

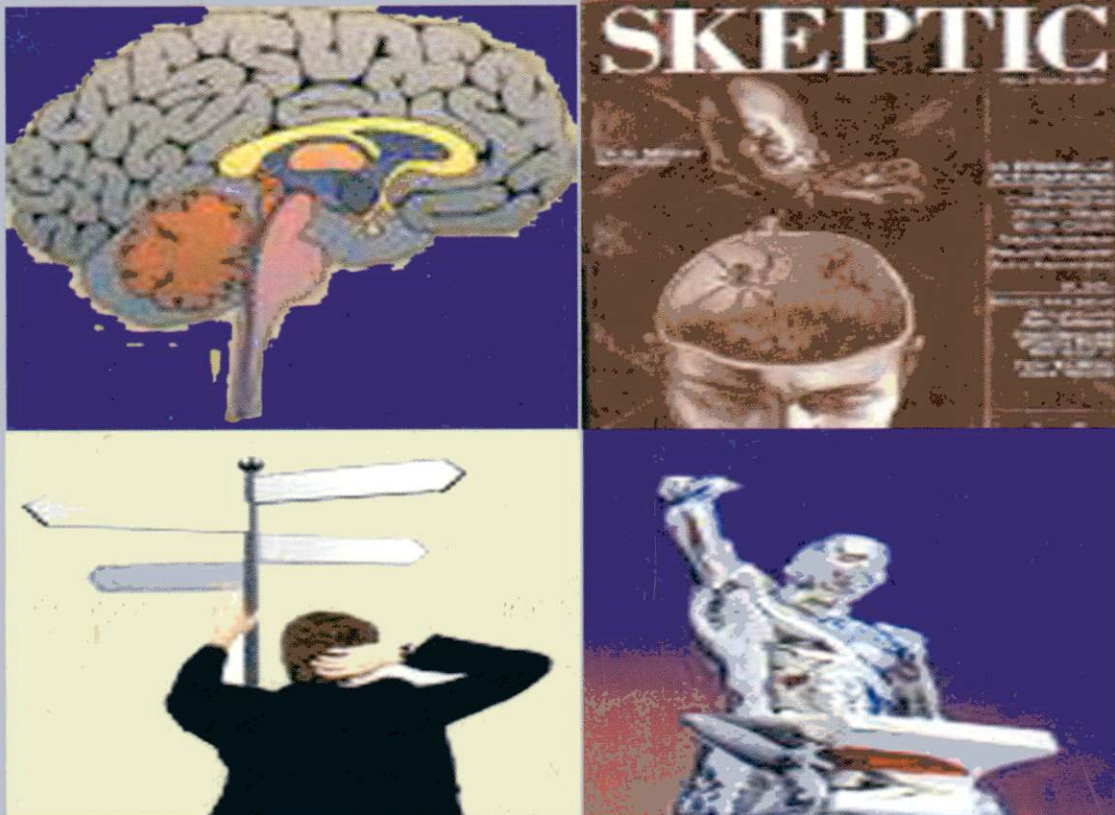


KARNATAKA STATE OPEN UNIVERSITY
Manasagangothri, Mysore - 570 006

710

Final Year MA in
MASS COMMUNICATION AND JOURNALISM

SELF INSTRUCTIONAL MATERIAL



COURSE II : MEDIA APPRECIATION AND RESEARCH
BLOCK I : COMMUNICATION PSYCHOLOGY

KSOU: A Pioneer in Open and Distance Education

The history of Karnataka State Open University dates back to 1969 in which the erstwhile Institute of Correspondence Course and Continuing Education (ICCC&E) was established under the patronage of the University of Mysore. KSOU in the present form of Open and Distance Learning system took its birth in 1996 as eight such open university in the country. Today the KSOU is one of the well established and highly reputed open university, generating human resources through innovative academic programmes.

Located amidst pristine surroundings of the Manasagangotri campus in Mysore, the cultural capital of Karnataka, KSOU is committed to provide access to higher education in general and knowledge information in particular to the masses, with innovative methods of teaching. The university has successfully completed ten years of existence and has served the educational needs of half a million students from all over the Indian subcontinent. KSOU as a prime university is committed to remove the disparities and bring about much needed corrections in the higher education system. The Karnataka State Open University thrives and is in the forefront to fulfill the constitutional obligations in terms of access, quality, equity and equality with the motto of **Higher Education to Everyone, Everywhere.**

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-  To provide access and equity through open - flexible learning, which is relevant to learners, at their doorsteps.
-  To create individualized virtual learning spaces to the needs of the new age learners and to enable universal knowledge resource sharing through innovative pedagogy.
-  Better quality assurance and excellence through institutional collaboration and accessibility.
-  To ensure institutional determination towards emancipatory learning.
-  To create environment and knowledge media of first choice for learners and professionals worldwide.
-  To keep pace with the new age requirement and encourage proactive convergence of media and technology for teaching and learning.
-  To innovate, explore and practice new avenues in knowledge management and sharing for positive social intervention.
-  To ensure sustained efforts to interpret and operationalise learner's needs to develop new skills through collaborative learning.



Karnataka State Open University
Manasagangotri,
Mysore-570006

Final MA-MCJ Paper-2
Code: MCJ 22

COURSE II MEDIA APPRECIATION AND RESEARCH

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 - Unit 3 UNESCO and new communication order
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-

BLOCK II INTERCULTURAL COMMUNICATION

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 - Unit 2 Intercultural communications: Philosophical dimensions
 - Unit 3 Communication as a concept in eastern and western culture
 - Unit 4 Linguistic aspects in intercultural communication
 - Unit 5 Mass media and mass culture
-

BLOCK III MARKETING COMMUNICATION

- Unit 1 Media and marketing forces
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 - Unit 3 Marketing methods and dimensions of retailing
 - Unit 4 Product promotion communication
 - Unit 5 Marketing research
-

BLOCK IV FINANCIAL JOURNALISM

- Unit 1 Economic theories
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Unit	2	Communication and leadership
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Unit	1	Impact of business interest on media content
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BLOCK III MEDIA ADVOCACY

Unit	1	Media practice: Interpretative, investigative and depth
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Unit	3	Campaign journalism
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BLOCK IV MEDIA RESEARCH

Unit	1	Elements and approaches of media research
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BLOCK III FILM STUDIES

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BLOCK IV PHOTOJOURNALISM

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BLOCK II ECONOMIC ISSUES

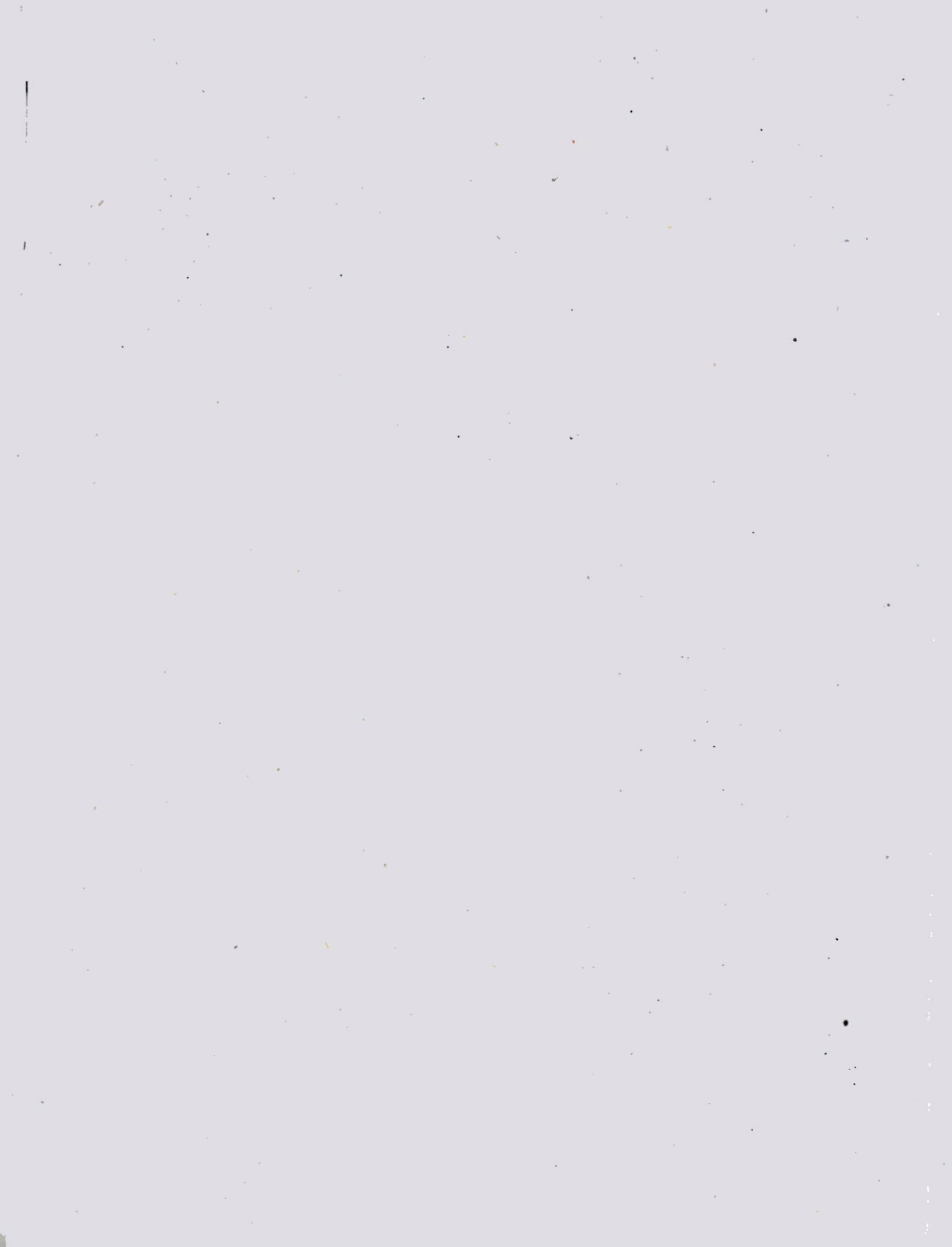
Unit	1	Economic development and planning
Unit	2	Corruption, scams and dishonesty
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BLOCK IV SOCIAL ISSUES

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Unit	2	Gender discrimination and lost opportunities
Unit	3	Crime, judiciary and human rights
Unit	4	Public administration and bureaucracy
Unit	5	Religion and society



UNIT 1 :MASS MEDIA AND PUBLIC OPINION

STRUCTURE:

- 1.0 Objectives**
- 1.1 Introduction**
- 1.2 Definition of Mass Media**
 - 1.2.1 Characteristics of Mass Media**
 - 1.2.2 Functions of Mass Media**
- 1.3 Types of Mass Media**
- 1.4 Public Opinion**
 - 1.4.1 The term Public**
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 - 1.4.3 Meaning of Public Opinion**
 - 1.4.4 Characteristics of Public Opinion**
- 1.5 Formation of Public Opinion**
 - 1.5.1 Important Factors in the formation of Public Opinion**
 - 1.5.2 Steps in Formation of Public Opinion**
- 1.6 Means of the Formation of Public Opinion**
- 1.7 Let us Sum Up**
- 1.8 Check Your Progress**
- 1.9 For Further Reading**

1.0 Objectives

The contemporary period has been labeled variously, such as 'Information Age', the 'Communication Age', and the latest the 'Cyber or Networking Age'. Today's individual is exposed to information explosion through various media of mass communication. How do mass media affect the society, specially in the formation of public opinion on various issues of public interest. In this unit, you will be introduced to the term mass media, its scope and mass media, its scope and potential to form public opinion after studying this unit, you will be in a position to:

- Define mass media;
- Identify their characteristics;
- List types of mass media;
- Know the functions of each medium;
- Define public opinion;
- How mass media affect formulation of public opinion

1.1 Introduction

'Media effects' mean different things to different people. A psychologist for example has 'psychological' effects in mind when talking about media effects; the sociologist the 'social' effects, the anthropologist the 'cultural' effects, the political scientist the 'political' effects, the economist the 'economic' effects; the preacher the moral effects; the advertiser, the 'market' effect so on parents are concerned about the amount of time their children spend with television films and the effects this might have on their children's behavior and attitudes. Then there are school teachers who worry about their students exposure to adult material and the police who scapegoat the media for social violence and delinquency. So any attempt to understand 'effects' must necessarily take into account from whose perspective the 'effects' are being investigated.

