture*.

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

4. Discuss the process of intra-personal communication in detail.
4. Discuss the process of inter-personal communication in detail.
4. Discuss the process of group communication in detail.
4. Discuss the process of mass communication in detail.
4. Discuss the process of intra-personal relationship development in detail.
4. Discuss the process of intra-personal relationship disintegration in detail.

#### **8.1 REFERENCES/ SUGGESTED READING:**

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## **NONVERBAL COMMUNICATION**

**Writer: Sh. M.R. Patra**

Senior Lecturer, Department of C M & T, GJUST, Hisar, (Haryana)

**Vetter: Sh. Sushil K. Singh**

Senior Lecturer, Department of C M & T, GJUST, Hisar, (Haryana)

**Converted in to SIM format by: Sh. M. R. Patra**

### **LESSON STRUCTURE:**

In this lesson, we shall discuss about the non-verbal aspects of communication. We shall discuss about the elements of communication given by some communication scholars. Then we shall focus on the elements of communication and the process of communication. Finally, we shall try to understand the major functions of communication. The lesson structure shall be as follows:

- 6.0    *Objectives*
- 6.1    *Introduction*
- 6.2    *Presentation of Content*
  - 6.2.1    *Elements of Nonverbal Communication*
    - 6.2.1.1      *Facial Expressions*
    - 6.2.1.2      *Eye Behavior*
    - 6.2.1.3      *Kinesics*
    - 6.2.1.4      *Postures and Gait*
    - 6.2.1.5      *Personal Appearance*
    - 6.2.1.6      *Clothing*
    - 6.2.1.7      *Physical Contact*
    - 6.2.1.8      *Proxemics*
    - 6.2.1.9      *Para Language*
    - 6.2.1.10     *Smell and Taste*
    - 6.2.1.11     *Environmental Factors*
  - 6.2.2    *Functions of Nonverbal Communication*

- 6.2.2.1 *Repeating*
- 6.2.2.2 *Substituting*
- 6.2.2.3 *Complementing*
- 6.2.2.4 *Regulating*
- 6.2.2.5 *Accenting*
- 6.2.2.6 *Deception*
- 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 as follows:

- \* To understand the elements of nonverbal communication,
- \* To study the elements of nonverbal communication,
- \* To study functions of nonverbal communication, and
- \* To understand the scope of nonverbal communication.

## **6.1 INTRODUCTION:**

Primitive men did not use words to communicate. They used various sounds like grunts, etc. and their body movements to convey messages. Charlie Chaplin and many other film stars in the silent era used their posture, gait, gestures, and eye movement etc. to communicate. These things are so common happenings that we take them for granted.

In fact, the first time these things were studied was in 1872 when Charles Darwin published his book "The Expression of Emotions in Man and Animals". Since then more than one million such signals, symbols, and cues have been identified, that are used in communication. These signals and cues are called non-verbal symbols.

When we speak, the total impact of the message is: about 7 percent verbal (words only), about 38 percent vocal (tone of voice, inflection, and other sounds), and about 55 percent non-verbal. This is according to a pioneering study by Albert Mehrabian.

In face-to face conversations: the verbal component is less than 35%, and the non-verbal component is over 65 %. Professor Birdwhistell found this out in a very large study.

More and more studies are revealing that verbal elements i.e. words are used only to convey information. The non-verbal elements are used for conveying and negotiating attitudes etc. These are also used, in some cases, as a substitute for verbal messages.

So what constitutes nonverbal communication? 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, clothing to the tone of voice, the accent, the inflections. Non-verbal components of communication also involve the use of space, of touch and smell and paralanguage.

## **10.1 PRESENTATION OF CONTENT:**

This lesson covers various aspects of nonverbal communication. The lesson content shall be presented as follows:

### **Elements of nonverbal communication**

- *Facial Expressions*
- *Eye Behavior*
- *Kinesics*
- *Postures and Gait*
- *Personal Appearance*
- *Clothing*
- *Physical Contact*
- *Proxemics*
- *Para Language*
- *Smell and Taste*
- *Environmental Factors*

### **Functions of nonverbal communication**

- *Repeating*
- *Substituting*
- *Complementing*
- *Regulating*
- *Accenting*
- *Deception*

## **6.2.1 ELEMENTS OF NONVERBAL COMMUNICATION:**

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. Often people consider body language to be the only form of nonverbal communication. However, nonverbal communication includes body language and much more. These include 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. Let us discuss these in detail.

### **6.2.1.1 Facial Expressions:**

Face, it is said, is the mirror of the mind. It is the most obvious vehicle for nonverbal communication. It is 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.

Now let us see how does the face send such nonverbal cues? According to the state of our mind and the emotion, the brain sends messages through the nerves to the face. Accordingly the facial muscles contract or relax. This is a form of internal self-feedback. How can one's face say a lot without words? The colour of one's face, the wrinkles, presence or absence of facial hair, etc. reveals a lot about a person's personality. For example, people with dark tans supposedly spend a lot of time outdoors. Hairstyle and make up provide insight into one's economic status, interest in fashion, etc.

Here are some specific examples of facial expressions. We have already talked about 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.