'Effects' are of various types and various gradations too, they may be short term, medium term or long term they may be deep or profound; or transient or superficial as in the case of fashions, mannerisms and life styles. They are influences of a passing nature or a more permanent nature.

Can influences be termed as 'effects'? How are 'influences' 'effects' distinct from 'impacts' or are they mere synonyms for the same social phenomena? Few media sociologists have subjected the inadequacy of everyday language to fathom the complexity of media effects to any kind of critical scrutiny.

Before we examine the media effect on public opinion formation, we shall acquaint ourselves with the characteristics of mass media and public opinion.

1.2 Definition of mass media

Mass media are the tools or technologies that facilitate dissemination of information to a vast number of consumers.

Mass media as a terminology is derived from mass communication and is used to describe the different instruments of a mass communication.

In another words, mass media are the tools of large-scale manufacture and distribution of information and related messages.

That is to say, that mass media is a term used to denote as a class, that section of the media specifically conceived and designed to reach a very large audience.

The classic example of mass media are newspapers, television, radio, folk media, e-book, internet. A part from these the illegal 'Spam' (unsolicited e-mails sent to million of internet users all over the world), SMS, and mass mailers (different political parties, industries, and marketing houses) send mass mails to prospective individuals.

1.2.1 Characteristics of mass media

The mass media have brought a great changes in society. In the order days people lived their entire lives in relatively small groups in face-to-face relationship their near and dear ones. But now millions are exposed to communication from persons outside the group as a result of the revolution in transportation, the revolution in communication technology.

These messages, which are mass-produced are distributed to the millions through the distribution systems which have become possible through the progress of technology.

These changes have brought about a transformation in the outlook of the people. Another important aspect of mass media is the operation of selectively by the individual.

Communication is the human relationship involving perception, motivation and other psychological processes. The person who reads the newspapers, listens radio, watches TV, is not a passive individual absorbing all the messages and being influenced by them in his actions.

Mass communication involves distinctive operative conditions which may be identified as the nature of the audience, the communication experience and the communication.

As regards nature of audience, mass media are directed towards relatively large heterogeneous and anonymous audience.

As regards communication experience itself, mass communication may be characterized as being public, rapid and transient. It is public since the messages are not addressed to any one in particular. Generally the aim of the communication is to put his message across to the common man. This is one of the important ways in which the society has influenced the media. In general the modern newspapers and magazines are written to meet the requirements of common man.

Technological development have enabled the media to meet the demands of the growing population. The messages of the mass media are generally of a transient character. Much of what we read in the daily newspaper, what we watch in the movie what we hear over radio is ephemeral.

1.2.2 Functions of mass media

Herald Wasswell identified here major functions of mass communication surveillance of the environment i.e. collection and distribution of information concerning the events which happen. This corresponds to the 'news' in the newspaper. The second function is the interpretation of the information and prescription for conduct in relation to these events. This corresponds to the editorials, columnists reactions, middles, 'spot height' on the AIR etc.

Transmission of the social heritage from one generation to the next is the third function. It is by this means that the knowledge, values and social norm are transmitted from one generation to the next, and the culture is kept alive.

To these three functions enumerated by Wasswell a fourth function is now added, namely entertainment. These are the communications primarily intended for amusement.

1.3 Types of Mass Media

The traditional types of mass media are mainly four.

They are:

1. Press
2. Cinema
3. Radio
4. television

As a result of the recent technological advancement, it has given rise to one more medium called 'New media' which includes cellular phone, satellites, computers, electronic mail and internet. More correctly, these new media may be termed 'interactive media' for they are not as much transmission technologies from one source to many receivers, as interactive technologies, which involve feedback exchange and participation.

1.4 Public Opinion

In a casual conversation, the term public stands misused being employed to denote community, crowd, nation and in some cases even as a substitute for 'we' but when we speak of public opinion, it has a different connotation. Let us split the term 'public' and 'opinion' for a precise and academic examination of the term.

1.4.1 The term public

Defining public, Kimball Young says "public is a non-contiguous and transitory mass of individuals with a common or general interest".

In other words, 'public' refers to a spontaneous collection of people in response to a certain kind of situation. People come together spontaneously to express their reaction to some situation they are not brought together by any prior design. The public is not a group with any kind of rules, or memberships. It is a collection of individuals without any prescribed tradition or cultural pattern. It arises only when there is some issue confronting people. As a result the public vary depending on the issue or the problem on hand.

It is evident now, that 'public' in the context of public opinion that it is not necessary for the members of this group to collect to gather at one place. Physical proximity is into interaction between them, too, is not of direct kind. But they are knitted or related together by a common interest.

1.4.2 The term Opinion

The term 'opinion' refers to beliefs or views held by a person concerning some disputable point. This is why we generally say ;

“In my opinion” Opinion is a “provisional conviction”.

1.4.3 Meaning of Public Opinion

Kimball Young in his book Handbook of Social psychology defines public opinion as “public opinion consists of the opinions held by a public at a certain time”. Cooley’s definition : “Public should be regarded as an organic process and not merely as a state of agreement merely as a state of agreement about some questions of the day”.

Public opinion therefore, refers to some view prevalent among people. Public opinion refers to a collective product.

1.4.4 Characteristics of Public opinion

Gindsberh advocates the presence of the following characteristics as essential to an opinion if it is to possess the authority to which public opinion is entitled;

1. Public opinion can be only that opinion which is acceptable to all. In order to be generally accepted, it is not sufficient for it to be the opinion of the majority but it should accord with the interests of the group as well.
2. Public opinion is not the belief of one individual but it is rather the assimilated and combined opinion of all the members of the group.
3. Public opinion is formed by common acceptance by the group.
4. For the public opinion it is necessary that there should be social and cultural unity among the members of the group.
5. In order that public opinion may be formed, the members of the group should possess the facility of exchanging ideas and views.

6. It is indispensable that all members of the group should have the freedom of exchanging views with each other.
7. Only that view is called public opinion which has the firm belief of the public opinion at it back.

1.5 Formation of Public Opinion

The formation of public opinion is a very complex process. It is not formed in an instant but in a continuous process. The formation of public opinion is based on the instincts of man. It is not formed through intellectual consideration or on the basis of moral standards. It is further influenced by unconscious desires and complicated and tangled thoughts. In addition to instincts and motivations, another element that contributes to the formation of public opinion is imitation.

When some individuals see other people holding some particular view on some specific problem, they also do the same because they argue to themselves that the opinion must have some element of truth as these people are holding that opinion. In this way, any opinion can become public opinion if it is the opinion of the majority.

1.5.1 Important factors in the formation of public opinion

1. Individual factors;
2. Social factors;
 - a) Cross pressure;
 - b) Economic and professional institutions;
 - c) Caste and religion;
 - d) Effects of particular social phenomena;
 - e) Education

1.5.2 Steps in formation of Public Opinion

1. The first step in the process of opinion formation is the definition of the issue. Some problem is identified by certain individuals or groups as demanding solution. Thus the first stage may be characterized as the stage of preliminary definition.
2. The next step is exploration. Several people, as individuals and as groups, will start thinking discussing about this problem.
3. This leads to third step in the opinion formation process. When the problem is being

discussed facts being collected, there will be alternative solutions.

James Bryce (1900), as regards the stages of the formation of public opinion on some issue, he said that first there is spontaneous reaction on hearing the news; second, there is the checking up with the reaction of others the media and third there is the debate when the controversy about the issue begins. The fourth stage according to Bryce, is reached when action becomes necessary it is a 'commitment' thus, one set of views prevail and lead to one definite action and the other set of views are vanquished and thrown out.

1.6 Means of the formation of public opinion

The means that are essential to the formation of public opinion have particular importance for a democratic society. It is obvious that the mass media play an important part in every stage of the formation of public opinion. The whole controversy may start about some social situation or some opinion expressed by a prominent person or persons in society. The media report then and mobilize public opinion about it.

The major means to formation of public opinion are the following:

1. Newspapers: The most popular means for the formation of public opinion is the newspaper. Through the medium of the newspaper, the government and the leaders transmit their views to the general public. Different newspapers magazines and other publications consider the same problem from different points of view. The collective result of this is that all the various motions are put before the public and all the different aspects of the problems are examined.
2. Radio: The second important means for the formation of public opinion is the radio. It is a psychological fact that what is heard is more effective than what is read. Hence radio is more effective than newspaper. Many scientific studies of propaganda through the radio have been made in connection with psychological effect upon the public. In their book the psychology of Radio, Cantril and Allport have written the following important facts concerning the radio:
 - a) Greater amount of broadcasting should be done by female announcers because their voice is more pleasant and liked by the listeners.
 - b) The speeches of the practiced speaker are liked over the radio,
 - c) It is necessary to stress the importance of clear pronunciation
 - d) For effectiveness, repetition should be there
3. Television: Today, along with the radio, the television has also become an important tool

for formation of public opinion. It has the advantage of visual stimulation over radio's auditory stimulation. Thus, it will be more effective.

4. Cinema: The cinema also has an important role in public opinion formation. Through the medium of the cinema the ideas, values are modified in practically every field of human effort such as the social political, religious and fashions the cinema has proved the most powerful tool.

1.7 Let Us Sum Up

Mass media are the tools and technologies that facilitate dissemination of information and entertainment to a vast number of consumers scattered all over.

They can also be looked at as industries as cultural or entertainment industries.

Press, cinema, radio and television are recognized as mass media of late 'new media' which means web medium or Internet has also been included.

The functions of mass media in society are surveillance of environment, interpretation of information and prescription of conduct and the transmission of heritage. Entertainment and advertising are the other vital functions.

Public opinion can be defined as a belief or view prevalent among a larger number of interest groups or among their leaders. Such interest groups may comprise a 'public'. Public opinion need not necessarily be representative of all the people nor it can be a unanimous opinion. The representative may vary from issue to issue.

The role of mass media in forming public opinion is considered to be very significant. The three steps in the formation of public opinion are stage of preliminary definition; exploration and opinion formation stage.

Means of formation of public opinion are newspapers, radio, television and cinema. New media is also included of late.

1.8 Check Your Progress

1. Explain Mass Media. Elaborate its characteristics.
2. What are the function of mass media in society?
3. Define public opinion. Delineate its characteristics.

4. What are the factors affecting formation of public opinion?
5. Amplify the means essential to the formation of public opinion.

1.9 For Further Readings

1. Medium is the Message – Marshall McLuhan: Toronto.
2. Mass Communication – Wilbur Schramm, University Illinois Press, 1960.
3. The Structure and Function of Communication in Society- L. Bryson
4. Responsibility in Mass Communication – W.L. Rivers, W. Schramm and C.G. Christians:
New York, Harper, 1980.

UNIT 2 : COMMUNICATION AND LEADERSHIP

Structure

2.0 Objectives

2.1 Introduction

2.2 Communication

2.3 Leadership

2.3.1 Definition of leadership

2.3.2 Characteristics of leaders

2.4 The Function of Leaders

2.5 Theories of Leadership

2.6 Types of Leadership

2.7 Leadership styles in Indian Organizations

2.8 Leader Effectiveness

2.9 Transactional and Transformational Leadership

2.10 Let Us Sum Up

2.11 Check Your Progress

2.12 For Further Reading

2.0 Objectives

In order to accomplish the organizational goals. The managers, have to frequently communicate their employees the necessary information, decisions, ideas, suggestions. The success of an organization depends on effective communicating and efficient leader who can accomplish the organizational goals successfully as such, leadership has become the focus and conduit of most of other areas of organizational behavior.

After studying this unit you should be able to;

- explain the meaning and need for communication
- discuss channels of communication
- define leadership
- describe types of leadership and characteristics of leader
- examine major theories of leadership
- outline the leadership styles exercised in the Indian organizations
- differentiate between transactional and transformational leadership

2.1 Introduction

Communication is the essence of humanity. Through communication, individuals bridge their island of loneliness and through communication societies are formed. The ability to communicate is essential both for individual success and group activity,

Centuries ago, Aristotle asked whether a bridge can be built between man's political capacity and environment? Certainly the foundation stones of Aristotle's bridge must be informative, candid and continuous reporting by Government to its citizens, to make his wants and opinions known. The two-way exchange of information and ideas can bring mutually satisfying relationship.

The 20th century is the age of human communication and we are not sure what to do with too much of information or how to make good use of the speed which it can be transmitted. Yet we seek more information and demand it in even greater speed and we want to have transmitting instruments at our own disposal

Communication pattern of any society is part of its total culture and it can be understood in the context of its social organizations and institutions.

Communication has now probed itself beyond dispute as an important factor for many successful projects and programmes in the spheres of agriculture, education, family welfare health and nutrition.

2.2 Communication

In developing societies low media reach and access is compensated by strong interpersonal ties which at times function as mass line to take the message. Communication through interpersonal channels and folk, arts is labeled as 'micro form' or community level communication. The factors influencing micro form communication are :

Social structure (caste and Kinship), cultural norms, hierarchical institutional arrangements. Whether it is mass or are micro level communication , there are two underlying principles in all communication in developing societies asymmetry and hierarchy. In any communication situation the relationship between the source and sender is one of dominance and subordination . even in dialogic communication the speaker is held in high esteem. Caste ranks are manifestation of the same phenomenon. In asymmetrical communication the opinion leaders make use of gossip groups or those controlling mass media communication give their own interpretation of news discussion topics to influence participants and audience.

2.3 Leadership

Leadership is a social phenomenon that exists everywhere throughout the world. It is universal social institution that is seen in one form or the other in every form of life. Every person who leads a group in a society is called a leader.

In a sense, any group members attempt to influence the behavior on the motives (attitudes, values, feelings) of one or more numbers of a group is an attempt at leadership. In these groups, members who are more favorable to risky options influence the other members and hence perform leadership functions. Leadership however, is more than an attempt to influence others its presence is indicated by the changes that take place subsequently.

2.3.1 Definition of leadership

A general definition of leadership is as follows " leadership is a process of influencing the activities of the group for the achievements of certain organizational goals or targets" set.

Marbin E. Shaw (1971) defines leadership as " the group member who exerts more positive influence over others than they exert over him".

La Piere and Fransworth define leadership as "leadership is a behavior that affects the behavior of other people more than their behaviour affects that of the leader".

Kimbal Young, interprets as “what is popularly called leadership are more enthusiasm strength, bravery, integrity, self-confidence and so on. It is possible to isolate one or more personality, social, physical or intellectual characteristics in individuals”.

Various scholars engaged in research on leadership have stressed the traits as they relate to leadership some have emphasized that physical traits are important. It is observed that leadership ability is related to the capacity for judgement and the verbal facility of the leader. It is also found that empathy or interpersonal sensitivity is a desirable leadership tact.

It was found that intelligence, dominance, self-confidence, high energy level and task relevant knowledge are fine traits that show consistently positive results with leadership.

2.3.2 Characteristics of Leaders

Leadership is an intangible quality and its effectiveness can best be judged by the behaviour and attitudes of followers. Even though personal backgrounds and personalities differ widely some of the factors such as education and socio-economic states are poor indicators of judgments of successful leaders. However, some behavioural characteristics may be common to most of the successful and effective leaders some of these characteristics are :

1. Intelligence: commonsense would suggest that persons appointed/ elected or otherwise perceived as leaders rate higher in intelligence than the rank and file.
2. Dominance: Dominant people exert influence on other people.
3. Adjustment: It is likely that our perception of and individuals adjustments influences our willingness to accept him as a leader.
4. Nonconformity: Leaders deviate more from the norms this do may come as a surprise. Leader relatively think independent in the service of the group. It is possible that leaders tend to be people who are able to keep a reasonable balance between maintaining the cohesiveness of the group and expressing non conforming ideal and behaviors.
5. Social distance: A number of studies show that the most effective leaders, as measured by the performance of their groups are those who are able to maintain a degree of social or psychological distance between themselves and the other members of the group they supervise.
6. Ability to inspire others: this ability may be an internal ‘charisma’ which is an inborn trait and may not be a learnable factor.
7. Problem solving skills: An effective leader has developed the patience and ability to look

at the problem from various angles and get down to the cause of the problem and tries to solve them.

8. Emotional maturity: Emotional stability and maturity is a major ingredient for effective leadership.

9. Ability to Understand

Human behavior: A leader must understand the needs desires and behaviour of their subordinates and show respect for such desires.

10. Verbal assertiveness: A leader must be an effective orator and must be confident of his views and opinions.

11. Willingness to take risks: Routine work no matter how well done never makes a leader. Successful leaders always charter the unknown.

12. Dedication on to organizational goals: A leader must demonstrate his dedication and commitment to the organizations mission, goals and objectives by hard work and self sacrifice.

13. Skill in the art of compromise: setting differences is a vital part of leadership and genuine differ enus must be solved by compromise and consensus. This will induce faith and fairness towards the leader.

2.4 The Functions of Leaders

1. The leader as an executive: The most obvious role of the leader in any group is as the top coordination of the activities of the group.

2. The leader as a planner: The leader often assumes the role of a planner deciding the ways and means by which the group shall achieve its ends.

3. The leader as a policy maker: One of the most important of all leader functions is the establishment of group goals and policies in general; group goals and policies may arise from, three sources. They are from 'above', 'below' and from the leader himself.

4. The leader as and expert: The leader is often distinguished as a source of readily available information and skills.

5. The leader as an external group representative: Since it is not possible for all members of a large group to deal with other groups, the leader represents the group in external relations.

6. The leader as a controller of internal relations: More than and other member, the leader governs the specific details of group structure and by doing so he may function as the controller or in group relations.

7. The leader as purveyor of rewards and punishments: Particularly significant from a mem-

bers point of view is the leaders power to apply rewards and punishments, which enables him to exercise control over the group members.

8. The leader as and arbitrator and mediator: This role is also associated with his function as purveyor of rewards and punishments is his role as an arbitrator and mediator of intragroup conflict. It is his duty to act as both judge and conciliator.
9. The leader as exemplar: In some kinds of groups the leader may serve as a model of behavior for the group members thus providing them with a concrete indication of what they should be and do.
10. Leader as a symbol of the group: The leader plays a role by providing a kind of cognitive focus for group unity.
11. The leader as a substitute for individual responsibility: In certain types of groups the leader plays an extremely important role for the individual member in relieving him of responsibility for personal decisions and acts that he wishes to avoid.
12. The leader as an ideologist: Sometimes, it is the leader who furnishes the ideology of the group; he will serve as the source of beliefs, values and norms of the individual members.
13. The leader as father figure: A number of the preceding functions of the leader are of father for the individual member. The leader serves as a perfect focus for the positive emotional feelings of the individual.
14. The leader as scapegoat: Just as the leader may constitute an ideal object fo positive emotional feelings, so may he serve as a target for the aggressions of the frustrated disappointed, disillusioned groups.
15. Primary and accessory leadership function: The various functions of leadership discussed so for may be classified into primary and accessory functions primary functions include those essential to the exercise of leadership executive planner policy maker expert, external group representative, controller of internal relations purveyors of rewards and punishments arbitrator and mediator.

The accessory functions are those a leaders may assume or may be assigned by the group by virtue of his leadership position exemplar, external symbol of the group; substitute of individual responsibility, ideologist father figure and scapegoat.

2.5 Theories of Leadership

There are a number of theories which provide explanations regarding various aspects of leadership phenomenon. Here, only the important theories are discussed.

1. Trait Theory: This is the earliest theory as described by J.Kelly attempting to classify what personal characteristics like physical and mental are associated with leadership success. This theory emphasizes that leaders are born and not made and leadership is a function of and these in born traits. Some of these in born traits are considered to be intelligence, understanding, perception high motivation socio-economic status initiative maturity, self assurance and understanding of interpersonal human relations.

2. Behavioral Theory: According to this theory leadership can be described in terms of what leader do rather than what they are :

In other words leadership can be identified by reference to their behaviour in relation to the followers, Behavioral theories have been presented mostly on the basis of research studies.

3. Fiedlers contingency Theory: Fred Fiedler was one of the earliest proponents of a leadership model according to which the success of leadership depends upon the situation in which the leaders operates.

Leader's effectiveness depends upon the following three situational factors.

- a) Leader followers relations that is the degree of followers trust confidence and respect for the leader.
- b) Task structure, that is the nature of task performed by the subordinates
- c) The status power that is the degree of power associated with the position on status held by the leader in the organization.

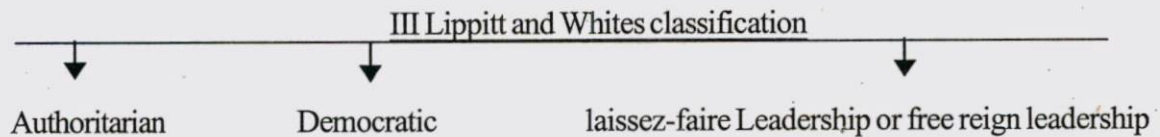
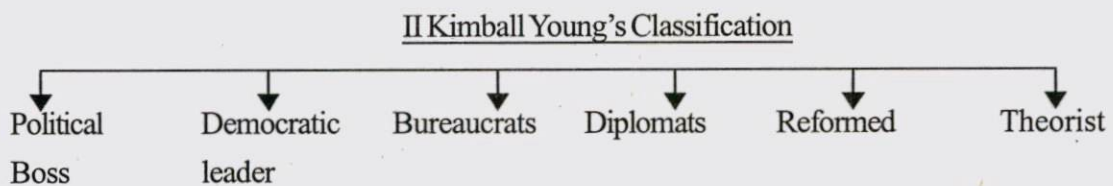
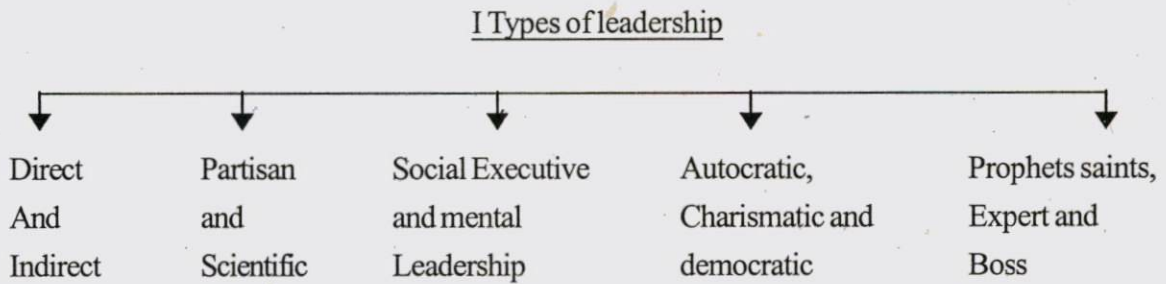
4. Path-goal Leadership Theory : Robert House has developed a path-goal theory of leadership initially presented by Martin Erans. The theory states that leaders can exercise four different kinds of styles.