Other such '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). Other things that people put in their mouth include cigarettes, pen, pipes, etc. Such a gesture often provides reassurance.

### **6.2.1.2 Eye behavior:**

Eyes and their effect on human behavior are as important to poets and painters as to the students of nonverbal communication. This is because one can communicate a lot just with the

help of the eyes. 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 behavior can do the following:

- a) Provide information,
- b) Regulate interactions,
- c) Exercise control, and
- d) Express intimacy.

The size of the eyes, particularly the size of the pupils, is indicative of a person's mood when one is happy, the pupil dilates or grows larger. When we are angry, our pupils constrict or grow smaller.

Eye contact is another important facet of eye behavior. When one maintains eye contact with the audience, he or she is perceived as sincere, friendly and relaxed. Those who don't maintain eye contact while talking to others are perceived as nervous. 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". We communicate important information and feelings through the eyes in addition to oral communication. Eyes also 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.

### **6.2.1.3 Kinesics and Body Movement:**

In the early days, researchers classified body expressions according to the part involved like eye behavior, hand gestures, trunk movements, etc. But *Ray Birdwhistell*, a pioneering researcher and expert in the field of nonverbal communication, coined the term 'kinesics' for the different body expressions. Kinesics means 'study of body movements'. Birdwhistell was of the view that body expressions are like a language, which can be studied also.

In fact, later researchers like *Paul Eckman*, *Wallace Friesen* have classified five categories of specific body expressions. These include:

- *Emblems*
- *Illustrators*

- *Regulators,*
- *Affect displays, and*
- *Body manipulators.*

Emblems are commonly recognized signs that are used very frequently. These include the OK ring, touching the temple, putting a finger to the lips (asking for silence), 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 etc. Often emblems are used to communicate separate messages unrelated to ongoing conversations. These are mostly signs to others who are not participating in the conversation.

Illustrators are signs that are directly related to the verbal messages. For example, spreading the palms often illustrates the size or length while we talk about some thing. Illustrators help emphasize the verbal message.

Regulators include signs like gazes, nods, raised eyebrows, etc. These signs help us regulate or control verbal communication.

Facial expression like angry stares, wide eyes (displaying fear), trembling hard or knocking knees (displaying fear), indicate one's internal emotional states. These are called affect displays. Often these are faked or simulated to project a particular emotional state.

Body manipulators are signals associated with body functioning. These include rubbing one's eye or stretching when tired, etc.

#### **6.2.1.4 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, shoulders 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 of a person.

#### **6.2.1.5 Personal Appearance:**

Physical appearance or personal appearance is one of the most important factors that influence the effectiveness of our interpersonal and group communication. 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. From the nose, to teeth, eyebrows, the lips, hair, the body shape, hair colour, etc. are beautified by way of plastic surgery, exercises, cosmetic products, etc. We try to accentuate or highlight our best features while hiding and underplaying the others.

#### **6.2.1.6 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.

In fact, 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'.

#### **6.2.1.7 Physical Contact:**

It is the most common form of physical contact between human and animals. In fact, animals use touching much more frequently and to great effects. Human beings use touching to emphasize 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.

#### **6.2.1.8 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 this spatial factor or use of space is called 'proxemics'.

This focuses on how we react to space around us, how we use that space, and how and what our use of space communicates. For example, the amount of space one takes up or is allotted indicates the person's status. It is like the king of the jungle marking his territory. Many

other animals also mark their territory. Human beings also do just the same. Many studies have been conducted about our use of space or 'special zones'.

*Edward T. Hall*, a pioneer proxemics researcher, has identified four special zones of interpersonal communication:

- *Intimate distance*,
- *Personal distance*,
- *Social distance*, and
- *Public distance*.

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 is maintained for casual interactions. It ranges form 1.5 to 4 feet.

Social distance is 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.

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 theatre, or a formal public address.

These distances, it must be noted, have been calculated for general situations. Exceptions to these rules (distances) often occur. For example, close friends when separated by more than 10 to 12 feet talk to each other formally.

Another important aspect of proxemics is 'territoriality'. As discussed earlier human beings also possess territorial needs and exercise control over certain territory. Territoriality is the desire to possess or give up space or objects around us. For example, while having lunch with a subordinate in a restaurant, we tend to put our objects in the subordinate's half of the table. While talking to people who are not very close to us, we usually spread our legs and put our hands on hips with the elbows extended. Also we use objects to mark our territories. On the other hand while kissing or embracing we try to close the distance.

Another such factor related to use of space is seating arrangement. A leader always sits at the head of the table. Different types of seating arrangements are used for different purposes. For example, a round table arrangement encourages more interaction, while the traditional row-after-row seating arrangement does not allow for more interaction.

Also preference of seats reveal a lot about one's personality. People preferring aisle or side seats are often loners who spend their time looking out. Similarly, students who seat in the front row usually fare better in examinations.

#### **6.2.1.9 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'.

Speaking without pitch variation makes the speech monotonous. 'Pitch' is the raising or lowering of our voice. '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'. Some people speak too fast and want to finish their speech quickly. 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.

Paralanguage gives us clues about age, sex, emotional states, personality, etc. Thus it is not surprising that these vocal cues account for 38 percent of communication of feelings while words account for only 7 percent (the other 55 percent is accounted by facial expressions).