- a) Directive leadership- giving directions to the subordinates rather than seeking their cooperation;
- b) Supportive leadership- being friendly and approachable to subordinates;
- c) Participative leadership- asking for suggestions from subordinates before making decisions;
- d) Achievement-oriented leadership- setting challenging goals and assignments for subordinates.

5. Situational Leadership Theory: This theory developed by Paul Hersey and Kenneth Blanchard which suggests that the leadership effectiveness depends upon the situation in which leadership is exercised.

6. Types of Leadership: Different types of leadership styles have been given by psychologists some of the classifications are as follows:

Classification of Bogardus: Bogardus (1940) has given five types of leadership:



2.7 Leadership styles in the Indian organizations

Having discussed different leadership styles it seems pertinent to examine the leadership styles exercised in the Indian organizations.

C.A.Myers in 'Industrial Relation in India(1960) says in his study of leadership behaviour in both Indian and foreign owned organizations, that most of the Indian managers exercise relatively authoritarian style in their behaviour towards their subordinates.

Another study of 56 top managers conducted by Rangaswamy and Helmick says that the Indian mangers are more employee oriented as compared to their American counterparts. This they attribute to the helpfulness and cooperation imbedded in the Indian culture and religion. Elhance and Agarwal in their study of 123 executives at various levels of management working in two private and two public sector companies find that 67of% executives in private sector and

57% of them in public sector units adopt democratic style of leadership.

The study of 280 managers working in two public sector and four private sector units by P.Singh and G.S. Das finds that bureaucratic styles the most predominant followed by the benevolent autocratic, developer and democratic in that order.

On the whole, leadership in Indian organizations has generally been found to be, at best, of the benevolent authoritarian type. Those working in urban organizations in India are younger better and more educated and technically trained than their counterparts of the previous generation. Obviously, a different leadership style is called to utilize the talent and skill of the work force with changed composition for better.

2.8 Leader Effectiveness

By now, you know that leadership means taking along people in the fulfillment of certain desired goals or set objectives. People are always impressed and convinced by something extraordinary and great and are prepared to follow it if it really touches their heart. Thus, leadership needs to win the hearts of others to attain the goals. The following are some guidelines

- a) Mental and physical health;
- b) Knowledge and Intelligence;
- c) Clear and worthy goals;
- d) Conviction;
- e) Sense of responsibility;
- f) Motivation;
- g) Initiative and Drive

2.9 Transactional and Transformational leadership

Another kind of leadership style is transactional and transformational leadership identified by James M. Burns (Leadership, Harper & Row, May 1978)

- a) Transactional Leadership: They manage the transactions between the organization and its members so that the organizational objective is achieved. They get things done by giving rewards in terms of recognition, pay hike etc for those who perform better.
- b) Transformational Leadership: These leaders focus on changing the attitude and assumptions of their employees towards building commitment for organizational mission and objectives. Leaders of this type generate awareness and acceptance of the purposes and mission of the group.

2.10 Let us Sum Up

Communication channels may be of two broad types: Formal and Informal. Formal channels are based on organizational relationship. communication plays a vital role in leadership, power and politics.

Leadership is a process of influencing group activities towards the achievements of set goals. Leaders perform functions such as developing team work, representing the team, counseling the team members, securing group cohesiveness etc.

Autocratic, democratic and laissez- faire are the popular styles of leadership. Leadership in Indian organisations has generally been found to be, of benevolent authoritarian type factors such as mental, physical health knowledge and intelligence clear cut goals strong conviction, sense of responsibility and motivation help make leadership effective.

2.11 Check Your Progress

1. why is communication very important to management?
2. Explain various channels of communication which are generally used in modern business enterprises.
3. what is 'leadership' and who is 'leader'?
4. what do you understand by; leadership.
5. Examine the leadership styles followed by Indian managers.
6. List important theories of leadership
7. what are the characteristics of a Leader?

2.12 For Further Reading

1. Handbook of leadership: R.M. Stogdill free press, N.York 1974
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4. Leadership: James M.Burns, Harper and Row, N.York. 1978
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6. Management and organization Louis A, Allen , Mc Grow-Hell, Tokyo 1958

UNIT 3 : COMMUNICATION AND SOCIAL PERCEPTION

Structure

- 3.0 Objectives**
- 3.1 Introduction**
- 3.2 What is perception?**
 - 3.2.1 Perception differs from sensation**
 - 3.2.2 Perceptual process**
 - 3.2.3 Factors affecting perception**
 - 3.2.4 How to improve perception?**
- 3.3 Let us sum up**
- 3.4 Check your progress**
- 3.5 For further reading**

3.0 OBJECTIVES

It is a complex task to make judgements, about others- Now, social psychologists have directed their attention to issues such as the ways how people sort and store information about others. Then they make judgements about them on the basis of such input. These processes form part of the new field called social cognition.

After studying this unit, you should be able to:

- define social perception and distinguish it from sensation;
- discuss the perceptual process and state the factors affecting it.
- Suggest ways and means how to improve the perceptual ability.

3.1 INTRODUCTION

We are confronted with thousands of stimuli everyday. It is not possible for human mind to notice, analyse and use every bit of information. But adult minds are efficient at screening, sorting and storing such information. Numerous short cuts are used by human mind to handle such vast amount of information. Major part of social cognition deals with the study of these short cuts. Social psychologists are of the view that human mind is often looking for the simplest way to understand the events of social life.

Other people are often something of a mystery. They say and do things we do not expect, have motives we do not readily understand, and seem to perceive the world, in ways very different from ourselves. Yet, because they play such a key role, in our lives, this is one mystery we cannot afford to leave unsolved. Thus, we often engage in efforts to understand other persons. We try to figure out what they are really why they behave in the ways that they do. Social psychologists generally term the process through which we seek such knowledge about others social perception.

While our efforts to understand the people around us and ourselves too, we focus on many different issues, two of these are most important. First, we often seek to grasp the current, temporary causes behind others behaviour their present moods, feelings and emotions. Information on this issue is often provided by nonverbal cues relating to others facial expressions, eye contact, and body posture and movements.

Second we attempt to comprehend the more lasting causes behind others actions-their stable traits, motives, and intentions. Information pertaining to this second task is usually gained through a complex process known as attribution in which we observe others behaviour and try to infer the causes behind it in a relatively systematic way.

3.2 WHAT IS PERCEPTION ?

In simple sense, perception means giving meaning to the environment around us. It is perceiving of objects what we are faced with. We can understand the term in a better way if we examine some of the definitions given by behavioural scientists.

According to Udai Pareek and others “Perception can be defined as the process of receiving, selecting, organizing, interpreting, checking and reacting to sensory stimuli or data”.

Stephen P. Robbins defines perception as “a process by which individuals organize and interpret their sensory impressions, in order to give meaning to their environment”.

Fred Luthans opines that “perception is an important mediating cognitive process through which persons make interpretation are faced with”.

Now, perception can be defined as a process which involves seeing, receiving, selecting, organizing, interpreting and giving meaning to the environment. The functioning of the whole process is influenced by the individual doing the perceiving, the objects on events being perceived and the environment in which perception occurs.

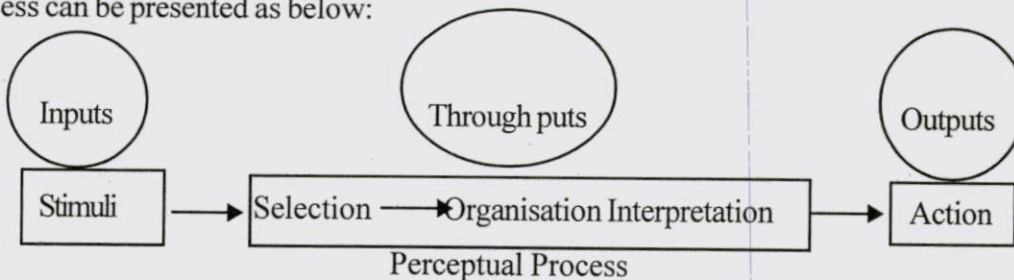
3.2.1 PERCEPTION DIFFERS FROM SENSATION

Sensation and perceptions is usually misunderstood. But there is a distinction between the two. Sensation means the response of a physical sensory organ to some stimuli. Our five physical senses namely vision, hearing, touch, smell and taste are continuously bombarded by numerous stimuli that are both inside and outside our body. Thus, sensation precedes perception. In this way, sensation serves as a raw input to be processed so as to make sense out of them to perceive the environment or stimuli around us.

Perception depends upon the sensory raw data, yet it involves a cognitive process that includes filtering, modifying or even changing these sensation raw data to make sense out of them.

3.2.2 PERCEPTUAL PROCESS

We have defined perception as a process of receiving, selecting, organizing, interpreting, checking and reacting to stimuli. This is like an input – through put-output process in which the stimuli can be considered as ‘inputs’, transformation of ‘inputs’ through selection organization and interpretation as ‘through puts’ and the ultimate behaviour or action as ‘outputs’ The whole perceptual process can be presented as below:



Let us examine each in detail

1. Receiving stimuli: The perception process starts with the reception of stimuli. The stimuli are received from the various sources. encounter through the five organs, the reception of stimuli is a physiological aspect of perception process.

2. Selection of stimuli: people in their everyday life variety come across of stimuli. But they do not respond to all. They select the stimuli which they want or interests them which is called 'selective perception'.

The selective perception involves two psychological principles they are:

a) Figure Ground Principle: The meaningful bits and pieces of stimuli are called the "figure" and the meaningless are called "ground". People give more attention to figure and less to ground.

b) Relevancy: It is another principle in selective perception. People selectively perceive thing that they consider relevant things that they consider relevant to meet their needs and desires.

3. Organisation of stimuli: Having selected the stimuli or data, they are organized in some convenient form so as to give some sense to them. It is called organization. There are three ways that these information can be organized. They are called:

a. Grouping, which is based on the similarity on proximity of different stimuli perceived are grouped as same or one group.

b. Closure, When people get incomplete message, they tend to fill it up with their own. Thus, the tendency to form a complete information from an incomplete one is known as closure.

c. Simplification, when people are overloaded with information, they tend to simplify it to make it more meaningful and understandable.

4. Interpretation: Assigning meaning to the available data is interpretation. Several factors influence interpretation organization. The most important ones are halo effect, attribution, stereotyping, personality, situation, person perceived etc.

5. Action: It is the last phase in the perceptual process. Action is the resultant behaviour of an individual in the perceptual process. This action may be negative or positive, depending on the way the stimuli is perceived. The ultimate action or the impact of the perception is ultimately seen in the form of overt action or behavioural change in the individual.

3.2.3 FACTORS AFFECTING PERCEPTION

Factors that influence perception relate to the perceiver, perceived and situation. All these factors are of two kinds.

- i. Internal factors
- ii. External factors

Internal factors exist within the person. They include one's needs, desires, personality and experience. External factors relate to what is to be perceived and the situation. They are size, intensity, frequency, or repetition, contrast, status and movement.

3.2.4 HOW TO IMPROVE PERCEPTION

More accurate the perception the better will be behavior and Vice versa. Perception can be improved by making various attempts. There are some guidelines to improve perception.

- i. Perceiving oneself carefully:** Before you perceive others, you should first perceive yourself accurately. Improve awareness about yourself by better socializing.
- ii. Improve your self-concept:** Successful, people achieve goals early which in turn develops a sense of self-regard and self esteem. It is called self-concept. Those who have self-concept, tend to perceive others more accurately.
- iii. Have empathy:** It means the ability to see oneself in others condition. It is like putting your feet in others shoes.
- iv. Have positive attitude:** Positive attitude helps one achieve accurate perception.
- v. Avoid perceptual distortions:** Various factors such as halo effect, stereotyping, attribution, first impression distorts one's perception. Hence sincere and conscious effort should be made to avoid such biases and prejudices.
- vi. Communicating openly:** It is common sense that whenever there is communication gap, or inadequate communication, perception gets distorted. Hence, one should ensure that right information reaches the right place at right time. This would enable all concerned to understand a problem in right perspective and improves a person's perspective.

Perception skill can be improved by the following methods:

- know oneself in right perspective and perceive oneself accurately
- See and understand a problem as others see it on experience them.
- Have positive attitude
- Improve one's self esteem or self concept.
- Two-way communication always minimises misunderstanding.

3.3 LET US SUM UP

Perception is a cognitive process of seeing, receiving, selecting, organizing interpreting and giving meaning to the environment around us. We live in society, among many type of people. Our

social environment is very important for an organized living. Social psychologists term the process through which we seek knowledge about others is social perception.

When we try to understand others, we focus on different related issues like the present and past causes which made the person to behave in a particular way. There are many theories of social learnings and imitation. Their principal and basic assumption is that human behaviour is learned, to comprehend it one must know the psychological principles involved in its learning and social conditions under which this learning took place.

Sensation differs from perception in the sense that it activates through physical sensory organs to respond to some stimuli.

Two types of factors-internal and external-influence an individual's perception. The internal factors include individual's needs, desires, personality, experience etc. Factors relating, to size, intensity, frequency, contrast, states and movement constitute external factors.

Perception being a cognitive process is susceptible to distortions. To improve perception, one should perceive oneself accurately and qualities like empathy, positive attitude are required to avoid communication gap or misconceptions.

3.4 CHECK YOU PROGRESS

1. Define perception. Discuss the process involved in perception.
2. Explain social perception.
3. Amplify how does sensation differ from perception?
4. Examine how do factors affect perception
5. Suggest how to improve perception

3.5 FOR FURTHER READING

1. Behavioural process in organizations -Udai Pareek, Oxford and IBH publishing co.New Delhi 1981
2. Organisational Behaviour-Stephen.P., Robbins: Printice Hall of India, N.Delhi 1996.
3. Organisations Behaviour- Fred Luthans: MC Graw-Hill, Inc. New York 1995.
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UNIT IV: MARKETING COMMUNICATION

Structure

- 4.0 Objectives**
- 4.1 Introduction**
- 4.2 Types of Marketing Communication**
- 4.3 Psychology**
 - 4.3.1 Personality**
- 4.4 Behavioral learning**
- 4.5 Personal selling**
 - 4.5.1 Stage One**
 - 4.5.2 Stage Two**
 - 4.5.3 Stage Three**
 - 4.5.4 Stage Four**
 - 4.5.5 Stage Five**
 - 4.5.6 Stage Six**
- 4.6 Sales promotion strategies**
- 4.7 Let Us Sum Up**
- 4.8 Check Your Progress**
- 4.9 For Further Reading**

4.0 Objectives

Marketing is a brand concept involving the sale of products and services by employing various methods and tools of communication. We cannot imagine a world without marketing. This unit on marketing communication has the objectives to:

- examine the concept, practice and environment of marketing communication;
- introduce theories of marketing communications process and practice;
- provide an understanding of the different methods of the marketing communications mix, and
- describe the marketing communications process and practice.

4.1 Introduction

Marketing is based on social sciences of economics and psychology. Communication process consists of a source, message and receiver. Here the source is the organization and the receiver is the prospective customer. Meaning, information and concepts about the products and services is the message.

When people make a purchase, they generally buy with their emotions and then justify their decision with logic later on. Communication is essential in any relationship and is a unique tool in the hands of marketers. Marketing communications is 'Promotion' from the marketing mix. Marketing communication is the process of informing, reminding, and persuading the consumers about a particular product or service. The objectives of marketing communications include retaining customers and identifying prospects.

Marketing communications are means of communications used to communicate with a market and help to define an organization's relationships with customers. It consists of the messages and related media that happen via any or all of the marketing-mix elements. Communication can win customers and keep customers.

Marketing communication psychology looks at the psychology of the customers for marketing communication. This is the psychology of how consumers think, feel, reason, and select between different alternatives (e.g., brands, products).

Marketing involves the concept of exchange of goods or service for a price. Communication is a fundamental human activity and is the process whereby commonness of thought is established and some meaning is shared. Communication can inform and make the potential customers to enter into an exchange relationship with the organization. They can also persuade, remind and build images about a product or service.

Marketing communication is a unique tool for marketers to persuade their present and prospective customers to act in a desired way. It plays a major role in reducing the gap between the expectations of the customer and what the marketer can offer. It is a management process by which an organization communicates with its customers. It puts customers in a more receptive form of mind to accept the product/services.

Marketing communications is primarily concerned with:

- a. Demand generation.
- b. Positioning of the product /service.

An organization must not only produce a product but also make it available for the potential customers. They must also ensure that the potential customer know the availability as well as the distinct features of the product. Organizations also need to know how the consumer accepts the product. This is equally true of a service being offered by an organization. These multifaceted functions are carried through an effective and continuous two-way communication between the organization and their customers.

Marketing communication can be used to:

1. Differentiate products and services.
2. Remind and reassure customers and potential customers.
3. Inform features or benefits of the product/service.
4. Persuade to think or act to get the product or service.

4.2 Types of Marketing Communication

- The three main types of communication that serve the three purposes of marketing communication are:

Logistics communication: Availability of goods, demands and prices are conveyed by Logistics communication. It acts as a means for completing the trading contract or transaction between the buyer and seller.

Persuasive communication: All communications that are aimed for reaching a deal or transaction are done by persuasive communication. It is a continuous communication channel between the buyer and seller that is used for arriving at an agreement.

Feedback communication: This is basically a communication system that is evolved for problem solving. It is the communication by which the seller gets information that enables it to improve or change subsequent performance of its objectives.

People purchase a product, not for the sake of the product, but for their perception as to what the product will do for them. People will purchase a product only when they have a meaning for the product.

Some of the important ways a producer tries to communicate with their buyers are:

- a. Written messages
- b. Symbols
- c. Pictures
- d. Quality products
- e. Window displays
- f. Talk by salesperson
- g. Attractive and colorful packages
- h. Show rooms

One of the main themes of marketing is that it depends on the behaviour of the customer, prior to, during and after an exchange. Hence it makes sense to understand the buyer behaviour to make the market plans more effective.

A basic understanding of the context in which the buyers process information, the way they behave, their decision making process and the ways in which such knowledge can be utilized for promotional activities becomes very important. Hence there is a need to know about the marketing communication psychology.

4.3 Psychology

Psychology provides three theories to explain buyer behaviour over the last fifty years. They are:

- Freud's psychoanalytical theory,
- Reinforcement theory and
- Cognitive theory

In recent years cognitive theory has been accepted to give a better explanation in understanding buyer behaviour and for the purpose of buyer behaviour, the other two theories have also merged with it. Hence cognitive theory is used now- a- days to explain buyer behaviour.

According to cognitive theory of psychology, individuals use information received from external sources like (e.g. advertisements) and internal sources (e.g. previous experience). This information is transferred into meanings and they act as judgments in deciding to purchase or other wise of the concerned product or service. These cognitive orientations by which individuals process information are:

1. Personality
2. Attention
3. Perception
4. Learning
5. Attitudes
6. Environment and
7. Other factors

4.3.1 Personality

Personality refers to a person's general style of interacting with the world, especially with other people. It may be that one is withdrawn or outgoing, excitable or placid, conscientious or careless, kind or stern. We have our own assumptions about personality or human nature. Formal theories of personality also differ in assumptions made about human nature. Personality theories differ in terms of these assumptions.

There are basically four approaches to personality;

- Trait Approach
- Psychoanalytic

- Phenomenological/Humanistic
- Social Cognitive (Behavioristic)

4.3.2 Trait approach

According to trait approach, the most central concept in personality psychology is the trait. A trait is a relatively stable predisposition to behave in a certain way. Traits are part of the person, not the environment.

The goal of trait theories is to specify a manageable set of distinct personality dimension that can be used to summarize the fundamental psychological differences among individuals. There are many different trait approaches. Each trait approach has its own perspective on what needs to be measured for assessing personality.

Behaviour comes from expressing biologically influenced dispositions such as extraversion and introversion. . All trait theories assume that behaviors and traits are linked to one another in hierarchical fashion. Specific behaviors are at the bottom of the hierarchy. Surface traits, each of which is linked directly to a set of related behaviors are at the next level up. Central traits, considered as the fundamental dimensions of personality are at the highest level linking related surface traits.

There are five trait dimensions that best describe personality that goes by the acronym OCEAN as.

- 'O' Openness to Experience
- 'C' Conscientiousness
- 'E' Extraversion
- 'A' Agreeableness
- 'N' Neuroticism

Personality researchers measure traits with questionnaires that ask individuals (or those who are close) to report on their own behavioral tendencies that are relevant to each trait. They have found that personality traits are quite stable, especially after age of 30. Personality inventories assess the strength of different traits; peers rate behavior patterns. It has been found that these personality measures are valid in that they correlate moderately well with indices of everyday behavior, such as sociability and work performance.

Personality is concerned with the inner properties of each individual. According to trait theory, people can be categorized into different types of personalities based on certain traits. It has been found that there is a correlation between these traits and the general styles of behaviour.

The four distinct consumer types identified based on the degree of assertiveness, responsiveness to change and level of sociability exhibited by an individual are:

- Aspirers
- Succeeders
- Mainstreamers and
- Reformers

Aspirers identify with materialism and seek status and self esteem. They are the people who buy the latest hi-fi designed clothes etc. Succeeders are successful people who try to control their lives. They usually go for goods that have proven quality. For example who go for Raymond's suits. Mainstreamers are the people who are motivated by the basic need of security and belongingness. They buy established brands and go with the majority or mainstream. Reformers are the opposite of aspirers. They seek self-fulfillment rather than status and go utility rather than style. They usually go for unbranded items.