#### **6.2.1.10 Smell and 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 odours 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.

#### **6.2.1.11 Environmental Factors:**

Architectural arrangement of objects, interior decoration, colours, time, music, etc. are the environmental factors that provide a lot of nonverbal cues and clues. Dim- lighting, quite atmosphere, and soft music leads to greater intimacy and has a soothing affect. Many restaurants use such an ambience to attract customers. Beautifully decorated offices or work places stimulate pleasure, comfort, and enjoyment, which help us work more efficiently. But ugly rooms cause fatigue, discontent, irritation etc.

Similarly, colours also have wide ranging associations. For example, one turns pink when embarrassed, when angry one turns or sees red and we become green with envy. Some colour-mood associations are given below:

- Exciting and stimulating - *Red*;
- Secure and comfortable - *Blue*;
- Disturbed and upset - *Orange*;
- Tender and soothing - *Blue*;
- Protective and defending - *Black, Red, Brown, and Blue*;
- Dejected and unhappy - *Black and Brown*;
- Calm, peaceful, and serene - *Blue and green*;
- Dignified and royal - *Purple*;
- Defiant and hostile - *Red, Orange, and Black*; and
- Powerful and strong - *Black*.

### **6.2.2 FUNCTIONS OF NONVERBAL COMMUNICATION:**

Nonverbal 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, and*
- *Deception.*

#### **6.2.2.1 Repeating:**

Often we point our fingers to our chest while talking about ourselves. While saying all right, okay, or yes, we nod our heads. Negative feelings are usually accompanied with shake of the head. Such nonverbal cues convey the same meaning as the verbal message. While just the verbal or the nonverbal cue would be sufficient to convey the meaning, we use both cues. And this is a very natural occurrence that takes place without conscious thinking or intent.

#### **6.2.2.2 Substituting:**

Many times we do not use any word to communicate a message or convey a meaning. We get the meaning by just looking at the face of the speaker. This usually happens when speaking or hearing is not possible.

Here nonverbal cues substitute words. Nonverbal cues that work as substitutes usually are well recognized and interpreted the same way by the participants. For example, the 'thumbs down' symbol always means 'no'.

#### **6.2.2.3 Complementing:**

This function comes to the fore when we try to explain or describe something. While describing a shape or size verbally with help of words we also depict it visually with gestures or body actions. This way nonverbal cues complement or complete the verbal part. For example, while shouting slogans we raise our arms. Or we shake hands; embrace or we give a pat on the back while saying words of praise.

#### **6.2.2.4 Regulating:**

During conversations we often give nonverbal cues to others to continue the conversation. Some times a participant wants to indicate that he is finished and wants others to continue. This is called turn yielding. Similarly, we also request to speak (turn-requesting). Some other times we indulge in turn maintaining and turn denying.

Turn yielding cues tell the other participants that we are finished for the moment and want others to continue the conversation. Such cues include slowing our speech rate, increased eye contact, and slight nod of the head. When we want to speak, we use turn-requesting cues like leaning forward, taking an audible breath, nodding our heads rapidly, frequent use of pauses, or raise an index finger.

All these cues indicate our preparedness and willingness to speak. When we are speaking and want to continue (turn-maintaining), we increase the speech rate, raise a hand, or

touch the listener's arm. We also avert our gaze from the listener's eyes. When we don't want to take a turn when offered by another participant (turn-denying), we sit silently, take up a relaxed posture or lean back slightly and gaze directly into the speaker's eyes as if to say 'please continue'.

#### **6.2.2.5 Accenting:**

Simply put, accenting means emphasizing. We use nonverbal cues like nods, blinks, squints and shrugs to emphasize the spoken words. Changing the pitch or stressing a word or group of words can also do accenting. For example, stressing on different words may change the entire meaning of a sentence.

I want to dance with her.

I want to **dance** with her.

I want to dance with **her**.

#### **6.2.2.6 Deception and Revealing:**

While communicating, we normally disseminate information. Sometimes, we also disseminate disinformation or misinformation. Knowingly we deceive others or supply them with false information. For example, while having food at somebody's place, we praise the food even if we don't like it to avoid hurting the host. At the time of saying "Great food, I have never eaten better tasting food", we also use certain nonverbal cues to look convincing. Like we stare convincingly into the host's eyes or have a smile on our face.

Such cues are used deliberately to deceive the host about our true feelings. At the same time unknowingly we might be touching the back of our neck or touching the nose or covering the mouth with our palm or fingers. These clues are not deliberate cues but come out automatically and may (if the other participants know about such cues) reveal about the falseness.

Common deception cues include exaggerated smiles or severe frowns. Such cues usually suggest about possible deception or falsehood. Leakage cues are not deliberately used and include biting of our finger nails (nervousness), clenched fists (readiness to fight), fidgeting (being uncomfortable), etc.

Research has proved that while we use certain cues to mask something or deceive others, certain other automatic cues reveal this falsehood. For example, *Paul Eckman* has found out that different kinds of smiles are there which we use on different occasions. When there is

true enjoyment, our smile involves muscles around the eye and the lip. But deceiving smile or masked smile involves only the muscles around the lip. Also deceiving smiles include slight traces of distress, anger, fear, sadness or contempt, etc. Change of pitch also is an indication of deception. While trying to deceive or conceal the truth, our pitch usually changes in an upward direction.