This approach has been criticized as a descriptive approach as underestimating the variability of behavior from situation to situation.

4.4 Behavioral learning

Memory involves mental processes that allow us to acquire, retain, and retrieve information by the functions of Rehearsal, Encoding, Categorization and Retrieval.

In rehearsal information is repeated or related.

Encoding is the process by which perceptual and sensory information is transformed to enter in, and be retained by, the memory system. The perceived object is represented by selecting an image.

Retrieval is the process by which we recover information and become consciously aware of it. After categorizing and storing the image in the long-term memory, the same is retrieved when needed.

Storage is the process by which we retain information for retrieval (use later in time).

The three main processes of cognitive learning are Iconic, Modeling and Reasoning.

Learning occurs through repetition of simple messages in iconic learning. Advertisers usually attempt to utilize this aspect by repeated message.

Learning through modeling is involved in acquisition of new responses and performance of already known responses.

Learning through reasoning—trying to get understand through logical argumentation.

The principles of learning have a wide application in making of the mix of marketing communications. The marketing communications mix is the specific mix of the following important elements that company uses to pursue its advertising and marketing objectives:

- Advertising,
- Personal Selling,
- Sales Promotion,
- Public Relations,

These elements of the mix are blended in different quantities in a campaign.

Advertising: Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. Advertising directs a message at large numbers of people with a single communication and is a mass medium. The major media types for advertising are: newspapers, television, direct mail, radio, magazines, internet, outdoor (billboards, blimps, etc.), yellow pages, newsletters, brochures, and telephone and others. The three goals of advertising are to inform, persuade, and remind.

Advertising directs a message at large numbers of people with a single communication and a mass medium.

The traditional conceptual model for creating any advertising or marketing communications message is the AIDA Model.

- Get **Attention**,
- Hold **Interest**,
- Arouse **Desire**, and
- Then obtain **Action**.

Advertising agencies and their clients plan for advertising. Any Advertising plan should address the following stages.

- Who is the potential target audience of the advert?
- What do I wish to communicate to this target audience?
- Why is this message so important to them?
- What is the best medium for this message to take?
- What would be the most appropriate timing?
- What resources will the advertising campaign need?
- How do we control our advertising and monitor success?

Tools that are used for advertising are:

- Print advertisements
- Radio advertisements
- Motion pictures
- Television advertisements
- Internet advertisements
- Bill boards
- Packaging- outer
- Packaging inserts
- Brochures and booklets
- Posters and leaflets
- Directories
- Display signs
- Point of purchase displays
- Audio visual material
- Symbols and logos

Advertising is an impersonal, expensive one-way communication that reaches large, geographically dispersed audiences, often with high frequency. It has low cost per exposure, though overall costs are high. Consumers perceive advertised goods as more legitimate, dramatizes company / brand. It builds brand image and can stimulate short-term sales.

4.5 Personal selling

Personal selling occurs where an individual salesperson sells a product, service or solution to a client. Salespeople match the benefits of their offering to the specific needs of a client. It is a person-to-person communication. The seller here tries to persuade the prospective customer to purchase the company's product or service. It usually involves face-to-face communication. But technology has changed it to include, telemarketing and many other forms of electronic communications.

It includes

- Sales presentations
- Sales meetings
- Incentive programs
- Samples
- Fairs and trade shows etc.

In comparison to other marketing communications tools such as advertising, personal selling tends to:

- Use fewer resources, pricing are often negotiated.
- Products tend to be fairly complex
- There is some contact between buyer and seller after the sale so that an ongoing relationship is built.
- Client/prospects need specific information.
- The purchase tends to involve large sums of money.

Six stages of personal selling process are:

1. Prospecting.
2. Making first contact.
3. The sales call.
4. Objection handling.

5. Closing the sale.
6. Follow up.

4.5.1 Stage One

Prospecting: Prospecting refers to identifying and developing a list of potential clients. These prospects need to be assessed to check for business potential. For the same one has to:

- Plan a sales approach focused upon the needs of the customer.
- Determine which products or services best meet their needs.
- Rank the prospects and leave out those that are least likely to buy.

4.5.2 Stage Two

Making First Contact: Before meeting the prospective customer, sales people need to prepare to make the call more focused. Send some information before the actual visit. Keep a set of samples at hand, and make sure that they are in very good condition. The purpose of the call must be stated within the first minute or two so that time with the client is maximized. It will also demonstrate to the client that his/her time is not wasted. Try to understand the prospect's current needs, current use of brands and feelings about all available brands, as well as identify key decision makers etc.

4.5.3 Stage Three

The Sales Call (or Sales Presentation). This is the point of the selling process where the sales professional meets and greets the prospect. It is the time to provide an introduction, establishes rapport that sets the foundation of the relationship. Hence try to be relaxed during the call, and put the client at ease.

Allow the client to talk and be an active listener. When you talk focus on the real benefits of the product or service to the specific needs of your client, rather than listing endless lists of features. It is best to be enthusiastic about your product or service. If you are not excited about it, don't expect your prospect to be excited.

4.5.4 Stage Four

Objection Handling: During the presentation portion of the selling process, the sales professional tells that product “story” in a way that speaks directly to the identified needs and wants of the prospect. When prospects offer objections, it means that they need and want to hear more in order to make a fully informed decision. The objections need to be covered and identified tactfully and respectfully.

Uncovering objections, asking clarifying questions, and overcoming objections is a critical part of training for professional sellers and is a skill area that must be continually developed because there will always be objections.

4.5.5 Stage Five

Closing the Sale: This is the crucial part of the entire process. Closing means that the sales professional is able to clinch the deal. This could be directly asking for the order. It can also be done indirectly by asking the prospect how many they would like, what color they would prefer, when they would like to take delivery, etc.

4.5.6 Stage Six

Follow up: Follow up is an often overlooked. But it is the most important part of the selling process. After an order is received, it is essential to follow up with the prospect. This is to ensure that the product was received in the proper condition, at the right time. One must also ensure to see that the product was installed properly and proper training was given and that the entire process was acceptable to the customer. Retaining a customer is comparatively easy than getting a new customer. Ensuring 100% satisfaction to the customer by diligent follow up can lead to uncovering new needs, additional purchases, and referrals. Creating customer satisfaction would help in building long-term relationships with customers.

Sales Promotion: Sales promotion refers to the short-term incentives to encourage the purchase or sale of a product or service. It includes all marketing activities that attempt to promote immediate sales of a product by stimulating quick buyer action.

Sales promotions are directed to provide added value or incentives to consumers, wholesalers, retailers, or other organizational customers to stimulate immediate sales. Various concessions or

discounts are used for the same. It may be quantity discounts, or merchandise assistance at the trade level. At the customer level it is usually discount coupons, gifts, free samples, contests, rebates etc.

Personal selling is the most expensive of the promotional tools as well as the most effective tool for building buyers' preferences, convictions, and actions. It is relationship-oriented and personal interaction allows for feedback and adjustments. Buyers are likely to be more attentive and sales force represents a long-term commitment.

4.6 Sales promotion strategies

There are three types of sales promotion strategies: Push, pull, or a combination of the two. A push strategy involves convincing trade intermediary channel members to "push" the product through the distribution channels to the ultimate consumer via promotions and personal selling efforts.

Typical tactics employed in push strategy are allowances, buy-back guarantees, free trials, contests, specialty advertising items, discounts, displays, and premiums.

A pull strategy attempts to get consumers to "pull" the product from the manufacturer through the marketing channel. The marketing communication efforts are focused on the consumers by the company in the hope that it stimulates interest and demand for the product at the end-user level. This is employed when the distributors are reluctant to carry a product because it gets as many consumers as possible to go to retail outlets and request the product, thus pulling it through the channel.

Typical tactics employed in pull strategy are: samples, coupons, cash refunds and rebates, premiums, advertising specialties, loyalty programs/patronage rewards, contests, sweepstakes, games, and point-of-purchase displays.

These efforts can attempt to stimulate product interest, trial, or purchase. Examples of devices used in sales promotion include coupons, samples, premiums, point-of-purchase (POP) displays, contests, rebates, and sweepstakes. Sales promotion attracts attention, offers strong purchase incentives, dramatizes offers, and boosts sagging sales. It stimulates quick response and short-lived and is not effective at building long-term brand preferences.

Public Relations or publicity: Public Relations (PR) is any purposeful communication between an organization and its publics that aim to generate goodwill. Publics are its stakeholders. PR is the overall term for marketing activities that raise the public's consciousness about a product, service, individual or issue. It is a single but broad concept.

Publicity also aims to create interest in a person, product, idea, organization, or business establishment generally through the generation and placement of favorable stories in the news media such as newspapers, magazines, TV, and radio.

Publicity is similar to advertising, a form of non-personal presentation and promotion of ideas, goods, or services. Publicity relies solely on the quality of content to persuade others to get the message out unlike advertising that relies on purchasing power to get a message across. It is relatively inexpensive (It is certainly not 'free' as many people think—there are costs involved).

4.7 Let Us Sum Up

Marketing communication is the process of informing, reminding, and persuading the consumers about a particular product or service. The objectives of marketing communications include retaining customers and identifying prospects. Marketing communication psychology looks at the psychology of the customers for marketing communication. This is the psychology of how consumers think, feel, reason, and select between different alternatives (e.g., brands, products).

Marketing communication is a unique tool for marketers to persuade their present and prospective customers to act in a desired way. It plays a major role in reducing the gap between the expectations of the customer and what the marketer can offer. Marketing communications is primarily concerned with demand generation and positioning of the product/produce/service. The three main types of communication that serve the three purposes of marketing communication are logistics communication; persuasive communication and feedback communication.

A basic understanding of the context in which the buyers process information, the way they behave, their decision making process and the ways in which such knowledge can be utilized for promotional activities becomes very important. Hence there is a need to know about the marketing communication psychology. These cognitive orientations by which individuals process information are personality, attention, perception, learning, attitudes, environment and other factors.

The four approaches to personality are trait approach, psychoanalytic approach, phenomenological / humanistic approach and social cognitive approach (behavioristic). The five trait dimensions describe personality best are openness to experience, conscientiousness, extraversion, agreeableness and neuroticism.

The four distinct consumer types identified based on the degree of assertiveness, responsiveness to change and level of sociability exhibited by an individual are aspirers, succeeders, mainstreamers and reformers.

Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. The three goals of advertising are to inform, persuade, and remind. The AIDA model of advertisement tries to get Attention, hold Interest, arouse Desire, and then obtain Action.

Personal selling occurs where an individual salesperson sells a product, service or solution to a client and usually involves face-to-face communication. The six stages of personal selling process are prospecting, making first contact, the sales call, objection handling, closing the sale and follow up.

Sales promotion refers to the short-term incentives to encourage the purchase or sale of a product or service. It includes all marketing activities that attempt to promote immediate sales of a product by stimulating quick buyer action. There are three types of sales promotion strategies: push, pull, or a combination of the two.

Activity 1

Go to a super market nearby and collect information about the people who are purchasing items like soaps, powder, paste etc and categorize them into aspirers, succeeders, mainstreamers and reformers.

Activity 2

Take an advertisement from a newspaper and answer the following

1. Who is the potential target audience of the advert?
2. What do I wish to communicate to this target audience?

3. Why is this message so important to them?
4. What is the best medium for this message to take?
5. What would be the most appropriate timing?
6. What resources will the advertising campaign need?
7. How do we control our advertising and monitor success?

Activity 3

Play the role of a sales person and prospective customer for marketing an imaginary product. For example “a fan without blades”.

4.8 Check Your Progress

1. What is marketing communication? List its types and functions.
2. Explain the processes of Perception.
3. What are the external and internal determinants of attention
4. Detail the elements of marketing communication..
5. What are the six stages of personal selling process?
6. Discuss the different types of sales promotion strategies.

4.9 For Further Reading

- Smith, P.R. & Jonathan Taylor - Marketing Communications: An Integrated Approach. 4th Edition 2004. Kogan Page
- Chris Fill - Marketing Communications- Contexts, Contents and Strategies. 2nd edition 1999-Pearson Education Limited.
- Niraj Kumar- Marketing Communications –Theory and Practice. Second revised 2003 edition. Himalaya Publishing House.

UNIT - 5 : COMMUNICATION AND MASS BEHAVIOR

Structure

- 5.0 Objectives**
- 5.1 Introduction**
 - 5.2.1 Definition and Characteristics of Group**
 - 5.2.2 Why people form groups**
 - 5.2.3 Types of Groups**
 - 5.2.4 Stages of Group development**
 - 5.2.5 Group Behaviour**
- 5.3 Characteristics of Crowd**
 - 5.3.1 Kinds of Crowd**
 - 5.3.2 Theories of Crowd**
- 5.4 Characteristics of Audience**
- 5.5 Let us Sum Up**
- 5.6 Check your Progress**
- 5.7 For Further Reading**

5.0 OBJECTIVES

After studying this unit, you should be able to:

- define group and explain characteristics of group;
- know the reasons why people form groups;
- list types of groups;
- explain the stages of group development;
- know group behavior
- define crowd and its characteristics;
- kinds of crowd;
- theories of Crowd;
- define and know features of audience

5.1 INTRODUCTION

Behavioural scientists have defined human 'behavior' differently. It means human response to certain stimuli which is observable directly and indirectly. Behavior is observed directly by studying the responses of people to their work environment. Indirect observation refers to how people describe decision making process and attitudes verbally.

The human behavior is caused by certain reasons. It depends upon the environment in which he or she works and as a result of the interaction between the individual and environment.

Personal characteristics remain inside the person whereas environmental ones outside the person. These two characteristics serve as the foundations of individual behavior or human behavior.

Foundations of Human Behaviour

The Person	The Environment
<u>I Personal Biographical Factors</u>	<u>Environmental Factors</u>
1. Sex	1. Economic Conditions
2. Age	2. Political Situations
3. Education	3. Cultural Values
4. Abilities	4. Social Norms
5. Marital Status	
<u>II Psychological Factors</u>	
1. Personality	
2. Perception	
3. Attitudes	
4. Values	
5. Learning	

The humans behave differently while in group, crowd which we are examining separately.

5.2.1 Definition and Characteristics of Group

A group is a collection of two or more individuals, interacting and interdependent, who have come together to achieve some common objective.

The Features of group are:

- Aggregation of people;
- They interact with each other;
- They know each other;
- They have common objectives;

- They perceive themselves as a part of the group

Mere collection or gathering of people cannot constitute a group.

5.2.2 Why people form Groups'

People form groups for any one or more of the following reasons:

- i) Safety and Security needs: Group provide protection to their members from outside pressures or threats.
- ii) Relatedness or Belongingness and Needs : To satisfy their several social needs, people like to be associated with a group.
- iii) Esteem: People feel privileged to associate themselves to a successful and meritorious group.
- iv) Power: One of the merits being in a group is that the members represent power and offers power to their members.
- v) Identification: One of the advantages to be a member of a group is that an individual gets identity.

5.2.3 Types of Groups

Groups are mainly classified as:

- Formal Group,
- Informal Group.

Let us further examine each group.

Formal Group

Group established by an organization, to achieve organizational goals are called formal groups. In such groups, group behaviors are guided by organization and directed towards organizational goals. Formal groups can further be classified as follows:

- a) Command groups : A command group consists of a supervisor manager at the top and the subordinates report directly to the chief. A command group is determined by the organizational chart.

- b) Task group : A task group consists of persons working together to complete a common task.
- c) Project group : Project groups are formed to complete a specified project.
- d) Committees : Committees are usually created outside the usual command group structure to solve recurring problems.

Informal Groups

Those groups which are not Formally created nor controlled by the organization are informal groups. These groups are natural formations in the work environment that appear in response to the need for social contact.

Following are some examples of informal groups:

- a) Friendship Groups : They are associations of like minded people who love to be together. They have one or more common characteristics such as age, ethnicity, political belief, religious values or other bonds.
- b) Interest Group : People with common interest. People or professionals of the same discipline or fraternity.
- c) Reference Group : They are a special type of informal group, formed to evaluate themselves.

5.2.4 Stages of Group Development

There are different stages of group development.

Scholars in the field Bernard M. Bass and Edward C. Ryterband advocate that groups tend to develop through a four stage process:

- i) Mutual Acceptance
- ii) Communication and Decision making
- iii) Motivation and Productivity
- iv) Control and Organisation

However, the most widely accepted four stages of group development are ones as supported by B.W Tuchman and M.A. Jensen. They are:

- i) Forming Stage : Members get to know each other and seek to establish ground rules.
- ii) Storming Stage : Members come to resist control by group leaders and show hostility.
- iii) Norming stage : This is the stage where close relationship among the members develops. The group evinces cohesiveness. Here the group assumes certain identity and camaraderie.
- iv) Performing stage : This is the stage where the group members work toward getting their jobs done. This is the highest level of group maturity.
- v) Adjourning stage : At this stage, groups are disbanded. For two reasons. First, the group has completed its task. Second, the members decide to disband and close the group with sentimental feelings.

5.2.5 Group Behavior

Groups are composed of individuals and its behavior means, behavior of its members. In practice, each member of the group affects the behavior of other members and in turn, is also affected by them. The group determines the nature and patterns of reinforcement the members receive through their integration. This is because the behaviour of individual members in a group becomes different than their behaviour outside the group situation. Therefore while studying group behaviour, the factors that should be understood are group norms, group cohesion, group role, group conflict and group decision making.

Now we shall examine each one in detail:

- a) Group norms : Group norm is a rule that tells the individual how to behave in a particular group. It is the standard behavior set by the group. Norms could be formal or informal.

The group norms have the following features:

- i) As personality reveals an individual, so group norms do for groups.
- ii) Norms serve as the basis for behaviour of group members.
- iii) They predict and control the behaviour of members in groups

- iv) Norms are applied to all members of the group, though not uniformly.
- b) Group Co-hesion : It means the degree to which the group members are attracted to each other and remain within the group. It is usually reflected by its resiliency to distrupction by outside forces. Group cohesion develops out of the activities interactions and sentiments of the members.

Group cohesiveness can be increases by various factors like:

- a) Inducing agreement on group goals;
- b) Increasing membership homegeniety;
- c) Increasing interactions among group members;
- d) Down-sizing of the group;
- e) Encouraging competition with other rival groups;
- f) Allocating rewards to the groups not to the members;
- g) Keeping the members isolated from other groups.

5.3 Definition and Characteristics of Crowd

The crowd may be defined as a collection of individuals united temporarily and in close proximity to each other whose object may be of diverse kinds.

Mac Iver defines it as “ a physically compact aggregation of human beings brought into direct, temporary and unorganized contact with one another.”

According to Kimball Young, “ A crowd is a gathering of a considerable number of persons around a centre or point of common attraction.”

Contrill defines it as “Crowd is a congregate group of individuals who have temporarily identified themselves with common values and who are expressing similar emotions.”

A crowd is a quickly created and quickly dissolved. It is an unorganized manifestation occurring in a world of organization. A crowd is a always a transitory and unstable organization. Thus a group of students recreating by the seashore are an aggregate; if they hear a film actor they become a crowd, but if the actor makes insulting remarks to the country, they may become unruly and turn into a mob.

5.3 CHARACTERISTICS OF CROWD

Following are features of a crowd:

1. Physical presence : Without such physical presence there can be no crowd. The size of the crowd is limited by the distance, which the eye can see and the ear can hear. Since people cannot remain physically present for any great length of time, this means that the crowd is a temporary social group. It is a temporary social group. It is “occasion” entity, which is transitory, a creature of the moment and comes to creature of the moment and comes to an end as soon as its purpose is realized.
2. Anonymity : Crowds are anonymous both because they are large and they are temporary.
3. Narrow attention : The crowd is devoid of a wide attention. It directs its attention only to one or two things at one time. It is incapable of rationality and is easily carried by intuition. The members of the crowd easily come under the magic influences of a skillful orator.
4. Suggestibility : The members of the crowd are not open to conviction. They blindly accept the stories that suit their temper and openly reject any suggestion opposed to it.
5. Credulity : With an increase in the capacity of suggestibility, the credulity of a crowd also increases. “Rational analysis and test are out of question. The faculties we deal with are asleep.”
6. Low mental level : The ideas of a crowd are not wide or deep. They are charged with emotion. They do not see any reason in others arguments.
7. Emotional : The members of a crowd are highly emotional, they respond not only to the emotional situation but also to the emotions of other members of the crowd.”
8. Irresponsibility: The crowd has poor sense of responsibility. When panic or hatred seizes them, they do the most shameful, atrocious acts of which they themselves repent later. A crowd in action can be a terrifying thing.

5.3.1 Kinds of Crowds

Crowds are of two types –

- i) Active
- ii) Inactive

Active Crowd : According to Kimball Young, “an active crowd is a mass of individuals who, with the common focus of attentions, unleash certain deep lying attitudes emotions and actions.” It is accidental and momentary. It is motivated by a common motive and behaves the same way to realize a common end.

The active crowd has been classified into five kinds:

- 1) Aggressive Crowd
- 2) Panicky Crowd
- 3) Acquisitive Crowd
- 4) Expressive Crowd

Inactive Crowd : An inactive crowd is rather an audience which collect for some peaceful purpose.

An Inactive Crowd may be classified into:

- (i) Information seeking Crowd
- (ii) Recreation seeking crowd
- (iii) Conversional crowd

5.3.2 Theories of Crowd

Many theories have been advanced to explain why the crowd behaves in a particular way.

1. Group mind theory:

According to this theory the individual in the crowd loses his individuality and becomes a part of the crowd which comes to develop its own crowd consciousness. The members of the crowd participate in the crowd consciousness and act according to the stimulus provided by the crowd. Its acts are less rational and more emotional.

The ‘Group-mind’ theory has been advocated by Lebon. Espinas, Trotter, Durkheim, M C Dougall and Allport.

Lebon’s theory : Lebon was the first writer to put forward the theory of group-mind in 1892. In his book ‘Crowds’ he has written, “The sentiments and ideas of all persons in the gathering is at one

and the same direction and their conscious personality vanishes. A collective mind has formed doubtless transitory but presenting very clearly defined characteristics.”

Lebon has laid great emphasis on the unconscious motives. In the crowd. These unconscious motives get more active. The individual is influenced by these motives and his own conscious motivation sinks into the background. In a group, the individual gets a sense of invincible power and hence he tries to completely satisfy his instinctive passions in him.