Another indicator of deception is the use of decreased number of gestures (illustrators). Because we concentrate our efforts on deceiving or concealing, we tend to use less number of gestures. Finally, there is eye contact. We avoid direct eye contact while lying.

## 10.1 SUMMARY:

- Research shows that verbal symbols or words account for even less than 10 percent of the total communication or sharing or interchange. The rest is accounted for by nonverbal communication.
- *Albert Mehrabian*, expert on body language found out that the total impact of oral message is only about 7 percent verbal (words only), 38 percent vocal (tone of voice, inflection etc.) and 55 percent nonverbal.
- 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, clothing to the tone of voice, the accent, the inflections are nonverbal elements. Non-verbal components of communication also involve the use of space, of touch and smell and paralanguage.
- Often our faces reveal how we are feeling inside while we might be trying to present a different emotion. While telling a lie, a child tries to cover his or her mouth with both the hands. This gesture is called the 'mouth guard' gesture.
- Eye behavior can provide information; regulate interactions, exercise control, and express intimacy. Eye contact is another important facet of eye behavior. When one maintains eye contact with the audience, he or she is perceived as sincere, friendly and relaxed. Another important function of eyes is expressing intimacy.
- Kinesics means 'study of body movements'. Researchers like *Paul Eckman*, *Wallace Friesen* have classified five categories of specific body expressions. These include: emblems, illustrators, regulators, affect displays, and body manipulators.
- 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, shoulders hanging.

- Physical appearance or personal appearance is one of the most important factors that influence the effectiveness of our interpersonal and group communication. In fact, one's personal appearance is very crucial as it makes the all-important 'first impression'.
- 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.
- 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.
- The way we react to space around us, the way we use that space, and the way we use space reveals a lot about us. There are four special zones of interpersonal communication: intimate distance, personal distance, social distance, and public distance.
- Oral communication is 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. All these vocal characteristics constitute 'paralanguage'.

## 10.1 KEY WORDS:

**Nonverbal Communication:** We normally communicate verbally, that is, with the help of words. But we also communicate with out using words. Such communication is called nonverbal communication. The nonverbal elements include 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, clothing to the tone of voice, the accent, the inflections, etc. Non-verbal components of communication also involve the use of space, of touch and smell and paralanguage.

**Facial Expressions:** Often our faces reveal how we are feeling inside while we might be trying to present a different emotion. While telling a lie, a child tries to cover his or her mouth with both the hands. This gesture is called the 'mouth guard' gesture. The 'nose-touching' gesture is a sophisticated version of the mouth guard. Other such '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).

**Eye behavior:** From winking, seeing, glaring to staring, eyes can perform many functions. Eye behavior can provide information; regulate interactions, exercise control, and express intimacy. Eye contact is another important facet of eye behavior. When one maintains eye contact with the audience, he or she is perceived as sincere, friendly and relaxed. Another important function of eyes is expressing intimacy.

**Kinesics and Body Movements:** Kinesics means 'study of body movements'. Researchers like *Paul Eckman*, *Wallace Friesen* have classified five categories of specific body expressions. These include: emblems, illustrators, regulators, affect displays, and body manipulators.

**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, shoulders hanging.

**Personal Appearance:** Physical appearance or personal appearance is one of the most important factors that influence the effectiveness of our interpersonal and group communication. In fact, one's personal appearance is very crucial as it makes the all-important 'first impression'.

**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.

**Physical Contact:** 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).

**Proxemics:** The way we react to space around us, the way we use that space, and the way we use space reveals a lot about us. There are four special zones of interpersonal communication: intimate distance, personal distance, social distance, and public distance.

**Para Language:** Oral communication is 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 vocal sounds that add to communication include grunts, groans, clearing of throat, etc. All these vocal characteristics and vocal sounds constitute 'paralanguage'.

## **6.5 SELFASSESSMENT QUESTIONS:**

1. Discuss nonverbal communication in detail.
2. Discuss the nonverbal communication supplements verbal communication.

3. Discuss the elements of nonverbal communication in detail.
5. Discuss the role of body language in communication in detail.
5. Discuss the salient features of the inter relationship between nonverbal communication and verbal communication.
5. Discuss the functions of nonverbal communication in detail.

#### **10.1 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
- **Essentials of Human Communication;** By. *DeVito, Joseph A. Pearson*, 1997
- **Mass Communication in India;** by *Keval J. Kumar*. Jaico, 1997
- **Communication: An Introduction;** by *Karl Erik Rosengren*. Sage, 1997

## **MODELS OF COMMUNICATION**

**Writer: Prof. M. R. Dua**

Retired. Professor & Head, Dept. of Journalism, IIMC, New Delhi.

**Vetter: Prof. B. K. Kuthiala**

Chairperson, Dept of Mass Communication, Kurukshetra University, Kurukshetra.

**Converted in to SIM format by: Sh. M. R. Patra**

### **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:

- 7.0 *Objectives*
- 7.1 *Introduction*
- 7.2 *Presentation of Content*
  - 7.2.1 *Shannon and Weaver's Model*
  - 7.2.2 *SMCR Model*
  - 7.2.3 *Laswell's Model*
  - 11.1.3 *Osgood's Model*
  - 11.1.3 *Schramm's Model*
  - 11.1.3 *Dance's Model*
  - 11.1.3 *Gerbner's Model*
  - 11.1.3 *New Combe's Model*
  - 11.1.3 *Gate Keeping Model*
- 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 as follows:

- \* *To understand the importance of models,*
- \* *To study the different models of communication,*
- \* *To understand the scope of models of communication, and*
- \* *To understand the functions of models of communication.*

## **7.1 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.

## **6.1 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 *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:

- *Shannon and Weaver's Model*
- *SMCR Model*
- *Laswell's Model*
- *Osgood's Model*
- *Schramm's Model*
- *Dance's Model*
- *Gerbner's Model*
- *New Combe's Model*
- *Gate Keeping Model*

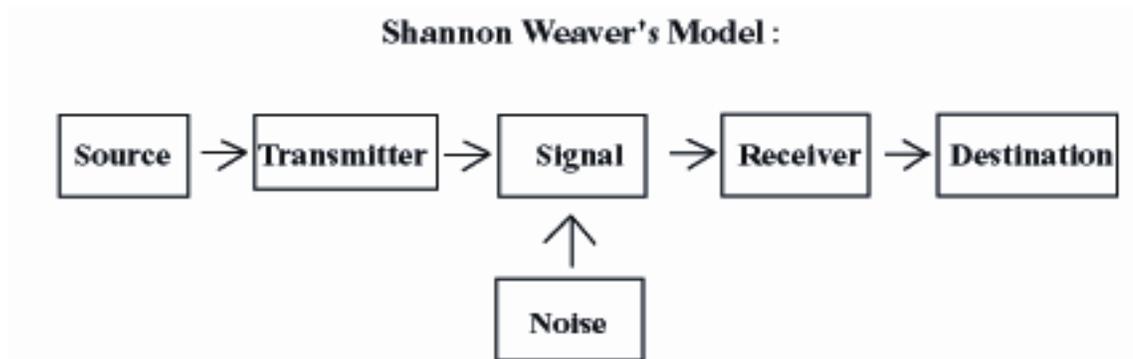
### **7.2.1 SHANNON AND WEAVER'S MODEL:**

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 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

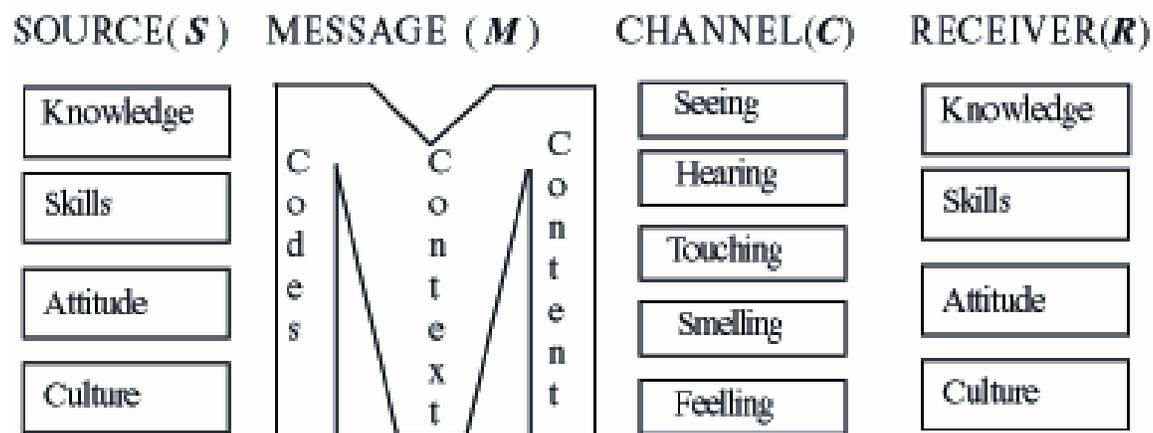
source to the receiver. This model is supposedly derived from a mathematical interpretation of communication for sending or transmitting the message with the help of a technology or manually by human beings. This is illustrated as under:



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.

### 7.2.2 SMCR MODEL:

David Berlo advocated this model. Graphically, it is represented as follows:



**Berlo's SMCR 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

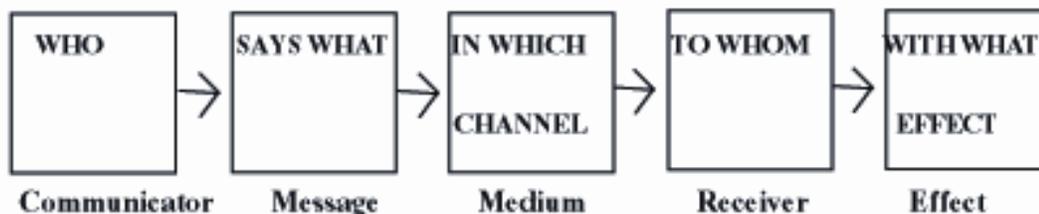
the receiver. The background of the source depends on several variables. Similarly, the receiver also interprets the message depending upon the background- knowledge, skill, attitude, culture, etc. If both the source and receiver were matched in their standing, the communication would be fruitful. Otherwise,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