Theory of Espinas : Espinas was a French Philosopher and an authority on biology. His theory of the group mind reflected, biological concepts. According to him just as in an individual, the various cells of his organism combine to form a consciousness that he regards as his own and which is a unity, in the same way in society the collective consciousness is formed out of the collection of many individual consciousness taken together. In this way, he calls group mind as social consciousness.

Trotter’s theory: Trotter has sought to explain man’s social behaviour on the basic of herd instinct. Every man, according to him, is possessed of the instinct of gregariousness. Man’s gregariousness activates his mental system as a result of which he accepts the command of the group without any argument and acts according to the command given.

Durkheim’s Theory: M.C Dongall criticized the theories of collective consciousness and he postulated the theory of group mind. According to him every group has a mind of its own. The group mind is not a mere collection of the minds of all individual members of group. Because of this power, of the group mind that the thinking of the individual changes when he becomes a member of the group. The level of intelligence of the group-mind is low. Hence, its thinking is also low and emotional. It becomes easily excited and acts in hypnotic way.

Allport’s Theory : According to him the behaviour of the individual in the crowd is influenced by the two processes of social facilitation and interstimulation. Because of this all the individuals are seen behaving in an identical manner, motivating each other possessed of an unconquerable power.

Freudian theory: Martin E.D, and other thinkers of this theory interpret crowd behaviour as the release for repressed desires. The crowd, thus, provides, a momentary release of otherwise repressed drives.

Theory of multiple factors: No simple explanation can be given to explain a complex phenomenon of crowd behaviour. The crowd is under a ‘ spell’. It takes its members into the world of magic,

where things happen unaccountably.

According to this theory, a number of factors like unaccountability, imitation, low degree of intelligence, suggestibility, lack of volition, stimulation, anonymity, unconscious impulses and influence of leaders work upon the crowd and influence its behaviour.

5.4 CHARACTERISTICS OF AUDIENCE

An audience is a crowd that is formed for a specific period of time. It has a predetermined aim with both time and place also predetermined people collect at one place and have some common focus of attention. The audience is usually organized and polarization is only in one direction. But it also can conduct itself like a crowd at times.

Kimball Young defines audience as “The audience is a form of institutionalized crowd”.

Kimball Young has given three characteristics of audience:

- 1) **Specific Purpose:** Audience has a specific purpose like witnessing a dance concert.
- 2) **Predetermined time and Place:** The collection of an audience is at a specific place and time.
- 3) Standard form of polarization and interaction between the performance and the audience.

Types of audience:

Psychologists have classified audience differently. Among the important classifications is the one made by Kimball Young are as follows:

1. Information seeking audience
2. Recreation seeking audience
3. Conversional audience

5.5 LET US SUM UP

A group is a collection of people who interact with each other, know one another and work together to achieve a common objective. People form groups to satisfy their various needs like safety and security, esteem, belongingness, getting power and identity.

Group behaviour is influenced by group norms, group cohesion group role, group conflict, and group decision making.

A crowd is a collection of individuals united temporally and in close proximity to each other

whose object may be of diverse kinds. There are two kinds of crowds. There are two kinds of crowds – Active and Inactive. Theories of crowd are Group mind theory, Lebon's theory, Durkheim's theory, M C Dougall's theory, Allports theory, Freudian theory and Theory of Multiple Factor's.

Audience is a crowd formed for a specific period of time. The three types of audience are: Information seeking audience, Recreation seeking audience and conversional audience.

5.6 CHECK YOUR PROGRESS

1. Define the term 'group' Why are groups formed?
2. Distinguish between formal and informal groups.
3. What are group norms? Why do they develop?
4. Define the term 'crowd' and elaborate its characteristics.
5. Discuss theories of Crowd.

5.7 FOR FURTHER READING

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2. The Human Group – G.C.Homans, Harwart, Brace and World, New York, 1950.

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Student Support Services of KSOU:

For the benefit of over 45,000 students who enroll to various academic programmes every year, the university has established eight regional centers and seventy eight study centers across the state. These study centers act as extension centers of the university and provide a platform for the learners to interact with the counselors and experts. They provide academic counseling and liaison in the matters related to academics, examination and administration. Regional centers oversee the functioning of the study centers and act as a link between the university headquarter and the study centers.

Counseling and personal contact programme are an integral part of teaching and learning process. Counseling at KSOU is distinctly different from the conventional classroom teaching and is much an interactive session. These sessions are conducted at the convenience of the students. In certain specialised subjects, experts from the profession are invited for interaction. Gyanvani, the dedicated FM radio channel airs educational programmes on various subjects regularly to augment information needs. Radio counseling provides an opportunity for the students to interact live with the experts.

Role of ODL in a Knowledge Society

Open and Distance Learning (ODL), an innovation started off four decades ago has now grown into a powerful force creating opportunities to thousands who are in search of skills, knowledge and challenging openings. ODL today is such an effective tool and it has challenged many long held beliefs and traditions of conventional educational processes. At present, open and distance education has a crucial role to play in the process of human development. Greater emphasis on ODL has made many poorly resourced and managed institutions to give way to quality and sophistication of educational facilities, that are offered by professionally managed open universities like KSOU. In this context, KSOU aspires to be on par with the global best practice and benchmarks. It has taken serious note of the roles and responsibilities it shoulders.

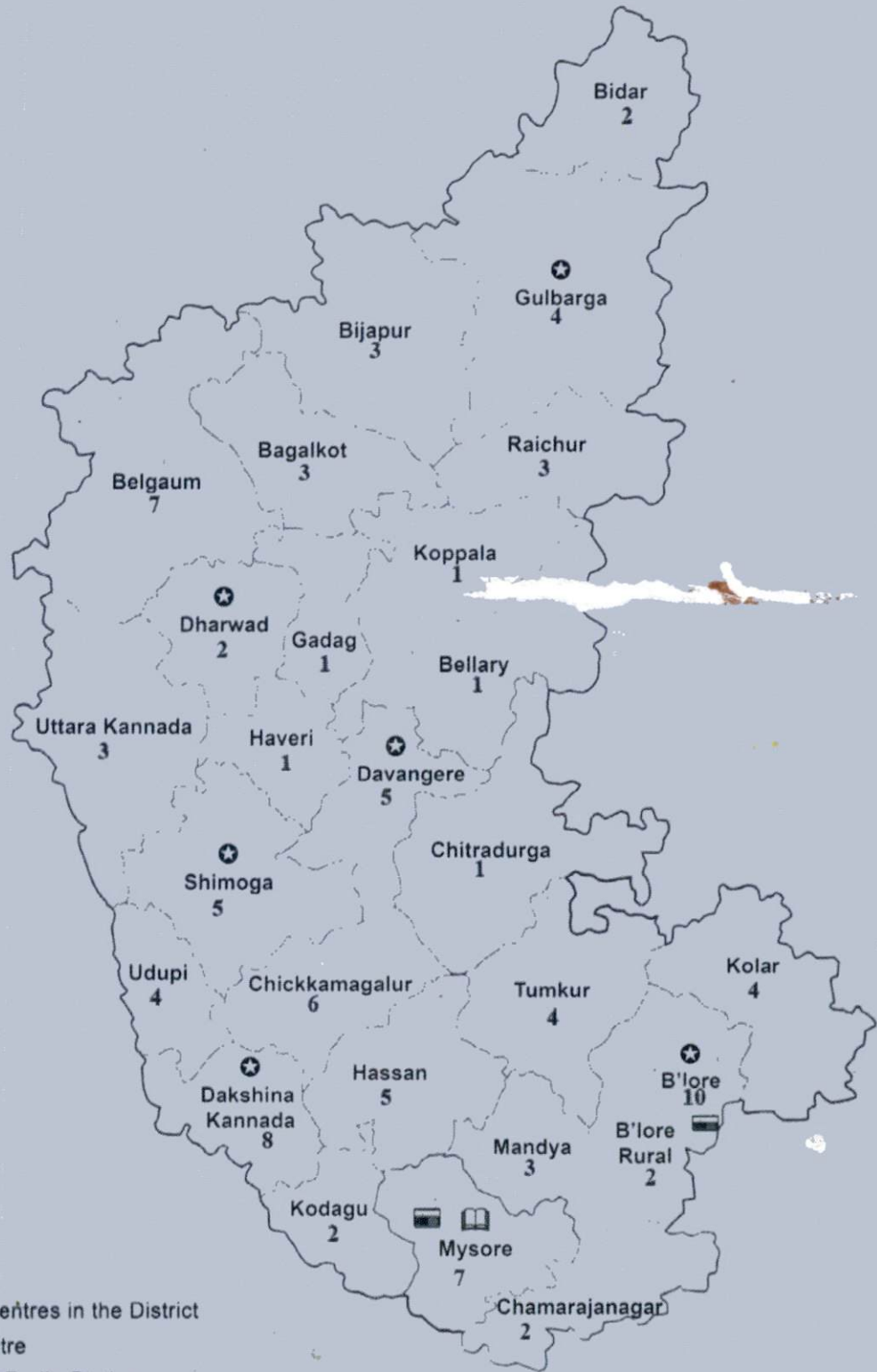
ODL is now the most influential educational phenomenon. New technologies that are emerging have changed the very nature of teaching learning process. Institutional experience world over so far has led to the fine tuning of the ODL process. As the society is moving fast in the first phase of knowledge era, it has become necessary to know how the ODL system works in a knowledge society. Trends in global economy and resource crunch have led to new methods in education and training. Life long learning has become a necessity as people have to remain competitive in order to survive and increase the opportunities that are rewarding.




ODL is always linked to technology particularly to those of multimedia. Integrating the knowledge media into ODL system is another revolution that is in the forefront. Convergence of computing, telecommunications and cognitive sciences will allow more equitable access to resources that are supported by new age technology rather than human resources. Also, the distinction between conventional students in traditional education process and the ODL learners is increasingly blurred. Competitive pressures faced by educational institutions, absence of government funding, commoditization of knowledge market and increased demands for quality inputs and services are the main factors responsible for the rapid change.

Hence, ODL education is gaining momentum as the demand for learning is enormous. The present day trends show a clear shift in approach. Higher education is now a mass system rather than an elite one. Academic work produced by a team is emphasized rather than that of individuals. One can also notice that more and more distance education techniques are being adopted in the conventional institutions of higher education in instructional and delivery systems. Use of technology in instructional design and material preparation has made the teacher to don a new role as a mediator, a resource manager to facilitate learning rather than being a mere instructor. Also, interest in the areas of communication and information technology is gaining momentum.

Though collaboration within and outside educational sectors is rapidly increasing technological gap between developing and developed countries still exists. As the new technologies provide new ways of processing and distributing information, new kinds of learning products are being created, element of interactivity among students themselves and with new teachers is increasing. Distance has died down as new methods enable to deliver on demand multimedia education and training services directly to home and offices. Mediated process of communication and learning combined with face to face and virtual human interaction will be the new paradigm. New possibilities in communication technologies and their application have given rise to new trends in ODL process. Drift from mass produced self instructional packages towards collaborative and interactive learning is amply seen. Access to information from multiple sources and multiple formats is now possible. Working collaboratively with peer group and instruction at different sites either synchronously or asynchronously has made work and learning inseparable. Post experience courses are becoming important courses that are being offered by the universities and institutions. With the application of digital technology new forms of literacy has emerged which is distinctly verbal and visual than literary.

In this context, the Department of Mass Communication and Journalism, KSOU has understood the need of the media professionals in India and is striving hard to impart quality training through its programmes. This course is one such sincere effort to serve the needs of the nation.



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