### 7.2.3 LASWELL'S MODEL:

When Harold D. Laswell, an American political scientist, asked a basic communication question: **Who** says **What** in **Which Channel** to **Whom** with **What Effect**? Accordingly, he propounded a new model of communication. This has since then been known as Laswell's communication model. Graphically, it can be represented as under:

**WHO (Communicator)**  
**says WHAT (Message)**  
**in WHICH CHANNEL (Medium)**  
**to WHOM (Receiver)**  
**with WHAT EFFECT (Impact)**  
**(Laswell's communication model)**

This model is also represented as follows:

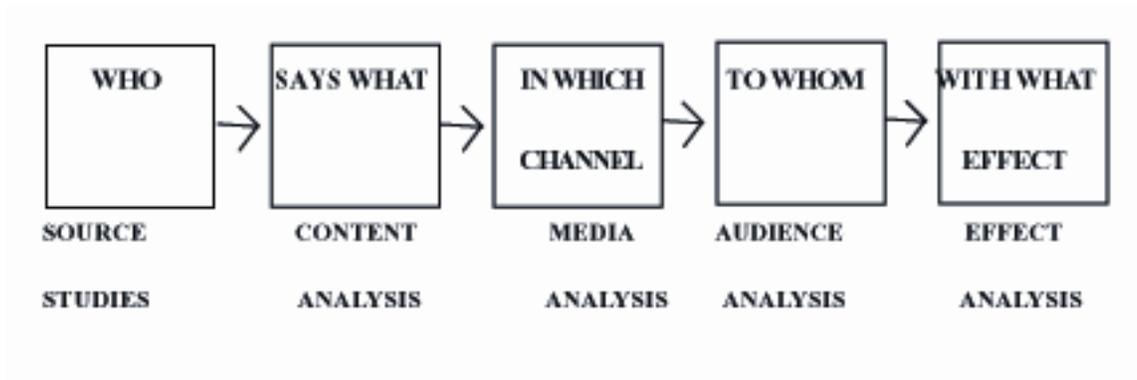


Laswell's simple representation has revolutionized the communication model scene. Laswell also used it to point out different types of communications research. In fact, he explained its significance as shown in the figure below:

- **WHO SAYS: Source Analysis**
- **WHAT: Content Analysis**
- **IN WHICH CHANNEL: Media Analysis**

- **TO WHOM: Audience Analysis**
- **WITH WHAT EFFECT: Effect or Impact Analysis**

Yet another researcher, *Braddock*, further improved upon and added following to Laswell's model as under:

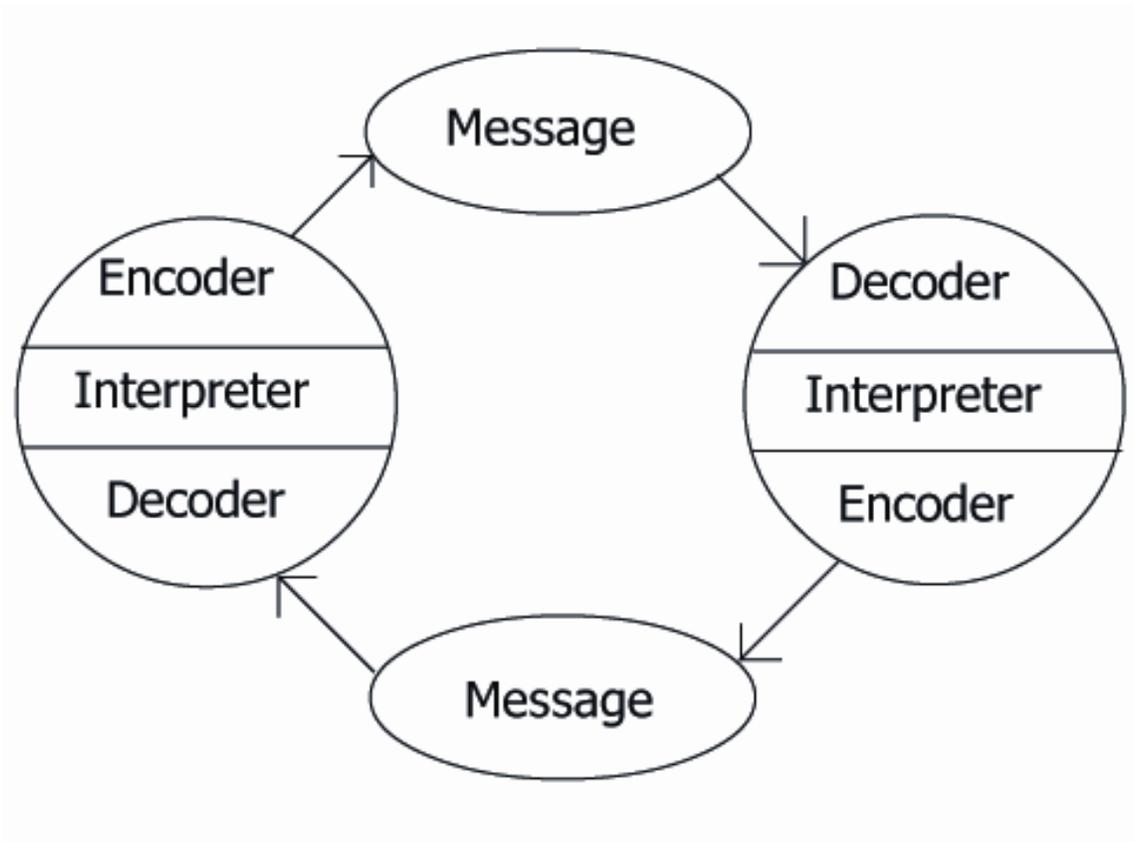


**(Braddock's Model)**

Researchers consider Laswell's model to be of tremendous value as it is quite simple and effectively establishes the role of communication in social and political processes. However, the model fails to indicate the feedback process, which is very vital.

#### **7.2.4 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.

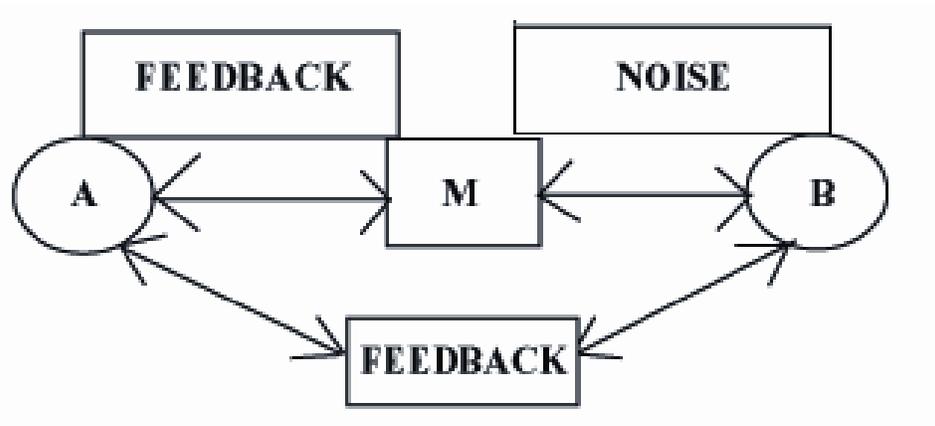


**(Charles E. Osgood's Model)**

### **7.2.5 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 the following figure:

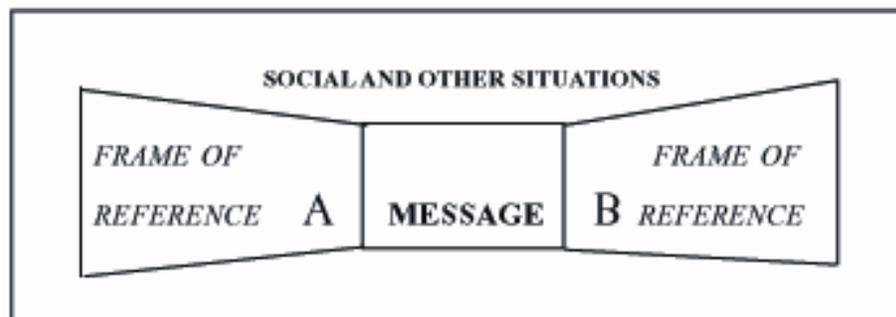


**(Schramm's Model)**

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:



**(SCHRAMM'S MODEL)**

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.

### 7.2.6 DANCES' MODEL:

E. X. Dance developed a helical model of communication. This model is believed to be an improvement on the circular models as given by Schramm and Osgood. According Dance communication is activated in a helical manner. It states that once communication process starts it continues to grow.

It continues to influence the receiver even after the communication process is over. For, by that time social processes and other environmental factors would have affected it. Dance's model fails to reflect or explain all areas of communication effectively. This model is illustrated as follows:



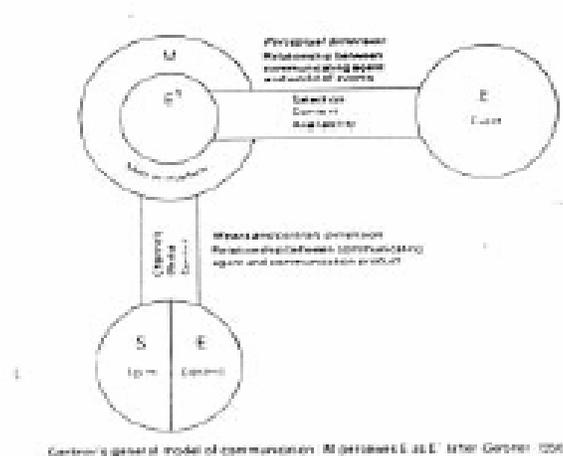
### 7.2.7 GEORGE GERBNER'S MODEL:

Among all modern communication researchers, George Gerbner occupies a prominent position. His model stresses the necessity of "creative, interactive nature of the perceptual process and the importance of contextual meaning and comprehensive dealing of human communication". The author of this model believes that its shape can change depending upon the nature or content of communication. The model is given a verbal and graphic version by the following formula:

**SOMEONE  
PERCEIVES ON EVENT  
AND REACTS  
IN A SITUATION  
THROUGH SOME MEANS**

**TO MAKE AVAILABLE MATERIALS  
IN SOME FORM  
AND CONTEXT  
CONVEYING CONTENT  
WITH SOME CONSEQUENCES  
(George Gerbner's Model)**

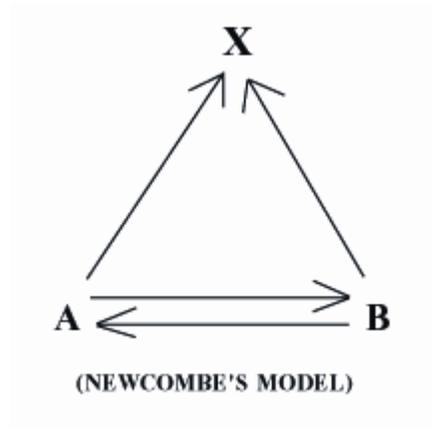
Some of these factors have been explained and shown in the figure that follows. However, not all the points may have been shown so clearly and obviously. In the figure below **E** stands for event, **M** for man or machines, **S** stands for shape (form) while the second **E** is content.



This model suggests that the human communication process may be regarded as subjective, selective, variable and unpredictable and that human variables are unpredictable and that human communication systems are open. Though this is a comprehensive model, but it is quite complicated. This model also does not adequately explain the implications of the message for the receiver.

**7.2.8 NEW COMBE'S MODEL:**

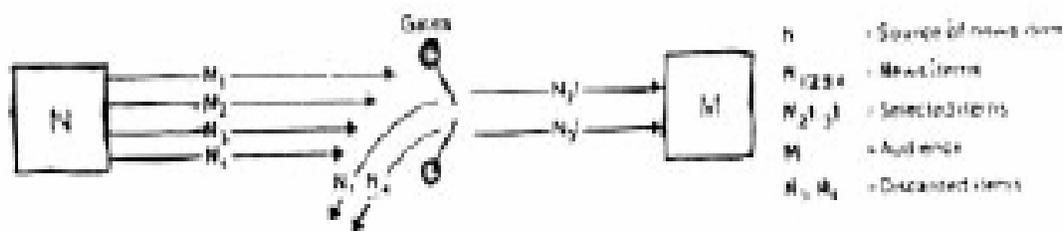
This model takes the shape of a triangle to explain the communication process. It attempts at elucidating the role communication plays in society and in social relationships. The main thrust of this model is that it maintains equilibrium within the social system. It can be represented as in the following figures:



Here **A** and **B** are both senders and receivers. They could be individuals, managements, unions, institutions or anyone. **X** is a representation of their social environment. Therefore, **ABX** is a system. This model shows they are all independent systems and their relationship changes on interaction. Their closeness will depend upon **X**, which is a context or a social environment. This model also indicates the increased relevance of communication, as the individuals need more and more information in the new age and fast changing social milieu. The model can help in perceiving each other's problems and sharing them.

### 7.2.9 GATE-KEEPING MODEL:

This model is quite frequently used in mass media. The term "gate keeping" explains using or not using or rejecting some potential material for publication, broadcast or any other form of dissemination. It also means that information has to flow along certain channels, which contain gatekeepers who will permit the information to flow or stop. This process of decision-making is dependent upon policies, likes and dislikes of the organization. The process decides whether the information will be allowed to enter, or continue in the channel. The model is described by the following figure:



(Gate-keeping Model)

This model is quite realistic in the modern media scenario, particularly for the news media. While this model does not explain "organizational factors", it leads to the dominance of individual likes, and dislikes, prejudices and favours, etc.

Since communication is a dynamic process, researchers are looking at improving these existing models and finding out newer and yet newer areas to research. As the media scene continues undergoing vast changes, in the times to come communication will have to reflect upon the new developments.

### 7.3 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.
- Laswell's model also talked about communication research. Each part of this model is concerned about one type of communication research as can be seen here; WHO SAYS: Source Analysis, WHAT: Content Analysis, IN WHICH CHANNEL: Media Analysis, TO WHOM: Audience Analysis, WITH WHAT EFFECT: Effect or Impact Analysis.

#### 7.4 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. 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.

**Gate keeping:** In mass communication there is constant and continuous control over the content. This is called gate keeping.

#### 7.5 SELF-ASSESSMENT QUESTIONS (SAQs):

1. Discuss any two models of communication in detail.
2. Discuss the SMCR model of communication in detail.
3. Discuss the Dance model of communication in detail.
4. Discuss Gerbner's model of communication in detail.
5. Discuss Shannon and Weaver's model of communication in detail.
6. Discuss Schramm's model of communication in detail.
7. Discuss the Gate-keeping model of communication in detail.

8. Discuss NewCombe's model of communication in detail.
0. Discuss Lasswell's model of communication in detail.
0. Discuss Osgood's model of communication in detail.

## **12.5 REFERENCES/ SUGGESTED READINGS:**

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